

4-H Leader

Resource and Guide Book



A Guide for Effective 4-H Leadership in Taylor County

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Welcome to the Adventure of 4-H Leadership

As a *Volunteer 4-H Organizational Leader*, you have embarked on an adventure of a lifetime. Being an organizational leader for a 4-H club involves dedication, organization, a significant investment of time and resources, and most importantly, a genuine love for young people.

It is likely that 4-H has impacted your life through your own membership as a youth or through your child's membership. As you probably have found already, the impact on youth of a good 4-H program is staggering. Research has shown that adults who have participated in a 4-H program as a youth are more successful later in life. Many of these adults cite lessons they learned in 4-H as an important part of their success¹. However, 4-H is more than just a good idea; it is a vital program that is made possible by the dedication and hard work of many volunteers just like you.

This guidebook is designed to help organizational leaders make their clubs the effective teaching tools that can help our youth become successful in the future. It truly abides by the 4-H philosophy, "to make the best better." We already know that 4-H is good for our children. It is our responsibility to not only keep it that way, but to continuously improve on it. On that note, carefully review this guidebook for ideas and resources. Help to model the behaviors 4-H teaches by always making your best 4-H club even better!

1. Canadian 4-H Council (1996) http://www.4-h-canada.ca/measures_of_success.html

Table of Contents

What is 4-H?

| | |
|--|-------|
| The Motto and Life skills | 4 |
| The 4-H Emblem | 5-9 |
| A Historical Look at Wisconsin 4-H | 10 |
| 4-H in Taylor County | 11 |
| Wisconsin 4-H Charters: Frequently Asked Questions | 12-15 |
| Wisconsin 4-H Annual Charter Renewal | 16-22 |

Club Development

| | |
|--|-------|
| Suggested Constitution and By-Laws for Local 4-H Clubs | 23-25 |
| 4-H Club Officers | 26 |
| So You are the President | 27-34 |
| So You are the Vice President | 35-42 |
| So You are the Secretary | 43-46 |
| So you are the Treasurer | 47-54 |
| Organization of a Meeting | 55 |
| Sample 4-H Meeting Agenda | 56 |
| Sections of a Business Meeting | 57 |
| The Educational Program or Activity | 58 |
| Recreational Activities | 59 |
| Welcoming New Members & Families | 60-64 |

Leader Development

| | |
|---|-------|
| Organizational/General Leader | 65 |
| Project Leader | 66 |
| Setting Project Goals | 67-71 |
| Becoming an Effective Leader | 72 |
| Effective Communication and Conflict Management | 73-76 |
| Experiential Learning: Learning By Doing | 77 |

Recruitment and Retention

| | |
|--|----|
| Defining Recruitment and Retention | 78 |
| Finding Volunteers | 79 |
| Retaining New Members and Families by Involving Them | 80 |
| The Importance of Recognition | 81 |
| Dealing with Problem Volunteers | 82 |

Youth Protection

| | |
|---|----|
| Wisconsin 4-H Steps in Youth Protection | 83 |
| How to Report Child Abuse in Taylor County | 84 |
| Preventing Situations Where Abuse May Occur | 85 |

Policy and Rules

| | |
|---|--------|
| Constitution and By-Laws of the Federation of Taylor County 4-H | 86-88 |
| Wisconsin 4-H Youth Development Policies | 89-96 |
| Handling Club Money | 97-104 |

Calendar

| | |
|-------------------------|---------|
| Month-By-Month Calendar | 105-107 |
|-------------------------|---------|

References



What is 4-H?

4-H is the youth component of the Cooperative Extension System in the United States. It serves young people in grades K – 13 (one year out of high school). These youth participate in individual and group learning opportunities that teach skills through an experiential process.

4-H exists on the local, state, and national levels. On the local level, each county has a 4-H Youth Development Agent at their respective extension center. In Wisconsin, 4-H is part of the University of Wisconsin Extension with the state office located in Madison. At the national level, 4-H is under the leadership of the United States Department of Agriculture.

4-H Motto and Life Skills

“To Make the Best Better.”

The above quote is the main focus and motto of the 4-H Youth Development Program. Through an experiential learning process (explained in a later section on leader development) youth develop many important life skills that will endure the test of time. These life skills can be broken down into three basic categories:

Competency – developing skills and knowledge; strengthening and using decision-making skills; communicating with and relating to other people

Coping – responding to life situations; developing a positive self-concept; establishing priorities consistent with one’s values

Contributory – sharing with others; developing leadership skills; responding to the needs of others and of the community

The primary method of teaching youth these skills is through project work. However, these aspects can be taught through many different programs within 4-H such as community service, drama festivals, technology teams, etc.

The 4 H’s

The 4-H’s stand for HEAD, HEART, HANDS, and HEALTH.

These four terms describe the different aspects of youth wellbeing that the educational program of 4-H strives to address. These aspects are further applied to the family and community of the 4-H member..



What is 4-H?

Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on Head, Heart, Hands, and Health. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

What is the 4-H Name and Emblem?

The official 4-H Emblem is a clover with four leaves and an “H” on each leaf. The clover’s stem must point to the right as you look at the image. The 4-H Emblem is *not a plain four-leaf* clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.



How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem: 4-H Club or Program member or volunteer leader? Commercial vendor? Event, activity or program affiliated with 4-H? Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from National 4-H Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from National 4-H Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement “18 USC 707” must legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of National 4-H Headquarters.

Whoever uses such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words “4-H Club” or “4-H Clubs” or any combination of these or other words or characters in colorable imitation thereof, without being duly authorized, shall be fined not more than \$5,000 for individuals and \$10,000 for groups, or imprisoned not more than six months, or both.

Using the 4-H Name and Emblem: Graphics Basics

The Official 4-H Emblem

The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:

1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not “flip” the image to create a framed look. The stem on the 4-H Emblem *must point* to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact National 4-H Headquarters.

Use the Whole Emblem

The 4-H Emblem should always appear in its entirety - meaning it should always appear as a whole and complete image - the image recognized by millions of people. This means:

Don't remove any leaves. If you are using a clover image that has an “H” on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn't “cut off” a leaf by running it off the edge of the paper in print media or other designs.

Don't place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a “watermark” behind other information.

Keep it Upright

In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the National 4-H Headquarters



Appropriate Use



Inappropriate Use



4-H Kids Club
Appropriate Use



Inappropriate Use

Using the 4-H Name and Emblem: Graphics Basics

Color

The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green, (The H's reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

One-color printing requires either PMS 347 green or black. For commercial applications, the “18 USC 707” notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

Two-color printing—Only PMS 347 green may be used for the leaves and “18 USC 707” notice—the H's will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H's may also be printed in metallic gold (PMS 873) on a green background.

Four-color process (full color printing)—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.

Video and Computer Screen Colors (Electronic Media) The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact National 4-H Headquarters.



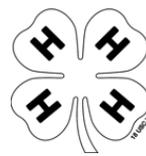
Preferred



Preferred



Accepted



Accepted

Distortion and Proportion

The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider or angled. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H's are no longer clearly legible.

Using the 4-H Name and Emblem: Graphics Basics

Using the 4-H Name

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term “4-H” it must conform as follows:

- Numeral “4” separated from a capital “H” with a hyphen (not a dash, slash or space).
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using “Four-H.” This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Do not use the 4-H Emblem in place of the word “4-H” in a title or text.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

Using the 4-H Emblem on Collateral Items

The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

Using the 4-H Emblem in Animation

Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.

Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it “dances,” “separating” as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each “H” is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact National 4-H Headquarters.

Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at: <http://www.national4-hheadquarters.gov>. Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for “Postscript” printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

Using the 4-H Name & Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter or in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization’s logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with National 4-H Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of National 4-H Headquarters.

Making 4-H Name & Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The National 4-H Headquarters at CSREES, USDA provides further documentation on the official headquarters web site: <http://www.national4-hheadquarters.gov>.

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the 4-H Name & Emblem section of the National 4-H Headquarters website should answer your questions. If you need more information or clarification contact National 4-H Headquarters for help at (202) 720-2908.

Portions of the content and graphics used in this document were taken from “4-H Emblem Use and Graphic Standards,” <http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hembblem.htm>, Ami Nieberger-Miller, University of Florida, Gainesville, FL. Special thanks: Laura Stone and Dallas Woodrum, N4-HYTLT, for publication design, and to the 4-H Name & Emblem Working Group.

The 4-H Name & Emblem is protected under “18 USC 707.”



What is 4-H?

A Historical Look at Wisconsin 4-H

- Early 1900's** Girls' canning clubs and boys' corn clubs began to develop
- 1914** Smith-Lever Act was passed creating Cooperative Extension Service.
 - 1915** The first Wisconsin State Fair was organized in West Allis.
 - 1916** Wisconsin State 4-H Leader identified that green and white were the national colors and the four leaf clover was the emblem.
 - 1918** First State Club Week (State 4-H Congress) and the first county agent to work with 4-H.
 - 1920** The national motto was changed to "Make the Best Better."
 - 1927** The 4-H pledge and motto were officially adopted nationally.
 - 1939** The 25th Anniversary of organized club work in Wisconsin.
 - 1941** Elizabeth Upham Davis and Caroline Upham Keene memorialized their parents by donating 310 acres near Wisconsin Dells to youth programs.
 - 1956** 4-H bulletins now refer 4-H as a program for all youth, urban and suburban, village and farm.
 - 1962** Wisconsin's 50th Anniversary of 4-H club work.
 - 1967** The 4-H program officially became known as the State 4-H Youth Development Program.
 - 1969** Wisconsin 4-H initiated its involvement in the federally funded Expanded Food and Nutrition Education Program as a way to reach new groups.
 - 1983** Wisconsin 4-H reached over 100,000 young people.
 - 1991** A plan was introduced for integrating the experiential learning cycle into the 4-H Curriculum Handbook at a National 4-H Curriculum Conference.



What is 4-H?

4-H in Taylor County

It is often helpful to know the structure of an organization in order to work effectively with it.

Clubs in Taylor County

| <u>Club Name</u> | <u>Township</u> |
|-----------------------|--|
| Black River Riders | Browning |
| Chequamegon | Westboro |
| Countrysiders | Browning |
| Deer Creek Comets | Deer Creek |
| Diamond Lakers | Roosevelt |
| Liberty | Little Black |
| Little Farmers | Medford |
| Little Whispers | Goodrich |
| Lucky Hills | Grover |
| Poplar Grove | Aurora |
| Thrifty-Go-Getters | Little Black |
| 4-H Afterschool Clubs | Gilman, Medford, Rib Lake & Stetsonville |

4-H: A Youth Centered Organization



This entire leadership process is advised in an educational and administrative manner by the 4-H Youth Development Agent in Taylor County.

Professional Staff

Taylor County has two paid staff members devoted to the 4-H Youth Development Program:

Michelle Grimm: the 4-H Youth Development Agent.

Kim Drolshagen: the 4-H Administrative Assistant.

Their office is housed in the USDA Service Center in Medford
925 Donald Street Room 103, Medford, WI 54451 • (715) 748-3327



What is 4-H?



WISCONSIN 4-H CHARTERS: FREQUENTLY ASKED QUESTIONS

October 2008

What are 4-H Charters?

The University of Wisconsin-Extension grants 4-H Charters, which formally recognize a group's affiliation with 4-H and grant that group the following privileges:

- Authorization to use the 4-H name and emblem.
- Opens eligibility for inclusion under National 4-H tax exempt status.
- Authorization to raise, allocate, and disburse funds in support of local 4-H programs, projects, and groups.

What groups are required to have a 4-H Charter?

The United States Department of Agriculture requires all 4-H groups to have a charter signed by the Director of the National 4-H Headquarters and issued by the state 4-H office. Beginning with the 2009-10 4-H enrollment year, the following 4-H groups in Wisconsin must have a 4-H Charter. Each of these 4-H groups must also renew its charter annually.

- All 4-H clubs including school-based clubs.
- County, district, and state 4-H volunteer leader associations and councils or their equivalent.
- County, district, and state 4-H volunteer committees or groups or their equivalent that 4-H name and emblem and handle finances.
- In general, any group of 4-H members who are organized as a specific club or volunteer-based groups that use the 4-H name and/or handle 4-H funds should be chartered.

4-H Programs versus 4-H Groups:

A distinction must be made between 4-H clubs and groups and 4-H programs. 4-H school-enrichment programs, special-interest programs and after-school programs are presently not required to have charters. These programs are not organized using the club/group delivery method. However, if an after-school program includes an after-school 4-H club, then that club must be chartered.

What is a 4-H club?

According to the Wisconsin 4-H Policies, a 4-H club must meet the following components:

- Club name
- Five or more youth from at least three families
- Adult leadership that has been approved through the Youth Protection process
- Educational plan which meets the purposes of the 4-H program
- Youth involvement in leadership and decision-making
- Meet on a continuing basis
- Have written operating guidelines, bylaws or constitution approved by the members to govern the club
- Open to any youth eligible for 4-H membership, regardless of race, color, creed, religion, sex, national origin, disability, ancestry, sexual orientation, pregnancy, marital or parental status.

A 4-H Club may have either paid or volunteer leadership. Teen leadership does not meet the adult leadership requirement. 4-H clubs must have an educational mission. Evidence can be provided in different ways. The preferred method is for clubs to develop a program plan with their members, and provide a written copy of that plan to the members and the UW-Extension office. All 4-H clubs must comply with federal and state nondiscrimination laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Americans with Disabilities Act.

What are the minimum requirements to charter a new 4-H club?

1. Meet the aforementioned minimum requirements for a 4-H club.
2. Signed enrollment forms on file for all member and volunteer leaders, and adult leaders must be approved through the Youth Protection process. Enrollment forms include the volunteer behavior expectations for adult volunteer leaders.
3. Complete a New 4-H Club Charter Application Form or Charter Renewal and submit it to the County UW-Extension office.

What are the minimum requirements for the annual 4-H Charter renewal for clubs?

1. Continue to meet the minimum requirements for a 4-H club.
2. Signed enrollment forms on file for all member and volunteer leaders, and adult leaders must be approved through the Youth Protection process. Enrollment forms include the volunteer behavior expectations for adult volunteer leaders.
3. Complete and return the 4-H Club Charter Renewal Form For Existing 4-H Clubs by December 1 of the current 4-H year to the County UW-Extension office.

What are the minimum requirements to charter a new 4-H committee or group?

1. 4-H Youth Development Professionals will need to decide which 4-H committee and/or groups need to be chartered in their county.
2. Chartering should be based on the degree of autonomy that the 4-H committee or group has. The more autonomous the committee or group is, the more accountable they will need to be and therefore should be chartered. All groups or committees that handle finances and have a checkbook must be chartered.
3. Signed enrollment forms on file for all member and volunteer leaders, and adult leaders must be approved through the Youth Protection process. Enrollment forms include the volunteer behavior expectations for adult volunteer leaders.
4. Complete and submit the Charter Application Form for New Committees/Groups to the County UW-Extension office.

What are the minimum requirements for the annual 4-H Charter renewal for committees and groups?

1. Continue to meet the minimum requirements for a 4-H committee or group.
2. Signed enrollment forms on file for all member and volunteer leaders, and adult leaders must be approved through the Youth Protection process. Enrollment forms include the volunteer behavior expectations for adult volunteer leaders.
3. Complete and submit the Charter Application Form for New Committees/Groups to the County UW-Extension office.

How does a 4-H group receive a charter and renewal?

The organizational leader of a 4-H group submits the appropriate charter application or renewal form to the County UW-Extension office. Groups that are district or state level will submit their charter application or renewal form to the State 4-H Youth Development office. The county or state 4-H staff member will approve and present the charter certificate to the 4-H group.

Please see below to determine the appropriate form. Forms should be submitted to the county UW-Extension office.

| <u>Type of 4-H Group</u> | <u>Charter Form</u> |
|--------------------------|---|
| New 4-H Club | Charter Application Form for New Clubs |
| New 4-H Committee/Group | Charter Application Form for New Committees/Groups |
| Existing 4-H Club | Charter Renewal Form for Existing 4-H Clubs |
| Existing 4-H Committee | Charter Application Form for Existing Committees/Groups |

Adapted by Kevin Palmer, 4-H Youth Development Agent and the Wisconsin 4-H Strengthening the Vitality of 4-H Community Clubs Team, Club Development Action Team, with permission of the author: "4-H Charters: Frequently Asked Questions" by Joseph R. Hunnings, Extension Specialist, 4-H Youth Development, Virginia Cooperative Extension, 2006.

Additional sources:

Wisconsin 4-H Policies <http://www.uwex.edu/ces/4h/resources/policies/documents/WI4HYouthDevelPolicies608.pdf> and *National 4-H Headquarters Fact Sheet: Charters: The Key to Official Recognition* http://www.national4-hheadquarters.gov/library/4h_polregs.htm

When should a 4-H group seek a charter?

4-H charters are issued when establishing a 4-H entity. Charters are to be renewed annually. All Wisconsin 4-H groups listed above must have a charter by January, 2010.

An existing 4-H group that has documentation of an existing charter may continue to operate under its present charter as long as the group meets the minimum Wisconsin 4-H charter requirements for groups listed above and is operating under the original group name for which it was chartered.

If an existing 4-H group does not have a charter, the organizational leader should work with the group and the county or state 4-H staff member to meet the charter requirements. An existing 4-H group that has misplaced its charter certificate should reapply for a charter. Charter renewal packets are due by December 1 of the current 4-H enrollment year.

For new 4-H groups, applications for 4-H Charters can be submitted at any time during the year.

How long is the 4-H Charter valid?

A 4-H Charter is valid for the calendar year in which it is issued, January 1 - December 31. Groups can maintain their charters each year by complying with the renewal requirements. Beginning in 2009 all chartered 4-H groups must submit a charter renewal form by December 1 of each year.

What circumstances might result in the loss of a 4-H Charter?

Failure to meet the minimum 4-H group charter requirements or the renewal requirements, changes in the 4-H group name, disbanding or separation of the group into multiple entities, or failure to follow Wisconsin Cooperative Extension/4-H policies can result in the loss of a 4-H Charter.

The 4-H staff member providing leadership to the 4-H group, in consultation with the State 4-H Youth Development Program Director has the right to revoke a 4-H group's charter in their county. 4-H groups may re-apply for a charter.

After a group loses its charter (for whatever reason) it can no longer use the 4-H name or emblem or raise, allocate, or disburse funds in support of 4-H programs. The group no longer has tax exempt status.

When the actions of a volunteer on behalf of a group results in the loss of the group's charter, the other members and leaders are still eligible to continue their involvement in 4-H by affiliating with a different chartered 4-H group.

What are the 4-H group leader's responsibilities as related to 4-H Charters?

- Be informed of the requirements for chartering 4-H groups.
- If serving as a leader of an existing 4-H group, ensure that it has a valid charter by checking with the 4-H staff member providing leadership to the 4-H group.
- If the 4-H group does not have a valid charter, take the necessary steps to bring it into compliance as a Wisconsin 4-H chartered group.
- If serving as a leader of a new 4-H group, work with the 4-H staff member in your local Extension office to become chartered.
- Make sure that the 4-H group renews its charter annually by December of each year.
- Inform the appropriate 4-H staff member if the 4-H group no longer complies with the charter requirements or no longer wishes to be a chartered 4-H group.

Adapted by Kevin Palmer, 4-H Youth Development Agent and the Wisconsin 4-H Strengthening the Vitality of 4-H Community Clubs Team, Club Development Action Team, with permission of the author: "4-H Charters: Frequently Asked Questions" by Joseph R. Hunnings, Extension Specialist, 4-H Youth Development, Virginia Cooperative Extension, 2006.

Additional sources:

Wisconsin 4-H Policies <http://www.uwex.edu/ces/4h/resources/policies/documents/WI4HYouthDevelPolicies608.pdf> and *National 4-H Headquarters Fact Sheet: Charters: The Key to Official Recognition* http://www.national4-hheadquarters.gov/library/4h_polregs.htm

What are the responsibilities of the County 4-H Staff Member as related to 4-H Charters?

- Be informed of the requirements for chartering 4-H groups.
- Provide 4-H Charter and Renewal information to all 4-H groups in your county such as clubs, leaders associations, committees, etc.
- Assist new 4-H groups in your county in completion of the charter and renewal applications.
- Process charter applications for 4-H groups.
- Present 4-H groups in your county with their charter certificate. Keep a copy in 4-H group files.
- Make sure that all of the chartered 4-H groups in your county renew their charters annually by December 1.
- Provide educational support for 4-H clubs, committees and groups that are having difficulty completing their application packets. Open communication and educational support is expected. This may include a phone call or meeting with the group's leadership. It may include training and guidance.
- Revoke the charter of 4-H groups for failure to comply with charter requirements discussed in this publication.
- Maintain current records of the status of chartered groups in your county. This is reported to the State 4-H office in your annual 4-H Name and Emblem Use and Expansion and Review Report, due annually on January 15 to the State 4-H Youth Development Program Director.
- Assure that multi-county and district 4-H groups that your county is involved in are chartered.

What are the responsibilities of the State 4-H Youth Development Office and State 4-H Staff members with 4-H Charters?

- Monitor and revise as necessary, the policies for chartering 4-H groups.
- Work with advising 4-H Youth Development staff members to provide 4-H charter information to all district and state-level 4-H groups.
- Assist where necessary to ensure existing district and state-level 4-H groups all have a valid charter before January, 2010.
- Assist new 4-H groups at the district and state level to become chartered.
- Process charter applications for district and state 4-H groups.
- Present district and state 4-H groups with charter certificates. Maintain records in 4-H group files.
- Assist in assuring that all district and state chartered 4-H groups renew their charters annually.
- Consult with county 4-H staff members concerning charter renewal and support issues including charter revocation of local 4-H groups.
- Revoke the charter of district and state 4-H groups for failure to comply with charter requirements discussed in this publication.
- In cooperation with advising 4-H Youth Development staff members, maintain current records of the status of chartered groups at the district and state level.
- Assist counties with charter records maintenance and reporting.
- Report charter statistics to National 4-H Headquarters as required.

Adapted by Kevin Palmer, 4-H Youth Development Agent and the Wisconsin 4-H Strengthening the Vitality of 4-H Community Clubs Team, Club Development Action Team, with permission of the author: "4-H Charters: Frequently Asked Questions" by Joseph R. Hunnings, Extension Specialist, 4-H Youth Development, Virginia Cooperative Extension, 2006.

Additional sources: Wisconsin 4-H Policies

<http://www.uwex.edu/ces/4h/resources/policies/documents/WI4HYouthDevelPolicies608.pdf> and National 4-H Headquarters Fact Sheet: Charters: The Key to Official Recognition. http://www.national4-headquarters.gov/library/4h_polreqs.htm



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EXISTING 4-H CLUBS

WISCONSIN 4-H ANNUAL CHARTER RENEWAL

DIRECTIONS

4-H Club Charters will be renewed for January 1 to December 31 of each year. Charters will be based on the completion of this "Wisconsin 4-H Annual Charter Renewal" packet for existing 4-H Clubs. Help is available from the local 4-H Youth Development Staff and 4-H Community Club Central Website: <http://www.uwex.edu/ces/4h/clubs/index.cfm>.

All sections in this packet must be completed by the club leadership team. It is highly encouraged that youth officers be involved in this process. All information provided will be used by staff. Thank you for your time in being complete.

To be authorized to use the 4-H name and emblem, *all* 4-H Clubs must complete and return this packet by no later than December 1 to the County UW-Extension Office.

Why Are Charters Necessary?

University of Wisconsin-Extension grants 4-H Charters, which formally recognize a group's affiliation with 4-H and grant that group permission to use the 4-H name and emblem. To be a chartered 4-H Club in Wisconsin, the following requirements need to be met and maintained:

- Club name
- Five or more youth from at least three families
- Adult leadership that has been approved through the Youth Protection process
- Educational plan which meets the purposes of the 4-H program
- Youth involvement in leadership and decision-making
- Meet on a continuing basis
- Have written operating guidelines, bylaws or constitution approved by members to govern the club
- Open to any youth eligible for 4-H membership, regardless of race, color, creed, religion, sex, national origin, disability, ancestry, sexual orientation, pregnancy, and marital or parental status.

Sources: Wisconsin 4-H Youth Development Policies; National 4-H Policies and Regulations: Using the 4-H Name and Emblem; What is a 4-H Club?; Charters: The Key to Official Recognition; and Tax Exempt Status for 4-H Clubs

WISCONSIN 4-H GREEN GUARANTEE

4-H Charters also ensure that groups using the 4-H name and emblem are meeting the following components of the "Wisconsin 4-H Green Guarantee" and providing opportunities for 4-H members to develop and learn through 4-H.

In Wisconsin, 4-H Clubs *guarantee* youth members the opportunities to:

- Develop positive relationships with peers and adults;
- Be actively involved in their own learning;
- Contribute as active citizens through community service and leadership;
- Develop skills that will help them succeed;
- Recognize, understand and appreciate others;
- Have fun.



EXISTING 4-H CLUBS
4-H CLUB LEADERSHIP INFORMATION

County: _____

Name of 4-H Club: _____

Date/Year the 4-H Club began: _____

Name of main 4-H Club contact: _____

E-mail: _____

Home Phone: _____ Cell Phone: _____

Co-Leader(s) / Assistant(s): _____

Co-Leader(s) / Assistant(s): _____

Co-Leader(s) / Assistant(s): _____

Did one or more leader(s) from your club attend the annual club leadership team training? This is not the Youth Protection Volunteer Orientation Training.) Yes No

If yes, please list names: _____

Officers: (please complete those applicable to your 4-H Club)

President: _____

Vice-President: _____

Secretary: _____

Treasurer: _____

Reporter: _____

Other: _____

Other: _____

Other: _____



EXISTING 4-H CLUBS
CURRENT YEAR 4-H CLUB MEETING INFORMATION

Regular 4-H Club meeting time: Day of month: _____ Time: _____

Location where 4-H Club meetings normally will be held: _____

Is the meeting site handicap accessible? Yes No



EXISTING 4-H CLUBS **SUMMARY OF PAST YEAR ACTIVITIES**

What was included in your monthly meeting routine? (Please check *all* that apply)

- | | |
|---|--|
| <input type="checkbox"/> Business meeting | <input type="checkbox"/> Educational program |
| <input type="checkbox"/> Food/snacks | <input type="checkbox"/> Sharing/get acquainted activities |
| <input type="checkbox"/> Recreation/games | <input type="checkbox"/> Project meetings |
| <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Other: _____ |

How did you communicate with families in your 4-H Club? (Please check *all* that apply)

- | | |
|--|---|
| <input type="checkbox"/> Phone tree | <input type="checkbox"/> Club meeting announcements |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Club website <input type="checkbox"/> County website |
| <input type="checkbox"/> Club newsletter | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Letters / postcards | |

How did your 4-H Club help *new* families?

How did your 4-H Club involve *youth* in making decisions?

How did your 4-H Club assist *new* leaders?

Please list the *community service* activities your 4-H Club completed in the past year.

Wisconsin 4-H Policies state that every 4-H Club must have written operating guidelines or bylaws.

Do you have written operating guidelines or bylaws? Yes No

If yes, date reviewed by members _____

Please attach *one copy* of your 4-H Club's written operating guidelines or bylaws to this form.

Samples are available at 4-H Community Club Central: <http://www.uwex.edu/ces/4h/clubs/index.cfm>

We agree to make all reasonable efforts to assure participation in our 4-H Club is open year-round to all interested youth (of eligible 4-H grade) and adults regardless of race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, and marital or parental status.

Organizational Leader Signature

Date

4-H Club President Signature

Date



EXISTING 4-H CLUBS

UPCOMING YEAR 4-H CLUB CALENDAR PLANNER

Upcoming Planning Year: _____ 4-H Club: _____

4-H Club Goals for the Year (e.g. increase membership, three educational speakers throughout the year, two club family activities, increase attendance at meetings, new community service project.)

1. _____
2. _____
3. _____

Note: If your 4-H Club uses a different calendar document, feel free to attach that instead of completing the following calendar planner.

| Month | Meeting Logistics | Meeting, Event, Activity* | Committee Person(s) Responsible |
|----------|--|---|--|
| SAMPLE | September 12, 7:00 p.m. Clover Center Town Hall | <u>Business Items:</u> Election of Officers; Community Service idea for fall; form Holiday Party Committee <u>Education/Program:</u> Guest speaker, Clover Center Police Officer <u>Recreation/Refreshments:</u> Smith Family | Mrs. Smith Jane Heart |
| SAMPLE | December Clover Center Town Hall | Club Holiday Party | Co-Chairs of Holiday Party Committee - Kelly Heart and Cindy Jones |
| October | | | |
| November | | | |
| December | | | |

* The three parts of effective 4-H meetings are business, education and recreation

| Month | Meeting Logistics | Meeting, Event, Activity | Committee Person(s) Responsible |
|--------------|--------------------------|---------------------------------|--|
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |
| July | | | |
| August | | | |
| September | | | |



**EXISTING 4-H CLUBS
ANNUAL FINANCIAL REPORT**

Name of 4-H Club: _____

All 4-H Clubs are required to submit a financial record and audit report to the County UW-Extension Office once each year. Federal regulations governing the use of the 4-H name and emblem require annual financial reporting/accountability of all organized 4-H units. Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes. Failure to annually submit the financial report could result in loss of approval to use the 4-H name and emblem.

EIN (Federal Tax ID #) _____ WI or Tribal Tax Exempt Number (if your club has one) _____

The annual 990 IRS required filing has been completed: Yes No Attach a copy of verification.

Fiscal Year: Complete the following information based on the time period October 1 – September 30, _____ (Year). Note that October 1 through September 30 is the suggested reporting year for 4-H Clubs. If your fiscal year is different, please provide the dates: _____

Attach a copy of the most recent bank statement for each account. Your club's financial report will be kept on file in the County UW-Extension Office and may be shared with the 4-H Leaders' Association Treasurer.

Annual Accounting

Beginning Balance

Checking Account \$ _____
Savings Account (combine all savings, money market, CD's, etc.) \$ _____

The categories/sub headings listed under funds received and funds disbursed are suggestions. 4-H Clubs should feel free to adapt the categories/sub headings so they best apply to your club.

Funds Received

Fund Raising/Donations \$ _____
Dues \$ _____
Other \$ _____
Total Funds Received \$ _____

Funds Disbursed

Dues Paid to County (if applicable) \$ _____
Educational Supplies \$ _____
Community Service Expenses \$ _____
Recreation \$ _____
Other \$ _____
Total Funds Disbursed \$ _____

Ending Balance

Checking Account \$ _____
Savings Account (combine all savings, money market, CD's, etc.) \$ _____

Accounts Information

Checking Account Information

Account Name (exactly as it appears on the bank statement) _____

Bank Name and Location _____ Account Number _____

Savings Account Information

Account Name (as it appears on the bank statement) _____

Bank Name and Location _____ Account Number _____

Other Account Information (if applicable)

Account Name (as it appears on the bank statement) _____

Bank Name and Location _____ Account Number _____

Authorization – Names of people authorized on any accounts. It is strongly recommended that each account have two or more unrelated people authorized on all accounts. One youth and one adult are recommended.

Is there anybody else that may be handling/collecting money in your club during the 4-H year? (e.g., club leaders helping with fundraisers)

If yes, please list:

Financial Report Signatures

Completed by: _____
Organizational/General Leader Signature _____ Date _____
Club Treasurer Signature _____ Date _____

This financial report must be audited by an adult unrelated to the person who completed the report and who is not directly involved with the club's finances. The auditor must review and verify all accounts. **It is suggested that two people review the books; one auditor signature is required.**

"I have reviewed the pertinent records relating to the above financial accounts, verified the information and believe that the balances shown are correct."

Audited by: _____
Auditor Signature _____ Date _____
Auditor Signature _____ Date _____

Note: Upon dissolution, 4-H Clubs with assets must turn over those funds to a recognized 4-H Club or Group with the approval of a County UW-Extension staff member responsible for oversight of the 4-H program.



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Club Development



**Wisconsin 4-H
Community
Clubs**

SAMPLE CONSTITUTION AND BYLAWS FOR 4-H CLUBS

November 2008

This sample form may become the constitution and by-laws of your club by filling in the blank spaces, amending as necessary and being approved by the membership. This form can be adapted for 4-H groups and committees

CONSTITUTION

Article I – Name

The name of this club shall be _____ 4-H Club.

Article II – Purpose

The purposes of this club are to _____

Article III – Membership

Section 1. A club member must be in first grade and may continue in the 4-H Club through the next 4-H year following their graduation from high school. First and Second graders are enrolled as Cloverbuds.

Section 2. Open to any youth within grade parameter – regardless of that person's race, color, creed, religion, sex, national origin, disability, ancestry, sexual orientation, pregnancy, marital or parental status. (Add any other pertinent club membership policies.)

Section 3. The following requirements must be met to hold a 4-H charter and be recognized as a 4-H club in _____ County, Wisconsin

- Club name
- Five or more youth from at least three families
- Adult leadership that has been approved through the Youth Protection Program
- Educational plan which meets the purposes of the 4-H program
- Youth involvement in leadership and decision-making
- Meet on a continuing basis
- Have written operating guidelines, bylaws or constitution approved by members to govern the club
- Complete the 4-H Annual Charter Renewal Packet that includes critical communication, legal, financial and educational accountability requirements. This is submitted to the county UW-Extension office by December 1 annually.

Article IV – Officers

The officers of this club shall be a president, vice-president, secretary, treasurer, _____, _____ . (Add age requirements, if any; term of office; etc.)

Article V – Amendments

The constitution may be amended by a (simple or 2/3) majority vote of the total membership at any regular meeting (optional – provided notice of such amendments shall have been given at a previous meeting.)

Article VI – Club Leadership

The club shall be under the direction and guidance of local club leader(s). Open to all adults regardless of that person's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital or parental status. All adult volunteers are required to participate in the Wisconsin 4-H Youth Protection Program. There shall be such assistant leaders, project leaders and youth leaders as are needed to properly advise and assist in carrying on the various projects and in conducting the club program. Options for leadership are outlined at: <http://www.uwex.edu/ces/4h/clubs/documents/4HClubLeadershipTeamRoleDescription.pdf>

Article VI – Dissolution Clause

The county 4-H Leaders Association must include a statement of dissolution in its bylaws similar to the following: Upon dissolution of the association, any assets remaining shall be conveyed to a 4-H Youth Development program or 4-H Youth Development Foundation as selected by the affirmative vote of the majority of association members entitled to vote.

A 4-H club, group or committee must use the following dissolution clause: Upon dissolution of the 4-H Club any assets must be turned over to a recognized 4-H club/unit/group, with the approval of the 4-H Leaders Association and the county 4-H Youth Development staff.

BY-LAWS

Article I – Election of Officers

- Section 1. (Describe club's nomination process)
- Section 2. The officers shall be elected by ballot at a regular meeting designated for the purpose. (Add month, if known)
- Section 3. All members are eligible to vote.
- Section 4. Ties for election of office are to be broken by _____.
- Section 5. (Describe process for replacing officers who cannot fulfill their terms.)

Article II – Duties of Officers

The president shall preside at all club meetings. In the absence of the president, the vice-president shall preside. The secretary shall keep a record of all proceedings of the club. The treasurer shall receive and take care of all money belonging to the club and shall pay it out upon order of the president and shall keep an accurate record of all money received and paid. The club reporter will serve as public relations officer and shall prepare news reports of the club's meeting and activities and send them to the local papers as occasion demands. (Adapt as needed)

Article III – Regular Meetings

The regular meetings of this club will be held at _____ on the _____ of each month.

Article IV – Quorum

A majority of the members of the club will constitute a quorum. A quorum must be present when business is transacted. (optional)

Article V – The Club Year

The 4-H year is continuous should be dated consistent with the county 4-H Leaders Association annual year.

Article VI – Rules of Order

Robert's Rules of Order shall govern the meetings of the club.

Article VII – Club Reporting

Annually, complete the 4-H Annual Charter Renewal Packet that includes critical communication, legal, financial and educational accountability requirements. This is submitted to the county UW-Extension office by December 1.

Article VIII – Additional Club Policies

(Include any additional continuing club rules, guidelines, expectations or policies not listed above: dues, committees, achievement requirements, record books, project exhibition, fund raising, club trip, etc.)

Date: _____

President: _____

Secretary: _____



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Club Development

4-H Club Officers

As a leader one of the most important things you can do to ensure that your meeting runs smoothly is to carefully explain to your officers what their duties are. Allow them to do their jobs with minimal supervision, but make sure you are available to help when questions arise. Below are some quick definitions of each office with additional information for each position in the following pages.

President

- Presides at meetings
- Gets room ready and begins meetings on time
- Arranges for vice president to preside at meetings when necessary
- Asks for volunteers
- Works with members and volunteers to plan programs
- Meets with leaders and other officers to plan meetings
- Casts deciding vote in case of tie

Vice President

- Presides at meetings when president is absent
- Handles other jobs in club (presides as a chair of committee)

Treasurer

- Attend mandatory treasurer training
- Receives and keeps a record of money in the 4-H club treasury
- Responsible for depositing money in the club account
- Pays out approved money for the club

Secretary

- Keeps minutes of all club meetings (written record of what is done and said)
- Maintains a list of all members and calls roll
- Reads any correspondence
- Writes any club correspondence

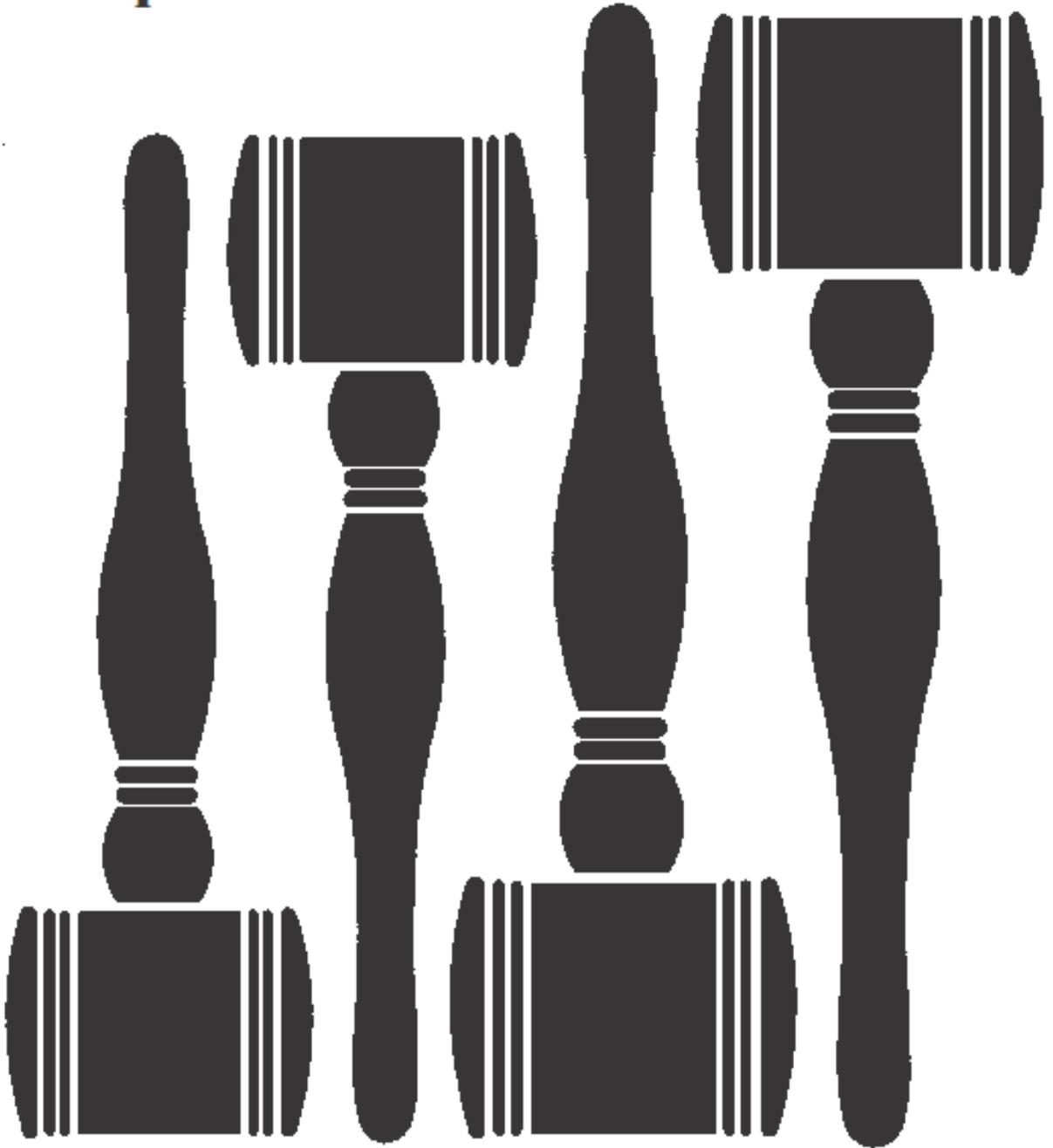
Other Possible Offices

- Reporter – Creates news and radio articles
- Historian – Maintains club scrapbook

For detailed information about the duties of each officer or any questions contact the 4-H Youth Development Agent.



So you're the club president . . .



You, and all 4-H officers, are representatives. You represent not only the local group, but the whole 4-H program. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent 4-H'ers everywhere. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at the 4-H meetings. Those who are not acquainted with 4-H, judge it by its officers.

As President, I will . . .

- prepare meeting agendas with key leader(s)
- notify leader and vice president several days before a meeting if I must be absent
- preside at meetings
- follow parliamentary procedure in a courteous and tactful manner
- make guests feel welcome
- help other officers carry out assignments
- encourage everyone to participate in the meeting
- avoid dominating the meeting by giving too many personal opinions.
- make sure everyone serves on a committee some time during the year
- delegate responsibilities rather than doing everything myself
- give others credit for jobs they do
- thank those who participate in the program or those who help make arrangements
- represent my group proudly at other meetings and events
- attend as many 4-H meetings and activities as possible
- be prompt and enthusiastic

Guidelines for Conducting Business Meetings

A well-planned 4-H meeting consists of the business meeting; an educational program that may be talks, discussion, presentations, or special speakers; and recreational activities.

Generally the group meeting follows this order:

4-H Business Meeting Agenda

1. Call to order
2. Pledge of Allegiance, song, or opening thought
3. Roll call and introduction of visitors
4. Minutes of previous meeting
5. Treasurer's report
6. Report of officers and committees
7. Unfinished business
8. New business
9. Announcements, leader's report
10. Adjournment
11. 4-H Pledge

1. Call to Order

The president rises and says, "The meeting will please come to order." Meetings should begin and end promptly, according to stated times.

2. Pledge of Allegiance, Song, or Opening Thought

The president or someone he/she assigns leads the group in the pledge. One or two lively songs make a good beginning for a meeting. A thought for the day or similar activity could be substituted.

3. Roll Call and Introduction of Visitors

The president stands and says, "The secretary will please call the roll." The secretary remains seated and announces how roll call is to be answered, then calls the names of the 4-H'ers. All visitors should be introduced to the group at this time.

4. Minutes of Previous Meeting

The president stands and says, "The secretary will read the minutes of the last meeting." The secretary rises and addresses the chair. "Mr. (or "Madam") President," then reads the minutes and is seated.

The president asks, "Are there any additions or corrections to these minutes? (waits a moment) If not, they stand approved as read." If there are corrections, the corrections are made and the president continues, "Are there any further corrections to the minutes? (waits a moment) There being no further corrections, the minutes will stand approved as corrected."

5. Treasurer's Report

The president asks, "May we have the treasurer's report?" The treasurer rises and addresses the chair, reads the treasurer's report, and is seated. Generally no action is required on this report.

6. Report of Officers and Committees

The president may have plans or ideas to report. The secretary reads any correspondence that has been addressed to the group.

The president asks the chair of each committee to report. The president says, "Will the chair of the _____ committee please report?"

The chair rises, addresses the president, and gives the report.

The president says, "What will you 4-H'ers do with this report?"

If action is recommended by the committee, a motion needs to be made to adopt the report. (See Method to Make a Motion.)

7. Unfinished Business

This part of the meeting contains business that was not completed at earlier meetings.

President: "Is there any unfinished business?" If the answer is "Yes," then that business is brought before the 4-H'ers. If not, the president goes on to the next section of the meeting.

8. New Business

New business allows time for 4-H'ers to submit new ideas for the group to consider.

President: "We are now ready for new business."

The 4-H'ers must address the president and explain any new business they have. Any action taken by the group must be stated as a motion ("I move we have a bake sale.") and follow the motion process.

Method to Make a Motion

A motion needs to be made by a 4-H'er if the club is to take action on an item of business. A 4-H'er addresses the president and says, "I move that we have a bake sale."

The secretary records the motion with the name of the person who made the motion.

Second 4-H'er: "I second the motion."

President: "It is moved and seconded that we have a bake sale. Is there any discussion?" (Discussion usually follows; every speaker addresses the president and is recognized before talking.)

President (when all discussion has ended): "All in favor (repeat the motion) say 'Yes'; opposed 'No.'" If the motion carried, the president says, "The motion is carried." If more people voted 'No' than 'Yes,' the president says, "The motion is lost."

9. Announcements, Leader's Report

President: "Are there any announcements?" The program for the next meeting is announced by the vice president. The place, date, and time of the next meeting and activities also are announced.

10. Adjournment

The president asks, "Is there a motion for adjournment?"

4-H'er: "Mr. (or "Madam") President."

President: "John"

4-H'er: "I move that we adjourn."

Second 4-H'er: "I second the motion."

President: "It is moved and seconded that we adjourn. All in favor say 'Yes'; opposed 'No.' The motion is carried and the meeting is adjourned."

11. 4-H Pledge

The president appoints someone to lead the group in the 4-H Pledge.

Two Methods to Use for Decision Making

Method One — Parliamentary Procedure

Parliamentary procedure can be an effective way for a 4-H club to conduct business. It helps keep order by introducing structure—only one item can be discussed at a time. It helps groups reach decisions through majority rule, yet ensures that everyone has a voice. Depending on the skills of your club members, you can choose to follow simple, informal, or formal parliamentary procedures.

Simple

Characteristics — No formal agenda; group discusses business until they agree on what to do; usually no officers; open discussion.

Settings — Project meetings, small groups, sessions with younger members.

Informal

Characteristics — Flexible meeting agenda; basic parliamentary procedures; chairperson or elected officers; controlled discussion.

Settings — 4-H meetings, school/church/civic organizations.

Formal

Characteristics — Precise meeting agenda; standard parliamentary procedures following

Roberts' Rules of Order; elected officers.
Settings — Large gatherings, legislative bodies; large 4-H meetings, FFA formal meetings.

Steps for Decision Making under Parliamentary Procedure

1. Motion — A motion is a request that something be done or that something is the opinion or wish of the group. Only one motion should be placed before the group at one time. It is debatable and amendable.

2. Second— Someone from the group must "second" the motion (agree to the motion) so that it can be discussed.

3. Discussion — The motion "on the floor" is discussed by all members, addressing the pros and cons, etc.

4. Restate the motion — The president restates the motion before the group votes.

5. Vote — The group votes by voice — yes/no; by show of hands; by standing; by secret ballot; or by roll call vote.

Problems for Presidents

Problem

The older members of the Peppy Pals 4-H club usually dominate the discussion of motions. The younger members hesitate to say anything and seem embarrassed when they must address the

chair. How would you make sure that all members of the club have a chance to speak on the motion being discussed?

Solution

For additional information, ask for PM 1781, *Simplified Parliamentary Procedure*, at your county office of ISU Extension.

Method Two — Consensus Decision Making

Sometimes groups have trouble making decisions or solving problems. Parliamentary procedure may seem to get in the way and cause members to feel they do not have a chance to share their ideas. When this happens in your group, you can use consensus decision making.

Under this method, the group reaches agreement on an issue that they have been discussing. The method encourages each member to suggest ways to solve a problem. The goal is to give everyone the opportunity to share ideas and thoughts with the group. Consensus results in creating many ideas, which usually leads to a solution that everyone finds acceptable. Rather than having one side win, all members accept the final decision and feel responsible for carrying out the decision.

Steps for Consensus Decision Making

1. Definition — Define or explain the problem that needs a decision.

2. Ideas — Give everyone a chance to suggest ways to solve the problem.

3. Discussion — Discuss the ideas that have been suggested. They can be changed or improved as they are discussed.

4. Selection — Decide on the best idea to solve the problem. Everyone may not agree that it is the best solution, but everyone should agree to accept the solution and help make it work.

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6. Evaluation — Evaluate the solution after trying it. Determine how well it is working, and make some changes, if necessary.

Consensus decision making will not work if:

- Someone in the group blocks the consensus process to promote his or her own ideas.
- The group has members who always want their own way.
- The discussion does not stay on the topic.
- The group has little time or patience.

Problems for Presidents

Problem

The Peppy Pals 4-H club has been discussing possible fund-raising activities for some time without reaching a decision. Many members

have offered various suggestions for product sales. What can you do as President to help the group reach a decision?

Solution

Consensus Decision Making taken from
Biagi, Bob. *Working Together: A Manual for Helping Groups Work More Effectively*. Citizen Involvement Training, Division of Continuing Education and Cooperative Extension Service, University of Massachusetts, Amherst, MA 01003
Building United Judgment: A Handbook for Consensus Decision Making. The Center for Conflict Resolution, 731 State Street, Madison, WI 53703.

Program Plan for _____ 4-H Meeting

Place _____ Date _____ Time _____

Pre-meeting Activities _____

Meeting

Call to order

Pledge of Allegiance, song, or opening thought: _____

Roll call and introduction of visitors _____

Minutes of previous meeting

Treasurer's report _____

Report of officers and committees

Unfinished business

New business

Announcements, leader's report

Adjournment

4-H Pledge _____

Program Plan for _____ 4-H Meeting (continued)

Program

Recreation



Officers and leaders should plan in detail at least one week prior to the meeting and notify each person with a part on the program so he or she will be prepared. Planning ahead and notifying participants means faster, better business meetings and more interesting programs.

You can copy this form and use it to plan regular 4-H meetings. To download a copy of this form from the Internet, go to <http://www.extension.iastate.edu/pubs/Masterlist.html#4-H> and click on 4H71A, President's Guide.

Practice for Presidents

Arrange these regular meeting items in order.

_____ Treasurer's report

_____ Pledge of Allegiance

_____ Unfinished business

_____ Committee reports

_____ Call to order

_____ Roll call

_____ Pledge to 4-H flag

_____ Adjournment

_____ New business

_____ Minutes of last meeting

Problems for Presidents

Problem Wise-acres 4-H Group has a very good recreation leader; every meeting starts with two or three games and activities and lots of fun. It's difficult to get the business meeting started.

Everyone is quiet for the pledge and roll call, but as soon as that is finished everyone wants to talk and continue to have fun. As president is there anything you can do to help the problem?

Solution _____

Problem Tom is president of the 4-H group. In the past year several 4-H'ers have dropped out of the club. Tom is very concerned about it because it has always been a very active group.

The active 4-H'ers are Tom's closest friends and also are the other officers. It's usually the officers who do all the jobs. How can Tom help his 4-H group?

Solution _____

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Helping you become your best.



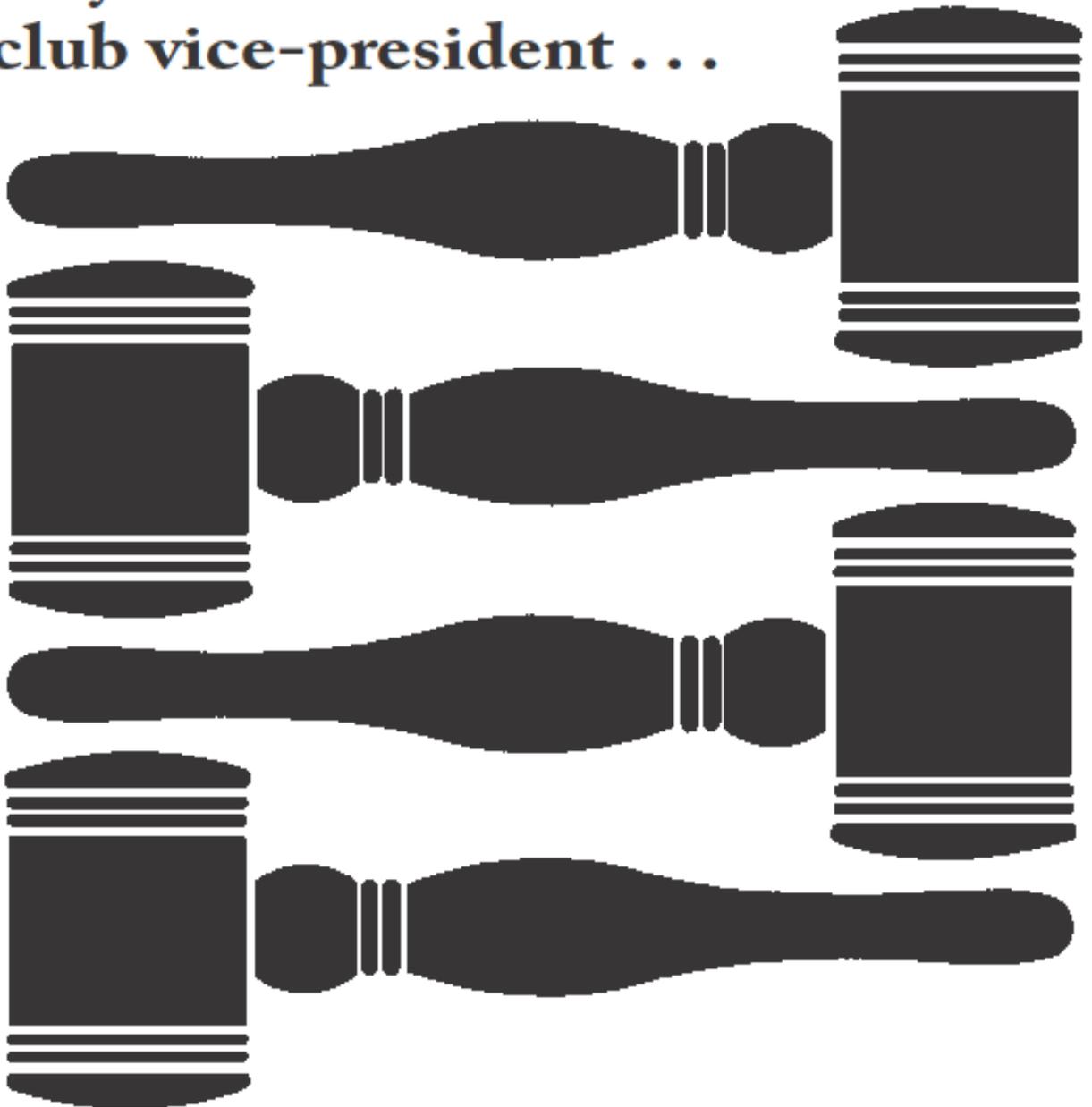
... and justice for all

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discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964. Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



So you're the club vice-president . . .



You, and all 4-H officers, are representatives. You represent not only the local group, but the whole 4-H program. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent 4-H'ers everywhere. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at the 4-H meetings. Those who are not acquainted with 4-H, judge it by its officers.

As Vice-president, I will . . .

- __consult with the president on plans or special work needing to be done.
- __confidently preside at the meeting in the absence of the president.
- __represent my group at other events in the absence of the president.
- __work with the leaders and other officers on committees and other group activities.
- __serve as chair of the program committee who plans the annual group program.
- __check with the 4-H'ers scheduled to be on the program to see if they are ready or need assistance.
- __introduce the program participants.
- __remember to thank the people who are on the program.

Introducing the Program Participants

Introduction of the participants can be very brief. You will want to include

1. Presenter's name
2. Brief information about his/her background
3. The title or subject of the presentation

A good example—

Lynn Oakland is our club's guest speaker tonight. He is the county conservation naturalist and is here to speak to us about purple martins. Now I present Mr. Oakland.

Thanking the Program Participants

Thank you speeches are to be 30 seconds to one minute in length. Do not write notes for the thank you speech. Listen to the speech for worthwhile qualities. Express thanks for one or two of the following.

- Thought
- Preparation
- Useful information
- Special news to the group
- A long journey to your meeting

A good example—

We would like to thank Mr. Oakland for the exciting program about purple martins. It has been especially interesting to learn about the community these birds develop. I'm sure many of us are looking forward to building a purple martin house for our own back yard. We appreciate your informative talk.

Guidelines for Program Chair

The vice-president of the group serves as chair of the program committee, introduces the program participants, and thanks those who present the program.

Steps to Planning a Program

1. Select the planning committee.

The program planning committee should represent all the interests of the group. Senior, intermediate, and junior 4-H'ers should help to plan the program.

The committee may be appointed by the president and leader, selected from members who volunteer, or elected from the group.

2. Survey the members' interests.

Members, parents, and leaders need a chance to express ideas about what part they would like to provide for the program. Surveying 4-H'ers gives them a chance to share their ideas and feel an important part of the group.

Surveys may be done by group discussion, suggestion boxes, or roll call.

3. Plan the program.

Review what the group did last year. What did the group like best? What needs improvement? Was everyone involved?

Group situations change each year, and you will want to meet the needs of the people involved. Consider the number of 4-H'ers, the age range, the number of leaders, and the county events that are planned. Identify group goals and write them as statements of what members, leaders, and parents want to accomplish as a group.

4. Seek group approval for the plan.
Part of the planning committee's responsibility is to present the program plans to your group.

5. Assign responsibilities.
Select members, leaders, parents, or resource people to be responsible for each part of the program.

6. Check on program progress.
To make sure that you have a successful program, check with people to see that plans are being carried out. Offer assistance if needed.

7. Evaluate.
At the end of the year, take a look at your total program. Record your ideas, notes, and suggestions for next year's planning committee.

Problems for Vice-presidents

Problem

At the regular meeting, the group members who are to give educational presentations are either

absent or not prepared. What can the vice-president do to help prevent the problem?

Solution _____

Problem

Group members do not seem interested in the yearly program offered by the planning committee. Some have said it's so boring they will

stop coming to meetings. What action should be taken on this problem?

Solution _____

Problem

The 4-H meetings never start on time because half the members and the president arrive late.

What can you as vice-president do about this problem?

Solution _____

Thank you

The New Century Pioneers 4-H club presented their Share-the-Fun act as part of your group program. Six of their members acted out a

humorous skit entitled "Too Much Excitement at the County Fair." What would you say to thank them?

Your response _____

As Acting President, I will . . .

- __prepare meeting agendas with key leader(s)
- __notify leader several days before a meeting if I must be absent
- __preside at meetings
- __follow parliamentary procedure in a courteous and tactful manner
- __make guests feel welcome
- __help other officers carry out assignments
- __encourage everyone to participate in the meeting
- __avoid dominating the meeting by giving too many personal opinions.
- __delegate responsibilities rather than doing everything myself
- __give others credit for jobs they do
- __thank those who participate in the program or those who help make arrangements
- __represent my group proudly at other meetings and events
- __attend as many 4-H meetings and activities as possible
- __be prompt and enthusiastic

Guidelines for Conducting Business Meetings

A well-planned 4-H meeting consists of the business meeting; an educational program that may be talks, discussion, presentations, or special speakers; and recreational activities.

Generally the group meeting follows this order:

4-H Business Meeting Agenda

1. Call to order
2. Pledge of Allegiance, song, or opening thought
3. Roll call and introduction of visitors
4. Minutes of previous meeting
5. Treasurer's report
6. Report of officers and committees
7. Unfinished business
8. New business
9. Announcements, leader's report
10. Adjournment
11. 4-H Pledge

1. Call to Order

The president rises and says, "The meeting will please come to order." Meetings should begin and end promptly, according to stated times.

2. Pledge of Allegiance, Song, or Opening Thought

The president or someone he/she assigns leads the group in the pledge. One or two lively songs make a good beginning for a meeting. A thought for the day or similar activity could be substituted.

3. Roll Call and Introduction of Visitors

The president stands and says, "The secretary will please call the roll." The secretary remains seated and announces how roll call is to be answered, then calls the names of the 4-H'ers. All visitors should be introduced to the group at this time.

4. Minutes of Previous Meeting

The president stands and says, "The secretary will read the minutes of the last meeting." The secretary rises and addresses the chair. "Mr. (or "Madam") President," then reads the minutes and is seated.

The president asks, "Are there any additions or corrections to these minutes? (waits a moment) If not, they stand approved as read." If there are corrections, the corrections are made and the president continues, "Are there any further corrections to the minutes? (waits a moment) There being no further corrections, the minutes will stand approved as corrected."

5. Treasurer's Report

The president asks, "May we have the treasurer's report?" The treasurer rises and addresses the chair, reads the treasurer's report, and is seated. Generally no action is required on this report.

6. Report of Officers and Committees

The president may have plans or ideas to report. The secretary reads any correspondence that has been addressed to the group.

The president asks the chair of each committee to report. The president says, "Will the chair of the _____ committee please report?"

The chair rises, addresses the president, and gives the report.

The president says, "What will you 4-H'ers do with this report?"

If action is recommended by the committee, a motion needs to be made to adopt the report. (See Method to Make a Motion.)

7. Unfinished Business

This part of the meeting contains business that was not completed at earlier meetings.

President: "Is there any unfinished business?"
If the answer is "Yes," then that business is brought before the 4-H'ers. If not, the president goes on to the next section of the meeting.

8. New Business

New business allows time for 4-H'ers to submit new ideas for the group to consider.

President: "We are now ready for new business."

The 4-H'ers must address the president and explain any new business they have. Any action taken by the group must be stated as a motion ("I move we have a bake sale.") and follow the motion process.

Method to Make a Motion

A motion needs to be made by a 4-H'er if the club is to take action on an item of business. A 4-H'er addresses the president and says, "I move that we have a bake sale."

The secretary records the motion with the name of the person who made the motion.

Second 4-H'er: "I second the motion."

President: "It is moved and seconded that we have a bake sale. Is there any discussion?" (Discussion usually follows; every speaker addresses the president and is recognized before talking.)

President (when all discussion has ended): "All in favor (repeat the motion) say 'Yes'; opposed 'No.'" If the motion carried, the president says, "The motion is carried." If more people voted 'No' than 'Yes,' the president says, "The motion is lost."

9. Announcements, Leader's Report

President: "Are there any announcements?"
The program for the next meeting is announced by the vice president. The place, date, and time of the next meeting and activities also are announced.

10. Adjournment

The president asks, "Is there a motion for adjournment?"

4-H'er: "Mr. (or "Madam") President."

President: "John"

4-H'er: "I move that we adjourn."

Second 4-H'er: "I second the motion."

President: "It is moved and seconded that we adjourn. All in favor say 'Yes'; opposed 'No.' The motion is carried and the meeting is adjourned."

11. 4-H Pledge

The president appoints someone to lead the group in the 4-H Pledge.

Two Methods to Use for Decision Making

Method One — Parliamentary Procedure

Parliamentary procedure can be an effective way for a 4-H club to conduct business. It helps keep order by introducing structure—only one item can be discussed at a time. It helps groups reach decisions through majority rule, yet ensures that everyone has a voice. Depending on the skills of your club members, you can choose to follow simple, informal, or formal parliamentary procedures.

Simple

Characteristics — No formal agenda; group discusses business until they agree on what to do; usually no officers; open discussion.
Settings — Project meetings, small groups, sessions with younger members.

Informal

Characteristics — Flexible meeting agenda; basic parliamentary procedures; chairperson or elected officers; controlled discussion.

Settings — 4-H meetings, school/church/civic organizations.

Formal

Characteristics — Precise meeting agenda; standard parliamentary procedures following Roberts' Rules of Order; elected officers.

Settings — Large gatherings, legislative bodies; large 4-H meetings, FFA formal meetings.

Steps for Decision Making under Parliamentary Procedure

1. **Motion** — A motion is a request that something be done or that something is the opinion or wish of the group. Only one motion should be placed before the group at one time. It is debatable and amendable.

2. **Second** — Someone from the group must "second" the motion (agree to the motion) so that it can be discussed.

3. **Discussion** — The motion "on the floor" is discussed by all members, addressing the pros and cons, etc.

4. **Restate the motion** — The president restates the motion before the group votes.

5. **Vote** — The group votes by voice — yes/no; by show of hands; by standing; by secret ballot; or by roll call vote.

Method Two — Consensus Decision Making

Sometimes groups have trouble making decisions or solving problems. Parliamentary procedure may seem to get in the way and cause members to feel they do not have a chance to share their ideas. When this happens in your group, you can use consensus decision making.

Under this method, the group reaches agreement on an issue that they have been discussing. The method encourages each member to suggest ways to solve a problem. The goal is to give everyone the opportunity to share ideas and thoughts with the group. Consensus results in creating many ideas, which usually leads to a solution that everyone finds acceptable. Rather than having one side win, all members accept the final decision and feel responsible for carrying out the decision.

Steps for Consensus Decision Making

1. **Definition** — Define or explain the problem that needs a decision.

2. **Ideas** — Give everyone a chance to suggest ways to solve the problem.

3. **Discussion** — Discuss the ideas that have been suggested. They can be changed or improved as they are discussed.

4. **Selection** — Decide on the best idea to solve the problem. Everyone may not agree that it is the best solution, but everyone should agree to accept the solution and help make it work.

5. **Action Plan** — Put the decision into action. Decide who will do what, by when, and how. Record these items in the minutes.

6. **Evaluation** — Evaluate the solution after trying it. Determine how well it is working, and make some changes, if necessary.

Consensus decision making will not work if:

- Someone in the group blocks the consensus process to promote his or her own ideas.
- The group has members who always want their own way.
- The discussion does not stay on the topic.
- The group has little time or patience.

For additional information, ask for PM 1781, Simplified Parliamentary Procedure, at your county office of ISU Extension.

Consensus Decision Making taken from Biagi, Bob. Working Together: A Manual for Helping Groups Work More Effectively. Citizen Involvement Training, Division of Continuing Education and Cooperative Extension Service, University of Massachusetts, Amherst, MA 01003

Building United Judgment: A Handbook for Consensus Decision Making, The Center for Conflict Resolution, 731 State Street, Madison, WI 53703.

Program Plan for _____ 4-H Meeting

Place _____ Date _____ Time _____

Pre-meeting Activities _____

Business Meeting

Call to order

Pledge of Allegiance, song, or opening thought: _____

Roll call and introduction of visitors _____

Minutes of previous meeting

Treasurer's report _____

Report of officers and committees

Unfinished business

New business

Announcements, leader's report

Adjournment

4-H Pledge _____

Program Plan for _____ 4-H Meeting (continued)

Educational Program

Recreation

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... and justice for all

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tion, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964. Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jack M. Payne, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



So you're the club secretary . . .



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University Extension

4H 71C Revised October 2003

You, and all officers of 4-H groups, are representatives. You represent not only the local group, but the whole 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent the Iowa 4-H members. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at the 4-H meetings. Those who are not acquainted with 4-H, judge it by its officers.

Checklist for Secretaries

- _____ I sit next to or near the president during the business meeting.
- _____ I inform the president and leaders if I'm going to be absent.
- _____ I work cooperatively with other officers.
- _____ I call roll and keep an accurate record of attendance.
- _____ I read minutes of the previous meeting and make corrections if necessary.
- _____ I take accurate notes of each meeting's events.
- _____ When called upon by the president, I state any unfinished business left from the previous meeting.

- _____ I assist the president during the meeting by writing the motions as stated and restating the motion if necessary.
- _____ I read correspondence directed to our group and write letters sent from the group.
- _____ I maintain a record of all officers and committees.
- _____ I cooperate with the reporter by giving information the reporter needs to prepare articles for the newspaper.
- _____ I use the notes taken at each meeting and rewrite an accurate and precise record of all minutes of previous meetings in the secretary's book.

Guidelines for Secretaries Attendance Record

It is the responsibility of the secretary to keep an accurate record of each member's attendance. During the business meeting the president will ask the secretary to take roll call.

President says: "The secretary will please call the roll."

| 4-H Members | | Attendance Record* | | | | | Give 4-H educational presentation: at club meeting | Led minor or re-union | Years in 4-H | Grade in school at Sept. 1, |
|--------------|----------------|--------------------|---------|---------|---------|---------|---|--------------------------|-----------------|--------------------------------|
| Name | Address | Sept. 14 | Oct. 17 | Nov. 16 | Dec. 12 | Jan. 15 | | | | |
| 1 Dave White | 1620 First St. | X | X | A | X | X | Jan. Dec | 4 | 0 | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |

Secretary remains seated and announces how roll call is to be answered, then calls the names of the members. All visitors are then introduced to the group.

The secretary records names of visitors who are present. Mark an X after the name when present and A when absent. Additional information about each member (address, years in 4-H, and grade in school on Sept. 15) have been previously recorded. During the meeting program, the secretary records members who give educational presentations and lead music or recreation.

Secretary Minutes Should Include

1. Kind of meeting (regular or special)
2. Name of group
3. Place and date of meeting
4. Who presided
5. Time meeting started
6. Number of members and guests present
7. Approval of minutes of previous meeting
8. Treasurer's report
9. Report of other officers and committees
10. Complete motions, with the name of the person making the motion (name of person seconding the motion is not needed)
11. Important points discussed, if they are of value for future reference
12. Adjournment
13. Outline of educational program
14. Secretary's signature

Sample Secretary Minutes

The regular meeting of the Green Clovers 4-H Group was held at Chris Johnson's on September 21, 20___. The meeting was called to order by Letitia Jones at 1:00 p.m. Roll call was answered by 17 members. Two visitors were present. Minutes of the

previous meeting were read and approved. The treasurer's report was given. Balance on hand is \$300.15.

Shawna Petersen, vice president and chair of the program committee, reported that the committee had met and prepared the program for the next year. She presented the program for the approval of the group.

José Martinez moved that the report be accepted and that the program be copied for each member. Motion seconded and carried.

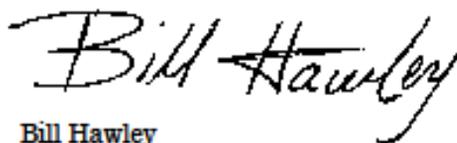
Jim Baker moved that the club volunteer to help with the community cleanup scheduled for the second week in October. Motion seconded and carried.

The president appointed Louise Moore, Sally Miller, and Jamal Jefferson as a committee to work with Ed Furman, our leader, to develop plans for our participation in community cleanup.

It was moved by Ann Wong that the meeting adjourn. Motion seconded and carried. The members said the 4-H Pledge, and the meeting adjourned at 1:45 p.m.

The program was two presentations: "Items to Make from Jeans" by Louise Moore "Educational Presentation Tips" by Jamal Jefferson
Recreation was led by Mandy O'Brien. Treats were served by Chris Johnson.

Secretary,



Bill Hawley

10/07

... and justice for all

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jack M. Payne, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

Practice for Secretaries

Please rewrite the following minutes correctly. Leave out all unnecessary information.

The regular meeting of the Dandy Doers 4-H Group was held at Betty Jones's on September 30, 20___. The meeting was called to order by Tom Thumb at 7:30 p.m. Sue Smith gave a presentation on "Care of Bees." Jimmy Jones and Paula Potter talked about the football game they went to the night before.

The treasurer's report showed a balance of \$174.97. The president really did a crummy job of conducting the meeting. There was no old business. The secretary's report was read and approved. We discussed paying for leaders to attend the leader's banquet. Our leader Bob Smith was unsure if he could attend so it was tabled to next month. After 30 minutes the meeting was adjourned. Roll call was answered by 14 members, two leaders, and one guest. Amy Jones led us in a conservation activity.

Problems for Secretaries

Problem

At the November meeting the group was discussing the possibility of a Christmas party with another group. Someone remembered having discussed it at the October meeting and having made a motion to have a party. There was nothing in the

minutes that indicated this had happened. Then someone else remembered another motion that had not been read in the minutes. There was a lot of confusion. How could this confusion have been avoided?

Solution

Problem

At the regular meeting of the Dandy Doers 4-H Group, there were only four out of 12 members present. A check with members

who were absent revealed they didn't know about the meeting. What can you do as group secretary to eliminate this problem?

Solution



4-H Youth Development

**So you're the
club treasurer . . .**



IOWA STATE UNIVERSITY
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You, and all 4-H officers, are representatives. You represent not only the local group, but the whole 4-H program. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent all Iowa 4-H'ers. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at 4-H meetings. Those who are not acquainted with 4-H judge it by its officers.

For additional guidelines, review the last section of this pamphlet with your leader and your parent or guardian.

Checklist for treasurers

- I will inform the bank in which my group's funds are deposited that I am the new treasurer, and will sign the appropriate forms so I can write checks.
- I will handle all money matters of the group.
- I will keep an accurate record in the treasurer's book of how all money is used.
- I will deposit all funds in the bank as soon as possible.
- I will pay all bills promptly as directed by the group and approved by the president.
- I will prepare a summary of income and expenses to present at each meeting. I also will report the current balance.
- I will complete the financial summary report in the treasurer's book at the end of the year.

Guidelines for treasurers

Checks

When writing checks . . .

1. Use ink.
2. Never erase—if you make a mistake, start a new check.
3. Be sure to put the date on the check when you write it.
4. Write the name of the person or business to whom the check is written as close to the "pay to the order of" as possible.
5. Write the amount as close to the dollar sign as possible. Do not leave a space between dollars and cents.
Correct
 $10\frac{34}{100}$
Incorrect
 $10 \frac{34}{100}$
6. Begin at the extreme left to write the amount out in words. Be sure the written amount agrees with the numeric amount. If a check is for less than one dollar, write the word "Only" followed by the amount.
7. Write on the "Purpose" line what the check is for.
8. Sign the check with your authorized signature, the same way you signed the signature card at the bank. If your club/group requires a second signature on the check, have that person sign below your signature.

This check example was written to Fairway Grocery for \$10.34 for food for family fun night.

| | | |
|---|-----------------|--------------------------------------|
|  Clover Clan 4-H Group | | May 24, 05 1152 |
| | | 33-22/700 |
| PAY TO THE ORDER OF | Fairway Grocery | \$ 10 ³⁴ / ₁₀₀ |
| ten and ³⁴ / ₁₀₀ | DOLLARS | |
| Home Town Trust & Savings Bank | | |
| MEMO: food | Sam Bates | |
| ⑆073000228⑆ 733440 | 804⑈ 1152 | |

Checking account record

| RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT | | | | | | |
|--|------|------------------------------------|----------------------|-------------------------|---------------------|---------|
| NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT H T | ✓ FEE IF ANY H | DEPOSIT/CREDIT H | BALANCE |
| | | | | | | 27.76 |
| 1152 | 5/24 | Fairway - food for family night | 10.34 | | | 17.42 |
| | 5/27 | Contributions | | | 4.56 | 21.98 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

- Write the number of the check and the date it was written in the appropriate column.
 - In the "description of transaction" column, write to whom the check was written and what it was for.
 - Write the check amount in the "payment/debit" column, then subtract the amount from the remaining balance above, and enter the new balance straight across, on the same line as the amount of the check.
 - The ✓ column may be used at the end of each month when the bank statement is sent to a club/group leader by the bank. This space may be used to ✓ off the checks that have been cashed to date from the account.
 - "Fee (if any)" is a column to list any costs for cashing checks. The fee amount would then need to be subtracted from the balance if it was not part of the total amount of the check.
 - When a deposit is made into the checking account, the amount is recorded in the "deposit/credit" column. The amount needs to be added to the above balance and recorded straight across, on the same line as the amount of the deposit.
- The checking account record example shows on May 24 check number 1152 was written to Fairway for \$10.34. On May 27 a deposit of contributions was made in the checking account for \$4.56.

Endorsing checks

- To cash a check that your group has received, it must be endorsed, unless it is made out to "cash" or "bearer"; then no endorsement is necessary.
- The check must be endorsed by whomever the check is made payable to. An endorsement is a signature and may include special instructions.
- All endorsements are made on the back of the check above the printed line.
- Do not endorse checks before you plan to cash them because, if they were lost, anyone could cash an endorsed check. Endorse the check just at the time you want to cash it, not before.
- A special endorsement is written: Pay to the order of _____ and then signed. Now that person can cash the check.
- A restrictive endorsement means that you endorse the check for a specific purpose. It can be deposited only into your account. It's especially advisable to use this endorsement when depositing by mail.

Pay to the order of
Betty Green

Sam Bates

For deposit only
Sam Bates

Instructions

Column 1: Write the date of the transaction, the date you received, spent, or transacted money.

Column 2: Write down the source of the money you received and why you received the money or to whom you disbursed the money and for what reason.

If the action involved your Checking Account, use columns 3, 4, 5, and 9. If the action involved your Petty Cash Fund, use columns 6, 7, 8, and 9.

For checking

Column 3: Write down check number or a deposit number.

Column 4: Write down the amount the check is written for or the amount deposited.

Column 5: If a deposit, add the amount in Column 4 to the balance in the line above. If a check, subtract the amount in Column 4 from the balance on the line above.

Column 9: If a deposit, add the amount in Column 4 to the total balance on the line above. If a check, subtract the amount in Column 4 from the balance on the line above.

For petty cash

Column 6: Record if this is a cash deposit or a cash withdrawal.

Column 7: Write down the amount of the cash to be added or the amount of cash spent from Petty Cash.

Column 8: If a cash deposit, add the amount in Column 7 to the balance on the line above. If a cash withdrawal, subtract the amount in Column 7 from the balance on the line above.

Column 9: If a cash deposit, add the amount in Column 7 to the balance on the line above. If a cash withdrawal, subtract the amount in Column 7 from the balance on the line above in Column 9. (As another check, the last balance in Column 5 added to the last balance in Column 8 should equal the amount in Column 9.)

Sample record

| Date | Item | Checking | | | Petty Cash | | | Balance All Funds |
|----------|--------------------------------------|------------------|----------|----------|------------------|----------|----------|-------------------|
| | | Check#/Deposit # | Amount | Balance | Deposit/Withdraw | Amount | Balance | |
| Column 1 | To/From and What For | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 | Column 8 | Column 9 |
| | Beginning Balance | XXXX | XXXX | \$20.00 | XXXX | XXXX | \$5.00 | \$25.00 |
| 1/5/05 | Contributions from 10 members | | | | Deposit | \$2.50 | \$7.50 | \$27.50 |
| 1/7/05 | Refreshments for mtg. from Foodland | 101 Ck | \$5.00 | \$15.00 | | | | \$22.50 |
| 1/23/05 | 4-H'ers for 4-H Program Donation | 102 Ck | \$5.00 | \$10.00 | | | | \$17.50 |
| 1/24/05 | Transfer from Petty Cash to Checking | | | | Withdrawal | \$5.00 | \$2.50 | \$12.50 |
| 1/24/05 | Transfer to Checking | Dep. 1 | \$5.00 | \$15.00 | | | | \$17.50 |

Note: Column 5: The last balance recorded should agree with the balance in your checkbook register.

Column 8: The last balance recorded should give you an exact count of the money you have in your Petty Cash.

Column 9: The last balance recorded should give you an exact record of the total of your group's available cash.

Financial Guidelines for Iowa 4-H Clubs and Groups

General Guidelines for 4-H Treasurers

1. All 4-H clubs should establish a checking account at a public financial institution. 4-H clubs also need to obtain an Employer Identification Number (EIN) from the Internal Revenue Service. This number will need to be reported to your bank. While 4-H clubs are exempt from payment of income tax, the IRS may require 4-H clubs to file annual information returns. Contact your county extension office for current procedures on obtaining an EIN or filing of information returns. With limited exceptions, 4-H clubs are not exempt from payment of Iowa sales tax on purchases.
2. The club treasurer must use the Treasurer's 4-H Record Book (4H-21) or similar record to show cash received; where the money came from; and payments made, complete with check number, date, and purpose. For the treasurer's protection, copies of these checks are to be recorded and maintained.
3. Any payment should be in response to a formal written bill or invoice. The itemized invoice, clearly stating what was billed, with the check number and date of the check on it, will become a permanent part of the treasurer's records. This practice is important to protect the treasurer's reputation in a dispute. Expenditures as payments should be made only after approval by the club at a meeting. The approval should be recorded in the secretary's minutes.
4. Clubs should prepare a budget for the year. A budget is a written plan for raising and spending money for a set period of time, usually one year. When the budget is approved by the members of the club, it's not necessary to seek approval for payment of items included in the budget. If a club doesn't have a budget or items arise that are not part of the budget, each item needs to be presented to the members for approval before payment. All payments should be made by check to ensure accountability.

This accomplishes two things. First, all expenditures of club funds are made with the full approval of the club. Second, this is a way for all the club members to learn how money flows in and out of their organization.

5. All money received should be acknowledged with a written receipt, preferably pre-numbered. The receipt should include the source of funds (car wash, food stand sales, etc.), the date, and if possible, the name of the person making the payments. These receipts are the backup documentation for any deposits made. The receipts should become a permanent part of the club records.
6. Each club should require at least two adult volunteer names and the youth treasurer name to be on the account at the bank (with neither adult leader being the parent/guardian of the treasurer). It is recommended that two signatures be required on each check issued.
7. All fund-raising activities should have prior review from the county extension education director.

All money raised using the 4-H name must be used only for 4-H activities. Because these funds belong to a club that is publicly accountable, the funds must not be used in any way to enrich individuals. This means that money may not be given out to individual club members or others, but must be used to pay for educational programs, activities, workshops, or 4-H club supplies. It is permissible to pay part of registration fees for club members to attend 4-H activities, such as 4-H camps and conferences, when those expenditures have been approved by the club.

8. Noncash donations to clubs (consumable donations of supplies or miscellaneous items) should be acknowledged in writing to the donor, specifying what was received (two cases pop, six potted one-gallon shrubs, etc.). A copy of the written acknowledgment must be kept in the club treasurer's records.

Nonconsumable donations, such as equipment or animals, should be accepted only if the club is prepared to accept the responsibilities of ownership, including care, maintenance, and insurance. Written acknowledgment should be sent to the donor and a copy must be kept in the club treasurer's records.

Donors cannot specify the individual recipient of cash or noncash donations. Clubs should not feel compelled to accept noncash gifts. Contact the county extension education director whenever the club has questions about the appropriate action related to accepting and managing any donation.

9. The treasurer should prepare a monthly financial report for the club, listing expenses paid, bills to be paid, income received, and balance in the club account(s). The treasurer should prepare an end of the year annual financial report for the club audit committee. Each 4-H club shall prepare and keep on file a record of its financial transactions, and file all necessary county, state, and federal forms.
10. Any 4-H club that disbands must turn over any remaining funds in club accounts to the ISU Extension county office. All property belonging to the club shall be disbursed in the same manner. Club members may request that the money be used for a specific 4-H program within the club, county, or state. This request will be acted upon by the county extension director at the time the club is dissolved.

If a club divides itself, creating more than one recognized and properly chartered club, the funds from the original club shall be evenly disbursed, based on membership in each club.

Revised by Mitchell Hoyer, Iowa State University Extension 4-H youth development program coordinator from materials originally prepared by Don Goering, former ISU Extension 4-H youth development specialist.

... and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964. Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jack M. Payne, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.



Club Development

Organization of a Meeting

The officers of the club are responsible for the general flow of the meeting, but it can be helpful to provide them with a general map of a well-organized 4-H club meeting. The following outlines the three main sections of a solid 4-H meeting. Use this information as a general guide when helping your officers plan club meetings.

There should be three main sections of your 4-H meeting:

1. The business meeting – about 20-30 minutes

This is the portion of the meeting where all business is conducted and important decisions are made. While this is a vital part of the meeting, it should not be the only thing that is done at 4-H meetings.

2. An educational program or activity – about 15-20 minutes

This is a portion of the meeting that is often overlooked, especially during the busy time of the year. This can include a speaker from the community, a member demonstration, or a simple project.

3. Recreational Activities – 15-20 minutes

This is a very important part of the meeting, especially to the members. 4-H must be fun as well as educational! This part of the meeting can include snacks, group building games, outside activities, etc.)

For additional resources ...

4-H Publication 350 Getting Started in 4-H Leadership

<http://4h.uwex.edu/>

<http://www.uwex.edu/ces/news>



Club Development

Sample 4-H Meeting Agenda

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIENCE/4-H PLEDGE**
3. **ROLL CALL**
4. **MINUTES OF PREVIOUS MEETING – Read by secretary**
5. **TREASURER’S REPORT**
6. **CORRESPONDENCE – Read By President/Secretary Note the important events from the county newsletter.**
7. **COMMITTEE REPORTS**
 - A.
 - B.
 - C.
8. **UNFINISHED BUSINESS**
 - A.
 - B.
 - C.
 - D.
9. **NEW BUSINESS**
 - A.
 - B.
 - C.
 - D.
10. **NEXT MEETING DATE: _____**
11. **ADJOURNMENT**
12. **PROGRAM (recreation, clinic, speaker, social event, demonstration, etc.)**



Club Development

Sections of the Business Meeting

The business meeting is divided into 12 basic sections:

- 1. Call to Order** – The president announces, “The meeting will please come to order”. The president may also tap the gavel two times.
- 2. Pledge of Allegiance and 4-H Pledge** – Someone is usually assigned by the president or secretary to lead the pledges.
- 3. Roll Call and Visitors** – The secretary calls the roll and any visitors to the club are introduced and welcomed.
- 4. Minutes of the Previous Meeting** – The secretary reads the minutes from the most recent meeting. After the minutes are read the president asks if there are any additions or corrections. If there are no additions or corrections the minutes will stand approved as read. A motion by a member must be made to approve the minutes.
- 5. Treasurer’s Report** – The treasurer announces how much money the club currently has and whether or not any money has either come in or out of the club’s funds.
- 6. Correspondence** – These include thank you notes or letters from the community or local newspaper articles. Either the secretary or the individual who received the correspondence may read it to the group.
- 7. Outstanding Bills** – The treasurer announces any outstanding bills the club may have. A motion and a vote is required before the payment of any outstanding bills.
- 8. Report of Committees** – Any committees that have been formed such as a fundraising committee may now report to the club.
- 9. Unfinished Business** – Any unfinished old business that was not completed at an earlier meeting.
- 10. New Business** – The members now discuss any new ideas or events.
- 11. Announcements/Leader’s Report** – This is a time when leaders and members can announce ideas, project meetings, etc. It is also a time to determine the place, date, and time for the next meeting.
- 12. Adjournment** – This is the end of the meeting. There must be a motion and a vote to adjourn the meeting.



Club Development

The Educational Program or Activity

This portion of the meeting is an important part of the 4-H meeting. The members need a balance of work and recreation. It does not matter so much what order the parts of the meeting occur in as long as the 3 aspects happen at each meeting. This part of the meeting can include many different activities such as the ones suggested below. Remember to consider the interests and age groups of your members. Try to gear the program toward the middle age groups or provide a separate activity for the youngest members.

Member Demonstration

Have a member teach the club how to do a simple task such as cooking, making a craft, or a household chore. A member could also show off his or her knowledge in a specific project area by teaching the club about his or her project.

Community Speaker

Ask a local expert to come to the meeting and teach the youth about his or her areas of expertise. Try local farmers, trappers, artists, environmentalists, policemen, etc.

Show an educational DVD

Invite the 4-H Youth Development Agent to present an interesting topic.

Project Time

Take time out during the meeting to work on projects. Get the youth into groups with their respective project leaders.

For Further information and ideas:

4-H Publication 310 Let's Demonstrate!

4-H Publication 500 I'm a Project Leader, Now what do I do?





Club Development

Recreational Activities

This portion of the meeting may not seem as important as the others, but the members as well as parents need an activity with an equal balance of work and play. The younger the member, the shorter the attention span and the greater the need to release all that pent up energy! You will find that your members will be more likely to attend meetings, work harder, and be more enthusiastic about 4-H if given a chance to be silly and have fun occasionally.

Recreational activities can be worked into the meeting itself!

- As the secretary calls the roll, the members can answer with some fun information about him/herself. For instance the secretary can ask for roll by your favorite ice cream flavor.
- Have a short team building activity at the beginning of the meeting for members and parents to be involved in. The UW-Extension office has books that contain many ideas for ice breakers, team builders, etc.,

Booth, N. (1999). 75 Icebreakers for Great Gatherings. Brighton Publications: St. Paul

You can visit your local library for more great titles.

Search for great icebreaker games online such as:

<http://wilderdom.com/games/Icebreakers.html>

<http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html>

Have an activity after the meeting.

- Schedule your team building activity for directly after the meeting
- Plan an organized outdoor sport
- Have families bring snacks for a social time

Have an entire day devoted to fun activities for your 4-H club.

- Plan a fun club outing such as a water park, camping, etc.
- Have an end of the year picnic or banquet.
- Go to another county's fair as a club.
- Have a theme party (costume, fall festival, 60's dance).

For additional information:

4H Publication 236 Games for Meetings and Parties

4H Publication 282 Group Recreation



18 USC 707

Club Development



Wisconsin 4-H
Community
Clubs

4-H Club Management

WELCOMING NEW MEMBERS AND FAMILIES

Activity Plan - Wisconsin 4-H Club Training Series

ACTcc053

Intended Audience:

- 4-H Club members, leaders and parents

Learning Objectives:

4-H Club members, leaders and parents will:

- Value get-acquainted activities with new members and families
- Understand that everyone has a role in welcoming new members and families
- Understand the different 4-H information that new participants need
- Share ideas about 4-H events and activities that will help new participants

Target Essential Elements:

A welcoming environment increases members' sense of *belonging* in their 4-H club.

Time: 20-30 minutes

Supplies Needed:

Across the Line Activity

- Rope or masking tape or anything to make a line

Getting Better Acquainted with 4-H Activity

- Handouts

Handouts

- Club and/or County 4-H Yearly Calendar
- Getting Better Acquainted with 4-H
- Welcome to Wisconsin 4-H (BRO42)
- Evaluation

BACKGROUND

Most of us probably remember being new to a group. We probably felt excited to experience new things and meet new people. Often, we felt nervous and worried because we didn't completely understand what was going on. Sometimes, we feel this way for quite a while. We're going to focus on how we can welcome new members and their families by getting better acquainted and sharing information on how 4-H works.

WHAT TO DO

Activity: Across the Line

(Direct club members to stand on one side of the line. If there is enough space, include parents and volunteers. As an option you could have participants stand up and sit down instead of crossing a line.)

This is a get-to-know-you-better game. (Add or change questions to better fit the club). When I make a statement that applies to you, step over the line. Look around to see who has stepped across the line and who hasn't. After we're done with the statement, you will step back across the line before the next one. Step across the line . . .

1. If you like summer
2. If you're wearing red
3. If you ate breakfast this morning
4. If you've been in the 4-H club three or more years
5. If you like winter
6. If you have blue eyes
7. If you've been to 4-H camp
8. If you like mushrooms on pizza
9. If you're in the 4-H Foods project (or substitute a popular club project)
10. If you have a brother
11. If you are a dog person
12. If you play a sport
13. If you've given a talk in 4-H
14. If you've ever been to Washington, D.C.
15. If you've taken a project to the county fair
16. If you're in the 4-H Photography project (or another popular club project)

Did anyone learn something new about someone? How about something new about someone that you've known for awhile?

Getting Better Acquainted:

An Important Part of Welcoming New Members & Families

When we do get-acquainted activities like this, we discover how we're alike and different. This gives us a starting point on future conversations. After we're done with this session and it is informal time, ask the "dog people" if they have a dog and what their dog's personality is like. If they don't have a dog, ask them about other animals they might like or own. This keeps the conversation going and members get to know members better.



Do Ahead:

- Make a line on the floor with rope or masking tape that is long enough for the whole club to stand along in single file on one side.
- Find the top 4-5 projects or activities in the club to include in the “Across the Line” activity.
- Revise the “Getting Better Acquainted with 4-H” handout to better fit your county and club.
- Have supplies and handouts ready.
- Recruit someone to record the reflection discussion to use as an evaluation (optional).

Sources:

- Created by Linda Kustka, Professor Emeritus, Department of Youth Development, UW-Extension.
- Trisha Day and Greg Lampe, “4-H DD’s (Dynamic Duos)” in “Communication Activities for 4-H Clubs and Other Youth Groups,” COMMO7, *4-H Youth Development Building Bridges Curriculum*, Department of 4-H Youth Development, UW-Extension.
- John de Montmollin, “It’s in the Bag: Team Builders for Any Group,” Kenosha County, UW-Extension.
- “Welcome to Wisconsin 4-H,” BRO42, family brochure in both English and Spanish, 4-H Youth Development, UW-Extension, available at www.uwex.edu/ces/4h/pubs/pubdetails.cfm?publicationid=33.

Helping new and continuing members and their families feel welcome is the responsibility of everyone. We’ll do more get-acquainted things in the club through the year with roll call and other activities. You can help by sitting next to different people and visiting.

(Options: Present a mentoring system that matches experienced members or families with new members or families. See the “Creating a Welcoming Environment” lesson in this training series for the Dynamic Duo idea.)

Activity: Getting Better Acquainted with 4-H

(Hand out the club and/or county 4-H yearly calendar.) Our club calendar shows when we have club meetings and other activities. The county 4-H calendar provides a list of county and state activities. We’re going to look at the calendar(s) by seasons to share ideas about the things that are listed.

(Mix small group participants by member age and family experience.) We’re going to have small groups of 4-5 members and parents look at 4-H activities by the season. Your task is to develop short phrases on what the activity means to you and give a tip to get ready or enjoy the activity. When you’re done, we’ll share between groups and collect your tips. We’d like to save the tips for later use. (Use the handout “Getting Better Acquainted with 4-H.” Revise this handout to better reflect the club.)

(If you are short on time, ask each group to do one season. If time allows, ask them to do more seasons. Be sure to have a mix of seasons discussed. Get brief reports on each season. Collect the handouts to keep their tips.)

More Ideas to Help New Members & Families Understand 4-H Happenings

There are other places you can learn more about 4-H opportunities and resources. Every family will receive a county newsletter by e-mail or regular mail. This newsletter includes the county calendar of events, training opportunities and activities for youth, and news from clubs. The newsletter is written by our county UW-Extension staff. They are educators who do training and work with volunteers to conduct the 4-H program in clubs and at the county level. They are available to answer questions. The county 4-H web site is at [fill in your county 4-H URL].

The state 4-H web site can be found at www.uwex.edu/ces/4h/index.cfm. This site lists more opportunities and additional resources. The state 4-H program area provides this family brochure, “Welcome to Wisconsin 4-H.” It has some 4-H background information and includes ways that adults can support their children and the club. Also check out the Wisconsin 4-H Community Club web site at www.uwex.edu/ces/4h/clubs/index.cfm for ideas.

All of us were new to 4-H at one time. We know that it seems like a lot to learn and it can be a bit overwhelming. Our goal is to have fun while learning new skills. It is not our goal to frustrate new people. So, experience 4-H one season at a time. Ask questions. We’re glad to have new members and families in our group! You make our club more fun and interesting!

Closing

Your reactions to this session help us evaluate its effectiveness. Please take the time now to complete this short evaluation.

TALK IT OVER**Reflect:**

- What do we sometimes forget to tell new members and families?
- What activity was confusing to you as a new member or family?

Apply:

- How might our club help new families throughout the year?

ENHANCE/SIMPLIFY

Enhance:

- Be sure to make the “Getting Better Acquainted with 4-H” activity relevant to your club by including activities that your members enjoy the most.
- Consider pairing new members or families with experienced members or families as a way to ensure that relationships start developing and that people are offering help to new participants. See “Creating a Welcoming Environment” at www.uwex.edu/ces/4h/clubs/pubdetails.cfm?publicationid=3170 to learn about the Dynamic Duo pairing idea.
- Check with your county UW-Extension office to see if there are county orientation resources that should be given to new families. Caution: don’t overload them with lots of information. Just give them what is needed for this time of year.

Simplify:

- If you need to do this in less time, substitute standing and sitting for the crossing the line direction in the “Across the Line” activity. Ask each group to do one season in the “Getting Better Acquainted with 4-H” activity.

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation in the handouts can be modified to meet your needs. An alternative to a written evaluation is to record the Reflection discussion under “Talk It Over.” Recruit someone ahead of time to take notes while you are leading the discussion. Remember to share the evaluation results with 4-H Youth Development Extension staff in your county.

ADDITIONAL WEB LINKS

- The Wisconsin State 4-H web site has “How to Join” information, “Frequently Asked Questions About 4-H” (BRO40) and a “Welcome to Wisconsin 4-H” family brochure in both English and Spanish (BRO42) available at www.uwex.edu/ces/4h/.
- You can find games and get-acquainted activity web links at the “Leading Recreation” and “How to Have Fun” lesson plan web pages at www.uwex.edu/ces/4h/clubs/meetings.cfm.
- The club and/or county 4-H yearly “Calendar Planner” can be found at www.uwex.edu/ces/4h/clubs/documents/4HClubCalendarPlanner.pdf

*Finalized by the Strengthening 4-H Club Leadership Work Team:
September 2005.*

Getting Better Acquainted with 4-H

Look at your 4-H club and county calendars to see the events and activities that happen each season. As a group, write a couple of words to describe each event or activity. Write 1-2 tips that you would give to new participants for each event.

| | |
|--|---|
| <p>Fall (September, October, November)</p> <p>Club Meetings: Describing words:</p> <p>Tips:</p> <p>Enrollment: Describing words:</p> <p>Tips:</p> | <p>Spring (March, April, May)</p> <p>Club Meetings: Describing words:</p> <p>Tips:</p> <p>Project Meetings: Describing words:</p> <p>Tips:</p> |
| <p>Winter (December, January, February)</p> <p>Club Meetings: Describing words:</p> <p>Tips:</p> <p>Club Party: Describing words:</p> <p>Tips:</p> <p>Project Meetings: Describing words:</p> <p>Tips:</p> <p>Club Service Projects: Describing words:</p> <p>Tips:</p> | <p>Summer (June, July, August)</p> <p>Club Meetings: Describing words:</p> <p>Tips:</p> <p>Camping Opportunities: Describing words:</p> <p>Tips:</p> <p>County Fair: Describing words:</p> <p>Tips:</p> |

Welcoming New Members and Families

Evaluation

1. How useful is this information in welcoming new members and families?
(Circle one response.)

Very Useful Somewhat Useful Not Sure Not Useful

2. Do you feel better prepared to welcome new members and families?

Yes No

3. What will you do as a result of this program?



Leader Development

Organizational/General Leader

The purpose of this position is to oversee club leadership, coordinate members, parents, and other leaders, and to serve as a liaison between the club and the county UW-Extension Office. The duration of the position is one year, and the amount of time required each month is about 10 hours.

The following are job descriptions for the different types of leaders in the 4-H organization. Being a leader is a very large job. It is important to remember that as a leader you CAN NOT be everything for everyone.

Responsibilities:

- Coordinate 4-H club leadership and promote a youth run club
- Coordinate yearly program
- Supervise election and guidance of club members
- Encourage all members to participate
- Provide a positive learning environment
- Communicate with and inform members, parents, leaders, and 4-H Youth Development Agent
- Guide members in project and activity involvement
- Guide members in awards and recognition programs
- Recruit and guide other club leaders
- Recruit, counsel and relay information to project and activity leaders
- Assist members in record keeping
- Attend county leader workshops
- Promote 4-H program in the community
- Inform families of opportunities to guide members and participate in activities on the club, county and district levels
- Refer youth/teen leaders to project or activity leaders

**THIS IS A BIG JOB THAT YOU DO NOT
HAVE TO DO ALONE!
TWO OR THREE LEADERS CAN SHARE THE WORK.**



Leader Development

Project Leader

The purpose of this leader is to guide and support 4-H members in project learning experiences. The time required is one year with approximately six meetings or more.

Responsibilities:

- Continue updating own skills
- Share knowledge of project area
- Guide learning of members
- Offer parents suggestions on how they can assist members' learning experiences
- Provide interesting learning opportunities
- Relate learning to life skills
- Help members decide project direction
- Be familiar with 4-H project literature
- Encourage members through praise
- Help members evaluate their own work
- Be sensitive to individual needs
- Help members prepare for the county fair and judging experience
- Assist member record keeping
- Communicate with the club organizational leaders
- Delegate tasks to youth/teen leaders

For More Resources :

4-H Publication 4H-500: [I'm a 4-H Project Leader: Now What Do I Do?](#)

<http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=345>

For More Information or Questions Please Contact the 4-H Youth Development Agent



18 USC 707

Leader Development



Wisconsin 4-H
Community
Clubs

4-H Club Management

DESIGNING 4-H PROJECT EXPERIENCES: SETTING PROJECT GOALS

Activity Plan – Wisconsin 4-H Leader Training Series

ACTcc017

Intended Audience:

- 4-H youth and adult project leaders

Learning Objectives:

Project leaders will:

- Understand the importance of providing members with opportunities to design their own project experience
- Learn the importance of goal setting as a first step in project work
- Learn the parts of a good project goal and ways to help members set goals.

Target Essential Elements:

Participating in designing their own project experience increases members' sense of *independence* as they set their own goals and make decisions about their project work.

VRKC Taxonomy:

Volunteers will increase their expertise in *educational design and delivery* as they develop skills in *implementing* learning opportunities that effectively promote positive personal development.

Time: 30-40 minutes

Supplies Needed:

Get Acquainted Activity

- Tape
- Slips of paper with project terms

Goal Setting Activity

- Flip chart
- Markers
- Fair premium book

BACKGROUND

To get the most from their project experience, members need to be actively involved in choosing their projects, setting their project goals, and making decisions about when and what they will do to accomplish those goals. Project leaders serve as guides for members as they set off on their project adventure. Today we will learn about goal setting as an important first step on the road to a successful project experience.

WHAT TO DO

Introduction

One of the many roles of the 4-H project leader is that of "guide." But, it's difficult to guide members along their project adventure unless we know where they want to go. It's like trying to access driving directions from the Internet without knowing our destination!



Goals represent the members' destinations. Well-written goals will help you, the members, and their parents or other project helpers know exactly where they want their project adventures to take them, and more importantly, shed some light on how and when they want to arrive.

Use your first project meeting as a time for getting acquainted, goal setting, and planning for the new project year.

Activity: Get Acquainted

Helping members get acquainted and feel welcome at project meetings is an important role of the project leader.

As youth and adult leaders arrive, tape a project term on each of their backs. For example, if the sample project is woodworking, use terms such as nail, stain, oak, hammer, saw, etc. When everyone has arrived, ask them to move about the room, asking others "yes" or "no" questions to help them guess the term taped on their backs. Hint: To split the group into pairs, tape the same term on the backs of two different people; ask the two with the same term to pair up for the goal setting activity. When matching pairs, consider pairing up a new participant with a more experienced participant. The more experienced member will then be in a position to work with the newer participant on the next activity.

Activity: Goal Setting

Ask leaders to think about some typical project goals that members have mentioned through the years. Record their ideas, which may include such goals as:

- Win grand champion at the fair
- Learn something new
- Have fun
- Make a bookcase.

Are these good goals? Let's apply some "goal setting" criteria to them, to see how they stand up. Good goals are measurable and have three parts:

1. Action – how you will do something
2. Results – what you are going to do
3. Timetable – when you are going to do it

- Project guides
- Handouts

Handouts

- 4-H Goal Setting Worksheet
- Evaluation

Do Ahead:

- Have supplies and handouts ready.
- Prepare slips of paper with project terms.

Sources:

- Developed by Carolyn L. Belczyk, 4-H Youth Development Educator, UW-Extension 4-H Youth Development Program.
- “4-H Goal Writing Worksheet,” Iowa State University Extension.
- “Goal Setting Leader’s Guide to Helping Youth,” University of New Hampshire Cooperative Extension.
- “Goal Setting Youth Guide,” University of New Hampshire Cooperative Extension.
- “Strengthening 4-H Project Leader Support” UW-Extension work team, January 2001, whose work provides a foundation for this project leader training series.

Good goals also pass the “control test.” Does the member have control over the outcome of the goal, or does someone else have that control? For example, a member controls the outcome of this goal, “I want to collect, identify, and display six new species of butterflies for this year’s fair,” but does not control the outcome of this goal, “I want to win grand champion for my butterfly display at this year’s fair.” In the second goal, the judge controls the outcome, not the member.

Looking back at the examples, let’s determine if each meets the “good goal” criteria.

- Win grand champion at the fair – includes a result and timetable, but does not pass the “control test.”
- Learn something new – includes action, but does not include a specific result or timetable; is not measurable.
- Have fun – includes action, but does not include a specific result or timetable; is not measurable.
- Make a bookcase – includes action and result, but does not include a timetable.

Using the handout, “4-H Goal Setting Worksheet,” write two good goals that a member might have for the project(s) you lead. Discuss your goals with others at the table. Do they meet the criteria?

Note: When working with members to set their project goals, it’s helpful to have copies of the fair premium book and the project activity guides (project literature) on hand for their reference. And, remember, younger or first year members need more help with setting appropriate goals than older or more experienced members. You may want to pair newer members with more experienced members for the goal setting activity.

Tip: Leaders should keep copies of the members’ goals. These will come in handy when planning future meetings and can be used later to measure members’ accomplishments.

Closing

As previously noted, well-written goals will help the leaders, the members, and their parents or other project helpers know exactly where they want their project adventures to take them. More importantly, they shed light on how and when they want to arrive. The next step is using the members’ goals to develop a project plan.

TALK IT OVER

Reflect:

- How do well-written goals help members focus their project experience?
- Why might it be useful to have the fair premium book and project activity guides on hand when helping members develop their project goals?

Apply:

- Try writing your own goal or goals for this year’s project experience. What do you want to learn or do? What are your goals for the group? Compare your goals with those of other members of the project leadership team, and incorporate them into the project meeting plan, as well.

ENHANCE/SIMPLIFY

Enhance:

- Think about how project goals might be different for youth with more or less project experience or youth of different ages. Refer to the “Goal Setting Leader’s Guide to Helping Youth,” University of New Hampshire Cooperative Extension, at <http://extension.unh.edu/4H/4HPubs/ldrsggs.pdf> for more information. Look again at the sample project goals you wrote. For what age group or experience level are they most appropriate? Try writing sample goals for youth with more experience. Think of one or more sample goals for youth project leaders.

Simplify:

- Rather than challenging participants to write and discuss sample goals appropriate for the projects they lead, brainstorm and write several good sample goals as a total group that meet the goal setting criteria and stand up to the “control test.”

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation provided at the end of this lesson plan can be modified to meet your needs. An option to a written evaluation is to record the Reflection question discussion. Recruit someone ahead of time to take notes while you are leading the discussion.

ADDITIONAL WEB LINKS

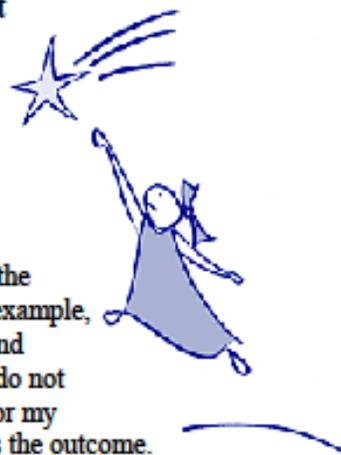
- “4-H Goal Writing Worksheet,” Iowa State University Extension, <http://www.extension.iastate.edu/NR/rdonlyres/5C47273A-F2B6-443B-9DE1-76CC1EB16C84/5699/4HGoalWritingWorksheet1.pdf>
- “Goal Setting Leader’s Guide to Helping Youth,” University of New Hampshire Cooperative Extension, <http://extension.unh.edu/4H/4HPubs/ldrsggs.pdf>.
- “Goal Setting Youth Guide,” University of New Hampshire Cooperative Extension, <http://extension.unh.edu/4H/4HPubs/youthgs.pdf>.
- “Helping Youth Set Goals,” *New Jersey 4-H Leader Training Series*, Rutgers Cooperative Extension, <http://www.rcrc.rutgers.edu/pubs/pdfs/4h/e148/415-416.pdf>.
- “Making the Most of Your Projects,” ACTcc061, Wis. 4-H Community Club Central, <http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=4089>.
- “Section 5: What is a 4-H Project,” *NTS 4-H Club Leader Handbook*, Cornell University Cooperative Extension, <http://nys4h-staff.cce.cornell.edu/documents/1-Section5.doc>.

Finalized by the Strengthening the Vitality of 4-H Community Clubs Work Team, March 2007.

4-H Goal Setting Worksheet

Good goals are measurable and have three parts:

1. Action – how you will do something
2. Results – what you are going to do
3. Timetable – when you are going to do it.



Good goals also pass the “control test.” Do you have control over the *outcome* of the goal, or does someone else have that control? For example, you control the outcome of this goal, “I want to collect, identify, and display six new species of butterflies for this year’s fair,” but you do not control the outcome of this goal, “I want to win grand champion for my butterfly display at this year’s fair.” In this goal, the judge controls the outcome.

| | ACTION | RESULT | TIMETABLE |
|--------|---------------|--|------------------|
| I want | to learn | to bake two new kinds of cookies | by Christmas |
| I want | to train | my dog to sit and lie down on my command | by June 1 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Designing 4-H Project Experiences: Setting Project Goals
Evaluation**

1. Please rate the following: How useful will this information be in helping members set achievable goals for their project experience? Circle one response.

Very Useful Somewhat Useful Not Sure Not Useful

2. Please answer the following: Do you feel better prepared to help members set project goals?

Yes No

3. What will you do as a result of this program?



Leader Development

Becoming an Effective Leader

Being an effective leader is not being everything for everyone. Becoming an effective leader can be a lifetime learning process. There are many skills that take years to develop. Below are some qualities of the truly successful leader. Look them over and keep in mind which you may need to work on and which you do well.

10 Qualities of a Successful Leader

1. A Value Driven Work Ethic

Good leaders not only want to do things right, they want to do the right thing. Leaders work long, hard, and most of all smart.

2. Lifelong Learners

They ask many questions. They are open to new ideas and input of others. They are also willing to ask questions of themselves and their own programs.

3. Willingness to Risk

Leaders do not see setbacks as failures, they see them as learning opportunities. They realize that new things may or may not work and are excited by the challenge.

4. Visual Goal Achievers

Leaders look to the future with plans. Knowing what needs to be done is more important than how its going to get done. Leaders are MISSION DRIVEN.

5. Constant Change Agent

They see change as constant and positive. They can roll with the punches. They are willing to do projects that others will not try.

6. Champion Team Builders

Leaders know the value of a team. They know how to get the entire team on the same page, involve everyone, and delegate jobs. Leaders know that the power is in the group.

7. Communicator

Leaders are great LISTENERS. They do what they say and say what they do. They speak fairly and nonjudgementally.

8. Enthusiastic Optimist

Leaders think of “do’s” not “don’ts”. They look at the the possibilities of a problem instead of the impossible aspects. They look for win-win solutions.

9. High Expectations of Self and Others

They see themselves as important. Leaders EXPECT THE BEST.

10. One Who Overcomes Hardship

When things go wrong, leaders bounce back. They are tough minded.



Leader Development

Effective Communication and Conflict Management

Conflict is a part of life and happens every day. Let's face it, there are too many different and interesting people in this world for everyone to get along all of the time. When used correctly, conflict can be an educational and a useful tool. Do not avoid conflict in your 4-H club among members or families. Instead use some of the following techniques to help resolve the issue. If all else fails, your 4-H Youth Development Agent is qualified to help in such matters.

People Orientated Problem Solving

A Process

PHASE ONE – DEFINING THE PROBLEM

- 1) **Clarify Concerns** List key concerns of all involved people.
- 2) **Establish a goal statement** Say what has to be accomplished.
- 3) **Identify key requirements** Who are the key individuals affected? What are your/ their/ the 4-H's expectations?

PHASE TWO: SEARCH FOR SOLUTIONS

- 4) **Determine the solutions** What win-win solutions can we think of?
- 5) **Evaluate the solutions** What is or are the best solutions to achieve our goal?
- 6) **Obtain agreement** What are we willing to try?

PHASE THREE: IMPLEMENTATION AND FOLLOW-UP

- 7) **Develop an action plan.** What has to happen to make the solution work?
- 8) **Establish a measurement plan.** How will we know if the plan is working and how will we tell each other?
- 9) **Follow-up results.** How did the solution work? What could we do differently to get better results?



Leader Development

Effective Communication and Conflict Management

The People Orientated Problem Solving Process in Action

The Situation: *You are the leader of a club that is located in a township a long distance away from the county fair site. Several of the families in your club are having difficulty finding the time and resources to get their children to the fair on the various different days they need to participate. The families are becoming very frustrated with the situation. They come to you in a group, angry that things are difficult, frustrated that things cannot/will not change, and are threatening to withdraw from the program.*

IN ORDER TO MAKE THIS PROCESS WORK, YOU MUST SEPARATE THE ISSUE FROM THE PERSONALITY OF THE DISAGREEING SIDES!

Phase 1 – Defining the Problem

1. Clarify Concerns: Parents cannot take too many days off of work to transport children. Parents feel unsupported at the county level. Parents are stretched too thinly with their time.
2. Establish a Goal Statement: A solution must be reached that alleviates some of stress of the unhappy families and still allows the children to participate.
3. Identify Key Requirements: Individuals affected: Parents, members, leaders
Expectations:
 1. Parents expect to find a way to ease the stress of transportation.
 2. Members expect to show at the fair and participate in 4-H.
 3. Leaders expect participation and membership to be maintained.

Phase 2 – Search for Solutions

4. Determine the Solutions: Consolidate some of the showing days at the fair. Set up a car pooling system among the families who are participating at the fair. Find a volunteer driver to transport members to and from the fair every day at set times.
5. Evaluate the Solutions: After discussion, the option of setting up a carpooling system among the families seems the most workable at this time.
6. Obtain Agreement: The families all agreed to try this option for this year's fair

Phase 3 – Implementation an follow up

7. Develop an Action Plan: A phone tree among the families must be established. A list of driving times must be formed. A list of participating members needs to be created. Meeting times and places at the fair as well as the township need to be established.
8. Establish a Measurement Plan: At the club meeting after the fair the following questions will be discussed – Did this plan solve our problem? Were children able to participate without putting too much strain on their parents?
9. Follow-up results: Was the carpooling organized? Is there anything we can do differently next year?



Leader Development

Effective Communication and Conflict Management

Conflict can be caused by misunderstanding, personality issues, differences in values, unclear responsibilities, lack of resources, or change. Use these strategies to help resolve conflicts:

- Stay calm and try to keep the group calm.
- Clearly define the problem.
- Try to draw feelings and meanings out of the discussion.
- Do not take conflict as a personal attack; separate your feelings from the situation.
- Give nonjudgmental feedback when it is requested of you. It is important to remain neutral
- Be creative when searching for solutions to the problem. Use all sides when problem solving.
- Help the group look at win-win solutions.
- Do not try to “save” the group by stopping the conflict. Allow them to work out conflicts on their own.

For more information on conflict management:

http://www.managementhelp.org/grp_skill/grp_cnfl/grp_cnfl.htm

<http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm>

Social Skills Lessons & Activities for Grades 7-12 (1997) Edited by R.W. Begun and produced by The Society for Prevention of Violence

See the UW-Extension office for Talking with TJ materials.



Leader Development

Effective Communication and Conflict Management

Youth (and adults) use various conflict resolution techniques. While many of these strategies can be effective, there are several that can be less effective and even detrimental to the situation. Identifying these different techniques early can help you become a more effective mediator.

Less Effective Methods

Aggression – Harming the other person physically or verbally

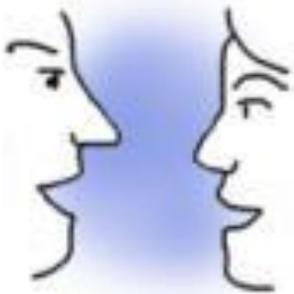
Accommodation/Placating - The individual gives in immediately to the others' position to avoid conflict

Flight – The individual gives up and retreats from the situation

Tattling – Using adults as a means to hurt another person by getting him or her in trouble. The child's primary intent is to get back at the other child, not to use the adult as an intervener.

Comparison- Individual uses others' accomplishments or mistakes to accentuate another's

Fabricating Support- Says "everyone feels the way I do about you"



More Effective Methods

Negotiating – Youth and leaders listen to others' points of view and discuss the best option

Compromising – meeting people halfway – both groups agree to sacrifice something to resolve the conflict

Taking Turns – Youth both get something they want by evenly splitting

Active Listening – The youth or leader shows that he or she truly understands the other person's point of view

Threat-Free Explanation – Each person tells his or her side of the story without attacking the other. Emotions are kept under check

Apologizing – Telling the other person you are sorry. This does not necessarily include admitting you were wrong.

Soliciting Intervention – Asking a third party to assist with mediating the discussion or problem solving process

Postponing – Taking a time out to discuss things at a later time

Humor – Diffusing negative emotions with a funny thought or joke. Be careful not to make the other person feel minimized



Leader Development

Experiential Learning: Learning By Doing

This is what 4-H is all about; not only learning, but learning by doing something. This is something you, as a leader, should keep in mind when planning or supervising any 4-H activity. This may be one of the most challenging aspects of being a leader.

We Learn in Different Ways!

People Remember:

20% of what they read

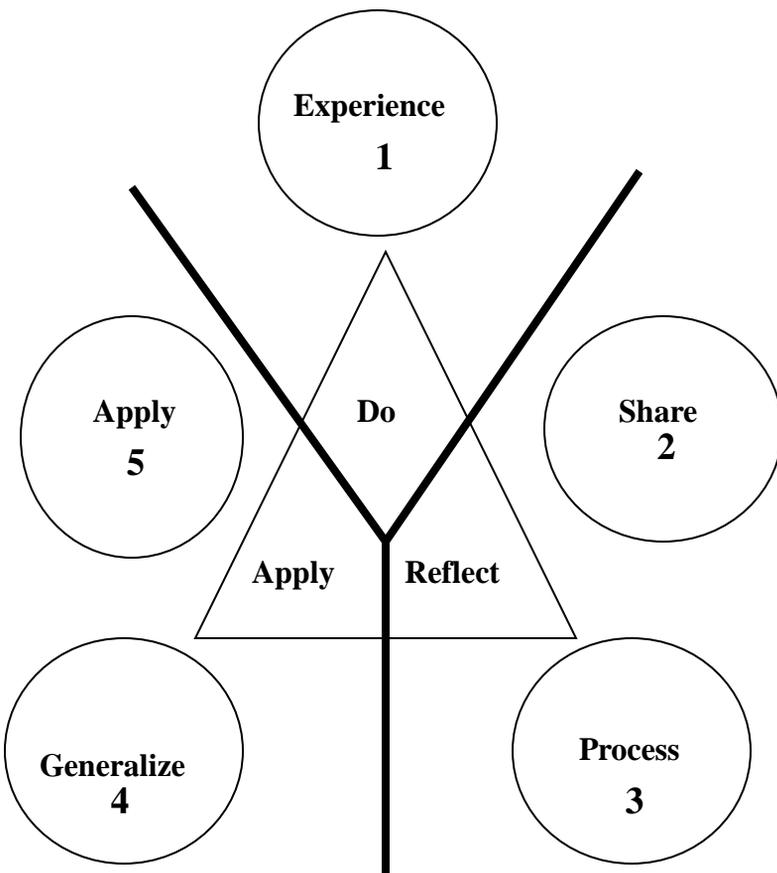
30% of what they hear

50% of what they hear and see

70% of what they say

90% of what they say and do

The 4-H Youth Development Program is based on the idea that people learn most of what they see and do. This is formally known as experiential learning. It is shown by the graphic below.



Circle 1 is the **experience**/actually doing the activity.

Circle 2 is to **share**. It is important for youth to share feelings and observations. As a leader you must make them feel safe and encouraged.

Circle 3 is to **process**/carefully examine a shared experience. Ask questions that elaborate on feelings and get the members to contrast and compare.

Circle 4 is to **generalize**. This is an opportunity to carry lessons out to real life situations.

Circle 5 is to **apply**. Guide youth in how to apply these lessons to their own lives.



Recruitment and Retention

Defining Recruitment and Retention

A portion of the general leader's job description is the recruitment of new leaders and members. Retention is directly related to recruitment. What you need to do is find good volunteers that are willing to work and willing to stick around. Here are some thoughts on recruitment:

Definitions

“Raising or strengthening by enlisting personnel.”

Webster's New World Dictionary

“Finding other people who want to do the work so that you won't have to.”

Steve McCurley

- ✓ Well-run organizations and volunteer programs recruit well, because volunteers are attracted to good organizations.
- ✓ Effective recruitment involves recruiting only as many of the right volunteers as you need. Too many volunteers are just as bad as not having enough.
- ✓ Well-defined jobs are the most effective way to encourage people to participate.
- ✓ Good recruitment will get you volunteers, but only good volunteer management will keep them around. Retention is simply the process of re-recruiting the volunteer each and every time he or she shows up.
- ✓ The world's best recruiters are satisfied volunteers.

“IF YOU DON'T ASK, PEOPLE CAN'T SAY ... YES!”



Recruitment and Retention

Finding Volunteers

There are no rules for where you can or cannot recruit!

- ❖ **In fact, you can be as creative as possible when recruiting volunteers.**
- ❖ **Ask yourself, *Where in the community can we find people who have the skills this volunteer job description requires?***

Let's go through the steps with an example: You have a large group of 4-H members who are interested in photography and you need to find a project leader.

1) **What do we need for this job to be done successfully?**

We need a volunteer that is skillful at using cameras, taking pictures, teaching people, and perhaps developing and cropping photographs. We need this volunteer to commit for at least one year's time. An outgoing, fun, kid-orientated person would be highly desirable.

2) **Who could provide these things? What types of people are likely to have these characteristics or abilities?**

We can make a list of possible kinds of people who might fit the description.

newspaper photographer art teacher yearbook advisor
community artist 4-H photography judge camera shop owner

3) **What would motivate them about this job?**

This job may benefit them in the following ways: help them to meet people, to gain skills, to gain recognition, to use otherwise unused gifts or skills, to get a tax benefit, because of a hobby, as an extension of a job, to test leadership skills, it looks good on a resume, etc.

4) **How can we communicate with them?**

Where do they live, work, shop, play? Look for your volunteers at the post office, art shows, schools, county fair, local shops, etc. How can we contact them? You could use the telephone, mailings, personal visits, etc.



Recruitment and Retention

Retaining New Members and Families by Involving Them

The key to retaining new families in the 4-H program is to bring them into the 4-H family as soon as possible. If a family does not feel welcome, they are not likely to stay no matter what the possible benefits of the organization. To develop a welcoming environment in your club, do the following:

1. Time Your Meetings Properly.

Make sure it is possible for the new members to attend your meetings. If there is a large group of working families, try to accommodate some of their needs. Attempt to make participation as easy as possible. People become involved with the group that makes it the most convenient.

2. Go out of your way to personally ask new members to attend.

It may be helpful to have a “newcomers” meeting occasionally. Have club officers take turns calling new members to remind them of meeting times and welcome them to the club. Encourage older members to bring a friend to the meeting.

3. Designate a “meeter” and “greeter” at the door of your meeting.

Choose one veteran member each meeting to ensure that the new family feels welcome at the meeting. This veteran member can save a seat for the new family, get to know them, inform them of new opportunities, and generally make them feel at ease with the group by introducing them to other members.

4. Create a mentor system.

Match up a new member with a youth leader or older member. This can also be done with veteran families and new families. The mentor is more experienced and can be a readily available source of information for the new family. The mentor can help the family with an overview of the organization, how the meetings work, and a preview of the New Family Guide.

5. Have a special new member project.

Luckily this is not something you will have to develop on your own. In Taylor County there is currently a New Member Activity Guide that is designed to help the new member make sense of their first year as a 4-H member. There is also a guidebook for new families that is available through the UW-Extension Office. If your new families do not have this publication please contact the Taylor County Youth Development Agent or the 4-H Administrative Assistant.



Recruitment and Retention

The Importance of Recognition

Saying thank you and saying it well is probably one of the most important aspects of retaining volunteers over time. Your project leaders, fellow general leaders, parents, and youth leaders all do a tremendous amount of work for FREE. The only payment they have available to them is the recognition of others.

Definition

Recognition: to be aware of; acknowledgement and approval; gratitude; to notice as in passing.

Webster's New World Dictionary

A Few Things to Remember About Recognition:

- ❖ A thank you is not as effective if it is generic.
- ❖ Recognition needs to be personalized and creative to be appropriate.
- ❖ Volunteers come in all shapes, sizes, ages and colors. Each has joined 4-H for a different reason. This is what makes personalized recognition so important.
- ❖ In order to ensure you give a volunteer the right kind of thank you, you must get to know the volunteer. The best way to get to know a volunteer – Ask them about themselves!
- ❖ A thank you does not have to be big and bold. It can be as simple as a smile!

Some Creative Recognition Ideas

- ❖ Name the coffee pot each month after a volunteer who has “served” well.
- ❖ Send anonymous, humorous cards during hectic times (i.e. the fair).
- ❖ Smile and call them by name.
- ❖ Keeping track of the length of time the volunteer worked to recognize him or her accurately.
- ❖ Tell people they are missed when they are gone.
- ❖ Arranging child care for families with smaller children during meetings.
- ❖ Listening.



Dealing with Problem Volunteers

As a general leader you will work with wonderful parents, project leaders, youth leaders, and other general leaders. Unfortunately you will probably also work with some not-so-wonderful ones. It can be very useful to recognize these problems right away and address them. If you do not feel qualified to deal with a difficult co-volunteer, ask a fellow leader or the Youth Development Agent for assistance with the problem.

8 Myth Statements That Will Only Make Your Situation Worse:

1. Ignoring a problem will make it go away.

It will only become more difficult to confront and will begin to affect the 4-H program.

2. No one else notices. I'm the only one who is suffering.

It is likely that you are not the only one having a problem with this individual. Others can most definitely see the problem.

3. I can fix/change the problem person.

You cannot and should not try. You are there for the 4-H members and this attempt would only drain energy needed elsewhere.

4. There's good in everyone. I just need to give them time to show it.

Unfortunately there are some unpleasant people in the world. Do not overly concern yourself with others' problems.

5. If I confront them, it will make things worse.

Not if you do it in a careful and calm way. Perhaps you will need to get some guidance about this confrontation before you go ahead.

6. If I confront them they will leave the project or program and it will not survive.

Others can always pick up the slack. It is better to be short a leader than to live with a negative influence on the 4-H members.

7. If I'm really the caring and all-accepting person I should be, I can handle them.

You are a volunteer 4-H general leader; you are not a saint. They are the problem, not you.

8. If I push them out they will be mad at me.

Maybe, maybe not. By confronting them, you did what was best for the program.



Youth Protection

Wisconsin 4-H Stems in Youth Protection

Wisconsin 4-H is committed to protecting the youth in their program. Most types of leaders are required to go through the volunteer certification program. This process helps to ensure that our youth are safe. The complete policy on youth protection can be found in the policy and rules section of this guidebook.

The process consists of three components:

1. Application Form – enroll in the program including background check completed by the Department of Justice.
2. Attendance at required orientation training –
 - 4-H Organization and goals
 - 4-H leader’s significance in a child’s life
 - Volunteer Roles in 4-H
 - Youth Protection – prevention, identification, and reporting of abuse issues
 - Leadership
3. Signed agreement of expectations for volunteers. The expectations include the following:
 - Being a positive role model for youth
 - Obeying state and federal laws
 - Assuring that 4-H programming is accessible to all youth
 - Recognizing that abuse and neglect of youth is unacceptable
 - Not participating in or condoning neglect or abuse
 - Treating animals humanely
 - Operating motor vehicles in a safe and reliable manner
 - Not consuming alcohol or illegal substances



Youth Protection

How to Report Child Abuse in Taylor County

Child abuse is a subject that is often difficult for people to discuss. However, when you place yourself in a position of daily contact with all kinds of children, it is an issue that must be discussed. Think about this subject as a leader and talk about it with your extension agent and leaders. If you suspect that a child is being abused or a child has confided in you that he/she has been abused, consider the following steps:

- Is the child in immediate danger: If the child should return to the parent is there immediate fear of harm? Or, can you wait until the next morning to report the abuse?
- If you suspect that there is abuse occurring with a child who you work with, is there another 4-H leader within your club that could support or identify this abuse along with you?
- Please note that reporting child abuse is not mandated for volunteers working with youth. Your reporting of child abuse is viewed as a moral responsibility to assure a safe environment for the child.
- Anyone who has reason to believe that a child has been abused or neglected, and has reported this in good faith, is immune from civil or criminal liability.
- Non-emergency reporting is handled through the Department of Social Services at 715- 748-3332. You will first talk with a social service specialist who will take the report from you.
- Be prepared to give the child's name, address, parent's names, sibling's names, schools attended, and any other family background that you know.
- It is strongly encouraged that you give your name (it may be first name only) and your phone number; all information is legally kept confidential.
- Your report is given to a social worker who investigates the report (case). Giving your name and number allows the social worker to call you and ask for further information; in most cases you would be called only once.
- In emergency situations, you are asked to contact local law enforcement (sheriff's office or local police).
- When your report is taken and your name is given, remember that you are protected by law against criminal or civil liability if you are reporting in good faith. Unless you personally witness a child being abused, you will not be asked as a witness in court.
- Once a report is filed, an investigation must begin within 24 hours and must be completed within 60 days. You, as the reporting person, may request a letter to confirm that an investigation will be done. Results of the investigation will not be sent to you since you are not a mandated reporting party.
- After the investigation has been completed and if it has been substantiated, the following actions may be taken: parenting classes, AODA counseling, parent time outs from children, removal of the child from the home, counseling for the child, as well as other options.



Youth Protection

Preventing Situations Where Abuse May Occur

As a volunteer leader, you can take some proactive steps to protect both your leaders and 4-H members from situations that may put the leader, the member, or both at risk. Always take some time to think about club activities and programs to identify where the risk lies. Always make plans on the cautious side. For everyone's protection, volunteers should take the following precautions when working with youth in the 4-H program:

1. Adults should work with young people in reasonably open places where others are welcome to enter – not behind closed or locked doors. Be aware that while spending time alone with a single youth can be positive and helpful, it can also be a reason for concern for everyone involved.
2. Always welcome and encourage parents and guardians to attend meetings and events.
3. Respect the privacy of youth when clothes are changed and showers are taken. Adults should be involved only when there is a health or safety issue.
4. One unrelated adult should NOT room with one youth during an overnight stay such as camping or an award trip
5. Never use physical punishment or deny basic necessities such as food, shelter, or medical care.
6. Be alert to the physical and emotional health of the young people you work with.

These precautions are designed to protect youth, adults, families, and the organization.



Policy and Rules

Constitution and By-Laws of the Federation of Taylor County 4-H

Looking at the constitution and by-laws of the Federation can be helpful in many ways. Reading this over is useful when creating your own club's constitution. It is also very beneficial to know what the policies and rules are concerning 4-H in Taylor County.

Article I. Name and Purpose

- Section 1. The name of this organization shall be "The Federation of Taylor County 4-H."
- Section 2. The purpose of this association shall be:
- To promote positive youth development through the promotion of the Taylor County 4-H program. Rev. 2/95.
 - The planning, conducting and evaluating of the county 4-H program through the use of an elected Board of Directors, and departmental committees, with the assistance of the county extension office and other outside resources.
 - To review ideas, plans and suggestions brought up by county committees, local clubs and leaders.
 - To fairly select members for county and district project achievement, and trip awards. Rev. 2/95.
 - To assist in the promotion and operation of the Taylor County Fair through representation on the Fair Board.

Article II. Office and Records

- Section 1. The office of the Federation shall be in the county extension office.
- Section 2. All permanent books, records and property of the Federation, shall be kept in the Federation office, with the exclusion of current records which shall be kept by the Secretary and Treasurer. Books and records may be examined by appointment by members of the Federation. Rev. 2/95.

Article III. Membership

- Section 1.** There shall be three classes, namely: Active, Associate and Ex-Officio.
- Section 2. The Active group shall consist of parents, adult leaders and youth leaders.
- Section 3. The Associate group shall consist of persons representing special offices and positions who have rendered services to 4-H club work and have been selected by the Federation membership as deserving of the honorary title ("Friends of 4-H"). Rev. 2/95.
- Section 4. The Ex-Officio group shall consist of county extension agents.
- Section 5. Members shall have all the rights and privileges with the exception of voting power. Voting privileges shall be held by Active members only. Rev. 2/95.
- Section 6. Youth leaders shall have all powers and privileges, including nominating, voting and running for office in their Federation of Taylor County 4-H and the Executive Board of Directors. Rev. 2/95.
- Section 7. Members and leaders may belong to only one 4-H club at a time. Adopted 2/95.

Article IV. Board of Directors - Composition

- Section 1. The Executive Board of Directors shall consist of up to eleven (11) members. A minimum of 6, a maximum of 8 members will be adult leaders and represent different clubs. The Youth Leaders may be from any two (2) clubs. The term will be three (3) years. YLO will hold an additional unrestricted youth seat on the board and will provide a representative at each meeting. Rev. 8/99.
- When Executive Board membership is a shared or co-member position, only one of the co-members may officially participate at an Executive Board meeting. Adopted 2/95.
- Section 2. The Board of Directors shall be elected by the active members present at the annual meeting, using a secret ballot method of voting. Rev. 2/95.

Section 3. Each year up to two youth leaders and three adult leaders shall be elected to fill expiring terms. Rev. 2/95. If any director is unable to complete their term, the Board of Directors shall appoint a director from that club to complete the unexpired term. If any director fails to attend three consecutive board meetings without reason, the Board of Directors shall have the privilege to appoint a director from that club to complete the unexpired term. In event that the club involved does not supply a replacement, the Board of Directors will appoint a director from another eligible club.

Section 4. The Board of Directors shall meet within 15 days of the annual federation meeting, for the purpose of electing from their numbers a President Elect, Secretary and Treasurer. President Elect shall be elected from the group of Board members entering their second year of office. The President Elect from the previous year will automatically become President. The Board of Directors shall also elect from their numbers three directors to serve as a Fair Committee. The Chairman of the Fair Committee will serve on the board of Taylor County Fair as a representative of our county 4-H program. The office of Treasurer shall be bonded and paid for by the Federation. Rev. 2/82.

Section 5. The Past President will serve as a non-voting Ex-Officio director to help advise and council the Board. The Past President will be eligible for compensation as stated in Article VI for regular board members. Adopted 2/82. If the Past President is elected as a board member the year following his or her term, he or she will serve as a regular voting board member. Adopted 12/91.

Section 6. The Board of Directors will establish a Disciplinary Committee using the guidelines established in Sec. C, number 2 of the Taylor County 4-H Disciplinary Policy. Adopted 3/10.

Section 7. The Board of Director shall serve a Maximum of three terms lifetime. Adopted 11.10.

Article V. Meetings

Section 1. The Board of Directors shall meet a minimum of five times each year.

Section 2. The number of regular Federation meetings will be set annually by the Board of Directors at their annual calendar planning meeting. Rev. 11/80.

Section 3. Leaders' banquet and achievement night shall be determined by the Board of Directors.

Section 4. Special meetings may be called by the President, the Board of Directors, by petition of 10 members, or 4-H agent.

Section 5. "Roberts Rules of Order" shall govern all meetings.

Article VI. Compensation - Meetings and Workshops

Section 1. Board of Directors shall be reimbursed for mileage at the current county rate for all authorized Board meetings.

Section 2. Active members attending educational workshops, trips and meetings may qualify for reimbursement if expenses are submitted according to policy, using approved 4-H reimbursement vouchers. Rev. 2/95.

Article VII. Purpose and Responsibilities of Board of Directors

Section 1. The purpose of the Board of Directors shall be to manage the business and affairs of the Federation between regular Federation meetings, when necessary.

Section 2. To review and authorize all major expenditures and obligations of the Federation.

Section 3. The Board of Directors shall report, in full, on its activities at each regular Federation meeting and shall be guided by policies and recommendations adopted at these meetings.

Section 4. The Board of Directors will review plans and suggestions submitted by all departmental committees and subcommittees for consideration and presentation to the Federation for approval. Other special committees may be appointed by the Board of Directors as they deem necessary.

Article VIII. Annual Election

Section 1. Methods of nomination: Nominations for the Board of Directors shall be submitted by eligible 4-H clubs in writing prior to the annual meeting or from the floor.

Section 2. A majority of votes cast shall be required for election. Rev. 2/95.

Article IX. Quorum

Section 1. A quorum shall consist of members present. Rev. 11/80.

Article X. Amendments

Section 1. The constitution and by-laws may only be amended at the Annual Federation meeting and only by two-thirds majority of the members present. Rev. 11/99.

Section 2. Notice must be given at a previous meeting and through notification by mail to all members regarding the change in constitution being considered. The notice must be mailed at least one (1) month before the Annual Meeting and no more than two (2) months before the Annual Meeting. Rev. 11/99.

Article XI. Non-Discrimination Clause - Rev. 2/95.

Section 1. The 4-H program is open to all interested youth, regardless of race, color, income, creed, national origin, gender, place of residence or handicap. In Taylor County, youth in Kindergarten through the next year following high school graduation, may participate in the appropriate programs. At that time, they may begin participation as an adult volunteer. Rev. 9/98.

Article XII. Dissolution Clause - Rev. 5/98.

Section 1. Upon dissolution of the Taylor County Federation of 4-H, any assets must be turned over to a 4-H Youth Development Program or a 4-H Foundation, as selected by a majority vote of the Executive Board.

Adopted 9/28/78

Mission of the Taylor County 4-H Program

The Taylor County 4-H Program will provide many learning experiences through the cooperation and leadership of both the youth members and adult leaders.



Policy and Rules

Wisconsin 4-H Youth Development Policies

These policies govern 4-H activities in the entire state of Wisconsin. It is very useful to read and know these policies. You will then be able to ensure that your club event is acceptable and covered by Wisconsin 4-H insurance.



WISCONSIN 4-H YOUTH DEVELOPMENT POLICIES

Membership • Participation • Youth Protection • Safety • Financial

Revised August 2009

MEMBERSHIP

A. Enrollment Policies

1. The Wisconsin 4-H year is defined as October 1 – September 30 for the purpose of definition in these policies.
2. The Wisconsin 4-H Youth Development program has a policy of open enrollment. Eligible youth may enroll in Wisconsin 4-H Youth Development programs at any time of the year. Counties may establish reasonable enrollment deadlines for participation in certain programs when those deadlines are needed to ensure educational integrity and/or safety.

New 4-H enrollments will be accepted at any time during the year. Counties can establish re-enrollment deadlines for continuing members. It is reasonable to establish enrollment deadlines for certain aspects of participation such as county fair or animal projects because of the need for education prior to participation, however, basic club membership must be accepted at any time.

3. Youth in first grade are eligible to enroll in the Wisconsin 4-H Youth Development program. First and second graders will participate in 4-H as Cloverbuds. Youth will continue to be eligible for membership through the next 4-H year following their graduation from high school.

Cloverbuds - Counties have the option to extend Cloverbud membership to youth in 5-year-old Kindergarten. This does not include pre-kindergarten or 4-year-old kindergarten youth. The state recognizes Cloverbuds as 4-H members. Developmentally appropriate programs should be designed to meet the unique needs of Cloverbuds.

Home Schooling - Children who are home schooled will participate in 4-H in their declared grade.

Graduation - Counties are encouraged to recognize full graduation for those who wish to cease 4-H membership upon graduation from high school. High School seniors, and those participating as members in the year following high school graduation, will be eligible to participate through the entire 4-H year.

District & State Events - Participation in District and State 4-H events and recognition programs will be based upon the 4-H member's grade.

National Events - Participation in national 4-H events will be based upon the age established for the event.

B. Membership and Participation

1. Youth may not hold 4-H membership in more than one county or state at the same time.

This statement does not limit multiple county memberships in a given year, but it does require that those memberships be consecutive rather than concurrent. Youth moving from one county to another, for whatever reason, can belong to 4-H in the second county, but it requires transferring their membership from the first county. This also does not limit someone from belonging to 4-H in a county or state that is different from their county or state of residence, neither does it prohibit a 4-Her from participating in educational programs in other states or counties.

2. Youth must qualify for participation in district, state, or national 4-H competitions through their county of membership.

This statement does not prohibit a county from using an event in another county as the place where their members qualify for a district or state competition. It does mean that members must be selected as representatives of only their county of membership, regardless of the location of the qualifying experience.

PARTICIPATION

A. Participation Options

1. Youth may participate in the Wisconsin 4-H Youth Development program through:
 - Membership in a 4-H club
 - Participation in a special interest/activity/group/program sponsored by UW-Extension
2. Additional participation options may be offered at county discretion:
 - Affiliation with an organized 4-H project
 - School enrichment
 - There may be extenuating circumstances where independent and family memberships would be warranted. The circumstances should be carefully reviewed and granted sparingly as an exception. Independent and family memberships should not ordinarily be allowed when the potential exists for organizing or joining a multi-family, community-based 4-H club. If a county chooses to grant a family or independent membership status, there should be a clear statement of expectations for those members, including an educational plan and participation in community service. Individual and family memberships are not eligible for recognition as a tax exempt entity.

B. Requirements for a 4-H Club

1. The University of Wisconsin-Extension grants 4-H Club Charters, which formally recognize a club's affiliation with 4-H, and grant that club the permission to use the 4-H Club name and emblem. 4-H Charters must be renewed annually. To be a chartered 4-H Club in Wisconsin, the following requirements must be met and maintained:
 - Club name
 - Five or more youth from at least 3 families
 - Adult leadership that has been approved through the Youth Protection process
 - Educational plan which meets the purposes of the 4-H program
 - Youth involvement in leadership and decision-making

- Meet on a continuing basis
 - Have written operating guidelines, bylaws or constitution approved by the members to govern the club
 - Open to any youth eligible for 4-H membership, regardless of race, color, creed, religion, sex, national origin, disability, ancestry, sexual orientation, pregnancy, marital or parental status.
2. Failure of a 4-H Club to meet these requirements may result in the loss of the club charter and the use of the 4-H name and emblem. Annual charter renewal packets are due to the local UW-Extension Office no later than December 1.
 3. Leadership for 4-H Clubs is primarily provided by volunteers. A 4-H club may have paid leadership when the individual provides leadership for the club as a function of their employment for another organization. Teen leadership does not meet the adult leadership requirement.
 4. 4-H Clubs must have an educational mission. Evidence can be provided in different ways. The preferred method is for clubs to develop a program plan with their members, and provide a written copy of that plan to the members and the UW-Extension Office through the annual charter renewal process.

"Youth participation in leadership and decision making" emphasizes that 4-H clubs belong to the membership, and that the youth members should make the decisions. Adult leaders should not be making the decisions for the members. Many clubs operate with officers, however they are not required.

"Continuing basis" means that a club intends to carry on as a functioning unit indefinitely. The club may determine for itself the frequency and timing of its meetings. Clubs that don't meet in the summer, or November – February are acceptable if they continue as a club the next year. They don't completely disband at the beginning of the summer. Rather they continue to exist with leadership and an identity and program again in the fall. Likewise a school club that meets every school year as the 5th grade class club would also be acceptable, even though all of the members change each year.

5. 4-H Club written operating guidelines or by-laws need to include at minimum the following: the group's purpose/mission; a statement of compliance with state and national 4-H policies and laws; the approved civil rights statements; information on how the group is organized and makes decisions; the required dissolution clause; and procedures of how finances are handled and audited.
6. All 4-H clubs/units/groups must comply with federal and state nondiscrimination laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act.

C. Requirements for a 4-H Unit/Group/Committee Charter

1. The University of Wisconsin-Extension grants 4-H Charters to units/groups/committees, which formally recognize a club's affiliation with 4-H, and grant that club the permission to use the 4-H Club name and emblem. All units/groups/committees that handle finances and have a checkbook must be chartered. To be a chartered 4-H Unit/Group/Committee in Wisconsin, the unit/group/committee must complete the Charter Application. 4-H Charters must be renewed annually. The following requirements must be met and maintained:

- Unit/Group/Committee name
 - Adult leadership that has been approved through the Youth Protection process
 - Educational plan which meets the purposes of the 4-H program
 - Youth involvement in leadership and decision-making
 - Meet on a continuing basis
 - Have written operating guidelines, bylaws or constitution approved by the members to govern the unit/group/committee
 - Open to any youth eligible for 4-H membership, regardless of race, color, creed, religion, sex, national origin, disability, ancestry, sexual orientation, pregnancy, marital or parental status.
2. Failure of a 4-H Unit/group/committee to meet these requirements may result in the loss of the club charter and the use of the 4-H name and emblem. Annual charter renewal packets are due to the local UW-Extension Office no later than December 1.
 3. 4-H Unit/group/committee written operating guidelines or by-laws need to include at minimum the following: the group's purpose/mission; a statement of compliance with state and national 4-H policies and laws; the approved civil rights statements; information on how the group is organized and makes decisions; the required dissolution clause; and procedures of how finances are handled and audited.

Youth Protection

1. 4-H Youth Development programs and activities must be supervised by an adult, 18 years of age or older, who has completed the Youth Protection program and is currently an enrolled 4-H volunteer leader.
2. In order to initially be recognized as a 4-H volunteer leader in the Wisconsin 4-H Youth Development program, all adults age 18 years and over must participate in the Youth Protection Program. The Wisconsin 4-H Youth Development Youth Protection program process includes:
 - a. Completion of the Volunteer Application Form
 - b. Background records check for arrest and conviction records through the approved channel.
 - c. Participation in volunteer orientation
 - d. Completion of the Volunteer Behavior Expectations Form
 - e. Completion of the 4-H Enrollment Form.

4-H members who serve as youth leaders do not need to complete the Youth Protection program process. If they enroll as an adult volunteer leader instead of serving as a youth leader, they need to complete the Youth Protection program process.

3. To continue to be recognized as a 4-H volunteer leader in the Wisconsin 4-H Youth Development program beyond the first year, all adults 18 years of age and over must annually complete the following:
 - a. Volunteer Behavior Expectations Form
 - b. 4-H Enrollment Form

Note: A background records check for arrest and conviction records will be completed every four years for continuing 4-H volunteer leaders. Youth that are over 18 years of age and are still active 4-H members do not require background checks. These youth are expected to participate as members and not in a chaperone or adult volunteer leader role.

4. Background checks and attendance at volunteer orientation are required for all host parents/guardian who aren't currently recognized 4-H Youth development volunteers. Background checks are required for all other adults 18 years of age and older, living in host families who are not currently enrolled as 4-H members. It is up to county discretion whether or not these adults should be required to attend volunteer orientation.
5. Returning volunteers who have been absent one to four years need the background records check, signed Volunteer Behavior Expectations form, but are not required to attend the orientation to be reinstated as a volunteer. Returning volunteers who have been absent five or more years need to repeat the entire Youth Protection process.
6. 4-H volunteers who have already had background checks and child abuse training as part of their employment or other volunteer experience will need to complete the 4-H Youth Development process.
7. A guest speaker or guest presenter doesn't need to complete the process if working under the visual supervision of an enrolled volunteer or Extension staff member.
8. A record causes concern when there is evidence of a conviction related to child safety. If the background check causes question with an individual, that individual will be contacted for additional information before a decision on volunteer status is made. To enhance statewide uniformity of implementation, decisions on questionable backgrounds may involve additional information review involving both state and county staff.
9. The driving record for applicants reporting loss or suspension of a driver's license will be checked using UW-Fleet policies. In the event driving restrictions are placed on the volunteer regarding transportation of youth or their animals, the individual will be contacted regarding the driving record to verify the accuracy of the record. Restriction of volunteer driving privileges will be communicated in writing by either state or county staff.
10. If a volunteer applicant has lived in Wisconsin for less than three years, references will be sought and checked. If a volunteer lives outside Wisconsin, references will be sought and checked.

SAFETY

A. Program Safety Regulations

1. Adults and youth participating in all high risk programs, including horses, ATV, bicycle, rock climbing/rappelling, rollerblading, and ropes adventure courses must wear protective clothing, head and foot gear. Minimum requirements for these programs:
 - Protective head gear (SEI approved for the specific activity) which properly fits the participant.
 - Shoes or boots which provide protection from the hazards of said program.
 - Clothing appropriate for the activity which will protect the participants from the elements surrounding the event.

The policy means that all 4-H members and leaders (adult or youth) participating in the mentioned projects and/or activities need to use protective or safety equipment while participating. Approved safety helmets need to be worn while mounted or driving a horse, operating a bicycle or ATV, on roller blades, rock climbing or doing a challenge course.

2. If a 4-H club is listed as a sponsor or co-sponsor of an activity which includes the above listed projects, grade exhibit policies (youth must be in 3rd grade) and the helmet and safety equipment requirements apply for all participants. This includes adults as they need to be positive role models.

The goal of this policy is educational. We need to work for a safe environment for our youth. In the volunteer orientation program, the need for a safe environment is discussed.

Therefore, if safety equipment which significantly reduces serious injuries is available, why would we not use it?

These standards apply to all 4-H activities, regardless of location. Meeting these standards may require the selection of an alternative site, or requiring the use of additional safety equipment, even though it is not standard practice for the facility where the 4-H activity is to occur. If these safety requirements are not followed, then the particular event is not eligible to use the 4-H name and emblem, nor will it be recognized as a part of the Extension program.

Should people decide not to comply, they need to be disqualified from the competition or asked to at least dismount, if during a non-competitive activity. When adults are serving in a leadership role, they are expected to meet the same safety requirements as the youth. If leaders fail to comply with the safety policy and individuals are participating without proper safety equipment and an injury occurs, the leader may be found negligent and application of liability insurance coverage would be questionable. This is a consequence which needs serious consideration.

Any classes which require 4-H membership to enter, or serves as a qualifying event for district or state competition must adhere to these safety policies.

It is strongly encouraged that 4-H groups set an example of using proper safety equipment and maintaining the highest standards of injury prevention.

3. To exhibit animals at any public event as a 4-H member, youth must be in at least 3rd grade during the current 4-H year.

This policy is for the safety of the 4-H member and the public at the public exhibition. The developmental ability and maturity level of the exhibitor and the unpredictable behavior of animals should be considered prior to involving a 4-H member in the exhibition of animals.

B. Wisconsin 4-H Shooting Sports Policy

1. 4-H Shooting Sports programs are available to youth from third grade through the year following high school. Shooting Sports disciplines include archery, air pistol, hunting/wildlife ecology, muzzle loading, rifle (.177 pellet, .177 BB, and .22), and shotgun. 4-H youth must be 12 years of age to operate any powder-burning firearm. This includes, but is not limited to, .22 handgun or rifle, muzzle loading handgun or rifle, or shotgun.
2. Youth may participate in an organized 4-H Shooting Sports activity only if a certified 4-H Shooting Sports volunteer leader is present and providing supervision. The 4-H Shooting Sports certified volunteer leader must have certification in the shooting discipline in which the youth is participating.
3. 4-H Shooting Sports certified volunteer leaders must be at least 18 years old, and must have successfully completed at least one state-level 4-H leader training Shooting Sports certification

workshop in the discipline in which they are providing supervision. If an adult volunteer leader is not certified, he/she cannot provide hands-on or safety instruction without a certified volunteer leader being present. A volunteer leader may obtain certification in an additional discipline (archery, air pistol, coordinator, hunting/wildlife ecology, muzzle loading, rifle [.177 pellet, .177 BB, and .22], and shotgun) by completing a certification workshop provided by 4-H certified state training team members. 4-H volunteer leaders are encouraged to upgrade skills via training with such organizations as the NRA, NAA, and DNR.

4. 4-H adult assistant volunteer leaders do not need to be 4-H Shooting Sports certified, but they must be in the presence of a 4-H Shooting Sports certified volunteer leader who has certification in the shooting discipline in which the youth is participating.
5. Youth assistants do not need to be 4-H Shooting Sports certified, but must be in the presence of and under the supervision of a 4-H Shooting Sports certified volunteer leader who has certification in the shooting discipline in which the youth is participating.
6. 4-H volunteer leaders must be currently enrolled as a 4-H volunteer in a county. Completion of the Wisconsin 4-H Youth Development Youth Protection program required for all 4-H Shooting Sports volunteer leaders. 4-H volunteer leader and member participation will be consistent with state and county guidelines
7. If a 4-H volunteer leader is acting in an unsafe manner or is in noncompliance with 4-H volunteer leader standards, he or she is subject to removal.

FINANCIAL

A. Financial

1. Federal regulations governing the use of the 4-H name and emblem require annual financial reporting/accountability of all organized 4-H units. Funds raised in the name of 4-H must be publicly accountable, and must be used for 4-H purposes. Failure to annually submit the financial report could result in loss of the 4-H Club/unit/group charter.

B. 4-H Clubs/Unit/Groups

1. Reporting Requirement: All 4-H Clubs/units/groups are required to submit a financial record and audit report to the County UW-Extension Office once each year. This report is included in the annual charter renewal documents. Additional reports required by law must also be submitted to the respective agencies with a copy or verification of submission filed with the 4-H Youth Development staff.
2. Dissolution Clause: 4-H Clubs/units/groups must include a statement of dissolution in their written operating guidelines or by-laws similar to the following: Upon dissolution of the 4-H Club any assets must be turned over to a recognized 4-H club/unit/group, with the approval of the 4-H Leaders Association and the county 4-H Youth Development staff.

C. County 4-H Leaders Associations and County 4-H Committees

1. **Reporting Requirement:** The county 4-H Leaders Association and county 4-H committees/units/groups must be chartered and are required to submit a financial record and an audit of this record to the County UW-Extension Office once each year. Additional reports required by law must also be submitted to the respective agencies with a copy or verification of submission filed with the 4-H Youth Development staff.
2. **Dissolution Clause:** The county 4-H Leaders Association must include a statement of dissolution in its bylaws similar to the following: Upon dissolution of the association, any assets remaining shall be conveyed to a 4-H Youth Development program or 4-H Youth Development Foundation as selected by the affirmative vote of the majority of association members entitled to vote.
3. **County 4-H Units/Groups or Committees that have a check book or assets must be chartered and must include a statement of dissolution in their written operating guidelines and bylaws similar to the following:** Upon dissolution of the committee, any assets remaining shall be conveyed to the county 4-H Leaders Association if one exists. If one does not exist, any remaining assets shall be conveyed to a 4-H Youth Development program or Wisconsin 4-H Youth Development Foundation as selected by the affirmative vote of the majority of committee members entitled to vote.

D. Multi-county, District and State Committees and Councils

1. **Reporting Requirement:** All multi-county, district and state committees and councils are required to be chartered and to submit a financial record and an audit of the record to the advising 4-H Youth Development Agent or State UW-Extension Specialist once each year. Additional reports required by law must be submitted to the respective agencies and a copy filed with the advising 4-H Youth Development staff or State UW-Extension Specialist.
2. **Dissolution Clause:** Multi-county, district and state committees, councils, and unit/groups must include a statement of dissolution in their written operating guidelines or bylaws similar to the following: Upon dissolution of the committee or council, any assets remaining shall be conveyed to a 4-H Youth Development program or 4-H Youth Development Foundation as selected by the affirmative vote of the majority of committee or council members entitled to vote.



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Policy and Rules



Wisconsin 4-H
Community
Clubs

4-H Club Management

HANDLING CLUB MONEY

Activity Plan – Wisconsin 4-H Club Training Series

ACTcc056

Intended Audience:

- 4-H Club members, leaders and parents

Learning Objectives:

4-H Club members, leaders and parents will:

- Understand the public nature of club funds
- Understand the need to make group decisions on club financial issues
- Realize the need for all club participants to understand and use wise money handling practices
- Recognize the value of good record keeping

Note: This teaching outline supports “4-H Money – Handle with Care Videotape Facilitator Guide” which has a lesson to help club treasurer’s understand their role and how to carry out proper money handling. This resource also has a 45-minute lesson for general club use focusing on the public nature of club funds, value of good record keeping, and making group decisions related to club financial issues.

Target Essential Elements:

Youth learn *mastery* of money handling as club treasurers and as members making financial decisions. They grow in their *independence* as they become responsible for their own and a group’s money.

Time: 20-30 minutes

BACKGROUND

Whose job is it to worry about our 4-H club’s money? You might say the treasurer and the organizational leaders. Actually, it’s the responsibility of everyone to know about the club’s money situation and how money should be received and spent.

WHAT TO DO

Thinking About 4-H Club Money

We’re going to see the first section of a videotape called “4-H Money – Handle with Care.” This video was developed for club treasurers. We’re showing it to everyone because we all need to be involved in decisions about how we handle club money. We also need to support our treasurer in using proper money-handling procedures.



(Show the opening 10:20-minute segment of the video.) This segment gives an overview on the inappropriate use of club money, possible money problems, responsibilities of the treasurer, need for club budget, giving out receipts for money collected, and only using checks to pay bills.

What things went wrong in the video?

- Money wasn’t in a bank or credit union.
- Personal use of club money.

Key Points about Club Money Handling

The videotape included a lot of information. Let’s review key points about money handling in 4-H clubs. Let’s quickly review “Key Points about Club Money Handling” in this handout. Let’s look at the main points in the following sections:

- Taking in Money
- Deposit Cash and Checks in Bank or Credit Union Immediately
- Approval of Club Expenditures
- Procedure for Payment of Club Bills
- Audit of Financial Records
- Duties of the 4-H Club Treasurer

Activity: What Should We Do in this Situation and in the Future?

(Divide the participants into groups of 4-5 that are mixed by age. Consider including leaders and parents in the small groups. Give each group a case study.) Discuss the case study with your group and report to the total group one recommendation they would make for a change in club money-handling practices after viewing the videotape and discussing their case study. Ask a group member to give the recommendations from the case study during the reflection time.

Closing

The entire club is responsible for wise money handling, including members, leaders and parents. We may want to change some of our money-handling practices. We heard some recommendations for the club to consider.

Your reactions to this session help us evaluate its effectiveness. Please take the time to complete this short evaluation.

Supplies Needed:**What Should We Do in this Situation? Activity**

- Handout
- Pens or pencils

Handouts

- Key Points about Club Money Handling
- What Should We Do in This Situation and in the Future? Club Money Case Studies #1-4
- 4-H Money – Handle with Care Videotape
- Evaluation

Do Ahead:

- Have supplies and handouts ready.
- Recruit someone to record the reflection discussion to use as an evaluation (optional).

Sources:

- Created by Linda Kustka, Professor Emeritus, Department of Youth Development, UW-Extension.
- Nancy Franz, Verne Gilles and Donna Menart, "4-H Club Treasurer Handbook," 4-H Youth Development Programs, UW-Extension, 1998.
- Linda Kustka and Donna Menart, "4-H Money – Handle with Care" videotape, 4-H 470, and "4-H Money – Handle with Care Videotape Facilitator Guide," 4H469, 4-H Youth Development Programs, UW-Extension, at www.uwex.edu/ces/4h/clubs/money.cfm. The videotape can also be accessed through your UW-Extension office or through the Cooperative Extension Media Collection.

TALK IT OVER**Reflect:**

- What do you think is the biggest challenge that a club treasurer faces?
- What can 4-H club members do to help the treasurer?

Apply:

- What idea could your club use to improve club money handling? (Ask each group to report one recommendation they would make for a change in club money-handling practices.)

ENHANCE/SIMPLIFY**Enhance:**

- Before this lesson is taught, the treasurer needs to be oriented at the county and/or club level to learn their duties and how money should be handled. Consider involving the treasurer as the teacher or co-presenter in this session. The treasurer needs to understand that the purpose of this session is to help educate the club members which will help them support the treasurer's work.
- If you have more time, view the entire videotape, "4-H Money – Handle with Care," and have discussion after each of the videotape segments.
- New members and families may be unaware of what the club typically spends money on. Share the club budget in your introduction or give a brief report of expenses throughout the year.
- Check out the related lesson on "Fund Raising for Your Club" at www.uwex.edu/ces/4h/clubs/meetings.cfm.
- Feel free to substitute other money-handling situations as case studies.

Simplify:

- Ask each case study group to share their future recommendation in writing in place of reporting to the entire group.
- While this lesson is greatly enhanced by the videotape, it can be taught without it. Increase the focus on the "Key Points about Club Money Handling" and the case study activity.

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation in the handouts can be modified to meet your needs. An alternative to a written evaluation is to record the Reflection discussion under "Talk It Over." Recruit someone ahead of time to take notes while you are leading the discussion. Remember to share the evaluation results with 4-H Youth Development Extension staff in your county.

ADDITIONAL WEB LINKS

- "4-H Annual Financial Report" is available on the Wisconsin 4-H Youth Development web site at www.uwex.edu/ces/4h/mbs/showdoc.cfm?documentid=606.
- "4-H Club Treasurer Handbook," "4-H Money – Handle with Care Facilitator Guide" and loan information, and financial accountability teaching materials are also available at the Wisconsin 4-H web site at www.uwex.edu/ces/4h/clubs/money.cfm.
- Wisconsin state 4-H financial policies can be found at www.uwex.edu/ces/4h/resources/policies/index.cfm.

Finalized by the Strengthening 4-H Club Leadership Work Team: September 2005.

Key Points about Club Money Handling

Taking in Money

- Give a receipt whenever someone gives you cash or a check.
- Receipts include amount-received date, what the money is for, person paying and person receiving the money.

Deposit Cash and Checks in Bank or Credit Union Immediately

- Use deposit slip provided by bank or credit union.
- Keep deposit receipts with club financial records.

Approval of Club Expenditures

- Club approval must be obtained before ordering or purchasing any items for the club, unless the items have already been approved through the club budget.

Procedure for Payment of Club Bills

1. Club members must approve the expense.
2. Written bills or receipts must be submitted to the treasurer.
3. The payment approval form must be signed by the club president and secretary.
4. The bill will be paid by club check (signed by the treasurer and adult leader).

Audit of Financial Records

- All club financial records, including the check register, receipts and club financial record will be audited at the end of every 4-H year. The audit will be conducted by an adult not related to the treasurer and not directly involved with the club's finances. The club turns in an annual financial report to the county UW-Extension office.

Duties of the 4-H Club Treasurer

1. Take charge of all money taken in by the club.
2. Maintain the club checking account.
3. Keep an accurate financial record of all money received and all money paid out.
4. Deposit all money in a checking or savings account.
5. Never mix 4-H club money with your own.
6. Pay money out of the treasury by check only as approved by the club.
7. Give a report of money received, bills paid and amount on hand at each meeting.
8. Work with auditing committee to check your records before they are turned over to a new treasurer.
9. Work with the club leadership team or club finance committee in developing the 4-H club budget.
10. Serve on the club leadership team.
11. Communicate with the treasurer mentor.

Sources:

- Nancy Franz, Verne Gilles and Donna Menart, "4-H Club Treasurer Handbook," 4-H Youth Development Programs, UW-Extension, 1998.
- Linda Kustka and Donna Menart, "4-H Money – Handle with Care" videotape, 4H470, and "4-H Money – Handle with Care Videotape Facilitator Guide," 4H469, 4-H Youth Development Programs, UW-Extension, 1998.

What Should We Do in This Situation and in the Future?

#1 Club Officer Meeting

The club officers are meeting. The treasurer is asking the other officers to help discuss how much money the club will need and how they will make decisions about spending money. The questions asked were:

- How much money will the club need this year?
- Should we collect dues or a member assessment? If yes, what should the amount be?
- If yes, how will we provide assessment fees for 4-H members that are unable to afford it?
- Do we want and need to have a club budget?
- How will we spend money?

The president remembers when Nadine wanted the 4-H club to pay for an extra phone line last year because she was on the calling committee.

Discussion Questions:

- Should the club pay for a phone line for Nadine?
- What are some types of expenses that are appropriate for club money?
- What are some types of expenses the club should not pay for?

Recommendation:

As a group, what is one recommendation you would make about how we might change money-handling practices in our 4-H club? (Put it in writing.)

Be prepared to report this recommendation to the club.

What Should We Do in this Situation and in the Future?

#2 The Shoe Box

The story takes place in the treasurer's bedroom. Karen, the 4-H treasurer, is keeping the club's money in a shoe box. Since Karen hasn't received her allowance yet, she decides to borrow some of the club's money. Karen asks her friend not to tell anyone.

Discussion Questions:

- Where should Karen keep the club's money?
- Why is borrowing club money a problem?
- Who "owns" 4-H club money?

Recommendation:

As a group, what is one recommendation you would make about how we might change money-handling practices in our 4-H club? (Put it in writing.)

Be prepared to report this recommendation to the club.

What Should We Do in this Situation and in the Future?

#3 Mixed Up Candy Sale

Before a club meeting, the treasurer is collecting money from the club candy sale. The treasurer and the members get frustrated when things get mixed up. Some of the problems occur when the treasurer doesn't have a good record keeping system, receipts aren't used (a receipt is a piece of paper that shows the date, the amount of money and who gave you the money) and a member asks to be paid back for extra candy bars his family purchased without having a receipt or other proof of the cost.

Discussion Questions:

- What should the treasurer have done differently?
- Why are receipts important to the club?
- Should the family have purchased more candy bars on their own?

Recommendation:

As a group, what is one recommendation you would make about how we might change money-handling practices in our 4-H club? (Put it in writing.)

Be prepared to report this recommendation to the club.

What Should We Do in this Situation and in the Future?

#4 T-Shirt Payment

At a club meeting, the secretary and the treasurer are giving their monthly reports. The treasurer isn't able to answer specific questions about the club treasury. The club learns the treasurer ordered T-shirts without club approval.

Discussion Questions:

- Place the following items in the best order:
 - Place a T-shirt order
 - Pay a deposit on the T-shirts
 - Discuss the need for T-shirts at a club meeting
 - Pay the final bill
 - Seek club approval to place a T-shirt order
- Why should the treasurer be able to answer questions about the club's money?
- Who should make the decisions about how club money is spent?

Recommendation:

As a group, what is one recommendation you would make about how we might change money-handling practices in our 4-H club? (Put it in writing.)

Be prepared to report this recommendation to the club.

Handling Club Money

Evaluation

1. How useful is this information in handling club money? (Circle one response.)

Very Useful Somewhat Useful Not Sure Not Useful

2. Do you feel better prepared to support the club's wise money handling practices?

Yes No

3. What will you do as a result of this program?



A Month-by-Month Guide

Please note, while the following tasks may seem overwhelming, but they do NOT have to be one by ONE person!

Reminder: Newsletter items are due the last Monday of the month!

January...

- Space Camp Online Registration
- Art Lab
- National Conference – Last day to withdraw without penalty; all forms due

February...

- Space Camp – Last day to withdraw without penalties; health/expectation forms due
- CWF Online Registration
- Cultural Arts Festival

March...

- Last day to change 4-H projects
- Camp Counselor and National trip(s) chaperone applications due
- Space Camp optional workshop and chaperone mandatory training
- Cultural Arts Festival

April...

- Space Camp, Huntsville, AL
- Youth Conference Online Registration
- Federation Scholarships due
- MASS Swine and Sheep Weight-In at the fairgrounds
- National 4-H Conference



A Month-by-Month Guide

May...

- Remind members about Summer Camp
- Cloverbud Packets are ready for pick up
- MASS Workshop at Fairgrounds
- Summer Camp payment due

June...

- Fair entries are due
- Summer Camp
- American Spirit
- CWF
- 4-H Youth Conference

July...

- CWF
- Work Day at Fairgrounds
- **Taylor County Fair**

August...

- **Taylor County Fair**
- Clean-up at Fairgrounds
- Expo Horse paperwork due
- WI State Fair
- Gymkhana Horse paperwork due
- Club Reports, MPE's and Record Books due



A Month-by-Month Guide

September...

- Re-enrollments ready for pick-up
- Exec. Board – Record Books, MPE & Award Interviews/Selection

October...

- October 1 – Deadline to pick up any fair projects left behind from fair
- October 3-9 – National 4-H Week
- October 6 – National Youth Science Day
- October 16 – MASS Org. Meeting and Sign-Up

November...

- Awards Banquet and Leadership Training
- Annual Federation Meeting
- Enrollments are due

December...

- Beef Weigh-In
- YLO Planning Meeting
- Annual Fair Board Meeting

References

This guidebook was made possible by the efforts of the 4-H Youth Development Organization and the Taylor County UW-Extension Office. Many resources were used to enhance the information found in this guidebook:

4-H Publications

4-H 201 The 4-H Club Officer

4-H 310 Let's Demonstrate

4-H 350 Getting Started in 4-H Leadership

4-H 500 I'm a 4-H Project Leader, Now What do I do?

4-H 394 Youth Leadership – Advisor Guide

4-H 469 4-H Money – Handle with Care

ACTcc056 Handling Club Money

Talking with TJ Materials

Websites

<http://www.agric.gov.ab.ca/ruraldev/leadersh/conflict.html>

<http://mo4h.missouri.edu>

<http://www.nj4h.rutgers.edu/volunteering/e148.html>

http://www.4-H-canada.ca/measures_of_success.html

http://www.4h-usa.org/4h_name.htm

<http://manito-wish.org/icebreak.html>

<http://residentassistant.com/games.htm>

<http://dlldc-courses.ext.missouri.edu/umc/4h-Volunteers>

Manuals

4-H Youth Development Resource Manual, UW-Extension Revised 2000

4-H Leader Training Manual, Taylor County 4-H Youth Development Program

Books

Booth, N. (1999). 75 Icebreakers for Great Gatherings. Brighton Publications: St. Paul

McCurley, S. & Vinyard, S. (1988). 101 Tips for Volunteer Recruitment. Heritage Arts Publishing: Downer's Grove.

Social Skills Lessons & Activities for Grades 7-12 (1997) Edited by R.W. Begun and produced by The Society for Prevention of Violence.

Vinyard, S. (1988). Beyond Banquets, Plaques, and Pins: Creative Ways to Recognize Volunteers. Heritage Arts Publishing: Downer's Grove.

Vineyard, S. (1996). New Competencies for Volunteer Administrators. Heritage Arts Publishing: Downer's Grove.

2001 NOLS Leadership Education Toolbox. Ed. By Gookin, J., Doran, M., & Green, R. The National Outdoor Leadership School.