

# 4-H Policies and Procedures



Cornell University  
Cooperative Extension  
Clinton County



## Guide for Families and Volunteers in CCE Clinton County 4-H

This guide is also available online: <http://blogs.cornell.edu/cceclintoncounty/4-h-youth-development/resources/>

## 4-H Resources

### CCE Clinton County Office Information

#### Hours

9 AM to 4:30 PM Monday through Friday  
(closed on major holidays)

#### Website

<http://blogs.cornell.edu/cceclintoncounty/>

### CCE Clinton County Staff

Please direct your 4-H policy/upcoming events/general questions first to 4-H Staff. You are also welcome to contact other staff members for questions about introducing their programs to your club members.

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### 4-H Program Information

#### Local Information

4-H News: <http://blogs.cornell.edu/4hcloverexpress/>  
4-H Calendar: <http://blogs.cornell.edu/cceclintoncounty/events-and-programs/>



Find us on  
Facebook

<https://www.facebook.com/pages/Cornell-Cooperative-Extension-Clinton-County/195856770841>

### Directions to Office from the Northway (1-87)

Take Exit 38N towards Route 22. At the light, take a right onto Route 22. Go past Buck's Car Wash and Gas Station, Big Sal's Restaurant, and Good Guys. Our office is on the right through the last set of doors at the end of the plaza.

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#### New York State Information

NYS 4-H: <http://nys4h.cce.cornell.edu/Pages/default.aspx>  
NYS 4-H Animal Science:  
<http://www.ansci.cornell.edu/4H/index.html>

#### National Information

National 4-H: <http://www.4-h.org/>  
National 4-H Headquarters: <http://www.national4-headquarters.gov/>  
National Directory of 4-H Materials: <http://www.4-h.org/resource-library/>

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## Welcome to 4-H in Clinton County!

Welcome to 4-H in Clinton County! Whether this is your first or your fortieth adventure with 4-H, I'm happy you've decided to be part of our program. 4-H provides a myriad of different opportunities for young people, their families, and volunteers to learn, grow, and have fun! The number of choices and varieties of 4-H programs and events can seem daunting at first. Sometimes it's hard to tell someone's favorite way of doing things from a required policy. This guide has been created to help you navigate those situations.

These are the policies and procedures that structure the 4-H program in Clinton County. These are essential framework pieces. They leave a lot of room for adaptability to suit individual group needs. Some of these policies are set by the Extension or other systems that 4-H works within and may not be easily changed. Others have been created through consensus between volunteers, participants, and staff. These can be adapted as group needs change. In the club program, these changes are often suggested at Leaders Meetings and are approved by the CCE Clinton County Board of Directors and Family and Youth Program Committee. All volunteers, parents, and teen leaders are welcome to participate in Leaders meetings and help shape our program. Local procedures are marked (Local).

This is a living document and may be revised as policies and procedures are adapted to meet changing needs. If you have any questions or suggestions about this guide (or 4-H in general), please contact me. I look forward to working with you!

Sincerely,



Alexa King  
Youth and Family Team Leader

## How 4-H Staff Can Help You

A 4-H staff person's responsibilities are divided into two main areas: education and program management.

### Education

In this role, 4-H staff may lead workshops and trainings for club members, youth groups, volunteers and schools. We also meet one on one and in small groups to provide training and educational resources from Cornell and other research-based universities and organizations. Areas in which staff can offer educational assistance include:

- Sharing ideas for community service projects.
- Advising clubs and groups about fund-raising.
- Providing and researching additional educational resources.
- Helping individuals design a new educational program for youth.
- Providing training to start a new 4-H club.

### Program management

County 4-H staff are ultimately responsible for all 4-H programming that occurs in the county. We work with and through volunteers, community members, youth, teachers and others to develop and implement programs and activities that promote positive youth development. 4-H teen and adult volunteers evaluate the needs of their own clubs and groups, and they help carry out 4-H programs. Volunteers and community members also help identify new program needs within their communities that 4-H might address.

## Communication – an Important Two-way Street

You will be receiving both regularly scheduled communications (such as a 4-H newsletter) and special mailings (both email and mail) from the 4-H office. Often they will contain registration instructions for up-coming events. Occasionally they will request information needed by 4-H staff for reporting purposes. The information you provide is important and submitting it on time eliminates the need for duplicate mailings or phone calls. Given the busy world we live in, it is very tempting to let our paperwork pile up until we have some “down time” (Does it ever come?). In the end it is usually a lot easier to take it one paper at a time. So please reply to 4-H mailings as soon after they arrive as possible.

### Times to Contact Staff

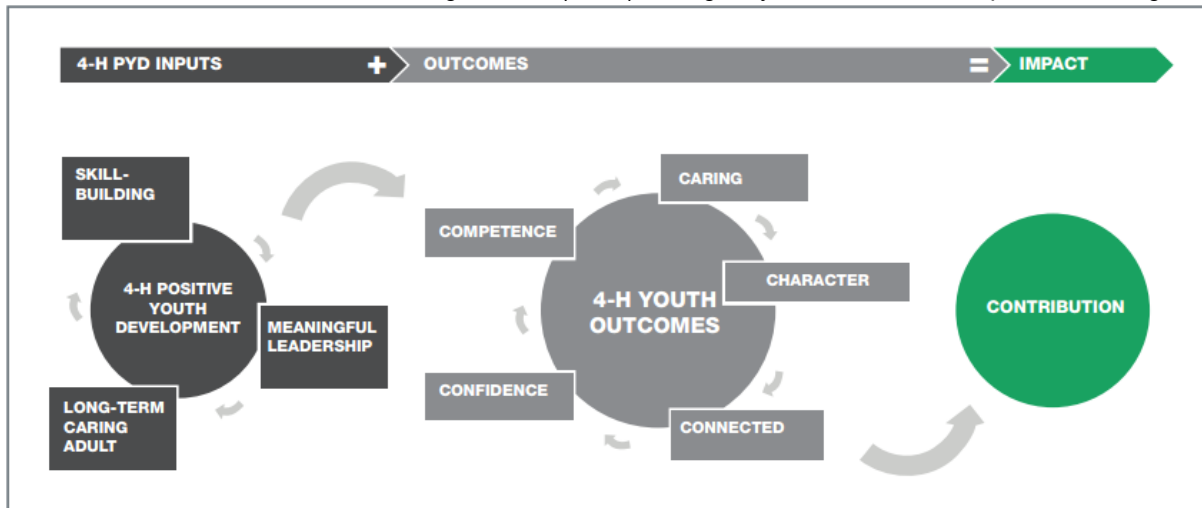
The 4-H staff is always available and willing to talk with you about questions or concerns you may have about 4-H. Feel free to contact us any time you have questions or if you need suggestions and ideas for educational resources to use with programs. We encourage you to resolve challenges as possible within your 4-H club or group, however, there are times when it is necessary to contact a 4-H staff person immediately. These include when:

- Someone is injured while participating in a 4-H activity.
- Behavioral problems or discipline issues arise in your club or group.
- Concerns arise about discrimination.
- You or someone else raise concerns or questions about financial management or mismanagement of funds.
- You are having personality conflicts or disagreement with other volunteers in the club or group.
- There are parental-behavior concerns within your club or group.

## What is 4-H?

*The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the USDA that promotes the intellectual, social, emotional and physical development of school-age youth.*

This definition does not begin to capture the richness or complexity of the 4-H Youth Development Program. Probably the best known aspect of 4-H in New York State is the 4-H Club Program. With community support and a high degree of parental involvement, the 4-H club brings adults and youth together in settings and activities that are ideally suited to foster positive youth development in a comprehensive manner. Cooperative Extension also supports other 4-H programs that focus on one or more aspects of youth development in a variety of other settings including camps, school-age childcare facilities, schools, and community youth organizations of many kinds. 4-H is part of the larger Cooperative Extension System. Our county 4-H program is part of our County Cooperative Extension Association, which also includes Agriculture, Horticulture, and Nutrition programs. Our County Association is one part of the NYS Cornell Cooperative Extension system – there is CCE in every county in NYS. CCE is part of the Cooperative Extension system which lives in the National Institute of Food and Agriculture (NIFA), an agency within the U.S. Department of Agriculture.



## The Cooperative Extension System

### National Level

The National Institute of Food and Agriculture (NIFA) is an agency within the U.S. Department of Agriculture (USDA), part of the executive branch of the Federal Government. Congress created NIFA in the Food, Conservation, and Energy Act of 2008.



### NIFA Mission

To advance knowledge for agriculture, the environment, human health and well-being, and communities by supporting research, education, and extension programs in the Land-Grant University System and other partner organizations. NIFA priority science areas include:

- Global Food Security and Hunger
- Climate Change
- Sustainable Energy
- Childhood Obesity
- Food Safety

NIFA doesn't perform actual research, education, and extension but rather helps fund it at the state and local level and provides program leadership in these areas. NIFA's two key mechanisms for accomplishing its mission of "advancing knowledge" are helping states identify and meet research, extension, and education priorities in areas of public concern that affect agricultural producers, small business owners, youth and families, and others and providing annual formula grants to land-grant universities and competitively granted funds to researchers in land-grant and other universities.

Find out more: <http://www.csrees.usda.gov/>

## State Level

Cornell University is the Land-Grant University of New York State.



**Cornell University**  
**Cooperative Extension**

### Cornell Cooperative Extension Mission

Cornell Cooperative Extension is a key outreach system of Cornell University with a strong public mission and an extensive local presence that is responsive to needs in New York communities. The Cornell Cooperative Extension educational system enables people to improve their lives and communities through partnerships that put experience and research knowledge to work. Cooperative Extension serves urban, suburban, town and rural areas by offering programs in five broad areas: Agriculture & Food Systems; Children, Youth, & Families; Community & Economic Vitality; Environment & Natural Resources; and Nutrition & Health.

### Cornell Cooperative Extension Core Principles

- High quality programs
- Strong local relationships
- Strong connections between field educators and Cornell faculty
- Being a major player in the national Land Grant System

Find out more: <http://cce.cornell.edu/LEARNABOUT/Pages/About.aspx>

## County Level

Cornell Cooperative Extension Clinton County is the local CCE Association for our county.

### Cornell Cooperative Extension Clinton County Mission

To enable Clinton County residents to improve their lives and communities through partnerships that put experience and research based knowledge to work.

- **4-H Youth Development** To create supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent, caring citizens
- **Nutrition** To utilize the latest research based information to empower Clinton County residents in creating and maintaining healthy life styles and communities
- **Horticulture** To connect Clinton County home gardeners and market producers to the latest research based information to help ensure a stable local food supply, protect the environment and create a vibrant landscape
- **Agriculture** To connect Clinton County agriculture producers to the latest research based information to ensure a viable and sustainable agriculture community

*Better Living from the Ground Up*



*From Our Family to Yours*

## The 4-H Youth Development Program

### National Level

#### National 4-H Headquarters Mission

The mission of National 4-H Headquarters is to advance knowledge for agriculture, the environment, human health and well-being, and communities by creating opportunities for youth. We seek to promote positive youth development, facilitate learning, and engage youth in the work of the Land-Grant Universities and USDA to enhance their quality of life.





## 4-H Mission Mandates

### Science

4-H Science programs reach more than 5 million youth with hands-on learning experiences to encourage young minds and help fill our nation's shortage of young leaders proficient in science, engineering, and technology.

### Healthy Living

By supporting the physical, mental, and emotional health of our nation's youth, we help them lead healthy and productive lives into adulthood. Programs address such critical issues as childhood obesity, substance abuse, and physical safety.

### State Level

NYS 4-H is part of the National 4-H Youth Development Program within the Cooperative Extension System. Find out more: <http://nys4h.cce.cornell.edu/Pages/default.aspx>

### Cornell Cooperative Extension 4-H Youth Development Mission

The mission of Cornell Cooperative Extension 4-H Youth Development is to create supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent, and caring citizens.



### Cornell Cooperative Extension 4-H Youth Development Goals

- To engage young people in the work of Cornell and the Land-grant University system.
- To teach knowledge and life skills (Health and Physical, Citizenship, Personal and Social, Cognitive and Creative, and Vocational Skills) which enhance quality of life.
- To create opportunities which promote positive youth development, using the 4-H Essential Elements (Belonging, Independence, Generosity, and Mastery)

### 4-H Delivery Methods

- Afterschool
- Cloverbuds (may be incorporated into any of the other delivery methods)
- Military (may be incorporated into any of the other delivery methods)
- Clubs/Groups
- Camps (day and overnight)
- In-School Enrichment
- Special Interest

### Citizenship

4-H has always emphasized the importance of developing passionate, well-informed citizens who are involved in their communities and help to foster positive social change. Civic engagement helps young people understand the big picture and learn skills that will encourage them to become engaged, responsible citizens and successful leaders.

Find out more: <http://www.national4-hheadquarters.gov> and [www.4-h.org](http://www.4-h.org)

## The Context of 4-H: Essential Elements

When 4-H professionals and volunteer leaders intentionally focus on these elements, youth derive long-term benefit from their 4-H membership. The 8 essential elements are distilled down into 4 concepts that center around the 4 Hs: Heart –Belonging, Health –Mastery, Head –Independence, Hands –Generosity.



## OVERVIEW OF EIGHT ESSENTIAL ELEMENTS OF POSITIVE YOUTH DEVELOPMENT PROGRAMS

### Concept: Belonging

- 1. Essential Element: A Positive Relationship with a Caring Adult**  
A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The adult could be called supporter, friend, or advocate.
- 2. Essential Element: An Inclusive Environment**  
An inclusive environment is one that creates a sense of belonging, and encourages and supports its members with positive and specific feedback. Healthy groups celebrate the success of all members, taking pride in the collective efforts of all participants.
- 3. Essential Element: A Safe Emotional and Physical Environment**  
Youth should not fear physical or emotional harm while participating in a 4-H experience, whether from the learning environment itself or from adults, other participants or spectators.

### Concept: Mastery

- 4. Essential Element: Opportunity for Mastery**  
Mastery is the building of knowledge, skills, and attitudes and the demonstration of the competent use of this knowledge and skill by a proficient practitioner. The level of mastery is dependent on the developmental ability of the individual or youth. The development of mastery is a process over time.

### 5. Essential Element: Engagement in Learning

An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, youth have the ability to self-correct and learn from experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity for creativity.

### Concept: Independence

- 6. Essential Element: Opportunity to See Oneself as an Active Participant in the Future**  
The ability to see oneself in the future is to have hope and optimism to shape life choices, which facilitates the transition into participating in the future.
- 7. Essential Element: Opportunity for Self-Determination**  
Believing that you have impact on life's events rather than passively submitting to the will and whims of others is self-determination. Youth must develop a sense of influence over their lives, exercising their potential to become self-directing, autonomous adults.

### Concept: Generosity

- 8. Essential Element: Opportunity to Value and Practice Service to Others**  
Finding yourself begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community and, indeed the world itself.

from: *The Essential Elements Curriculum* (National 4-H)



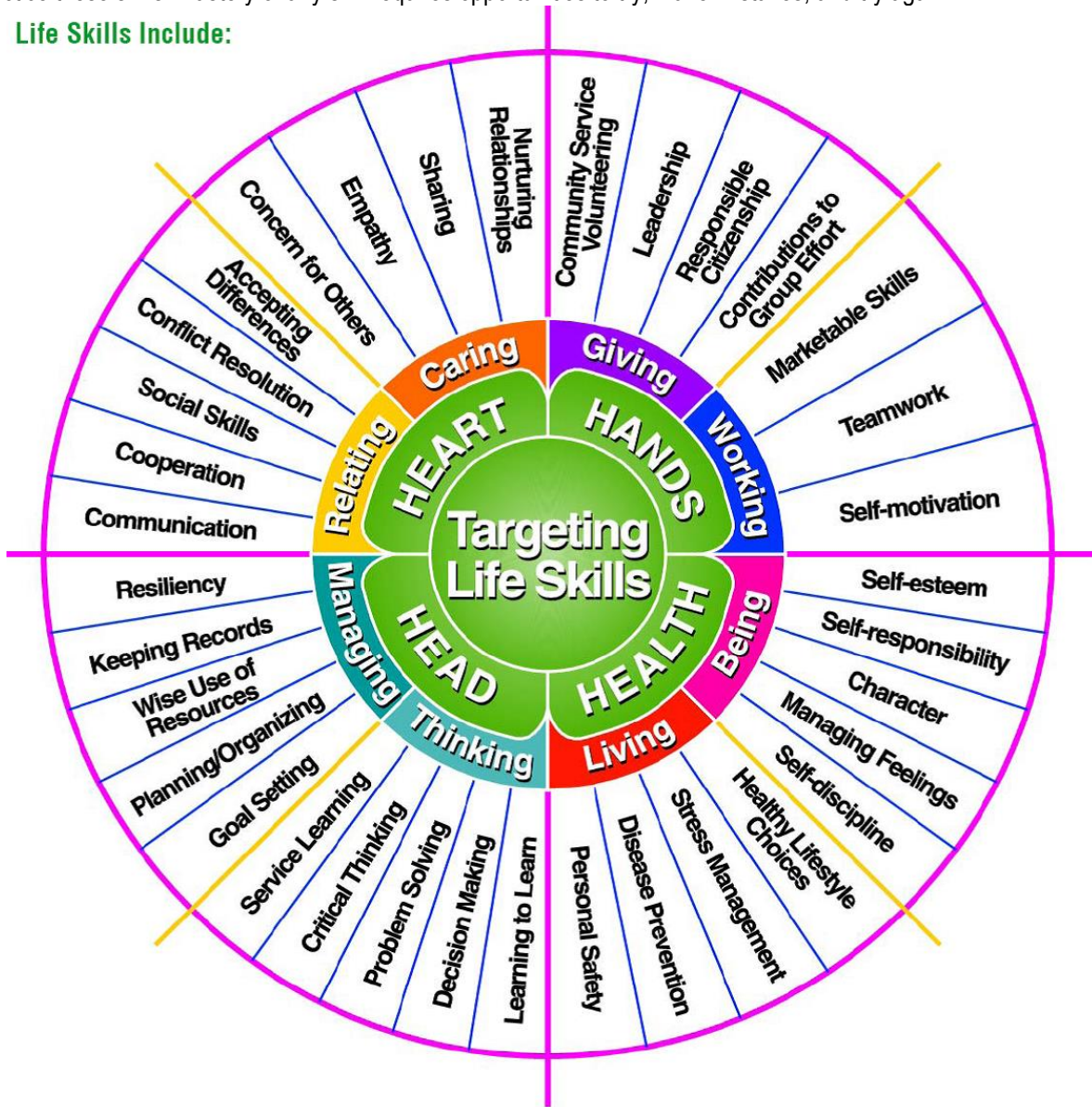
## The Content of 4-H Learning Experiences

The content of a 4-H learning experience includes knowledge and skill building. A skill is a learned ability to do something well. Project skills focus on mastery of skills to complete a tangible project, while life skills are the way one applies learned skills to real life situations. The purpose of 4-H learning experiences is to help youth learn how to meet their own needs in positive ways and to develop life-long skills and competencies. As they apply to 4-H, life skills:

- Are intermeshed with subject matter learning
- Help young people meet their needs of belonging, independence, mastery and generosity in positive ways
- Apply to young people’s present lives as well as to their future
- Are learned when adults model the skill, young people have the chance to try, practice, and rehearse the skill for themselves, and get feedback and reinforcement on their efforts
- Are transferable. That is, once a skill is acquired, it can be used in many ways and in different areas of life.

In 4-H, we want to help youth become competent in life skills. Positive Youth Development programs identify age-appropriate ways for youth to practice these skills. Mastery of any skill requires opportunities to try, make mistakes, and try again.

### Life Skills Include:

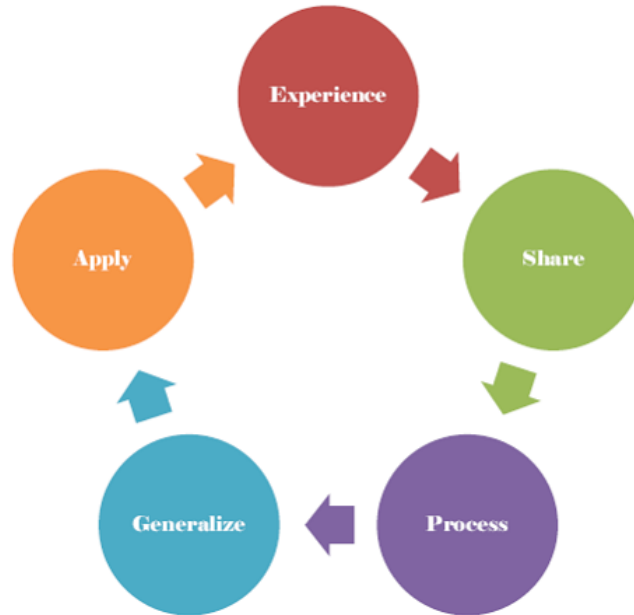


Iowa State University  
 "Targeting Life Skills Model"  
 Patricia Hendricks, November 1996

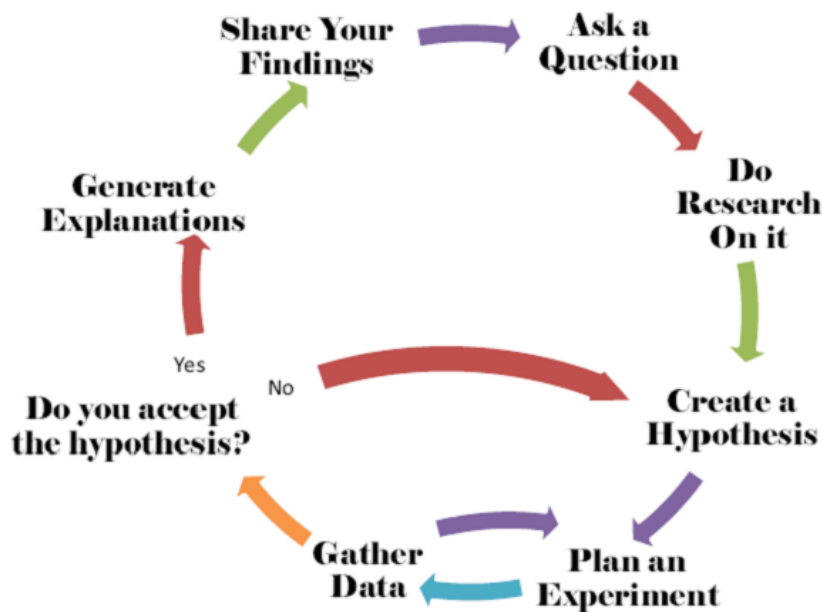
## How We Facilitate 4-H Learning Experiences

4-H is designed to facilitate hands-on learning experiences. We do this through mainly through two methods: Experiential Learning and Inquiry-Based Learning.

### The Experiential Learning Cycle



### Inquiry-based Learning



## Participation in 4-H Makes a Difference in Youth's Lives

### New York 4-H Club Study [1]

This two-year study focused on understanding the difference 4-H Club participation makes in a young person's life and the ways in which 4-H Clubs influence and contribute to positive youth development in New York State. The results show that the process of youth development is positively influenced in multiple ways by 4-H Club membership and that young people who participate in 4-H Clubs do better in school, are more motivated to help others, and are developing skills in leadership, public speaking, self-esteem, communication and planning, and are making lasting friendships.

Additionally, the length of time a youth remains in 4-H was examined. Statistically significant differences were shown for youth who remain in 4-H for one year or more for the following assets and/or skills: leadership, conflict resolution, communication, self-confidence, ability to make healthy choices, knowledge of nutrition and food safety, and record keeping.

In addition, responses to the open-ended question at the end of the "Members Only" Survey (i.e., "What do you feel you have gained from being a 4-H Club member?") provided a wealth of rich data upon which to draw conclusions about the difference 4-H Club membership makes in a young person's life:

A strong majority of club members felt they had gained skills that would support them throughout their lives. The majority of club youth reported multiple gains in terms of public speaking, problem solving, goal setting, leadership skills, planning skills, self-confidence, citizenship, communication skills, academic gains, expanded horizons, organizational skills, respect for (and from) others, patience, tolerance, and "real-world" experience from hands-on projects.

The majority of youth reported that they had developed skills in leadership, public speaking, self-esteem, communication, and planning.

Additionally, many youth reported that 4-H Club membership had improved their school performance, their ability to make lasting friendships, and their desire to make a difference in their communities.

Most adults who participated in the study believed that the success of 4-H Club members was closely related to active participation and involvement in public demonstrations, community service projects, and county and state fairs. Others believed that the relationships developed in 4-H Clubs and long-term membership were the keys to positive outcomes for youth.

[1] Mead, June, Hirschl, Thomas, Rodriguez, Eunice, and Goggin, Steve. (1999). Understanding the Difference 4-H Clubs Make in the lives of New York Youth: How 4-H Contributes to Positive Youth Development.  
[www.cce.cornell.edu/4h/resources/4-HClubStudy.htm](http://www.cce.cornell.edu/4h/resources/4-HClubStudy.htm)



## 4-H Study of Positive Youth Development (PYD)

Conducted by Richard M. Lerner, et al



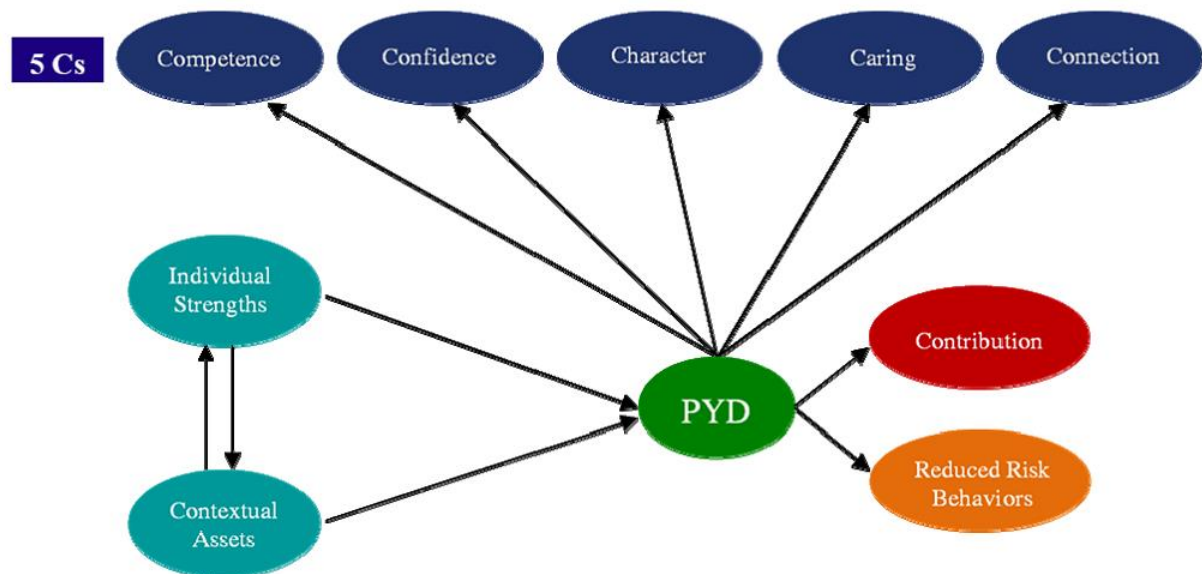
Institute for Applied Research  
in Youth Development

in partnership with



### The study's PYD Model

Study results support a model of PYD where individual strengths and contextual assets support youth development of the 5 Cs. PYD leads to a 6th C—contribution, and to reduced risk behaviors.



### Key Findings: what does the Study say about this model?

Youth Development programs work best when they include the “Big 3:”

1. Sustained, positive youth-adult relationships
2. Skill building experiences
3. Youth engagement and leadership

“Active 4-Her’s” were those who participated at least twice a month for one year in 4-H. When compared to non-4-H youth, active 4-Her’s are:

- 2.5 times more likely to be in the highest level of contribution or service to others
- 1.1 times more likely to be in the highest positive youth development level
- 1.70 times more likely to report that they expected to attend college
- 1.76 times more likely to report better grades
- 1.68 times more likely to report higher levels of academic competence

## Using These Findings in 4-H

The Essential Elements of 4-H Youth Development are **Contextual Assets** (exemplified by the 4 Hs). Our programs provide the biggest impact when we provide these Essential Elements and youth are actively engaged.

The Essential Elements include:

**Heart—Belonging:** a positive relationship with a caring adult and a safe and inclusive environment.

**Health—Mastery:** engagement in learning and the opportunity for mastery

**Head—Independence:** the opportunity to see oneself as an active participant in the future and for self-determination

**Hands—Generosity:** opportunity to value and practice service for others

4-H Youth  
Development programs  
include the “Big  
3” (*belonging, mastery,  
independence*) and the  
6th C (*generosity*).

## 4-H Symbolism

### The 4-H Name

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program.

### Using the 4-H Name

When using the term “4-H” it must conform as follows:

- Numeral “4” separated from a capital “H” with a hyphen (not a dash, slash or space)
- Do not use the 4-H Emblem in place of the word “4-H” in a title or text
- Avoid separation of any of the elements of the 4-H Name at the end of sentences

### 4-H Motto - “To Make the Best Better”

This national 4-H Motto should be the objective of each 4-H leader and member.

### 4-H Slogan - “Learning by Doing”

This is the educational philosophy of the 4-H program. Since young people learn best when they are actively involved in the learning process, 4-H projects are designed to provide “hands-on” experience that is reinforced through group discussion and application – “do – reflect – apply.”

### 4-H Pledge

*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.*

(Right hand over heart)

(Right hand points to forehead)

(Arms at sides)

(Arms slightly bent, palms up)

### 4-H Colors

The 4-H colors are green and white. White symbolizes purity, and green represents life, springtime, and youth.

### 4-H Emblem – A green four-leaf clover with a white “H” in each leaf

In 1907 a clover was chosen for the emblem, originally featuring only three leaves representing head, heart, and hands. In 1908 a fourth leaf was added to represent health. Today the 4-H Emblem is protected by law and belongs to the Congress of the United States. It is protected under Federal Statute 18USC707. The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective).





## Using the 4-H Emblem

The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on Head, Heart, Hands, and Health. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from National 4-H Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem.

In all private and commercial use of the 4-H Emblem, the statement “18 USC 707” **must** legibly appear either to the right of the base of the stem or below the lower right leaf of the clover.

### Proper Use of the 4-H Emblem

- Obtained the Official 4-H Emblem and use it in its entirety
- Do not “flip” the image to create a framed look. The stem on the 4-H Emblem **must** point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
- Do not distort or warp the dimensions of the Emblem.
- Do not use the 4-H Emblem to imply endorsement of any product or material.
- Use the Whole Emblem—the 4-H Emblem should always appear in its entirety; don’t remove any leaves or place text or other images over or on top of the 4-H Emblem.
- Keep it Upright. In general, the 4-H Emblem should not be rotated or turned on its side.
- Color –The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue.
- Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. Do not make the 4-H Emblem so small that the H’s are no longer clearly legible.

For more information about using the 4-H name and emblem, see <http://www.national4-hheadquarters.gov>.



## 4-H Program Structure

### High Quality 4-H Programs:

- Align with CCE mission and current CCE statewide initiatives
- Align with the state 4-H Youth Development mission and one or more of the national 4-H Youth Development educational content areas (Science, Engineering and Technology, Youth Community Action/Citizenship/Leadership, and Healthy Lifestyle)
- Engage young people in the work of the Land-Grant University
- Are based on community assessment and are planned to meet local needs
- Incorporate the 4-H Youth Development essential elements
- Have clearly defined educational goals and outcomes (including knowledge and life skills)
- Have a defined research base
- Provide developmentally appropriate learning experiences
- Provide opportunities for individual and group learning
- Engage both youth and adults as learners
- Use the experiential learning model and inquiry-based learning
- Offer a continuum of recognition to youth and adults for their accomplishments
- Include competitive and non-competitive learning experiences
- Provide youth opportunities for public speaking
- Provide opportunities for youth to be involved in their communities
- Include meaningful collaboration/partnerships with Cornell University faculty and staff and local community resources
- Draw on appropriate staffing and instructional resources (including approved 4-H curriculum)
- Involve program participants (youth and adults) and volunteers in program planning, implementation, and evaluation
- Follow current required policies and procedures
- Meet equal program opportunity obligations and practices
- Do not create conflicts of interest or commitment
- Expect impacts to justify program costs
- Are evaluated to know if they are meeting the identified goals and making an impact on participants' lives

### 4-H Club Program Enrollment

Youth who enroll in Clinton County 4-H become members of our county program. This often includes membership in particular clubs. Families may enroll, change clubs, or become independent members at any time.

### Equal Program Opportunity

Because the 4-H Youth Development Program is a component of the national Cooperative Extension System, which is supported by Federal, State and County funds it is governed by the equal opportunity laws of those three governmental entities. The Cornell Cooperative Extension equal opportunity statement is based on those regulations. 4-H programs must abide by the standard it sets. We may only work with organizations that follow Equal Program Opportunity.

Membership parameters may be specified by a group or activity but must comply with the CCE equal opportunity statement: Cornell Cooperative Extension actively affirms equality of program and employment opportunities regardless of race, color, national origin, religion, disability, age, gender, sexual orientation, or marital status.

If established prior to recruitment of participants, parameters may include age/grade range, program/project interest, maximum size of club, or geographic boundaries (based on recognized entities such as village, school district, boundaries for enrollment at a specific public school, etc.)

### Age

- Youth who are five years of age, on or before January 1 of the current 4-H year, may enroll as a 4-H Cloverbud member.
- Youth who are eight years of age, on or before January 1 of the current 4-H year, may enroll as a 4-H member.
- Youth who turn nineteen years of age, on or before January 1 of the current 4-H year, may not enroll as a 4-H member.
- Persons with an intellectual disability may participate fully in 4-H programs as long as their developmental age is considered to fall between five and nineteen years of age.

## Age Categories (Local)

All 4-H ages are as of January 1st of the current 4-H year.

- Cloverbuds are youth age 5-7
- Juniors are youth age 8-13
- Seniors are youth age 14-18

## Cloverbuds

4-H Cloverbud programs require more adult supervision, the focus is on cooperative learning rather than competition, and emphasis is placed on making the activities developmentally appropriate. Sometimes a 4-H Cloverbuds member will be physically capable of doing something but will not be able to understand the reason for the process or the result. Participation in that activity would be just as inappropriate as participation in an activity that is unsafe because of physical limitations.

4-H Cloverbuds programs are activity-focused and not project-focused and built on cooperative learning, rather than competitive activities. 4-H Cloverbuds members participate in occasional, non-competitive, sampler-type, age-appropriate, properly supervised events or activities sponsored or conducted by 4-H groups. The primary difference between a 4-H Cloverbuds activity and a 4-H project is that a Cloverbuds member engages in varied activities which focus on developing a specific skill or concept utilized in completing the activity rather than focusing on a long-term planned course of study in a specific project (subject) area. Cloverbuds do not participate in competitive events; rather they showcase what they've learned in exhibitions.



## Developmental Appropriateness

A “developmentally appropriate” program is one that is based on the general characteristics of an age group and adapts to meet the individual needs of each child. The developmental appropriateness of 4-H activities is of utmost importance. Pushing children to do things for which they are not yet ready creates frustration and leads to failure. Providing only “foolproof” activities that present no challenge results in boredom and misbehavior.

The Leader’s Guide (or Helper’s Guide) for most 4-H projects will state the age group for which it was designed. Many projects have been developed in a series with each level building on the previous. This enables you to select activities from different levels of the same project to tailor learning experiences for members who are at different levels of development.

While we are discussing child development in terms of age groups, be aware that age alone is not a good predictor of development. Children develop in stages. Each stage is characterized by abilities, attitudes and priorities that are qualitatively different from those preceding and subsequent stages. But, each child enters and exits a stage on his/her own timetable. Encourage youth to select project activities that stretch their current abilities and are still appropriate for their developmental stage.

## Residency

Youth may enroll in 4-H programs in one county only, preferably their county of residence. However, when an adjacent county offers opportunities not offered in the county of residence or when those opportunities are offered within a more reasonable commuting distance, participation in the adjacent county may be arranged. The 4-H Program Educators of the two counties have the responsibility to involve the appropriate decision-making groups in their counties to determine the conditions for membership, exhibition and program participation by youth from each other’s county. We recognize that a child’s residence may change through the year due to shared custody or other family reasons. 4-H Educators will work with parents and 4-H Club Leaders to learn how family living arrangements affect the child’s participation, and remain flexible so policy decisions benefit the child.

## Local Residency Policy

Participation in 4-H programs and events in neighboring counties is encouraged as allowed by event guidelines. The North Country 4-H Educators Region (including Jefferson, Lewis, St. Lawrence, Franklin, Clinton, and Essex counties) is working together to offer more regional programming for our 4-Hers.

## Fees (local)

- Enrollment in the Club Program includes a \$10 per person (not to exceed \$25 per family) fee.
- Registration for short-term or afterschool programs may or may not require a fee to participate. Please see specific registration information for details or contact the Extension Office.
- No young person will be denied participation because of financial difficulties; please contact the Extension Office for fee waiver information.
- Event/Program Registration Refund Policy
  - Must cancel at least 5 business days before an event in order to get a refund; will refund all of registration fee if canceled before then (cancellation due to emergency/sickness may warrant a refund—please contact the Extension Office with questions).
  - This is our general local policy—specific events may have more strict policies (for example, state events)

## Minimum participation

National policy specifies that a 4-H program provide a minimum of 6 hours of instruction. New York State requires that club members complete at least one 4-H project or participate in at least 6 hours of other educational activities. New York State allows other delivery methods to have activities that last less than 6 hours, but we always strive for at least 6 hours.

## Member tenure

Tenure is counted from the first year of participation in 4-H regardless of whether the member started as a Cloverbud or as a regular 4-H member. The 4-H year runs from October 1st to September 31st

## Times and Locations of 4-H Programs

Time and locations of 4-H program activities and events vary. Every effort is made to make these convenient for the most people involved in the program. Afterschool program usually meet at the school. Community clubs sometimes meet in a leader's home, a local town hall or community center, the Extension Office, or other places. To reserve the Extension Office for a 4-H activity, please call 518-561-7450 in advance of the activity. If you would like to use a location that requires a facilities use agreement of any kind, please contact the Extension Office. All agreements must be approved by the Extension Office and only the CCE Clinton County Board President or Executive Director can sign agreements and contracts.

## Participating in Other CCE Programs

4-H families are encouraged to take advantage of other programs offered by CCE Clinton County. 4-H club members can attend all CCE Clinton County events at free or reduced cost. Parents are responsible for their own fees. Contact the Extension Office for more information.

## 4-H Program, Project, or Activity?

Some of the common words we use when discussing the opportunities available to 4-Hers have very specific connotations that differ from the ordinary use of the same words, which can be confusing. Three words that have several different meanings are program, project, and activity. To facilitate effective programming and communication, it is important to understand the definition of these words in the context of 4-H Youth Development.

- Program – This is defined as a broad, encompassing educational endeavor. It consists of a series of projects and activities designed to strengthen the learning goals for which the program was designed. (Example: 4-H Youth Development Horticulture Program.)
- Project – A 4-H project is defined as an organized series of progressive learning experiences (units, modules) culminating in some end product. The end product may be tangible or intangible. A project is a tool used to develop in young people such things as initiative, leadership, cooperation, appreciation of quality workmanship, or the ability to make decisions. (Example: “Budding Gardeners” – a horticulture project for 8 to 11 year olds.)
- Activity – a single event stemming directly from a 4-H project or program. It supplements and reinforces specific project learning experiences. Examples include field trips, clothing revue, contests, clinics, or community service events. (Example: A horticulture program activity might be a “House Plant Clinic.”)

## 4-H Program Categories

4-H projects and activities are categorized into eight nationally defined program (curriculum) areas.

### Consumer and Family Sciences

Home-centered projects and activities help 4-H members build the capacity to meet their changing needs as they grow individually and progress through the stages of family life. Youth learn about human development, interpersonal relations and the management of resources through projects in child care and babysitting, clothing and textiles, consumer education, home environment, and family life.

### Citizenship and Civic Education

4-H members gain an understanding of democratic principles and explore the rights, privileges and responsibilities of U.S. Citizenship. Emphasis is placed on the relationship of citizens to one another through community service, service learning, cultural education (exchanges, heritage and multicultural activities), and intergenerational programs.

### Communications and Expressive Arts

Projects and activities in this area help 4-H members learn to express themselves clearly, confidently and creatively through public presentations, writing, photography, art, crafts, music and drama.

### Environmental Education and Earth Sciences

Projects and activities are designed to create environmental awareness and build a commitment to environmental stewardship. 4-H members learn about nature and ecology, wildlife and geology, water, weather and soils, composting and recycling, energy production and the responsible use of natural resources for recreational and economic purposes. Many kinds of outdoor recreational activities are used as educational vehicles in this program area.

### North Country 4-H Healthy Snack Policy

All volunteers and staff who supply snacks are encouraged to provide healthy food choices for themselves and youth. By doing this, you are reinforcing the importance of healthy eating and contributing to the improved eating habits of children. Families, schools, and communities have a responsibility to provide young people with opportunities to develop habits that make them fit, healthy and ready to succeed.

This is the 4-H Healthy Snack Policy for the whole North Country. The following are guidelines to follow when choosing snacks for county-level 4-H activities. They are suggested for club-level activities, too.

- Keep total fat below 5% per serving
- Keep **added** sugar to 8 grams (2 teaspoons) or less per serving
- Keep sodium below 220 mg per serving
- Be mindful of any food allergies and any additional guidelines
- Offer vegetable and fruit options as often as possible.

### Healthy Lifestyles Education

Through this program area young people are enabled to accept responsibility for maintaining and improving their physical, intellectual, emotional and social health and to acquire patterns of living that foster concern for health, nutrition, fitness, safety and quality of life for themselves and others.

### Personal Development and Leadership

Youth explore and learn about themselves, set personal goals, develop life skills and competencies, interact with peers, develop social and leadership skills, develop personal values and ethical character traits. Development of these skills and characteristics is often the focus of special youth conferences, workshops, camping experiences and other group events and activities.

### Plants and Animals

Youth are introduced to biological principles, breeding, growth, processing, marketing and consumer utilization of food, fiber, and non-food products and services through projects and activities related to gardening, pets, livestock, horses, poultry and aquaculture.

### Science and Technology

Through this program youth experience fundamental scientific processes, learn basic principles and develop skills needed to solve technical problems. Project areas include biological sciences, physical sciences, technology and engineering (aerospace, automotive, bicycle, computers, electricity and electronics, engines, wood science and industrial arts).



Snack foods that are whole foods or have the least amount of processing will meet these guidelines. Some examples of healthy snack choices are apple slices with a low-fat cheese stick, celery with peanut butter and raisins, air popped popcorn with added nuts and dried fruits, and baby carrots.

## Examples of Healthy Options

### Beverages

Tap or filtered water  
 Sparking water  
 100% fruit or vegetable juices  
 Skim or 1% milk  
 Coffee, regular and decaffeinated (for adults)  
 Tea, regular and herbal, hot or cold (for adults)  
 Coffee/tea creamers of milk or half-and-half, if individual-size packages

### Breakfast

Fresh fruit  
 Yogurt, non-fat or fat-free, with minimal grams of sugar  
 Whole grain bagels and cereals  
 Natural breakfast bars with less than 5 grams fat

### Snacks

Fresh fruit, cut up and offered with low fat yogurt dip  
 Raw vegetables  
 Whole grain crackers or unsalted nuts

### Catered Lunches and Dinners

Entrees with no more than 12 to 15 g fat  
 Always offer a vegetarian entrée  
 Include a protein source  
 Avoid fried foods or cream sauces  
 Include fresh fruit  
 Include at least one vegetable, fresh or cooked with no butter or cream sauces  
 Serve salads with dressing on the side  
 Include whole grain breads and skip the butter or margarine  
 Choose lower fat/lower calorie desserts, such as fresh fruit with yogurt dip or frozen yogurt (non-fat or fat-free, with minimal grams of sugar)

### Receptions and Celebrations

Fresh fruit, cut up and offered with low-fat yogurt dip  
 Raw vegetables, cut up and offered with low-fat dressing, salsa, or tofu dip  
 Raw vegetable salads  
 Vegetable spring rolls, fresh—not fried  
 Vegetable sushi rolls  
 Low-fat Cheese cut into ¾" squares or smaller  
 Whole grain crackers  
 Salmon, poached or steamed  
 Lean beef or turkey, 1 oz slices

## CCE Youth Protection Guidelines

### Adult/youth ratios

New York State 4-H requires that a minimum of 2 adults should be present at all 4-H meetings and activities. (In case of an accident or emergency one adult can supervise the children while the other deals with the problem.) For most low-risk Cloverbud activities a 1:6 adult-to-youth ratio should be maintained. Therefore, when a 13th child joins an activity a third adult is needed, when a 19th child joins, a fourth adult is needed and so on. Where guidelines exist for specific activities or the use of specific types of equipment, those guidelines should be followed. These guidelines can be found in the CCE Youth Protection Guidelines and in 4-H project guides and curriculum materials. In general the minimum adult-to-youth ratios for common program settings are:

Program Setting	Ages 5 - 8	Ages 9 – 11	Ages 12 +
Meetings and passive, low-risk activities	1:6	1:10	1:16
Use of moderate-risk tools/equipment 5 & 6 yrs/7 & 8 yrs	1:1 / 1:3	1:8	1:12
Use of motorized tools (See Woodworking, etc. – page 6)	NA*	1:1	1:1
One-day trips	1:6	1:8	1:10
Overnight trips	1:6	1:8	1:10
High-risk activities (swimming, challenge course, etc.)	FGS**	FGS**	FGS**

\* Not Appropriate

\*\* Follow Guidelines for Specific

## Minimizing the Potential for Child Abuse and False Accusations

By following these guidelines you will minimize the potential for child abuse while also protecting yourself and other adults who help with club activities from false accusations:

- Adults should work with young people in reasonably open places where others are welcome to enter, not behind closed or locked doors.

- Parents and resource people who have not gone through the CCE volunteer screening process should not have on-going, unsupervised contact with youth.
- Even enrolled volunteers should avoid working one-on-one with youth. When one-on-one consultation is desirable for discipline or mentoring reasons, the conversation should take place within view (not hearing distance) of others.
- Respect the privacy of youth when clothes are changed or showers taken. Adults should be involved only when there is a health or safety issue.
- Unrelated adults should not room with youth during an overnight stay.
- Never use physical punishment or deny basic necessities as a form of discipline.
- Physical hazing and initiation rituals that lead to embarrassment or that requires youth to do anything that makes them fearful or uncomfortable are strictly prohibited.

## Maintaining a Safe Environment

When youth participate in Cornell Cooperative Extension programs including, but not limited to 4-H club or Youth EFNEP activities, staff and volunteers are responsible for maintaining a safe and nurturing environment. In addition, since Cornell Cooperative Extension is committed to the support of children and families, staff and volunteers must also be alert to the signs of child abuse, maltreatment or neglect and be prepared to report suspicions of such abuse, whether or not they are legally mandated to do so. However, non-mandated reports should be made only through use of the anonymous reporting hotline.

## Follow safety guidelines for specific programs

### Animal Programs

- Rabies Vaccinations – All dogs, cats, ferrets, horses and any other animals required to have them must be vaccinated in accordance with NYS Ag & Market rules. Visit [www.agmkt.state.ny.us](http://www.agmkt.state.ny.us) for more information.
- Horses - The 4-H Helmet Policy - All youth participating in any 4-H activity or educational program shall wear a properly fitted and secured, officially approved, protective helmet at all times when mounted on an equine, or seated in a vehicle being pulled by one or more equines. The New York Helmet Law must be observed at all times.
  - Open Trail Rides - appropriate adult supervision must be provided, and trails must be scouted beforehand and be marked well.
  - Horse vaccinations – Horses used in all 4-H programs or events, including horses supplied by vendors, must have proof of all required vaccinations or shots.
- See Animal Project Participation section for more detailed information.

### Bicycle Programs

All participants in a 4-H sponsored bicycle activity, regardless of age and including adults, should wear a safety-approved helmet (American National Standard Institute, Snell, or ASTM) while on a bicycle. Bike “Hikes” and Touring participants must receive instruction in bicycle safety. Hand signals, group riding rules and standard hazard calls should be reviewed before each ride.

### Shooting Sports Programs

All training programs and activities related to any shooting sport must be under the direction of a certified instructor who meets all criteria detailed in the New York State 4-H Shooting Sports Guidelines. All adults and youth involved in any shooting sport-training program or activity must strictly adhere to the safety procedures included in the 4-H Shooting Sports curriculum. Youth instruction must be based on the 4-H Shooting Sports curriculum.

### Woodworking, Engineering and Science Programs

- Ensure that activities are appropriate to the previous experience and physical maturity of participants. Be aware that age, height and maturity in other areas (ex. intelligence or social skills) are not good predictors of physical strength or coordination.
- Require the use of protective gloves as appropriate. When used, gloves must fit properly; oversized gloves are hazardous. Gloves must be made of a material (latex, neoprene, abrasion resistant or fireproof fabric, etc.) compatible to the equipment or product being used.
- Require the use of properly fitting goggles when using tools, sanding or using solvents, paints, finishing materials or other potentially hazardous substances.
- Require the use of facemasks when using an electric sander, volatile liquids or other items that can cause the inhalation of hazardous material.
- Arrange for one-on-one supervision by an adult (18 years +) with proven skill or recent training when youth are using motorized tools.

- Use of high speed or high power tools that can quickly sever a body part is prohibited for use by youth under age 18.
- For additional safety guidelines and assurance about the developmental appropriateness of tool and equipment use select activities from the 4-H Woodworking Wonders project series available through the National 4-H Council's Source Book. This series has 4 levels spanning grades K-12.

## Accident Prevention and Preparation for Response

- Use Permission Slips/Medical Release Forms and Acknowledgment of Risk Forms to document the parents'/guardians' approval of their children's participation in an Extension-sponsored event and permission to have their children receive medical treatment in the event of an accident or injury.
- Arrange for safe working conditions in the meeting room and in work areas and explain to participants why the room is arranged as it is.
  - Provide adequate lighting, space to work and, ventilation when using volatile materials.
  - Use tables and work surfaces that are at an appropriate height for participants.
  - Take out only the tools or equipment necessary for the immediate procedure and store them immediately after use.
  - Arrange tools and equipment to be shared in the center of the worktable.
  - Set up separate workstations for the use of equipment or materials that requires close supervision (one-on-one for motorized tools) by an experienced adult or older youth.
  - Maintain tools and equipment in optimum working condition. In particular cutting tools used for food preparation, crafts or woodworking should be kept as sharp as possible. (Struggling with a dull tool is much more hazardous than handling a sharp tool properly.)
- Instill youth with a safety mind-set and develop safety habits.
  - Review general safety guidelines at the start of each work session.
  - Protect eyes, lungs and skin.
  - Use the proper tool for the job.
  - Place shared tools and equipment in the center of the worktable after use.
  - Demonstrate safety procedures specific to the activities of the day.
  - Set a good example and insist that all other adults and older youth assisting with the activities also follow all safety guidelines.

## Be prepared to respond to accidents and emergencies.

- When participating in activities at facilities that are unfamiliar for the group, locate fire exits, the nearest public phone and the nearest hospital or emergency clinic.
- Carry medical treatment permission slips with you at all times when on trips or outings.
- Adults who frequently accompany groups on trips or overnight programs are advised (not required) to take the American Red Cross Responding to Emergencies training and/or CPR training.
- A first Aid Kit and list of emergency procedures should be available at every meeting site and in every vehicle used to transport program participants or volunteers.
- When an accident or emergency occurs:
  - Seek medical help, if required.
  - Notify the CCE office.
  - Communicate with parents.
  - Record the names, addresses and phone numbers of those involved in the accident or incident.
  - Record the names, addresses and phone numbers of 2 witnesses.
  - File an Accident/Incident Report at the CCE office within 2 business days.
- If an injury is the result of a motor vehicle accident a law enforcement agency should be called and an MV 104 accident report must be made to the state. This form can be obtained from the police or the insurance company. It must be filled out by the driver involved in the accident if there is any physical injury to any party in the accident or property damage in excess of \$1,000.

## Adherence to the Code of Conduct

Continued membership in 4-H is contingent upon adherence to the 4-H Codes of Conduct.

## 4-H Volunteer Code of Conduct

Cornell Cooperative Extension (CCE) Volunteers are required to accept and adhere to the following standards of behavior for the duration of their participation with Cooperative Extension.

- Respect and adhere to CCE rules, policies and guidelines that relate to volunteer activity and the program they serve.
- Execute CCE business in an ethical manner.
- Preserve the confidentiality of information (and sign confidentiality agreement if required by the volunteer role) about program participants and CCE internal affairs that have been entrusted to them as affirmed by their signature on the Volunteer Confidentiality Agreement.
- Refrain from using their CCE volunteer status for personal or business financial gain.
- Fulfill their assigned volunteer duties, including completion of required records or reports, in a timely manner.
- Use their time wisely and work cooperatively with Extension staff and other volunteers.
- Participate in required training programs and use the recommended policies and procedures.
- Accept supervision and support from professional Extension staff and/or supervisory volunteers.
- Respect and uphold the rights and dignity of all staff, other volunteers, and all individuals who participate in CCE programs recognizing that people's values, beliefs, customs, and strengths differ.
- Encourage participation of and respect for individuals of diverse backgrounds, cultures, and perspectives.
- Refrain from the use of alcohol, tobacco and inappropriate language.
- Commit no illegal or abusive act.
- Report all unsafe conditions and accidents to professional Extension staff as soon as possible.

## 4-H Member Code of Conduct

These standards of behavior are based on the NYS 4-H Code of Conduct and adapted by the Youth and Families Program Committee for all youth participating in 4-H. Everyone is responsible for upholding and following this code so that we may work together well and achieve the educational goals of our program. 4-H members will:

- Be considerate and courteous and respect the rights and feelings of all the members, leaders and guests.
- Act in a mature, responsible way, remembering that they are a role model and representing 4-H.
- Not use anyone else's things without permission.
- Cooperate with all reasonable requests made by the leaders and other adults who help at 4-H club and project meetings.
- Come to 4-H meetings and activities on time and participate in the planned program even when an activity is not a favorite. While participating, make sure to act so that everyone involved can stay safe, have fun, and learn something.
- Not use or bring to any 4-H meeting or activity any alcoholic beverage, tobacco product, or illegal drug.
- Not bring to any 4-H meeting or activity any gun, knife or anything else that could be used as a weapon, unless it is required for a project, class or activity. (The leader or instructor will give a written list of equipment when such items are needed.)
- Dress appropriately for 4-H events, following special event guidelines when requested.
- Obey the special rules that apply to the county, district, state or national 4-H activities.

Consequences:

- In mild cases, receive a warning
- Be able to remain at the event, but be barred from a future event
- Lose Fair premiums (if misbehavior occurs at Fair)
- Be sent home at member's family's expense.
- Be asked to a conference with Staff, the Program Committee, and member's family

## 4-H Adult Code of Conduct (local)

All adults associated with Cornell Cooperative Extension (CCE) 4-H programs are required to accept and adhere to the following standards of behavior when attending and participating in 4-H activities.

- Respect and adhere to CCE rules, policies and guidelines that relate to activity and the program.
- Participate in and conduct CCE activities in an ethical manner.
- Preserve the confidentiality of information (and sign confidentiality agreement if required) about program participants and CCE internal affairs that have been entrusted to them as affirmed by their signature on the Confidentiality Agreement.
- Refrain from using their CCE affiliation for personal or business financial gain.
- Accept supervision and support from professional Extension staff and/or supervisory volunteers.

- Respect and uphold the rights and dignity of all staff, other volunteers, and all individuals who participate in CCE programs recognizing that people's values, beliefs, customs, and strengths differ.
- Encourage participation of and respect for individuals of diverse backgrounds, cultures, and perspectives.
- Refrain from the use of alcohol, tobacco and inappropriate language.
- Commit no illegal or abusive act.
- Report all unsafe conditions and accidents to professional Extension staff as soon as possible.

Adults should set a positive example. Here are some suggestions for dealing with a disagreement or conflict:

- Assume the other person has positive intentions.
- Remember the doctor's credo and the golden rule: first do no harm and treat others as you would like to be treated.
- Everyone needs to practice patience.
- When a situation makes you angry or upset, pause, breathe, then talk, don't scream. Walk away from a situation until all parties involved are calm, and then deal with it.
- Before you talk, think, do I want young people to sound like this?
- Remind yourself that 4-H members are watching and move the discussion out of in front of the youth.
- Try to find out the whole story. Listen to all sides. If you're not sure, ask questions.
- Use I statements: "In this situation, I feel..."
- Think twice – there may be underlying reasons unknown to you that causes the reaction you're getting.
- If you disagree with a situation, remember everyone has an opinion and their own way of doing things.
- Bring situations to staff as soon as possible.

## Insurance Coverage

4-H Accident Insurance covers registered 4-H members (Cloverbud, club and independent members), registered volunteer club leaders during 4-H activities and events. Non-enrolled participants do not have 4-H Accident Insurance. This accident insurance is excess over personal medical insurance. It is not liability insurance. The Association liability insurance does not cover 4-H Leaders or participants in shows conducted by other organizations or people or shows run by 4-H leaders that do not follow guidelines for shows. Participants who fail to follow Association adopted guidelines and CCE statewide guidelines will not be covered by the Association liability insurance.

Reminder: Liability occurs if there is negligence on someone's part that causes injury to another person or damage to their property. If an accident resulting in injury or damage occurs during a 4-H activity or show that may be caused by a 4-H club leader's negligence, the leader is covered under the Association liability insurance.

## Use of Photographs in Extension Publications

According to New York State Civil Rights Law, Section 51, a photograph of an individual (child or adult) cannot be published without the individual's 26 and parent/guardian's prior approval. Thus, to use a photograph of an Extension program participant in a publication, we must receive the individual's permission before the publication is printed and distributed.

Group photos do not need individual permission slips but there should be prominent signage at the event or in the enrollment form or announcement advising that group photos may be taken and used by CCE. No names to be used or posing of the group, random photos only.



## 4-H Clubs and Groups

### The 4-H Club – What is it?

A 4-H Club is an organized group of at least five youth from three different families who meet regularly with adult volunteers or staff for a long-term, progressive series of educational experiences. A club meeting is recommended at least monthly, though research shows 4-H makes a greater positive impact if 4-Hers participate twice a month.

### Families, Independent Members, and Others:

For many youth, their exposure to 4-H experiences and learning materials comes through activities conducted either within their family or as independent members. While 4-H encourages participation in club settings to promote friendships and interaction with other youth and adults, for some youth, this is not always possible. Families and independent members are welcome to participate as part of the 4-H experience, however, the IRS and National 4-H Policies prohibit 4-H families or independent members from inclusion under the 4-H General Exemption Number as a tax-exempt entity, and from raising funds for their specific family group or members. Families and independent members are encouraged to participate in county activities.

### The Enrollment Process

To enroll, members and their families need to complete the following forms. Identifying information is kept strictly confidential. The Extension Office will not release your information without your permission. We collect these forms once a year at the beginning of your enrollment in order to reduce the amount of paperwork we have to collect the rest of the year.

#### Members

- Member 4-H Enrollment/Re-Enrollment Forms (includes Member Code of Conduct and Publicity Release)
- Permission Slip/Medical Release Form
- Acknowledgement of Risk Form—4-H Member (for all 4-H members planning to participate in clubs and related activities)
- Membership Fee

#### Parents

- 4-H Adult Code of Conduct

#### Volunteers

Volunteer enrollment follows a slightly different process, as outlined in Cornell Cooperative Extension Volunteer Involvement Policy and Procedures. For more information, please contact the Extension Office. This process includes:

- New Volunteer Application (including reference check and criminal background and DMV checks (if applicable))
- Volunteer 4-H Enrollment/ Re-Enrollment Form (including Volunteer Code of Conduct and Publicity Release)

### Responsibilities of Parents in a 4-H club

Parents have one of the most important responsibilities in a 4-H club, ensuring that their children have positive experiences as 4-H club members. Since 4-H is a family program, when people join a club, they really sign up as a family. Parents need to look at the 4-H club experience as an opportunity to learn with their children and not just a place to drop them off to run errands. When a member signs up for a project, it is important parents understand that their child has made a commitment to actively participate in the club experience and attend scheduled club meetings and social activities.

### 4-H Group Names

Members and leaders work together to select a name for a new 4-H group. This name should reflect the unique individual character of the group while presenting a positive image of 4-H to the greater community. It is essential that any additional logo or images used with the 4-H Name and Emblem also reflect this positive image of 4-H.

- Names must be Specific - The selected name should be specific to the individual 4-H club or entity either through a unique name like "Show-n-Grow 4-H Club" or by identifying the community or county location like "Johnson County 4-H Teen Club."
- Names should not imply Exclusivity - The selected name should not imply that its membership is limited or exclusive to any group. For example, names such as 4-H Lads or 4-H Lassies would be inappropriate.
- Names should not be Overtly Religious - The selected name cannot be overtly religious or represent the beliefs of one denomination over another. 4-H clubs with names like "God's Children," or "4-H'ers for Jesus" or "Park Synagogue 4-H" would be inappropriate. NOTE: Some communities have a historically religious name which through the passage of time has lost the religious connotation. Therefore a 4-H Club might be called the "San Francisco All Stars" and be in compliance with 4-H naming standards.
- Names should not be Offensive - The selected name should showcase 4-H as a positive, safe and open environment for young people. Names which are offensive or generally seen as demeaning to any group or set of individuals protected by

equal opportunity regulations are to be avoided. “4-H Mafia” or the “White Knights 4-H Club” would be examples of inappropriate choices.

- Names should foster the Character-Building Purpose of 4-H -The selected name should reflect the positive character-building purposes of the 4-H Program. Consequently, a club or event named after questionable or notorious historical figures such as “Billy the Kid 4-H” or “Jack the Ripper 4-H” would be inappropriate.
- Names should be Sustainable over Time - Once a club is chartered or an event named, it’s unlikely that the name will be changed. Therefore, it is important that the selected name be able to withstand the test of time avoiding being too trendy (e.g., The Bell Bottom Belles) or too juvenile (e.g., Little Clover Kittens).
- Names should comply with Copyright Regulations - Avoid using the names of TV shows, public figures, singing groups, popular products, etc., that may not only enjoy a short-lived popularity, but may also be a copyright violation of a commercial name.

## Chartering

The chartering of a 4-H club establishes it as an official, permanent organization of the National Cooperative Extension system. All 4-H Clubs must be chartered. The Charter stays with the club as long as it is in existence. All chartered clubs are expected to operate within the framework of the 4-H program. The charter does not have to be renewed when leaders change or minor revisions are made in the club structure. A charter application should be submitted soon after the club has elected its officers and met the other eligibility requirements.

## What Does It Mean To Be Chartered?

- Your club has the privilege of identifying itself as a 4-H club or group by using the 4-H club name and emblem.
- You agree to provide a positive youth development environment that upholds the dignity and educational purposes of the 4-H program.
- Your club will have the right to raise and collect funds in the name of 4-H with the approval of 4-H staff.

## How Do Clubs Become Chartered?

- The Application for Club Charter can be found in the 4-H Club Secretary’s record book or by contacting the Extension Office.
- Leaders will meet with the club to make sure everyone understands the purpose and requirements for chartering.
- Requirements to be chartered:
  - The club enrolls a membership of 5 or more people.
  - The club enrolls at least one local leader or advisor.
  - The members organize as a club and elect officers.
  - The club plans and adopts a program for the year.

After these required steps are met, the new club fills out an Application for Club Charter and submits it to the Cornell Cooperative Extension Office Each chartered club receives an official charter certificate, a copy of which is kept in the Extension Office.

## 4-H Club By-Laws

Each 4-H club is encouraged to develop bylaws. This document reflects the organizational makeup of the 4-H club. It describes when and where the club meets, what officers the club elects, etc. Club by-laws can be more restrictive than county requirements (i.e. make certain 4-H activities expected) but if a Member does not want to follow club by-laws, they can participate in County 4-H activities as an Independent Member instead.

The entire 4-H club is responsible for writing and approving the bylaws. It is important that members, parents and volunteer leaders have input in how the club operates. After completing the bylaws, forward a copy to the local Extension Office. The bylaws should be reviewed on a regular basis.

## Planning a Group Program

Planning a yearly calendar will help everyone integrate 4-H activities with the rest of their personal commitments. Adults and youth should work together to develop the yearly plan. The older the youth, the greater role they should play in this process.

A well-planned program will:

- Provide opportunities for each person to assume responsibility
- Include a variety of activities that address each of the four H's
- Identify the preparation needed for meetings and events
- Provide for timely communication
- Avoid calendar conflicts

The effective planning method must be suitable to the characteristics of the club and will:

- Give each person a part in the decisions
- Facilitate both cooperation and compromise
- Provide practice of planning and goal-setting skills for members of all ages

## Leadership

Group Leadership should involve young people in age-appropriate roles. The most common form of youth leadership in clubs are club officers. Have Cloverbud or younger members take turns with each Officer role. Give them a script to follow, teaching them what to say during each agenda item. Older members may follow Roberts Rules of Order and elect officers for the year. Elect officers democratically and make sure they are trained in what their role involves. Have Teen Leaders mentor younger or less experienced officers. Clubs should work together to create a leadership structure that works best for them and involves everyone, youth and adults.

Members should run the club meetings and make a majority of the decisions. Conducting meetings, with the guidance of adult volunteers, is an excellent way for young people to build leadership and communication skills. The organizational leader has the responsibility of meeting with the club officers prior to the meeting to help them plan the agenda. A 4-H club's environment provides an opportunity for members to share ideas and reach decisions based on those ideas. The club environment should be focused on helping young people learn how to make decisions, live with choices and follow through on commitments. The Extension office has good resources to help make meetings successful.

## Meetings and Club Activities

Everyone should leave meetings feeling that they have had a good time, that they understood and contributed to what went on and that they know what will happen next.

Successful groups:

### Use Group Decision-Making Procedures

Parliamentary procedure is one method of decision-making that can be used by a 4-H club or group. It is a skill 4-H members can learn now, that will be useful to them in adulthood. Consensus decision-making is also an option. The type of decision-making procedure a club chooses to employ should be based on the type of decision to be made.

## Involve Teen Leaders

Teen Leaders are 4-H teens who partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on age and experience a junior leader can serve as a general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under the supervision of an adult.

## Continuum of Youth-Adult Relationships



### Adult-centered leadership

An adult-centered leadership relationship consists of programs that are conceived and driven completely by adults, without employing any youth decision making.

### Adult-led collaboration

An adult-led collaboration includes programs or situations where adults provide guidance for youth, but the youth have some input in decision making, albeit limited by adults' discretion.

### Youth-adult partnership

The youth-adult partnership category is located centrally on the continuum. This is a point of stasis where a partnership is achieved between youth and adults. Youth and adult participants have equal chances in utilizing skills, decision making, mutual learning, and independently carrying out tasks to reach common goals.

### Youth-led collaborations

Youth-led collaborations are programs or projects where youth primarily develop the ideas and make decisions while adults typically provide needed assistance.

### Youth-centered leadership

Youth-centered leadership includes programs or activities led exclusively by youth, with little or no adult involvement



## Use Positive Behavior Management Techniques

Behavior management, whether exercised by youth themselves (self-discipline and peer influence) or by adult authority starts with a shared understanding of behavioral expectations. While expectations that relate to the health and safety of participants and the values of the organization are nonnegotiable, youth want and need to have an active role in defining limits and establishing the rules that will govern their club. Once established, they want, expect and will support consistent reinforcement of those rules.

## Motivate Members through Positive Reinforcement

Positive reinforcement is the single most effective tool for motivating youth. It is also very important in discipline. Youth need constant reinforcement for their positive activities. But providing positive reinforcement is not easy. It requires a positive outlook on your part and must be practiced. It comes in two forms: verbal and nonverbal.

## Evaluate Meetings Regularly and Take Action When Problems Arise

After the group has met 4 to 6 times, take a close look at how things are going. Schedule a special meeting with all leaders, officers and perhaps some parents to summarize and analyze the data. Answer these questions:

- Are we providing enough opportunities for individuals to make contributions?
- Are we making everyone feel good?
- Are 4-H'ers learning anything?
- Do we use group involvement strategies in the meeting?
- What can be done to improve meetings? Who will do it?
- Others?

## Web Page Guidelines for 4-H Groups

### Web Site Content Guidelines

Creating web pages increases communication and provides opportunities for learning valuable technology and life skills. Those responsible for the 4-H web pages have freedom of design but must comply with clover protection policies and the guidelines listed here intended to protect youth and the reputation of the 4-H Youth Development program.

### Protecting the 4-H Clover

Be sure to follow proper use guidelines. Complete information about 4-H Name and Emblem Use is available at [http://www.national4-hheadquarters.gov/4h\\_name.htm](http://www.national4-hheadquarters.gov/4h_name.htm). Discuss questions with County 4-H Staff.

### Mandatory Links

All club sites must include links to Cornell Cooperative Extension Clinton County website ([www.cce.cornell.edu/clinton](http://www.cce.cornell.edu/clinton)) and the New York State 4-H Website (<http://nys4h.cce.cornell.edu>).

### Encouraged Statements

#### 4-H Mission Statement

The mission of Cornell Cooperative Extension 4-H Youth Development is to create supportive learning environments in which diverse youth and adults reach their fullest potential as capable, competent, and caring citizens.

#### Non-discrimination statement

CCE Equal Employment Opportunity and Affirmative Action Statement Cornell Cooperative Extension actively supports equal educational and employment opportunities. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, religion, political beliefs, national or ethnic origin, gender, sexual orientation, age, marital or family status, veteran status, or disability. Cornell Cooperative Extension is committed to the maintenance of affirmative action programs that will assure the continuation of such equality of opportunity.

### Protection

The privacy of 4-H members and adult volunteer participating in the program needs to be protected. This includes, but is not limited to, the following items:

- Youth and volunteer’s addresses and phone numbers should not be posted. (Email addresses may be used only for adults (You may wish to use a separate email for club related correspondence.)
- Youth in photographs should not be identified by full name.
- Club information should be general and not include individual names, phone numbers, addresses, and/or towns. Always instruct user to contact the 4-H office or appropriate county 4-H staff for more information about the 4-H program. If your site is for your club only, you may wish to use a web site or a blog which limits users. In that case – you would be safe to share more details.

## Content

Web site content must be directly related to 4-H Youth Development programs, clubs, projects, and activities. Web site content should represent the 4-H Youth Development Program in a positive way. Commercial businesses, products, or resources cannot be promoted or sold. If a particular product, educational program or other specifically named item is included, a disclaimer statement should be included somewhere on the page that states that neither the 4-H Youth Development Program nor Cornell Cooperative Extension is endorsing the said item. The following is the official disclaimer statement: “Mention or display of a trademark, proprietary product or firm in text or figures does not constitute an endorsement by Cornell Cooperative Extension and does not imply approval to the exclusion of other suitable products or firms.”

## Updates

The nature of a web site is to keep the information up-to-date. If a web site can no longer be maintained or the club dissolves the web site should be removed.

## Email

If an email address is included on the site, the email contact must be an adult volunteer. The adult volunteer responsible for the web site should develop a system to respond to email questions in a timely, accurate, and appropriate manner, keeping in mind that this email represents the 4-H Youth Development Program.

## Club Reporting to the Extension Office

4-H Club leadership is responsible for reporting on their club activities each year.

The following forms are completed annually:

- Club Financial Statement and Audit
- Year End Project Report
- Club Description and Supply Request
- Community Service Report(s) (as applicable)

These are completed throughout the year:

- Monthly Secretary and/or News Reports—Clubs need to submit monthly reports about their activities, even if the report is just to say the club didn’t meet that month. We will put the contents of club reports in the Clover Express.
- Community Service Report(s) (as service activities are completed)

## Troubleshooting Club Problems

Even though every effort has been made to keep things running smoothly, problems will occasionally arise. When they do, it is important to address them as soon as possible, before they get out of hand. The key to effective problem solving is identifying the cause. If you don’t know why the problem exists you are likely to be merely “treating the symptoms” rather than “curing the disease.” Contact 4-H Staff as needed to help resolve problems.

## 4-H Club/Group Website Checklist

- Read the NYS 4-H Website guidelines
- Notify your CCE 4-H staff prior to publishing your club’s site.
- In your design, be sure to include the following information:
- Proper 4-H Name and clover emblem use
- Links to:
- Your local CCE county website
- New York State 4-H Website: <http://nys4h.cce.cornell.edu>
- You may want to include the:
  - 4-H Mission statement
  - Nondiscrimination statement
- Make sure not to include:
  - Personal information regarding 4-H members and leaders
  - Pictures with individuals identified by full name
  - Non 4-H related content



## Money Matters

Because a 4-H club is an official entity of Cornell Cooperative Extension it must operate within the fiscal parameters set by the CCE system. As a tax-supported organization Cornell Cooperative Extension must ensure that all monies raised or collected by groups under its auspices are used for appropriate purposes and are accounted for properly.

### The 4-H Club Treasury

A 4-H club treasury is intended to support the planned projects and educational activities of the club's members. Clubs collect funds to support their activities in three main ways: collecting dues, club fundraisers, or having individual members and families pay for their own materials, etc. Any funds raised in the name of 4-H are, in fact, property of the county Cornell Cooperative Extension Association. In case a club dissolves or becomes inactive, the money in the club's treasury should be returned to the Extension office.

- Dues – Clubs that collect dues (the amount being decided by the members with input from parents and leaders) do so at regularly scheduled business meetings. Some “jump-start” the treasury by collecting a larger amount at the beginning of the club year.
- Club fundraisers – Clubs must receive written approval from the 4-H office before conducting any type of fundraiser. Fund raising should not be a major goal of the 4-H group, but should be limited to meeting short-term needs.
- Countywide 4-H fundraisers – CCE Clinton County returns a percentage of the money earned from our annual Cheese Sale back to the club.

### Financial Procedures for 4-H Clubs

#### Responsibilities

The club, when organized, must agree to:

- maintain records of all financial transactions;
- submit a financial statement, including a list of all financial transactions, to the extension association at least annually (4-H Club Financial Statement)

#### Club Records

- The club-elected secretary will keep accurate minutes of each business meeting including the treasurer's report. The secretary will also read the minutes of the previous meeting for approval. The elected treasurer will report the amount of money collected, the amount of bills paid since the last meeting and the current balance.
- A volunteer leader of the club will ensure that the treasurer understands his/her duties, as described in the treasurer's record book and this document.

#### Safe-guarding Funds

- A club may choose to establish a checking account in which to deposit all cash or checks received from club sales, collection of cash from club members for activities, or donations made to the club. The County Association determines whether individual clubs should open bank accounts. The account should be established in the name of the club and the association with the club treasurer and adult volunteer leader as well as the association check signor listed as the designated signers on the account.
- If a club opens an account, the name on the account should be Cornell Cooperative Extension Clinton County – “Example” 4-H Club. In this case the procedures for applying for an EIN should be followed (contact the Extension office for more information to apply for the EIN). The extension association will determine which banking institution the 4-H club should use. NOTE: 4-H clubs are required to submit an annual financial statement to the local Cornell Cooperative Extension Association regardless of the amount of gross receipts.
  - If a checking account exists, the volunteer leader is to ensure that:
    - deposits are made in a timely manner;
    - another club member, not the treasurer, is chosen to reconcile the monthly bank statements with the treasurer's book;
    - all payments of bills made by the club or group are to be made by check, and with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled (marked “paid” and dated) as they are paid;
    - The volunteer club leader is to be the co-signer for checks written on behalf of the club.
  - If a checking account does not exist, the volunteer leader is to ensure:

- another club member, not the treasurer, is chosen to count the cash and compare the totals with the Treasurer's record book on a monthly basis.
  - cash is adequately secured and safeguarded; ie. Locked in a safe or lockbox
  - all payments of bills made by the club are to be made with supporting documentation (bills, statements, packing slips, etc.). All bills are canceled (marked "paid" and dated) as they are paid.
- It is not recommended that a club open a savings account or other interest bearing account. Fees may be applied and the club would be subject to a great deal more record keeping and paperwork. If a club handles large amounts of money and would really benefit from an interest bearing account, discuss the requirements and options with a 4-H staff member before approaching a bank.
  - Every club handling funds should use an audit committee to examine and verify the accounts of the club at the end of the 4-H year. The chairman of the committee should make a report to the club and file a written statement (See Tool L-19, 4-H Club Audit Report) with the elected secretary that becomes a permanent record in the club's minutes. An audit committee prevents misunderstandings and protects the outgoing and incoming treasurers of the club. Such a committee is usually appointed by the president of the club at the time the books are to be audited.

Note: A tax identification number is not the same as a sales tax exemption number. 4-H clubs cannot use the Cornell Cooperative Extension Association's sales tax exemption form to purchase supplies or resale items. If a club is assuming leadership for a project or program for the extension association, it may be possible to purchase the needed supplies through the association; check with the Extension Educator.

## Tax Exemption

As determined by the IRS, chartered 4-H clubs under the control of Cooperative Extension are exempt from federal income tax. This means that:

- 4-H clubs do not pay federal income tax on funds raised on behalf of 4-H or to support educational programs
- Donors can deduct charitable contributions to 4-H clubs such as bequests, legacies, devises, transfers, or gifts as applicable under IRS Code.

This tax exempt status is only for federal income tax. Clubs still have to pay state and local taxes such as hotel tax, sales tax, or other taxes.

## Who Can Be Federal Income Tax Exempt as Part of 4-H

Any organization that furthers 4-H objectives and programs and that has been formally authorized to use the 4-H name and emblem by the Cooperative Extension Service, such as a 4-H club that has been authorized by the CCE Director and CCE 4-H Assistant Director. To be so authorized, a club must be chartered. Independent members would not be included under this exemption because the IRS doesn't recognize single family units as part of this exemption. Misusing this federal income tax exemption potentially jeopardizes the special tax exempt status of the entire CCE program. To be included, obtain official recognition through NYS 4-H by chartering your club.

## Fundraising

- Prior to beginning a fund raising activity (including club fundraising activities and soliciting financial or material support from area businesses), the club needs to ensure that it will be in the best interest of the club and must receive permission from the appropriate Extension Educator to raise funds in the name of 4-H. The required request form must be submitted to the Cornell Cooperative Extension 4-H office at least 30 days before the proposed fund raising date.
  - It is important to note that the New York State 4-H Program will not allow approval for any form of raffle. Raffles are considered a form of gambling by the state program and are strongly discouraged by the National 4-H Program.
- In order to have club fundraisers, clubs need to participate in a fundraiser for the County 4-H program.
- Fund raising activities may be conducted on an individual club basis or in conjunction with other clubs.
- Use the following cash control procedures when your club collects cash or checks:
  - Door-to-door sales - As the club member receives cash for a sale, a sales summary form must be completed. All cash and a copy of the sales summary form are to be given to the chairperson. (Reminder: Cloverbud members are prohibited from participating in door-to-door sales.)

- Cash collected should be under the control of two people when possible, particularly when it is not practical to issue receipts. For example, at the end of each day, cash taken in should be counted by two people and a cash summary sheet should be prepared. Use of a cash register is advised.
- NOTE: Sales tax need not be collected on sales made door to door; however, sales tax must be collected if a table or booth is set up at a shop, store, or at a fair. Discuss required procedures and paperwork with a 4-H staff member before finalizing plans for your sale.
- On a timely basis, all cash and checks received from the club's sales should be deposited in the club's bank account or lock box and give a copy of the deposit slip to the treasurer.
- In connection with 4-H fundraising purposes, the following disclaimer statement must be used on products or services offered for sale: "A portion of the sales price of this product or service will be used to promote 4-H educational programs. No endorsement of the product or service by 4-H is implied or intended."

### 4-H Fundraising Guidelines (local)

The way in which a 4-H club earns money to carry out its program is of great importance. It should reflect the values and mission of Cornell Cooperative Extension and its 4-H Program. A club assumes a great deal of responsibility when conducting a 4-H club fundraiser, including:

- Completing and submitting a 4-H Club Fundraising Request Form to the Extension Office for all club fundraising activities (including obtaining monetary support or donations of materials, items, etc from area businesses). This form must be reviewed and approved by the Youth and Families Program Committee before conducting the fundraiser or approaching businesses.
- Making sure the need for funds is well established
- Selecting fundraisers that are suitable to ages and abilities of all participating members
- Ensuring each member's participation is voluntary
- Making sure parent/guardian permission slips have been signed and are kept on file with the club leader
- Making certain that participating Cloverbud members have adult supervision at all times and all 4-H members are accompanied by another person involved in the fundraising project
- Being financially liable for all associated expenses
- Ensuring all money raised is used in a manner that is consistent with the objectives of the 4-H Program
- Planning your fundraiser to avoid competition with the County 4-H Program and other money raising efforts in your community
- Protecting the name and good will of 4-H and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns
- Following guidelines for using the 4-H Clover
- Making sure contracts are reviewed and signed by the Cornell Cooperative Extension Office

### Non-Food Fundraisers

We recommend that 4-H groups conduct non-food fundraisers whenever possible. A file of potential fundraiser ideas and contacts will be kept in the Extension Office. Note: pet treat sales are considered non-food fundraisers.

## Fundraisers with Food (Bake Sales, Snack Sales, etc.)

4-Hers pledge their health to better living. 4-H fundraising efforts are a great place for members to show their commitment to this goal. In fundraisers that involve food, at least 50% of the foods sold should be healthy choices. Fundraisers involving desserts and confectionaries should be limited to one per year.

### Healthy Choices

Healthy food choices are those that incorporate fruits, vegetables, and whole grains. We encourage 4-Hers to use whole foods from local sources whenever possible. Water, milk, and juice are healthy drink options.

Per portion, healthy snacks have:

- Total Fat: ≤35% of total calories from fat
- Saturated Fat: <10% of total calories
- Trans Fat: Zero grams of trans fat
- Sodium: ≤200 mg
- Calories: ≤200 calories



Check out the Smart Snack Calculator for help choosing healthy foods to sell:

[https://schools.healthiergeneration.org/focus\\_areas/snacks\\_and\\_beverages/smart\\_snacks/alliance\\_product\\_calculator/](https://schools.healthiergeneration.org/focus_areas/snacks_and_beverages/smart_snacks/alliance_product_calculator/).

### Foods that should not be sold

Potentially hazardous foods are ones that require refrigeration such as:

Pumpkin, sweet potato, or other custard pies

Cream filled cupcakes or donuts

Cheesecake

Meringue pies

Cream pies

### Packaging Your Product

Individually wrap each item for sale in foil or clear plastic wrap. Having open foods on the table is not recommended. This helps prevent contamination when serving.

### Labeling Your Goodies

It is a good idea to provide a list of the ingredients used in your recipe so it can be displayed. This is helpful to people with food allergies.

### Other Hints

- The person in charge should keep a list of all individuals who contributed to the sale. This should include name, phone number, and item(s) contributed. This would be helpful in case of illness.
- Wash hands before working the bake sale.
- Use foodservice gloves when touching foods. Don't use bare hands.
- Make sure table surfaces and utensils are clean. Using a mixture of 1/2 teaspoon of bleach in a quart of water to clean table tops helps to sanitize them.

## Sponsorships and Promotions

To sponsor something is to support an event, activity, or organization financially or through the provision of products or services. A sponsor is the individual or group that provides the support. Sponsorship may be an arrangement to exchange advertising for the responsibility of funding a popular event or entity. For example, a corporate entity may provide funding for an event in exchange for brand recognition. Promotions involve bringing a service to the attention of potential and current customers through media and linking products, services, or entities with services or events already viewed as positive by the intended audience. Private and commercial entities wishing to sponsor or partner with 4-H programs on a promotional activity are subject to the following regulations:

- The 4-H Name & Emblem shall not be used to imply endorsement of commercial firms, products, or services.
- The 4-H Name & Emblem shall not be used in such a manner that increases profit for a commercial venture with no benefit to the educational goals and objectives of the 4-H Youth Development program.

- Authorization to use the 4-H Name & Emblem, or donations to any representative of the 4-H program, do not grant the applicant or donor exclusive rights to use the 4-H Name & Emblem or claim an exclusive relationship with the 4-H program for this or any other purpose.

## Exclusivity

Authorization to use the 4-H Name & Emblem, or donations to any representative of the 4-H program, does not grant the applicant or donor exclusive rights to use the 4-H Name & Emblem or claim an exclusive relationship with the 4-H Youth Development Program for this or any other purpose. As a result, donors or sponsors should not be referred to as “the official” sponsor or product of 4-H.

## Sponsoring Contests, Awards Programs, and Other Events

Donor or sponsor identification and involvement with a 4-H contest, awards program, or event will be approved only as result of an agreement between the Cooperative Extension Service and the donor or sponsor as to the type of award, purpose of the award, criteria on which the award will be given, and/or the rules and regulations under which a contest or awards program shall be conducted. Any sponsor, donor, organization, individual, or group wishing to cooperate with the Cooperative Extension Service in sponsoring an award or contest shall receive authorization to use the 4-H Name & Emblem from 4-H Educator prior to issuing any publicity or promotional materials related to the award or contest. Donors or 4-H awards or cooperating sponsors of 4-H contests should be recognized by the Cooperative Extension Service in ways that show appreciation, but do not imply endorsement of the donor’s product.

## Special 4-H Days or Events Supported By Private Enterprise

4-H groups often participate in events arranged and conducted by private enterprise companies and organizations. When 4-H members participate, their primary role should be to promote the 4-H program and not the product, membership, religion, or politics of the organizer.

## Use of 4-H Members in Special Events On Behalf Of a Private Enterprise

Many 4-H groups participate in project demonstrations at shopping centers, hosting for private concerns, exhibits at trade shows, etc. Some of these occasions require ties to products. These may include (1) modeling at a specific department store, (2) demonstrating new products at a store, and (3) assisting in tours of a new manufacturing facility. These activities should be carried out to further the educational objectives of 4-H or to promote the 4-H program and not a product or service.

## General Publicity in the Media

Public exposure for 4-H is appropriate and beneficial to 4-H. There are frequent occasions, however, when interest might be expressed by a private enterprise to have 4-H identified with specific products. Care should be taken to ensure that products or product names are concealed or otherwise obscured during photo or filming sessions and in written media releases. This will help to avoid any misunderstanding regarding endorsements by 4-H.

## Club Balance

A club should not carry a balance exceeding \$500 into the new fiscal year. If a club has a balance in excess of \$500 at year-end the financial activities of the club must be included in the Cornell Cooperative Extension Association’s accounting records for proper safeguarding of funds and financial reporting. If, however, the club expects to utilize the funds for specific programs or activities in the next year, a request to carry the balance over to the next fiscal year should be submitted to the appropriate Extension Educator. This request should include a list of the planned events for which these funds will be used. The Extension Educator will review the status of the club with the Executive Director to determine if the funds should remain with the club or be included in the association’s accounting records. If the decision is made that the funds must be included in the association’s accounting records for proper safeguarding and financial reporting, the funds must be transferred to the extension association. The funds must be clearly identified in the accounting records as belonging to the specific club. Funds can be returned to the club upon a letter of request documenting planned use of the funds and with the approval of the Executive Director and Extension Educator.

## Payment for Personal Services Rendered

Clubs must consult with the Extension Office if they wish to pay anyone for personal services. Members and leaders can be reimbursed for expenses (supplies, snacks, etc.) agreed to by the club.



## Contracts

4-H Volunteers and parents are not allowed to sign contracts. Only the CCE Clinton County Board President or Executive Director can sign contracts on behalf of the organization, which includes 4-H club activities. If a form needs to be signed for any reason for your 4-H club/activity, please contact the Extension Office.

## Donations and Gifts

Non-cash donations to 4-H clubs should be acknowledged in writing to the donor. A copy of the acknowledgement must be kept in the 4-H club's treasurer records. Non-consumable donations such as equipment or animals should only be accepted if the 4-H club is prepared to accept the responsibilities of ownership including care, maintenance, and insurance. Written acknowledgment should be sent to the donor; a copy must be kept in the 4-H club treasurer's records. 4-H clubs should not feel compelled to accept non-cash gifts. Your 4-H Office should be contacted whenever the 4-H club has questions about the appropriate action with respect to accepting and managing any donation.

## Disbandment of Club

When a 4-H club disbands, all assets (including equipment, property, bank accounts, etc.) must be submitted to the local Cornell Cooperative Extension Association. Any funds remaining in the club treasury must be used for final club activities or be donated to the county 4-H program. Once the club has officially disbanded, all remaining funds must be returned to the Extension Office.

# What is a 4-H Project?

*A 4-H project is a journey, not a destination.*

## Understanding 4-H Project Work

A project is a planned series of learning activities/experiences that engage youth in the use of their heads and hands in ways that result in enhanced competencies, open hearts and better health. 4-H projects give youth opportunities to:

- gain new knowledge and develop the critical thinking skills that lead to independence of thought and action;
- experience a sense of belonging through cooperative learning activities;
- develop a spirit of generosity by sharing knowledge and using skills to help others;
- achieve a feeling of mastery as the cumulative result of project work.

A project will not always result in a tangible product but may lead solely to an intangible result (for example, learning a CPR technique). In either case, 4-H uses experiential learning to educate youth. Experiential learning occurs when a person is involved in an activity, evaluates it, determines what was useful or important to remember, and uses this information to perform another activity. Some activities use inquiry-based learning as well. Inquiry-based learning activities are investigations based on questions that youth have. 4-H Projects teach both project and life skills. “Project skills” focus on mastery of skills to complete a tangible project, whereas “life skills” are important for youth development.

## Project Selection

4-Hers may participate in projects chosen by their club, themselves individually, or both in one or several program categories. While clubs often focus on one program category, this is not required.

County, state and national 4-H resources are available for a wide array of projects that are categorized within 8 broad program areas. Often these materials are designed in sets including a leader’s guide and youth guide(s) for members of a specific age group. The meeting plans suggested in the leader guides combine activities intended to foster the development of life skills while teaching information and practical skills related to a particular program area. Most of the leader guides provide a selection of activities within an individual lesson so that you can tailor the meeting plan to the needs and interests of your members, the time available and the meeting place. The activities are based on research related to both human development and the subject matter. They have also been “kid tested” – so, you can be sure they will work well.

Some projects will be done by your whole club while others are selected by individual members. In either case, success is dependent on the developmental appropriateness of the project for each member. Past experience is also an important factor. A beginner project introduces the most basic information and skills in a particular category. Each project that follows will build on what was learned in the previous project. For example, in the first year of the woodworking project, a nine-year-old member would make a simple wooden game that requires only sanding and finishing a flat piece of wood. The next project would introduce the use of one or two hand tools, the next some construction techniques. If the member continues with the woodworking project until the age of 16, he or she should be able to design and build a piece of furniture. However, a 16-year-old member who just started the woodworking project may not be able to begin to make furniture.

Therefore members should be presented with only those options that are appropriate for their age and experience. In addition, leaders should consider the cost of materials, workspace required and adult assistance available before presenting options to members.

As members become older and more experienced, a club leader should encourage them to take on greater responsibility and enjoy freedom in selecting their projects. Teens especially need a voice in decisions that affect them. As the 4-H member grows in knowledge and experience, the leader’s role should change gradually from “directorship” to “advisorship.”

## A Note about 4-H Records

A 4-H record is an organized, written account of the progress, personal growth, and accomplishments of the member, gained through participation in 4-H as well as other programs and activities. The process of record keeping teaches youth valuable skills in goal

setting, planning and organizing, critical thinking, record keeping and other life and work skill areas. All youth are encouraged to keep records in 4-H.

Record keeping in 4-H is called many things in different counties and states. Some are called portfolios, project records, personal records, record pages, resumes, and more! But no matter the name, they all have the same goal: for the 4-H member to show evidence of learning and reflection on their 4-H experience.

There are two main types of records. One is what NYS calls the 4-H Career Portfolio. This includes all a 4-H member's experience in all projects for their entire 4-H career. The other is what we call project records—these include only the information for a particular project (such as an animal species or aerospace) in the current year. For the overall 4-H Career Portfolio and for animal projects, there are paper outlines of records in the Extension Office that members can use. For projects that we don't have outlines yet, consider using pages from curriculum or project materials as a starting point.

4-H records have a few common sections, regardless of their form. They include the member's identifying information (name, club, etc), a description of goals for the year, projects completed, leadership experience, public presentations given, 4-H events participated in, community service, awards and honors, and a 4-H story. The 4-H story is a narrative overview of the previous year's 4-H experience—goals set, challenges faced, and plans for the future. Project records vary based on the activity involved, but often include a list of materials needed and their cost, care of animals, or other description of the preparation and process of completing the project.

As long as the core sections of recording keeping are present, the form of the record can be as creative as the member would like. Records may be submitted in the form of bound project records (binder, etc), scrapbooks, journals, PowerPoint presentations, photo albums, websites, video portfolios or more.

*You can contact the Extension Office for more information about 4-H record keeping.*

## 4-H Events and Activities

Each family will receive a calendar of events at the beginning of each 4-H year with a more specific activity list. All 4-H members are welcome to participate in any 4-H event or activity (as long as specific event guidelines allow). 4-Hers are encouraged to try events outside their main project area(s).

### Required Events and Activities for 4-H Club Members (local)

4-H Club membership is what each 4-Her and their family makes of it. While New York State requires that club members participate in at least 6 hours of educational activities, which 4-H project and educational activities is up to the 4-Her and their family. Adaptability in design is important for successful outcomes for all. Because of this, there are few events where participation is required. However, participation in some events and activities require participation in a succession of events. In general this happens in two circumstances.

### Fair Requirements

The first is County Fair. 4-H members need to meet Fair Requirements to be eligible to enter a static exhibit and show in a 4-H show at Fair (see the section "County Fair"). All animals exhibited in a 4-H show at Fair must be Certified Project Animals. 4-Hers need to meet these requirements to be eligible for premium money, to compete at State Fair, and to participate in the "Display Only" category.

### State and National Competitions

A second are state and national competitions that require qualification at the local and/or regional level first. For instance, to participate in State Public Presentations or State Horse Bowl, a 4-Her must first qualify at the county and regional levels.

### Leading an Event or Activity

If you would like to offer an activity or event to more than your club, first bring your idea to the 4-H Educator for approval. The 4-H Staff person will ensure the activity fits within the program mission and policies, connect you to resources, outline any special planning needs, and help with recruitment and reporting.

## 4-H Competitive Events

### Definition of a 4-H Competitive Event

A 4-H competitive event is one where youth enrolled in 4-H compete for awards and recognition. The term "event" refers to 4-H divisions or classes in other events as well as to events that are exclusively 4-H. 4-H competitive events include judging contests, exhibits, and other performance activities. A 4-H competitive event must meet the following criteria:

- Have an established set of educational objectives
- Be sponsored and/or managed by Cooperative Extension
- Open to participation by all 4-H youth
- Approved by CCE Staff

### Elements of High Quality 4-H Competitive Events

- Avoid using undue pressure to secure participation in a competitive experience or to achieve a common degree of excellence. Make participation optional.
- Have classes for contestants in different stages of development and set standards appropriate for all classes to ensure the possibility of some degree of success for all contestants. Classes should relate to the project learning experience.
- Standards of excellence, developed from research-based data, should be used for all competitive learning experiences and be made available to all interested youth and adults prior to participating in the activity.
- In judging the achievements or progress of young people, always explain the standards used and how selections were made in relation to these standards rather than on the basis of comparing one person with another. Capabilities related to age and any other limitations should be considered by the judge.
- Help judges and volunteer leaders to recognize that concern for the individual is preeminent rather than the contest or award.
- 4-H'ers in all competitive learning experiences should receive feedback on how they and/or their products compared to a predetermined and pre-announced standard of excellence. Conference judging or a form of face-to-face interaction is the preferred method for providing feedback to 4-H'ers.
- Help youth develop intrinsic satisfactions. As youth are able, provide them opportunities to use their knowledge and skills to teach or lead others.
- Provide increasing opportunities for youth to evaluate their own work against challenging standards.

- Keep competition in line with educational objectives, 4-H and Extension Policy, and the staff time requirements for paid and volunteer staff.
- The Danish judging system provides every exhibitor with recognition of accomplishments. If conference judging is not possible, insist that the judge provide constructive written comments about the exhibit.
- Rules and enforcement of them should ensure that all exhibitors are treated equitably. Care should be taken to ensure that the exhibit reflects the work of the 4-H member and not the parent or leader.
- Premiums and awards should be appropriate and consistent with the item exhibited and the effort required. There should be a high degree of equity throughout the exhibition.
- Recognize exhibitors by making their names visible in conjunction with their exhibits. Use discretion and creativity in displaying exhibits so as not to overexpose those who placed in the lower grades.
- Avoid singling out individuals either as a “parade of winners” or as recipients of a single bottom award.
- Utilize teen and adult volunteers in as many leadership and decision-making roles as possible in conjunction with the exhibition. Increased responsibility and recognition for leadership may be one of the most valuable outcomes of the exhibition.
- Attempt to make the exhibition a family affair. 4-H fairs and shows should strengthen the family.

### Weather Cancellation Policy

- If school or afterschool activities have been cancelled due to the weather, Cornell Cooperative Extension Programs will be cancelled.
- If CCE closes during normal business hours due to bad weather, all evening meetings are cancelled.
- If CCE has been open all day, but a meeting is to be cancelled, an announcement will be made on WIRY.

Our weather is unpredictable. The roads may turn bad after the office closes. Use your own judgment when deciding whether or not to travel. If you decide not to attend, please call the office and leave a message.

### Annual Events and Activities

The following are some examples of annual 4-H club events.

#### 4-H Public Presentation Events

The public presentation program is one of the most beneficial and rewarding 4-H experiences. It is the one most often credited by 4-H alumni as having given them an edge above peers in both college and professional careers. It provides a unique opportunity to develop a positive self-concept and poise, gain self-confidence before a group, learn to express ideas clearly, respond spontaneously to questions, and gain subject matter knowledge. Through a progressive series of communication activities youth learn to express themselves and their ideas. Types of presentations include demonstrations, illustrated talks, formal speeches, interviews and creative communications such as dramatic recitation. New skills and more emphasis on delivery and “showmanship” are introduced each year. Presentation training starts at the club level. Area or countywide public presentation workshops may be conducted by 4-H staff or experienced volunteers. Training materials are available from the 4-H office. 4-H Public Presentation events are held at the club, county, district and sometimes state and national levels.

#### Progression and Age-group Expectations

<i>Approx Age/Grade</i>	<i>Presentation</i>	<i>Comments and Expectations</i>
Young Cloverbuds Grades K-1, Ages 5 & 6	Show-and-Tell	This is a lead-up activity that “readies” the young Cloverbud for participation in the Public Presentation program. The show-and-tell is not evaluated but a dialogue between the member and either an adult or teen listener takes place providing motivation and praise. Emphasis is on self-expression and helping the member feel comfortable speaking to a small group of peers and adults.
Cloverbuds Grades 2, Ages 7 & 8	Show-and-Tell Demonstration	“First-timers” are advised to do the Show-and-Tell. Cloverbuds who have already had a positive show-and-tell experience and/or feel confident about trying a Demonstration may do so. Although the three parts of a presentation are learned at this level, focus is still on helping the member to feel comfortable. Cloverbuds are not expected to do a polished job. A special Cloverbud Comment Sheet is used; no ratings or scores are given. The evaluator encourages and coaches in a highly positive manner.
Grades 3-6, Ages 9-11	Demonstration Illustrated Talk	Emphasis is now shifted to the Demonstration format and some of the finer points of organization. The member is expected to both show how and explain why. The member should know enough background information to answer reasonable questions. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk.



<i>Approx Age/Grade</i>	<i>Presentation</i>	<i>Comments and Expectations</i>
Grades 7-9, Ages 12-14	Demonstration Illustrated Talk Creative Communication	Training emphasizes format, presentation technique and showmanship equally. Presentations are expected to be informative, well organized and presented in an interesting manner. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk or Creative Communication presentation.
Grades 10-12, Ages 15-19	Demonstration Illustrated Talk Creative Communication Formal Speech	Experienced teens should be able to deliver a polished and professional Demonstration. They are encouraged to try one of the other presentation types if they have not already done so. Training emphasis is on delivery and showmanship since format and organization should be second nature by now. The formal Speech is an appropriate challenge because the speaker has nothing but his/her own voice and body to retain audience attention and communicate the message.

## Educational Events

Clinics and workshops are non-competitive educational events.

### Elements of High Quality 4-H Educational Events

- Be taught by a knowledgeable clinician/presenter
- Based on quality information (for example, using Extension resources/curriculum)
- Open to all Clinton County 4-H members
- Advertised in advance through the Extension Office
- Event outcomes are evaluated (participants complete an evaluation form or another method)

### 4-H Pointed Events (local)

A 4-H Pointed Event is a clinic or workshop that is specifically designed as part of a county animal project. **Events hosted by an organization other than CCE may be a 4-H Pointed Event, if all of the requirements below are met.**

### Elements Every Pointed Event Needs

- The primary goal of the event should be education rather than competition.
- Be taught by a knowledgeable clinician/presenter. One or more of the following qualifications are needed:
  - Have a degree/certification related to the event topic
  - A professional in a related field (getting paid for work in this field, though doesn't have to be full-time)
  - Be recommended by Extension personnel
  - Speaker that is using Extension approved curriculum. Unapproved curriculum can be approved by the Extension office ahead of time.
- Based on quality information (for example, using Extension resources/curriculum).
- Be a county or regional event open to all Clinton County 4-H members.
- Located within our county, the Extension program region, or in Vermont
  - Program region includes Lewis, Jefferson, St. Lawrence, Franklin, and Essex counties
- Advertised in advance.
  - For Livestock and Small Animal events, events need to be approved and published at least 1 week prior to the event.
  - For Horse events, events need to be brought to the Horse Leaders Meeting the month before.
  - All pointed events need to be advertised through the Extension Office.
- Participants pre- register with the Extension office in advance of the event.
  - 4-Hers may be able to participate in pointed events even if they haven't pre-registered.
  - However, to earn the point for the event, they need to register by the deadline date.
- Participants are asked to complete some kind of evaluation and reflection activity. It can be something the event organizer creates or the example form available in the Extension Office.

### Determining How Many Points per Event

Rule of thumb for how many points for event (there may be exceptions):

- 1 point = minimum of 1-3 hours.
- 2 points = 4-8 hours
- Hours are of instruction time (for instance, a day-long event with a lot of down time would be fewer points than one without many breaks)

## How Events Become Pointed

This depends on the project area.

- For Livestock and Small Animal events, the event organizer will outline the pointed event plan, including how it meets the above guidelines and other pertinent Extension policies, to the 4-H Educator, who will then approve and advertise the event.
- For Horse events, the event organizer will outline the pointed event plan, including how it meets the above guidelines and other pertinent Extension policies, and present it at a Horse Leaders Meeting. This group, in partnership with Extension staff, will then approve and advertise the event.

## Community Service and Service Learning Activities

Community service (including service learning) is the action aspect of the 4-H Citizenship and Civic Education Program. While other citizenship activities help members to understand their communities and appreciate its diverse population, community service activities give them an opportunity to do something that will help others or improve their community. Because young people need to recognize they are part of a community and can have an active role in that community 4-H members are strongly encouraged to participate in at least one community service activity each year.

There are many different types of service a club and/or members may do. Whether the club or individual members take on an extended, complicated service learning project or do a short term activity the important thing is that members serve their communities in some way each year. What is essential is that the activity matches the developmental stage of those involved, be of interest to those participating, and be of value to the community. Cloverbud members are still in the process of broadening their circle of security beyond the boundaries of home. Since much of their thinking and activity is still very home-centered, community service activities that help families or other children would be most appropriate. Nine to eleven year-olds begin to understand the true meaning of citizenship when they can see the results of their efforts to help others. Community service activities for this age group might include making things for shut-ins and then visiting them to present the gifts. Or they might plan a party for handicapped youth and enjoy the event with them.

Community service activities for twelve to fourteen year-olds should help these young teens see how things get done in a community so that they understand the planning and work that goes into making a community a good place to live. They should see how their efforts help the community as a whole even if they don't directly benefit identifiable individuals. They should also gain satisfaction from working as a group. Activities might include clothing drives, register-and-vote campaigns or community beautification projects.

Older teens should experience first-hand contact with community problems. By working directly with community leaders they begin to see themselves as responsible young adults, gain practice in program development, and realize that sometimes things don't work out as planned but that some problems may be solved in many different ways and it is worth trying another alternative. Conducting a survey of some special village or county need (a need for health, recreation or child-care facilities, for instance), helping to improve the physical environment at an orphanage or nursing home, teaching special groups or becoming involved in any other activity that requires planning and personal commitment would be appropriate for older teens.

## County Fair

County Fair is an annual celebration of youth achievement that features plant, environmental, arts and communication, mechanical, animal, and consumer and family science exhibits as well as animal shows, exceptional food, and family events. 4-Hers exhibit projects and skills they have been working on the entire year to be displayed and judged at the 4-H Fair. The 4-H Fair focuses on three core values

- Youth Development
  - Display what youth have gained through participation in programs, projects, and activities while enhancing individual learning and skill development
  - Youth learn and recognize standards for quality of project work and receive recognition for their accomplishments
  - Youth develop sportsmanship by being humble winners and graceful losers
- Public Education
  - Youth share the skills they've gained with the community
  - Highlights the importance of agriculture
  - Promote public awareness of the 4-H program
- Community Celebration
  - Annual celebration of youth achievement and volunteer contributions
  - Focal point for communities to relax and enjoy the special talents and skills of our young people

## Fair Participation Requirements

To be eligible to participate in competitions and earn premium money at the Clinton County Fair and to qualify to compete at State Fair, 4-H members are required to participate in several activities during the preceding 4-H year.

- Be officially enrolled by May 1st
- Give a county-level Public Presentation
  - Members who are enrolled in Clinton County 4-H for the first time may give a club presentation to fulfill this requirement. Club leaders should get a Public Presentation Evaluation form from the Extension Office, and return a copy of the completed form to the Office to verify this step's completion.
  - Participation in the County Public Presentations or Produced in New York counts towards this requirement. Being a Teen Evaluator for either event also meets this requirement.
  - Participation in a 4-H project activity that requires a Presentation at another organization's event could meet this requirement (for example, a Presentation at a FIRST Lego League robotics event). In order for this Presentation to count for 4-H Fair Requirements, the following have to be met:
    - This activity must be part of a planned 4-H Project
    - A 4-H representative needs to be at the Presentation Event (staff or volunteer)
    - The 4-Her presenter needs to receive written feedback on their presentation (like our County Presentation Event) and this Feedback Form needs to be submitted to the Extension Office
    - 4-H Staff must approve the activity as meeting a Fair Requirement **before** the 4-Her participates
- Complete a Community Service Project
- Participate in at least 1 county fundraiser
- 4-H county fair exhibitors must bring two static exhibits in addition to any animal event participation. Previously exhibited projects or those constructed as part of a school project cannot be entered as a 4-H project at county fair
- If participating in an animal project, need to designate a project animal by May 15th
  - Dairy project members need to earn one point per species by participating in a county or regional clinic, giving a county level Public Presentation about a dairy topic, or keeping a project record for your animal.
  - Horse project members need to earn four points by participating in county level educational horse events. One point may be from a horse project record.
  - Livestock and small animal project members need to earn one point per species by participating in a county or regional clinic, completing an activity from the Livestock and Small Animal Pointed Activity List, giving a county level Public Presentation, or keeping a project record for your animal.
- To earn premium money, all Fair exhibits (4-H and open, static and animals), must stay on display at the Fair until the designated exhibit release time (see Fair Book).

## Fair Requirements during the Summer

4-Hers who participate in events that meet Fair Requirements (including Pointed Events) from July 2 to September 30 will use that participation to meet the next year's requirements. So, doing a community service during the summer would count for next year's Fair Requirements. Please note: activities you do as part of this year's 4-H events at the Fair (like Dairy Bar or helping with an animal show, etc.) count as fair participation and not as Fair Requirements for the next year.

## Fair Activity Registrations

Fair entries are due by July 1st each year to be eligible for premium money or to compete at State Fair. Classes may be added or changed for these entries. All changes should be made as soon as possible and must be made before the show begins. If an exhibit is registered for Fair by July 1st (on the Fair show entry form and turned into the office by deadline date), the exhibit would be eligible for premium money and State Fair selection for the added/changed class.

## For Display Only

If a 4-Her's static exhibit or project animal is not registered for Fair by the July 1st deadline, then the 4-Her can add the exhibit to the 4-H show for participation only. 4-H members still need to meet fair requirements to enter Display Only. 4-Hers who are interested in doing this may enter their projects in the category *For Display Only*. Projects in this category will still be evaluated and will earn ribbons. The 4-Her will not be eligible for premium money or for state fair selection for a Display Only exhibit or animal.

### Showing Animals *Display Only*:

- The Display Only animal must be a certified project animal.

- If a 4-Her would like to show their animal for participation only, and never put their animal on exhibit at the Fair (for example, trailer in and trailer out just for the day of the show), they can do so by entering the animal Display Only.
- To make things easier the day of the show for the staff and volunteers running the activity, please let us know as soon as you can if you will be showing an animal Display Only.

## Animal Health Emergencies

If a veterinarian advises that an animal cannot participate in Fair, a 4-Her may choose another animal from their certified project animal list to replace the sick animal in the classes that the sick animal was registered for on the entry form.

## 4-H Achievement Night

Clinton County conducts an annual achievement program during which all members receive certificates and year pins. Members may also be recognized for community service work, promotion of the 4-H program, leadership or excellence in a particular project area. Trip Scholarship are also awarded at this event. All members and their parents should be encouraged to attend. Attendance at this program is one way for parents to demonstrate pride in their children's accomplishments that is so important for the development of self-esteem.

## 4-H Trips and Chaperone Guidelines

Cornell Cooperative Extension Clinton County recognizes the value of travel experiences for members, leaders and staff and understands that those adults acting as chaperones carry a great deal of responsibility. Chaperoning 4-H events is a wonderful experience for everyone involved and these guidelines are to ensure all involved understand the details involved in trips.

### Participants

Participants are expected to adhere to the Member Code of Conduct. Members may be sent home, at their own expense, should the behavior be disruptive or not consistent with the best interests of the other 4-H members. Eligibility to participate in future 4-H activities may be restricted if a member is sent home due to unacceptable behavior.

### Parents or Guardians

Parents or guardians are expected to understand and follow the guidelines set out in this policy and specific trip information. Emergency contact information must be provided and a parent must be attainable if a member needs to be sent home. By sending a member on a trip, parents agree to abide by the guidelines set forth here.

## Chaperones

### Adult Supervision

- The number of chaperones will be determined by the age of participants and the nature of the event. There will be at least one chaperone for every ten members participating in the trip. A minimum of two adults should be present at all times. In case of an emergency, one adult can supervise the youth while the other adult addresses the problem.
- In general the minimum adult-to-youth ratios for common trip settings are:

Program Setting	Ages 5 - 8	Ages 9 - 11	Ages 12 +
One-day trips	1:8	1:8	1:10
Overnight trips	1:6	1:8	1:10

- If both a male and female youth are attending an overnight trip, then at least 1 male and 1 female chaperone at least 21 years of age with a valid and approved driver's license are required at the event. Chaperones may be shared among different counties to provide the required coverage.
- If the event attended has chaperone guidelines that are more stringent, then those will be followed.
- Regardless of the number of vehicles, if trips are for more than 100 miles there must be a back-up driver in the event one of the drivers becomes incapacitated.
- All Extension van drivers with child riders must be 25 years of age unless the driver has completed the NYS driver safety course and has their MVR checked to meet driver requirements. They should also have vehicle familiarity training with the vehicle they will be driving.
- Members age 13 and older will be allowed to explore attractions without adult supervision in groups of at least five during the course of the trip. Visiting a museum or mall are examples of these situations. If possible, each group of unsupervised members should have one cell phone. A designated place and time to reassemble the group will be determined before members are allowed to split into groups.

## Selection of Chaperones

- Chaperones should enjoy working with young people, be willing to enhance the educational value of activities, and exhibit mature judgment and action to ensure the health and safety of all participants.
- Chaperones must complete the CCE Volunteer screening process, including a criminal background check and, if driving is required, a DMV check.
- They must be at least 21 years of age.
- If the chaperone is asked to also be a driver, they need to have at least two years of driving experience and have a good driving record.

## Expectations of Chaperones

- Chaperones are expected to abide by the CCE Volunteer Code of Conduct and guidelines of the trip in fulfillment of their Chaperone Job Description.
- Provide CCE with permission to conduct a criminal background check and a New York State DMV check as requested. Provide current address and phone number. Notify CCE of any changes.
- Volunteers must review the Chaperone Position Description and the Chaperone Guidelines and they must review and sign the Volunteer Agreement and the Volunteer Code of Conduct.
- Orientation materials will be provided before the date of the trip, including a review of the chaperone job description, a list of group of members under the chaperone's responsibility, trip itinerary, layout of trip events and attractions, hotel arrangements, emergency procedures, and emergency contact numbers of staff.
- Chaperones will be a role model for youth and should be familiar with and uphold event and 4-H rules and procedures, including 4-H volunteer policies, 4-H behavioral expectations, emergency procedures, and disciplinary policy and procedure. Chaperones should review all program expectations and rules with all members and parents of members attending the overnight program.
- Chaperones are responsible for ensuring that all members of their delegation attend scheduled sessions and events.
- If not otherwise scheduled, plan times at regular intervals during the event to meet face-to-face with the participants assigned to them. All adults share responsibility for all youth at the event. Should a problem arise with any youth participant at the event, it should be brought to the attention of the event coordinator.
- Provide continuous supervision of delegation from the time trip begins until youth are returned to parents or guardians. Only leave if proper alternate supervision is arranged and approval is granted by the adult in charge of the event or delegation.
- Chaperones shall recognize and support the responsibilities of 4-H staff in setting program standards, priorities, and direction. Chaperones should know the name of the person(s) responsible for conducting the event, and should contact that person for clarification of stated rules of the event and any needed discussion of possible extenuating circumstances and possible solutions to those issues.
- Chaperones are under the supervision of the event coordinator. Any problems involving a chaperone will be handled by the event coordinator and referred to the CCE Educator and the Executive Director.
- Chaperones should not be under the influence of prescribed medication which would impair their abilities to drive or perform other chaperoning duties.
- Chaperones shall not possess or use alcohol and/or illegal drugs, or be under the influence thereof, while serving as a 4-H chaperone.
- Chaperones shall not participate in gambling or other games where money is used to wager.
- Chaperones must have the correct number of seat belts for number of 4-H members in their vehicle, automobile liability insurance, and a valid NYS driver's license. All 4-Hers must use seat belts.
- Chaperones will be given signed permission slips and medical emergency treatment forms for each 4-H member on the trip and should keep them with them during the entire event and travel time.

## Accommodations

- 4-H volunteers may not stay in the same rooms as 4-H members (unless in a dorm setting). Parents/guardians can share a room with their own child as long as other youth do not stay in the same room. Chaperones should not be alone (i.e., one-on-one) with youth.
- Youth may stay in rooms in pairs, with no more than 4 in a room, same sex only.
- At overnight events, participants will not be allowed in the sleeping areas of participants of the opposite gender. All participants (except those with special planning or program responsibilities) must be in their assigned area at curfew and shall comply with quiet hour and lights-out regulations.



- Chaperones should conduct room checks and final attendance at curfew.
- Review environmental surroundings and safety concerns. Make sure all participants are aware of emergency numbers and how to reach you in the event of need and that all participants know where to meet you in the event of a building evacuation.

## Meals

Meals will be the responsibility of trip participants unless otherwise noted in specific trip guidelines. Meals included in trip will be noted in trip itinerary. Participants are responsible for notifying staff of any food allergies or special considerations.

## Emergency Procedures

### Before the Trip

All participants must complete a Permission Slip and Medical Release form. Information provided on this form will be used to contact the member's parent or guardian in case of an emergency.

### During the Trip

Chaperones will have on hand a first aid kit during the trip. Included in this kit will be emergency contact information including local emergency services, the designated Executive Director, and member's emergency contacts. A list of participants' cell phone numbers will be compiled and available to staff and chaperones.

### Missing Person

Observance of a missing member will be reported immediately by a member or chaperone to staff. A roll call of the group will be taken. The staff person will then determine where and when the member was last seen. Two chaperones will be designated to oversee trip participants and available chaperones will initiate a search. If the member is not found within 30 minutes, the staff person will notify the proper authorities (fire, rescue, police). Parents or guardians of the missing member will be notified at a time deemed appropriate by the local authorities and staff person. If possible, 4-H programming will continue with all other members.

### In the Case of an Emergency

Members should report emergencies to their chaperone or a staff person immediately. Chaperones should report emergencies to staff. One staff person will be designated as the person in charge during an emergency and another staff person or chaperone will be designated as their back up. The person in charge will:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure the safety of the group and that everyone is following the emergency procedures.
- Get immediate medical attention for injuries.
- Designates a chaperone to accompany injured person to hospital if necessary and that the rest of the group are adequately supervised at all times and kept together.
- Notify the proper authorities.
- Inform the Executive Director designated the trip emergency contact. Details of the incident to pass on should include: nature, date, time, and location of incident; names of effected people and details of their injuries; names of others involved; action taken so far; action yet to be taken (and by whom).
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.

## Approved Activities

- Ad booklets
- Animal photo shoots
- Auctions reviewed by Wood Office
- Bands with Wood Office contract approval
- Bake Sales
- Baton twirling
- Cake Walks
- Car Washes
- Carnivals –backyard
- Craft items
- Christmas tree sales
- Chicken Barbeque with adult supervision
- Cloverbud horse program subject to **mandatory** Cloverbud guidelines
- Corn maze with clear paths, supervised
- Covered dish dinners for 4-H and families
- Dances-supervised
- DJ's with contract approval through Wood Office
- Face painting (hypoallergenic paint only)
- Fencing with approved instructors
- Food Coupon Sales – contract submission
- Food Sales & dinners prepared and sold at site by 4H leaders and members
- 4-H marching and/or riding in parades
- Garage sales
- Garden maintenance – no power tools
- Halloween festival – no haunted houses
- Hay maze – same as corn
- Hayrides – adult chaperone & control
- Horse – open clinic - no participants under 8 riding and handling horses
- Horse – open shows - no participants under 8- and subject to guidelines for Open Shows
- Horse – open trail ride - no participants under 8
- Jail fund-raiser (people raise bail for release)
- Kiddy pedal tractor pull
- Livestock sales (4H only) see guidelines
- Manure sales
- Milking – 18 & older
- Miniature golf tournament
- Model show
- Newspaper/magazine subscription
- Open mike karaoke - see DJ guidelines
- Pet shows under supervision of adult leader at all times
- Petting zoos – no donkeys, oxen, geese, lamas- all animals attended at all times and following sanitation guidelines
- Plant/flower sales
- Pony rides – ponies on lead line, competent handler, fenced from public, parent/guardian must walk beside and control anyone under 5.
- Pony ride pictures – same as above
- Prepackaged food sales – commercially prepared packaged foods only
- Prepackaged products sales – commercially packaged only
- Public auction
- Recycling collections (cans, bottles, paper, non-toxic items only)
- Rub on tattoos
- Save-A-Label
- Save-A-Tape
- Shooting sports with approved guidelines in club setting only
- Sledding and flat bottom toboggans (no runners)
- Dogs in nursing homes – well trained & screened dogs
- Tack sale/swap
- Talent show
- Animal shelter – 4H help in
- Open dog obedience class adult supervision at all times - no pit bulls or other aggressive dogs
- "Thons" (bike-athon, walk-athon, dance-athon, bowl-athon, skate-athon)
- Tractor/wagon rides—driver 18 and older, assist on and off
- Trail rides
- Wrapping gifts
- Yard & garage sales

## Prohibited Activities

- Air pistol booths
- Allan C. Hill or similar productions
- Alcoholic beverage sales, auctions or fund raising events
- American Family Day
- Amusements rides
- Aircraft- any kind
- ATV activities (approved ATV safety courses, other than DMV Certification, cleared through Wood Office okay)
- Baby sitting except at Extension sponsored program\*\*
- Backyard slippery slides
- Bee clubs
- Bungee jumping
- Bobby K or similar events unless cleared though Wood Office
- Carnivals
- Caving – spelunking
- Climbing walls of any kinds
- Community gardens—operation of
- Demolition derbies
- Dog Dips
- Dog washes (as a fundraiser)
- Dog Shows: open shows
- Down hill skiing, tubing except at a ski resort or facility
- Dunking booths
- Flea markets
- Farmers markets – sponsorship or administration by CCE not permitted
- Fishing contests
- Forestry events – chainsaw, logging, etc.
- Fourwheeling
- Fresh food distribution events or programs including sales of slaughtered animals such as capons, rabbits, beef, pigs or sale of raw milk
- Goat Shows: open shows
- Greased pig, greased pole, or similar events
- Haunted houses
- Horse – racing events (where more than 1 horse competes)
- Horse – polo
- Horse – training where fee is charged. Leaders charging for services or training must provide proof of own liability insurance and be approved by Wood Office.
- Kiss –A-Pig or other animal events
- Martial arts
- Milk auctions – including sale of non processed/raw milk
- Motor Cross events
- Motorcycle events
- Mountain biking –severe terrain or obstacle course
- Mountain climbing/repelling
- Paint ball shooting of any kind
- Parade seating or setup or sales
- Parking cars
- Pontoon boats
- Power boats – any kind incl. PWC
- Rabies clinics run by CCE
- Recycling Center operation
- Rodeos including calf roping or cutting
- Ropes Courses – except if preapproved each time by Wood Office
- Scuba diving
- Shooting sports—events outside approved Shooting Sports club \*\*\*
- Snowboarding, Snow tubing except at commercial facility
- Snowmobiling
- Soap sales: homemade soap
- Store compliance checks for anti-tobacco
- Truck or tractor pulls
- Tunnel maze or similar events
- Water balloons – any kind
- Water skiing or tubing
- Water slides except at commercial facility not under control of CCE
- Whitewater rafting unless commercial operation
- Welding clubs
- Woodworking clubs except under National 4-H guidelines

\*\* Must be 14 or older.

\*\*\*No participants in club shoots other than registered 4-Hers

## Animal Project Participation

In order to participate in a 4-H sponsored event or activity with a project animal, youth must first be enrolled in a 4-H club or group (independent members are considered club members). 4-Hers are not required to own, lease, or work with a project animal to participate in an animal project.

A project animal is defined as an animal for which a 4-H member assumes one or more of the following responsibilities: housing, feeding, grooming, health care, training, marketing, and exhibiting. Animal leases are private agreements between the animal owner and leaser. We have an example animal lease if you would like one, but CCE does not get involved in the terms or process. Owners are not required to share or lease their animals.

## Public Health and Animal Contact

Animals, especially those that are young and ill, may carry microorganisms that can cause diarrhea and other gastrointestinal symptoms in humans. These microorganisms are shed in an animal's feces and, sometimes saliva. After shedding, they may also survive in an animal's environment. Organisms of concern include Salmonella, Campylobacter, E. coli, and Cryptosporidium parvum. Only touch or feed animals in designated areas. Always ask owners for permission to touch animals. Hand to mouth contact after touching animals and their environment is a health risk.

Prevention Recommendations:

- Always wash hands with soap and running water before eating.
- Do not use baby wipes in place of hand washing as they do not kill germs like E. coli 0157:H7.
- Avoid hand to mouth activities in livestock areas, such as eating, nail biting, carrying infant toys, etc.
- Do not drink raw milk.
- High risk individuals (children less than 5, elderly, pregnant and immune compromised people) should use heightened precautions.
- If anyone has additional questions about specific symptoms, risks, or infections, contact your health care professional or Public Health Agency.

## Project Animals

According to Ag & Markets law, any animal exhibit entered in a youth fair, youth exhibition, or 4-H show or exhibition shall have been in the care of the exhibitor for a period of at least (60) days prior to entry of the exhibit. In order to meet this requirement for the Clinton County Fair, all 4-H project animals are expected to be designated by May 15 each year.

It is preferred that pedigreed or purebred animals (raised for breeding purposes) be registered in the name of the 4-H member. Grade and mixed breed animals are acceptable when they are not raised for breeding purposes (see specific event rules). All market animals must be owned when they are exhibited at the state level. Non-ownership options exist for all others.

For State Fair purposes, an animal owned by a youth must be registered in the youth's name—it cannot be owned by the farm, the family, two siblings etc. The 4-Her needs to have their name on the registration paper by the required project animal certification deadline date. Non-ownership options are not available to youth already owning an animal of the same species. At the New York State Fair, it is expected that dogs be trained exclusively by the 4-H'er exhibiting the dog.

For the State Fair dairy show, a youth cannot show a leased/borrowed animal if they already own a dairy animal. So, if a youth owns a Holstein calf, they are not eligible to lease or use the non-owned options for a Jersey, Ayrshire, Guernsey, Brown Swiss or Milking Shorthorn and vice versa. Either the youth owns or the youth leases; not both. A youth can certify two dairy animals as their project animals in the non-ownership or lease program, but can choose only one of them to show. They will be allowed to bring only one to State Fair, but they might choose to enter both and scratch one later.

While animals that will not be shown at a county or state fair do not need to be designated on the certification form to be used in the other parts of the 4-H animal project, if you think you might possibly use an animal for this it is better to sign them up because they cannot be certified after the deadline.

## Owned versus Leased Animals (local)

At the County Fair level, we follow the same definition of ownership as the State Fair. To be considered owned by the 4-Her, their name must be on the registration papers. However, a 4-Her can own and/or lease/borrow multiple animals to participate in county activities and exhibitions and show in the County Fair.

Please note: if you are interested in showing an animal at State Fair, you should follow State Fair rules from County Fair on (e.g. certify an owned animal in the 4-Hers name or use only 1 non-owned animal) to be eligible for State Fair selection.

## Certifying Your Project Animal

Working with live animals is one of the highlights of 4-H Animal Science projects. If you are interested in exhibiting a live animal at the county or state fair, the animal needs to be certified as your project animal. This is to ensure that you have been working with and learning about your animal throughout the 4-H year. To certify your animal:

- ✓ Complete a Project Animal Certification Form
  - Return completed form to the Extension Office by May 1
  - The CCE 4-H Office will send each 4-H member a list of their certified project animals by May 7
  - Final changes and corrections will be due to the CCE 4-H Office by May 15
  - No additions may be made to the project animal certification form after May 15
- ✓ Make sure every animal you are working with is on the form
  - This includes all species from chicks to hamsters to horses and cows
  - Write down all the animals you are working with, even if you may not show them
- ✓ If your animal has health papers completed for the year by the May 15 deadline, you may submit copies of those as well
  - This is not required, but it can save you from having to send them in later
  - For example, 4-Hers with horses can send in copies of their Coggins and rabies papers.

When it comes time to enter an animal to exhibit at Fair, you can choose from any animal you listed on the Project Animal Certification Form. All animals exhibited in a 4-H show at Fair must be Certified Project Animals.

## Cloverbuds Working with Animals

As with any subject matter area, 4-H animal projects for Cloverbuds with direct animal contact must be carefully tailored to fit this age group. Topics that are especially relevant when Cloverbuds are working with animals are: safety, supervision in club settings, recognition, and competition.

### Safety

Safety is always a concern in any program that involves youth. It is of particular importance when working with Cloverbuds (children developmentally in the kindergarten to second grade level). When working with this audience and animals, it must be remembered that the safety of the youth is the primary concern and objective. The developmental levels of Cloverbuds may limit their ability to work safely in some project areas. Care must be taken not just with animals, but also with any club activity that may include animals, large equipment, certain outdoor activities (games and athletic activities, water activities, etc.), or other situations where safety of youth would be an issue. All animals must meet NYS Department of Agriculture & Market and local health department requirements.

### Supervision in Club Settings

A 1:1 adult to youth ratio is recommended for most settings when Cloverbuds have individual and direct contact with animals. A 1:1 adult to youth ratio is required until every child has proven his or her ability to move to a less structured environment. The child's maturity level should be evaluated by the parent/guardian and leader in consultation with an extension educator.

New York State requires that a minimum of 2 adults be present at all 4-H meetings and activities. This offers protection for youth and adults and provides one adult to tend to accidents or emergencies that might arise, keeping the rest of the group well supervised. It is also recommended that leaders and volunteers follow New York State and local county animal and human health requirements when conducting any activity.

### Recognition

For Cloverbuds, recognition should be informal and equal for all participants. Cloverbuds may not be competitively evaluated (judged) against one-another, against older youth or participate in any class that ranks the child or their project animal. Cloverbuds can receive a participation ribbon; prize or other fun token that indicates every child is a winner! Expensive trophies, Danish ribbons, and financial rewards are inappropriate.

## Competition

Competition takes the emphasis away from the process and puts it on the end product. Young children are fascinated with the process of accomplishing a task. Placing importance on the result rather than the process is in direct conflict with what is important to children in this developmental stage. The absence of competition reduces the importance of the outcome and frees each child to simply enjoy the experience of playing and learning. Research indicates that children under age 8 are not developmentally ready to participate in structured peer competitive events. The National K-3 curriculum task force also recommends against focusing 5-8 year olds on narrow project areas and competitive activities. If a showing experience is desired, "Exhibition Only" classes should be designed for Cloverbuds. "Exhibition Only" means neither youth, nor projects are ranked or placed. All participants are equally praised for their accomplishments in a show & tell type setting. Each county must ultimately decide if they have the resources to support "Exhibition Only" experiences for the Cloverbud age group.

## Exhibition or Show Ring Settings for All Animals

It is recommended that any exhibition activity involving 4-H Cloverbud youth be done in a "controlled environment." To ensure safety, a "controlled environment" should include a "contained ring" away from other animals and distractions. Anything that would distract the child or scare the animal should be considered when determining where to hold activities with Cloverbud youth. "Contained" means there should be some type of safe barrier if an animal gets loose. A fenced area or indoor ring would be the ideal. Fencing should be safe for animals and children. Arenas need not be expensive, just safe.

The size of this designated area should be small enough so adults working with youth can assist a child quickly, but big enough that more than one animal/child and supervisor can work in a safety zone far enough away that other animal/child combinations are out of harm's way of (kicking, butting, biting, scratching, jumping, bumping into, etc.).

If Cloverbud youth are to be in an "Exhibition Only" class or situation, where more than one child/animal combination will be in that arena it is recommended:

- Not more than 10 exhibitors should be in the ring at one time. Split any groups or classes that have more than 10, into groups of 10 or less.
- At least 4 knowledgeable adult "spotters" should be strategically placed on the corners with easy access to the youth in addition to competent helpers having direct control of the animals.
- Split arenas that are too large into smaller areas for the activity by using safe portable fencing.
- The following ring sizes for species listed are suggested for safety considerations with young children. Below is a sample formula for calculating a show & tell ring size. Take the animal's estimated body length, multiply that by 60% of the class size, and then multiply that by 3. This allows an animal to swing 360 degrees around without hitting anyone or anything.
  - Sample calculation for a class size of 10 Cloverbuds with their competent assistants leading/in direct control of Jr. heifer calves: 4ft. animal x 6 (60% of a class of 10) x 3 = 24 x 3 = 72 ft. (minimum length and width of ring: 72 ft. x 72 ft. ring)
- You can always make your class size smaller to fit your ring size.

## Cloverbuds working with Animals (excluding Horses)

### Cattle

Cloverbud activities must be closely supervised. Feeding, watering, and some grooming activities are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. Sole responsibility for cattle ownership, training, grooming, milking, and showing is inappropriate for Cloverbuds. A Cloverbud may share the responsibility for raising calves. Standard safety skills when working around cattle include:

- The ability to approach animals from the side (not behind) without startling
- The ability to be cautious when opening and closing gates
- The ability to place a halter on an animal
- The ability to identify other safety hazards such as broken boards, uneven ground, or animal behaviors that indicate an animal is fearful
- The ability to respond safely to unpredictable animal behavior

Exhibition Experience: Exhibition for Cloverbuds can be designed by providing safe, young calves and 1:1 assistance for all participants. Safe animals are socially accustomed to being around people, other animals, and distractions. Children's clothing and footwear must also be selected with safety in mind. Open toed shoes and ill fitting clothes should not be worn when working around



cattle, for example. Children can lead a calf in an enclosed show ring or pen with a competent adult or older, experienced junior leader having direct control of the animal. All animals must meet NYS Department of Agriculture & Market and local health department requirements.

### **Small livestock: Sheep, Goats, Feeder Pigs, and Llamas**

Cloverbud activities may be designed that provide children with closely supervised contact. Like experiences with larger domestic animals (cattle and equines), feeding, watering, some grooming, and hand milking (dairy animals) are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds can begin with a very young lamb, goat kid, or piglet and raise and train these animals under the supervision of their parents, guardians, and leaders. Since these animals are smaller than the children at the beginning, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole responsibility for animal ownership, training, grooming and showing mature breeding animals (rams, ewes, does, bucks, sows, and boars) are inappropriate for Cloverbuds. Activities involving animals with horns or intact males are inappropriate for Cloverbuds in any setting. A Cloverbud may share the responsibility for raising llamas or young market (sheep, goats, and feeder pig) animals. Standard safety skills when working around smaller livestock include:

- The ability to approach animals from the side (not behind) without startling
- The ability to be cautious when opening and closing gates
- The ability to lead an animal in a desired direction
- The ability to identify other safety hazards such as broken boards, uneven ground, or animal behaviors that indicate an animal is fearful
- The ability to respond safely to unpredictable animal behavior

**Exhibition Experience:** Exhibitions for Cloverbuds can be designed by providing safe, young lambs, lightweight goats, and feeder pigs and socialized llamas. One to one assistance for all participants must be available. Safe animals are socially accustomed to being around people, other animals, and distractions. Children's clothing and footwear must also be selected with safety in mind. Open toed shoes and ill-fitting clothes should not be worn when working around livestock, for example. Children can lead animals in an enclosed show ring or pen with a competent adult or older, experienced junior leader within a safe distance to maintain control of each animal if necessary. Cloverbuds can also learn to follow directions and attempt to set animals in position. Driving a goat cart is not appropriate for a Cloverbud child, except to be a passenger in a cart with a knowledgeable adult who is over 18 years of age. All animals must meet NYS Department of Agriculture & Market and local health department requirements.

### **Rabbits/Cavies and other small pets**

Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, Cloverbuds may own, raise, and train these animals under the supervision of their parents, guardians, and leaders. Since these animals are smaller than the children, the children can establish dominance and allow their animal handling skills to grow. The sole responsibility for animal ownership, training, grooming and showing of any animals that can escape from a child's grasp are inappropriate for Cloverbuds. A Cloverbud may share the responsibility for raising rabbits, cavies and other small pets.

**Exhibition Experience:** Exhibition for Cloverbuds can be designed by providing safe, carrying cages and areas where children can handle animals without risk of escape. 1:1 assistance for all participants is required. Children's clothing and footwear must also be selected with safety in mind. Long sleeved shirts are recommended. Children can handle animals in an enclosed show ring or pen with a competent adult or older, experienced junior leader within a safe distance to maintain control of each animal if necessary. Cloverbuds can learn to follow directions and attempt to set animals in position. All animals must meet NYS Department of Agriculture & Market and local health department requirements.

### **Poultry**

Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, Cloverbuds can begin with very young birds (bantams, broilers, or layers) and raise and train these animals under the supervision of their parents, guardians, and leaders. Since these animals are smaller than the children, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole responsibility for animal ownership, training, grooming and showing of large mature breeding animals (roosters, hens, ducks, geese, turkeys, etc.) that can escape from a child's grasp are inappropriate for Cloverbuds. Activities involving larger breeds

(such as Ostrich and Emu) are inappropriate for Cloverbuds in any setting. A Cloverbud may share the responsibility for raising poultry animals.

**Exhibition Experience:** Exhibition for Cloverbuds can be designed by providing safe, carrying cages and areas where children can handle birds without flight risks. 1:1 assistance for all participants is also required. Children's clothing and footwear must also be selected with safety in mind. Children can handle animals in an enclosed show ring or pen with a competent adult or older, experienced junior leader within a safe distance to maintain control of each animal. Cloverbuds can learn to follow directions and attempt to set animals in position. All animals must meet NYS Department of Agriculture & Market and local health department requirements.

## Dogs

Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, Cloverbuds can learn to give dogs simple basic obedience commands. However, because dogs come in many shapes, sizes and temperaments, the sole responsibility for animal ownership, obedience training, grooming, and showing of dogs are inappropriate for Cloverbuds. Although puppies are small, they are difficult to handle, even for adults. The primary responsibility for training a puppy should be reserved for children ages 8 and older. Even then, special care should be taken to ensure that the child is matched with an animal of appropriate size, temperament, and physical ability. A Cloverbud may share the responsibility for raising dogs. Dogs do not need to be owned in this instance.

**Exhibition Experience:** Exhibition for Cloverbuds can be designed by providing safe, trained, and well-socialized dogs that children can handle without risk of injury to the child or the dog. Safe animals are socially accustomed to being around people, other animals, and distractions. 1:1 assistance for all participants is also required. Children's clothing and footwear must also be selected with safety in mind. Children can handle animals in an enclosed show ring or pen with a competent adult or older, experienced junior leader within a safe distance to maintain control of each animal. Cloverbuds can learn to follow directions and attempt to set animals in position and practice giving simple commands or navigating obstacles.

## 4-H Horse Projects

### General Guidelines

- 4-H members are required to use an approved helmet and proper equestrian footwear (with a distinguishable heel) at all times when mounted, when sitting in a cart, or handling a horse in a riding arena (whether on the ground, mounted or seated in a cart).
- Adults are required to use an approved helmet at all times when mounted and when sitting in a cart, or handling a horse in a riding arena (whether mounted or seated in a cart). (Local)
- Special care should be taken to help ensure that the horse or pony is of appropriate size, disposition, and level of training for the ability level of the child.
- Owning a horse and/or paying for riding lessons is never required for participation in the 4-H Horse Project.
- Neither the association nor a 4-H club should accept ownership of a horse. If someone offers to donate a horse to an association or a club contact the Extension Office.
- 4-H Horse Evaluations are required in order to work with horses in county 4-H sponsored horse events. All new 4-H members as well as those 4-H members who want to move up a level or those with a new project horse need to be evaluated. Contact the Extension Office for evaluation forms.
- Equine veterinary research and U.S. Cavalry experience recommends that horses carry no more than 20% of their body, including rider, equipment, and tack. 4-H members (of all ages) will not be allowed to ride miniature horses in 4-H events (local).

## 4-H Riding Evaluation Procedures

### Who evaluates?

- 4-H Office will keep a list of current, approved evaluators
- All approved evaluators can evaluate all riding levels
- If someone is interested in becoming an evaluator, contact the Extension Office. They will be put on a waiting list and contact them when and if needed, to receive training
- All evaluators must attend Clinton County Evaluator Training before they may evaluate in Clinton County. New evaluators should attend an evaluation as an observer before evaluating.
- Leaders may choose their own team of 3 evaluators or may ask the office for advice if they don't know the people listed.

- A team of 3 evaluators are needed for each evaluation. The team will appoint one person to be the recorder for the team's responses. One form including all 3 evaluators' comments will be submitted to the 4-H office for each child evaluated.
- Parents or guardians may not evaluate their own family members.

### Where and when do evaluations happen?

- Whenever possible, try to conduct evaluations in the fall rather than rushing in the spring
- Leaders arrange their own evaluation events at the convenience of their evaluators
- Evaluations can occur in home rings or someone else's ring
- Evaluations can be conducted at open shows but not at 4-H sponsored programs
- Arrangements for the evaluations must be made by the Leader, not the Parent, before the event. Leaders should notify the Extension Office that an evaluation is going to occur before it happens.
- It is recommended that any riding activity be done in a "controlled environment." To ensure safety, a controlled environment should include a "contained riding area." "Contained" means that there should be some type of safe barrier if a horse gets loose. A fenced riding arena or indoor riding arena would be the ideal. Fencing should be safe for horse and rider. Arenas need not be expensive, just safe. The size of this designated area should be small enough that the adults working with the youth can assist a youth quickly, but big enough that more than one horse/youth rider and any side walkers can work in a safety zone far enough away that other horse/rider combinations are out of harm's way (kicking, biting, bumping into, etc.).

### How are evaluations done?

- Evaluators will use: Clinton County 4-H Horse Program Riding Level Evaluation Form (most current version). Evaluators need to get the forms from the office before the evaluation occurs
- No written tests, verbal questions only.
- Parental or guardian permission must be documented in writing by signature and date on the form before the evaluation begins.
- Evaluations are not complete until they are turned into the 4-H office – please do this as soon as possible (within a week) of the evaluation. It is the responsibility of the recording evaluator to get the forms to the office. Members cannot ride in county events until their Evaluation Form is processed in the Extension Office.
- Ensuring safety at all times is essential. Limit groups being evaluated to 3 people at one time.

### Who needs to be evaluated?

- Any child who wants to ride in a county 4-H sponsored event
- Any child who wants to move up or down a riding level or has a new horse.
- Youth currently evaluated may continue at the same riding level without being re-evaluated each year.
- A child coming into Clinton County from another county may continue to ride at the level at which they were approved in their original county, but only once that office has provided appropriate paperwork to our office. That paperwork must be on file in our office.
- Children with special needs may require special arrangements. Check with the 4-H office before proceeding.

Remember: The purpose of the evaluation is to determine that this particular child is able to safely control this particular horse at this particular level. When in doubt, rank the child at a lower level. We want the children to have a positive, confidence-building experience. It is better to err on the side of caution than to put the child at risk!

### Cloverbuds Working with Horses

Cloverbuds may ride in leadline, longe line (refer to specific policy on longe line activities below), walk/trot or walk/jog situations, when they have adequately demonstrated the "on ground skills" necessary to work safely with equines and show respect for the equine. Mastering the "on the ground skills" will help minimize the potential risk to Cloverbuds involved in the horse program. Some examples of "on the ground skills" are safely and cautiously leading, grooming, and moving around the animal. The adult/s making the decision to allow the child to ride must use their good judgment. Competent supervision, in a controlled environment, should be easily accessible to the child at all times when they are mounted.

### Levels of Involvement with Equines

Lead Line and Longe Line – This level would generally be appropriate for the kindergarten and first grade child (five and six year olds or developmental equivalent).

Walk/Trot or Walk/Jog – This level would generally be appropriate for the second grade child (seven year olds or developmental equivalent).

Ground Rail – Any over fences activities would generally be inappropriate for Cloverbuds, with the exception of ground rail activities/classes. Youth should only ride ground rail activities/classes after the child has mastered equitation skills and rides in control and in a balanced position on the flat. The child must understand and be able to ride in a two-point position. Ground rail activities/classes are not cross rail activities/classes. Make sure that those working with this audience know the difference. This level would generally be appropriate for the second and third grade child (seven and eight year olds or developmental equivalent).

Driving – Not appropriate for Cloverbuds, except to be a passenger in a cart with a knowledgeable adult who is over 18 years of age. Driving horses requires much hand and eye coordination, quick reflexes, keen judgment and decision making skills. For these reasons, the actual driving of horses for this audience would be inappropriate in the 4-H program.

The following are not allowed for Cloverbuds in the 4-H Program: Showmanship at Halter, Canter and Loping, Drill/Parade, Draft Equines, Bareback, and Trail Riding.

### “Exhibition Only”

If Cloverbuds are in a show situation, it should be called “Exhibition only.” The youth should not be ranked or placed, not even by the Danish system. All youth should get the same ribbon or prize and all should be praised highly for their accomplishment.

### Riding Ring

It is recommended that any riding activity involving 4-H Cloverbuds be done in a controlled environment. To ensure safety, a controlled environment should include a contained riding area away from other non-Cloverbud riders and distractions. Anything that would distract the child or scare the horse should be considered when determining where to hold mounted activities with Cloverbuds. “Contained” means that there should be some type of safe barrier if a horse gets loose. A fenced riding arena or indoor riding arena would be the ideal. Fencing should be safe for horse and rider. Arenas need not be expensive, just safe.

All mounted riding should be in a contained designated riding area, riding ring, or arena. The size of this designated area should be small enough that the adults working with the youth can assist a child quickly, but big enough that more than one horse/child rider and any side walkers can work in a safety zone far enough away that other horse/rider combinations are out of harm’s way (kicking, biting, bumping into, etc.). If Cloverbuds are riding in an Exhibition Only class or situation, where more than one horse/rider combination will be in that arena, it is recommended:

- No other riders, than Cloverbud riders, should be in the ring when a Cloverbud activity is taking place.
- Not more than 10 Cloverbud riders should be in the ring at one time. Split any groups or classes that have more than 10 riders into groups of 10 or less.
- At least 4 knowledgeable adult spotters should be strategically placed on the corners with easy access to the youth. More spotters could be placed on straight line areas of the arena if needed.
- Split arenas that are too large into smaller areas for the activity by placing plastic barrels or ground rails to visibly designate the contained area.

### Longe Line Activities

The longe line can be a wonderful and safe way to work with Cloverbuds while mounted. However, there should never be more than one child in the designated riding area on a longe line at one time. It is also recommended that there are no other riders in the designated riding area while a Cloverbud child is being taught on a longe line. It is desirable to have one adult on the longe line and also one spotter in designated riding area to help if needed.

Longe line activities should be limited to teaching only. Cloverbuds should not participate in “Exhibition Only” longe line classes. “Exhibition Only” classes for Cloverbuds should be lead line, walk/trot, or walk/jog only.

## Horse Shows

There are two types of horse shows:

- Those for registered 4-H members only.
- Those for registered 4-H members and individuals who are not registered 4-H members. These are called, “Open shows” and come with additional rules. Not all Associations conduct “Open shows.” *Note: Clinton County 4-H Program does not hold Open Shows.* Special “Open Show” rules:
  - All participants(youth and adults) must wear approved helmets
  - All participants must sign Acknowledgement of Risk forms.
  - Non-4-H members under 18 may not participate in gymkhana, bareback or jumping events.

## New York State 4-H Horse Show Rules

CCE Clinton County 4-H Horse Shows adhere to NYS 4-H Horse Show Rules. This helps riders who are interested in moving to regional or statewide events be prepared for the experience. Copies of these rules are available at <http://www.ansci.cornell.edu/4H/horses/rulebook/index.html> or by contacting the Extension Office at 561-7450.

In addition to our competitive horse shows, we also offer schooling shows such as the Fun Show. For these shows, the atmosphere is more relaxed and the emphasis is more closely focused on learning. A rider’s clothing and appointments are not judged. In all other ways, we follow NYS 4-H Horse Show Rules.

## CCE Clinton County 4-H Horse Show Guidelines

4-H horse classes may be divided by riding level or age group. NYS rules focus on intermediate and advanced Junior and Senior riders. The following are guidelines about the riding levels specifically in Clinton County.

*Note: an equitation pattern includes 2 or more riding tests as described in the NYS 4-H Horse Show Rule Book. See Stock Seat Equitation, Hunt Seat Equitation, and Saddle Seat Equitation.*

## Cloverbud Leadline, Cloverbud Walk-Trot, Leadline, Walk-Trot

- Trail Classes
  - No tarps/raincoats, sidepassing, gates, or carry/drag obstacles
  - May have fewer obstacles than WTBC/Intermediate/Advanced classes at judge’s discretion
- Equitation classes: no patterns
- No backing, cantering or loping allowed

## Walk-Trot-Beginner Canter (WTBC)

- Mostly follows NYS 4-H Horse Show rules
- Judge should ask for canter/lope both ways of the ring
  - May ask each rider to canter/lope individually at judge’s discretion
  - At most, 6 WTBC riders may canter/lope at one time
- Equitation classes may have patterns (can be simpler than Junior/Senior): see above note for test and pattern suggestions from NYS 4-H Horse Show Rule Book.

## Junior and Senior (includes Advanced and Intermediate riders)

- Follows NYS 4-H Horse Show rules
- Equitation classes may have patterns
  - See above note for test and pattern suggestions from NYS 4-H Horse Show Rule Book.
  - Instructions should be publicly announced.
  - The following are two common ways patterns are used in 4-H equitation classes
    - Patterns may be asked of the top riders to finalize placings.
    - All riders in a class are asked to complete the pattern (pattern must be posted at least 1 hour before the class).

## Guidelines for Use of Horse Facility



There are occasions when Extension and 4-H use facilities owned by others for horse activities. Before using a commercial equine facility (this includes those that operate commercial stables or riding facilities as a business (does not apply to boarding barns)) for 4-H activities, please contact the Extension Office to make sure we can meet the necessary insurance requirements. This applies to 4-H clubs using the facility for regular meetings, shows or other events. There is no exemption if the facility is owned by a 4-H horse leader.

## Highlights of the CCE Risk Management Policy Relating to 4-H Horse Project Participation

- All 4-H horse members (including Cloverbuds) in horse activities must follow the most recent horse program guidelines.
- 4-H Accident Insurance covers 4-H members (Cloverbud, club and independent members) and registered volunteer leaders during 4-H activities and events; other participants do not have 4-H Accident Insurance. This accident insurance acts as excess over volunteer's personal medical insurance.
- CCE Association General Liability insurance protects volunteers from bodily injury claims and/or property damage claims when volunteers are acting within the scope of assigned volunteer responsibilities. This liability insurance acts as excess over volunteer's personal insurance. The Association liability insurance does not cover 4-H Leaders or participants in shows conducted by other organizations or people.
- Leaders who fail to follow Association adopted guidelines and CCE statewide guidelines will not be covered by the Association liability insurance.
- Liability occurs if there is negligence on someone's part that causes injury to another person or damage to their property. If an accident resulting in injury or damage occurs during a 4-H activity or show that may be caused by a 4-H club leader's negligence, the leader is covered under the Association liability insurance.
- Association liability insurance does not cover the owner of the horse for any liability attributed to injuries caused by the horse such as kicking and biting.
- Leaders and others using their own horses should check with their own insurance agent to make sure their horses are covered for liability if they are being used in the program.
- If a horse kicks, bites or hurts someone the owner of the horse must notify their own insurance company.
- All horses used in any 4-H or Association program should be suitable for such use.
- Similarly, Association liability insurance does not cover the property owner for any injuries that are the result of conditions on the property (ie. The property owner's dog bites a 4-H club member, there is a hidden well that someone falls into).
- Association liability does not provide insurance for instructors that are charging a fee for their services (ie. Riding lessons).

## Horse Acknowledgement of Risk Forms

- Acknowledgement of Risk Form—4-H Member (completed by all club members at enrollment)
- Acknowledgement of Risk Form – Horse Show – Youth: To be filled out by all youth not enrolled in the 4-H Club program under the age of 18 participating in Association sponsored (including 4-H club) horse shows (Open). Indicates parent/guardian has been advised that there is some risk and they permit their child to participate in the event or activity.
- Acknowledgement of Risk, Waiver and Release Horse – Adult: To be signed by participants 18 and older for Horse Shows.

# 4-H Recognition

## Purposes of Recognition

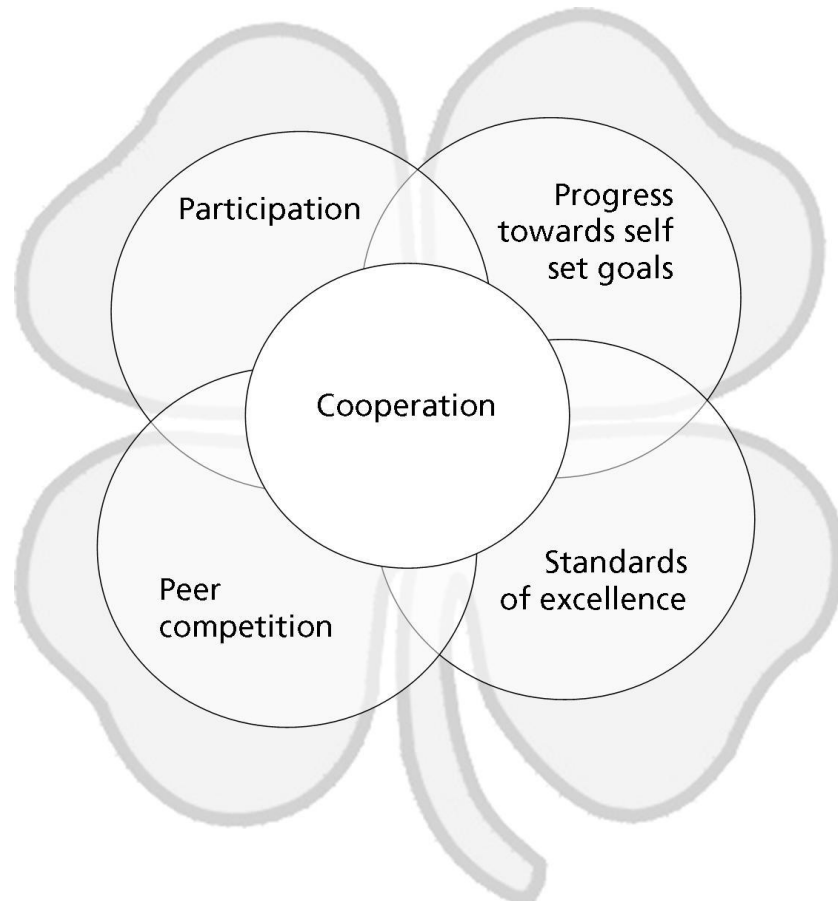
- To reinforce the motivation of 4-H members and volunteers to participate, create, and achieve in 4-H; and
- To underscore a sense of belonging and being valued in the 4-H community.

In the broadest sense, 4-H is a human development program designed to foster a sense of confidence, a feeling of accomplishment, and a heightened level of competence. The careful, creative, balanced use of recognition is an element of successful programs.

## National 4-H Recognition Model

Recognition is an important way to help young people to feel good about themselves, but, the form it takes must be suitable to the age and personality of the young person. It is important for adults who work with 4-H'ers to provide appropriate recognition to all participants. The National 4-H Recognition Model encourages a variety of forms of recognition to meet the diverse needs and interests of today's youth. The National 4-H Recognition Model includes five types of recognition.

- Recognition of 4-H'ers for **participation** in educational experiences acknowledges involvement as a first step in building a positive self-concept.
- Recognition of **progress toward personal goals** enables youth to gain experience in goal-setting and realistic self-assessment.
- Recognition of the achievement of generally recognized **standards of excellence** gives youth an external, pre-determined target for their learning experiences.
- Recognition through **peer competition** is a strong motivation for some but not all young people. It is not appropriate for youth under age eight.
- Recognition for **cooperation** helps youth learn and work cooperatively, preparing them for living in today's inter-dependent, global society.



Recognizing youth for their participation can be a first step in building self-esteem. Recognizing young people for their progress towards personal goals helps them gain experience in goal-setting and realistic self-assessment. Establishing standards of excellence

gives 4-H members a pre-determined target for accomplishment, and, recognizing their achievement of those standards helps them to appreciate the skills they are learning. The desire to win is a strong motivator for some people. On the other hand, some young people are threatened by competition with their peers. Recognition that is given as a result of peer competition needs to be handled carefully and is not appropriate for youth under age 8. When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. This prepares them for life in today's inter-dependent, global society. Young people should, therefore, also be recognized for cooperation.

Competition is a part of everyday life. It can provide positive motivation and incentive for learning. It can stimulate creativity and motivate us to set goals, complete projects and strive for excellence. It can result in huge celebrations or disappointing defeats. Awards that are given as a result of competition can cause much celebration and distress in adults and youth. 4-H should offer youth a place to be recognized for what they achieved while striving for a goal whether or not that goal has yet been achieved. Perhaps the goal needs to be broken into smaller pieces so success can be recognized as progress is made.

In the context of judging 4-H projects, winning means only that on that occasion, in that time and place, that performance, product or record was judged to be the best. It does not mean that that winner is better than others whose entries were rated lower. Leaders, parents and other adults need to convey praise to all members for doing the best their individual skills and abilities allow. Members need to be encouraged to make competition a learning experience by looking at other displays, watching and visiting with others who participate in a competition.

It is best to have a balance of cooperative, competitive, and individualistic recognition. Cooperative activities help build attitudes of friendliness and cooperation. If 4-H members only participate in competitive events, they will only be developing competitive attitudes. Sometimes there doesn't have to be a winner and loser!

Recognition can be accomplished by using any of the following: chevrons, stickers, pins, certificates, news articles, t-shirts, caps, handwritten notes, members' cards, ribbons, 4-H memorabilia, project equipment or supplies, trophies, scholarships, special trips, community recognition.

## The Danish System

The Danish System of evaluation is used at most 4-H events. Each item is evaluated according to a standard (set of criteria) rather than against each other. 4-H leaders, members, and parents should be informed about the criteria before members exhibit projects or enter competitions. There is no limit to the number of entries that receive each level of award (blue, red, or white).

- Blue or Excellent – The workmanship shows little need for improvement compared to the relative standard.
- Red or Good – The workmanship is satisfactory or average but there are definite areas for improvement, even considering the age and challenges of the child.
- White or Worthy – The workmanship shows that a worthy effort has been made and that the finished product is useable for the purpose intended. However, there is much need for improvement even considering the age and challenges of the child.

## The Consultation Method of Evaluation

The New York State 4-H Youth Development Program endorses the consultation method for evaluating 4-H projects and exhibits when possible. The consultation method focuses on facilitating growth rather than justifying a rating.

The most important aspect of the consultation method is the dialogue that takes place between the presenter and the evaluator after the presentation has been completed. It is intended to help members decide for themselves how well they did relative to their experience and to identify specific things they can work on to improve their next performance. The evaluator uses a series of questions that lead the member through a self-evaluation. This process should give the members an opportunity to talk about what they have done, how they feel about it, what they think can be improved, and where they would like help. The evaluator recognizes the things the member has done well and, when areas that need improvement have been identified, provides suggestions and alternative approaches. No project or exhibit is so poorly done that it is not worthy of an encouraging word. Usually no project or exhibit is so well done that some improvement may not be made.

When the conversation has ended the evaluator records the most important points on the evaluation sheet and completes the ratings. It is important for evaluators to be aware of the presenter's past experience and the expectations for their age group. It is just as important to praise members for their participation, preparation and progress as it is to recognize an excellent performance.

## Sportsmanship Expectations for Youth Participants

*Sportsmanship: conduct becoming an individual involving fair and honest competition, courteous relations, and graceful acceptance of results*

The development of sportsmanship is an important part of growing up. It is important for people to be fair and generous competitors, good losers, and gracious winners. All 4-Hers (youth and adult) are expected to demonstrate each of the following elements of sportsmanship before, during, and after their participation.

1. **Conduct:** Demonstrate and maintain high standards of personal behavior and conduct which become you as an individual and as a representative of your family, your club, your community, and the 4-H program in which you are involved.
2. **Fairness:** Learn and follow the rules. Do not cheat. Be objective, honest, and just in evaluating yourself and others.
3. **Honesty:** Be truthful, fair, and straightforward in everything you say and do. Show integrity. Do not lie or deceive. Do your own work. Do not understate or overstate your abilities, skills, or accomplishments.
4. **Competition:** Accept that the nature of competition is seeking to get what others are seeking to get, that it involves rivalry between contestants to earn rewards, and results in both winners and losers.
5. **Courtesy:** Be well-mannered in your conduct. Be respectful, thoughtful, considerate, cooperative, friendly, and cheerful in your attitude and your behavior regardless of whether you do well or not, whether you win or lose. Do not argue with the judges or program organizers. When you have concerns, questions, or suggestions, be polite in expressing them. Be pleasant and nice toward other participants, spectators, program officials, judges, the media, your advisors, parents, and others. Give others the benefit of the doubt. Treat other people, animals, and things kindly. Hide ill humor, and keep your emotions under control. Ask questions or bring comments to the judge after the show is complete. Bring concerns to program organizers and CCE staff first.
6. **Graceful Acceptance of Results:** Accept judges' suggestions and the results with a positive attitude. If you are not selected as a winner or if you receive a lower evaluation than you expect, do not gripe, complain, whine, pout, make excuses, or say you didn't feel well. Congratulate those who do win and who performed better than you. Recognize, appreciate, and try to learn from the accomplishments and admirable traits of others. Do not protest or make accusations unless you have proof and are willing to personally face the person(s) you are accusing. If you are selected as a winner or receive a higher evaluation than you expect, graciously thank the people who congratulate you. Be happy but do not gloat, brag, act conceited, or downplay your accomplishments. Finally, regardless of the outcome thank your parents, advisors, program organizers, sponsors, judges, and others who helped you.

## Recognition in Clinton County 4-H

In CCE Clinton County 4-H, we strive to balance several different types of recognition throughout all program activities. Some events have ribbons and trophies at their completion. In other activities, working together as a team to solve a complex problem provides an intrinsic reward. Sometimes, a thank you is the desired recognition for a member or leader. Our goal is to providing a balance of different kinds of recognition to motivate our 4-H members and volunteers.

The awards described here are only part of that recognition system. Included are suggestions for recognition at the club level. There is a description of awards given out at the county Achievement Night and how 4-Hers can earn them. There is also a section about recognition beyond the county level.

## Recognition at the Club Level

Clubs can design their own recognition program. The following are a few suggested awards that may be given at the club level. These awards will not be given out at the County Achievement Night.

### Achievement

This award recognizes active members who demonstrate a desire to help their community, participate in public presentations, show a willingness to help, and are enthusiastic. For outstanding work in all areas of 4-H, building character, leadership, and citizenship.

### Leadership

This award recognizes active members who acquire the knowledge, skills, and attitudes needed to be an effective leader through helping younger members, leadership activities, and public presentations.

### Most Improved

This award recognizes active members who have grown the most in the previous 4-H year, increasing their skills in a particular area of 4-H or in the overall program.

### Community Service

This award recognizes 4-H members who go above and beyond in serving their community. For example, spending many hours in a particular project or practicing generosity in several different service opportunities.

## Awards at the County Level

### Awards for Clubs

*Club leaders are responsible for applying for these awards (except those noted to be awarded by Office records).*

#### Club Public Presentation Award

70% of all of a club's members participate in County Public Presentations by giving a presentation or being a teen evaluator as shown by Extension Office records.

#### Club Community Service Award

A club provides service that has positive impact on the community demonstrated through:

- At least 50% of the club members participate in each of the club's 4-H community service projects (Honorable Mention Awards will be given to those clubs completing fewer than 35 hours)
- Community service projects total at least 35 hours per club
- Cannot be a donation out of the treasury unless all the members participate in the fundraising event with the intent to donate the proceeds
- Completed Club Community Service Award Application

#### Club Marketing Award

A club that increases public awareness of the 4-H program by participating in at least 2 events (such as a parade, National 4-H Week, information booth, newspaper article, etc). Application for this award should include evidence of event participation, including pictures and/or news articles.

#### Honor Club

- All re-Enrollment information submitted by November 1.
- Each member of the club participates in at least 1 county event and completes at least 2 projects
- Club completes at least 1 community service project and submits the report by November 1
- Club completes a Club Story for the current 4-H year (see Honor Club Award Nomination Form).

#### Star Reporter

Submits 9 out of 12 of their club's monthly secretary and/or news reports, October through September, on time to the Extension Office. Reports must be submitted by the 10th of the following month. Example: April's report is due May 10<sup>th</sup>

#### Seal of Achievement

A club that has met these requirements:

- The club has held six or more regular meetings during the year, the secretary keeping the minutes in the club record book and submitting reports of those minutes to the Extension office.
- Every member of the club is enrolled in the Extension office in at least one project.
- The 4-H club has put on an exhibit of its work to parents or others.
- At least six out of ten members of the club (60%) have satisfactorily completed the year.

After these four steps are met, the new club fills out an Application for a Seal of Achievement, located in the front of the 4-H Club Secretary's Handbook or in the appendix of this guide. Clubs earning a Seal of Achievement will get one to put on their club charter. Clubs can apply for a Seal of Achievement every year if they would like.

### Awards for Members: Overall 4-H Experience

Member Awards have two categories: those for their overall 4-H experience, and those for specific project areas.

*Individual members are responsible for applying for these awards.*

#### Awards for All Ages

##### Years of Participation

4-H members will be recognized for their years of participation with a medal. Members will be given a pin at 1, 3, 5, 7, 9 years and a graduation pin for those in the program at age 18.



## Club Officer Awards

### Honor President/Vice President

Submit at least 9 Agenda Reports to the Extension Office. Each report is due by the 10th of the next month. The President and the Vice President can work together so both can earn this award.

### Honor Secretary

Submit at least 9 Secretary Reports to the Extension Office. Each report is due by the 10th of the next month.

### Honor Treasurer

Submit at least 9 monthly treasurer reports to the Extension Office. Each report is due by the 10th of the next month.

### Honor News Reporter

Submit at least 9 news reports to the Extension Office. Each report is due by the 10th of the next month.

### Honor Recreation Leader

Submit at least 9 recreation reports to the Extension Office. Each report is due by the 10th of the next month.

### Honor Choose Health Officer

Submit at least 9 Choose Health reports to the Extension Office. Each report is due by the 10th of the next month.

### Honor Photographer

Submit at least 9 photographs to the Extension Office. Each photograph is due by the 10th of the next month.

### Honor Club Historian

Submit your updated club scrapbook to the Extension Office at the end of the 4-H year.

### Honor Song Leader

Submit at least 9 song reports to the Extension Office. Each report is due by the 10th of the next month.

## Cloverbud Awards (youth age 5-8)

*Members earn the highest level award they qualify; they will receive only one level of this award.*

### Cloverbud Level 1

Cloverbuds will receive a Certificate of Participation for completing a 4-H Record Book and an application that show participation in 3-6 Cloverbud learning activities (including community service activities).

### Cloverbud Level 2

Cloverbuds will receive an I Love 4-H Pin for completing a 4-H Record Book and an application that show participation in 7-12 Cloverbud learning activities (including community service activities).

### Cloverbud Level 3

Cloverbuds will receive a 4-H Cloverbud gift for completing a 4-H Record Book and an application that show participation in 13 or more Cloverbud learning activities (including community service activities).

## Junior Awards (youth age 9-13)

*Members earn the highest level award they qualify; they will receive only one level of this award.*

### Junior Heart of 4-H

Will receive a certificate when they complete/participate in:

- Updated 4-H Career Portfolio
- 1 Project Record, including Project Story (Species specific for animals)
- 5 hours of Community Service
- 1 Educational Events (county-level events)

### Junior Making the Best Better

Will receive a certificate when they complete/participate in:

- Updated 4-H Career Portfolio
- 2 Project Records, including 1 Project Story (Species specific for animals)
- 5 hours of Community Service
- 2 Educational Events (county-level events)

### Junior Above and Beyond

Will receive a certificate and Achievement medal when they complete/participate in:

- Updated 4-H Career Portfolio
- 3 Project Records, including 1 Project Story (Species specific for animals)
- 10 hours of Community Service
- 3 Educational Events (county-level events)
- 1 Public Presentation, Club or County (in addition to 3 Educational Events)

## Senior Awards (youth age 14-18)

Members earn the highest level award they qualify; they will receive only one level of the Heart, Making the Best Better, or Above and Beyond awards.

### Senior Heart of 4-H

Will receive a certificate when they complete/participate in:

- Updated 4-H Career Portfolio
- 2 Project Records, including 1 Project Story (Species specific for animals)
- 5 hours of Community Service
- 2 Educational Events (county-level events)
- 1 Leadership Activity

### Senior Making the Best Better

Will receive a certificate when they complete/participate in:

- Updated 4-H Career Portfolio
- 3 Project Records, including 1 Project Story (Species specific for animals)
- 10 hours of Community Service
- 2 Educational Events (county-level events)
- 1 Public Presentation, Club or County (in addition to 3 Educational Events)
- 2 Leadership Activities

### Senior Above and Beyond

Will receive a certificate and an Achievement medal when they complete/participate in:

- Updated 4-H Career Portfolio
- 3 Project Records, including 2 Project Stories (Species specific for animals)
- 15 hours of Community Service
- 3 Educational Events (county-level events)
- 1 Public Presentation, Club or County (in addition to 3 Educational Events)
- 3 Leadership Activities (with at least 1 being the primary leader of a club project)
- Promote their 4-H Club within their community (at community events, fairs, festivals, etc.).

## Teen Leadership Award

In order to qualify for this award, a teen member must demonstrate accomplishment in three areas: Teaching, Communication & 4-H Service, and Personal Growth and Leadership. **Note:** All 4-H members age 13 or older as of January 1<sup>st</sup> are eligible to apply for this award. Activities and points are allotted as follows:

Teaching (i.e. county wide program, leaders training, community outreach)

1. Co-teach a 4-H project with an Educator ..... 2 pts. per hour teaching
2. Solo teaching a 4-H project under Educator supervision ..... 4 pts. per hour teaching

Communication & 4-H Service

1. Write an article that gets printed in the newsletter, a newspaper, or radio spot, etc., (Not a club report.)..... 3 pts. per unit
2. Co-lead a 4-H county, district or regional community service, recreational or educational event (Teams of 2-4 teens are recommended.)3 pts. per unit
3. Recruit a new member to a 4-H countywide program. (Must remain an active member for 3 months)..... 3 pts. per unit
4. Other 4-H community service - i.e. help Educator with special programs, (county fair, state fair, promotions, etc.) Please describe the type of work and time involved .....Varies - Points will be assigned by educator

Personal Growth and Leadership (75% of allowable points must be earned in 4-H programming for this category)

1. Attend leader training in 4-H countywide program.....2 pts. per hr. training/teaching
2. Attend 4-H personal growth training. (i.e. Communication, leadership, Cornell Career Exploration) ..... 2 pts. per meeting
3. Attend issues and/or peer counseling training. (i.e. Substance abuse prevention, financial management program offered in or out of school. Maximum points allowed not to exceed 25% of total for Personal Growth and Development.) ..... 2 pts. per mtg.
4. Assist Educator in new project development ..... 6 pts. per completed project

Total Requirements

Certificate minimum points required in each component:

- A. Teaching .....5  
B. Communication/Service .....5  
C. Personal Growth .....6  
TOTAL NEEDED TO QUALIFY .....16

Honor Level (medal) minimum points required in each component:

- A. Teaching ..... 10  
B. Communication/Service ..... 10  
C. Personal Growth ..... 10  
TOTAL NEEDED TO QUALIFY ..... 30

## Awards for Members: 4-H Project Achievement

Individual members are responsible for applying for these awards.

### Project High Point Award

- Given to 4-Her who earns the most points in their project area for current year's project work
- One award for each age category (Jr/Sr) and project area

### Project Medal

- Recognition for exemplary work in one 4-H project (each 4-Her can earn more than one project medal and Extension will distribute one project medal to all 4-Hers who earn necessary points)
- Given to each 4-Her who earns 80% of available points in their project area for this year and last year's project experiences. Cloverbuds must earn 185 points and Juniors and Seniors 240 points **in their project area** for this year **and last year's project experiences**
- Member must have participated in the subject area for a minimum of 2 years
  - This includes all 4-H career, Cloverbud through Senior
  - For example, a Junior who just became a Junior this year but has participated in a project for 2 years would include the current year (his/her 1st Junior year) and last year (his/her last Cloverbud year).
- All ages eligible.
- In order to incorporate an evaluation of the quality of the 4-Her's project experience in addition to how many events participated, we will use the Clinton County 4-H Record Book Evaluation form to evaluate 4-Hers records and give them additional bonus points
  - Family and Youth Program Committee Members will be evaluators
  - Points awarded will be an overall bonus for record quality

### Project Medals may be awarded in these categories.

#### Plants & Animals

Agriculture  
Aquaculture  
Beef  
Poultry  
Cats  
Dogs  
Dairy  
Goats  
Horse  
Rabbits  
Sheep  
Pets  
Swine  
Gardening & Horticulture

#### Citizenship

Citizenship and Civic  
Education

#### Communication Arts

Public Speaking  
Reporting Media  
Performing Arts  
Visual Arts  
Photography & Video

#### Activities

Community Service  
Demonstration  
Fashion Revue  
Judging

#### Healthy Lifestyles

Food and Nutrition  
Healthy Lifestyles  
Safety  
Bicycle

#### Science and Technology

Biological Sciences  
Entomology & Bees  
Plant Science  
Veterinary Science  
Technology & Engineering  
Aerospace  
Computer Technology  
Electricity  
Engines, Tractors & Field  
Equipment  
Wood Science  
Industrial Arts  
Physical Science

#### Personal Development

Hobbies & Collections  
Personal Development

#### Environmental Stewardship

Environmental  
Stewardship  
Forestry  
Wildlife & Fisheries  
Outdoor Education &  
Recreation  
Shooting Sports

#### Consumer & Family Sciences

Consumer and Family  
Sciences  
Child Care and  
Development  
Clothing and Textiles  
Consumer Education  
Home Environment  
Family Life

## Awards for Volunteers

### Years of Service

4-H volunteers will be recognized for their years of service at five year milestones (first year, five years, ten years, etc).

### 4-H Volunteer of the Year Award

The 4-H Volunteer of the Year Award recognizes 4-H volunteers who demonstrate exemplary service to 4-H, while promoting service through volunteerism as both an opportunity and a privilege. 4-H members can nominate their club leader or another adult 4-H volunteer who has made a difference in their lives and/or the 4-H program. More than one volunteer can win this recognition. To nominate a 4-H volunteer, a member needs to write a letter that talks about how their leader is Volunteer of the Year for one of the following reasons:

- Positive impact the adult has had on 4-H, and on 4-H youth
- Adult's ability to work with young people to encourage decision making, problem solving, meeting challenges, mastery and youth/adult partnerships
- Volunteer's creative way to interact with all kinds of youth
- Volunteer is a great example of a "mentor-learner" relationship with participants
- Adult supports a safe and inclusive environment
- Adult models character and professional behavior
- Increased funding/resources created by nominee
- Encouraged more adults to be 4-H volunteers
- Personal growth from being a 4-H volunteer (that you've seen)

### Peer Award

The Peer Award recognizes 4-H volunteers who demonstrate commendable service to 4-H. Fellow volunteers nominate another adult who they think goes above and beyond in their 4-H role. More than one volunteer can win this recognition. To nominate a 4-H volunteer, a volunteer needs to write a letter that talks about how their nominee is an exemplary volunteer.

## Award Trips and Scholarships

All 4-H youth are eligible to apply for a Trip Scholarship for regional trips. You do not need to win a scholarship to attend a regional trip, with the exception of the Capital Days, Washington DC, and NYC trips (which are award trips). Some trips have age requirements—see trip registration information for details. 4-H volunteers are also eligible to apply for scholarship funds to cover expenses for 4-H volunteer conferences to increase their ability to support and deliver 4-H programs.

A 4-H Trip Scholarship covers most expenses of the trip. Each scholarship winner will be asked to contribute 25% or a minimum of \$35 (nonrefundable) towards the overall cost of the trip (unless there are special family circumstances—please contact the Extension Office).

Each enrolled 4-Her (youth or adult) may apply for only 1 Trip Scholarship per 4-H year (October 1 to September 30). Scholarship funds may only be used for educational trips/events. They cannot be used for events whose sole purpose is competition.

An application (including a cover letter and resume) must be completed by the interested 4-Her and submitted to the Extension Office at least one month before trip registration is due. Please fill out the application completely, neatly handwritten or typed. Scholarships will be awarded based on the content and presentation of this application. Completing an application does not guarantee winning a scholarship or award trip. Applications are due at least 1 month in advance of the trip (early is better). No late or incomplete applications are accepted.

Scholarship winners will be chosen by the Family and Youth Program Committee and will be notified at least one week in advance of the trip.

### Application

- Cover Letter
  - Introduce yourself—how are you involved in 4-H?
  - How much scholarship money are you asking for and describe how the money would be used
  - Why do you want to attend this trip?
  - What impact will this trip have on your 4-H career?
  - How will your participation in this event make a difference for the Clinton County 4-H program? What will you bring back?
- Resume
  - Create a functional resume that focuses on your skills and experience

- Share a minimum of 3 life skills you feel 4-H has helped you strengthen
- Tell what specific 4-H experiences helped strengthen these skills
- List applicable 4-H honors
- Include future goals

## **Annual Trips**

### **Agribusiness Career Conference (SUNY Cobleskill)**

This 2-day trip in October is a collaborative effort of Farm Bureau, Cobleskill College and Cornell Cooperative Extension. The Agri-Business Career (ABC) Conference introduces teens to a vast variety of opportunities available in the field of Agriculture. 4-H teens will visit farms, agricultural businesses, and industries in the Cobleskill area. Open to members 14 years old or older.

### **New York City**

A 4-day trip in December where participants observe some of the unique career opportunities available in New York City as well as experience some of the social and cultural aspects of the city. Open to members 15 years old or older. Offered every other year on even years.

### **Wonders of Washington DC**

A 4-day trip in February to the National 4-H Center in Chevy Chase, MD. Participants stay at the National 4-H Center, visit the Nation's Capital and its famous historical and cultural landmarks. 4-Hers learn about federal government and their role as a United States citizen and meet their Congressman. Open to members 15 years old or older. Offered every other year on odd years.

### **Capital Days (Albany, New York)**

A 2-day visit in March to the state capital to tour and learn about history and state government. Participants will also have an opportunity to meet with their state representatives. Open to youth 14 years and older.

### **STARR (Syracuse, New York)**

This 3-day event in April provides an opportunity for teens to develop leadership and other skills to be the 'resource of choice' for help addressing issues at local and state levels, and learn to work in partnership with groups of adults to make ideas and vision become reality. Open to youth 13 years and older.

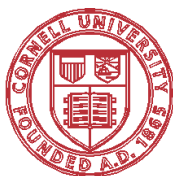
### **Career Explorations (Cornell University)**

A 3-day trip in June for participants to visit and work on Cornell's campus, learning about various college programs and resources, exploring career opportunities, and interacting with campus faculty and 4-Hers across the state. Open to youth 13 years and older.

## **Awards beyond the County Level**

Several 4-H events and competitions have regional, state, and event national levels. Each event has its own award system such as ribbons, scholarships, or prizes. 4-H members who qualify for these levels will also be recognized at Achievement Night.





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