

Questions can be multiple choice and short answer
Questions could come from anything that is listed on any of these websites.

Riley County 4-H 4-H

<https://www.riley.k-state.edu/4-h/>

K-State Bookstore – 4-H Youth Development >> Clubs

Click on the pdf button to view officer booklets. Not all booklets can be viewed.

<https://www.bookstore.ksre.ksu.edu/Category.aspx?id=1&catId=261&Page=2>

4-H Name and Emblem Use Handbook (Revised 2019)

<https://www.kansas4-h.org/resources/marketing/name-emblem.html>

or

<https://www.kansas4-h.org/resources/marketing/docs/fy-2019-4-h-name-emblem-use-guide-20191108.pdf>

Kansas 4-H Youth Development

<https://www.kansas4-h.org/>

Kansas 4-H Foundation

<https://www.kansas4hfoundation.org/>

Rock Springs Ranch

<https://rockspringsranch.org/>

National 4-H

<https://4-h.org/>

The Organization

Origins of 4-H in Kansas

Materials in this section were adapted from materials prepared by Fred Bruny, Patricia Eisenmann, Ralph Jordan, Larry Lotz, Diana Mast, Alice Miskell, and Diane (Wolfe) Johnson for Ohio Extension 4-H. Origins of 4-H in Kansas was taken from “An Historical Progression of 4-H Club Work in Kansas” by Glenn M. Bussett, former State 4-H Leader.

The year was 1901. Bearded farmers in bib overalls stood listening to the speaker wearing a white shirt and flat straw hat, who told how much better corn could be produced by using high quality seed.

As the farmers shifted restlessly about in their rubber boots, the perspiring professor of agronomy addressing the Farmer’s Institute wondered wearily just how much he was accomplishing. His gaze slid to the farm boys in their drab, homemade shirts standing shyly behind their fathers. Maybe, just maybe, this was the way.

He found himself offering, as others had already offered in the Midwest, and the South, to give a small package of select seed corn to each boy, who would agree to plant the seed and make an exhibit at the next Farmer’s Institute. Time would tell others had reported success with boys and a few girls, where attempts to arouse interest otherwise had failed.

Something did happen. It happened on a scale that no one anticipated. The shy farm boys planted the corn, cared for it lovingly . . . and, when Institute time came around again, they appeared with their exhibits, along with proud, interested parents, grandparents, near relatives, and neighbors.

Something had happened that was to become one of the most potent factors in the improvement of the Kansas farm and home. Few recognized what they saw as the beginning of a new movement that was destined to spread across the entire state, enter farm homes, and influence the lives of thousands of rural boys and girls and their parents as well.

On that day, all that the delighted committees in charge of the Farmer’s Institute saw was the crowd of girls and boys waiting to place their exhibits. Several years were to pass before it was finally realized that a vital spark had been unwittingly struck.

During these intervening years, the avid interest of the farm youngsters was considered only as a logical avenue for passing along information to the parents.

Surprise, delight, and some dismay marked the response of the farm boys to the corn “demonstrations.” The boys were there, and the interest proven, but no one seemed to know what to do with them. Without much correlation, interested organizations and groups such as railroads banks, county fair committees, livestock breed associations, civic clubs, and garden and farm clubs offered their support.

The success of the corn seed experiment quickly brought on sponsored projects in beef, pigs, poultry, garden, sewing, canning, and bread making. Perhaps the “Capper Clubs” which provided credit to farm boys and girls wanting a poultry, pig, or calf project are best remembered in Kansas.

Eight years before the spatter of revolver shots that ushered in World War I, 47 Kansas counties listed “Corn Clubs” with a membership of nearly 5,000. Project clubs, usually on a countywide basis, seemed the logical way to handle this new phenomenon of farm youth conducting “demonstrations.”

In 1907, Kansas State College was host to a state meeting of these clubs, with a program including corn judging, placing of exhibits, and livestock judging.

The girls got into the act officially in 1910, with “home economics” clubs. This was club work, as differentiated from earlier individual participation, but it was a club only for a convenience of the sponsor, not the member. These clubs bore little resemblance to the present 4-H clubs in Kansas.

The Smith-Lever Act of 1914 (the first Kansas county agent was employed in 1912 and there were eight in Kansas and four more agents serving “districts” before Smith-Lever was enacted), the slow expansion of the “new-fangled clubs,” and the demands from Europe for food, all occurred close together.

Before the new clubs had found their direction, they were in the midst of the war effort. By motorcycle, Model T, and horse and buggy over mud roads, the newly appointed emergency agents urged increased food production. “Can to can the Kaiser,” “Eat more potatoes—ship the wheat,” were the battle cries in the new garden and canning clubs. The first state club leader was appointment in Kansas in 1914.

The Four-Leaf Clover

The 4-H clover emblem is a symbol of growth for millions of 4-H members and 4-H alumni in the USA. The emblem has become a familiar symbol to Americans for nearly three quarters of a century.

During the early 1900s, what is now 4-H was given various names—boys’ and girls’ clubs, agricultural clubs, home economics clubs, corn clubs, tomato clubs, cotton clubs, canning clubs, etc.

The first emblem design used for boys’ and girls’ clubs was a three-leaf clover, introduced in 1907 by O. H. Benson of Iowa. The emblem was being used at that time on placards, posters, badges, canning labels, etc. In 1909, this emblem was used on pins and the three H’s stood for Head, Heart, and Hands.

Around 1908, Benson and others began using a four-leaf clover design. Benson said that the H’s should stand for “head, heart, hands, and hustle . . . head trained to think, plan, and reason; heart trained to be true, kind and sympathetic; hands trained to be useful, helpful, and skillful; and the hustle to render ready service, to develop health and vitality . . .”

At a meeting in Washington, D.C., 1911, club leaders adopted the present 4-H design, a green four-leaf clover with a white H on each leaf. O. B. Martin, South Carolina, suggested that the four H’s stand for Head, Heart, Hands, and Health to represent the equal training of the head, heart, hands, and health of every child.

The term 4-H was first used in a federal publication written in 1918 by Gertrude Warren. In the early 1920s, a group at a conference in Washington, D.C., discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club Work became known as 4-H. Also in 1924, the 4-H clover emblem was patented. At the end of the 14-year patent term in 1939, Congress passed a law to protect the use of the 4-H name and emblem. The law was slightly revised in 1948.

The 4-H emblem is still protected by Congress from commercial or unauthorized use. The four-leaf clover circles the globe and represents 4-H similar youth organizations in the U.S. and in many other countries.

The Pledge

Each month, members of 4-H Clubs repeat these words at the beginning of their meeting:

I pledge —
my head to clearer thinking
my heart to greater loyalty
my hands to larger service and
my health to better living
for my club, my community, my country
and my world.

The pledge was officially adopted in 1927 by the 4-H members and leaders attending the first National 4-H Club camp in Washington, D.C. Otis Hall, State 4-H leader from Kansas, wrote the pledge. When the Executive Committee of the Land-Grant College Association asked Dr. R. A. Pearson, president of Iowa State College, and Dr. A. C. True of the Federal extension Service to write a pledge for 4-H, they submitted the one written by Hall.

The 4-H pledge has been changed only once since 1927. At the request of several states and on the recommendation of 4-H members attending National 4-H Conference (formerly National 4-H Club camp), the pledge was changed in 1973 to include "my world."

The 4-H members and leaders attending National 4-H Club camp in 1927, also adopted the 4-H motto: "To Make the Best Better." The motto was proposed by Miss Carrie Harrison, a botanist in the Bureau of Plant Industry. Like the 4-H pledge, the motto has remained the same through the years. Both carry a great deal of meaning for millions of 4-H members.

4-H Today

4-H is the youth education program of the Cooperative Extension Service, which is conducted jointly by the U.S. Department of Agriculture, the state land grant university (Kansas State University), and your county government.

The Cooperative Extension Service was established to educate, to interpret and encourage the practical use of the knowledge that comes from scientific research. The name, Extension, comes from the mission of the agency, to "extend knowledge to the public."



4-H

**PROJECT
SELECTION
GUIDE**



K-STATE
Research and Extension



In 4-H, young people learn about topics that interest them! These are referred to as a member's "projects." Exploring your interests through 4-H project work is an excellent way to discover new skills and potential careers. While projects can vary depending on your local program and availability, this guide offers a starting point for each of the official Kansas 4-H projects. Resources for each project can be ordered through your county or district K-State Research and Extension Office.

Animal Science

Beef

Learn about raising, caring for and managing beef cattle. You may start with a bucket calf and work toward building your own herd with breeding beef or learn more about feeding out cattle through the market beef project. You'll learn about different breeds and anatomy of beef cattle; how to feed, groom and show your animal; how to judge beef cattle for market and/or breeding; how to produce high-quality beef; and how to use performance data and technology in an efficient beef-cattle operation.

Beef Bucket Calf

This project is open to 7- to 12-year-olds. Calves may be purchased or orphaned but are to be bottle/bucket fed.

Learning by Doing

Participate in Junior Beef Producer Day, exhibit at local beef shows, State 4-H Livestock Sweepstakes, (includes livestock judging, quiz bowl, Skillathon, and meats judging), Kansas State Fair State Beef Show, and the Kansas Junior Livestock Show.

Dairy Cattle

Learn about raising and managing dairy animals by selecting, grooming and showing a heifer calf or yearling heifer. Along the way, you'll learn about dairy cattle breeds and anatomy, judging and presenting oral reasons, animal health and welfare, and safe practices for handling milk and milk products. Members with mature cows learn about animal feeds and nutrition, milk production, and careers in the dairy industry. Specific projects include dairy bucket calf, dairy heifer and dairy cow.

Learning by Doing

Participate in Kansas All-Breeds Junior Dairy Show, Judging Contest, Skillathon, and Dairy Quiz Bowl.

Dairy Goats

The dairy goat project is great for smaller properties since goats are typically easy to train and handle. Goat milk can be consumed by the family, fed to bucket calves or fed to other market animals. You might start with one doe, raise kids and eventually create your own dairy goat herd. Throughout the project, you can learn about breeds and anatomy of dairy goats, proper care and welfare of animals, record keeping and more.

Learning by Doing

Participate in local and state dairy goat shows or join a regional dairy goat organization.

Dog

Whether you have a dog or hope to own one, this project will help you learn more about your family's best friend, from basic care and grooming to advanced training commands. Learn about different dog breeds and choose the best breeds for your family. Explore dog behavior, body language, and obedience training while learning about proper nutrition to keep your dog happy and healthy.

Learning by Doing

Show your dog at local shows and the Kansas State Fair 4-H Dog Show. Members without dogs may participate in quiz bowls and other activities that do not require dog ownership, such as the Kansas 4-H Dog Conference.

Horse

If you love horses and want to learn how to safely handle, care and ride a horse that you own or lease at least 75 % of the time, the horse project is for you. In this project you will learn basic coat colors, breeds, and horse anatomy; study horse health; participate in judging contests, quiz bowl, and hippology; and give presentations. Achievement Levels allow 4-H Horse members to learn more about the project and advance through their skills and knowledge. Achievement Level I focuses on safe handling of horses. Then once completed Achievement Level I, Achievement Levels II, III, and IV can be taken to advance your educational knowledge of horses. 4-H Horse Identifications are due June 1 into the local Extension Office.

Learning by Doing

Visit a stable or farm; participate in the State Horse Judging Contest, State Horse Quiz Bowl, Horse Panorama, horse presentations, and hippology; and exhibit at local and state horse shows.

Meat Goat

The 4-H Meat Goat project is quickly growing as demand increases for meat products. You'll learn how to select, raise, and care for a meat goat; study breeds and anatomy; learn how to fit and show meat goats; recognize diseases; keep records; select breeding stock; learn key components in developing a goat herd; and evaluate feed ingredients.

Learning by Doing

Participate in Junior Meat Goat Producer Day at K-State, Livestock Sweepstakes, Kansas Junior Livestock Show and the State Meat Goat Show at the Kansas State Fair.

Pets

Whether you love fish, hamsters, cats, or other pets, these projects can help you learn more about your household friends and what different pet species need to stay healthy.

Learning by Doing

Identify hazards for pets around your home, and learn about your pet's feeding and care. Learn the symptoms and treatment of diseases as well as taxonomic classification.

Poultry

This project is designed to help you learn about chickens, turkeys, ducks, geese, pigeons and other poultry. This is an excellent project to expose both rural or urban youth to basic animal husbandry skills. You will learn species, breeds and anatomy and how to care for and handle your birds. Learn how eggs are formed, how to select and judge broilers, make an egg candler, and understand pecking orders. Lead younger members in egg experiments, process chickens for food, and learn about biotechnology and poultry careers.

Learning by Doing

Participate in the Poultry Judging Contest at the Kansas State Fair.

Rabbit

The rabbit project will allow you to learn to raise and care for your rabbits. Identify main breeds of rabbits and their anatomy, learn feeding and watering practices, learn to groom and show a rabbit, and care for newborn rabbits. It is best to enroll in the fall to prepare for receiving your first rabbit.

Learning by Doing

Take part in rabbit shows, try rabbit judging, participate in showmanship, or start with a doe and grow your project.

Sheep

In the sheep project, you will learn to identify sheep breeds and anatomy, manage and train sheep for show, learn safety and management practices for maintaining a flock, identify symptoms and treatment of diseases, study nutritional requirements, study technology's impact on sheep production, and explore career opportunities in the sheep industry.

Learning by Doing

Participate in Junior Sheep Producer Day, exhibit at a local sheep show, participate in the Kansas 4-H Livestock Sweepstakes, or Kansas Junior Livestock Show.

Swine

If you want to learn about raising, caring for, and managing a market or breeding hog, enroll in the swine project where you will study pork production from farrow to finish. Throughout the project you will identify different swine breeds and anatomy; types of feeds; identify symptoms, causes, and treatments of swine diseases; study breeding systems and performance data; and explore career opportunities in the swine industry.

Learning by Doing

Exhibit at a local swine show or participate in K-State's Junior Swine Producer Day or Bob Hines Swine Classic; Kansas Junior Livestock Show; or the Kansas State Fair Swine Show.

Veterinary Science

The 4-H Veterinary Science project provides an excellent way for young people who care for animals and may want to follow a career in veterinary medicine to explore the topic. In this project, members will learn about animal health, behavior, and visit with veterinarians. You do not have to own an animal to be in this project.

Learning by Doing

Document your pet's daily health, spend a day shadowing a local

veterinarian, visit with a veterinary technician and learn what it takes to take care of the animals we love.

Communication & Expressive Arts

Communications

4-H is famous for helping youth improve their communication skills. Being a better speaker, writer, or record keeper will help you throughout your life. The communications project will help you interpret verbal and nonverbal information, develop effective public speaking skills, enhance written and spoken communication, defend a point, design a presentation, and more.

Learning by Doing

Discuss your other 4-H projects in an illustrated talk or demonstration to club members, write a thank-you note, run for a club office, complete a record book, or present a speech.

Performing Arts

Those who enjoy being in the spotlight on stage or being creative off stage may enjoy this project. Learn to express yourself in front of a crowd.

Learning by Doing

Express yourself by creating and presenting a theatrical play or musical performance; participate in camp's talent show, create a puppet show; create costumes, sets and props; and enter your local Club Days or other contests.

Photography

Photography is a great way to create art, preserve memories, and have fun, all at the same time. Don't have a camera? Cell phones work just fine for the photography project too! You will learn the basic functions of a camera and how those functions transfer to a cell phone. More importantly, you'll learn how to use the elements of composition when capturing photos (depth of field, rule of thirds, leading lines, etc.) and then learn what photo judges look for in their favorite photos. Once you have mastered photography, you may be interested in taking it a step further with videography or other digital media.

Learning by Doing

Document your family or club activities through photos; volunteer as a sports photographer at school; take photos for the school yearbook; enter a photo contest or fair exhibit; enter the photography judging contest at the Kansas State Fair.

Visual Arts

Encourage your creative skills in learning how to draw, paint, and work with different media. Explore art techniques, study art history and culture, or challenge yourself to discover new artistic talents. The visual arts project teaches artistic skills and the elements and principles of design. Projects may vary depending on your local 4-H program.

Learning by Doing

Practice drawing, painting, and printing techniques in paint, pencil, chalk, charcoal, or mixed media; learn sculpture techniques; make something from wood, leather, paper, or clay; weave a basket or wall hanging; etch glass or metal; make jewelry and wire sculptures; create mosaics or nature crafts; discover new

media. Enter your best work in the fair and teach others the new skills you've learned.

Consumer & Family Science

Sewing & Textile Design

Learn to create and sew your own clothing and accessories while exploring the world of fashion in Sewing and Textile Design. This project will teach you the basics, such as sewing a pillowcase or shirt, learning different stitches or putting in a zipper. Learn to select appropriate fabrics, use patterns, sew quality seams, and care for your garments. In advanced units, you can learn how to take the design of your choice and customize it for the perfect look, color, and fit.

Learning by Doing

Design and/or create fair exhibits; make items for community service; participate in Fashion Revue to model constructed garments.

Shopping in Style

The Shopping in Style project will help you understand your wardrobe; plan a clothing budget; select colors and styles that complement your body shape, proportion, and balance; choose different shades of colors; compare fiber, care requirements, cost, brand, and style; and analyze clothing advertisements.

Learning by Doing

Complete a clothing inventory, organize a clothing drive, assemble outfit(s) for county fair; participate in Fashion Revue to model purchased outfits.

Family Studies

Learn about growing and maintaining a healthy family by learning about child development, building family strengths and managing a household. Learn how children grow and develop physically, socially, mentally, and emotionally. Study the effects of employment on family and lifestyle, and learn to use consensus and compromise. Learn to determine differences between needs and wants, develop a savings plan for a specific goal, practice comparison shopping, learn to manage a checking account, recognize target advertising, identify consumer rights and learn the value of employment.

Learning by Doing

Partner with a peer to explore and discover solutions to today's consumer topics, create an intergenerational community-service project, and establish a baby-sitting service.

Fiber Arts

The Fiber Arts project is filled with different techniques, all based on manipulating fiber into an art piece. If you've ever wondered how to crochet a scarf, embroider a pillowcase or make a quilt, this project can help you learn these skills and more. Fiber Arts focuses on skills passed down through generations to provide basic family needs, such as apparel, home furnishings and decorations. Skills such as knitting, needle arts, quilting, weaving, macramé, and spinning are just as important today as they ever have been!

Learning by Doing

Create items for fair exhibits or to donate to hospitals, shelters or nursing homes.

Foods and Nutrition

In this project, you will have fun learning how to cook the basics and then advance to gourmet and international meals. Develop baking skills, learn about food preservation, explore the heritage of many foods, and understand consumer buying skills. Learn how to make healthy snacks and modify recipes to fit a healthy lifestyle.

Learning by Doing

Enter a foods exhibit in the fair, plan and prepare snacks and meals for your family, incorporate exercise into daily life, and learn about food safety through activities like working in a club concession stand.

Health and Wellness

Explore health and wellness in your personal life as well as in your club, community, country, and world. Health, exercise and recreation are vital parts of your daily lives. In these projects you can focus on physical activity, healthy eating, exercise, sports and recreation, or first aid.

Learning by Doing

Present ideas to community leaders for walking paths and bike trails in your town. Volunteer at a nursing home or hospital. Organize a project to assemble first aid kits in your community. Enter a project exhibit in your local county fair demonstrating what you have learned.

Interior Design & Architecture

This project gives you the opportunity to examine your environment, both inside and outside of the home. Designing a new layout for a room, refreshing your porch, refurbishing a family heirloom or even creating something brand new are all examples of ways to incorporate the design process in your living environment. Learning and experimenting with the elements of design (color, line, value, space, shape, form and texture) in all areas of a room or space or furniture piece are all part of this project. Being a designer (architect, furniture, product design or interior designer, etc.) is not only about how a space looks but also how it feels. The end goal is to create a space that feels inclusive, functional, and inviting to all.

Learning by Doing

Refurbish furniture or makeover a room in your home. Volunteer to redesign and rearrange a room at your school to make the area more functional. Organize a community day for the free disposal of paint, refinishing materials, and solvents. The home environment project will give you the opportunity to design, create and implement what you've learned by creating a notebook, project board or item.

Engineering & Technology

Aerospace/Rocketry

Discover how a model rocket works, study equipment and procedures for a safe launch, build and launch your own model rockets.

Learning by Doing

Build a rocket or educational displays. Take a field trip.

Ag Mechanics Welding

The Ag Mechanics project allows youth to explore areas of Ag mechanics and metallurgy from repairing or re-purposing items to the fabrication of new items. The intent is for this program start with foundational areas, some of which youth may already have, and allow them to continue to build on this knowledge, becoming more experienced.

Learning by Doing

In the project, you'll identify welding equipment, learn about electrodes, learn basic arc welding skills, and demonstrate appropriate welding skills.

Astronomy

Study the different kinds and uses of telescopes, build a simple telescope, learn planet order by making a key ring bead system, build spectrosopes, distort light with lenses and prisms, and learn how to set up public viewings.

Learning by Doing

Have a star or space watch party, set up and educational displays, or take a field trip.

Building Block Engineering

The Building Block Engineering project is designed to help youth explore architectural design in a three-dimensional space. The project starts with foundational ideas of architecture, some of which youth may already have, and allows them to continue to build on this knowledge, becoming more and more experienced.

Learning by Doing

Youth demonstrate their architectural skill and knowledge through the creation of "Lego" construction projects.

Computer Science

Learn the basic components of a computer; identify the similarities and differences in office software applications; learn Internet safety. As you get older, learn to build, maintain, and repair computers. Learn programming languages and network security.

Learning by Doing

Explore careers in computer science. Teach your 4-H club coding or other elements of computer science.

Electric & Renewable Energy

Learn general electrical concepts as you experiment with making light switches and circuits, test voltages and even build motors. Study energy use, magnetism, electronics and transistors. Later, you can determine your family's electrical usage; measure electric usage of appliances; test grounded outlets; explore electronics; build simple radios, microphones, computers, and other equipment; and explore careers in electronics and engineering. Learn how wind can be used for sailing, lifting, pumping water and creating electricity.

Learning by Doing

You can design and build a wind-powered boat and wind turbines; discover where and why the wind blows; and explore

the wind in art and literature.

Robotics

Learn about robot arms, legs, wheels, or under-water propulsion; explore sensors, analog and digital systems; build basic circuits; design a robot; and program a robot to do a task.

Learning by Doing

Explore careers and companies that use robotics. Research medical uses of robotics. Design and build a robot that solves a problem.

Small Engines

Learn how small engines work as well as how to service them safely. You'll start by learning the parts and cycles of engines and exploring the importance of clean air to an efficiently running engine. Later, you will learn to troubleshoot, repair, and rebuild an engine; understand rules and regulations for small engines; and explore starting a small engine business or career.

Learning by Doing

Teach other youth about small engines, start your own business, and exhibit at fair.

Uncrewed Aircraft Systems

Explore the world from above the trees and discover new frontiers with Unmanned Aerial Systems (UAS). This project provides the opportunity to safely expand your understanding of UAS and the world around them.

Learning by Doing

You can explore the uses and applications of UAS, including how they link to other projects such as geology, robotics, electronics, crop science, and more.

Woodworking

Whether you want to build a bookshelf or a whole house, you'll need similar skills, tools, fasteners, and joints. In this project you'll learn how to accurately measure and mark boards, use various tools, safety practices, identify types of lumber, and select wood based on grain. As you get older, you'll learn to use power tools, discover technology in tools, and explore career opportunities.

Learning by Doing

Select and build an item to exhibit at the fair; use your new skills to volunteer or help a neighbor; and teach others something you learn in the woodworking project.

Leadership & Personal Development

Civic Engagement

Take an active role in your community, country and world while learning about yourself and those around you. This project will encourage you to meet people and work with groups while learning about local, state and national governments. You also can make new friends from other countries and cultures through exchange programs.

Learning by Doing

Volunteer in your community; take part in a community conversation; attend Citizenship in Action in Topeka; participate in

exchange trips or host youth from another country.

Leadership

Learn what it takes to be a leader through skills including understanding yourself, considering others' feelings, encouraging others, being responsible, communicating, making decisions, and managing and working with groups.

Learning by Doing

Learn and practice new skills, volunteer for a committee, run for office in your 4-H Club or school group, share your knowledge with others, or attend a camp, event, or training focused on leadership skills.

Reading Adventures

This project encourages you to harness your love of reading to learn more about your 4-H projects, research new topics, or entertain yourself. As Dr. Seuss wrote, "The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Learning by Doing

Get a library card for your local public library, tour your library to know what they offer, explore a new genre of books, share a book review with others, and read with younger kids at an elementary school or after-school program.

Self-Determined

The self-determined project is just that — you decide what you do or study. Is there something you have a passion for that is not listed? This is your opportunity to create your own project. Research a sport, hobby, or career. Find your spark!

Learning by Doing

Identify and pursue a personal passion or interest; set goals and evaluate the completion of your goals; and share your hobby, interest, or activity with others.

Natural Resources

Environmental Science

Our growing environmental science curriculum helps you not only learn about your environment, but also explore ecosystems; understand conservation; learn how water can be responsibly preserved, protected, used and reused; expand recycling efforts; and understand your ecological footprint.

Learning by Doing

Organize a park, highway, or waterway cleanup; research an environmental topic of your choice and make a video or do a project talk; locate credible research on climate change to decide what you believe and why.

Geology

If you enjoy learning about interesting rocks or fossils, then dig into this project. Discover the types of minerals, rocks, and fossils in your area and other geological formations across Kansas and in other states.

Learning by Doing

Participate in field trips to various Kansas locations and collect, identify, and display specimens. Lead other youth to an interest in geology with talks, demonstrations, and educational displays.

Shooting Sports

If you want to learn to shoot, you should check out the 4-H shooting sports projects. Safety is the first priority of these projects. After that, the firearm or bow is used as a tool for positive youth development including teaching responsibility, discipline, and a host of other life skills. These projects teach gun safety, care and safety of shooting sports equipment, hunting practices, and provide an opportunity to test your skills. To participate, youth must be 8 years of age as of January 1 of the current year.

Check with your county or district extension office about which projects are offered in your area as 4-H certified instructors are required for each discipline (project). Counties/Districts will only offer Shooting Sports Projects for which they have a Certified Coordinator and Certified Discipline(project) Leader.

BB Gun – This is a great place for youth to start to learn firearm safety and responsibility.

Air Rifle – Air Rifle allows youth to learn to shoot safely and responsibly while shooting longer distances

Small Bore Rifle – Youth learn to be safe and responsible while learning the technical skills of shooting even longer distances.

Air Pistol – Youth learn target shooting and pistol safety.

Small Bore Pistol – Youth will learn safety, stance, and target shooting with a pistol.

Archery – The 4-H Archery Discipline covers the basics of archery. We give the beginning archer a broad, sound foundation for learning the sport and being able to enjoy it for a lifetime.

Muzzleloading – Find out about muzzleloading history as you get a chance to learn to safely fire a muzzleloader.

Shotgun – Whether it's trap, skeet, or sporting clays, youth will learn the lifetime sports involved in the shotgun project.

Hunting Skills – this project is all about teaching youth to make responsible and ethical decisions while hunting. It also involves other opportunities such as wildlife identification, and orienteering.

Western Heritage – provides youth with a chance to study historical firearms, take on a persona, and get a taste of cowboy action shooting.

Learning by Doing

Demonstrate safe use of air rifle, shotgun, bow, etc., through practice, talks, demonstrations, and exhibits. Exhibit shooting sports skills at local and district events. State matches for the different disciplines are held in the fall and spring, or participate in the Instructors Junior Apprentice Training Program (ages 14 and older). Promote firearm safety with educational displays and make shooting accessories.

Wildlife

Kansas wildlife is an important part of the state's heritage and environment, ranging from buffalo to birds and fish to deer. In this project you'll learn about wildlife behavior, habitat requirements, how wildlife species fit into nature's scheme, how they are managed and how they relate to humans. Some local units also offer sport fishing as an additional project.

Learning by Doing

Create wildlife habitat; participate in the Hunting, Fishing and Fur Harvesting School; and enter the Wildlife Habitat Evaluation Contest.

Plant Sciences

Agronomy

Experiment with soil testing, grow and harvest crops, plant a wheat variety test plot, and learn about herbicides and fertilizers. Agronomy and field crops gives 4-H members the opportunity to learn about one of Kansas' most valuable industries- agriculture- and what it takes to feed the world.

Learning by Doing

Participate in the 4-H Wheat Variety Plot program, take part in an area or state Crops ID contest, attend the 4-H Wheat Expo to learn more about Kansas agriculture, visit a local co-op or feed mill, shadow a local grain producer or agronomist.

Entomology

If you've ever chased butterflies, caught a ladybug for a closer look, or started a bug collection, the entomology project may be a great fit. You'll learn the anatomy of an insect; make an insect net; and collect, pin, label, and exhibit an insect collection. Later, you'll study how insects move, learn about insecticides and explore insect behavior.

Learning by Doing

Plant a butterfly garden, catch and observe a spider in its web, conduct an insect survey, and start an insect collection for exhibit at the fair.

Forestry

Learn to identify trees, determine differences between trees and shrubs, learn about different trees and tree parts, graft a bud to a living tree, discover health benefits of trees, investigate forest changes and learn about forest health and learn forest conservation techniques.

Learning by Doing

Collect leaves for an exhibit, visit an arboretum, help plant trees in your community and research the best trees for Kansas.

Horticulture & Landscape Design

Learn when, where and what to plant; learn the difference between cool and warm-season vegetables; learn plant parts and how they are used; learn how to use basic garden tools; study seed varieties and starting seeds indoors; study preventative pest controls; learn about specialty harvests and selling your produce; study plant pollinations; study food industry careers; and learn about biotechnology.

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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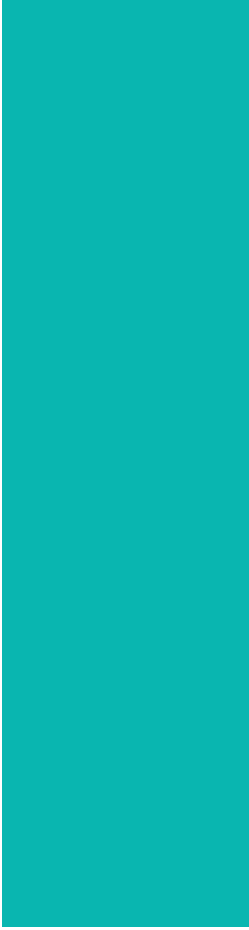
Learning by Doing

Take part in a horticulture judging contest, grow a vegetable or flower garden, donate extra produce to the food bank, research the best vegetable and flower varieties for Kansas, inventory your home landscape or tour a garden center.



K-STATE
Research and Extension







Tips for Being a Good Leader

1. Be a team player
2. Be thoughtful of others
3. Be helpful
4. Be a good sport
5. Be reliable and responsible
6. Celebrate others' success
7. Be fair
8. Have fun with 4-H!!!

Congratulations! Now that your club has chosen you as the president, you, and all other officers of your 4-H club are representatives. As a 4-H officer, you represent not only your club, but also the 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech and even smiles represent Kansas 4-H members. Representing others is one of your most important responsibilities because it exists at all times — not just while you are at 4-H events.

President's Job Description

- » Talk with the leaders and other officers to prepare for each meeting.
- » Tell the leader and vice president well in advance if you are not going to be at a meeting.
- » Conduct the business meeting according to parliamentary procedure and in a considerate and fair manner.
- » Help other officers carry out their jobs and give them credit for the jobs they do.
- » Encourage everyone to participate in the meeting.
- » Make sure everyone gets the chance to serve on a committee at some point during the year.
- » Delegate responsibilities rather than try to do it all yourself, so members feel more like an important part of the club.
- » Represent your club at other meetings and events.
- » Attend as many 4-H meetings and activities as possible and be prompt and enthusiastic.
- » Set the rules of conduct (speaking, behavior, clapping, etc.) at the first meeting and stick with them for the rest of the year.

A Quick Look at Parliamentary Procedure

- » Four basic principles:
 - Justice and courtesy for all
 - One thing at a time
 - Majority rules
 - Allow the minority to be heard
- » Basic motion:
 - President: Is there a motion?
 - 1st member: I move that...
 - President: Is there a second?
 - 2nd member: I second the motion.
 - President: It has been moved and seconded that ... (restate the motion) ... Is there any discussion?
 - (Members discuss the motion when the president calls on them.) Be sure all members have the chance to discuss. The more members that participate the better.
 - President: We will now vote. All those in favor, say 'yes' or 'aye.'
 - President: All opposed, say 'no' or 'nay.'
 - President: The motion carried (or failed).
 - President taps gavel once.
- » Use of the gavel:
 - One tap: indicates members need to find a seat to begin the meeting, signals the completion of a motion, announces adjournment.
 - Two taps: calls the meeting to order.
 - Three taps: all members rise.
 - A series of sharp, loud taps is meant to restore order.



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Vice President Job Description:

- » Check with the president on plans or special work to be done.
- » Preside at the meeting or represent your group at other events in the president's absence.
- » Work with the leaders and other officers on committees and other group activities.
- » Serve as chair of the program committee to help plan club meetings and activities.
- » Check with those putting on the program to see if they are ready or need any help.
- » Introduce program participants.
- » Thank program participants following the program and ask the secretary to send the presenter a thank-you note.
- » Work with the club at the beginning of the 4-H year to set goals for the club.

To Introduce a Program/Presenter

You will want to include:

1. The presenter's name
2. A little about his or her background
3. The title or subject matter of the presentation

A good example:

Lynn Oakland is our club's guest speaker this evening. He is one of our city firemen and is president of the county Audubon society. Tonight he will speak to us about purple martins. Please join me in welcoming Mr. Oakland to our club. (start applause — it fills the time while the speaker comes forward.)

An example of a demonstration introduction is: *Anna is a second-year 4-H'er enrolled in the recreation project. Her demonstration tonight is titled "Take a Walk for Health."*

To Thank a Presenter

Thank-you speeches should be 30 seconds to 1 minute in length. Listen to the speech for worthwhile qualities and express thanks for one or two of the following:

1. Thought
2. Preparation
3. Useful information
4. Special news to the group
5. A long journey to your meeting

A good example:

We would like to thank Mr. Oakland for the interesting program about purple martins. It has been especially intriguing to learn about the community these birds develop. We are glad that you could take the time out of your busy schedule to come to our meeting.

It is also good practice to thank your fellow club members when they present a talk or demonstration. Doing this represents communication, one of the important life skills we learn in 4-H. It also shows encouragement and support for others.



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Congratulations! Now that your club has elected you as the secretary, you, and all other officers of your 4-H club are representatives. As a 4-H club officer, you represent not only your club, but also the 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech and even smiles represent Kansas 4-H members. Representing others is one of your most important responsibilities because it exists at all times — not just while you are at 4-H events.

Secretary Job Description:

- Arrive at the meeting ahead of time.
- Discuss items of business with the leaders and the president.
- Inform the president of unfinished business.
- Sit next to the president during the business meeting.
- Inform the president and leader if you are going to be absent.
- Work cooperatively with all other officers.
- Call roll and keep an accurate record of attendance. (Remain seated to call roll.)
- Read minutes of the previous meeting and make any necessary corrections. (Stand to read the minutes.)
- Take accurate notes of the events of each meeting.
- Assist the president during the meeting by writing the motions as stated and restating the motion if necessary.
- Read correspondence directed to your group and write letters for the club.
- Maintain a record of all officers and committees in the secretary's record book.
- Cooperate with the reporter by providing information needed to prepare articles for the newspaper.
- Use the notes you take at each meeting to write minutes of meetings for the secretary's book.
- Call the meeting to order and preside during the election of a temporary chairperson in the absence of the president and vice president.

Guidelines for secretaries

Before the meeting...

- Gather and arrange in convenient order all correspondence received since the last meeting to take to the meeting.
- Be sure to have an up-to-date roll of members for easy attendance-taking and a list of standing and special committees and their duties.
- Check the minutes of the last meeting for old business, such as tabled or postponed motions, and make a note to bring each item to the attention of the president.
- If you can't attend a meeting, be sure to tell the president and leader in advance and give your "Secretary's Record Book" to someone who will take it to the meeting.

After the meeting

- Write the minutes as soon as possible after the meeting. If hand written, be sure the final minutes are neat, legible and written in ink. If using a word processor, be sure the final minutes are in a font that will be easy to read.
- Sign at the end of the minutes. The person who is presiding when the minutes are approved will also sign.
- Write any necessary business letters or letters of thanks on behalf of the club.
- Inform absent officers or committee chairs of action that concerns them.

After the last club meeting

- As soon as possible after the final meeting of the club year, give your completed notebook containing the club roll, communications, committee lists, leader list, and meeting minutes to your leader.
- Be prepared to deliver all the secretary's supplies and club records to your successor.

Congratulations! Now that your club has elected you as the treasurer, you, and all other officers of your 4-H club are representatives. As a 4-H club officer, you represent not only your club, but also the 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech and even smiles represent Kansas 4-H members. Representing others is one of your most important responsibilities because it exists at all times — not just while you are at 4-H events. **Note: This book includes samples to help you. Familiarize yourself with the whole book before beginning your term as club treasurer.**

4-H Club Treasurer Job

Description

You are the keeper of the money for your club. Your job is more than just collecting and spending money for your club. You must also keep an accurate record of all money collected and spent. You must be able to report to the club where the money came from and what it was spent for. As you know money is important to people, therefore it is very important you keep good records of the money you handle.

1. When you become Treasurer you should go to the bank with the Club Leader to update the signature card. Clubs should have 3-4 officers and/or leaders on the signature card, and none of them should be related.
2. Don't spend any money without club approval. A motion to pay a bill should be passed and recorded in the minutes.
3. Write checks for all expenditures. Do not pay bills with cash. Do not do business by online or internet banking. Have a bill and get a receipt.
4. Deposit all money in the bank as soon as possible.
5. Keep club money and your own money separate. Don't use club money for yourself. There may be legal consequences.
6. Club accounts should have two signatures for expenditures (checks or withdrawals).
7. Use this 4-H Treasurer's Record Book - 4-H 474 to keep your records.
8. Keep all bills and receipts, and all other information. When in doubt keep it. You can't keep too much information.

9. Answer all questions truthfully. If you don't know, say you don't know but promise to get them the answer. Then get help from your leader and get the answer.
10. Prepare a budget to guide the club. Communicate to the club its financial position.
11. Provide the following information for the 4-H club "financial review" committee:
 - Club budget
 - Treasurer's ledger report (check register)
 - Financial Institution Statements (bank statements)
 - Cancelled checks and deposit slips
 - Receipts of all income
 - Bills for all expenses
12. Have club "financial review" committee send "Financial Review Report" (Appendix C, pages 29-30) to the county/district K-State Research and Extension office by November 1.

Guidelines for Treasurer

- Obtain the club funds and records from the previous treasurer after the financial review committee has finished its report. Check to be sure the amount of money you receive agrees with the previous treasurer's report. Do not accept an incomplete record.
- Work with your finance committee and club leader to put together a budget for the year. Use the sample budget sheet on page 9.
- Discuss with your club leader the use of financial software to make your job easier.
- Put this record book in a 3-ring binder with pockets for bills and receipts to make record-keeping easier. Punch holes in your bank statements and include them in the notebook also.



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Kansas 4-H Presentation Overview

Kansas 4-H members have been learning to speak skillfully before an audience for more than 100 years. It is often one of the things people say they most remember about their 4-H experiences — before participating in 4-H, they could not speak comfortably in front of an audience. Through 4-H, thousands of youth have learned the skills necessary to clearly organize and present ideas and instructions through project talks, demonstrations, illustrated talks, and public speaking.

4-H members and presentations

Every 4-H member profits in some way from planning and presenting a project talk, demonstration, illustrated talk, or public speech. Shy, retiring members will develop the ability to express themselves, become part of the group, and develop more interest in 4-H.

Even confident members will learn to organize, to complete a job, and to establish a standard of excellence for themselves and others.

Good presenters are made, not born. Presenting is a skill that must be learned, just as other skills are.

Value of presentations

The real value of a presentation is to the member who prepares and presents it. Poise, confidence, and self-assurance grow each time a presentation is given. Members also learn cooperation and appreciation for the work of others. In addition, a presentation provides members the opportunity to develop in a variety of areas:

- Work on something they like and are interested in.
- Learn new information and, consequently, learn a great deal more about the subject and project.
- Acquire the skill of speaking and performing more easily before groups.

- Learn to plan and organize their thoughts so they can transmit ideas more clearly.
- Tell others about things they are learning. Presentations emphasize the practical application of things they learn.

Presentations teach life skills

Giving presentations in 4-H will teach members many skills that have value later in life, including these marketable skills:*

- How to organize thoughts in a logical manner.
- How to find information and research a subject.
- How to express ideas clearly and convincingly.
- How to prepare visuals and use them to support the presentation.
- How to listen to the opinions of others and accept feedback.
- How to teach others.
- How to manage time.
- How to manage stress.

*Introduction to Presentations by Roberta Lundberg, 4-H Program Coordinator, Oregon State University, 2009.

A healthy look at competition

Although not all talks given in 4-H will be competitive, members will be encouraged to give competitive talks at county 4-H days, regional 4-H days, and perhaps at the Kansas State Fair.

4-H members who participate competitively will be evaluated in terms of content and delivery. Each type of presentation — including project talks, demonstrations, illustrated talks, and public speaking — has a separate scoresheet for constructive feedback from a judge or evaluator.

The purpose of the evaluation or scoresheet is to help members accept and benefit from constructive criticism. The evaluation is designed to give feedback to help members improve their performances.

Members or parents may disagree with the ribbon the judge gave the 4-H member's talk. Keep in mind that judges react differently to a presentation, and their likes and dislikes will vary.

All youth need to develop healthy attitudes toward competition. Throughout life, youth will be in situations in and out of school where they will be judged and compared with peers or set project or presentation standards. Competition should be an exciting experience, not something youth dread or fear.

Competition, done the right way, is a way to motivate youth to work hard and to try to do their best. Parents and other adults should help youth put the experience in perspective — there is something to be learned and gained from doing one's best, whether or not a top ribbon or award was received for the effort. Youth — and adults — often learn more from failures or mistakes because they provide opportunities for improvement and growth.

Ways to encourage members

4-H'ers and leaders should encourage other members to develop confidence so they are willing to give a presentation when asked. The following suggestions help build confidence in members:

- Show a genuine interest and faith in their ability. Not all are endowed with the same

ability, but regardless of ability level, each member has some potential.

- Offer needed help and guidance. Remember — some will need more help than others, but there is a difference between helping and doing. Members have the right to expect and receive help from leaders and parents.
- Encourage parents to be interested and helpful.
- Emphasize the good things about presentations. Help members see and relate values derived from giving presentations. Give encouragement for efforts.

The starting point

The presentation starts in the project meeting and from there can move to the local club, to the local community, and beyond as the member practices and gains skill. Encourage members to start their presentation program in their project group.

Good local leaders include presentations in almost every project meeting, local club meeting, or program. With the youngest members, the presentation may last only a minute or two. If the beginners get on their feet and say and do something while everyone watches and listens, they have overcome a hurdle that could get bigger the longer they wait.

Types of presentations

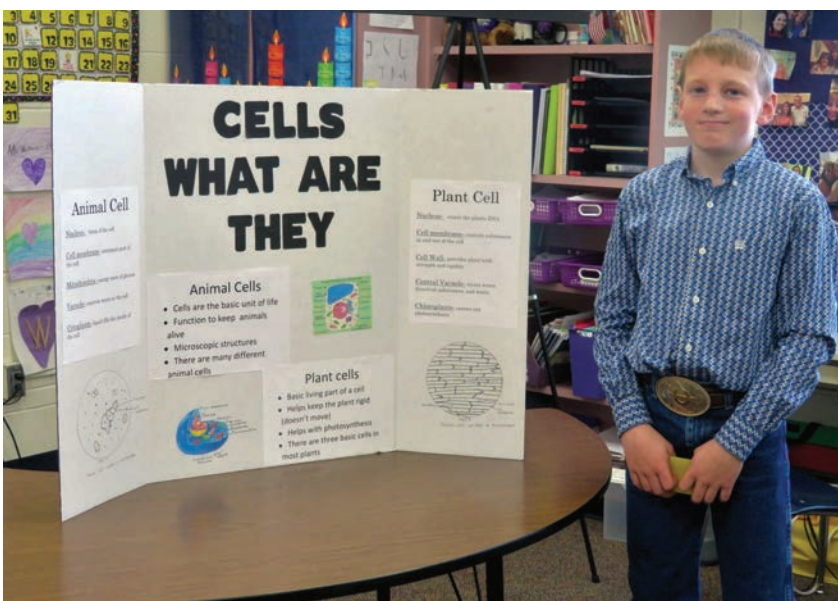
Different types of presentations serve different purposes and are appropriate for different age groups and audiences. Table 1 on page 4 is a summary of the material presented below.

Project Talk

- Tells about a 4-H project.
- Is for members 11 years old and younger.
- Does not require visuals.

The first project talk for a young member might be an interview with an older member.

The project talk for younger members is a short talk about a project that tells about the member's experiences in the project. It



gives some information relating to the project, and it promotes the project.

Demonstration

- Is to teach by showing how.
- Involves making or doing something. (There often is a finished end product, such as a salad.)
- Is for all ages.

Anyone who has ever shown someone how to show an animal, bake a cake, sew on a button, or service an air cleaner on a small engine has given a demonstration. Demonstrations may be given individually or in a team of two.

Illustrated Talk

- Is to teach by telling how, instead of showing how.
- Shows a finished product instead of making one.
- Uses pictures, charts, models, equipment, and other types of visual aids.
- Is for all ages.

Some members choose to teach by using the illustrated talk rather than a demonstration. Illustrated talks may be given individually or in a team of two.

The demonstration and the illustrated talk are both excellent teaching methods. One method is of no greater importance or value than the other.

In deciding what type of presentation to give, the member needs to consider which method will be the most effective for teaching.

Public Speaking

- Is a speech that persuades, informs, entertains, or inspires.
- Is for 4-H members 14 years and older.
- Allows use of visuals that complement the speech. Visuals are not used in competition.
- Questions are optional.
- Generally last 5 to 15 minutes.

Public speaking is the skill of promoting or presenting an issue through a persuasive, entertaining, informational, or inspiring speech. Effective speakers are not necessarily polished or perfect. However, good

Other resources to help you

4-H Communication Fact Sheets:

- [4H1105, Kansas 4-H Project Talk Scoresheet](#)
- [4H1104, Kansas 4-H Demonstration and Illustrated Talk Scoresheet](#)
- [4H1103, Kansas 4-H Public Speaking Scoresheet](#)
- [4H979, Kansas 4-H Project Talks](#)
- [4H980, Kansas 4-H Demonstrations](#)
- [4H981, Kansas 4-H Demonstration or Illustrated Talk Outline Form](#)
- [4H982, Kansas 4-H Illustrated Talks](#)
- [4H983, Kansas 4-H Public Speaking](#)
- [4H984, Effective Presentation Tips](#)
- [4H985, Preparing and Using Visual Aids](#)
- [4H986, Presentation Brainstorming Activity](#)

speakers strive to be energetic, direct, and open in their message. Speakers should be actively involved with their topic and their audience.

The five senses and learning

Learning takes place through the five senses: seeing, hearing, feeling, tasting, and smelling. Research indicates 85 percent of learning comes through the sense of sight, 8 percent through hearing, 3 percent through feeling, 2 percent through tasting, and 2 percent through smelling. All presentations include seeing and hearing, but some presentations involve all five senses. Effective presentations involve as many senses as possible.

Ultimate goal

The ultimate goal in any presentation experience — whether it is a project talk, demonstration, illustrated talk, or public speech — is for members to complete the presentation with a good feeling about themselves and what they have done and learned.

Table I. Different types of presentations.

| Criteria | Project Talk | Illustrated Talk | Demonstration | Public Speaking |
|-----------|--|---|---|--|
| Format | Tells about | Tells | Shows how. Makes or does something. Often ends with a finished product. | Promotes or presents an issue |
| Purpose | To inform | To teach | To teach | To persuade, inform, entertain |
| Age | 7 to 11 years old | Any age | Any age | 14 years and older |
| Visuals | Optional but not required. Any visuals used should enhance the talk. | Pictures, charts, models, etc. Electronic visuals OK. | Pictures, charts, lists of parts/procedures. Any visuals used should enhance talk. Electronic visuals OK. | Use as appropriate. Do not use in competition. |
| Questions | Not to be asked. | Asked for by presenter. | Asked for by presenter. | Optional; asked for by presenter. |

Revised by

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Amy Sollock, *4-H Youth Development Specialist*

Photo courtesy of Mark Grabbe, Ellis County

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A 4-H Member of Character . . .

- 1. Trustworthiness: includes honesty, promise keeping and loyalty.**
 - Plans and completes goals
 - Adheres to enrollment and entry deadlines
 - Develops project exhibits that show originality and creativity

- 2. Respect: includes courtesy and proper treatment of people and things.**
 - Listens and follows advice of leaders
 - Helps others in the project and gives positive feedback (encouragement)

- 3. Responsibility: includes the pursuit of excellence, accountability and perseverance.**
 - Enrollment and entry deadlines observed
 - Willingly plans and makes exhibits for project
 - Cleans up when done
 - Voluntarily participates in a variety of 4-H activities
 - Works independently with leader/parent guidance

- 4. Fairness: involves consistently applying rules and standards approximately for different age groups and ability levels.**
 - Accepts winning and losing with grace
 - Follows rules and regulations for showing and presenting of project work
 - Recognizes each project has different rules and standards

- 5. Caring: promoting the well-being of people and things in a person's world. It denotes action and not just feelings.**
 - Willingly assists wherever needed
 - Exhibits projects which are well planned and constructed
 - Shares knowledge with others
 - Demonstrates positive behavior towards others
 - Demonstrates kindness and concern for others

- 6. Citizenship: includes making the home, community and county a better place to live for themselves and others.**
 - Shows leadership with younger 4-Hers
 - Models good sportsmanship
 - Works at a variety of 4-H activities
 - Is involved in community activities

Adapted from **What is the Real Purpose of 4-H Non-Livestock Projects** by Carol Parmenter,
University Outreach and Extension 4-H Youth Specialists, University of Missouri

4-H uses the Danish system of judging

Danish System

(K-State Research and Extension
Post Rock Extension District)

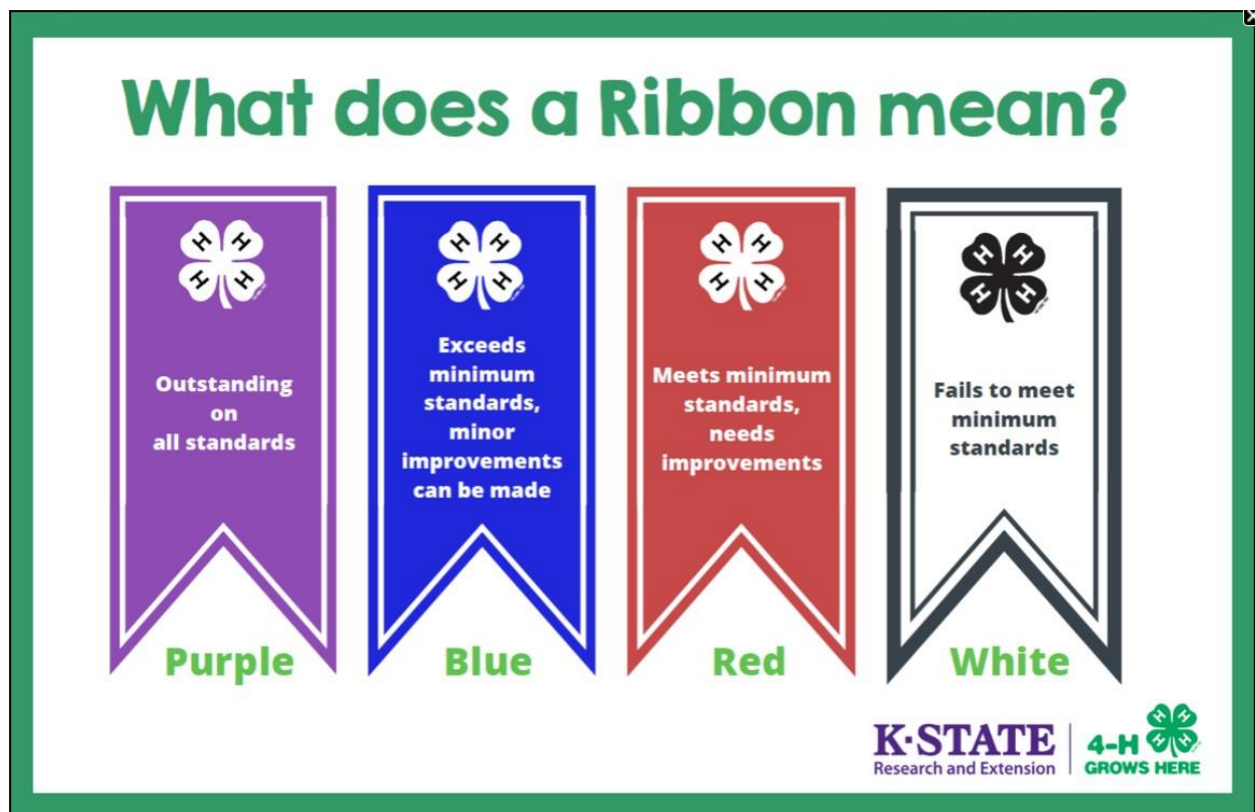
- * All exhibits receive a ribbon.
- * Exhibits are judged in comparison with an ideal standard, not to each other.
- * Exhibits are placed in 4 ribbon groups - purple, blue, red, or white.

Purple - outstanding on all standards.

Blue - exceeds the minimum standard; may have minor flaws where improvements can be made.

Red - meets all minimum standards; may show visible signs of needed improvements.

White - meets minimum standards; obvious improvements needed.





WELCOME TO 4-H:

A New Family's Guide



K-STATE
Research and Extension

WELCOME TO 4-H

4-H members and leaders live across Kansas, in all 50 states and in 82 other countries around the world. Members are 7-18 years old, and live in cities, towns and farms. There are more than 17,000 4-H members in community clubs across Kansas, and we're glad to welcome you and your family as our newest members.

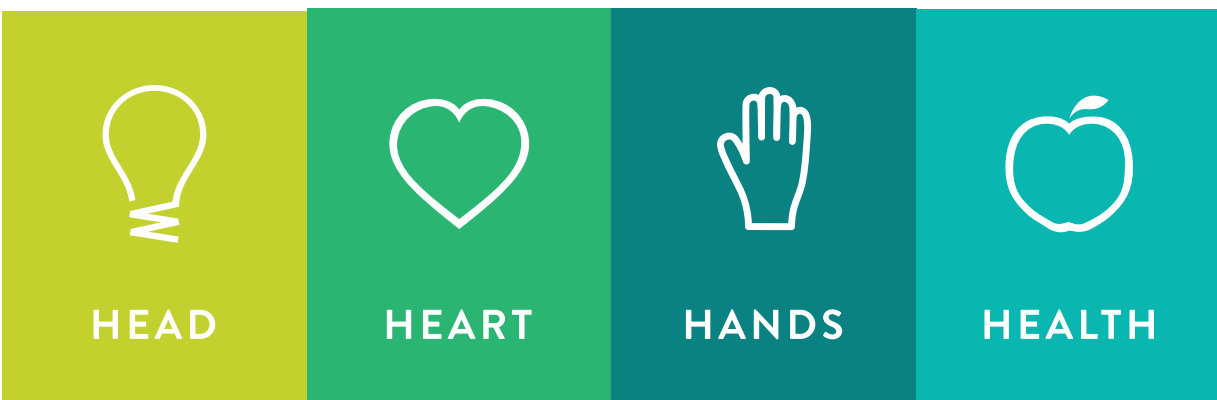
4-H is focused on youth having fun and learning with their friends. We understand that you may have many questions your first few years in the program, so we developed this guide to help. Also, you can always call your 4-H community club leader or your local extension agent for help.

The basic philosophy of 4-H is to strengthen the mental, physical, moral and social development of boys and girls, thereby, helping develop effective citizens and leaders. We do this through participation in projects, events and other various activities.



EMBLEM, COLORS, PLEDGE, MOTTO:

The four-leaf clover is the official 4-H emblem. The four H's stand for **head**, **heart**, **hands** and **health**. Our colors are green — signifying life, springtime and youth — and white, signifying fresh and clean.



THE 4-H PLEDGE IS:

I PLEDGE

My Head to clearing thinking,
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,

For my club, my community, my country and my world.

The 4-H motto is “To make the best better.” Our members and volunteers learn the pledge and use it in their daily lives. The motto is there to remind us to always strive for improvement, to continually set goals and give every effort your best.

HOW DID 4-H BEGIN?

4-H began in the early 1900s. Girls participated in canning clubs, and boys participated in corn and pig clubs. In 1914, Congress passed an act establishing Cooperative Extension and 4-H across the country. Corn, poultry and garden clubs existed in Kansas as early as 1905.

4-H has certainly changed since its early days. While we are proud of our rich history, we've expanded to include members from more than just rural backgrounds. We've evolved to meet the needs of today's youth, and develop learning experiences for boys and girls of all ages.

4-H MEMBERSHIP AND PROGRAMS

4-H members must be at least 7 years old and not have had their 19th birthday by January 1 of the current year. Members live in towns, in the country and on farms, and is open to all youth regardless of race, color, national origin, sex, sexual orientation or disability. The 4-H year runs from October 1 thru September 30.

Available 4-H programs include:

- **4-H Community Clubs:** A group of youth with one or more leaders under the sponsorship of K-State Research and Extension. Most clubs hold monthly meetings with a planned program. Club activities can include demonstrations, project work, community service and social events.
- **4-H Cloverbuds:** A group of 5- and 6-year-olds who learn cooperatively. Some 4-H Cloverbuds may meet monthly to non-competitive activities that are developmentally and age appropriate.
- **SPIN Clubs:** A SPecial INterest Club is a group of youth with one or more leaders under the sponsorship of K-State Research and Extension. This is a short term group, meeting only 6-8 times, and they focus on one topic of interest.
- **School Enrichment:** A learning experience presented or coordinated by extension personnel with school officials as part of school classroom activities.



WHO HELPS IN 4-H?

At its roots, 4-H is a family program. Parents and family help members with project work and other activities. 4-H members are also helped by volunteer leaders. Each club needs one or more adult leaders. These leaders teach, organize the club, help officers, assist at meetings and orient new parents.

There are various kinds of leaders in 4-H:

- **Community Club Leaders:** Responsible for the general club organization.
- **Project Leader:** Helps members with their project work.
- **Junior Leaders:** 4-H teens who work with an adult leader to give leadership to activities, events and/or projects.
- **Parents:** Show interest and concern for their children by attending meetings, serving as leaders, helping in club activities and serving on committees.

All **screened** volunteers go through a screening process and attend an orientation training. This process ensures protection for both 4-H members and adult volunteers.

WHAT DO YOU DO IN 4-H?

In 4-H, youth learn by doing. Youth learn useful skills, teamwork and how to serve your community and country. Here are examples of activities:

Project work: Choose at least one project or area of interest per year.

Demonstrations: Learn to share what you have learned with others.

Recreation: Play games and make new friends.

Community service: Improve your community.

County contests: Choose to enter contests and compete against other members.

Exhibits: Show your best project work at the county fair.

Camps: Participate in a day camp, overnight camp, or camps on the K-State campus.

Exchanges: Learn about the life of other 4-H members from across the state and across the country.

State Events: Strengthen your leadership and citizenship skills while making friends from across the state.

CLUB MEETINGS

4-H members are given the opportunity to learn and practice decision making in group situations. Members are expected to attend their club's gatherings, and parents are encouraged to attend as well, as 4-H is a family affair.

There are generally two types of club gatherings. However, each club is unique and there are many ways a club might decide to structure their meetings.

- I. Club meetings: Members plan and carry out what they want to do as a group. A good club meeting has four parts with defined activities:
 - a. Opening: Call to order, Pledge of Allegiance and 4-H Pledge
 - b. Business: Roll call, secretary's report, treasurer's report, committee reports, old business, and new business
 - c. Education: Program, demonstrations and guest speakers
 - d. Fun: Recreation, songs, skits, refreshments and entertainment
2. Project Meetings: Members work together on their projects. Meetings can include guest speakers, field trips and activities.

WHAT DO CLUB OFFICERS DO?

4-H Club officers are elected by members. Each officer has a specific job.

| | |
|------------------|---|
| President | Presides over the business meeting, keeping members involved and discussions organized. |
| Vice President | The vice president leads in the president's absence, introduces guests, and is the program chair. |
| Secretary | The secretary writes meeting notes, keeps attendance records, maintains the secretary's book and keeps track of all communications. |
| Treasurer | The treasurer takes care of the club money, pays bills, keeps an accurate account of the club's finances and reports at each club meeting and prepares the annual financial review. |
| Reporter | The reporter sends news stories to local newspapers and/or radio stations and plans social media platforms. |
| Recreation | The recreation leader leads games and other fun activities. |
| Song Leader | The song leader leads the group in singing. |
| Committee Chairs | Your club may have several committees, depending on the club size and focus. Committees may include: program, membership, recreation, community service, fundraising and social events. |

PROJECT WORK

As a 4-H member, youth choose at least one project to complete. Choose a project that fits into your family, community and lifestyle. Projects provide the basis of the 4-H program by offering various education experiences. Carrying out a project helps members learn by doing, make sound decisions, and master a subject matter. There are more than 35 different projects options, and several levels, allowing a member to advance their skills.

4-H competitive events and fairs provide opportunities to have their project work judged against a set of standards. Exhibit evaluations are meant to be a positive and motivating part of the total 4-H experience. The exhibit is not an end in itself, nor does it illustrate all of the learning that has taken place during the 4-H year.



DANISH SYSTEM

The Danish system of judging is a method of evaluation in which a 4-H exhibit or process is evaluated against a set of standards and awarded on the degree to which the standard has been met. The standards of excellence are often printed on a judge's scorecard, and allows for the 4-H exhibit to be judged on one's own merit, and not in comparison with others in the class. The following ribbons apply:

WHITE: Fair, denotes much improvement needed. Fails to meet minimum standards.

RED: Good, some improvements needed. Meets minimum standards.

BLUE: Excellent, minor improvements needed. Exceeds minimum standards.

PURPLE: Superior, outstanding on all standards.

Remember that when you exhibit at the county fair, you are asking for the judge's opinion. The judge's opinion is just that: an opinion, and it can vary from judge to judge and day to day. It is an opportunity to explain what you have learned, and it is an opportunity to learn from an expert. Each project is a success, no matter what color the ribbon may be!

CAMPS

Many 4-H members attend camps to take part in educational and recreational experiences as they learn about nature and living with other people. Most importantly, 4-H'ers have fun at camp!

- **4-H Camps:** Youth may attend 4-H Camp at the Rock Springs 4-H Center, south of Junction City. Older teens are also given the chance to serve as counselors to the younger campers. Activities include hiking, fishing, campfires, flag ceremonies, swimming, crafts, recreation and more! Camping opportunities vary by local unit; contact your local Extension Agent to find out more.
- **Discovery Days:** For older teens, this leadership conference is a chance to experience college life on the Kansas State University campus, exploring career interests and strengthening your leadership and communication skills. Enjoy plenty of chances to meet teens from across the state while you live in the dorms, attend “classes,” and socialize at the dance and ice cream social.
- **General Camps:** There are many other camping opportunities available to 4-H members including horse, space, outdoor adventures, and day camps. Ask your community club leader or extension agent if interested in other camping opportunities.

RECORD KEEPING

You will be encouraged to keep a record and a story for each area of project work to help you keep track of what you are learning and helps develop your business sense. Completed records are signed by your parents and leader at the end of the 4-H year.

A good record will reflect accomplishments and therefore serve as the basis for awards, trips and other forms of recognition, as well as teaching a desirable habit for keeping track of financial and business matters. Members are encouraged to work on records throughout the year as they complete project work, often at project meetings. Records should include all 4-H activities throughout the year.

There are three different types of record forms:

- **Personal Page:** Contains space for a picture of the member, project list and the 4-H story. A new personal page is issued each year.
- **Permanent Record:** A summary of all projects, exhibits, offices held, events attended and other participation for the entire year. Only one permanent record is necessary for all the years as a 4-H member.
- **Project Award Applications:** are used for each project in which a 4-H'er is enrolled. The form provides space for setting goals, knowledge and skills learned, work accomplished, leadership, photos and other project information. New forms are issued each year for each project.

Record Book requirements may vary among local units. Please contact your local Extension Agent or club leader to learn more.

4-H members may submit completed Achievement Applications to the local K-State Research and Extension office for champion and other awards and recognition consideration. Award applications need to be submitted along with the record book. Members who complete their record books are invited to attend the 4-H Achievement event each year in the fall where presentations of various awards and achievements are made.



Other forms of recognition include:

Achievement Pins: Awarded to 4-H'ers who meet the pin and turn in a completed record book. **Ten** pins are awarded in a series. Applications are available online: <https://www.centrankansas.k-state.edu/4-h/awards-recognition/index.html>

Project Award Pins: Members must complete their 4-H record book and a Project Award Nomination Form to be eligible for a project award pin. Winners in various projects are eligible to compete at the area and state levels (some age restrictions apply).

Key Award: Recognizes 4-H members who have an exemplary record of accomplishments. Applicants must be at least 16 years old, completed four or more years and meet the other nine requirements.

The greatest and most lasting rewards a 4-H member can receive are:

- Satisfaction from a job well done.
- Pride in his or her accomplishments.
- Recognition from leaders, parents and other 4-H members.
- Knowledge and skill gained through the project.

WHY SHOULD A 4-H'ER SAY THANK YOU?

Members who receive recognition should view it as both a badge of honor and a symbol of the broad interests of their friends in the 4-H program. Say “thank you” to your 4-H friends, including trophy donors, livestock buyers, project and club leaders, parents, judges, etc. A personal letter is the most satisfying and lasting way to say “thanks.” Remember, it’s not WHAT you say, but HOW you say it that counts. Your note need not be long, but it should be sincere.

PARENTS, HOW CAN YOU BEST HELP YOUR 4-H'ER?

You may help boys and girls get more from their 4-H experience in several ways:

1. Counsel your 4-H'er in the selection of a suitable project by showing interest, but do not complete the work for them. Make sure the work they start is completed.
2. Encourage your child to attend meetings regularly and attend with him/her so you'll be able to help the child remember upcoming activities.
3. Offer your home occasionally for a club or project meeting.
4. Become a registered volunteer and share your knowledge, special skills and hobbies as a club leader or project leader.
5. Keep informed of local 4-H information.



AS EACH 4-H YEAR BEGINS, REMEMBER...

- 4-H youth are more important than the project exhibit itself.
- Learning how to do a project is more important than the project itself. To “learn by doing” through a useful project is fundamental in any sound educational program, and is characteristic of the 4-H program.
- There is more than one good way of doing most things.
- Our job is to teach 4-H members how to think, not what to think.
- Winning isn’t always measured by the results of the ribbon or judging event, but by the character of the 4-H'er, parent and leader.



The Essential Elements of 4-H Youth Development

The National 4-H Curriculum Collection is designed to engage youth in learning opportunities that promote positive youth development. In 4-H, the critical components of a successful learning experience are a sense of Belonging, Independence, Mastery, and Generosity. Across each curriculum, the 4-H Essential Elements (Belonging, Independence, Mastery, and Generosity) are embedded through the learning experience. In each facilitator's guide, opportunities are provided to put the Essential Elements into practice. It is your role, as the facilitator, to foster growth of the Essential Elements through the learning experience.

Belonging

Youth need to know they are cared about by others and feel a sense of connection to others in the group. As the facilitator, it is important to provide youth the opportunity to feel physically and emotionally safe while actively participating in a group. Create a safe and inclusive environment and foster a positive relationship with youth learners. Use discussion questions that encourage youth to learn from each other, synthesize and use ideas collaboratively.

Independence

Youth need to know that they are able to influence people and events through decision-making and action. They learn to better understand themselves and become independent thinkers. Throughout each curriculum, youth are given opportunities to develop and reflect upon thoughts and responses to the challenges, explorations, and investigations. Youth begin to understand that they are able to act as change agents with confidence and competence as a result of their learning.

Mastery

In order to develop self-confidence youth need to feel and believe they are capable and they must experience success at solving problems and meeting challenges. Youth need a breadth and depth of topics that allow them to pursue their own interests. Introduce youth to expert knowledge and guide them toward their own sense of mastery and accomplishment.

Generosity

Youth need to feel their lives have meaning and purpose. Throughout each curriculum, youth are encouraged to broaden their perspectives, find relevance in the topic area and bring ideas back to their community.

Adapted from 4-H Essential Elements of 4-H Youth Development, Dr. Cathann Kress, 2004.



Targeting Life Skills In 4-Hⁱ

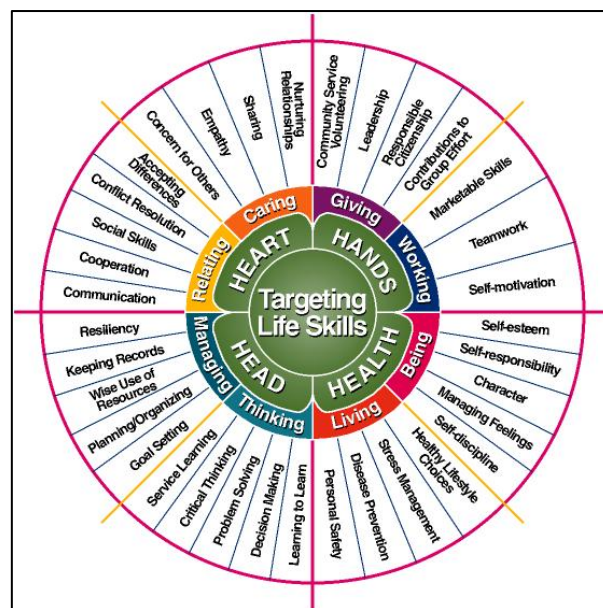
Marilyn N. Norman and Joy C. Jordanⁱⁱ

Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. Helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. 4-H focuses on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.



Youth development professionals, are expected to have and apply this knowledge.

The 4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model” (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. These are noted in the following description of the model.

ⁱ This document is 4-H S FS101.9, one of a series of the Florida 4-H Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. This material is based upon work supported by the Cooperative Research, Education, and Extension Service, US Department of Agriculture, and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747. This 4-H 101 Handbook was developed by the 4-H 101 Design Team chaired by Andrea Hutson, USDA/Army Youth Development Project, CSREES/Virginia Tech University. It was adapted for Florida by Marilyn N. Norman and Joy C. Jordan, State 4-H Program. Please visit the 4-H Website at <http://4h.ifas.ufl.edu>

ⁱⁱ Marilyn Norman, Associate Professor in Family Youth and Community Sciences, and State 4-H Program Leader, and Joy C. Jordan, Associate Professor in Family, Youth and Community Sciences, Institute of Food and Agricultural Sciences, University of Florida, Gainesville.

In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

4-H Focus of Youth Competencies

HEAD: Knowledge, Reasoning and Creativity Competencies

Thinking: using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

HEART: Personal/Social Competencies

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

HAND: Vocational/Citizenship Competencies

Giving: providing, supplying, or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health/Physical Competencies

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.

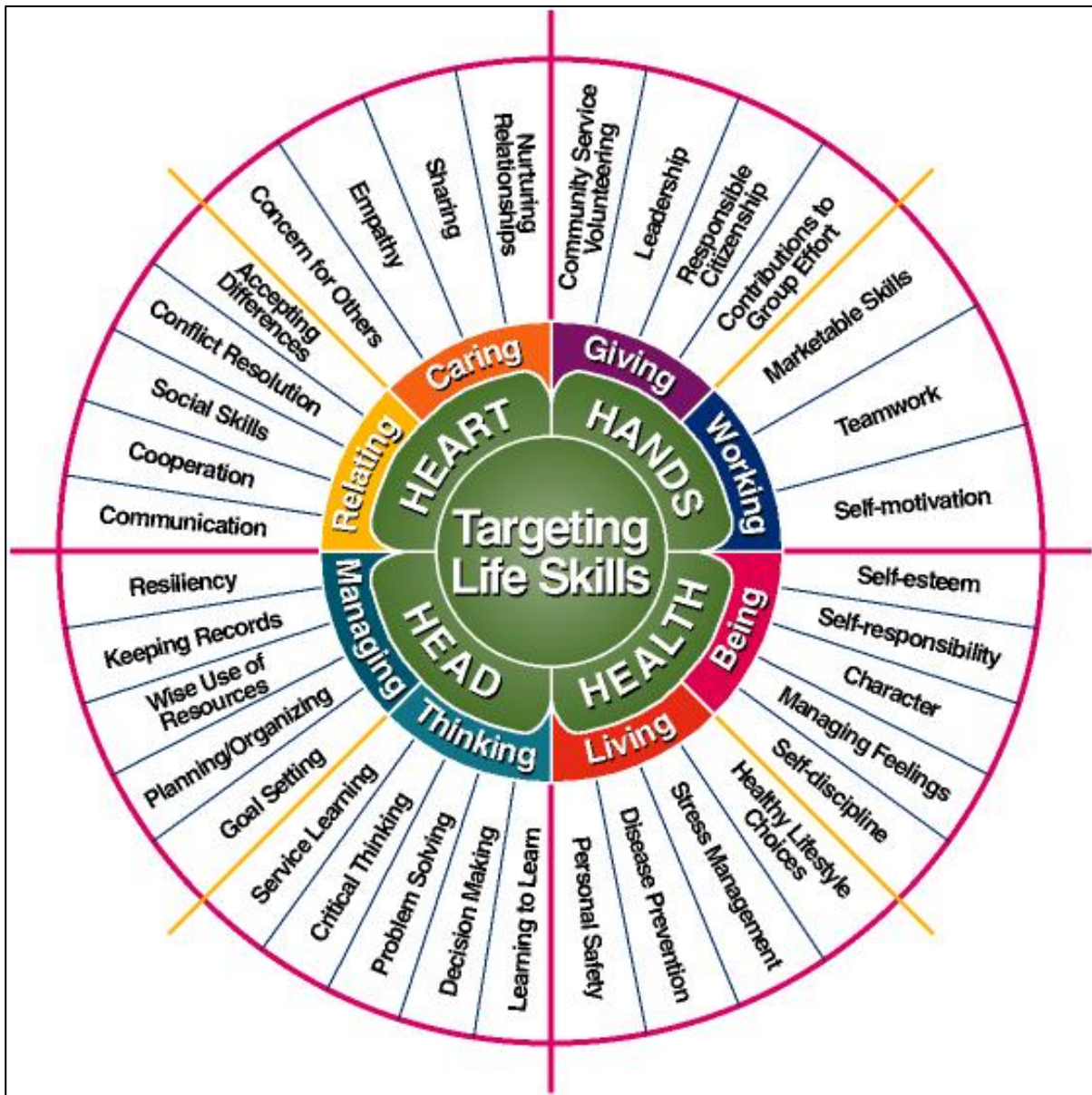
Life Skills Developed Through 4-H

The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

| | | | |
|--|--|---|--|
| <p>HEAD <i>Thinking</i> Learning to learn Decision-making Problem solving Critical thinking Service learning</p> <p><i>Managing</i> Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency</p> | <p>HEART <i>Relating</i> Communications Cooperation Social Skills Conflict Resolution Accepting Differences</p> <p><i>Caring</i> Concern for others Empathy Sharing Nurturing relationships</p> | <p>HANDS <i>Giving</i> Community Service-volunteering Leadership Responsible Contribution to group</p> <p><i>Working</i> Marketable/useful skills Teamwork Self-motivation</p> | <p>HEALTH <i>Living</i> Healthy life-style choices Stress Management Disease Prevention Personal Safety</p> <p><i>Being</i> Self Esteem Self responsibility Character Managing feelings Self Discipline</p> |
|--|--|---|--|

The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure as a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers, and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Targeting Life Skills Model for 4-H



Hendricks, P. (1998) *“Developing Youth Curriculum Using the Targeting Life Skills Model”*
<http://www.extension.iastate.edu/4H/skls.eval.htm>

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4-H Lingo

4-H Sunday – One Sunday set aside each year to call attention to and emphasize the spiritual H (heart) of 4-H. Each club decides how to observe 4-H Sunday. Some clubs attend church together, have a part in the church service, a 4-H family picnic, or other activity.

Riley County 4-H Foundation – Private group that provides college scholarships, and grants. Their primary funding drive is in April though the Grow Green Match Day. They also do an silent auction during the fair.

Area/Regional Awards Judging (Sr. PRFs only – 13 years and older) – Usually during January, committees of volunteers and Extension agents meet to select the top two applications in each award program and those are sent on to state awards judging in March.

Club Constitution and Bylaws – An agreed upon, written document for each 4-H club. It spells out the name, purpose, membership expectations, offices, officer duties, and general rules for club operations. A suggested constitution and bylaws are provided through the Extension office.

Club Exchange Meeting – Clubs may invite another club from their district to join them in a meeting at their regular meeting location or meet for a social activity with another club or conduct a combined meeting.

Club Seal – These seals are available each year to clubs who have successfully completed the goals and activities they set for themselves and recorded in their Annual Club Summary which is submitted in late September to the 4-H agent. Seals are presented at Achievement Celebration and may be displayed on the club charter.

Club Tour – A club outing usually designed to let members observe what other members are doing in projects prior to or during the County Fair. Members may visit, as a group, the homes of other members to view the projects and culminate with a group celebration or members may bring projects to a meeting site and share projects there.

Community Service Committee – Clubs may choose to participate in a community service. The committee helps design ways of carrying out the plans made by the club and should include 4-H members and adult volunteers.

Interview/Conference Judging – This judging is designed to increase the value of 4-H exhibit judging experience for the 4-H members. The process involves an experienced and knowledgeable judge interviewing the 4-H member while evaluating the project exhibit. Parents may observe but are asked not to speak during conference judging, which is how fair exhibits are judged.

4-H Enrollment – 4-H enrollment takes place online and must be completed online for each 4-H member and cloverbud. In order to get the enrollment information, potential members should attend a club meeting in order to receive the details on the enrollment process.

4-H Lingo

Riley County Extension Board – Elected, these members have the responsibility to hire and supervise the Extension agents, to develop and oversee the Extension Council budget, and to set priorities for Extension programming.

Extension Office – The office housing the KSU Extension faculty who work in a county. The office is supplied with teaching materials and equipment to teach adults and youth.

Horse ID's – Horse ID's must be at Extension Office on or before June 1 annually in order to participate in the Fair Horse Shows or District Horse Shows.

Kansas 4-H Foundation – A non-profit organization which works to provide additional resources for the 4-H program. It sponsors scholarships, funding for programs, and other assistance on the state level.

Kansas Junior Livestock Show – 4-H'ers can enter beef, sheep, swine and meat goats in this competitive show and the sale is held in Wichita or Hutchinson, usually in September.

Kansas State University – This land grant college has the responsibility for taking university research and educational techniques to the people of the state. The 4-H program is the university's outreach to Kansas youth.

Kansas 4-H Leaders' Forum/Kansas 4-H Leadership Weekend – 4-H volunteers from across the state may attend this two-day event held in conjunction with the Youth Leadership Forum at Rock Springs in November. Numerous educational sessions are presented to help participants upgrade their skills, and informal sessions allow for the exchange of valuable ideas. Participants are responsible for their own expenses but may receive assistance from district funds and first time participants may be eligible for a state scholarship.

Officers – Members of a 4-H club who handle the steering, recording, and accounting of club meetings and activities. They are elected to their position by their peers, generally in September. Officers needed vary with numbers and ages of club members, but may include: President, Vice President, Secretary, Treasurer, Reporter, Historian, Recreation Leader, Song Leader, and Parliamentarian. Some clubs may also elect Jr. Officers.

Parents' Committee – A group of parents within the 4-H club who meet to recruit and provide training for Organizational Leaders, Project Leaders, and other volunteers needed to make the club run smoothly. In small clubs, the Parents' Committee may consist of all the parents in the club. In large clubs, a representative group of parents may be selected.

Parents' Night – A celebration honoring parents is traditional for some clubs. Often skits or spoofs are staged by or for parents. Sometimes parents and 4-H'ers exchange roles for a meeting. This activity is optional for clubs.

4-H Program Development Committee (PDC) – A body members, responsible for establishing a priority of educational needs for the county's youth and working with Extension staff to design ways in which those needs can be met.

4-H Lingo

Public Fashion Revue – July – A time for 4-H'ers who are enrolled in clothing to model garments for an audience. This event is held the week before the county fair.

Rock Springs 4-H Center – The statewide camp and conference center located near Junction City, Kansas. This facility is funded by the Kansas 4-H Foundation and is available for a variety of recreational and educational activities to both Extension and non-Extension groups.

Scholarships – College: Kansas 4-H scholarships are available to current or past 4-H members who are seeking to further their education after high school. General criteria include: high academic standing, 4-H achievement and leadership, and for some—financial need. Most applications are due in January to the Extension Office. Information and applications are on the state website through a link at the district website. College scholarships (from local Foundations) are due in the spring.

State Specialists – KSU faculty members based on the K-State campus who have responsibility for providing support material and interpreting research and current educational principles to county/district based faculty. There are specialists in all Extension departments.

Trips and Awards Committee – A committee of disinterested adults to review award and pin applications and scholarship applications.

Volunteer Registration Orientation – This orientation is a component of the Volunteer Management System in 4-H, consisting of an online application, background check, check against the Kansas child abuse and neglect registry, screening and orientation. The 2-hour orientation sessions are held several times throughout the year, with the location (Salina or Minneapolis) based upon registration numbers. Youth need to be at least 13 years of age for it to count towards their Volunteer Registration Status.

Weigh-ins / Check-ins:

Steer – Market steers must be weighed and tagged in early spring in order to be shown at state shows.

Meat Goats & Sheep – Market meat goats and sheep must be weighed and tagged in late spring in order to be Shown at state shows.

Swine – Swine must be tagged in late spring in order to be shown at state shows.

4-H Meeting Wheel Resource

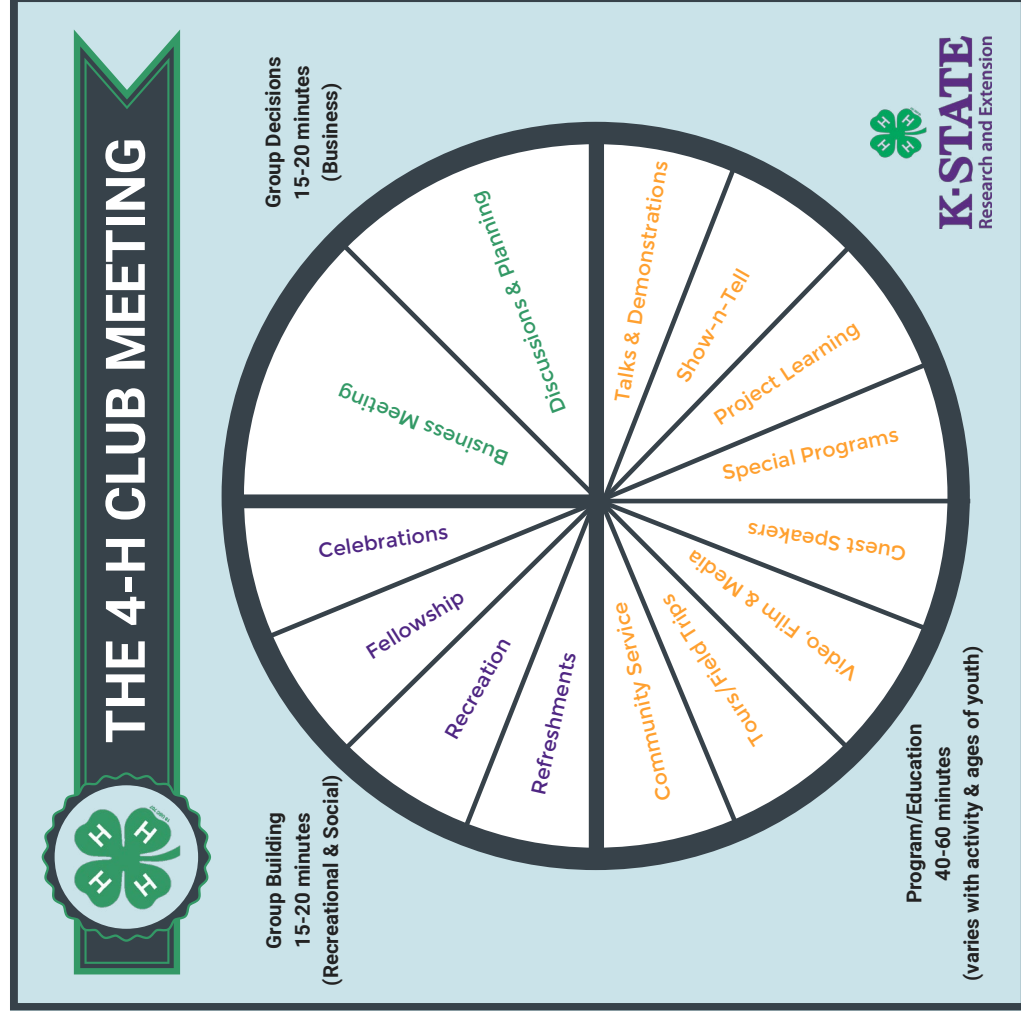
In-Person Meeting Wheel

Although each 4-H group is unique, there are some things that they have in common. In order to make 4-H fun and educational, meetings should include a balance between group building, business and education.

The 4-H Club Meeting Guide is to help club meetings run more efficiently. When hosting a meeting, consider the youth to adult ratio. It is always a good idea to have two-deep leadership in any setting.

Helpful tools for your meetings

- The Puzzle: Putting a Meeting Together, 4H1133
- Youth Program Quality Principles, 4H1124
- Creative Roll Call Ideas, 4H1119
- Welcoming New 4-H Members, 4H1117
- 4-H Club Greet Sheet, 4H1123
- Creative Ideas to Enhance Club Meetings, 4H1113
- 4-H Club Meeting Agenda, 4H1122
- 4-H Club Leader's Toolbox, 4H1118
- 4-H Club Meeting Reflections, 4H1114
- Welcome to 4-H: A New Family's Guide



Virtual Meeting Wheel

Although virtual meetings are unique, there are some things that they have in common. Consider preplanning with your leadership team to have a virtual meeting. A few ideas for virtual meetings, have 4-H youth complete the project outside the meeting and record to be shared during the meeting, be creative in recreational activities, make an activity packet for families to use during the meeting or hold a meeting backwards or out of order to keep participants engaged. When hosting a virtual meeting, consider the youth to adult ratio in the main meeting room and in breakout rooms. It is always a good idea to have two-deep leadership in any setting. A great resource is your local Extension agent. Contact them to assist you in planning for your meeting.

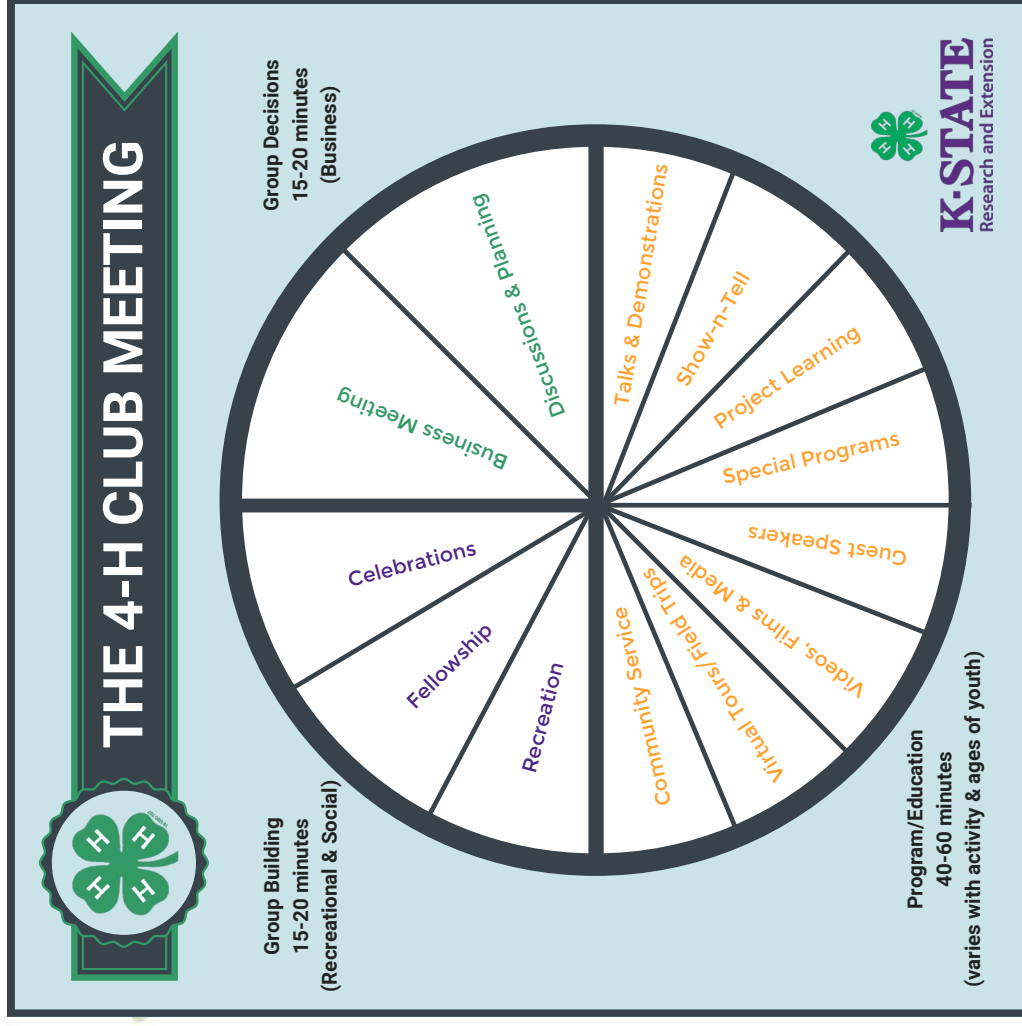
With your leadership team discuss virtual meeting etiquette. Some examples:

- Consider your background
- Mute when you don't have anything to say
- Engage everyone
- Repeat and summarize

Adapted from Strengthening 4-H Club Resources, Kansas 4-H Youth Development

[Kansas4-H.org](https://www.kansas4-h.org)

Local Contact Information



Kansas State University Agricultural Experiment Station and Cooperative Extension Service



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