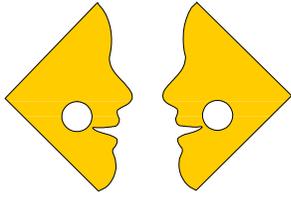
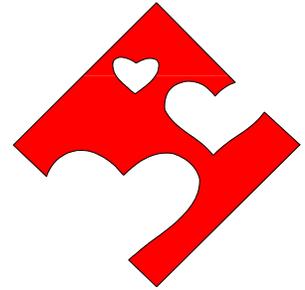


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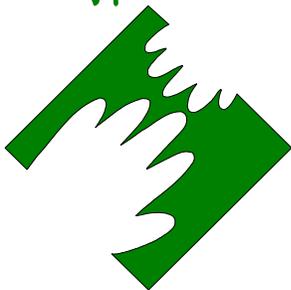


Bay County 4-H Leader Manual



“To Make the Best Better”

Hands



Health



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Michigan State University Extension



What is Michigan State University Extension?

MSU Extension is the educational arm of the United States Department of Agriculture. It was established in 1914 by the Smith-Lever Act to provide educational programs to people in informal settings. The types of educational programs available include: Community and Economic Development, Agriculture and Natural Resources, and Children, Youth, and Families.

How is 4-H Administered?

4-H is one of several programs administered by Michigan State University Extension. Each state has a 4-H program which is administered by staff at the land grant university. In our case, this is Michigan State University. Facilities and expertise available from the university help to keep Extension programming a viable educational service.

Who Pays the Bills?

MSU Extension - Bay County is sponsored jointly by the state of Michigan, the Bay County Board of Commissioners, and the United States Department of Agriculture (USDA.) The USDA gives each state federal funds to provide educational programs. In Michigan, this money is administered through Michigan State University. MSU employs the Extension staff which works with local citizens in planning and conducting programs. The Bay County Board of Commissioners contributes to MSU Extension office space, support staff, program assistants, travel budgets, and office supplies for conducting educational programs. Therefore, MSU Extension is a *cooperative* program with federal, state and county governments.

Who Does MSU Extension Reach?

MSU Extension opportunities are open to all eligible/qualified persons without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status, or family status. Persons with disabilities have the right to request and receive reasonable accommodations.

What is 4-H ?

What is 4-H?

4-H is an age appropriate experiential educational program that encourages youth to have fun while learning. County and state staff specialists help volunteer leaders with this program by providing them with information, support, and training so that young people can gain meaningful social and educational experiences in a group setting. The experiences are designed to help youth in their growth and development and to complement those received at home, school, church, and other youth organizations.

Who is Involved?

In the United States, over five and one-half million young people are involved in 4-H. Traditionally, 4-H has been offered to young people between the ages of eight and 19. Youth ages five and eight also have the opportunity to be a part of 4-H through the Clover Bud program. (See page 33.) People of any age are welcome and encouraged to become involved in the program. The program's major limiting factor is finding adult volunteer leaders.

4-H is a nationally recognized program which has produced several famous alumni. Among some of these famous 4-H alumni are Jacqueline Kennedy-Onassis, John Denver, Dolly Parton, and Johnny Carson.

When Did 4-H Begin?

4-H started nationally in 1902 with "Corn Clubs" which were initiated by the USDA to teach modern farming methods to young people in hope that they would, in turn, teach their parents those methods to increase crop production. It worked! In 1917, the 4-H Youth Program was born. 4-H has developed into the largest out-of-school educational program in Michigan and the United States.

Where is 4-H Found?

Everywhere! On farms... in suburbs... in cities! Traditionally, 4-H project areas such as livestock, horticulture, and *many other activities* exist and provide valuable experiences for young people. Program areas are constantly changing in order to keep in tune with the needs of today's youth. Some projects areas include: personal appearance, fine arts, livestock, wilderness survival, proud equestrian program, energy conservation, environment, cultural heritage, career education, communications, computers, and many more.

The 4-H program has grown to incorporate more youth by expanding its original club structure and incorporating things such as instructional TV, school enrichment programs, and special interest groups. School groups and short-term project groups receive support guidance and educational information from MSU Extension and 4-H Youth Staff.

Michigan 4-H Mission Statement

The Michigan 4-H Youth Program is a youth development program that involves volunteers in providing positive, experiential, educational opportunities for and with youth. Our mission is to create environments, through collaboration, that build strong, healthy youth who are proactive in a complex and changing world.

4-H is a program of Michigan State University Extension

What does all of this mean?

“involved volunteers”

Michigan 4-H recruits, trains and assists more than 30,000 adult and teen volunteers who work with over 200,000 young people, ages five to 19, in their communities.

“experiential educational opportunities”

Michigan 4-H provides learning activities that are active, hands-on, and youth directed. Volunteers help kids understand, reflect on, and communicate their experiences and apply them to their lives.

“create environments”

Michigan 4-H encourages keeping the needs of children, youth, and families at the forefront when creating caring, learning opportunities. A wide variety of settings are used including clubs, centers, school enrichment, camps, and special activities.

“through collaboration”

Creating youth-centered, caring environments for kids requires networking, partnerships, and collaboration. Michigan 4-H networks and develops partnerships with youth-serving organizations, educational, cultural, and human service agencies, businesses, industry, government, and other community groups.

“youth who are pro-active”

Michigan 4-H helps kids anticipate change, develop coping skills, set goals, and plan positive futures.



4-H Motto, Pledge, and Symbol

Motto

To Make the Best Better

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.*

Symbol



*The 4-H colors are green and white.
Green, nature's common color,
is emblematic of springtime, life, and youth.
White symbolizes high ideals.*

4-H Club Position Statement

The Michigan 4-H Club Model

Within the context of the Michigan 4-H club model, each club has the following:

- ◆ At least five members from two or more families.
- ◆ One or more caring adult working with the members, teen leaders and parents.
- ◆ A structure that gives members the primary responsibility for making decisions and operating the club.
- ◆ A definite club program planned by members, leaders, and parents including individual and group goals for project learning and group interaction.
- ◆ Six or more meetings during the year.
- ◆ Participation in learning experiences outside the local group.
- ◆ Involvement in the community.
- ◆ Personal evaluation and recognition of progress on individual and group goals.

Youth Development Goals

- ◆ Greater knowledge and appreciation of self.
- ◆ Public and interpersonal communication skills.
- ◆ Positive interaction with adults and other youth.
- ◆ Responsibility for self.
- ◆ Commitment and contributions to the group and community.
- ◆ Life-long desire to learn.
- ◆ Ability to relate to a constantly changing world.
- ◆ Strengthened family interaction.
- ◆ Career exploration.
- ◆ Leadership skills.
- ◆ Decision-making skills.



4-H Statistics

- ◆ A total of 267,432 youth between the ages of five and 12 participate in 4-H Youth Programs in the state of Michigan.
- ◆ A total of 30,036 community volunteers work alongside 4-H members in their learning experiences in Michigan.
 - ❖ Of these volunteers, 73% are adults and 27% are older teen volunteers.
- ◆ Where do 4-H members live?
 - ❖ 26% live in suburbs or cities with populations of more than 50,000.
 - ❖ 21% live in towns and cities between 10,000 and 50,000.
 - ❖ 42% live in towns with populations under 10,000.
 - ❖ 11% percent live on farms.
- ◆ How old are 4-H members?
 - ❖ 38% are five to eight years old.
 - ❖ 38% are between the ages of nine and 12.
 - ❖ 13% are ages 13 to 15.
 - ❖ 10% are 16 years old or older.
- ◆ Of all Michigan youth enrolled in 4-H programs, 23% are people of color.
- ◆ There are 4,798 4-H clubs in Michigan. Youth are also involved in 4-H camps, school-based programs, and short-term learning experiences in their communities.



Characteristics of a Good Volunteer

Reliable

Punctual

Relaxed

Alert

Empathetic

Knowledgeable

Patient

Supportive

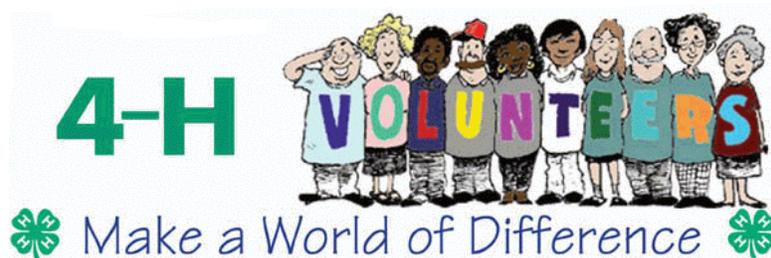
Honest

Enthusiastic

Humble

Courageous

Humorous



Guidelines for Successful Leadership

- ◆ ***Be sensitive to the feelings of members.*** See that an atmosphere of warmth and acceptance is provided.
- ◆ ***Work individually, as well as collectively with members.*** Provide some time to work with each member as an individual, especially in goal setting, activities planning, and the evaluation process.
- ◆ ***Individual integrity is encouraged when the member is considered for what they are rather than what they can do.*** Accept youth as they are, rather than what you would like them to be.
- ◆ ***Recognize and allow for individual differences.*** Youth vary in their abilities, interests, desires, areas of sensitivity, and goals.
- ◆ ***The process of the individual can best be rewarded by praise*** from the person working most closely with him/her, rather than by a comparison of their work with other members.
- ◆ ***Records are only one way to evaluate progress.*** Recognize the value of self-evaluation methods and use them.
- ◆ ***Realize competition can be cruel.*** Youth should be given the opportunity to elect individually whether or not to compete without being pressured.
- ◆ ***Recognize that the ability and willingness to accept responsibility*** is learned through opportunity and practice.
- ◆ ***Decision making is learned*** through practice in reviewing alternatives, making a choice, setting goals, and evaluating progress.
- ◆ ***Be conscious of how you are seen through a child's eyes.*** You are a role model through observation, learning, and doing.



Member Expectations of a Volunteer

Members expect certain things from their 4-H leaders and volunteers, including:

- ◆ Being easy to approach, friendly, and agreeable.
- ◆ Being strict, but not unreasonably so.
- ◆ Understanding their behavior patterns.
- ◆ Participating enthusiastically in activities.
- ◆ Being fair and impartial.
- ◆ being cooperative rather than competitive.
- ◆ Being efficient and effective.
- ◆ Being tactful, gentle, and kind.
- ◆ Creating a safe environment.

Volunteer Responsibilities

to Organize
to Teach
to Counsel
to Set a Good Example
to Lead



As a Volunteer . . .

. . . you have the right to:

- ◆ say “Yes.”
- ◆ say “No.”
- ◆ Volunteer or quit.
- ◆ Establish convenient times to do volunteer work.
- ◆ Be given support and training.
- ◆ Expect support from parents.
- ◆ Expect members to complete projects.
- ◆ Ask members to attend meetings, be on time, bring materials, etc.
- ◆ Limit the number and age of members in your club.
- ◆ Set standards of performance.
- ◆ Select project and activities you feel confident teaching.
- ◆ Expand your horizons to new projects and activities.
- ◆ Challenge and be challenged.
- ◆ Have a good time.
- ◆ Be less than perfect.
- ◆ Learn as you go.

. . . you have the responsibility to:

- ◆ Set a good example.
 - ◆ Teach leadership, self-esteem, and pride.
 - ◆ Be a motivator of youth.
 - ◆ Be compassionate, patient, and understanding.
 - ◆ Present challenges for leaders and members to learn.
 - ◆ Be prepared for your meetings.
 - ◆ Listen to your group and individuals.
 - ◆ See the job through.
 - ◆ Give recognition and praise members.
 - ◆ Recognize individual differences in members.
 - ◆ Teach safety and the welfare of others.
 - ◆ Make 4-H an enjoyable experience.
 - ◆ Delegate responsibility to teens, parents and members.
 - ◆ Recruit new leaders for your club.
 - ◆ Involve all members in planning and implementing.
 - ◆ Meet individual needs and encourage others to attend.
 - ◆ Attend training sessions and events (encourage others to attend also.)
 - ◆ See that your club conforms to MSU, IRS, and Affirmative Action requirements.
-

Other Volunteer Opportunities

Club Read

4-H Club Read supports children in grades K-3 and their families by:

- ◆ Increasing children's literacy skills.
- ◆ Building children's interest in reading.
- ◆ Establishing year-round literacy programs.
- ◆ Developing literacy-related family activities.
- ◆ Recruiting and training community volunteers.
- ◆ Working with communities to improve K-3 literacy.

4-H Club Read AmeriCorps and VISTA members and MSU Extension staff, with the help of local resources, build 4-H Club Read programs that extend the current efforts of schools. Volunteer involvement helps provide positive experiential educational opportunities for and with youth.

*Starting 4-H Club Read
in your community
is as easy as A-B-C!*



Ask MSU Extension - Bay County about 4-H Club Read.



Build a partnership with local schools, intermediate school districts, and literacy councils.



Contact local agencies and organizations to build community support for kids.

Tax Deductions for 4-H Volunteers

Volunteers in the 4-H program spend many of their own dollars to help make the program happen. Many of these expenses are deductible for Federal Income Tax purposes. Generally, out-of-pocket expenses are deductible as contributions when they are incurred in connection with services to a 4-H organization. Those who file an income tax return with itemized deductions may claim them. Contributions of actual services, however, are not deductible. Amounts spent for fees, materials, awards, travel expenses, including meals, lodging and cost of transportation, are deductible when not reimbursed.

What is the Tax Exempt Status of 4-H?

4-H Youth programs are exempt from the payment of Federal Income Taxes on donations or income earned from fund raising.

Only those 4-H clubs and affiliated organization which have an authorization on file in MSU Extension - Bay County to use the 4-H name and emblem are eligible for tax exempt status. Donations made to the local club or 4-H committees and groups are eligible for tax deductions non the donors' federal income taxes. A proper receipt may be obtained from MSU Extension - Bay County.

Each club must maintain a record of its activities and the contributions received and must prepare and keep on file a record of its financial transactions. All 4-H clubs and other organizations which have receipts of more then \$5,000 during a tax year must file a form 990 with the IRS each year. These receipts could come from donations, sales, or other sources. Contact the IRS in your area to obtain the forms and other information.

The Bay County 4-H Advisory Council may be eligible for tax exemption from the Michigan sales tax; though they must submit a form to the Michigan Department of Treasury to request the exemption.

4-H clubs *are not* eligible for tax exemption.

Financial Records

The handling of money is an important function for a 4-H club. Opportunities should be provided for youth to learn how to handle money and keep financial records. Adults supervision however it important in this respect. The *4-H Financial Record Book* provides a good basis for the financial records of a club. It is available from MSU Extension - Bay County.

In order to open a bank account, either checking or savings, leaders are now required to apply for a club "Employer Identification Number." Application forms are available from any Social Security or Internet Revenue Service office and are also available in the "forms" section of the 4-H Leader Manual. When completing Item 10 on the form, for "Nature of Business," enter "4-H Club."

4-H Leader's Creed

I believe...

- ◆ The 4-H member is more important than the 4-H project.
- ◆ Learning how to do the project is more important than the project itself.
- ◆ 4-H'ers should be their own best exhibits.
- ◆ No award is worth sacrificing the reputation of a member or leader.
- ◆ Competition should be given no more emphasis than other fundamentals of the 4-H work.
- ◆ Enthusiasm is caught, not taught.
- ◆ To learn by doing is fundamental in a sound educational program and is characteristic of the 4-H program.
- ◆ Generally speaking, there is more than one good way to do most things.
- ◆ Every 4-H member needs to be noticed, to feel important, to win, and be praised.
- ◆ Our jobs as leaders is to teach 4-H members *how* to think, not *what* to think.



Leadership Roles in 4-H

Which is best for you?

There are five types of leadership roles to choose from, each having a different emphasis and time commitment involved.

In many cases, one person will assume several leadership roles. In other situations, each responsibility will be taken by different leaders. In any event, you are free to choose the one with which you feel most comfortable.

Administrative Club Leader

Is responsible for guiding the direction of the club and organizing the activities of the individual project leaders. He or she is also responsible for maintaining communication between the 4-H staff person and club leaders and members. This includes club and leader registration every fall and spring and notifying staff persons for changes throughout the year. The Administrative Club Leader receives notices of all special county activities and is responsible for getting that information to club members.

Project Leader

Works with 4-H members to teach and help them learn a project skill. Helping with the learning process is an important part of the relationship between leader and member. The leader may be involved with as many project areas as he/she feels comfortable.

Resource Leader

A well-trained person in a specific field who serves as a speaker, consultant, or teacher whenever needed by a 4-H member. This is a great opportunity for working with professionals to become involved with young people.

Activity Leader

Provides overall coordination of an event or activity. This person may conduct club, county, or district activities which center around project skills or personal development.

Teen Leader

Allows an older teen the opportunity to work with younger 4-H members to help them learn by doing. The Teen Leader, besides gathering useful experiences, also relieves some of the pressure on adult leaders in organizing and maintaining clubs.

Many other roles exist and are developed as needed by your particular situation. Someone with a specific job to do is playing a leadership role! Be sure everyone understands what is expected of them!

Administrative/Organizational Club Leader

General Responsibilities

Leaders must be at least 18 years of age and must attend a basic orientation and one other training workshop each year. Leaders who cannot attend the basic orientation meeting will meet with their Council Representative or the 4-H Youth Agent to go over this material.

The individual in this role needs to enjoy working with adult and young people in educational and fun activities. Many 4-H projects teach basic life skills that the leader has already mastered. Organizational skills are necessary.

This person is responsible for the leadership of the club and organization of the individual project groups. He/she will maintain communications between the 4-H staff person, club leaders, and members. This includes member and leader registration and notifying staff of changes throughout the year. The Administrative Leader receives notice of all special county activities and is responsible for getting that information to club members.

Responsible To

The MSU Extension agent responsible for 4-H Youth Programs, and the Bay County 4-H Program Assistant.

Specific Duties

Enrollment

- ◆ Enroll all members and leaders by set date.
- ◆ Recruit project, resources, activity, and teen leaders as needed.
- ◆ Provide club updates.
- ◆ Update membership changes periodically.
- ◆ Provide leader and member ID cards, project completion certificates, and pins.
- ◆ Membership accepted year-round.

Program Planning

- ◆ Work with youth and other leaders to plan the club program.
 - ◆ Develop techniques to involve all members, parents, leaders, and the community.
 - ◆ Meet with leaders to coordinate plans and keep informed of opportunities.
 - ◆ Periodically evaluate club goals and progress.
-

Specific Duties (continued)

Club Meetings

- ◆ Meet with officers to set agendas.
- ◆ Schedule periodic meetings with leaders.
- ◆ Provide updates and announce 4-H opportunities.
- ◆ Inform membership of necessary meeting arrangements.
- ◆ Provide a balance at each meeting.

Liaison

- ◆ Respond to correspondence from MSU Extension - Bay County.
- ◆ Inform parents of club plans and seek parents' involvement.
- ◆ Maintain relationships with community individuals.
- ◆ Keep project leaders informed.
- ◆ Keep 4-H Council representatives abreast of club activities.

Time Commitment

Generally, two to four hours a week on 4-H related business. When clubs meet, the commitment may depend on membership needs. Youth usually meet after school, in the evenings, or on weekends.

Training Provided

Each administrative or organizational club leader will attend a leader update session each year and at least one other workshop. Additional leader training is offered at county, district, and state levels by Michigan State University Extension. Materials and bulletins are available from MSU Extension - Bay County.



Project Leader

General Responsibilities

Leaders must be at least 18 years of age and must attend a basic orientation and one other training workshop each year. Leaders who cannot attend the basic orientation meeting will meet with their Council Representative or the 4-H Youth Agent to go over this material.

Project leaders need to enjoy working with adults and young people in educational and fun activities. Limited skill in the project area(s) is necessary. If the project leader wished to become involved in a new project, training programs are available at the state and local level to teach such skills.

The main responsibility of a project leader is to teach and help 4-H members learn a project skill. If the project leader is affiliated with a community club, he/she will work with the administrative leader in scheduling meetings which teach a specific project. A project leader may work independently with a group of youth who are learning a project skill. In this case, the project leader also assumes the role of the administrative leader.

Responsible to

4-H Administrative or Organizational Club Leader, the MSU Extension Agent responsible for 4-H Youth Program, and the Bay County 4-H Program Assistant.

Specific Duties

Organizational

- ◆ Enroll members projects.
- ◆ Secure literature and distribute to members.
- ◆ Determine frequency of meetings with members.
- ◆ Determine costs of project and discuss with parents.
- ◆ Help members keep record books.
- ◆ Assist Administrative Leader with information flow and appropriate forms.
- ◆ Use planning and evaluation form as part of the project.

Educational

- ◆ Meet with the group to instruct on project material.
 - ◆ Help members set goals.
 - ◆ Encourage members to give demonstrations.
 - ◆ Encourage members to exhibit and display their projects at school, shows, etc.
 - ◆ Use teens as leaders.
-

Specific Duties

Education (continued)

- ◆ Use audio-visual materials, speakers and resource leaders as teaching aids.
- ◆ Praise and encourage.
- ◆ Evaluate project progress.
- ◆ Promote attendance and participation in county/ state opportunities.
- ◆ Attend leader workshops periodically.

Time Commitment

A project leader spends usually two hours per session in teaching the project skill. The number of sessions and how often they meet varies with the specific project. Six to eight sessions are recommended.

A project leader may teach more than one project during the year to the same group or different groups.

Training Provided

Each Project Leader must attend basic orientation. After the first year of service, this is called "Leader Update." Additional leadership training is offered on county, district, and state levels throughout the year. Materials and bulletins are available from MSU Extension - Bay County.



Resource Leader

General Responsibilities

Must be at least 18 years of age and must attend a basic orientation and one other training workshop each year. Leaders who cannot attend the basic orientation meeting will meet with their Council Representative or the 4-H Youth Agent to go over this material.

This person must have the ability to communicate clearly and effectively with youth and adults. He/She will have substantial expertise in a specific project area or skill. This person will also have the ability to organize and involve others in educational programs with the awareness of resources and willingness to obtain needed resources.

Responsible To

4-H Administrative or Organizational Club Leader, the MSU Extension Agent responsible for 4-H Youth Programs, and the Bay County 4-H Program Assistant.

Specific Duties

Provide leadership for specific programs. Organize and conduct training in the area of expertise for volunteers. Organize and conduct area or county events. Maintain communications with MSU Extension 4-H staff, clubs and groups, and the Bay County 4-H Advisory Council. Furnish Extension 4-H staff with reports as needed. Assist council members, officers, and parents in planning and carrying out yearly programs, and in the selection of projects. Establish communications to inform parents, others in the community, and adult organizations of local 4-H unit activities and events.

Time Commitment

Varies greatly depending on the nature of the assignment.

Training Provided

Each Resource Leader must attend basic orientation. After the first year of service, this is called "Leader Update." Additional leadership training is offered on county, district, and state levels throughout the year. Materials and bulletins are available from MSU Extension - Bay County.



Activity Leader

General Responsibilities

Must be at least 18 years of age and must attend a basic orientation and one other training workshop each year. Leaders who cannot attend the basic orientation meeting will meet with their Council Representative or the 4-H Youth Agent to go over this material. This individual is responsible for training or directing of activities such as drama, fund raising, recreation, tours, community service, and promotion.

Responsible To

4-H Administrative or Organizational Club Leader, the MSU Extension Agent responsible for 4-H Youth Programs, and the Bay County 4-H Program Assistant.

Specific Duties

Review the club calendar for a balance between educational and social activities in addition to the regular monthly meeting. Recruit other parents or teens to do specific jobs for each activity. Coordinate logistical arrangements for each activity (i.e. facilities; announcements of dates, places, times, costs, etc.; resource people; chaperons; etc.) Develop youth leadership skills by involving 4-H'ers on steering committees to plan, conduct, and evaluate each activity. Assist project leaders in planning educational activities into a calendar of project group meetings.

Time Commitment

Varies greatly depending on the nature of assignment.

Training Provided

Each Activity Leader must attend basic orientation. After the first year of service, this is called "Leader Update." Additional leadership training is offered on county, district, and state levels throughout the year. Materials and bulletins are available from MSU Extension - Bay County.



Teen Leader

General Responsibilities

This leadership role allows an older teen the opportunity to work with younger 4-H members to help them learn by doing. The Teen Leader, besides gathering useful experiences, also relieves some of the pressure on adult leaders in organizing and maintaining clubs.

Responsible To

4-H Administrative or Organizational Club Leader, Resource Leader, Project Leader, Activity Leader, the MSU Extension Agent responsible for 4-H Youth Programs, and the Bay County 4-H Program Assistant.

Specific Duties

Assist club officers in learning to conduct meetings. Assist younger members gain and/or develop skills in various project or special interest areas (i.e. speech contest, judging, small animals, photography, etc.) Assist the organizational leader in planning meetings. Assist with club program planning. Assist with conducting the business meeting. Help 4-H'ers prepare for involvement in 4-H presentations and other contests. Learn to teach prepared lesson plans. Teach subject matter of interest to you and your 4-H'ers. Assume specific responsibilities for implementing club activities.

Time Commitment

It is estimated you will spend a minimum of one hour per week in this role.

Training Provided

Each Teen Leader must attend basic orientation. After the first year of service, this is called "Leader Update." Additional leadership training is offered on county, district, and state levels throughout the year. Materials and bulletins are available from MSU Extension - Bay County.





MSU EXTENSION STAFF AND VOLUNTEER AGREEMENT AND CODE OF CONDUCT FORM



Bay County

Name: _____

Address: _____
Street City Zip Code

Telephone: (_____) _____ (_____) _____
Daytime Evening

MSU Extension Agrees to:

- Provide the volunteer with appropriate policies and procedures.
- Provide orientation about volunteers' roles and the organization.
- Set educational tones and direction in conjunction with the appropriate MSU Extension committees.
- Offer leader training.
- Provide job description.
- Provide assistance, program support, and encouragement.
- Give recognition for time and energy devoted to MSU Extension.
- Implement ongoing affirmative action policies and assist volunteers in doing the same.

Volunteers Agree to:

- Meet leadership requirements and enroll as a leader.
- Follow the policies, philosophy, and procedures defined by staff and the appropriate Michigan State University Extension committees.
- Fulfill outlined job requirements with no monetary compensation.
- Be supportive of the MSU Extension program and its activities at all levels.
- Abide by the MSU Extension Volunteer Code of Conduct.
- Affirm that the MSU Extension program actively seeks members from every race, ethnic, religious, and social-economic group.
- Supply the MSU Extension office with all information about changes in the group or club, including membership, as they occur.

I have reviewed the agreement and am willing to serve in this capacity until either party cancels this agreement. If I'm unable to continue as an MSU Extension volunteer, I will notify Extension staff at least one month in advance.

I have read the Bay County Code of Conduct on the back of this form and agree to comply with it.

Signatures:

MSU Extension Volunteer

Date

MSU Extension Staff

Date

Return original to MSU Extension. A copy will be provided for your records.

Code of Conduct

The Michigan State University Extension program prides itself on providing quality educational programs for youth. The primary purpose of this Code of Conduct is to ensure the safety and well-being of all participants.

MSU Extension volunteers will:

- Accept their responsibility to represent Bay County and MSU Extension youth programs with dignity and pride by being positive role models for youth.
- Conduct themselves in a courteous and respectful manner, exhibit good sportsmanship, and provide positive role models for youth.
- Respect, adhere to, and enforce the rules, policies, and guidelines established by Bay County and MSU Extension youth programs.
- Abstain from and not tolerate physical or verbal abuse.
- Comply with equal opportunity and anti-discrimination laws.
- Avoid criminal activities.
- Under no circumstances possess, sell, or consume alcohol or possess, sell, or use controlled substances at an MSU Extension youth activity or event.
- Under no circumstances attend or participate in an MSU Extension youth activity or event under the influence of alcohol and/or controlled substances.
- Accept the responsibility to promote and support MSU Extension to develop an effective county, state, and national program.
- Operate machinery, vehicles, and other equipment in a responsible manner.

It is important that all Michigan State University Extension volunteers comply with the Code of Conduct. Failure to comply with any component of the Code or participate in other inappropriate conduct as determined by MSU Extension representatives may lead to dismissal as a volunteer from the MSU Extension youth program.

*Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status, or family status.
Michigan State University Extension is an equal opportunity provider and employer.*



Affirmative Action Statement

This is to certify that the 4-H Club, _____
is open to all eligible/qualified persons without regard to race, color, national origin, gender,
religion, age, disability, political beliefs, sexual orientation, marital status, or family status.

Persons with disabilities have the right to request and receive reasonable accommodations.

Administrative/Organization Leader Signature

Date

*Michigan State University Extension programs and materials are open to all
without regard to race, color, national origin, gender, religion, age, disability,
political beliefs, sexual orientation, marital status, or family status.
Michigan State University is an affirmative-action equal opportunity institution.*

4-H Staff Roles and Responsibilities

The Agent in charge of 4-H in Bay County is responsible for any and all decisions as they relate to the 4-H Program. This includes sanctioning of 4-H clubs and the leadership within clubs. Whenever the name of “4-H” is used, Michigan State University and the United States Department of Agriculture hold this person and the County Extension Director responsible for all actions.

County Extension Director

This Agent is appointed by the Director of Extension. He or she is responsible for the overall development and implementation of the four basic programs of MSU Extension for the county. The County Extension Director is assisted by Program Agents, District Extension Leaders, Assistants, campus based staff, and the secretarial staff.

Extension Youth Agents

Responsible To

County Extension Director, Regional Supervisor, and the supervisory staff of Michigan State University Extension.

Goal

To assist 4-H leaders in helping 4-H members become mature, competent 4-H members who possess and have demonstrated the positive qualities of leadership and citizenship.

Objectives

To coordinate and provide programs which enable leaders and members “to make the best better” so as to reach the above goal.

Job Description

- ◆ Manage, coordinate, and administer the county 4-H program in concert with the leaders and members of the program including a variety of events and activities.
 - ◆ Assist leaders and others in organizing 4-H clubs.
 - ◆ Provide leadership development opportunities and project skill training.
 - ◆ Work with the variety of boards and committees to provide a futuristic total program which meets the needs and interests of the county.
 - ◆ Provide the linkage between the county and state 4-H Program, councils, community collaborators and committees with the local people to create a growing, relevant, and progressive program.
-

- ◆ Ensure local 4-H programs are inclusive and available to all county residents regardless of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, marital status, or family status. Michigan State University is an affirmative-action equal opportunity institution.
- ◆ Manage and support 4-H with in-school and after-school programs.
- ◆ Plan and implement relevant programs which met the needs of all Bay County Youth.

Program Assistant

Responsible To

The 4-H Agent and County Extension Director.

Goal

To assist the 4-H program in achieving its mission.

Job Description

- ◆ The identification, recruitment, and training of members and leaders.
- ◆ Organizing and expanding 4-H clubs.
- ◆ Assist in planning and implementing programs to meet the needs and interests of all Bay County Youth.
- ◆ Promote 4-H and the club concept.
- ◆ Assist and advise 4-H Leaders.
- ◆ Help to coordinate and provide leadership development and project skill training.
- ◆ Conduct in-school and after-school educational programming.



4-H Council Members

General Responsibilities

- ◆ Understand the organization of Michigan State University Extension as an educational arm of Michigan State University and the United States Department of Agriculture.
- ◆ Understand and believe in the objectives of 4-H and youth development.
- ◆ Understand and accept the functions and expectations of the Bay County 4-H Advisory Council.
- ◆ Recognize that 4-H programs and activities should be evaluated on their educational merits.
- ◆ Serve on standing or ad hoc committees when appointed or asked to participate.
- ◆ Attend meetings, participate actively in the discussions, and make recommendations for the 4-H program.
- ◆ Support the recommendations of the Bay County 4-H Advisory Council.
- ◆ Promote good public relations for the 4-H Programs at every opportunity.

Specific Responsibilities

- ◆ Assume responsibility to and for the township, district, area, or group represented.
- ◆ Reflect the needs, interests, and opinion of people represented.
- ◆ Inform groups represented on recommendations of the Bay County 4-H Advisory Council and why they were made.
- ◆ Take the necessary leadership to make sure that the 4-H program is conducted according to the highest standards including: club meetings, project work, and other education experience in local, county, area, and state programs.
- ◆ Consult with the MSU Extension staff concerning local programs and activities.
- ◆ Identify ways to improve and expand the Bay County 4-H Youth Program for youth as well as parents and leaders.



Guiding Principals to Youth Development

Michigan 4-H Youth Development is dedicated to creating environments and experiences for positive youth development that reflect seven guiding principles, which are grounded in youth development research:

- ◆ ***Youth develop positive relationships with adults and peers.*** Youth develop sustained relationships with peers and adults that nurture their positive development.
 - ◆ ***Youth are physically and emotionally safe.*** Youth will learn more and participate more fully when they feel both physically and emotionally safe. A structured yet flexible environment encourages honesty, trust and respect among youth and adults.
 - ◆ ***Youth actively engage in their own development.*** Through a process of identity awareness and discovery, youth increase their personal competence and sense of well-being.
 - ◆ ***Youth actively participate in their own learning.*** Youth are considered participants rather than recipients in the learning process. Opportunities for youth to learn and develop take place in many different contexts and take into account a variety of learning styles.
 - ◆ ***Youth develop skills that help them succeed.*** Youth experience and learn from "hands-on" educational opportunities that help them develop the skills they need to be successful adults.
 - ◆ ***Youth recognize, understand, and appreciate multiculturalism.*** Youth will respect differences among groups and individuals of diverse backgrounds. Youth will develop skills and competencies that help them foster social justice in their communities and their world.
 - ◆ ***Youth grow and contribute as citizens through service and leadership.*** Youth feel included and involved in their community. They have significant roles to play and important contributions to make.
-

Youth Development

Young Children (Grades K-3)

Physical Development

- ◆ In a period of slow physical growth.
- ◆ Learning to master physical skills.
- ◆ Lack muscular coordination skills.

Emotional Development

- ◆ Are egocentric/self-centered. 4-H should provide experiences which require sharing/cooperation to help children move beyond self-centeredness.
- ◆ Need and seek approval from adults. By the end of this stage, youth begin to compare themselves with others. They like to play games, but can't accept losing.
- ◆ Intellectual development.
- ◆ More interested in doing things than in the end product. Need practice focusing on one thing at a time to move to the next stage.
- ◆ Thinking is concrete. They learn through senses by touching, seeing, smelling, tasting, and hearing rather than by thinking alone. Verbal instruction should be accompanied by demonstration.

Social Development

- ◆ Learning to be friends with others.
 - ◆ Younger kids enjoy playing together, but by the end of the stage, boys and girls will separate.
 - ◆ Fighting occurs but does not have lasting effects.
-

School Age Children (grades 4-8)

Physical Development

- ◆ Very active and enjoy things which involve movement, cannot sit still for long periods of time.
- ◆ Beginning of adolescence is marked by a growth spurt which occurs across a wide range of ages, with females maturing before males. Rapid physical changes are often a source of embarrassment for young teens.

Emotional Development

- ◆ Have a weak sense of individual identity. Need to feel accepted and worthwhile, successes should be emphasized and failures kept in perspective as learning opportunities.
- ◆ By the end of the period, begin to demonstrate Kohlberg's post-conventional moral thinking.
- ◆ During puberty, changes in hormones, and changes in thinking contribute to mood swings.
- ◆ Begin to test values. Justice and equality become regarded as important issues.
- ◆ Feel the need to be part of something important.

Intellectual Development

- ◆ Until around age 10 or 11, think concretely in absolutes (black/white, right/wrong), but are beginning to think logically. New ideas are best understood if related to previous experiences.
 - ◆ Around age 10 or 11 begin to demonstrate formal operational thinking and think abstractly, but still tend to think in all-or-nothing terms.
 - ◆ Will intensely explore subjects of interest.
 - ◆ Often reject solutions offered by adults in favor of finding their own solutions.
-

Social Development

- ◆ Joining clubs and groups becomes very important around ages nine or 10. Will form clubs with a group of others similar to themselves.
 - ◆ Have difficulty understanding others' thinking, but understand the benefit of making others happy.
 - ◆ Satisfaction in completing projects comes more from pleasing adults in their lives than from the value of the activity itself.
 - ◆ By the end of this period:
 - ❖ ready to start being responsible for actions.
 - ❖ move away from dependence on parents toward eventual independence.
 - ❖ dependence on opinions of adults shifts to dependence on opinions of peers; enjoy doing activities away from home.
-

High School Aged Youth

Physical Development

- ◆ Physical changes are accepted by most teens, and most awkwardness is past although some boys are still growing quickly.
- ◆ Most females reach maximum height by age 14, most males by age 16, males gain muscle, females gain fat. Both sexes are still developing bone mass.

Emotional Development

- ◆ Searching for independence and identity, usually achieved around age 16.
- ◆ Seeking emotional autonomy from parents.
- ◆ Younger teens have difficulty with compromise and unsettled emotions are common.
- ◆ Take pride in responsibility and respect of others.

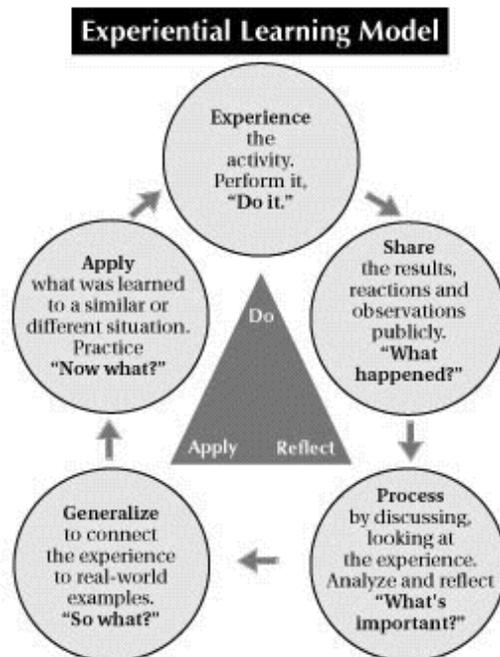
Intellectual Development

- ◆ Continue to gain cognitive and study skills and can adapt language to different contexts.
 - ◆ Mastering abstract thinking.
 - ◆ Exploring and preparing for future careers and roles.
 - ◆ Set goals based on feelings of personal needs and priorities, likely to reject goals set by others.
-

Social Development

- ◆ Generally self-centered, but capable of empathy.
 - ◆ Relationship skills are well developed.
 - ◆ Dating increases and moves from group dates to double dates to couple only dating and intimacy.
 - ◆ Acceptance by opposite sex is of high importance.
 - ◆ Want to belong to groups, but be recognized as unique individuals.
 - ◆ Employment and education fill the need for social relationships which were earlier filled by club and group activities.
-

Experiential Learning Model for Youth



Experience

Do an activity.

Share

Discuss the experience by describing what happened.

Process

Discuss the experience to identify common themes.

Generalize

Identify principles that can be applied in real-life situations.

Apply

Use the principles to apply to what was learned to another situation.

Completing this entire process helps youth gain meaning from what they learn and do. As the leader, you can help them understand new experiences and what they have learned.

4-H Parent's Responsibilities

Parental interest and encouragement are major influences on young 4-H'ers. If parents are involved from the beginning, chances are high for a successful 4-H experience.

- ◆ Provide transportation for your children or arrange a car pool.
- ◆ Show interest in what your children are doing and give them encouragement. Provide any materials and equipment your child may need.
- ◆ Be available to help occasionally if and when asked by the leader. Or don't wait to be asked . . . volunteer!
- ◆ See that your child not only starts a project, but also completes it. Let your children do their own work! Serve only as a guide.
- ◆ Encourage your 4-H'er when he/she succeeds and even more when they fail. Help him/her see progress, not just the end result. Help your 4-H'er be a good sport and appreciate the success in others.
- ◆ Support your 4-H Leaders. Get to know them. Let them know you appreciate their efforts.
- ◆ Make 4-H a family affair. Get the whole family involved in 4-H events, either as spectators, participants, or volunteers.
- ◆ Remember the objective of 4-H is to build your sons and daughters into responsible citizens. The way they do their work, complete projects, conduct meetings, and participate in competitive events, will help set work ethics, character patterns, and standards for the rest of their lives.

Are you into it? 

How to Involve Parents

Parents play a key role in the effectiveness of a 4-H club. They should realize that 4-H is not a baby-sitting service; it is an educational program in which *they* have a part. Parents are often unsure of their role in the club program — they may believe that they must stay out of club activities.

It is your job to help parent become active and supportive of their child's involvement in 4-H. As a club leader, you can help them understand what you expect and help them feel more comfortable as 4-H parents. In order to do this, you may want to visit with parents to explain:

- ◆ The 4-H philosophy and mission.
- ◆ The role of Administrative Club and Project Leaders.
- ◆ The projects offered.
- ◆ What you expect from them as parents.

Parents may be able to provide a variety of services such as phone calls, arranging guest speakers, or providing transportation.



4-H Members

Becoming a 4-H member has certain goals, objectives, and responsibilities. It is the leader's duty to be sure youth understand certain criteria for membership before they join a club.

Responsible To

Administrative Leader, Project Leader(s), Resource Leader(s), Activity Leader(s), Teen Leader(s), and other members of the club.

Goal

To become mature and competent 4-H members who possess and demonstrate the positive qualities of leadership and citizenship.

Objectives

- ◆ To belong to a 4-H club and be a consistent and active member.
- ◆ To fully participate in the club, county, state, and national programs as the opportunity arises.
- ◆ To have fun, make new friends, and do new and exciting things.
- ◆ Learn new or improve on existing skills through a variety of 4-H projects, activities, and events.

Responsibilities

- ◆ Follow the rules, guidelines, and by-laws of the local club and 4-H in general.
 - ◆ Pursue and complete one or more 4-H project each year.
 - ◆ Attend regularly and participate in club and project meetings, as well as other 4-H activities.
 - ◆ Respect all other members, leaders, parents, volunteers, and staff.
-

4-H Member's Job Description

General Description

To be a successful 4-H member, youth need to be able to accept responsibility for their actions and strive to become the best they can be. To be consistent with the ideals expressed in the 4-H Club Pledge and Motto.

Specific Duties

- ◆ Enroll in club and project areas of interest.
- ◆ Attend all club functions unless leader is notified of member's absence.
- ◆ Participate in planning and carrying out of club functions.
- ◆ Become aware of opportunities available to members by reading the *Clover Chatter* newsletter and other materials distributed by MSU Extension - Bay County.
- ◆ Older members should help younger members by becoming 4-H Teen Leaders.
- ◆ Serve as club officers.
- ◆ Aid club, project, and organizational leaders by being an active member.
- ◆ Become involved in county organizations if interested.
- ◆ Older members should take an active part in county programs by running for seats on the Bay County 4-H Advisory Council and other advisory groups.
- ◆ Participate in club, county, and state activities.

Specific Competencies

- ◆ Older members serve as positive role models.
 - ◆ Respect the rights of all leaders, volunteers, staff, parents, and other members.
 - ◆ Strengthen 4-H clubs by being supportive of club decisions.
 - ◆ Promote the 4-H program.
 - ◆ Conduct yourself in appropriate ways to uphold the honor of 4-H.
 - ◆ Willingness to learn.
-

Cloverbuds

What Are 4-H Cloverbuds?

Cloverbuds are an informal, non-competitive, educational program conducted by the 4-H component of the Michigan State University Extension. The program is designed to be a companion program to the traditional 4-H program.



Responsible To

Administrative Leader, Project Leader(s), Resource Leader(s), Activity Leader(s), Teen Leader(s), 4-H members, and other Cloverbuds.

Goal

The goal of the Cloverbud program is to help children ages five to seven (Grades K through 2) learn to get along with others, explore many interests, learn subject matter skills, and build self-confidence and self-esteem through healthy learning experiences.

Cloverbuds vs. Older 4-H Members

Learning Style

- ◆ Cloverbud learning is activity-centered.
- ◆ Older member learning is project-based.

Type of Instruction

- ◆ Cloverbud instruction is leader directed.
 - ◆ Older members receive instruction from a leader and through self-study.
-

Recognition

- ◆ Cloverbuds are recognized for their participation only.
- ◆ Older members are recognized for participation, goal achievement, achievement of standards, and being the best in their area via competition.

Learning Resources

- ◆ Cloverbud activities come from an approved statewide curriculum, or may use materials approved by their county agent following the Cloverbud program parameters guidelines.
 - ◆ Older members utilize project manuals or other materials designed for their age group.
-

Ideas for Good Club Communication

- ◆ Create a club calendar for the year.
- ◆ Make sure members have a roster of all club members with their address, age, phone number, etc.
- ◆ Create a phone tree.
- ◆ Have contact information for all leaders.
- ◆ Information with club officer's name, position and duties.
- ◆ Have secretary write out minutes and distribute them.
- ◆ Submit all treasurer's and secretary's report to MSU Extension for posting on your club's Web page.
- ◆ Learn how to run an effective meeting.



Fund Raising Ideas

- ◆ Sales, bazaars, auctions, or roadside stands for selling products 4-H'ers raised, processed, or made themselves.
- ◆ Serving dinners, boxed suppers, socials, refreshment stands, Meals-on-Wheelers, or sub sandwiches sales.
- ◆ Amateur entertainment festivals like community dances, plays, skits, pageants, musicals, socials, and skating parties.
- ◆ Pop bottle drives, newspaper recycling drives, and canned food drives.
- ◆ Contract with a private or governmental community group or individuals to perform a service project like roadside clean-up, Christmas wrapping, or putting up house numbers.
- ◆ 4-Hers sell their time to neighborhoods or a community to do painting, racking, baby sitting, cleaning, etc.
- ◆ Yard or garage sales.
- ◆ Candy, popcorn, frozen cookie dough, or sucker sales.
- ◆ Organize a workshop, like crafts, livestock, or food preservation, and charge a fee for supplies and attendance.



Get the Word Out

You're Fund Raising

Word of mouth is the key to success. The more fliers that are distributed, the more people will see them and want one for themselves. Here are some ideas that have worked for others.

- ◆ Place fliers at convenience stores, grocery stores, libraries, gas stations, village halls, senior centers, community centers, etc.
- ◆ Ask your local newspaper to do an article on the fund raiser your club is doing and what the profits will go toward. Newspapers are always looking for good community service articles rather than the usual bad news. Contact Rob Clark at the Bay City Times (989-894-9642.)
- ◆ Door to door. It's very time consuming, but also the most effective, especially at first.
- ◆ Distribute fliers through PTAs/PTOs, elementary school kids, township newsletters, tax bills, etc. The more people that get a flier, the more you'll sell.
- ◆ Plug your program on your local radio station.
- ◆ Combine efforts with another group like FFA, Cub Scouts, boosters, etc.
- ◆ Set up a table at football games, basketball games, breakfasts, fish fries, etc., to distribute fliers and to sell markers.
- ◆ Make sure to send a flier to MSU Extension so we can post the information on your club's Web page!



Community Service Projects

Adventure Programming and Community Service

- ◆ Coordinate a community drive to collect and repair used bicycles. Donate the refurbished bikes to a community agency that will give the bikes to kids. Partner with local police, public safety departments and businesses to make sure that each bike comes with a new bike helmet. It isn't safe to recycle bike helmets!
- ◆ Playgrounds and families go hand-in-hand. Have your club or group sponsor a playground pizzazz day! Spiff-up and fix-up a community playground. Celebrate your efforts with a picnic at the park and invite neighborhood kids and families to attend. Ask a local hardware or builders supply store to share in the fix-up and the fun!
- ◆ Start your community walking, running, or wheeling by sponsoring a 4-H, family, and pet-friendly 5K run or walk.
- ◆ Check out the bicycle and snowmobile trails in your area. Are they well-marked and well-groomed? If not, coordinate the effort to pick up the rubbish, update the signs and create posters about the "new and improved" local trails. Ask local businesses and community service agencies for permission to display the posters on their premises.
- ◆ Waltz the afternoon away with a group of senior citizens. Work with a local senior citizens community group or home to coordinate dancing lessons for young people. Ask the local seniors to teach the popular dances of their youth to a group of young people. Then have the young people in your group coordinate a community dance for the seniors.

Animal Projects and Community Service

- ◆ If you're in a 4-H livestock, poultry or rabbit project, you could raise animals to donate to local food banks, senior citizen centers or community shelters. Raise and sell your animals through the fair auction as a part of the summer program, then donate the sale proceeds to the target organization. Another way is to raise the animals, then donate the processed products to the target organization. Donations often are especially welcome during major holiday seasons. Individuals or entire clubs can take on this kind of project.
-

- ◆ Consider organizing a visiting pet program in your community. Members of any kind of 4-H animal project can arrange to visit nursing homes, senior citizen centers, group homes for the disabled, or special education schools with their animals. People at nursing homes and senior citizen centers especially enjoy seeing and touching farm animals. These visits can be a welcome opportunity for people to share stories and memories of their childhoods and experiences growing up on farms. Cats, dogs, calves, lambs, pigs, rabbits, ducks, chickens, snakes, lizards, gerbils, hamsters, and guinea pigs all make great animals for visiting pet programs.
- ◆ Volunteer at the humane society or Bay County Animal Control. These facilities often need individuals or groups to help with animal bathing, dog walking, and facility clean up. If you can't volunteer at the facility, consider holding a fund-raiser such as a dog walk or pet wash day.
- ◆ Hold a "hug a hog" fund-raiser and educational event and donate the proceeds to a community project or other charity. Introduce the public to a hog and share what you've learned about raising hogs. One Ionia County 4-H club sold "Hugg-A-Hogg" T-shirts and took people's pictures with a hog. Proceeds from their fund-raiser went to the American Cancer Society.

Careers and Community Service

- ◆ Older teens can use the activities in the new WOW! (Wild Over Work) learning materials to introduce younger kids to the career exploration process. When they use WOW! to work with younger kids, teens have the chance to develop their own leadership skills and to provide valuable community service. They're gaining skills for the workforce, too!

Citizenship and Leadership and Community Service

- ◆ Attend Citizenship Washington Focus, the Wonders of Washington – American Heritage, or 4-H Capitol Experience. These programs will help you find out more about your rights and responsibilities as a United States citizen and a Michigan resident. When you return, you'll be prepared to put what you've learned to use as an advocate for a cause you feel strongly about or by sharing what you've learned with younger kids.
-

Clothing and Textiles and Community Service

- ◆ Help sort donated coats, used blankets, and other winter clothing such as jackets, scarves, hats, mittens, and gloves by size, type, and state of repair. Use any cash donations to buy new snow suits and coats in sizes most needed but not often donated.

 - ◆ Help provide low-income mothers with basic baby items necessary for the first months of their infants' lives. Use grant money, donations or funds your group has raised to put together layettes from items purchased in your county stores. The layettes could include one infant gown, one receiving blanket, one combination garment, and one crib sheet. Meet with the managers of local stores to compare selections and prices on infant merchandise. After you put together the packages, a local community services agency could distribute them to low-income mothers.

 - ◆ Make, adapt, or repair clothing for shut-ins or residents of nursing homes, other group homes, or homeless shelters.

 - ◆ Plan and conduct (or help with) a clothing drive for Goodwill Industries, or hold a "Christmas in July" (or February or May or whatever month works for your group) clothing sale to benefit a worthy cause.

 - ◆ Make a community service exhibit or poster on clothing or textiles related topics. For example, you could make a poster urging joggers and bicyclists to wear reflective clothing if they're out after dark. Your poster or exhibit with examples of safe and unsafe Halloween costumes, masks and face paints could help parents and kids settle on the perfect look for Halloween. You could prepare a poster on clothing care and stain removal and ask permission to post it in a local Laundromat.

 - ◆ Older teens could use the Michigan 4-H "Sew, Read!" program with five-to-eight-year-olds in after-school programs and libraries. The group could use the "Sew, Read!" kit centered on the book *The Boy and the Quilt* and make a quilt to donate to a homeless shelter or senior citizens center.
-

Clowning and Community Service

- ◆ Consider arranging a 4-H clown performance for people with special needs, such as residents of nursing homes, handicapper centers, medical care facilities, and VFW children's homes. Before any such visit, an adult should meet with the facility administrator and tour the facility. The adult should tell the 4-H'ers about the facility and the special needs of the clientele. 4-H clowns may also participate in community events such as parades and festivals, and visit day care centers and library story hours.
- ◆ Paint hearts, flowers, diamonds, zigzags, suns, moons, stars, comets, ladybugs, snakes or other fun and simple shapes on kids' faces at a festival or fund-raiser. Use water-based cosmetic paints (such as Kryolan, Mehron or Snazroo) purchased from a clown supplier. Apply the paint with cotton swabs or paint brushes (sable works best.) Be sure to bring a mirror so the kids can admire your handiwork!

Communications and Community Service

- ◆ Create Posters – The theme for the national 4-H Ad Council campaign is “Are You Into It?” Kids can create posters with the theme and include information about local projects, events or community service opportunities. Posters could be placed in schools, libraries, grocery stores and other businesses to promote 4-H and the positive ways in which kids are involved in their communities. The 4-H Communications Resource Box (available on loan through MSU Extension - Bay County) has a section on visual communications and activities to help young people learn how to create effective posters.
 - ◆ Make Speeches – One of the goals of the national 4-H ad campaign is to promote the idea that kids are part of the solutions (not “problems”) in communities. Involve young people in giving talks and making speeches to local service clubs, chambers of commerce and school assemblies, and in other settings. Use the national ad campaign television spots, magazine and other ads as visuals to emphasize the message and reinforce the theme of the campaign. Kids can share the many positive things they're doing to help make the community a better place to live and work. The 4-H Communication Resource Box (on loan from MSU Extension - Bay County) has a section on verbal communications that includes activities to help young people improve their ability to speak in public.
 - ◆ Create Television Ads and Programs – Work with your local cable television company and get young people involved in producing television programs. Kids could produce and host a program that focuses on how young people can and are making a difference in their community. Kids who've been involved in community service projects could be featured talking about their projects and why they get involved. The young people could
-

promote future opportunities and events and appeal for adults to become involved. The 4-H Communication Resource Box includes a section on media and technology that has information about building video production skills.

Environmental Education and Community Service

- ◆ Project F.I.S.H. (Friends Involved in Sportfishing Heritage) – Think about a good fishing spot in your community. Is it a stream, pond, small lake, or fishing pier? Whatever fishing site comes to mind, it probably needs an occasional cleaning. Worm containers, fishing line, pop cans, and lost tackle are just a few of the items you may find littering your favorite site. Create a cleanup crew to deal with this messy situation! Connect with another fishing group or adults you know who like to fish. Decide on a cleanup day. Collect the supplies you'll need, such as trash bags and rubber gloves. Depending on the time of the year, you may also need bug spray. Wear sturdy boots or shoes you won't mind getting wet and dirty. You and your friends will all enjoy fishing more in a litter-free area that you've helped clean up. Happy fishing!

- ◆ Prepare and deliver an educational talk or demonstration about beneficial insects (“good bugs”) and environmentally responsible ways to handle “bad bugs.” MSU Extension - Bay County's agriculture and natural resources agent can help you learn about how farmers are controlling insects more effectively with integrated pest management techniques.

FOLKPATTERNS and Community Service

- ◆ Photograph old barns and farmsteads in your community.

 - ◆ Hold a “family traditions” night at a local nursing home or senior center. *Family Folklore: A 4-H FOLKPATTERNS Project* (4H1330) is filled with activity ideas.

 - ◆ Record the grave markers in an old cemetery for a local genealogy society or library. The “Cemetery Study” activity in the *FOLKPATTERNS 4-H Leader's Guide* (4H1506) tells how.
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- ◆ Interview people at nursing homes, senior citizens centers, and farmers markets about heirloom vegetable, flower varieties they, or their families may have grown. The *FOLKPATTERNS 4-H Leader's Guide* (4H1506) and *Heritage Gardening: Vegetables* (4H1279) contain information on how to conduct interviews and heirloom seed varieties.

Food, Nutrition, and Fitness and Community Service

- ◆ Use the “Handwashing Rap” from the *Operation RISK Notebook* (VTNB01) to teach a group of younger kids the proper way to wash their hands. You’ll be helping them cut the spread of germs from hands to food to mouths!
- ◆ Talk to other 4-H clubs and groups in your county about how to handle food safely at horse shows, fairs and other events. MSU Extension - Bay County’s FCS Extension Educator and *Selling Food for Fun and Profit: Doing It Safely* (E2578) are great resources on the topic.
- ◆ Volunteer at a local homeless shelter or soup kitchen. It’s not just for holidays!
- ◆ Conduct a fun, food-related science experiment with a group of younger kids. Use a case from one of the five “Food Mysteries” bulletins to help the kids find out more about *Telltale Grains* (4H1417), *Fruitful Evidence* (4H1418), *Vegetable Magic* (4H1419), *Protein Puzzlers* (4H1420), or *Dairy Discoveries* (4H1421). The *Food Mysteries Leader's Guide* (4H1422) give you more information on the facts behind each experiment.

Inclusive Programs and Community Service

- ◆ Volunteer as a sidewalker, horse leader, fund-raiser, or aide with your county 4-H Proud Equestrians’s Program (PEP) and help young people with disabilities enjoy a horseback riding experience.
 - ◆ If you own a gentle, well-trained horse or pony, have it evaluated by the 4-H Proud Equestrians Program (PEP) to see whether it would qualify for use in the program. You and your horse could become program volunteers!
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- ◆ Evaluate your own 4-H club or group to make sure that you're as accessible as possible for kids with disabilities. Let MSU Extension - Bay County know that you're willing to add members who may have disabilities.

Photography and Community Service

- ◆ Photograph a community event such a parade, ethnic festival, or sporting event. Photograph visiting important people such as your state and federal legislators or authors who visit local bookstores. *4-H Photography Unit 1: Adventures With Your Camera* (4H1205) will help you take good photos. Take notes on all your photographs in a small notebook you can carry in your pocket or in your camera bag. Record who is in the photo, where and when it was taken, what is happening in the photo, and who took the photo. Mount your best photos and create a photo story of the event. *Adventures With Your Camera* has information on how to do this. Donate a copy of the photo story to your local historical museum.

Plants, Soils, and Gardening and Community Service

- ◆ Donate any extra produce from your garden to a local homeless shelter or food kitchen. Work with a community agency to set up a community garden site for people who don't have their own land.
 - ◆ Help the residents of a nursing home or other group home set up and maintain container gardens of vegetables and flowers. (See page 13 of the Michigan 4-H Guide to Herb Gardening Projects, 4-H 1516, for information on container gardening.)
 - ◆ If a wild area near you is destined for development, catalog the wildflowers and other plants growing there. Be sure to obtain a permit before removing any protected or endangered wild flowers!
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Science and Technology Projects and Community Service

- ◆ Organize a recycling program. In addition to providing a much-needed service to communities, this project also can give young people the chance to learn about local government. The event can run for just one day or be a long-term project that runs over many months with the support of local government agencies and area businesses.
- ◆ Plan a park clean-up day. Members of environmental science clubs or any other group can help clean up wetland areas, lakes and ponds, natural areas, or playgrounds. Your group also might consider planning and designing a play area for your community. Kids who are interested in engineering, landscaping or construction can all find ways to share their interests and talents to better their communities.
- ◆ Work with the civil engineering department in your community to help conduct a community water quality survey. You can learn more about water treatment plants and the things that affect the water we drink.
- ◆ Start or volunteer to help with an existing community hazardous waste disposal day. Work with your local government officials and area businesses to plan, promote, and conduct one.
- ◆ Disaster preparedness is a great project for members living in tornado- or flood-prone areas. Young people can develop and present a disaster preparedness program at local schools, day care facilities, or after school child care facilities to help other children know what to do in case of a tornado or flood.
- ◆ Members involved in 4-H small engine projects can hold lawn mower repair clinics in their communities. Consider teaching basic lawn mower maintenance or offering lawn mower repair services to senior citizens or low-income families in your community.

Shooting Sports . . . and Community Service

- ◆ You could design a brochure or display for the Bay County Fair and Youth Exposition on firearm and bow safety.
 - ◆ Older teens could volunteer as resource people or aides with a local hunter safety program.
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Resources

MSU Extension - Bay County

Mailing Address

515 Center Avenue, Suite 301
Bay City, Michigan 48708-5124

Contact Information

(989) 895-4026 — Telephone
(989) 895-4217 — Fax

4-H Youth Programs Staff

Jodi Feldkamp
Extension 4-H Youth Agent

Jodi Matthews
Bay County 4-H Program Assistant

Administrative Staff

Howard Wetters
County Extension Director

Judy Delestowicz
Administrative Assistant

Internet and World Wide Web

MSU Extension - Bay County — <http://msuextension.co.bay.mi.us>

The MSU Extension - Bay County Web site is an excellent resource when looking for forms, dates, contact information, and other information on 4-H Programs in Bay County.

MSU Extension — <http://www.msue.msu.edu>

This is the state-wide Extension web site, with links to state 4-H program events and materials.

Multicultural Resources

See the attached Michigan State University Extension Multicultural Resource list. This contains many informational and educational bulletins.

Movies

MSU Extension - Bay County offers a wide variety of videos for loan. If you are interested in checking out a video, contact the office.

National 4-H Supply

This is a great resource for your club. You may to order 4-H supplies such as t-shirts, mugs, pens, club awards, etc. Many items can be personalized for your club. Visit the web site to receive a copy of the catalog. The National 4-H Supply Web site is located at www.4hmall.org/.

Clover Chatter

This is the Bay County 4-H newsletter, distributed to *enrolled* 4-H members, leaders, parents, and volunteers to keep them informed on upcoming activities and opportunities. If you are not receiving the *Clover Chatter*, contact MSU Extension - Bay County to check your enrollment status.

Bulletins

Attached is a copy of 4-H bulletins that are offered at no charge to 4-H members and volunteers. We have many of these bulletins in stock in the office. If you are interested in obtaining a bulletin, contact MSU Extension - Bay County.
