

ARKANSAS 4-H VOLUNTEER GUIDEBOOK

U of A DIVISION OF AGRICULTURE
RESEARCH & EXTENSION
University of Arkansas System



Agriculture
Family & Consumer Sciences

Leadership
Communication & Expressive Arts

Health

Natural Resources
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With materials from:

- 4-H 101: The Basics of Starting 4-H Clubs. Materials developed for Military—4-H Partnerships
- 4-H Volunteer Quick reference Guide C-481. Diane F. Jones
- Introductory Guide to Becoming a 4-H Volunteer C-006. Noah Washburn, Nita Cooper and Amy Heck.
- 4-H Leader’s Handbook for Arkansas 4-H Club Volunteer Leaders. A collection of Arkansas 4-H fact sheets.
- Texas 4-H Club Activity Materials. Accessed 2017. AgriLife Extension web materials for club activities.
- Michigan State University Extension Fact Sheets. 2015. Janelle Stewart.





WHAT IS 4-H?

Serving over 14,000 youth in all 75 counties in the state of Arkansas, 4-H youth development programs span topics from Agriculture to Zoology and everything in between. Stressing experiential learning (hands-on), youth learn to communicate, lead and serve their communities in new and innovative ways. 4-H delivers these quality programs through a variety of methods including:

- **Community Clubs**
- **Project / Special Interest Clubs**
- **In School Clubs**
- **School Enrichment Programs**
- **Afterschool Programming**

These activities can only happen with the support of volunteers.

WHY BE A 4-H VOLUNTEER?

Volunteers are always valued in 4-H. As a 4-H volunteer, you have the opportunity to not only witness others grow in talent, but see yourself evolve as a leader. You will also be rewarded in many other ways including:

- **Volunteers develop knowledge and skills in the areas of child and youth development, organizational planning, and personal and group management.**
- **Volunteers can watch the development of 4-H members as they become leaders.**
- **Volunteers can help others and their own families.**
- **Volunteers meet new people and work with outstanding 4-H members and adults.**

WHY ARE VOLUNTEERS NEEDED?

Volunteers are the only way that 4-H can reach youth throughout the state. One person alone could not possibly bring the diverse set of skills to our youth that 4-H volunteers can deliver. Your talents and skills contribute to a well-rounded 4-H learning experience for all members.

WHAT IS REQUIRED OF VOLUNTEERS?

To be a volunteer in Arkansas 4-H involves the following:

1. **Enroll as a volunteer with Arkansas 4-H Enrollment and Event Registration.**
2. **Criminal Background Check (Cost of \$11- see County Agent for details).**
3. **Child Maltreatment Check (EHIRE 164).**
4. **Orientation to 4-H.**
5. **Risk management / Youth Protection Training.**
6. **Mandated Reporter Training (<https://ar.mandatedreporter.org>).**
7. **Additional trainings as directed by county agent.**

Trainings are available through your county extension agent or online at www.uaex.uada.edu.

DESIRED VOLUNTEER OUTCOMES:

1. **Identify and verbalize what they know about 4-H.**
2. **Understand 4-H philosophy and the 4-H system.**
3. **Be an advocate for 4-H.**



GENERAL OVERVIEW OF 4-H



THE MISSION OF 4-H

The mission of the 4-H Youth Development program is to help children, youth, and families realize their full potential and to improve the quality of life for Arkansas children, youth and families. The 4-H youth development program provides opportunities for youth to acquire knowledge, develop skills, form attitudes and practice behavior that will enable them to become self-directing, productive and contributing members of society.

4-H YEAR

The 4-H year is based on the calendar year and runs from January 1 to December 31.

4-H EDUCATIONAL PHILOSOPHY

The phrase “Learning by Doing” sums up the educational philosophy of the 4-H program. Youth learn best when they are involved in their educational experiences.

4-H EMBLEM

The 4-H emblem is a four-leaf clover with the letter “H” on each leaf. The letters in the emblem stand for Head, Heart, Hands and Health—the foundation of all 4-H programs. The county extension office grants authorization of the use of the 4-H name and emblem at the local level through a yearly charter (see appendix A).

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.*

4-H MOTTO

The motto “To Make the Best Better” is intended to inspire young people to continue to learn and grow and to make their best efforts better through participating in educational experiences.

4-H COLORS

- Green—Nature’s most common color, symbolizes springtime, life and youth.
- White – symbolizes purity and high ideals.





GENERAL OVERVIEW OF 4-H

4-H grew out of the progressive educational movement of the late 1800's and early 1900's in America. Rural school principals and superintendents were interested in applying practical concepts to reading, writing and arithmetic lessons as a way to teach rural youth, who knew little about the urban setting where much of the material they were studying was set in.

At the same time, agricultural colleges and experiment stations were accumulating a body of scientific knowledge that would improve the farmer's productivity and living standards. Unfortunately, farmers showed little interest in adopting the "book farming" methods of the college professors. These professors began to consider the possibilities of indirectly reaching farmers through teaching their children improved agricultural methods.

From an early unorganized beginning, 4-H clubs have developed into a world-wide youth movement. 4-H has resulted from the ideas and work of many pioneer leaders, with some 29 different individuals being credited as the "founder" of the 4-H program.

HISTORY OF 4-H IN ARKANSAS

4-H youth development in Arkansas is more than a 100-year old tradition. In October 1908, a group of about 65 boys formed the White County Corn and Cotton Club as a way to learn the latest in agricultural technology and enjoy being with friends during the rare times they weren't required to tend the chores at home.

The seed planted by that first club provided the roots for a program that today touches more than 133,000 youths ages 5-19 across Arkansas including rural, suburban and urban youth. The activities that our 4-Hers enjoy may have evolved in the last 100+ years, but our mission to help our youth learn to be productive citizens hasn't changed. 4-H is the only informal education program with a direct connection to the University of Arkansas. The 4-H program is science based and designed to shape future leaders and innovators.

- **1908-1938 – Arkansas joins a movement to teach rural youngsters the skills they would need to manage a farm and home. Corn and canning clubs sprang up in Arkansas counties.**
- **1939-1958 – During World War II and the time that followed, 4-H continued to grow and prosper. Winners of state level contests were rewarded with regional and national trips. Due to the large numbers of youth joining 4-H, the three tiered age system that is still applied today was implemented.**
- **1959-1978 – America entered decades marked by protests over civil rights and war. 4-H continued to offer stability and growth, expanding its programs to urban youths.**
- **1979-Present – 4-H moves beyond the home and farm by adding programs essential to life and business, such as communications, leadership, career development and technology, while still maintaining its agricultural roots.**



TYPES OF 4-H CLUBS



COMMUNITY CLUB: Focus on multiple projects and involve members of a variety of ages and interests. Community clubs normally have monthly general club meetings that can include icebreakers, teambuilding activities, club business and educational programs. In addition to the general club meetings, members will participate in separate project meetings with different volunteer project leaders.

PROJECT CLUBS: Project Clubs center around a specific 4-H project, in which all members participate. Members may work on the first, second, third, or fourth year phase of the project. Clubs usually meet once a month on a yearly schedule. This type of club may not meet the interests of all girls and boys in the community, and participation is limited unless other one-project clubs are organized.

IN-SCHOOL CLUBS: In-School 4-H clubs meet during school hours, but have officers and planned activities beyond school enrichment. These clubs operate much the same as community clubs, but a teacher may serve in the role of club leader. In-School clubs provide the opportunity to reach more of the county's potential audience (youth 5-19), build a relationship with the county school system, and demonstrate how 4-H can add to current academic learning.

AFTERSCHOOL CLUBS: Educational programs offered to youth outside of school hours that are usually in a school or community center and incorporate 4-H curricula. These are typically utilized with child care facilities.

SPIN (SPECIAL INTEREST GROUPS): Clubs that include subject matter training programs typically directed by Extension professionals as a one-time or short series of meetings.

AGE REQUIREMENTS

4-H youth development education programs are created and conducted principally for youth in grades k-12. In Arkansas there are three age levels in which youth can participate in the 4-H program. They are:

- **CLOVERBUDS** — Ages 5-8 cloverbuds become official participants on their fifth birthday. The Cloverbud program is a NONCOMPETITIVE, fun, informal educational program designed to acquaint youth with 4-H. There are

NO competitive evaluations of a child's exhibit or project.

- **JUNIOR** — Ages 9-13 are eligible to participate in district and some state competitive activities.
- **SENIOR** — Ages 14-19 may participate and/or compete in 4-H activities and events until December 31 of the year they celebrate their nineteenth birthday. Senior members enjoy leadership opportunities that allow them to exercise their developing skills in adult roles.

4-H CLUB BASICS

4-H Club Year: Current 4-H clubs run from January 1 through December 31 (Calendar Year). A club may be organized at any time during the year.

Paperwork: All clubs are required to have the following forms on file and uploaded to 4-H On-line annually. (See Appendix 1 for samples of forms)

- **AFFACT 662- Official Request to have a 4-H Unit, Certification of Nondiscrimination, and Permission to use the 4-H Name and Emblem. Completed and updated: ANNUALLY.**
- **Club Charter Application: Details leaders, officers, meeting time, and place. Completed and updated: ANNUALLY.**
- **Bylaws: Provide the rules governing the operation of each club. Completed and updated: As amended.**

ORGANIZATION AND LEADERSHIP

- **Club has at least two adult volunteer leaders with at least one serving as an organizational leader.**
- **Members plan the club programs.**
- **Officers are elected to give youth leadership responsibilities.**
- **Club has participating representatives on the county 4-H Council, if available.**

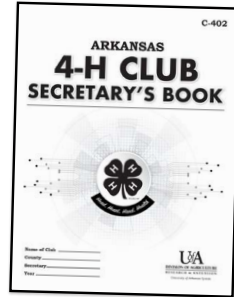
MEETINGS

- **Club membership should consist of at least six (6) members, from a minimum of two unrelated families.**
- **Club has at least one meeting per month for at least six (6) months.**





- Every member should have a part on the program at least twice during the year.
- Hold one or more meetings at which parents are specifically invited to attend.
- Have a 4-H club recognition dinner, banquet, or special program during the year.
- Keep a record of the club's meeting and activities (Secretary's Book, C-402).
- Report of each meeting and attendance should be filed with the county Extension office.



PROJECT WORK AND SERVICE

- Each member is enrolled in at least one 4-H Project.
- The club has some representatives participating in county 4-H contests.
- Holds three or more project themed meetings.
- Conduct or participate in community improvement or community service project.

SUCCESSFUL 4-H CLUBS

Keeping a 4-H meeting exciting and fun is critical to keeping clubs active and engaged. Any well balanced 4-H meeting will include an educational program, business meeting and recreational activities that engage youth. Members should be involved in planning of the club meetings, keeping a balance of activities consistent with the following plan:

- 1. Group Building (15-20 Minutes):** Fun activities to add enthusiasm and enjoyment to meeting.
 - Fellowship or informal time to get to know each other.
 - Icebreakers and team building activities with intentional outcomes.
 - Recreation, including organized games.
 - Refreshments, providing time to socialize with peers.
 - Celebration, where members showcase accomplishments.
- 2. Group Decisions (15-20 Minutes):** Demonstrate democracy in action through a structured business meeting, where youth learn to listen to views of others, come to decisions, learn about parliamentary procedure, and how to keep to an agenda.

- 3. Group Learning (45-60 Minutes):** Where "Learning by Doing" is put in place. Using a variety of activities youth can build their confidence in their projects, self esteem and build their decision making skills.

Examples of learning activities include:

- Community service activities
- Tours
- Guest Speakers and presentations
- Special Programs
- Project work
- Demonstrations and talks

ADDITIONAL TRICKS

- Start and stop meetings on time!
- Communicate upcoming events, dates, and responsibilities with members and parents.
- A club with about 10-15 members provides the best opportunity for good meetings, insuring everybody has a role.
- Set behavior standards and hold true to them.
- Hold meetings in the evening or after school.
- Have a variety of activities, both during and apart from club meetings.
- Club officers and committees should function actively.
- Give first year club members some responsibility.
- Provide opportunities for members and leaders to help plan the program and activities.
- Year-round meeting dates are most desirable (no down time).



4-H CLUB OFFICERS



A good 4-H club cannot function without elected officers. A great officer team will work to ensure the club's activities and projects are successful for their fellow members and the community at-large. As leaders in the 4-H club, each officer has a responsibility to the group, in addition to the specific roles associated with his or her office.

The number of officers for each club will vary, but the officer roles typically consist of president, vice-president, secretary, treasurer, reporter, photographer, song leader and recreation leader. Each officer's duties is outlined in the "4-H Club Officers Manual" (C-408), which can be accessed by visiting <https://www.uaex.uada.edu/publications/PDF/C408.pdf>.

OFFICER DESCRIPTIONS (YOUTH POSITIONS)

- **PRESIDENT:** The highest officer in a club, they preside over meetings, insure programs are properly conducted and communicate with volunteer leaders and agents.
- **VICE PRESIDENT:** Not just a back-up, the Vice President helps plan the programs for the 4-H year, aids in communicating with members about programs and helps wherever needed.
- **SECRETARY:** A secretary is thorough in their work as they keep the permanent record of the club, they keep track of the memberships, attendance, take minutes during the business meeting and provide materials to the volunteer leader to share with the County Extension Agents.
- **REPORTER:** How do we know what is happening in a 4-H Club? The reporter writes small stories to share with local newspapers, county newsletters or other media outlets. The reporter writes these articles as soon as they happen, and shares it with the volunteer leaders and County Extension Agents so that they can be edited and submitted to the proper media sources.
- **PHOTOGRAPHER:** Every picture tells a story, and the photographer captures as much as they can. Working with the reporter, the photographer provides pictures of club activities throughout the year.
- **SONG LEADER:** Music can be a fun part of any 4-H club meeting. The Song leader is charged with selecting a variety of songs to use a clubs that are familiar to most youth. Lead the group in fun, interactive songs that all the audience can participate in. Check out the song guide at the end of this guidebook.
- **RECREATION LEADER:** Every balanced club meeting involves recreational activities, from formal games and leadership exercises to mixers and ice breakers. The recreational leader is called to select activities that all can participate and have fun with. See suggested games at end of this guidebook for ideas.





4-H CLUB ADULT VOLUNTEERS

Volunteers are those special persons who work on behalf of the 4-H program at the county level without paid compensation for their help. Direct volunteers are those adults that work closely with youth. They have “direct” contact with youth at club meetings, county activities, and events. Indirect volunteers handle the behind-the-scenes work that is critical to supporting a 4-H program. These volunteers aid in judging, fund raising, serving on advisory committees or the donating of money and supplies. Both types of volunteers are critical to keeping a 4-H program functioning properly.

VOLUNTEER’S RESPONSIBILITIES TO AGENTS

- Turn in regular 4-H club reports and members’ enrollment information to county extension office.
- Keep agent informed of club activities.
- Support county-wide activities.
- Be flexible.
- Attend leader training meetings.
- Make requests for information and materials well in advance of program.
- Show fairness during competition between 4-H members and other clubs’ 4-H members.
- Avoid creating jealousy and unnecessary competition between 4-H clubs and members.
- Let agents know your needs for training.

VOLUNTEER LEADER JOBS AND RESPONSIBILITIES	
JOBS	RESPONSIBILITIES
ORGANIZATIONAL LEADER	<ul style="list-style-type: none"> ■ Generate and guide club officers ■ Guide club program development ■ Coordinate club calendar ■ Coordinate “leadership” team
PROJECT LEADER	<ul style="list-style-type: none"> ■ Guide project selection process ■ Establish and teach project groups ■ Apply project/demonstration learning methods ■ Identify/recruit necessary resource/support volunteers
ACTIVITY LEADER	<ul style="list-style-type: none"> ■ Coordinate club activities ■ Work closely with organizational/project leaders to enhance club/project meetings and activities ■ Identify/recruit necessary resource/support volunteers
RECORDS LEADER	<ul style="list-style-type: none"> ■ Know the record keeping process ■ Train 4-H members, parents, and project leaders in record keeping procedures ■ Cooperates with other team members to establish record keeping as part of the 4-H club program
TEEN LEADER	<ul style="list-style-type: none"> ■ Club/project group program development ■ Activity planning, doing, and reviewing ■ Projects/demonstration guidance ■ Work to complement organization/project activity/records leaders
RESOURCE–SUPPORT VOLUNTEER	<ul style="list-style-type: none"> ■ Support the club program in predefined jobs ■ Work closely with other “leadership team” members to accomplish appropriate meetings or activity goals

EXTENSION AGENT’S RESPONSIBILITIES TO VOLUNTEERS

- Explain volunteer roles.
- Identify training needed by volunteer.
- Plan and coordinate training sessions to include workshops and other group meetings.
- Provide 4-H project materials for 4-H’ers.
- Provide 4-H club meeting ideas.
- Involve volunteers in planning and conducting county 4-H contests.
- Keep volunteers informed of 4-H programs and activities at local, county, district, state, and national levels.
- Keep communication lines open.
- Provide appropriate recognition.

LIABILITY CONSIDERATIONS FOR VOLUNTEERS

Federal and state legislations provides some protection for volunteers of nonprofit organizations and government agencies. Arkansas Volunteer Immunity Act of 1987 covers volunteers of government agencies, like the University of Arkansas System Division of Agriculture’s Cooperative Extension Service.

Under Arkansas Code § 21-13-108, individuals who volunteer for service to a state agency, department,



4-H CLUB ADULT VOLUNTEERS



institution, or division are entitled to the protection of the state agency's sovereign immunity to the same extent as paid staff. This means that state volunteers are immune from liability and from being sued for acts occurring within the scope of their volunteer service, except for malicious acts or omissions or acts to the extent that they may be covered by liability insurance.

Volunteers may be held responsible for damage or injury if they act outside the scope of the 4-H program. If a volunteer is covered by automobile liability insurance, the volunteer's liability for negligent acts is limited to the amount of coverage.

ADDITIONAL TRAINING FOR VOLUNTEERS

Training opportunities are provided for volunteers to allow for further development of skills to provide positive youth development opportunities. These opportunities include: Volunteer training forums at the State, Regional, and National levels; National on-line training workshops; county and local meetings coordinated by agents and state-level on-line opportunities.

Arkansas 4-H requires that all volunteers participate in three (3) initial trainings to be a direct volunteer with our youth. This includes:

1. **Mandated Reporter Training**
2. **4-H Orientation**
3. **Risk Management with 4-H youth**
(or Chaperone Training prior to 2019).

Additional training is encouraged to keep our volunteers current on trends in youth development, club management practices and project related training. Your county Extension Agent will advise you on additional trainings that are available and needed in your local community.

INCENTIVES, RECOGNITION AND AWARDS FOR VOLUNTEERS

It is important that 4-H volunteers are recognized for their service. This recognition is for significant accomplishments. Both formal and informal recognition is used and should be part of the club program. Ways to recognize volunteers can include:

1. **Giving personal thanks and praise either in person at the time of the event or after program.**
2. **Written note of appreciation or praise.**
3. **Including volunteers in team planning (promotion).**
4. **Celebrating outstanding individuals and group accomplishments.**
5. **Have a special recognition program as part of a 4-H banquet with community members, 4-H members, family and contributors to the program.**
6. **Recognize individuals in front of people who are important to them (family, peers).**
7. **Include volunteers in special 4-H events.**

Opportunities for state level awards are available through multiple state-level 4-H associations.





PARENTAL INVOLVEMENT

Parents are vital to a successful 4-H club. They share in the work and success of the club. Much of what our youth gain from 4-H depends on the attitude and involvement of their parents.

WHY ARE PARENTS NEEDED?

When interested parents participate in 4-H, the members benefit from their support and encouragement. When the parents know about 4-H and the activities and events available to the members, they can help their children participate. Informed parents can help members attend club meetings, workshops, keep records, prepare for competition and prepare for leadership roles in the Club Program.

HOW TO INVOLVE PARENTS

The best way to keep parents involved is to keep the informed. Some of the best ways include letting the parent know:

- **What 4-H is and the opportunities it offers.**
- **What is expected of their youth in 4-H.**
- **The names of the 4-H volunteers and the volunteers responsibilities.**
- **The financial cost to members and parents.**
- **The time, place and topic of the 4-H meetings.**
- **Parents can often provide space for 4-H meetings (Kitchen, yard, garage).**

- **Provide refreshments.**
- **How to organize carpool for transportation to and from meetings.**
- **Can help call for last minute changes in meetings.**
- **How to encourage their youth to start and complete projects.**
- **How to encourage their youth to participate in competitions, events and special projects.**
- **To encourage youth to attend all meetings.**

It is important that parents feel involved from the beginning. Hold a special meeting for parents at the beginning of the year to get acquainted and to explain 4-H. Ask parents to aid in specific tasks.

HOW TO RECOGNIZE PARENTS

We all like to know our efforts are appreciated. Parents are no different. Recognize their efforts and encourage members to say “thank you” for their help. Write personal notes of thanks for specific jobs. Recognize the help of parents by including their names and, whenever possible, pictures in newspapers and newsletters.

The club may hold a “Parents Appreciate Night” which could include exhibits and refreshments or a meal prepared by the members. The program could include talent by members and recognition of the parents. Present certificates of 4-H appreciation recognizing the help that parents provide.



PROJECT WORK IN 4-H



Working with parents and 4-H leaders, youth are encouraged to choose a project or projects and build their knowledge of a specific subject area. 4-H youth complete activities related to that project area, keep records of their activities, give written and oral demonstrations about their projects and participate in judging and other contests involving their project. Project work not only increases a 4-H'er's knowledge of a particular subject of interest to them, but can also prepare them for a career in that field (examples: veterinary science, engineering, archeology).

In Arkansas 4-H, our projects are divided into three major focus areas: STEM Education, Citizenship/Leadership Skills, and Healthy Living. Projects are further divided into initiative areas, where projects are categorized by what skills the youth is learning through their work.

WHAT IS THE PURPOSE OF A 4-H PROJECT?

Help 4-H members grow.

- Help youth learn to work with others.
- Help develop life skills.
- Encourage youth to set and reach goals.
- Help 4-H'ers make wise decisions.
- Teach scientific methods.
- Helps youth learn responsibility.

HOW IS A PROJECT SELECTED?

When selecting a 4-H project, youth should select a project that they are interested in, can be completed and one they enjoy. It is important to involve parents and have an idea of the cost and space requirements prior to undertaking a project. All projects require youth to have goals associated with them. These goals need to be Specific, Meaningful, Action Oriented, Realistic and Timely (SMART).

HOW MANY PROJECTS SHOULD A 4-H YOUTH PARTICIPATE IN?

It is easy to overcommit when selecting a project to do in 4-H. The best practice is to have one main project area, and then two or three projects that they may be interested. Remember to select projects that a 4-H youth can show growth in and that they can achieve their goals in.

With every 4-H Project, Remember to set SMART Goals





RECORD KEEPING AND CONGRESSIONAL AWARDS

Detailed records are critical to any project. Keeping track of time, resources and outcomes of the project should be maintained in a 4-H Record Book. These records can be submitted for competition at the County, District, and State Level with Congressional awards submitted at the national level. Contact your local county extension agent on more information on completing record books and congressional award applications.

ARKANSAS 4-H PROJECT LIST		
HEALTHY LIVING	CIVIC ENGAGEMENT	SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) AND AGRICULTURE
<p>MIND: SOCIAL AND EMOTIONAL WELL BEING</p> <ul style="list-style-type: none"> ■ Bullying Prevention ■ Personal Finance ■ Self-Awareness ■ Substance Abuse Awareness <p>BODY</p> <ul style="list-style-type: none"> ■ Food & Nutrition ■ Food Preservation & Safety ■ Health & Fitness ■ Human Development ■ Safety (ATV, Shooting Sports) <p>Don't see your project interest?</p> <p>Self-determined projects can be placed in an area that best describes your focus of work.</p> <p>Contact your local county agent for assistance.</p>	<p>PERSONAL DEVELOPMENT</p> <ul style="list-style-type: none"> ■ Achievement ■ Citizenship ■ Communication ■ Leadership ■ Mentorship ■ Public Speaking ■ Workforce Preparation & Careers ■ Entrepreneurship <p>COMMUNITY ACTION</p> <ul style="list-style-type: none"> ■ Service Learning <p>FINE ARTS</p> <ul style="list-style-type: none"> ■ Service Learning ■ Music ■ Photography & Videography ■ Theater & Performance Arts ■ Visual Arts 	<p>ANIMAL SCIENCES</p> <ul style="list-style-type: none"> ■ Cattle (Beef & Dairy) ■ Goats (Dairy & Meat) ■ Horse ■ Livestock Skills ■ Meat Science ■ Pets ■ Poultry ■ Rabbits ■ Sheep ■ Swine ■ Veterinary Science <p>PLANTS AND AGRICULTURE</p> <ul style="list-style-type: none"> ■ Agriculture ■ Gardening ■ Soils & Crops <p>ENVIRONMENTAL SCIENCE & ENERGY</p> <ul style="list-style-type: none"> ■ Archeology ■ Biology & Chemistry ■ Climate ■ Energy & Electricity ■ Entomology ■ Environmental ■ Forage & Grasslands ■ Forestry ■ Water, Wildlife & Fisheries <p>ENGINEERING & TECHNOLOGY</p> <ul style="list-style-type: none"> ■ Computer Science & Coding ■ Mechanical Sciences (Automotive, Welding, Tractor) ■ Robotics ■ Rocketry & Aerospace
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EDUCATIONAL SYSTEM



4-H EDUCATION IS BASED ON FOUR EDUCATIONAL MODELS:

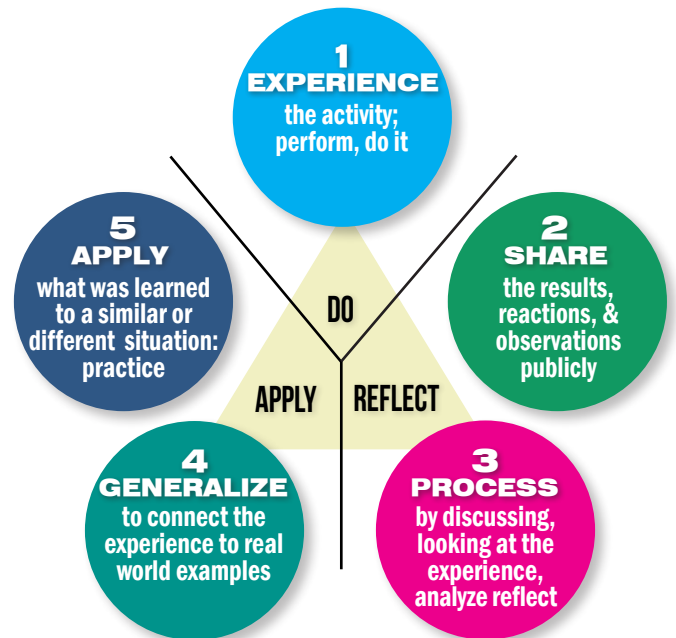
1. Essential elements of positive youth development.
2. Experiential Learning Model: Learn by doing.
3. Targeting Life Skills:
Desired outcomes of 4-H involvement.
4. Ages and stages of development.

ESSENTIAL ELEMENTS OF 4-H

The Essential Elements of 4-H Youth Development are basic principles upon which the 4-H Youth Development Program operates. Incorporating these elements enables the 4-H Program to focus on positive outcomes desired for youth; provide programs for all young people; view youth as central actors in their own development and consider the development of the whole young person.

All youth need:

- **Belonging:** to know they are cared about by others in a inclusive and safe environment.
- **Mastery:** to feel and believe they are capable and successful.
- **Independence:** to know they are able to influence people and events.
- **Generosity:** to practice helping others through their own generosity.



EXPERIENTIAL LEARNING

The learn-by doing approach is the foundation of 4-H and allows young people to be engaged in their own experiences. Through the experiential learning model, young people have the opportunity to discover their own learning through a guided process, rather than being told what they should be learning and how they should feel about the experience.

- Youth experience the activity–perform or do it. (Do)
- Youth share the experience by describing what happened. (Reflect)
- Youth process the experience to determine what was most important and identify common themes. (Reflect)
- Youth generalize from the experience and relate it to their daily lives. (Apply)
- Youth apply what they learned to a new situation. (Apply)

THE EASIEST WAY TO REMEMBER THIS MODEL IS: DO – REFLECT – APPLY



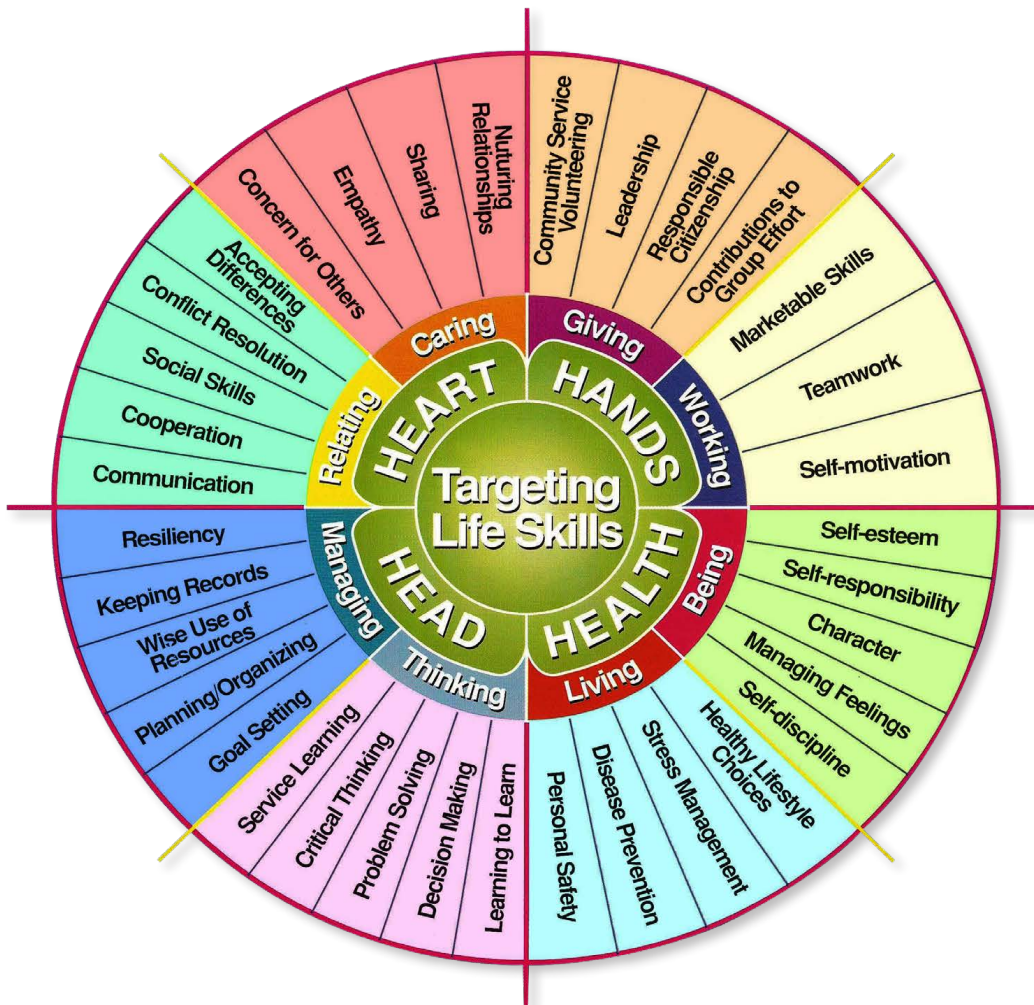


TARGETING LIFE SKILLS

Life skills are a basic foundation that prepares young people for success in life. The goal is for every young person to possess the necessary life skills to succeed and lead a productive life.

- **HEAD: Knowledge, Reasoning, and Creativity Competencies** **Thinking:** using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider. **Managing:** using resources to accomplish a purpose.
- **HEART: Personal/Social Competencies** **Relating:** establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both. **Caring:** showing understanding, kindness, concern and affection for others.
- **HAND: Vocational/Citizenship Competencies** **Giving:** providing, supplying, or causing to happen (social responsibility). **Working:** accomplishing something or earning pay to support oneself through physical or mental effort.
- **HEALTH: Health/Physical Competencies** **Living:** Acting or behaving; the manner or style of daily life. **Being:** living ones life; pursuing ones basic nature; involved in personal development.

IOWA STATE UNIVERSITY 4-H TARGETING LIFE SKILLS MODEL



AGES AND STAGES



As a 4-H volunteer, it is important to recognize that youth are developmentally different at various ages. You can not expect an 8-year-old to fully complete the same tasks as an 18-year-old because they are not physically, socially, intellectually and emotionally at the same level. Each child will develop at their own pace, but collectively they may share some characteristics that make working with them easier if you understand both their similarities and differences.

CLOVER BUDS

EARLY CHILDHOOD: AGES 5-8

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> ■ Learning to master physical skills using large muscle groups. ■ Beginning to develop their small motor skills like tying their shoes. ■ Activities should focus on large motor skills more than small motor skills. 	<ul style="list-style-type: none"> ■ Developing skills in how to be a friend and may have several “best friends” they do fight with each other, but get over it quickly. ■ Break them into small groups to encourage them to interact with children they do not usually play with. ■ Incorporate some role playing into activities. ■ Include activities that integrate all genders instead of all boy and all girl groups. 	<ul style="list-style-type: none"> ■ Youth at this age are very focused on themselves. They have difficulty seeing things from another’s point of view. ■ Keep a positive attitude around these youth. ■ Be supportive and encouraging, especially when they are frustrated. ■ Plan activities that promote success and focus more on cooperative activities rather than competitions. 	<ul style="list-style-type: none"> ■ They base thinking on reality and concrete concepts, they do not think in abstract terms. ■ Only work well on one task at a time. They are interested in the process of task, rather than the end result. ■ Activities should be broken into shorter time frames. ■ Allow time to explore and answer questions that they have.





AGES AND STAGES

JUNIORS

MIDDLE CHILDHOOD: AGES 9-13

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> ■ LOTS OF ENERGY! They can not sit still for long times. ■ Girls will be maturing faster than boys. ■ Active learning encouraged. ■ Beginning to be aware of body image. ■ Very competitive between boys and girls. Try to keep them from teaming up against each other. 	<ul style="list-style-type: none"> ■ Want to be in same-sex groups for activities. ■ They have difficulty seeing others' viewpoints. They like to make others happy though, and will adapt to situations to make this happen. ■ Let them work in same sex groups to keep them comfortable (but do not let them compete this way). ■ Involve older youth as mentors. They look up to older kids as role models. ■ Encourage peer group projects rather than individual projects. 	<ul style="list-style-type: none"> ■ Want everything to be Fair and Equal. They judge in absolutes, with little to no middle ground. ■ Do not compare youth to each other, but recognize each child's strengths. Emphasize individual progress as they work on tasks. ■ Emotions run high! Lots of drama as they compare themselves to others. ■ Try not to embarrass or criticize children at this age. ■ Let them explore their identity, values and beliefs by engaging them with more leadership roles. 	<ul style="list-style-type: none"> ■ Easily motivated and eager to learn new things. ■ Hobbies and collections are important at this age. ■ Provide simple short directions and keep learning experiences brief. ■ Provide a variety of activities so child's success is ensured. ■ Service Learning is important to this age. ■ Abstract thinking is starting to immerge, cause and effect is more understood. ■ They can identify an area of need, put a plan together and implement plan.



AGES AND STAGES



SENIOR

ADOLESCENCE/TEENS: AGES 14-19

PHYSICAL	SOCIAL	EMOTIONAL	INTELLECTUAL
<ul style="list-style-type: none"> Approaching maturity with physical development. Concerned with body image (acne, weight, etc). Avoid comments critical about appearance or implying that physical appearance is related to success and happiness. 	<ul style="list-style-type: none"> Desire STATUS in peer groups. Want to be recognized as individuals. Co-Educational activities are important (dating!). Let them plan their own programs, and hold them accountable for success and failure of their plans. Emphasize personal development and leadership. 	<ul style="list-style-type: none"> Center on Respect, developing confidence and independence. Looking for ways to be unique, but still seek approval of their peers. Developing their own set of values and beliefs. Let them have more responsibility. Challenge their thinking on identity, values and beliefs. Develop youth/adult partnerships to achieve common goals. 	<ul style="list-style-type: none"> Mastery of abstract thinking and ability to imagine how their behavior can impact the future. They like to show what they know and have learned. Does not do well with busy work or meaningless activities that take up time. Proved them real life problems of them to solve. Career exploration is important.





CLUB PROGRAM PLANNING

The success or failure of any organization depends largely on the program. The more care and thought put into a program, the greater the probability of a successful 4-H club.

The important aspect of any 4-H club meeting is to provide a balance of Fun, Business, and Learning as depicted in the club wheel at the right. If you find yourself unbalanced (or flat on one side), your club will not roll along smoothly, and kids will not want to return. When planning your club activities be sure to always:

1. Provide a significant role for each member.
2. Meet needs of all participants.
3. Share responsibilities among members.
4. Ensure a balanced program.
5. Provide for better communication.
6. Provide opportunity to learn planning skills.
7. Avoid calendar conflicts.

The following pages provide monthly suggestions to use when designing an effective club meeting. You will find ideas for business meeting topics, inspirational, service learning opportunities, programmatic topics, ice breakers and LIFE skill lessons that can be integrated into any club.

Remember to work with your club leaders to pick the activities for each month, so that 4-H youth maintain a feeling of ownership of their club, while learning through creative hands-on experiences.

Evaluating whether the club meeting was a “Success” is as simple as making sure that you can answer “YES” to most of these statements. Where you have indicated “NO” show areas that can be improved at the next club meeting.

4-H MEETING CHECKLIST

A GOOD 4-H MEETING IS ONE WHICH:

- Is planned beforehand by officers and club leaders.
- Has materials and equipment ready before the meeting begins.
- Welcomes guests and helps members feel at ease.
- Is conducted by officers and teen leaders.
- Is called to order on time and ends on time.
- Follows the order for a business meeting.
- Uses simple parliamentary procedure.
- Has announcements which are short or printed to be taken home.
- Shows courtesy to all.
- Has a balance of business, learning and fun.
- Has a program with at least one demonstration: provides opportunity for learning by doing.
- Has recreation suitable to meeting place and ages of club members.
- Has opportunity for singing or music.
- Has all or most members taking part.
- Has officers who avoid doing all the talking.
- Has adult leaders who avoid doing all the talking.
- Has no single person who does all the talking.
- Encourages and provides opportunities for parent participation.
- Has a healthy snack offered.



Graphic By:
Michigan State
University 4-H
Program Planning



MONTHLY 4-H CLUB AGENDA



PROGRAM FOR THE _____ 4-H CLUB

DATE AND LOCATION OF MEETING: _____

BUSINESS:

- Roll call topic: _____
- Pledges: _____
- Business to be discussed: _____

PROGRAM:

- Inspirational: _____
- Progress reports on project: _____
- Talent number, skits, plays: _____
- Talks, reports etc: _____
- Special program: _____

RECREATION:

- Game/Activity: _____
- Refreshments: _____
- Club service activity: _____

County, District, State or National 4-H Activity Announcements





4-H BUSINESS BY MONTH

January

- Reorganize club; elect officers.
- Study how to conduct club meetings.
- Discuss plans for club programs.
- Plan a Valentine Party.
- Discuss how to get more parents interested in club work.

February

- Discuss improving 4-H projects.
- Plan a club health program.
- Plan a St. Patrick's Day program.

March

- Make plans for a spring project tour.
- Discuss suggestions for improving club meetings.
- Make a list of prospective club members.
- Report on progress of project work.
- Plan for county and district 4-H O-Ramas.

April

- Training for judging and demonstration activities.
- Plan a club tour to visit members' projects.
- Discuss county 4-H activities and make plans to participate.

May

- Plan to visit another club in county.
- Discuss the 4-H awards program.

June – District O-Ramas

- Discuss district O-Rama.
- Discuss plans for 4-H camp.
- Plan a special meeting for parents.

July – State O-Rama

- Discuss exhibits at community and county fairs.
- Reports on conferences and special 4-H activities.

August

- Discuss awards for doing good 4-H work.
- Plan a club tour to a place of interest.
- Stage a model club meeting.
- Invite civic and community leaders to give talks at club meetings.

September

- Plan a club banquet for October or November.
- Make plans for National 4-H Month and Day of Service.
- Plan a club or community exhibit.

October – 4-H Month and 4-H Day of Science

- Plan ways to finance club activities.
- Outline how clubs can help with community projects.
- Plan a Thanksgiving party.
- Plan a “Get-Acquainted” part for new members and their parents.

November

- Appoint Christmas committee and plan Christmas activities.
- Plan to explain to local organizations what the club is doing.
- Plan a special occasion to honor parents.
- Discuss making a “recreational kit” for the club.
- Discuss plans for the club banquet or program.

December

- Discuss club programs.
- Secretary reports on club accomplishments during the year.
- Plan some recognition for 4-H leaders and others assisting in 4-H work.
- Plan photography exhibit.



PROGRAM IDEAS BY MONTH



JANUARY

- Have a program on Chinese culture and heritage to celebrate the Chinese New Year. Promote books, movies and activities inspired by Chinese heritage.
- Invite a 4-H adult leader to present a program on good character and what is expected at stock shows or other 4-H events.
- Give a program on what makes a good record book great. Invite former 4-Hers to share their winning record books and what it takes to keep things organized.
- Have 4-H members share their favorite photos and have a club photography display. Bring in a professional photographer to give a presentation on how to take good photos. Introduce photography contests in 4-H.
- O-Rama Photography Events
- Ross Photography Contest
- Have your 4-Her make “Five Healthy Promises for the Year”.
- Start one new physical activity.
- Adopt one dietary guideline and stick to it (i.e. eat more fruit & vegetables).
- Kick one bad habit (i.e. skipping breakfast, playing to many video games).
- Make one new friend.
- Do something special for, or help, your parents everyday.
- Have a local dietician, nurse or FCS agent come speak to the group about healthy habits.
- Invite FCS Agent to bring ideas for nutritious snacks or “fun” fruits and vegetables that 4-H’ers can make and taste during the meeting.
- Have community member do a program on Interview Skills, including filling out applications, personal appearance, greeting people and answering questions. Hold mock interviews.

FEBRUARY

- Celebrate Groundhog day. Have a prediction made in a previous month as to whether Punxsutawney Phil will see his shadow on February 2. Have a program on the history of Groundhog Day. Why does it exist? Have the predictions of the groundhog in the past come true? Remember to celebrate who made the correct prediction from earlier.
- Time to gear up for O-Rama. Practice public speaking with the youth, go over contest dates and categories. **PRACTICE PRACTICE PRACTICE.**
- Create a club time capsule or historical scrapbook with club memorabilia and photos.
- Invite a 4-H alumni to talk about what 4-H was like when they were active.
- Have a representative from the local American Heart Association come speak. Have heart healthy snacks during the month.

MARCH

- Celebrate Archeology Month in Arkansas by inviting local archeologist to speak about the historic and prehistoric communities in your region.
- Go Green for St. Patrick’s Day by learning about ways to conserve energy and resources by inviting a guest speaker from local energy cooperatives or companies.
- Have a meteorologist or storm chaser come talk to the group and learn about storm safety.
- Have 4-H members make a personalized plan for their family related to storm and tornado safety. Make Emergency Supply Kits (invite a My PI AR participant to speak with group).
- Learn about volunteer opportunities in 4-H. Have a member or adult leader talk with 4-H about summer camp opportunities, leadership programs and local events.
- Stave off Cabin Fever by keeping your mind active.
- Build log-cabins with toothpicks.
- Make funny commercials, news shows, or movie spoofs with video camera.
- Record your own educational video on your project.
- Have a science fair.





PROGRAM IDEAS BY MONTH

APRIL

- Celebrate Earth day with a program on recycling, energy conservation or climate.
- Have a program on Arbor Day and the importance of trees in your community.
- National Volunteer Week is in April. Have a program that celebrates and honors your volunteers. Have your 4-H Banquet to celebrate the adults that make your 4-H shine.
- Show off your 4-H club to the local county government. Invite officials to your 4-H meeting and have youth share their projects and achievements. This is a great way to practice your 4-H O-Rama talks.
- O-Rama! Help in organizing and running the county 4-H O-Rama.
- It is time to grow...Have the Master gardeners share with the 4-H clubs about growing gardens, tour a nursery or greenhouse or plant an herb garden and cook with fresh herbs.
- Give a program on communications and public speaking. Invite a speech teacher, local reporter or media representative to work with the youth on communication skills.

MAY

- Since 4-H is gearing up for the summer, invite someone (nurse, lifeguard, etc) to come talk to the club about sun safety, water safety, and/or first aid.
- Invite a speaker about summer recreational activities available in your local community.

- Give a talk on the 4-H fishing projects or participate in a fishing derby.
- Have a presentation on water safety and boating safety.
- Present on summer camp opportunities at the 4-H Center.
- Hold an end of the school year party.
- Practice O-Rama events so you are prepared for Districts in June and State in July.
- May 12th is Limerick Day....come up with limericks about 4-H.

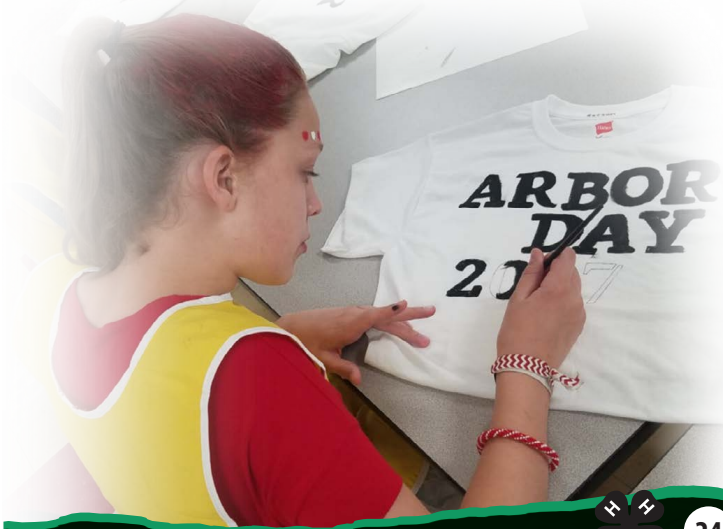
There once was a 4-Her named Drew
He dreamt he was eating his shoe
He awoke with a fright
To see such a sight
That his dream was entirely true!

JUNE – AUGUST

- Over the summer, keep your meetings light and fun. Focus on O-Ramas, Games, and Fellowship with other 4-H youth. Participation in summer camps at the State, District and County level should be encouraged.

SEPTEMBER

- Learn about Parliamentary Procedure. Use trail mix, quiz bowl games, invite Quorum Court or civic leaders to speak as ways to learn about running a meeting.
- Have an educational program on money management. Tie into 4-Hers who may be receiving checks from stock show projects.
- Have county agent, leader or teen lead talk about the many opportunities in 4-H. Complete the Pick-a-Project and share the many opportunities that 4-H offers.
- Have your 4-H club make marketing tools for October's 4-H month. Decorate posters, write public service announcements for the radio or write newspaper articles. Work on promoting 4-H with social media (Instagram, Facebook, Snapchat etc.)
- Safety and disaster preparedness. Invite first responders to share about their job and how we can help in an emergency. Build family emergency kits.



PROGRAM IDEAS BY MONTH



OCTOBER — 4-H MONTH AND 4-H DAY OF SCIENCE

- Conduct a 4-H Day of Science activity with club.
- Have a firefighter (forest ranger) come speak to the club about fire safety. They could bring some equipment/gear and explain the purpose/use.
- Make a fire safety map/escape plan for their home.
- Emphasize the importance of smoke alarms and changing batteries.
- Have 4-H members present on fire safety.
- MY-PI presentation on fires.
- Invite a speaker to provide a motivational talk for youth or just to make them laugh. Challenge member to go share something funny or motivational with 10 other people that they learned from the program.
- Have a 4-H club leader, or teen leader, give a presentation on how to keep records, the different methods involved, and what records need to be kept or the purposes of completing a 4-H Record Book. Do not wait until the last minute to keep records.
- Invite a 4-H ambassador to your 4-H club meeting and have them give a 4-H promotion presentation. Hold a 4-H Fact Quiz Bowl.
- Personal Safety: With Halloween at the end of the month, do a program on local community concerns, but also consider on-line predators or physical defense.

NOVEMBER

- Invite a speaker that is a good youth role model. Focus the program on positive character traits that a role model possesses.
- Hunting Season is here! Have a program on gun and shooting safety. Contact the Arkansas Game and Fish Commission to have them give a talk on hunting rules and regulations.
- Host a Hunters Education program.
- Invite a representative from your local food bank or Salvation Army to talk to your 4-H club about their operations, who they serve and what it takes to run their service. Have 4-H members volunteer with organization after learning about it.

- Have a local government leader present a program on their role in the city or county government.
- Have each 4-H member “shadow” a local elected official and report back to the group about their experience.
- Arrange to have the County Judge do a presentation to the group and tour courthouse.

DECEMBER

- Have a “Shop with a Cop” or similar program speak with 4-H members about donating toys as community service for the holidays. Speaker could also speak on toy safety. Make the club meeting into a service project by bringing a toy and making Christmas cards to attach and donate to the cause.

The holidays can be very stressful consider:

- Invite a school counselor or youth development specialist to talk to the group on ways to reduce or manage stress.
- Have the group brainstorm on ways they can reduce the stress in their lives as well as their parent’s lives.
- Do a prioritization activity where youth prioritize their commitments.
- During the holidays, many people tend to eat more than usual. Have 4-Hers do a program on healthy eating during the holidays. Make and share healthy snacks.
- Invite a 4-H adult leader or 4-H member to talk about consumer skills, what to look for when buying certain products and how to set up a stick to a budget.
- Highlight the consumer skills project and O-Rama events. Run a consumer competition or quiz bowl.





COMMUNITY SERVICE IDEAS BY MONTH

JANUARY

- Volunteer at a local library.
Read stories to younger audiences.
 - Create an afterschool or weekend reading club for kids.
 - Work with an adult literacy program.
 - Volunteer at your local animal shelter (if you are old enough).
 - Volunteer to bathe, walk or help an elderly or physically challenged individual's pet.
 - Volunteer to help train animals to assist the physically challenged.
 - Collect children's books and movies and donate them to nearby hospitals.
 - Collect old phone books for recycling.
 - Conduct a Coat Drive to donate to local charities.
- Wear red on Valentine's day in recognition of family, friends and neighbors who have suffered from heart disease.
 - Make posters to remind everyone to exercise, stop smoking and watch their diet for heart health (<http://www.heart.org>).
 - Share hugs by collecting stuffed animals and other related toys to donate to local police, emergency personnel, 4-H military program or child abuse workers. Toys are distributed when military personnel are deployed or when children are in high stress or injured situations.
 - Host a dog walk in a local park.
 - Coordinate a pet photo shoot session, charging a minimal fee that is donated to a local animal shelter.
 - Conduct a pet food, supplies and newspaper drive for the local animal shelter.
 - Participate/hold a Jump Rope for Heart activity with your club. Earn money to donate to the American Heart Association. <http://american.heart.org/kidsheartchallenge/>.

FEBRUARY

- Decorate a room in a shelter, children's home, adult assisted living home or another non-profit agency. Be creative and find inexpensive or donated items.
- Adopt or create a flower bed to spruce up one at a shelter, children's home, adult assisted living home or another non-profit agency. Be sure flag it as a 4-H project with a sign!



COMMUNITY SERVICE IDEAS BY MONTH



MARCH

- Send thank you notes or goodie baskets to your Extension support staff for all of the hard work they do behind the scenes in support of the 4-H Program.
- Volunteer to help out at your County Extension Office. Ideas might include filing, organizing storage rooms, painting a room, stock the kitchen, etc.
- Participate in a citizen science project with your local archeological survey office for Archeology month.
- Have a fashion show of garments for a local organization or senior citizens group.
- Conduct a clothing drive and provide an informational program on recycling clothing items.
- Plan a community clean-up or landscape day or assist at a community garden.
- Weed a flower bed or plant flowers for someone who is unable.
- Take a plant to a nursing home or hospital patient.
- Work with Master Gardeners to plan and plant a community garden. Assign members different days to water and cultivate. Crops will be shared with anyone in community or donated to needy families.

APRIL

- Work with local veterans, or military groups, to sponsor a flag burning ceremony for damaged US Flags.
- Write a letter to a former 4-Her or 4-H family member in the military.
- Distribute flag etiquette information to club and community members.
- Host a community clean up day. Have 4-Hers serve hot dogs and drinks to volunteers at the check-in point.
- Host a bicycle rodeo while conducting safety inspections and distributing safety information available from the Health Department or Arkansas Children's Hospital.

MAY

- Conduct a safety fair for community focusing on: ATV, bicycle/skating/skateboarding, tractor, swimming and water safety.
- Have a program on summer health issues, including food safety during cookouts, first aid, skin protection, and insect and tick safety.
- Spruce up your 4-H meeting space at the end of the year, complete repairs, organize supplies and set your club up for a great year after summer.
- Conduct a flag etiquette program for Memorial Day.
- Assist with a local park or cemetery clean up or distribute flags on graves of veterans.
- Send notes to at least five different people that have made a difference in you life.

JUNE-AUGUST

- Take the summer to work on a Stream Team project, improving the stream and lakesides where your club may conduct fishing activities.
- Volunteer to help with local and regional summer 4-H Camps.
- Take time to relax and recharge over the summer!





COMMUNITY SERVICE IDEAS BY MONTH

SEPTEMBER

- Conduct a school supply drive (paper, pencils, pens, notebooks etc.) to donate to schools.
- Assemble First Aid Kits and donate to local organizations (schools, churches, groups). Replenish supplies annually.
- Host a “First Day of School” party for kindergarteners. Work with schools on registration night, host fun activities in the classroom, gymnasium or library. Keep activities short, fun and interactive while showing your 4-H Pride (wear 4-H clothing/identifying club name).
- Assist local officials in conducting a voter registration event by passing out voter registration cards or information.
- Collect magazines or books for waiting rooms, library book sales or nursing homes.
- Volunteer to read a children’s book relevant to a project area with an afterschool group, head start program or day care.
- Make flyers that include the essential items that every family should have on hand in the event of a disaster. Distribute these to classmates at school, post on bulletin boards in your community banks, stores, churches and schools.



- Conduct home safety inspections with family.
- Make bags or backpacks for the police department to distribute to children who have been victims. Check with your local police or sheriff departments to get a list of items they need.

OCTOBER

- “Trick or Treat” in your neighborhood for canned goods and toiletries. Donate the items to the local food bank or homeless shelter.
- During Fire Prevention week, work with the local fire department to collect smoke alarms and distribute to those in need.
- Sponsor a bicycle safety check-up event in your community.
- Distribute Halloween Safety tips to children in your community.
- Volunteer to change out batteries in smoke alarms for elderly family members or those who might need assistance.



COMMUNITY SERVICE IDEAS BY MONTH



NOVEMBER

- Organize a Veteran's Day recognition event, or contact your local VFW to see what you can do for service men and women in your area.
- Take a trip to the nearest veteran's hospital and share with patients get well cards and/or items of thanks and cheer. Identify the veteran memorials in your community/county and create a brochure, website or publication describing each, its significance and location. Be sure to share the information once it is created. <https://www.va.gov/opa/vetsday/>.
- Conduct a mock election at a school or other location to demonstrate the importance of voting.
- Volunteer at a local food bank or food pantry.
- Contact local Meals on Wheels, or similar organization, to see if they take donations for holiday desserts, or make table decorations to be delivered with the Thanksgiving meals.
- Help cook and/or serve a meal at the local homeless shelter.
- Assemble fruit baskets (along with homemade goodies) and give to shut-ins.
- Take time to visit a nursing home and visit with residents when delivering items of cheer.

DECEMBER

- Conduct a clothing drive to collect items like coats, gloves and scarves and distribute them through local charities or schools.
- Conduct a donation drive for your local animal rescue shelter. Collect items like canned food, chew toys, old newspapers, etc. Be sure to ask what the shelter needs most.
- Adopt an animal shelter. Ask families to sign up to assist the shelter in cleaning out pens or walking dogs each month.
- Organize a free pet flea bath in your community to promote healthy pets.
- Decorate a Christmas tree at a nursing home, hospital or homeless shelter.
- Visit a nursing home and give out cards, sing Christmas Carols or coordinate a craft time with residents.
- Donate toys to a Toy Drive with local police, health department, etc.
- Host a clothing project group and sponsor a mending party to sew on buttons or mend donated items.
- Participate in an Angel Tree Program for your community. <https://www.prisonfellowship.org/about/angel-tree/>.
- Adopt a family: Work with local community service agency to adopt a family in need. Help with needs for that month, from bills, food, clothing, to decorating their home.





INSPIRATIONS FOR CLUB MEMBERS

“A loyal friend laughs at your jokes when they are not so good and sympathizes with your problems when the are not so bad.”



The first two letters of the word **GOAL** are.....**GO!**

“It is not intelligence alone that brings success, but also the drive to succeed, the commitment to work hard, and the courage to believe in yourself. Know that your dreams must come from your heart’s deepest desires. Only then will the barriers come down before you. To know your heart, you must know yourself. You are who you decide to be, not who other people decide for you to be. Be noble. Stand on the higher ground. Create your life and then go out and live it” — Unknown.

“There are no secrets to success: Don’t waste time looking for them. Success is the result of perfection, hard work, learning from failure, loyalty to those for whom you work and persistence.” — General Colin Powell

“Champions come to the playing field, the track, the gym and the mountain to realize their dreams and goals. Dreams start as ideas and are later achieved because the individual believes that their dream will come true.” — Darol Wagstaff

- Success Tip: Start at the bottom and work up.
- It is better to be a lion for a day than a sheep all your life.
- Do not find fault; Find remedy.
- Most failures start with the failure to try!
- Develop an attitude of gratitude, and give thanks for everything that happens to you.



ICE BREAKERS FOR CLUBS



QUESTION AND ANSWER BALL

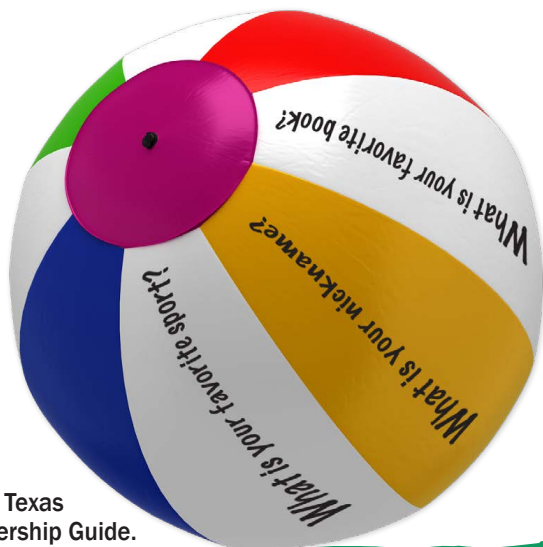
PARTICIPANTS: SMALL TO LARGE GROUP

SUPPLIES: BEACH BALL/PERMANENT MARKER

Before meeting, print questions listed below on a beach ball with marker. Inflate ball and have participants pass ball around the room. Each Person who catches ball must introduce themselves and then answer the question closest to their RIGHT THUMB.

POTENTIAL QUESTIONS:

- What is your earliest memory?
- What is the loudest noise you have ever heard?
- Tell about a nickname.
- What is your favorite sport?
- Name all the places you have lived.
- What is the funniest movie scene you have seen?
- Describe the most extreme weather condition you have been in.
- What is your favorite book?
- Describe the most unusual thing that has happened to you.
- Describe the best meal you have ever eaten.
- Where is your favorite place in nature?
- What is your middle name, or what do you think it should have been?
- What is your favorite song? Can you sing it?
- What is the best thing a friend ever told you?
- What is the worse chore you have ever had?



From Texas Leadership Guide.

THE MEMORY GAME

PARTICIPANTS: SMALL GROUP OR INDIVIDUALS

SUPPLIES: ITEMS RELATED TO SUBJECT, PAPER AND PENCIL FOR EACH PARTICIPANT

POSSIBLE TOPICS: FOODS, DESK SUPPLIES, GAMES, TOYS, 4-H GEAR

- Before meeting pick a subject and fill a tray with small items related to topic. (e.g. Favorite foods might include snacks, candy, fruit, vegetables, drinks).
- Allow participants to view items without touching for two minutes.
- Remove tray from sight and have participants list items on the tray... The person with the most items correctly listed is the "winner", in event of tie, ask for more detail on one or more items (brand on drink, color of item)

THE NAME GAME

PARTICIPANTS: MAX OF 20

SUPPLIES: NONE NEEDED

- Have group sit in circle. If you have more than 20 participants, divide into two or more groups.
- Have the participants introduce themselves by saying their name and a word using the first initial of their first name. The topic from the which the word is picked is flexible (see list of possible topics below).
- The facilitator starts by asking the group to think of a specific topic from list below, that starts with the same first letter of their first name. Each person is responsible for remembering the names and matching items for every person that precedes them in the circle. The game ends when the last person in the circle names everyone in the room and their matching item. The facilitator should then ask if anyone else in the group can name everyone in the circle and their item.

POSSIBLE TOPICS:

- Food
- Sport/activity
- Location
- Friend or Family Name





ICE BREAKERS FOR CLUBS

PEEK-A-WHO

PARTICIPANTS: TWO TEAMS

SUPPLIES: LARGE TARP, BLANKET OR SHEET THAT YOU CAN NOT SEE THROUGH

Divide group into two teams. Each team will gather in a tight group, with each group on opposite sides of the tarp. Use two volunteers or leaders to hold the tarp between the groups where they can not see each other. Make sure the tarp touches the group so teams cannot see under the tarp (taller participants may need to crouch).

- Each team/group selects a person to be “it”. They crouch down close to the tarp and the others take a step back, but still out of sight of other group. The tarp is dropped enough to expose standing group, keeping the “it” out of sight. The first person to call out the name of the opposing team member who is missing wins the round, and that player moves to the other team.
- Multiple rounds are played with a different “it” selected. The winning group will be the team with the most players after a set time of play.

From Texas AgriLife Extension

ACROSTIC ICEBREAKER

PARTICIPANTS: INDIVIDUALS

SUPPLIES: PAPER AND PENCIL/PEN

Youth use acrostics to introduce themselves. An acrostic is an arrangement of words or phrases in which certain letters in each line, when taken in order, spell out a word or motto. Using their first name, youth will come up with one word for each letter of their name that describes them.

EXAMPLES: Diane = Dynamic, Independent, Able, No-Nonsense, Enthusiastic.

Todd = Tried and true, Oh Boy!,

Diamond in the Rough, Destined for Glory.

Give the youth a few minutes to think of an acrostic for their own name (or nickname) using words or phrases that describe themselves. Once everyone has thought of something, ask the groups to introduce themselves using their acrostics.

A STEP FURTHER: Questions to ask older youth.

- Was there any truth in the words and phrases you chose to represent your name in an acrostic?
- If you didn't have to use the letters in your name, what words or phrases would your friends use to describe you?
- At the end of your LONG life, what words and phrases would you want people to use to describe you?
- What are some things you can start doing now to start building the reputation you want?



ICE BREAKERS FOR CLUBS



ACTION BINGO

PARTICIPANTS: INDIVIDUALS

SUPPLIES: BINGO HANDOUT AND PENCILS

Provide a pencil and a copy of the Bing Handout and to each person. Members will circulate among the whole group and find one person who will perform one of the actions in front of them and then sign the Bingo Square for that action. If there are at least 25 people, then no names can be repeated on a Bingo Card. If there are less than 25 people, no name can appear more than two times. Whoever gets ALL the items signed first WINS! This activity is sill fun for everyone. Have your camera ready!

B	I	N	G	O
Tell a joke	Pretend you are taking a bath or shower in the middle of the room	Sing a duet with another member	Recite a nursery rhyme	Quack like a duck for 5 seconds
Make the sound of an elephant for 5 seconds	Walk from one end of the room to the other with an object between your knees	Act like an egg being cracked and fried	Do an impression of a well know celebrity	Shake hands with three other people in the room
Call the Hogs!	Retell the story of Goldilocks and the Three Bears in less than a minute	Act like you are dunking a basketball	Stand on your head	Do 10 Push ups
Do 10 jumping jacks	Find another person in the room and pay them a compliment	Act like a tornado	Do an impression of a cartoon character until your partner guesses the identity	Say this tongue twister 3 times fast: "Six slick snakes slid slowly southward"

From Texas AgriLife Extension





ICE BREAKERS FOR CLUBS

ALTER EGO

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NOTHING EXTRA NEEDED

Kids are to introduce themselves and tell the group who they would most like to be other than themselves. They may name fictional characters or actual people, either living or dead. For example, kids could name Sponge-Bob SquarePants, Joan of Arc, Aaron Rodgers, LeBron James, Emma Stone or Sherlock Holmes. Kids should not explain their choices and allow them to enjoy the mystery of the “why” behind each other’s choices.

VARIATION:

Have kids introduce themselves as the characters or persons they would like to be and tell their real names later in the meeting or event.

INFORMATIVE BALLOONS

PARTICIPANTS: INDIVIDUALS

SUPPLIES: BALLOONS (ALL SAME COLOR), STRIPS OF PAPER, PENS/PENCILS

Distribute a balloon and strip of paper to all participants. Participants write something about themselves on the strip of paper and place it inside the balloon. Fill the balloons with air and tie the ends. Participants bat the balloons around the room until they are completely mixed. Each participant should retrieve a balloon. Participants will break balloons one at a time and read aloud the information in the balloon. The group then guesses to whom the information belongs.

Above Ice Breakers From Texas AgriLife Extension

TWO TRUTHS AND A LIE

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NOTHING EXTRA NEEDED

Instruct the group members to take turns sharing two facts and one fiction about themselves. The rest of the group is to guess what is not true. Give the group about two minutes to think of their facts and fiction. Start by sharing with the other participants and have them guess what is fact and what is fiction.

REFLECTION:

- What interesting facts have you learned about others?
- How is fact sometimes stranger than fiction?

A TO Z FREEZE GAME

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NOTHING EXTRA NEEDED

Ask participants to recite the alphabet together. Let them go for some time and then call out STOP. At whatever letter they have stopped on ask them the share something that they are looking forward to in 4-H that begins with that letter. For Example: if you stop on the letter “C” they may say Camps, Cooking and Canoeing. After a few have shared, begin the alphabet again. Stop on a different letter and ask a new question.

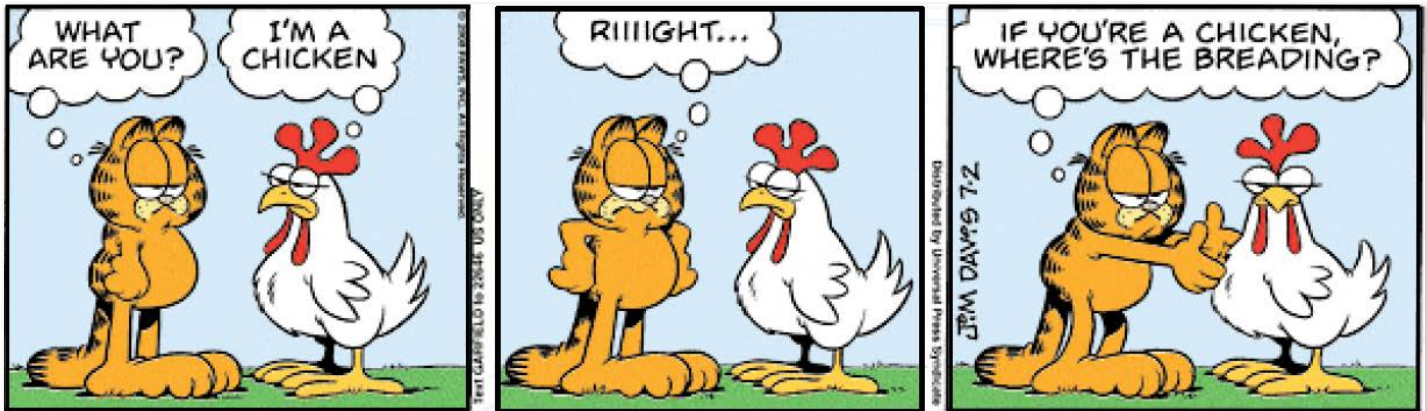
POSSIBLE QUESTIONS:

- What is a good leadership trait?
- Why do you like 4-H?
- Where do want to visit in the future?

Above Ice Breakers From Texas AgriLife Extension



ICE BREAKERS FOR CLUBS



Credit: Jim Davis, Garfield.

COMIC STRIP CHAOS

PARTICIPANTS: INDIVIDUALS

SUPPLIES: COMIC STRIPS CUT INTO INDIVIDUAL FRAMES MIXED INTO A BOX. ONE FRAME PER PERSON IN GROUP

Each participant takes turns picking a comic frame out of the large container. After the entire group has chosen one, they begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in the proper order to form the comic strip correctly. Upon completion of the sequence, the newly formed group sits down together. Great game to break large groups into smaller groups.

AIRPORT

PARTICIPANTS: SMALL GROUP OR INDIVIDUALS

SUPPLIES: PAPER, PENS/PENCILS

Everyone makes a paper airplane and writes their name, nickname, something they like or dislike, 4-H Project, etc. on the plane. On cue, everyone throws their airplane around the room. If you have an airplane you get to pick up and keep throwing them for 1-2 minutes. At the end of the game, everyone must have one airplane (not their own). Unfold the airplane and find out who it belongs to. This is the person that they must find and introduce to the group.

Above Ice Breakers From Texas AgriLife Extension

HUMAN KNOT

PARTICIPANTS: GROUPS OF AT LEAST 5–10 INDIVIDUALS

SUPPLIES: NONE NEEDED

The group forms a circle. Each person holds out their right hand and grasps another hand as if shaking hands. All then extend left hands and grab another left hand. They should not have both hands of the same person or hands of the people on either side of them. The goal is to untangle themselves into a single circle without releasing hands.

CLUMP

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

Everybody mingles, constantly moving until the leader calls out a number. All participants must then try to get into groups of that number. Any participants that do not succeed in getting in the specified group are “out”.

VARIATION:

Players find others with things in common. Call out Shoe Size, Eye Color or Age groups.

LINE UP GAME

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

Break into groups of 5 to 10 people each. First group that gets itself into order according to the category you name will win. Examples of categories to line up by include: first letter of middle name, shoe size, height, birth date, etc. Pick subjects that people can line up easily to.

Above Ice Breakers From Texas AgriLife Extension





ICE BREAKERS FOR CLUBS

FINISH THIS SENTENCE...

PARTICIPANTS: INDIVIDUALS BROKE INTO PAIRS

SUPPLIES: LIST OF SENTENCES FOR EACH GROUP

When participants are paired up have them complete the following sentences. Adjust sentences to be age appropriate.

- My favorite childhood book was...
- If I could change one thing in this environment I would...
- The most important thing in my life is...
- If I could give up one bad habit...
- The best measurement of wellness is...
- I like to spend my free time...
- If I changed jobs...
- Love is...
- When I feel sad...
- I “collect” tension in (body part)...
- Five years from now....
- I am critical of myself...
- I believe...
- The thing I like most about myself...
- The best thing in life is...
- The worst thing in life is...
- I wish...
- I like hugs...
- When I am excited...
- My experience with...

From Texas AgriLife Extension

BODY SCULPTURE

PARTICIPANTS: GROUPS OF THREE

SUPPLIES: NONE NEEDED

In this activity, children will try to recreate a pose by describing it to a blind-folded person.

Divide the participants into groups of three. Each group will include three roles: The artist, the sculpture and the clay. Explain that the goal of the artist is to recreate the sculpture by molding the clay using only their instructions to guide the clay.

The person playing the role of the clay is blindfolded and stands behind the artist. The team member playing the sculpture stands in front of the artist and strikes a pose. The sculpture should choose a position that they can hold for several minutes. The artist then describes the sculpture to the clay, and the clay tries to duplicate the pose. The clay may ask questions, but the artist cannot look at the clay until they both agree that they are finished. The sculpture remains silent.

Repeat the activity so everyone gets a chance to play each role. Discuss what was a help or hindrance in communicating during this activity.

From: Shalaway, 1998



ICE BREAKERS FOR CLUBS



HUMAN TACO

PARTICIPANTS: INDIVIDUALS

SUPPLIES: INDEX CARDS LABELED (ENOUGH FOR EACH PERSON IN GROUP TO BE LABELED); TACO SHELL, TACO MEAT, CHEESE, LETTUCE, TOMATO, SALSA; TAPE.

Stick labeled index card (with taco ingredient) on the back of everybody's shirt. Have each player mingle around asking yes/no questions to find out what ingredient they have on their back. Explain that each taco must have a shell, meat, cheese, lettuce, tomato and salsa. As individuals ask yes/no questions to the other participants, they are trying to figure out what ingredient they are. Once they figure out what they are, they need to find the rest of the ingredients to make a complete taco.

ONLY ONE INGREDIENT PER TACO.

To start, give the command "I'm Hungry! Lets Eat!"

MAKE A DATE

PARTICIPANTS: INDIVIDUALS

SUPPLIES: PAPER PLATE, PENCIL/PEN

Give each participant a paper plate, have them draw the face of a clock on their plate with a line next to each number (no digital clocks). Have the participants walk around and make a "date" for each hour, writing their date's name by the hour. The catch is nobody can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for each hour. The facilitator then asks a question for discussion on each date. The pairs will have a chance to get to know each other.

Above Ice Breakers From Texas AgriLife Extension

WELCOME TO THE ZOO

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

This is a noisy activity. Tell the group they are at the zoo. Then start by saying, "I have a owl at my zoo." Then you make the owl sound (WHO WHO). Now each of you must pick a different zoo animal to be today. Once you tell who you are you continue to make that animal sound. It is difficult to keep making your sound heard and continue without making your neighbors animal sound. Keep this up until everyone is playing. Before you know it, all will be laughing and the ice will be thoroughly broken!

I CANNOT SAY I

PARTICIPANTS: INDIVIDUALS

SUPPLIES: STOP CLOCK

Ask all participants to pair up and stand somewhere in the room. Announce a topic for all participants to begin discussing at the signal. Choose any age appropriate topic that the group might find interesting. Topics include: What I did during summer vacation; why I like 4-H or who is the most important person in their life.

The catch is that participants can not use the words I, me, my or mine. If at any point the partner uses these word, they are to sit down. Blow the whistle every 20 to 30 seconds, at which time participants change partners. Once you are out, you stay out. This continues until there is just one person standing.

REFLECTION:

- Why is it difficult to no use those words?
- What did we learn about doing this activity?

Above Ice Breakers From Texas AgriLife Extension





ICE BREAKERS FOR CLUBS

MAGIC CARPET

PARTICIPANTS: INDIVIDUALS

SUPPLIES: "MAGIC CARPET" 4 FEET X 5 FEET FOR GROUPS OF 8-12.

The group is on a magic carpet ride high above the country when someone realizes that the group is going the wrong direction. Then you notice that the carpet is upside-down. Since you are no longer touching the ground, you must turn the carpet over without stepping off the carpet.

In order to limit the risk in this activity, all participants must maintain contact with the carpet at all times. (No riding on shoulders, back, etc.)

GROUP SCAVENGER HUNT

PARTICIPANTS: 3-4 GROUPS

SUPPLIES: ONLY WHAT THEY BRING/HAVE ON THEM

Divide into 3 or 4 groups. Leader calls out different items or activities for the group to produce. The first group (the entire group does not have to go) to come up to the front with the item gets a point. Group with the most points wins.

SUGGESTED ITEMS OR ACTIVITIES:

- Green (or another color) shoelace – to be removed from shoe.
- Penny or any coin with a certain date.
- Paper clip.
- Stamp.
- Family Picture.
- Guy wearing red lipstick.
- Two people with their shoelaces tied together.
- Gum in the wrapper (Thank the person and chew the gum if you want).
- Key chain with at least 8 keys.
- Past 4-H meeting agenda.
- Bookmark.
- Store receipt.

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THE STAR

PARTICIPANTS: INDIVIDUALS IN LARGE GROUP

SUPPLIES: 40-50 FOOT ROPE TIED TO ITSELF FORMING A LARGE CIRCLE

The whole group maintains contact with the rope while creating a five pointed star with the rope (crisscrosses in middle).

Everyone must participate by holding onto the rope. They cannot let go of the rope or trade places with the people next to them to accomplish the task. They can slide along the rope. Do not mention this unless you need to and the group is getting frustrated. Once the group thinks that the task is complete, ask them to slowly lower the star to the ground and step back to admire their work.

TAKE AS MUCH AS YOU THINK YOU'LL NEED

PARTICIPANTS: INDIVIDUALS IN LARGE GROUP

SUPPLIES: SKITTLES, M&MS, TOILET PAPER ROLL OR ANY LIKE ITEM.

Pass around a bowl of M & Ms or Skittles. Each person is instructed to "take as much as you think you will need." No further instructions are given until each person has received their candy/TP. Once everyone has some, the first person begins telling one thing about themselves for each piece of candy or TP that they have. When the first person has finished, you move to the next person in the group. As an interesting twist, and to be sure that you find out some different information on each person, you may give each color candy a different meaning or category.

- Red: Personal Information (name, school, major, age).
- Yellow: Family Information (parents, brothers, sisters, pets).
- Orange: Free (Share something fun about yourself or remain quiet).
- Green: Dating Experience (Favorite date, worst date, significant others).
- Purple: Hobbies and other Interests.

Above Ice Breakers From Texas AgriLife Extension



GAME IDEAS FOR CLUBS



BALLOON BURST

PARTICIPANTS: INDIVIDUALS

SUPPLIES: BALLOONS AND STRING
(CUT INTO 3 FOOT LENGTHS)

Distribute a balloon and string to each child. Participants fill the balloon and tie it to the string and to their ankle, leaving enough string so balloon will trail behind them as they move. Participants gather in a large “play” area and on “go” begin trying to pop everyone’s balloon while trying to keep their own balloon from being popped. The last person with an unpoppped balloon wins.

LISTEN CAREFULLY

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

Tell the participants to listen carefully and to follow the directions. Read the following passage at a normal pace, increase speed as you continue to read.

Listen Carefully: Everyone stand please. Everyone wearing green sit please. If you are wearing black shoes, clap once. Everyone with brown hair stand please. All black haired people please sit. If you are wearing white stand please. Everyone with blue eyes wave please. Everyone wearing red sit please. If you have brown eyes please stand. Everyone wearing blue sit please. If you are wearing uncomfortable shoes sit please. If you were born in December stand please. If you are happy shake your right hand please. If you are wearing rings please sit. If you are very smart please stand. If you are wearing yellow clap please. If you know a good joke call out Ha Ha Please. If you have green eyes whistle. If you have red hair please sit and stamp your feet if you are getting tired, sit please. Everyone stand please. If you are glad this is over please clap.

Above Ice Breakers From Texas AgriLife Extension



IN THE WATER, ON THE SHORE

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

Make a mark or place an object down the center of the floor where the group is standing. Tell the group this is like Simon Says, the left side of the room is “in the water” and the right is “on the shore.” When you call out “in the water” everyone should move to the left side. When you call out “on the shore,” they should move to the right side. The person calling needs to keep people moving and jumping from one side to the other. They may call out the same thing twice. The goal is to get participants mixed up and on the wrong side compared to what has been called out. The last one remaining is the winner. Choose someone who speaks distinctly and quickly to be the “Simon”.

Above Ice Breaker From Texas AgriLife Extension





GAME IDEAS FOR CLUBS

PLUMBER'S CHALLENGE

PARTICIPANTS: INDIVIDUALS

SUPPLIES: TWO UNUSED TOILET PLUNGERS PER GROUP, ONE MEDIUM SIZE RUBBER BALL PER GROUP OR 9-11 INCH BALLOON PER GROUP

Form two groups for the relay race. Distribute to each team 2 plungers and 1 ball or balloon. The object is to pass the ball/balloon up and down the team using the plunger without handling the ball or balloon with hands.

AUTOGRAPHED FRISBEES

PARTICIPANTS: INDIVIDUALS

SUPPLIES: PAPER PLATES, PENS/PENCILS

Distribute paper plates and pencils. Instruct the participants to write their names on the paper plates (first and last). Make a circle, with an object or marker in the middle. Tell participants to throw their plate toward the object in the center after a count of three. After all the plates have landed, have the participants move to the center and pick up a plate that is not theirs.

Autograph the plate that they picked up and repeat the process. On the third time, the participants should find their own plate they started with and find the two individuals that have signed their plate. Share one or two things about themselves with the people listed on their plate.

REFLECTION:

Share something interesting you learned about someone else from this activity.

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BALLOON BOUNCE

PARTICIPANTS: INDIVIDUALS IN SMALL GROUPS OF 4-5

SUPPLIES: ROUND BALLOONS (BE AWARE OF LATEX ALLERGIES)

Divide into groups of 4 or 5. Give each person a balloon of a different color and ask them to blow it up full, but where it will not burst. Object is to bounce the balloons in the air as long as the music plays without letting any of the balloons touch the ground. The catch is that participants can only tap a balloon once before another member taps it (no double taps).

SPOTLIGHT SOLO

PARTICIPANTS: INDIVIDUALS

SUPPLIES: BLINDFOLDS, FLASH LIGHT, BATON, WAND OR STICK

Form of circle of participants. Blindfold one of the players and have them stand in the middle of circle. They can hold the flashlight, baton or pointing stick. The person in the middle picks a popular music tune and everyone hums along with the person. The group moves/dances around the person in the center while they hum.

When the person in the center points a person in the circle, everyone stops and the person getting pointed at must begin to sing the tune using words. If the person blindfolded identifies the person singing, they change places with that person and a new song is selected to be hummed and play resumes. If they guess wrong, the blindfolded person picks a new song and they remain in the center.

Above Ice Breakers From Texas AgriLife Extension



GAME IDEAS FOR CLUBS



NAME GAME

PARTICIPANTS: INDIVIDUALS

SUPPLIES: STICK ON NAME TAGS, PAPER, PEN/PENCIL

Individuals write their nick-name on the name tag. If they do not have a nick-name, they are to make something up that they may like to be called. Do not show anyone the name tag. Form a circle and have each person stick their name tag on their own back. The object is to list as many names on the paper as you can while not letting others get your name on their list. When time is called, find out how many correct names each person has on their list.

VARIATIONS:

List pet names, grandparents names, middle names.

BASE TAG

PARTICIPANTS: 10-50 PEOPLE

SUPPLIES: A BASE (ROAD CONE) FOR EVERY 3 PLAYERS AND A BALL FOR EVERY 5 PLAYERS

Spread bases throughout the play area, with approximately one base for every three players. Have a player with a foam ball (an "it") for every five players. If you are not IT and are hit with a ball, you become IT and take the ball to hit someone else who is not IT.

If you are on a base, you are safe and cannot be hit (If you are hit while on base, you do not become it). If someone comes up and wants the base, you must move and cannot immediately return to the same base. The person wanting the base can say something to let the person on the base know that they must go such as "Go" or "Bye".

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COMMUNITY JUGGLE

PARTICIPANTS: INDIVIDUALS

SUPPLIES: SOFT ITEMS THAT CAN BE THROWN (BALLS, BEANBAGS, STUFFED ANIMAL ETC.)

Member must call a person's name while passing the object to their person. Use a random pattern that is established on first cycle. Gradually add more items to follow the same pattern, calling out name as item is tossed. Follow the same pattern until all of the objects have been passed. Complete the task as quickly as possible.

Above Ice Breaker From Texas AgriLife Extension



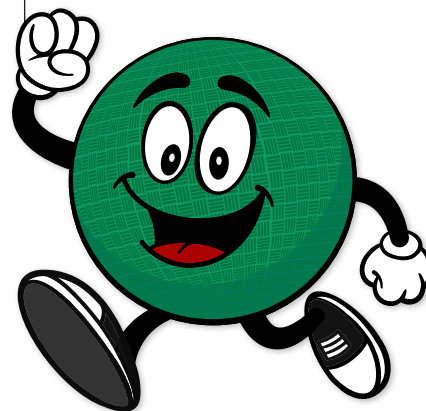
WALK ACROSS ARKANSAS

PARTICIPANTS: INDIVIDUALS

SUPPLIES: NONE NEEDED

Every spring and fall Arkansans across the state take a virtual hike as they increase their physical activity. Register your 4-H club to take part in Walk Across Arkansas.

Check out <https://www.uaex.edu/health-living/health/fitness/walk-across-arkansas.aspx>.





GAME IDEAS FOR CLUBS

SHIP AHOY!

PARTICIPANTS: INDIVIDUALS

SUPPLIES: MARKERS TO DEFINE FORWARD, AFT, PORT AND STARBOARD OF A SHIP

One player is designated the caller for the rest of the players on the ship. The ship is defined by boundary markers (could be walls of room if indoors). The caller gives different instructions to the players, and the group must respond quickly. If a player is slow, or gives the wrong response, and is seen by the caller, that player changes place with the caller. Also, for certain calls, players will need to run to one place or another on the “ship”. If the caller can catch someone before that person gets to their destination, the person caught becomes the new caller.

SHIP COMMANDS:

- “Ship Ahoy!” Everybody puts hands up over their eyes to shade their eyes from the sun.
- “Scrub the decks!” Everybody gets on hands and knees and pretends to scrub the floor.
- “Captain’s coming!” Everybody stands straight at attention and gives salute.
- “Forward” All move to the front of the ship
- “Aft” All move to the back of the ship.
- “Port” All move to the left side of the ship
- “Starboard” All move to the right side of the ship.
- “Man Overboard” Pretend to throw a life preserver overboard.
- “Shipwreck” Gather in groups of three with one person in the middle and two holding hands around them for a lifeboat.



BULL’S EYE

PARTICIPANTS: GROUPS OF 4-5

SUPPLIES: FOUR SHEETS OF 8.5 X 11 PAPER AND ON PAPER GROCERY BAG/BUCKET PER TEAM

Divide group into teams of 4–5 people. Give each team a paper sack and 4 pieces of paper. Place a piece of masking tape down on the floor to make a starting line. Set up bags six feet away from starting line. Have the teams line up single file behind the starting line. Give the first person in each line the four pieces of paper and have them crumple them into 4 balls.

The last person in each line moves to the paper bag and is the “helper”. This person serves as the instruction giver, retriever and, if necessary, will hold bag open. They may not physically assist the thrower. The first person turns backwards so they are facing away from the paper bag. They must toss the four pieces of paper over their shoulder, one at a time, trying to get them to land in the bag. They may not turn around nor talk

once they begin their set of four throws. The helper, who is standing by the paper bag, will be their eyes. After each throw the helper will describe where the paper ball landed and how to change the thrower’s aim of the next throw. Nobody else on the team may give suggestions or help the thrower. After the thrower takes all four tosses, they take the place of the helper. The helper retrieves the paper balls, takes them back to the team and goes to the end of the line. The second person in line rotates up and now becomes the thrower. Go through the entire line one time. The team receives 10 points for each paper ball that makes in into the bag.



FOLLOW UP:

- What does this activity tell us about communication?
- How specific were the instructions you were given?
- What would have happened if your helper just said “Nice Job, but try a littler harder?”
- How could the instructions be more helpful?
- Why is communication important when working in a group?
- What do we have to do to communicate clearly?
- How does being specific help us to communicate better?
- How does specific feedback help us to work together?

Above Ice Breakers From Texas AgriLife Extension



GAME IDEAS FOR CLUBS



MARBLE RUN

PARTICIPANTS: GROUPS OF 8

SUPPLIES: ONE (1) STANDARD MARBLE PER TEAM, ONE GROCERY BAG PER TEAM, ONE 8.5 X 11 SHEET OF PAPER PER PARTICIPANT, MASKING TAPE AND STOP WATCH.

Each participant is provided a piece of paper and 3 inches of masking tape. Have them roll the paper into a long tube. The paper should be rolled so that the tube is 11 inches in length. The tube should be about 1.5 inches in diameter. This will allow the marble to pass easily through. Use the tape to keep the tube rolled up. If there are any loose ends of the paper at either end of tube, tape these down so marble can move freely.

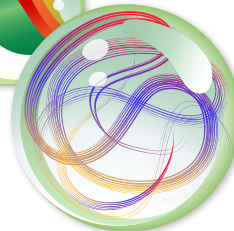
Divide into teams of at least 8. Mark a start and finish line, approximately 20 feet apart. Place a grocery bag at the finish line for each team. Have teams line in single file with the first person standing at the starting line, other team members standing shoulder to shoulder heading towards the finish line, even though they will not extend all the way to the finish line. Explain that their challenge will be to move the marble from the starting line to the finish line and have the marble end up in the grocery bag. The marble must be moved by rolling it through the tubes. This will require the team members to keep moving to the end of the line as the marble rolls from tube to tube. After the marble has passed through the first person's tube, they will have to quickly reposition themselves to the end of the line to keep the marble moving.

Nobody may touch the marble with their hands, or any other part of their body. If the marble is touched, or if it touches the ground, the team must return to the starting line and begin again. If the time that you have allotted for this activity is running out, you may add penalty seconds instead of having them start over. This is a timed event.

DISCUSSION/DEBRIEF:

- How did your team decide what to do?
- Was everyone on the team involved in solving the challenge?
- How did your group work well together?
- What happens when a group does not work well together?
 - How can an individual hurt a team effort?
 - What does the team need to do when their first effort is not successful?
- Is it a sign of failure when you try something and it does not work?
- How can we learn from our failures? Our successes?

Above Ice Breaker From Texas AgriLife Extension





SONGS FOR CLUBS

SONG LEADING TIPS

- Be full of energy and enthusiasm! If you are enjoying yourself, the group you are leading is more likely to have fun too!
- Be prepared with songs. Always have a few extra songs in mind so that you can keep the flow going and can entertain the 4-Hers if you need a few more minutes.
- Always start and end song sessions with familiar songs, so the group feels involved.
- Know the song yourself. Practice teaching new songs.
- When things are not going well, laugh!
- Look the group in the eye, it makes them feel involved.
- Use your arms for gestures and temp, but be cautious of OVERUSE!

PATRIOTIC SONGS

STAR SPANGLED BANNER

Oh say can you see,
by the dawn's early light,
what so proudly we hailed,
at the twilight's last gleaming,
Whose broad stripes and bright stars,
through the perilous fight O'er the ramparts we watched,
were so gallantly streaming.

And the rocket's red glare,
the bombs bursting in air,
gave proof through the night that our flag was still there.
Oh say does that Star Spangled Banner yet wave...
o'er the land of the free and the home of the brave.

GOD BLESS AMERICA

God bless America, Land that I love.
Stand beside her and guide her
through the night with the light from above.

From the mountain, to the prairies,
to the oceans, white with foam.
God Bless America, my Home Sweet Home.
God Bless America, my Home Sweet Home.

AMERICA

My country tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of thy Pilgrim's pride
from every mountain side, Let Freedom ring.
Our Father's God to thee, Author of liberty.
To thee we sing. Long may our land be bright,
with freedom's holy light.
Protect us by they might Great God, our King.

THIS LAND IS YOUR LAND

This land is your land, this land is my land.
From California, to the New York Island,
from the redwood forest, to the gulfstream water,
this land was made for you and me.

As I wen walking, that ribbon of highway,
I saw above me, that endless skyway.
I saw below me that golden valley,
this land was made for you and me.

The sun came shining, as I was strolling,
and the wheat field waving,
the dust clouds rolling as the fog was lifting,
a voice was calling...
This land was made for you and me!



SONGS FOR CLUBS



FUN SONGS

HERMAN THE WORM

I was sitting on a fence post chewing
my bubble gum (chomp, chomp, chomp, chomp)
Playing with my yo-yo (da-wop, do-wop)
When along came Herman the Worm
and he was this big
And I said "Herman, what happened?"
And he said "I ate a cat"
(Dog, cow, elephant, I burped)

GREEN GRASS GROWS ALL AROUND (REPEAT SONG)

There was this hole
The prettiest hole
That you ever did see
*And the hole's in the ground
*and the green grass grows all around all around
*and the green grass grows all around.

And in this hole
There grew a tree
The prettiest tree
That you ever did see
*And the tree's in the hole
and the hole's in the ground
*and the green grass grows all around all around
*and the green grass grows all around.
*And the green grass grows al around

And on this tree there was a limb
Limb there was a branch
Branch there was a twig
Twig there was a nest
Nest there was an egg
Egg there was a bird
Bird there was a wing
Wing there was a feather
Feather there was some dust
Nest there was an egg

GREAT GREEN GLOBS

Great green globs
of greasy grimy gopher guts
Mutilated monkey meat
Chopped up baby birdie feet
French-fried eyeballs running up
and down the hill
And I forgot my spoon
But a straw will do...

I'VE GOT THAT 4-H SPIRIT

I've got that 4-H spirit up in my head
I've got it up in my head
I've got it up in my head
I've got that 4-H spirit up in my head
I've got in up in my head to stay
I've got that 4-H spirit deep in my heart, etc
I've got that 4-H spirit down to my toes, etc
I've got that 4-H spirit all over me, etc.





SONGS FOR CLUBS

FUN SONGS

MOOSE SONG (THIS IS A REPEAT AFTER ME SONG)

There was a moose
 He liked to drink a lot of juice
 There was a moose
 He liked to drink a lot of juice

Refrain

Singing way-o
 Way-o, way-o, way-o, way-o
 Wee-o, Wee-o

Wee-o, wee-o, wee-o, wee-o

That moose's name was Fred
 He liked to drink his juice in bed
 That moose's name was Fred
 He liked to drink his juice in bed

REFRAIN

He drank that juice with care
 And the he spilled in it in his hair
 He drank that juice with care
 And then he spilled it in his hair

REFRAIN

Now he's a sticky moose
 Full of juice
 And he's on the loooooose

SINGING IN THE RAIN

Singing in the rain
 Just singing in the rain
 What a glorious feeling I'm
 Ch, ch, ch, ch, ch, ch, ch, ch, ch, ch, ch, ch, ch, ch, ch
 Woo!

Thumbs out

Elbows in

(repeat adding a new motion after Elbows)

Knees bent

Feet out

Butt out

Shoulders back

Head back

Tongue out

PINK PAJAMAS

Oh, I wear my pink pajamas in the summer when it's hot
 And I wear my flannel nightie in the winter when it's not
 But sometimes in the spring or even in the fall
 I jump right in between the sheets with nothing on at all.

Glory, glory what's it to ya?

Glory, glory what's it to ya?

Glory, glory what's it to ya?

I jump right in between the sheets
 with nothing on at all.

Oh I wake up in the morning

with the sheets around my head

And my little footsie-wootsies are a-hanging out of bed

And three times out of four I find myself upon the floor

And I swear I'll never drink that RC Cola anymore

REFRAIN

MY BONNIE

My Bonnie lies over the ocean

My Bonnie lies over the sea

My Bonnie lies over the ocean

Oh, bring back my Bonnie to me

Bring back, bring back

Oh bring back my Bonnie to me, to me

Bring back, bring back

Oh bring back my Bonnie to me, to me

(Stand or sit on each word that starts with "B")



**BE SURE TO CHECK OUT YOUTUBE FOR
OTHER GREAT 4-H SONGS TO SHARE!**





APPENDIX A

REQUIRED PAPERWORK FOR 4-H

SAMPLE AFFACT 662: ANNUAL REQUEST FOR OFFICIAL APPROVAL OF A 4-H UNIT

This allows for the legal use of the 4-H Clover

DIVISION OF AGRICULTURE RESEARCH & EXTENSION <i>University of Arkansas System</i>	Annual Request for Official Approval of a 4-H Unit, Certification of Nondiscrimination, and Permission to use 4-H Name and Emblem	AFFACT-662 10-16-2014
Name of Group _____		EIN Number: _____
Type of Group: (4 – H Club, 4 – H Special Interest Group, county 4 – H Leader’s Council, etc.)		
Purpose of Group _____		
<p>This is to certify that the above named 4-H Unit is open to all eligible persons regardless of race, color, sex, gender identity, sexual orientation, national origin, religion, age, disability, marital or veteran status, genetic information, or any other legally protected status, and is an Affirmative Action/Equal Opportunity Employer. This is to certify that the above named 4-H unit is not a single family group.</p>		
Volunteer leader or other person in charge of 4 – H Unit (print name) _____		
Signature _____		Date _____ County _____
E-Mail: _____		Phone #: _____
Address: _____		
City: _____		State: _____ Zip: _____

Official Approval for 4-H Unit

On the basis of the above purpose(s), the _____

Is authorized to use the 4-H name and emblem in connection with its program and activities and is considered an official 4-H unit of the Cooperative Extension Service.

County Extension Agent – Staff chair _____
(Print name)

County Extension Agent – Staff chair _____
(Signature)

Date _____ Enter County _____

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, sex, gender identity, sexual orientation, national origin, religion, age, disability, marital or veteran status, genetic information, or any other legally protected status, and is an Affirmative Action/Equal Opportunity Employer.





APPENDIX A.1

REQUIRED PAPERWORK FOR 4-H

SAMPLE 4-H CLUB CHARTER FORM: ANNUAL REPORT ON CLUB OFFICERS, MEETING TIMES AND LEADERS.



ARKANSAS 4-H & YOUTH DEVELOPMENT PROGRAM

4-H CLUB CHARTER FORM



4-H Year 20__ - 20__

Directions:

- Form will be completed electronically, using this form in the pdf format.
- Once completed, form will be e-mailed to county Extension Office as an e-mail attachment.
- In addition to charter form all other required attachments will need to be scanned for submission with charter form.

CLUB/GROUP INFORMATION

Club Name _____ Type of Club: _____

Primary Club Contact: _____

Club Address Line 1: _____

Club Address Line 2: _____

City: _____ State: _____ Zip: _____

Contact Phone Number: _____ E-mail: _____

Website: _____

Affiliation: _____

CLUB/GROUP MEETING INFORMATION

Meeting Day (Ex: 2nd Tuesday): _____

Meeting Location: _____

Meeting Time: _____

Is this club in a racial mixed community: (i.e. all ethnicities live in the area served by the club)?: YES NO

Is this club integrated as to the racial and ethnicity of the membership?: YES NO

CLUB/GROUP OFFICERS *(list all officers for current year if applicable)*

President: _____

1st Vice-President: _____

2nd Vice-President: _____

3rd Vice-President: _____

Secretary: _____

Treasurer: _____

Reporter/Public Information: _____

Other: _____

Other: _____

Club Leader 1 (Adult): _____

Club Leader 2 (Adult): _____



APPENDIX A.2

REQUIRED PAPERWORK FOR 4-H



Mandated Reporter Training

All 4-H volunteers must complete the Arkansas Mandated Reporter Training. The training is a web-based course at <https://ar.mandatedreporter.org>.

This training will provide information about identifying and recognizing signs of possible child maltreatment and the procedures for reporting. After completion of the training, each volunteer will be tested and receive by e-mail a “Certificate of Completion”. A copy of the “Certificate of Completion” will need to be kept in the county extension office. The county will also need to indicate completion of Mandated Reporter Training for the volunteer in 4HOnline.

Recognizing and Reporting Child Abuse:

The purpose of the online course is to help all Arkansas Mandated Reporters understand their critical role in protecting children by recognizing and reporting child abuse.

This web-based training is provided to the public by the Arkansas Commission on Child Abuse, Rape and Domestic Violence and the University of Arkansas for Medical Sciences.

Everyone who suspects child abuse or neglect should call the Arkansas Child Abuse Hotline to make a report, but Mandated Reporters are required by law to do so.

This training includes:

1. A pre-training assessment (13 multiple-choice questions)
2. 60-90 minutes of self-paced interactive training
3. A post-training assessment (13 multiple-choice questions)
4. A Certificate of Completion

Child Abuse Hotline:

- 1-800-482-5964 phone
- 1-501-618-8952 fax





APPENDIX B

SAMPLE 4-H BYLAWS



Sample 4-H Club Bylaws



4-H Club

ARTICLE I: Name and Objectives

- Section 1. The name of this organization shall be the ----- 4-H Club.
- Section 2. This shall be a nonprofit organization for the purpose of promoting education through 4-H club work.
- Section 3. The objectives of this organization shall be
 - i. to provide learning situations for the development of leadership, responsibility and effective citizenship.
 - ii. to provide educational and challenging experiences that will enable young people to become knowledgeable and skilled in their selected project areas.
 - iii. to provide information and training in other 4-H activities as members' interests dictate.
 - iv. to help each member experience personal growth and achievement, as well as be of service to others.

ARTICLE II: Membership

- Section 1. Membership in this organization shall be open to all youth who have reached 5 years of age. Members may participate until December 31 of the year they celebrate their 19th birthday and who reside in County regardless of socioeconomic level, race, color, sex, national origin or disability.
- Section 2. New members must be enrolled annually through Arkansas 4honoline and be approved as an active member. All members must re-enroll annually.
- Section 3. All members should conduct at least one project, and then complete and turn in a project record form or appropriate paperwork.

ARTICLE III: Officers and Elections

- Section 1. The officers of the club shall be a president, first vice-president, second vice-president, third vice-president, secretary, treasurer, reporter, parliamentarian, and song leader.
- Section 2. Officers shall be elected annually. Officers shall serve for a term of one year beginning whenever installation is held (September or October). Any person appointed to fill an unexpired term may be eligible for the same office the following year. The outgoing president shall automatically be the club parliamentarian.
- Section 3. The officers of the club shall constitute an executive committee.
- Section 4. Any office position that becomes vacant shall be filled by someone appointed by the executive committee.
- Section 5. The president, with the approval of the executive committee, may appoint up to four members to official leadership roles as the need arises. Those appointed become members of the executive committee.

ARTICLE IV: Duties of Officers

- Section 1. Duties of the president shall be
 - (a) to preside at all meetings of the club, enforce the bylaws and exercise supervision over the affairs of the club.
 - (b) to appoint standing and special committees.
 - (c) to serve as an ex-officio member of each committee, except the nominating committee.
 - (d) to serve as delegate of the club to the County 4-H Council.





APPENDIX B

SAMPLE 4-H BYLAWS

- Section 2. Duties of the first vice-president shall be
- to assist the president.
 - to perform the duties of the president in the absence of that officer.
 - to serve as chairman of the program committee.
 - to help plan all club educational programs one year in advance.
- Section 3. Duties of the second vice-president shall be
- to assist the president.
 - to perform the duties of the president in the absence of the president and first vice-president.
 - to serve as chairman of the recreation/social committee.
 - to help plan recreation and refreshments for each club meeting and plan special social events of the club.
- Section 4. Duties of the third vice-president shall be
- to assist the president.
 - to perform the duties of the president in the absence of that officer, the first vice-president and the second vice-president.
 - to serve as chairman of the membership committee.
 - to help enroll members into the club and be in charge of promotion and recruitment of new members.
- Section 5. Duties of the secretary shall be
- to keep a full and correct record of all proceedings of the club.
 - to have charge of club correspondence.
 - to keep the roll and read the minutes at each meeting.
- Section 6. Duties of the treasurer shall be
- to help prepare a budget for approval by the club.
 - to receive, hold and pay out all monies of the club as designated by the adopted budget. Any expenditures not included in the budget must be approved by the executive committee.
 - to keep an accurate record of the receipt and expenditures of all funds.
 - to present a financial statement when requested to do so.
 - to serve as chairman of the finance committee.
- Section 7. Duties of the reporter shall be
- to report activities of the club to local news media.
 - to report activities to the county Extension agent and/or in the county 4-H newsletter.
- Section 8. Duties of the parliamentarian shall be
- to provide advice to the presiding officer on parliamentary procedure.
 - to instruct members in correct parliamentary procedure.

ARTICLE V: Leaders and Duties

- Section 1. Adult leaders of the club shall be
- the club leader and the assistant club leader recruited by a special committee, or nominated by the nominating committee during April or May of each year. Subject to the approval of the county Extension agent and the 4-H & Youth Development Committee.
 - leaders in specific project or activity areas such as judging, clothing, swine, poultry, demonstrations, records, etc., who shall be appointed by the club leaders and the executive committee.
 - committee advisors or leaders who shall be appointed by the executive committee and club leaders.
- Section 2. Duties of the club leaders shall be
- to be responsible for the overall year's program of the club.
 - to work as close advisors and leaders along with the executive committee, other committees and adult and junior leaders to see that the club's program and activities are well-planned and executed.
 - to work closely with county Extension agents and other adult volunteers to coordinate local and county activities.
 - to keep the best interests of each member foremost in the plans of the club.
- Section 3. Duties of the project and activity leaders shall be
- to be responsible for planning and directing activities and programs in their specific area.
 - to work closely with club leaders to coordinate their projects with other club activities.
 - to use junior leaders to assist them in their areas.





APPENDIX B

SAMPLE 4-H BYLAWS

- Section 4. Duties of the committee advisors or leaders shall be
- to provide leadership and guidance to individual committees.
 - to help committee members assume as much responsibility as they are capable of and to have successful experiences in carrying out responsibilities.
- Section 5. Junior Leaders of the club shall be members who are 10 years of age or older who have been members for at least one year. Their duties shall include
- assisting adult leaders in all phases of the 4-H program.
 - providing leadership, knowledge, skills and enthusiasm to club and county 4-H activities as the opportunities and needs arise.
 - helping individual club members.
- Section 6. Teen Leaders of the club shall be members who are at least 13 years of age with 1 year of project experience. Their duties shall include.
- lead a club or a project group with an adult present.
 - providing leadership, knowledge, skills and enthusiasm to club and county 4-H activities as the opportunities and needs arise.
 - helping individual club members.

ARTICLE VI: Committees and Duties

- Section 1. The standing committees of the organization shall be finance, membership, program, social and community service. These committees shall be appointed by the executive committee, club leader and assistant club leader at the beginning of the year for a one-year term.
- Section 2. Duties of the standing committees shall be
- Finance -the finance committee shall have the responsibility of presenting a proposed budget to the club and arranging for an audit of the books when necessary. The committee shall also review the financial status of the club and make recommendations for fund-raising projects during the year.
 - Membership -The membership committee shall encourage every eligible boy or girl in the neighborhood or community to become a 4-H member. The committee will also be responsible for securing and enrolling new members for the club, welcoming visitors and prospective members at club meetings, and providing new members with 4-H club information.
 - Program -The program committee shall be responsible for all of the programs at the regular meetings. This includes planning the year's programs at the beginning of the club year and being responsible for each program during the year.
 - Social -The social committee shall be responsible for providing recreation at each club meeting, for all special social activities during the year, and for appointing families to provide refreshments and be hosts and hostesses for each regular meeting.
 - Community Service -The community service committee shall be responsible for planning community service activities to involve all members of the club. Those activities should help the members develop personally as well as benefitting the community and county.
- Section 3. The nominating committee shall be appointed by the president at least 30 days before the election of officers. It shall consist of three to seven members and one to two advisors. This committee shall secure the consent of each nominee before placing his or her name on the proposed slate of officers.
- Section 4. Other committees may be named as the need arises.

ARTICLES VII: Meetings

- Section 1. Regular meetings of this organization shall be held on the _____ of each month.
- Section 2. Special meetings may be called by the president.

ARTICLE VIII: Procedure

- Section 1. Robert's Rules of Order, Revised shall be the accepted authority in all matters pertaining to parliamentary procedure that are not specifically covered in the club's bylaws.
- Section 2. The order of business for regular meetings is:
- Call to order
 - Inspirational
 - Roll call





APPENDIX B

SAMPLE 4-H BYLAWS

- Reception of new members and recognition of guests
- Reading and approval of minutes
- Reports - officers, committees, project groups, special activities, leaders
- Unfinished business
- New business
- Program
- Adjournment
- Recreation

This order of business may be altered for the convenience of a speaker giving the program.

ARTICLE IX: Club Dissolution

Upon the dissolution of the club, all real property, including money, equipment and land, shall become the property of the County Cooperative Extension 4-H Program for care and disposition. The last official duty of the club's leader shall be to effect the transfer of club property and to turn over club records to the county Extension agent.

ARTICLE X: Amendments

Section 1. These bylaws may be amended at any regular meeting of the club by a two-thirds vote of the members present, provided that the proposed amendments have been presented to the club in writing and filed with the secretary at the previous meeting of the club. Amendments must not conflict with the basic 4-H philosophy.

Club President

Club Secretary

Date Adopted

Club Adult Leader



