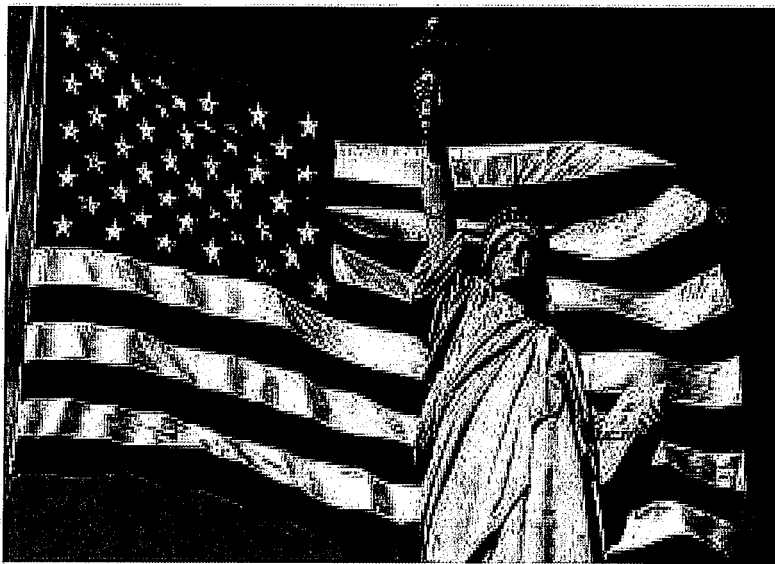


UC
CE

Citizenship

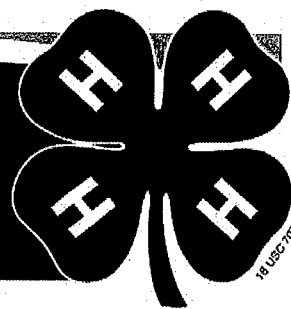


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This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



4-H CITIZENSHIP PROJECT



Learn how to make a difference in your community. Incorporate service and citizenship activities into every 4-H project. Understand your civic rights and responsibilities. Tap into the resources that are available in your community and school.

- Explore your own values and your relationship with others.
- Increase your sense of history and cultural heritage.
- Learn about your government and your leadership role.
- Investigate current issues in your community, state, country and world.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about being a citizen or serving the community that excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for community to be more confident, competent, and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

Starting Out *Beginner*

- Recite the 4-H pledge and the Pledge of Allegiance.
- Find out where your parents and grandparents lived when they were your age and locate it on a map.
- Learn about each of the club officer positions.
- Learn the history of your town or city.
- Participate with your club in a service project.
- Set up a disaster plan for your home.

Learning More *Intermediate*

- Trace your family ancestry back to your great grandparents.
- Help plan a service project for your club.
- Tour your city or county administration building and meet with your council person or supervisor.
- Help with a safety program (swimming, biking, food).
- Learn what community means and help other design the communities they belong to.
- Attend California Focus.

Exploring Depth *Advanced*

- Help teach others in your club about your local city or county government.
- Develop and carry out a service-learning project.
- Identify three current issues in your community and discuss them with your peers.
- Apply for a service-learning grant with the California 4-H Youth Development Program.
- Tour the state Capitol and visit your legislator.
- Attend Washington Focus.

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

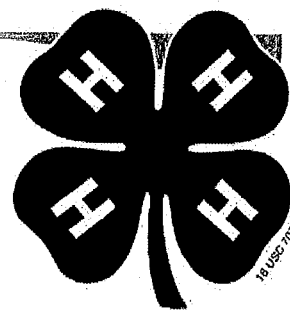
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Citizenship

- Present information about your club's service project at a countywide event.
- Plan a special "Grandparents Day" and record stories of their school days.
- Join with other service groups to clean-up of trash or graffiti in your town.
- Organize an event to showcase people and the work they do at the local government level.

Healthy Living

- Coordinate a walk-a-thon to raise money for a health-related non-profit.
- Develop an anti-smoking campaign for junior and senior high school students.
- Organize a history walk highlighting significant people & places in your community.
- Help a local food pantry develop simple recipes for events using available food.

Science, Engineering, and Technology

- Present a science demonstration at the local elementary school.
- Develop a project to label storm drains and protect waterways.
- Deliver demonstrations on energy conservation or recycling at your school.
- Design, build, and plant a community garden.

Leadership

- Plan an activity for your club with information about the 5 Focus Areas of Citizenship.
- Organize a driving safety program at your high school.
- Connect with local homeless shelters and collaborate to collect & recycle clothes.
- Create and give a presentation about your experience at California or Washington Focus.

Resources

- Web Resources
www.ca4h.org/Projects/Citizenship/Citizenship_Web_Resources/
- *Citizenship Mini-Lessons*, Constitutional Rights Foundation, 601 South Kingsley Drive, LA, CA 90005, (213) 487-5590
- Mock Trials
www.civicallyspeaking.org/mock3.pdf
- Service-Learning Planning Guide and Coaches Manual
www.ca4h.org/Projects/Citizenship/
- California Missions
www.escusd.k12.ca.us/mission_trail/MissionTrail.html
- Book: *Celebrate America, Learning About the U.S. through Crafts and Activities*
- Public Adventures
www.4-h.org/resource-library/curriculum/4-h-citizenship/guides-handbook/

Connections & Events

Curriculum

4-H Record Book

California Focus – A 5-day event in Sacramento with simulations of state political processes and government.

Washington Focus – Gather with 4-H members from all over the U.S. for government simulations and visits in the nation's capitol.

Presentation Day – Share your citizenship knowledge with others through a presentation.

Clubs – 4-H emphasizes participatory democracy, giving young people a voice in decision making.

- State Capitol Study Packet - www.ca4h.org/files/86234.pdf
- Project Citizen - www.civiced.org/index.php?page=introduction
- The American Promise - www.farmers.com/AmericanPromise/guide_main.html
- The California 4-H Citizenship Framework - www.ca4h.org/Projects/Citizenship/FocusAreas/Govern-ment_Studies_and_Leadership/

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.ca4h.org/4hbook.

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

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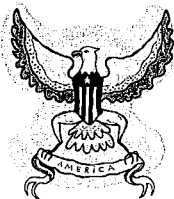


4-H CITIZENSHIP ACTIVITY PAGE

Developed by Darrell Hale, Extension Agent, Lincoln County

Beginning

Your 4-H CITIZENSHIP Project



Did you know that being a responsible citizen includes learning about government? United States citizens can participate in their government. This process ensures that power will always remain where it belongs—with the people. To use this power wisely, you need to know how government works.

This 4-H project can help you explore citizenship and government. Some of the skills you can learn and activities you can do in this project are listed below. Check your favorites.

Then, work with your 4-H leaders and parents to make a 4-H project plan of what you want to do and learn this year.

- ☐ Learn about county government.
- ☐ Attend a county commission meeting.
- ☐ Attend a city council meeting in your town or another town in your county.
- ☐ Attend a meeting of the county school board or the school parent-teacher association (such as the PTO).
- ☐ Learn about three branches of government in the United States.
- ☐ Identify the people who represent your family in the county, state and federal government.
- ☐ Complete a service project using project skills learned.
- ☐ Give a citizenship demonstration in your 4-H club meeting.
- ☐ Other _____

Local Government

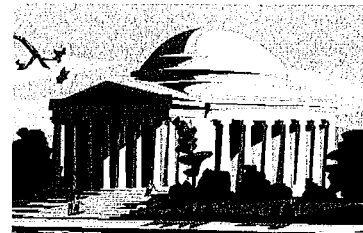
Every town and county has a system of government. Your community may be governed by a mayor, commissioners, aldermen or other elected officials. Other officials may include the sheriff or members of the school board.

Research to find out who serves your community. What do they do? How are they elected? Record what you learn on a separate piece of paper and keep it in your 4-H project folder.



Life Skill

Responsible
Citizenship



Capital Facts

The capital city is where the government makes important decisions, such as the laws that we follow. The first capital of the United States was New York City. It then moved to Philadelphia for 10 years. In 1800, Washington, D.C., became our nation's capital. It is on the Potomac River and is surrounded by Maryland and Virginia. The city was named "Washington" after President George Washington and "District of Columbia" after Christopher Columbus.

Look in books or on the Internet to learn more about the U.S. Capitol (the building where the House of Representatives and the Senate meet). Give a speech about what you learn in a 4-H meeting.

Try This—Design a Government Banner

When the founding fathers wrote the U.S. Constitution, they didn't want one group of people to have all the power in the government. So, they designed a system of **checks and balances**. The federal government is made up of three branches: **legislative** (Congress), **executive** (President) and **judicial** (Supreme Court). Each branch can use its powers to check the power of the other two branches, so that the power is balanced.



This checks and balances system of government is also used at the local and state levels of government. For example, Tennessee has a governor, state legislators and a state supreme court.



Using a piece of white fabric or thick paper, design a banner about the three branches of state or U.S. government. Use pictures and words to describe the three branches and how they work. What powers does each branch

have? Who serves in these roles? Be sure to list some of the people who represent *you* and your community in the local, state and federal government.

After you have completed your banner, share it with others. Give a speech or demonstration in a 4-H meeting, for friends or for a community group. Then, hang your banner. You may want to make changes or create a new banner after new officials are elected.



4-H CITIZENSHIP ACTIVITY PAGE

Mock Election

Elections are an important part of a **democracy**. In an election, citizens voice their opinion on who should serve in the government. They also make decisions about important issues such as changing a law.

To be a good citizen, you should understand and take part in the election process. This means researching the candidates and issues to decide how you want to vote. When you turn 18, you can register to vote. But don't wait until then to get involved!



One way to be involved in the election process at any age is to campaign for your favorite candidate. Or you could encourage your friends and family to register to vote and to go to the polls on election day.

Another way to be involved is to hold a mock election in your 4-H club. Find out who the candidates are for a particular election, such as the race for president, mayor or school board representative. Research to learn where the candidates stand on important issues and then make campaign posters or hold debates. Let members of your club vote for their favorite candidate. Record the election results and keep in your 4-H folder.

Service Ideas

- Choose a favorite candidate in the next election and ask if you can help hand out campaign materials.
- Recruit a few other 4-H members and serve refreshments before the next county commission meeting.
- Ask your county mayor if you can lead the Pledge of Allegiance at the next commission meeting.
- Job shadow an elected official in his/her office. Share what you learn in a 4-H meeting.

Additional Resources

Being a responsible citizen is important. Learning about your government is a skill that will be very valuable to you in the future. Learning about campaign issues, participating in the election process and understanding the branches of government will help you be a good citizen. But this is just the beginning! Use the resources listed below to continue learning about your government.

- School & public libraries
- People who work as government officials, such as sheriff, principal, teacher, Extension agent, county commissioner or mayor
- 4-H project groups
- The 4-H citizenship Web page:

www.utextension.utk.edu/4h/projects/citizenship.htm

Career Scavenger Hunt

By asking others, researching on the Internet, or reading a book or magazine—learn more about the people who serve in local, state or federal government. Here's what you are looking for.

1. Job Title _____
2. Job Description _____

3. Education Required _____

Government Word Search

Listed below are several words about government. Look in books or on the Internet to find out more about each word. Share what you learn with your friends. Then, search for the words in the puzzle.

Words to Use

CAMPAIGN
CAPITOL
COURTHOUSE
DEMOCRAT
ELECTION
EXECUTIVE
GOVERNOR
JUDICIAL
LEGISLATIVE
MAYOR
PRESIDENT
REPRESENTATIVE
REPUBLICAN
SENATOR
VOTE

O Z I L A Z Q V V O E A O E F
R Z C G R A M F Q V X Y T X F
N E A O A Q Q K I H O Y J E V
O S P C O U R T H O U S E C J
I X I U B W A T S L P I O U U
T P T F B L I N F E I K D T Y
C G O W S L E Q G E N I C I K
E G L I R C I P O I C A J V L
L K G E T O V C X I A G T E E
E E D E M O C R A T H P F O M
L T S O X M F L K N O X M A R
X Q J R O N R E V O G P Y A A
A A J U P Y B Q O Q F O T A C
P R E S I D E N T K R J G E U
E V I T A T N E S E R P E R Y

Don't forget to
submit your
project report to
your 4-H leader.



Other 4-H Citizenship Activities

- Conduct a service project.
- Tour county and city government offices.
- Run for a 4-H office.

For more ideas,
contact your
4-H office.

Reviewed by Lori Jean Mantooth, Extension Assistant, and members of the state 4-H Youth Development staff
Edited by Wanda Russell, Publications Editor



4-H CITIZENSHIP ACTIVITY PAGE

Developed by **Lori Jean Mantooth**, Extension Assistant, 4-H Youth Development

Beginning

Your 4-H CITIZENSHIP Project

Did you know that you are a citizen? You are part of your family, your community, your county, your state, your country and your world. Wow! But what does that mean? Citizenship is our relationship with other people. Citizenship is how we act toward each other and how we think and feel about each other and the place where we live.

Some of the skills you can learn and activities you can do in this project are listed below. Check your favorites. Then, work with your 4-H leaders and parents to make a 4-H project plan of what you want to do and learn this year.

- ☐ Learn about your family history.
- ☐ Learn about the history of your community.
- ☐ Learn about the people who serve your community.
- ☐ Learn about the symbols of the United States of America.
- ☐ Complete a service project to benefit people in your neighborhood.
- ☐ Help family members or neighbors.
- ☐ Help with a community event, such as a picnic or festival.
- ☐ Give a citizenship demonstration in your 4-H club meeting.
- ☐ Other _____

My Community, My Neighbors

Everyone's community is different. You may live in an apartment with neighbors all around. You may live in a subdivision. Or you may live on a farm, miles away from another house. Your neighbors are different ages, races, ethnic groups and religions. Their families may be large or small, and they all have different interests and talents.



What does your community look like? Who are your neighbors? Draw a map of your community. Include all the homes, businesses, churches, parks and other sites.

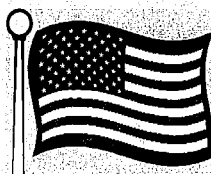


Visit with your neighbors. Talk to them and find out about their families, what they like to do, something interesting about them and what they like about your community. Write what you find on the map or on another piece of paper and place it in your 4-H project folder.

Try This—Design Your Own Flag

Flags are designed with symbols. Everything on a flag represents something special. For example, the American flag has 13 stripes for the original 13 colonies and 50 stars for the 50 states. The flag stands for freedom, liberty and justice.

The Tennessee flag has three stars for East, Middle and West Tennessee and a white circle for unity.



Design a flag for your community. What things represent where you live? What does the flag mean to you?

Share your flag with your family, neighbors and fellow 4-H'ers.



Life Skill

Responsible Citizenship

My Family

Every family is special. Your family may be large or small. You may all live together or some of your family members may live far away. No matter what your family looks like or where you live, your family is special.

Talk with family members about your family's history. Where do you come from? What exciting things have your relatives done?

On a separate piece of paper, draw a family tree. Include yourself and as many family members as you can. Write any interesting facts you learn about your family. Share your family tree with your 4-H friends and keep it in your 4-H project folder.

Symbols of America

Part of citizenship is knowing about your country's history and symbols. The United States of America has many symbols: the flag, the bald eagle, the Statue of Liberty, the Declaration of Independence and the "Star-spangled Banner," just to name a few.



Each symbol has a long history. For example, the first American flag was made in 1776. Francis Scott Key wrote our national anthem in 1814. And the people of France gave us the Statue of Liberty in 1886.

Look in books, on the Internet or in other places to find the history of some American symbols. Make a poster about what you find and share it at a 4-H meeting.



4-H CITIZENSHIP ACTIVITY PAGE

Helping Others

Everyone needs help sometimes. Being a good citizen means that you are willing to help other people. They can be family members, friends, neighbors or strangers.

Look around your home, in your community or even on the news. Who needs help? How could you help them? Work with your family, friends and fellow 4-H'ers to do a service project to help them. Here are a few ideas.



- Help a neighbor rake leaves, clean house or do other chores.
- Visit with an older family member or neighbor and write down stories about his or her history. Share your stories with others in your family or community.
- Create a poster about your community and display it in a public place.
- Make goody bags for people who serve your community, such as police officers or fire fighters

My Friends

Being a good friend is part of being a good citizen. Friends come in all shapes, colors and sizes. Who are your friends? What makes them special? What do you like to do together? Write a story about you and your friends. Include photographs or drawings with your story. Share your story with your friends and keep it in your 4-H project folder.

**Don't forget
to submit your
project report to
your 4-H leader.**

Additional Resources

Being a responsible citizen is important. If you respect others, do nice things for people and help out in your community, you are on your way to being a good citizen. This activity sheet has given you the opportunity to explore citizenship. You've studied the symbols of our country, gotten to know your neighbors, conducted a service project and learned lots of other cool things. But this is just the beginning! Use the resources listed below to continue learning about citizenship.

- School & public libraries
- People who know about citizenship, such as teachers, elected officials, police officers, volunteer leaders
- 4-H project groups
- The 4-H citizenship Web page:

<http://www.utextension.utk.edu/4h/projects/citizenship.htm>

Service Search

In every community there are people who serve others every day. They are police officers, fire fighters, elected officials such as the mayor, teachers and others. Use the Career Scavenger Hunt below to find out about the service people in your community. Share what you learn with your 4-H friends.

Then, search for these words in the puzzle.

POLICE
FIRE
MAYOR
PARAMEDIC
TEACHER
DOCTOR
MAIL CARRIER
NURSE
CITY COUNCIL
COMMISSIONER
SOCIAL WORKER
RESCUE SQUAD
ANIMAL CONTROL



L J D W Q E O M H R Q C M V F
C O C O S Q K A S E L I Y N M
G I R K C U P Y G N V T R T A
U M D T E T N O P O X Y H U I
W R V E N A O R B I V C Y L L
D E A Q M O K R B S Z O S P C
I H D P Z A C K E S R U N G A
D C I E J M R L W I V N G Y R
R A A F R B R A A M Z C N R R
X E P O L I C E P M Z I V G I
I T H M F O F T S O I L R X E
H Q I Z B I T S F C U N K N R
S O C I A L W O R K E R A V L
D A U Q S E U C S E R Q L U J
C U Z D F O D G I D F E L I I

Career Scavenger Hunt

By asking others, researching on the Internet, or reading a book or magazine—learn more about the people who serve your community. Choose one or more of the jobs listed above and answer the following questions:

1. Job Title _____
2. Job Description _____

3. Education Required _____

Other 4-H Citizenship Activities

Service Projects

Tours of City or County
Government Offices

4-H Family Fun Day

**For more ideas,
contact your
4-H office.**

*Reviewed by Patrick Hamilton, Extension Specialist, and members of the state 4-H Youth Development staff
Edited by Wanda Russell, Publications Editor*

CITIZENSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Explain these terms: citizenship, neighborhood, democracy, community, responsibility.	_____	_____
2. Give examples of rules or laws that relate to safety in each of the following areas: your home, school, and neighborhood or community.	_____	_____
3. List ten different ways that demonstrate how you can show courtesy and understanding to neighbors or people in your community.	_____	_____
4. What does it mean to be a good citizen?	_____	_____
5. Demonstrate the proper way to make a motion and address the chairperson or president.	_____	_____
6. Recite the 4-H pledge for your Project Leader and lead the Club or group in the pledge.	_____	_____
7. Compare or contrast your holiday traditions with another culture.	_____	_____
8. Create a family tree of at least three generations explaining life choices made which brought your family to where it is today. Display the family tree you created at your Project or Club meeting.	_____	_____
9. Participate in at least two community service activities and describe to your Project Leader what materials and/or equipment were needed to complete the activities. Explain also how they had an impact on your community.	_____	_____
10. Name five basic items needed to conduct a meeting using parliamentary procedure.	_____	_____
11. List seven service organizations in your community.	_____	_____
12. Share your project with others: prepare and present a talk at your community meeting.	_____	_____
13. Keep a notebook for the year to track all of your activities and expenses related to the Citizenship Project .	_____	_____
14. Give a presentation at Presentation Day about citizenship.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

CITIZENSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award intermediate

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Participate on a committee in your group, Club, or County, and give a committee report to your leader and/or group.	_____	_____
2. List at least ten safety hazards you found in your home and/or community and describe how to change or eliminate them.	_____	_____
3. Pick a different culture or ethnic group, explore its uniqueness and present one activity (custom, food, clothing, dance, music, art, government, etc.) to your group.	_____	_____
4. Demonstrate how to fold the U.S. flag properly.	_____	_____
5. Describe how to display the U.S. and 4-H flags properly.	_____	_____
6. Explain the meaning of the four components of the 4-H pledge, and how they relate to Citizenship.	_____	_____
7. Identify a minimum of five areas in your life in which you consume resources. What are the resources and how can you minimize consumption?	_____	_____
8. Identify two services or responsibilities provided in each of the following areas of government: public safety, health, utilities, education, welfare, service, planning and zoning, financing; and report them to your leader and/or group.	_____	_____
9. Identify who your current legislators are at the County, State, and National levels.	_____	_____
10. Observe government in action: visit a governmental board meeting such as school board, city council, community services (water, sewage, garbage, fire, police, neighborhood crime prevention, etc.) and identify the major issues discussed.	_____	_____
11. List seven government organizations in your community.	_____	_____
12. Help plan and participate in a charitable fund raising activity.	_____	_____
13. Visit at least one community business/organization in your community during its daily work. Describe how it impacts the community.	_____	_____
14. Give a presentation on citizenship at Presentation Day.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

CITIZENSHIP

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Complete one year as a Junior Leader in any project.	_____	_____
2. Look at and/or study your community and identify at least three things that you like and three things you dislike about your community and report back to your group.	_____	_____
3. Formulate and carry out a plan to correct/improve one of the negative items of #2, above.	_____	_____
4. Name and describe the functions of at least two organized groups in our community whose primary concern is safety.	_____	_____
5. Invite a person to your group to speak on any citizenship-related activity.	_____	_____
6. Visit a community organizations/group that deals with social responsibility issues (such as animal rights, environmental concerns, civil rights, etc.) and report on what you learned. Describe how a problem was solved or how a problem is proposed to be solved.	_____	_____
7. Identify an issue under consideration by a local or state governmental body which is of interest to your group. Discuss the issue and debate it informally. Take a poll/vote of the group follow the discussion.	_____	_____
8. Identify five barriers and five opportunities that can arise between groups in your community due to culture, language, or other diversity and participate in a group discussion on how to minimize the barriers.	_____	_____
9. Be an officer in your Club and/or participate on the executive board.	_____	_____
10. Develop a reference library of materials related to citizenship.	_____	_____
11. Identify a natural resource used in your community and how you can implement conservation of same.	_____	_____
12. Prepare materials for and teach a lesson on one aspect of citizenship.	_____	_____
13. Assist younger members in the promotion and completion of a simple community service project.	_____	_____
14. Prepare and give a talk to an outside group.	_____	_____
15. Attend a conference or workshop with citizenship tracks or emphasis.	_____	_____
16. Assist in organizing a County, Sectional, or State 4-H event.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leather craft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.
-

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.