

SECTION 1

PROGRAM OVERVIEW

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4-H LEADERS ARE EXTRAORDINARY PEOPLE

Before you decide to become a 4-H Leader, you need to know just what that means. It means accepting responsibility for the development of children. Awesome? Perhaps. Overwhelming? No.

As a leader, you are accepting the responsibility for the development of children. Sometimes the effectiveness of your work will be subtle; sometimes it will be overt and profound. In either case, your work will be important. You need to know that we appreciate your efforts, and that we are interested in your success and in your satisfaction, as well as in your contribution to our programs.

As a leader, you will find that sometimes a child just seems to blossom as you watch. Some new skill or interest, some newly discovered talent or ability, some opportunity seized or role carried out can produce a burst of self confidence and pride that just glows. These dramatic leaps are rewarding and motivating for a leader, and you will know you have been successful.

To assure the quality of our programming and to give you all the tools and information you will need to carry out your plans, we have designed a training system which assures both you and us that you can succeed in your new role. During that time, you will learn all the ropes and experience the 4-H year with the support you will need to work with the young people in your club.

More often, you'll find that growth is a slow, steady process that you can barely see. In this case, your reward as a leader is in knowing that your members enjoy what they're doing and keep coming back. This too, is a measure of success.

In addition to our local personal training, there are opportunities for you to meet and exchange ideas with other leaders in the county. County, District, and State 4-H Leaders Associations offer opportunities for additional training and leadership development, as well as opportunities to network with other people in 4-H.

How far you go in your 4-H leadership career is up to you. Our goal as agents is to get you started and help you achieve the goals of 4-H, while you provide opportunities for growth for your members. We welcome you to our group of local extraordinary people and into the organization. We look forward to working with you to accumulate the information, the methods, and the skills you will need as a leader for the development of our future leaders.

What is 4-H?

Four-H is America's largest out-of-school educational program for youth. Over six million youth nationally now participate in 4-H, under the guidance of Extension trained adult volunteers or Extension staff members. One of every six Americans has been affiliated with 4-H as a member. It is estimated that nearly 45 million American adults are former 4-H members. An American idea, 4-H has spread to over 80 other countries.

Four-H is an informal, practical, learn-by-doing, fun and educational program for boys and girls, ages 5 through 18, from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender or religious affiliation.

The 4-H program has been serving the needs of boys and girls for nearly 100 years. Since 1909, Virginia 4-H has been actively working to provide educational opportunities for youth. America's largest youth program, as well as that within the Commonwealth of Virginia, 4-H now reaches over 6.8 million boys and girls throughout the United States. In Virginia, we now serve over 140,500 boys and girls, ages 5-18.

4-H is based on seven (7) foundations:

1. Community centered
2. Volunteer led
3. Extension staff supervised
4. Research based
5. Home and family oriented
6. Publicly and privately funded
7. Responsive to change

4-H Mission

"The mission of 4-H is to develop youth and adults working with those youth to realize their full potential – becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences."

4-H Organization and Leadership

National leadership for 4-H is provided by the United States Department of Agriculture (USDA), located in Washington, D.C. State headquarters for 4-H are located at the land-grant universities of each state and US territories.

State leadership for 4-H youth development is conducted by Virginia Cooperative Extension (VCE), an educational component of Virginia Tech and Virginia State University (VSU), Virginia's land-grant universities. Local governments cooperate with this leadership and assist with funding of Extension staff in each of Virginia's 107 counties and cities.

Every state has a team of 4-H youth staff and subject matter specialists as part of the University Cooperative Extension System. County Extension agents direct 4-H work in the counties. Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities.

Virginia Cooperative Extension employed staff and volunteers together provide learn-by-doing educational projects and activities in a large variety of 4-H subject matter areas.

4-H Symbols

Every 4-H member should be familiar with the 4-H emblem, motto, pledge and creed. The following symbols express the spirit and ideals of the 4-H organization.

Pledge

Every member and leader should know and be able to repeat the 4-H club pledge. The 4-H pledge is said after the Pledge of Allegiance to the United States. The 4-H pledge is:

*"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."*

In saying the pledge, 4-H'ers raise their right hands to their foreheads, when they say, "my **head** to clearer thinking." They lower them to their hearts as they say, "my **heart** to greater loyalty." At the line, "my **hands** to larger service," they extend their hands, palms upward. At the last line, "and my **health** to better living," they stand at attention with their hands at their sides.

Motto

The 4-H Motto, "To Make the Best Better," should be the aim of every 4-H member and leader.

Colors

The white in the 4-H flag symbolizes purity. The green, nature's most common color, is emblematic of life, springtime, and youth.

Emblem

The 4-H emblem is a four-leaf clover with the letter H on each leaf. The four H's represent the four-fold development of head, heart, hands, and health. (Note: The 4-H symbol is protected under a U.S. copyright – 18 USC 707).

HEAD	Represents mental development, deeper knowledge and reasoning.
HEART	Represents emotional development – developing interest, appreciation, and wholesome attitudes.
HANDS	Represents skills development (ie. the ability to do, skill in doing, and habit of doing).
HEALTH	Represents physical development – understanding and appreciating a growing and changing body.

Definition of a 4-H member

Any boy or girl, ages 5-18, who enrolls and participates in a planned sequence of related learning experiences for a minimum of six (6) hours.

4-H members are under the guidance and supervision of Extension-trained volunteers or Extension staff members.

HISTORY OF VIRGINIA 4-H

The years from 1902 to 1907 were the pioneer years for 4-H club work. In this early period, Dr. Seaman A. Knapp became very much interested in demonstration work, and it was largely through his efforts that Extension work was promoted. Mr. T.O. Sandy of Burkeville was the first agent in charge of demonstration work in Virginia. In 1907 six agents were appointed to work under his supervision and were in charge of demonstration work from 1 to 4 counties. Work with rural boys started in 1908.

Four-H was founded on the principle of "learning by doing". If you had been a 4-H member in Virginia in 1910 to 1914, you would have been enrolled in a corn or tomato club.

In 1909, 75 boys in Dinwiddie County and 25 boys in Chesterfield formed boys' corn clubs. Mr. F.S. Farrar, under the direction of Mr. T.O. Sandy, helped these boys conduct one-acre corn demonstrations. The next year, Miss Ella Agnew worked with 46 girls in Halifax and Nottoway counties. These girls formed tomato clubs, with each planting 25 tomato plants and canning the fruit from them. This first work was done on an individual basis.

The federal Smith-Lever Act of 1914 helped the development of club work throughout the state. The first community club organized in the state was the Sunnyside Club, in Dinwiddie County, in 1913. It was not until 1918 that the custom of organizing the boys and girls together in community clubs became state-wide.

The first office for demonstration work was located in Burkeville from 1907 to 1916. It was then transferred to one of the state land grant colleges, Virginia Polytechnic Institute (VPI), Blacksburg, Virginia. Virginia State University, Petersburg, Virginia is the other state land grant college.

In 1917, a State Club Department was added to the Extension organization with Charles G. Burr as Boys Club Agent. The following year, 1918, Miss Hallie Hughes was appointed as State Girls Club Agent.

Camps and short courses became parts of the club program in 1915, the first district short course being held at the Harrisonburg Normal School. Among the earliest county camps and short courses were Bedford, Loudoun, Clarke, Westhampton, Eastern College, William and Mary, Hampden-Sydney, Farmville and Harrisonburg Normal School. The first state short course (now the State 4-H Congress) was held at VPI in August 1919, with girls and boys from 39 counties attending.

From the early years until the present, the 4-H program has grown steadily. Today, more than 175,000 boys and girls in Virginia are "learning by doing" through participation in 4-H.

4-H: A FEDERAL, STATE AND LOCAL PARTNERSHIP

FEDERAL:

Families, 4-H and Nutrition Component of the Cooperative State Research, Education and Extension Service (CSREES) of the United States Department of Agriculture.



Virginia Tech University and Virginia State University
(Virginia Cooperative Extension)

STATE:



District Cooperative Extension Offices
(We are in the Northern District)



County Extension Offices
(Fauquier County Cooperative Extension)

LOCAL:



Fauquier County 4-H
(4-H Volunteers, 4-H Youth, 4-H Leaders
Association)

NOTE: In the Fauquier Unit Office of Virginia Cooperative Extension, we have the following program areas: Agriculture and Natural Resources, Food and Nutrition, Commercial and Urban Horticulture. Many wonderful life skill building programs are offered for adults in these areas.

EIGHT ESSENTIAL ELEMENTS FOR 4-H

In 1999, a team of evaluators from the National 4-H Impact Design Implementation Team was given the charge of determining the "*critical elements in a 4-H experience.*"

1. A positive relationship with a caring adult
2. A safe environment
3. An inclusive environment
4. Engagement in learning
5. Opportunity for Mastery
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service for others

8 Elements Distilled to 4 Concepts

<ul style="list-style-type: none"> • Belonging • Positive Relationship with a caring adult • An inclusive environment • A safe environment 	<ul style="list-style-type: none"> • Mastery • Engagement in Learning • Opportunity for Mastery
<ul style="list-style-type: none"> • Independence • Opportunity to see oneself as an active participant in the future • Opportunity for self-determination 	<ul style="list-style-type: none"> • Generosity • Opportunity to value and practice service for others

The 4-H Youth Development Ideals

4-H Youth Development creates opportunities for youth to experience:

1. *Independence*
2. *Belonging*
3. *Generosity*
4. *Mastery*

The 4-H Youth Development Experience

Guiding Principles

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

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

Values – We, the youth and adults of the 4-H movement, value youth as powerful members of society

- Youth and adults are caring partners
- Learning is seen as a lifelong commitment
- High esteem for diversity and a social conscience
- Doing our best and making it better

The Essential Elements Overview

4-H youth programs address the needs of young people by focusing on their strengths and capacities. Focusing on the positive outcomes we desire for young people, not the negative outcomes we hope to prevent.

This is done by targeting the essential elements for positive youth development programming - the four basic developmental needs of youth.

Young people need:

1. Belonging
2. Mastery
3. Independence
4. Generosity

BELONGING- To know they are cared about by others

Youth need to know they are cared about and accepted by others. Youth also need to experience a sense of physical and emotional safety. They need to feel a sense of connection to others in the group. Current research emphasizes how important it is that youth have opportunities for long-term consistent relationships with adults other than their parents. In fact, the research suggests that a sense of belonging may be the single

most powerful positive ingredient we can add into the lives of children and youth.

How Can I Promote Belonging In My Program?

- Creating a program atmosphere that emphasizes equality and allows all young people to debate, disagree, negotiate and resolve differences, and reach group decisions
- Using technology to enable young people living in rural or remote areas to participate and contribute, or to facilitate the participation of youth who may fear the ridicule or rejection of their peers
- Combining school and community resources when developing programs for youth
- Encouraging teachers to visit neighborhood organizations in order to build connections between the community and the classroom
- Teaching students to interact with others in socially acceptable ways

MASTERY - To feel and believe they are capable and successful

Mastery includes the development of skills, knowledge, and attitudes followed by the competent demonstration of these skills and knowledge. In order to develop self-confidence and a sense that they matter, young people need to feel that they are capable. They must also experience success at solving problems and meeting meaningful challenges. Mastery is sometimes called "self-efficacy." Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges, and focus on self-improvement rather than comparing themselves to their peers.

How Can I Promote Mastery In My Program?

- Developing young people's abilities to speak and write persuasively so they can effectively communicate in public forums, and help

them learn how to listen to one another and to understand the interests of other individuals in their communities

- Advocate originality by assisting adolescents to come up with new ideas
- Promote elaboration by asking teens to clarify and add details to ideas, thoughts, and arguments
- Support cooperation and a cooperative work environment
- Sharpen young people's vocabularies
- Encourage young people to search for new information when making decisions and helping them to avoid overestimating their knowledge and capabilities

INDEPENDENCE - To know they are able to influence people and events

Youth need to know that they are able to influence people and events through decision-making and action. Independence refers to an adolescent's growing ability to think, feel, make decisions, and act on her or his own. This continues to develop whenever someone is challenged to act with a new level of self-reliance. By gaining a sense of independence, youth develop personal responsibility and discipline.

How Can I Promote Independence In My Program?

- Enhancing parents' capacity to help their children make decisions about education and career aspirations
- Using role-playing to help young people prepare for the mental demands of the workforce
- Increasing community-based volunteer opportunities
- Allowing children to be unique and express their individuality
- Teaching youth to appropriately question assumptions by considering and evaluating alternatives
- Assisting young people to recognize their own biases

- Creating projects, programs, and organizations that (1) are youth-based and motivate young people to determine the direction and goals of the activities, (2) engage young people in environments that include real-world challenges that are well-matched to their abilities, and (3) involve activities that are continued over time and require young people to monitor, regulate, and plan for the course ahead
- De-emphasizing competition and social comparison
- Helping youth to see that abilities consist of skills that they can acquire and develop
- Encouraging young people to evaluate their performances according to objective criteria rather than the judgments of others
- Providing benchmarks that all young people can use to measure their progress and accomplishments, regardless of their varying abilities and levels of experience
- Providing concrete, process-oriented feedback instead of simply saying "good job" or "try harder"
- Working with (or identifying) leaders within your institution or organization who are committed to and advocate for youth involvement and participation
- Involving numerous young people to avoid tokenism and so that youth can mutually support one another.
- Explaining the commitments and responsibilities of youth involvement projects to parents .

<p>GENEROSITY - To practice helping others</p>
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Young people need to feel their lives have meaning and purpose. They need opportunities to connect to their communities and learn how to give

back to others. As part of this process, youth gain an understanding of others' needs and learn how to respond to these needs. Generosity may also include the development of values such as compassion and tolerance for diversity and the ability to take the perspective of others, and to approach problems as "a member of a global society," through participation in local, and national politics.

How Can I Promote Generosity In My Program?

- Involving young people in the planning, design, implementation, management, and evaluation of meaningful service activities that arise from real needs within communities-not from teachers', administrators', or program leaders' personal projects or concerns.
- Publicly acknowledging and celebrating the contributions of young people
- Preparing young people for civic participation and service by studying the "context, problems, history, and policies" warranted by the service activity, as well as teaching the needed attitudes and skills
- Developing young people's abilities to speak and write persuasively so they can effectively communicate in public forums, and help them learn how to listen to one another and to understand the interests of other individuals in their communities
- Supporting government policies that are congruent with young people being viewed as resources and assets and which open doors for youth to be politically involved in their communities
- Providing opportunities for young people to meet and visit with elected public officials to dismantle stereotypes and help youth learn that politicians are "ordinary citizens" who work to serve the community and can be held accountable

4-H Delivery Modes

In Virginia there are three delivery modes: 4-H Clubs, 4-H Enrichment, and 4-H Camping. Each is explained below.

4-H Clubs

What is a 4-H Club?

A 4-H Club is an organized group of youngsters between the ages 9 to 19 with elected officers and a planned program that is conducted throughout the year or the majority of the year. Clubs are led by volunteer leaders and may focus on one or more project areas. Club officers conduct monthly organizational meetings. Members also participate in a variety of learning experiences in their organizational meetings as well as within their project meetings. Project meetings may be held as often as deemed necessary but at least once a month.

Club officers, made up of youth members, are elected each year and serve in the various leadership positions at each meeting. The officers conduct the meeting using parliamentary procedures.

Four-H clubs may meet as neighborhood clubs (known as Community Clubs), as after school clubs, or as within school clubs. The "key" is that all clubs should have officers, be managed by volunteers, meet over a sustained period of time, and focus on developmental growth.

Purpose of 4-H Clubs

The 4-H club is the ideal 4-H delivery method for reaching and involving boys and girls in the 4-H program. The club setting serves as the center of activity that generates enthusiasm and support for participation in 4-H activities, events, and programs outside of the local club. The 4-H club meeting is an important learning experience for the youth, as well as for adults working with those youth. Youth and family members may participate in 4-H in a variety of ways. Ideally, participation in 4-H is over a long period of time in both organizational and project programming. Major emphasis is on 4-H educational programs delivered to youth.

Through the club delivery mode 4-H in working with youth has the opportunity to meet the following objectives:

- ✓ To offer a wide array of programs and support
- ✓ To place a high value on youth participation
- ✓ To encourage long-term and sustained involvement
- ✓ To provide a progression of learning activities and experiences
- ✓ To promote developmental growth
- ✓ To provide a nurturing environment of support

- ✓ To build competencies, including health/physical personal/social, cognitive/creative, vocational, and citizenship.

Participation in 4-H Clubs

Participation in planning and implementing club programs will help members to:

- ✓ develop a sense of self-confidence,
- ✓ learn to make decisions,
- ✓ develop a sense of belonging,
- ✓ try new ideas and methods,
- ✓ develop skills in group discussions,
- ✓ learn benefits of group cooperation and teamwork,
- ✓ develop leadership and citizenship skills, and
- ✓ develop a sense of responsibility and follow-through.

Other Types of 4-H Clubs

4-H In-School Clubs

Volunteer or teacher led, it is more difficult to have in-depth parent involvement as outlined for community clubs, but parents should be involved as much as possible. Parents can be involved by letter with a form indicating support for child project(s) and 4-H activities or events.

4-H After-School Club

Quality after-school programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, it has been found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage youth in wholesome activities.

4-H Project Clubs

Members may come from a broader geographic area. Parental and volunteer involvement is important. Members concentrate on one project area through the club, but also enroll in other projects under the supervision of a volunteer or parent.

4-H Enrichment Programs

Youth involved in 4-H Enrichment Programs (ages 9-19) are participants in learning experiences not involving organized club activities. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the standards of learning. It may also be a special interest group in which youth complete six or more

learning activities. Finally, it may be youth involved in 4-H instructional TV experiences; or may be a member participating in 4-H under the guidance of a parent or other adult as a lone member without group affiliation.

The purposes of enrichment programs are to teach youth subject matter in a short time frame, expose new youth to 4-H, and to involve those youth in 4-H for further programming opportunities--moving them toward club participation.

4-H Special Interest Groups

May be similar to a project club, but are often organized for a specific short- term purpose and do not have officers. Programs such as 4-H special interest groups are important because they expose 4-H members, parents, volunteers, and donors to other 4-H opportunities (or in some cases introduce them to 4-H).

4-H School Enrichment Program

Youth are participants in learning experiences. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the Standards of Learning; may be a special interest group in which youth complete six or more learning activities; may be youth involved in 4-H instructional experiences; or, may be a member participating in 4-H under the guidance of a parent or other adult as a lone member, but without group affiliation.

4-H Camping

Purpose of 4-H Camping:

In Virginia, 4-H camp is open to any boy or girl who meets the age guidelines. Youth do not have to be 4-H members to attend 4-H camps; however, they should be provided the opportunity to join. All youth attending 4-H camp are eligible and should be encouraged to join 4-H.

Since 4-H camping is educationally focused, it is recognized as a delivery method for 4-H programming. Thus, youth who attend 4-H camp may sign up as 4-H members since they are receiving more than the minimum number of hours of educational instruction (six hours) during the camp.

It is strongly encouraged for agents and volunteers to utilize all camping events as a method by which to recruit and involve new youth, as well as those presently involved, into the 4-H program. All youth participating in camp should be given information concerning additional 4-H opportunities throughout the year in their unit, district, and state.

Types of 4-H Camps

There are a variety of 4-H camps conducted through the year at Virginia's six 4-H Educational Centers including residential, junior camp, special interest camps, weekend camps, and others. Additionally, many units conduct day 4-H camps to meet the needs of youth throughout the Commonwealth. The following is a list of the most commonly conducted Virginia 4-H Camps:

CLOVERBUD 4-H CAMP

Programming events for youth 5-8 years of age. Youth must meet the minimum age of 5 between October 1 and September 30 of the 4-H year, and must not be older than the maximum age of 8.

RESIDENTIAL 4-H CAMP

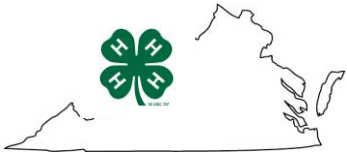
Programming events in which campers stay overnight from 2-5 days generally. Most residential camps last 5 days, with campers staying overnight for 4 nights. The junior 4-H camps, designed for youth 9-13 years of age, fall into this category.

SPECIAL INTEREST 4-H CAMP

Programming events focusing mainly on a specific project or theme area. There is a large variety of special interest 4-H camps available throughout the state.

DAY 4-H CAMPS

Programming events in which campers participate in learning activities throughout the day, but do not stay overnight.



Virginia 4-H Delivery Modes Matrix



DELIVERY MODE	DEFINITION/ Example	PURPOSES	AGE ELIGIBILITY	LONG OR SHORT TERM	OFFICERS	ENROLLMENT REQUIRED
Community 4-H Club	Organized group of youth, led by trained adults, with a <u>planned program</u> that is carried on throughout the year or most of the year with focus on a variety of self-chosen learning experiences and activities ; may meet in any location, has elected youth officers, and a set of rules approved by the membership to govern the club. Community 4-H clubs typically meet in the evenings or on weekends. <u>Examples:</u> Luckyville 4-H Club; Warriors 4-H Club; Busy Bees 4-H Club	<ul style="list-style-type: none"> Organized group of youth (9-18 years of age) who meet and learn about a variety of individual interest 4-H projects or subject matter areas. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities within the club meeting as well as outside the local club. Foster and enhance the 4-H club meeting as an important learning experience for the youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Long-Term	Yes	Yes
Project 4-H Club	Organized group of youth, led by trained adults, with a <u>planned program</u> that is carried on throughout the year or most of the year with focus on one project area ; may meet in any location, has elected youth officers, and a set of rules approved by the membership to govern the club. Project 4-H clubs typically meet in the evenings or on weekends. <u>Examples:</u> Bits and Bridle 4-H Horse Club; Snaps 4-H Photography 4-H Club; Theatrical Arts 4-H Club	<ul style="list-style-type: none"> Organized group of youth (9-18 years of age) who meet and learn about a specific 4-H project or subject matter area. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities within the club meeting as well as outside the local club. Foster and enhance the 4-H club meeting as an important learning experience for the youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Long-Term	Yes	Yes
In-School 4-H Club	Organized group of youth, led by trained adults, with a planned program that is carried on throughout the school year, or most of the school year; meets during school hours ; has elected youth officers, and a set of rules approved by the membership to govern the club. In-School 4-H clubs have planned activities beyond school enrichment. <u>Examples:</u> Centerville School 4-H Club; Mason Middle School 4-H Club; Luke H.S. 4-H Club	<ul style="list-style-type: none"> Organized group of youth (9-18 years of age) who meet and learn about a variety of common interest 4-H projects or subject matter areas, or a single area during school hours. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities within the club meeting as well as outside the local club. Foster and enhance the 4-H club meeting as an important learning experience for the youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Long-Term	Yes	Yes
After	Organized group of youth, led by trained adults, with a planned program that usually meets outside	<ul style="list-style-type: none"> Provide care, developmental and educational experiences for children and youth. 				

School 4-H Club	of school hours (between the hours of 3-6 pm); has elected youth officers, and a set of rules approved by the membership to govern the club. After School 4-H clubs typically meet in a school or other community center and incorporate 4-H curricula outside of school hours. <u>Examples:</u> Thomasville 4-H Club; Williams Community 4-H Club; Finn's Center 4-H Club	<ul style="list-style-type: none"> Organized group of youth (9-18 years of age) who meet and learn about a variety of common interest 4-H projects or subject matter areas, or a single area, usually outside of school hours. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities within the club meeting as well as outside the local club. Foster and enhance the 4-H club meeting as an important learning experience for the youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Long-Term	Yes	Yes
DELIVERY MODE	DEFINITION/ Example	PURPOSES	AGE ELIGIBILITY	LONG OR SHORT TERM	OFFICERS	ENROLLMENT REQUIRED
Military 4-H Club	Organized group of youth, led by trained adults, organized by the Armed Forces , with a planned program that is carried on throughout the year or most of the year, has elected youth officers, and a set of rules approved by the membership to govern the club. Military 4-H clubs typically on military installations and are principally for military dependents . <u>Examples:</u> Ft. Lee 4-H Club; Ft. Monroe Mustangs 4-H Club; Ft. Story Science 4-H Club	<ul style="list-style-type: none"> The primary purpose is to provide developmental and educational experiences for children and youth whose parents are serving in the Armed Forces. Organized group of youth (9-18 years of age) who meet and learn about a variety of common interest 4-H projects or subject matter areas, or a single area. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities. Foster and enhance 4-H as an important learning experience for youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Long -Term	Yes	Yes
4-H School Enrichment	Organized group of youth receiving a sequence of learning experiences in cooperation with school officials during school hours to support the school curriculum . 4-H School Enrichment involves direct teaching by trained volunteers, including teachers, or by Extension staff. <u>Examples:</u> Valley School 4-H; Mountain View 4-H	<ul style="list-style-type: none"> Enhance the relationship between 4-H and the school system. Provide non-formal education to complement formal education, leading to better educated youth. Enhance the subject matter area being studied. Introduce youth to 4-H, providing them a short term experience. Foster and promote enthusiasm and support for participation in 4-H program, events, and activities. Encourage long-term involvement in 4-H for enhanced positive youth development. 	9-18	Short-Term	No	Yes
4-H After School Program	Organized group program, led by trained adults, offered to youth outside of school hours (between 3-6 pm), typically in a school or other community center and incorporating 4-H curricula, but has no elected officers . 4-H After School Program may or may not meet in partnership with other youth serving groups such as Boys and Girls Clubs, YM/YWCA, 21st Century Learning Centers, etc. <u>Examples:</u> Diana After-School 4-H; Homeville 4-H; Jones 4-H	<ul style="list-style-type: none"> Organized group of youth (9-18 years of age) who meet and learn about a variety of common interest 4-H projects or subject matter areas, or a single area. Foster and promote enthusiasm and support for participation in 4-H programs, events and activities. Foster and enhance 4-H as an important learning experience for the youth, as well as for adults working with those youth. Encourage long-term involvement in 4-H for enhanced positive youth development. Serve as leaders to other youth-serving organizations with established after-school programs by facilitating training and providing support. 	9-18	Short-Term	No	Yes
4-H Special	Organized group of youth meeting for a specific	<ul style="list-style-type: none"> Introduce youth to 4-H, providing them a short-term experience. 				

Interest Group	<p>learning experience involving at least six contact hours. 4-H Special Interest Groups do not have elected officers, since they are short-term, and are not restricted to members of 4-H clubs. The program is not part of the school curriculum. Trained volunteers or Extension staff may conduct the teaching. Examples: Fire Safety 4-H; Hanson's Rescue First Aid 4-H; Blueville 4-H Bicycle</p>	<ul style="list-style-type: none"> • Introduce a subject matter to youth in a short time frame to create interest. • Enhance participants knowledge and skills in a single subject matter area. • Involve youth in an area of subject matter that promotes <i>continued</i> involvement in 4-H. • Foster and promote enthusiasm and support for participation in 4-H programs, events and activities. 	9-18	Short-Term	No	Yes
4-H EFNEP/ SCNEP <i>(Expanded Food and Nutrition Education Program; Smart Choices Nutrition Education Program)</i>	<p>Organized group of youth (pre-school -19 years of age) from limited resource families enrolled to receive a minimum of six (6) hours of nutrition education provided by trained adults and/or 4-H EFNEP/SCNEP Program Assistants Examples: Norman 4-H EFNEP; Healthy Foods 4-H; Living Healthy 4-H</p>	<ul style="list-style-type: none"> • Improve the dietary practices of youth participants. • Expand the variety of food in their diet. • Participants gain knowledge and skills needed for selecting healthy foods and snacks. • Introduce participants to 4-H and encourage continued long-term involvement after the 4-H EFNEP experience ends. 	Pre-School to 18	Short-Term	No	Yes
DELIVERY MODE	DEFINITION/ Example	PURPOSES	AGE ELIGIBILITY	LONG OR SHORT TERM	OFFICERS	ENROLLMENT REQUIRED
Cloverbud 4-H Group	<p>Organized group of youth ages 5-8 which emphasizes parent involvement and support; led by trained adults with focus on hands-on, learn-by-doing curriculum. Cloverbud 4-H groups conduct non-competitive activities, meet out of school, and as often as deemed by volunteer adults; no elected officers. Examples: Clever Cloverbud 4-H; Happy Cloverbud 4-H; Cluster 4-H Cloverbuds</p>	<ul style="list-style-type: none"> • Introduce youth to 4-H at an early age. • Organized group of youth ages 5-8 which emphasizes parent/guardian involvement and support. • Focus on hands-on, learn by doing developmentally appropriate curriculum for the ages of 5-8. • Participants are involved in non-competitive programs and activities, developing and progressing at their own speed. 	5-8	Short-Term	No	Yes
4-H Camping	<p>Since 4-H camping is educationally focused, it is recognized as a delivery mode in Virginia. As defined by the American Camp Association (and as accepted by Virginia 4-H), "organized camping is a sustained experience that provides a creative, recreational, and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth"</p> <p>A 4-H camper is any youth who is registered for a 4-H sponsored residential or day camping event through the local Extension office, meets the age qualifications for the event, and is a participant in camp. Examples: Residential (overnight) 4-H Camp; Day 4-H Camp; District 4-H Camp; 4-H Cloverbud Camp</p>	<ul style="list-style-type: none"> • To provide educational, recreational, and social experiences in outdoor living away from home. • To provide opportunities to meet, socially interact, and learn to get along with other people by living and participating together. • To provide opportunities for youth to learn to take responsibility for their own decisions and actions. • To provide new experiences for youth by exploring new interests, or by exposing them to new approaches to old interests, such as nature, aquatics, music, and other life skills that cannot be provided as effectively outside of a camp setting. • To teach youth about citizenship, the importance of being a responsible citizen, and to provide opportunities to practice citizenship. • To provide opportunities for developing leadership skills. • To allow youth to discover special talents and to provide opportunities for developing these talents. • To provide the opportunity for youth to have fun and to learn to create positive, enjoyable experiences individually and with others. • To learn to meet individual and group responsibilities. • To enrich the on-going 4-H club program and to encourage long-term involvement in unit 4-H clubs. 	5-18 <i>(including Cloverbud Camp)</i>	Short-Term	No	Yes

4-H Instructional Media	Youth offered learning experiences through 4-H via broadcast, closed circuit television, satellite transmission, videotape replays of such series, and 4-H CDROM. <i>Examples:</i> Virtual Farm 4-H; Blue Skies 4-H; Virtual Forest 4-H	<ul style="list-style-type: none"> • Provide opportunities for youth to learn through 4-H via broadcast or closed circuit television, including satellite transmission, videotape replays of this series, or CD Rom productions. • Introduce youth to 4-H, providing them a short-term experience. • Enhance participants' knowledge and skills in a subject matter area. • Foster and promote enthusiasm and support for participation in 4-H. 	9-18	Short-Term	No	Yes
4-H Individual Study <i>(also known as "4-H Lone Member" or "4-H Lone Star")</i>	Planned learning that occurs independently of a formal group setting; self-directed, usually with limited adult involvement except for parents or mentors. Examples include self-study, home study courses, advanced placement courses, mentoring or shadowing with an "expert", and whole families learning together. The primary purpose of 4-H Individual Study is to involve youth who do not live near other youth and cannot belong to a 4-H club.	<ul style="list-style-type: none"> • Self-directed, usually with limited adult involvement except for parent or mentor. • Planned learning independent of a 4-H club or group. • Provides opportunity for youth to be in 4-H when a club or group is not available, or who better function and learn alone. • Examples include self-study, home study courses, and mentoring or shadowing with an "expert." • Introduce youth to 4-H. 	9-18	Short-Term	No	Yes

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VIRGINIA STATE UNIVERSITY

4-H Enrollment Policy

Individual

Each youth involved in 4-H who receives six or more hours of educational programming is to be enrolled as a 4-H member, using the Individual 4-H Enrollment Form or Group Enrollment Form. These forms are to be obtained from the unit 4-H office or downloaded at the following web address:

<http://www.4-h.ext.vt.edu/forms/>

Group

You may use a Group 4-H Enrollment Form to enroll a 4-H enrichment group. If so, every youth's name, age, gender, race, and project choice is to be on the form. The school address or meeting place may serve to be on the form. The school address or meeting place may serve as each youth's address for receiving mail if the school does not wish to provide addresses or names of parents.

Age Guidelines for 4-H Events

4-H Club Age Policy

For each of the club categories described above, youth must turn the entry age during the 4-H year, October 1 through September 30. That is, youth who turn 5, 9, 12, and 14 between October 1 and September 30, participate in these respective categories:

- Cloverbud 4-H Members: 5 through 8 year olds
- Junior 4-H Members: 9 through 11 year olds
- Intermediate 4-H Members: 12 through 13 year olds
- Senior 4-H Members: 14 through 18 year olds

Eligibility for 4-H membership terminates on December, 31 of the year the member has his/her 19th birthday.

Senior 4-H age requirements for National contests are ages 14 to 18 prior to January 1 of the year the youth participates in a National event.

For local and state competitive events in which there is a regional or national contest, the age guidelines of the regional or national contest shall apply. Those youth born between January 1 and September 30, affected by this policy, are allowed to participate in the next lower age category.

4-H Camp Age Policy

In order to clarify confusion concerning the Virginia 4-H age policy for campers, counselors-in-training, teen counselors, and adult leaders, and eligibility for attending 4-H camps at the 4-H educational centers, the 4-H Leadership Council enacted the following policy on February, 2000.

The 4-H year is October 1 — September 30.

If a child is 4 years of age, but will become 5 years of age during the 4-H year. He/she is eligible to attend a Cloverbud 4-H Camp.

If a child is 8 years of age, but will become 9 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. (This covers the lower minimum age requirement).

If a child is 13 years of age, but will become 14 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. (This covers the upper maximum age requirement).

This does not change the age requirements for a Counselor-in-Training (CIT or TEEN Camp Counselor. In order to be eligible to become a 4-H Teen Camp Counselor, a teen must be 14 years of age or older by January 1 of the 4-H year.

Age on January 1 of the current year

- 13 years of age may attend 4-H camp as a camper (or CIT)
- 14 years of age may attend 4-H camp as a Teen Camp Counselor

Birthday between January 2 through and including September 30 of the current year

- 13 years of age may attend 4-H camp as a camper
- 14 years of age may attend 4-H camp as a camper (or CIT)

4-H ENROLLMENT POLICY

Because the 4-H youth development program receives funds and other support from a variety of public and private sources, these sources must be periodically informed about the different aspects of the program. Since 4-H is open to all young people regardless of ethnic origin, federal law requires the reporting of all members. Enrollment records furnish documentation and offer justification for continued support.

The enrollment of youth and adults is an important part of the overall 4-H program for program planning and making the general public aware of the vitality and diversity of the program. Enrollment, in its simplest form, tells us who we are working with and the subjects of our educational efforts.

Virginia operates on a zero-based enrollment system. Effective October 1st of each year all former and new 4-H members must be enrolled for the upcoming enrollment year. Volunteer leaders are recruited and enrolled each year.

Rules and Policies

1. Each member must be enrolled or re-enrolled annually by the club leader at a club meeting or by enrolling at the Extension office if they are not in a club. There are other 4-H opportunities for youth to enroll throughout the year. Individuals can enroll in 4-H anytime during the year.
2. All volunteers must complete a 4-H Volunteer Enrollment and all 4-H members must complete a 4-H Member Enrollment annually.
3. A completed Health History form for each member and leader is required at the time they enroll to keep on file. This is important for field trips, meetings, etc. where accidents can happen and the parent may not be present, but if an accident does occur, parents should be notified.
4. A signed Code of Conduct form must be completed each year, indicating that the member understands and agrees to follow appropriate conduct for each 4-H event/activity.
5. All Volunteers must sign a Virginia 4-H Standards of Behavior form for Volunteers.
6. All adults and teens who volunteer for 4-H on a one-time basis must complete an enrollment form for the purpose of documenting hours and volunteer service. Examples: judging, presenters, chaperones, drivers, etc.
7. A member participates in 4-H by enrolling in the county where he or she resides.

- Exception- If a member lives along a county line and it is more convenient or logical to belong to 4-H in the adjacent county, this arrangement is satisfactory if the Extension Agents in the adjoining counties approve. Agreement must be in writing. However, membership cannot be held in more than one county or state.
8. A member cannot participate in 4-H activities, contests, projects, etc., in a county other than the county where he or she holds 4-H membership. Exception - if it is the county, region, district, or state policy to hold combined 4-H activities, contests, projects, etc.
 9. If a 4-H member moves to another county/city, he or she may elect to join a 4-H club in that county/city, but cannot retain membership in the previous county.
 10. To be considered an active 4-H member, youth must carry at least one recognized 4-H project and participate in a local club and/or other activities.
 11. County records of member and leader enrollments shall be kept up-to-date, accurate, complete, and submitted to the Extension office whenever a new member or volunteer is enrolled.
 12. All parents of an enrolled member should complete a Volunteer Enrollment Form at the same time their child does.
 13. The Extension Agent has the overall responsibility to see that there is an enrollment system and all who participate in the 4-H programs are properly enrolled.

ENROLLMENT MATERIALS

- ✓ 4-H Member Enrollment (Publication 388-002)
- ✓ 4-H Volunteer Enrollment (Publication 388-003)
- ✓ 4-H Group Enrollment (Publication 388-001)
- ✓ 4-H Health History Report (Publication 388.906)
- ✓ 4-H Code of Conduct Form
- ✓ Virginia 4-H Standards of Behavior for Adult Volunteers

These forms can be obtained from the Extension office upon request.

4-H MAILING LISTS

Extension mailing lists are for the sole purpose of delivering educational information. The policy of the Virginia Cooperative Extension is that no list of names developed by the organization shall be given to other organizations or individuals unless the furnishing of such lists is a necessary part of the official work of the agency or unless authorized by the Director of VCE.

The Virginia Freedom of Information Act requires that state agencies make documents, including mailing lists, available for public inspection. The policy of VCE is to make mailing lists available for inspection only in response to written requests. Within five days of receiving a written request a time shall be scheduled for the party to inspect the list. Individuals, whose names are included on Extension mailing lists, should be notified that VCE will make the lists available for inspection under the Virginia Freedom of Information Act.

4-H MEMBERSHIP DUES and DRESS

Membership Dues:

Virginia Cooperative Extension charges no fee for 4-H membership. Youth or an Adult cannot be denied membership to any 4-H club/group due to non-payment of dues alone.

Charging membership dues is the option of each 4-H club only for the purpose of club programming.

Dress Code:

There is no official 4-H uniform. It is important that 4-H youth and adults participating in county, district, state, and national events are appropriately dressed for the occasion. Youth and adults giving leadership to the event should be notified by Extension personnel of appropriate dress for the occasion.

WHO'S WHO IN VIRGINIA 4-H

In Virginia, the Extension staff includes both salaried and volunteer personnel. Volunteers have been an important part of Extension education from its beginning. Today, if families and communities are going to solve some of the persistent, critical concerns which impact youth, volunteer and salaried staff must plan together. Youth and adult volunteers work with Extension Agents, 4-H and other salaried staff to plan, implement and evaluate a 4-H program based on the needs of youth and families. Volunteers are actively involved in every phase of the program development process. Responsibilities for the development, management, and operation of effective 4-H programs in each county, on a cooperative basis, are the ultimate goal of the 4-H Extension Agent.

Salaried Staff	Volunteer Staff
<p style="text-align: center;">Extension Agents, 4-H</p> <p>University faculty responsible for the development and management of the 4-H program in a specified geographic area. Serves in a variety of roles at the district and state level. Functions as an educator and manager. Agents manage salaried and non-salaried staff. Manages resources pertaining to time, money and educational materials</p> <ul style="list-style-type: none"> ✓ Recruits, places, supervises and recognizes volunteers ✓ Assumes responsibility for all 4-H committees or councils ✓ Plans budgets and develops resources to implement 4-H and youth development programs ✓ Is responsible for 4-H clubs ✓ Coordinates and reports results to appropriate audiences ✓ Coordinates with volunteers to conduct county activities 	<p style="text-align: center;">Volunteer</p> <p>Adults or youth who have agreed to fill defined roles involved in planning, implementing and evaluating the local 4-H program. Volunteer roles include but are not limited to:</p> <ul style="list-style-type: none"> ✓ Unit Extension Council Member ✓ 4-H Leader's Association ✓ Committee Chairperson or Member ✓ Organizational Club Leader ✓ Project Club Leader ✓ Activities/Events Coordinator ✓ Camp Volunteer ✓ Representative for District and State Volunteer Leader Association ✓ 4-H Advisory Council Member ✓ Serve as Judges ✓ Teaching and Management Roles <p>The list goes on and on. The key is to have job descriptions and recruit volunteers for specific roles.</p>

<p style="text-align: center;">Other Extension Agents</p> <ul style="list-style-type: none"> ✓ All Extension Agents are responsible for the application of the program development process to plan and conduct a program based on the needs of youth, adults, families and the community. ✓ Agents cooperate with co-workers and will involve the other agents as appropriate in all programming, volunteer training and the conducting of 4-H activities so that the 4-H program is a part of the total planned effort. 	<p style="text-align: center;">Volunteers</p> <ul style="list-style-type: none"> ✓ Adult and youth Extension Council members work in partnership with salaried staff to identify needs and plan and implement programs to address those needs. ✓ Volunteers fill significant teaching and management roles.
<p style="text-align: center;">Technicians, Hourly Professionals, Administrative Assistants, and Special Funded Staff</p> <ul style="list-style-type: none"> ✓ Fill a variety of roles important to implementing and evaluating the Extension Program. ✓ Administrative Assistants play a vital public relations role. ✓ Technicians may conduct some of the same responsibilities as the 4-H Agent. 	<p style="text-align: center;">Volunteer</p> <p>Adults and youth assume many of the roles of salaried staff members.</p>
<p style="text-align: center;">District Extension Director</p> <ul style="list-style-type: none"> ✓ Responsible for the overall management of the Extension District. ✓ He/she coordinates and provides administrative leadership to ensure that quality Extension programs are conducted in the district. ✓ There are six Extension districts in Virginia. 	<p style="text-align: center;">Volunteer</p> <ul style="list-style-type: none"> ✓ 4-H Advisor Council Member ✓ District Committee Chair/Member ✓ Serve as Judges ✓ Teaching and Management roles ✓ Public relations

<p>Extension Specialists, Subject Matter</p> <ul style="list-style-type: none"> ✓ Those with 4-H responsibility share skills, knowledge and research information through meetings, publications and other committees. ✓ The purpose is to design and produce project publications and support materials. ✓ Train agents and volunteers. ✓ Support 4-H events. 	<p style="text-align: center;">Volunteers</p> <p>Adult and youth members of 4-H curriculum development committees assist with designing and testing new 4-H materials.</p>
<p style="text-align: center;">State 4-H Program Leader</p> <p>Provide coordination and leadership for the VA 4-H program. This involves:</p> <ul style="list-style-type: none"> ✓ Working with planning groups for statewide activities/events. ✓ Member curriculum development committees, work with Specialist to develop curriculum publications and other resources. ✓ Provide leadership for VA delegations to National Events. ✓ Serve as youth development specialist to consult with departmental specialists. 	<p style="text-align: center;">Volunteers</p> <p>Adult and youth serve on committees to plan, conduct and evaluate state activities/events.</p>
<p style="text-align: center;">State Extension Director</p> <ul style="list-style-type: none"> ✓ Provides direction and leadership for Virginia Cooperative Extension. ✓ Recognizes and supports 4-H as a vital part of the State Extension program. 	<p style="text-align: center;">Volunteers</p> <p>Extension Advisory Council Members</p>