

Wyoming 4-H Educator Programming Resource Book



UNIVERSITY
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EXTENSION



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Wyoming 4-H Educator Programming Resource Book

Section 1: Positive Youth Development Principles

1. History of 4-H	7
2. Symbols of 4-H	8
a. Colors and Emblem	8
b. Use of 4-H Name and Emblem	9
3. Philosophy, Principles and Core Values	10
a. Mission of 4-H	10
b. Vision statement	10
c. Guiding Principles	10
d. 4-H Core Concepts	11
e. Delivery methods	13
f. Evaluation	14
4. Ages and Stages	14
a. Cloverbuds (5-7)	15
b. Junior Members (8-10)	15
c. Intermediate Members (11-13)	16
d. Senior Members (14-18)	17
5. Experiential Learning (Do-Reflect-Apply)	18
6. Targeting Life Skills	19
7. Eight Essential Elements	20
a. Big “M”	20

Section 2: Mission Mandates

1. Science (STEM)	23
-------------------	----

- 2. Citizenship 23
- 3. Healthy Living 23

Section 3: Programs

- 1. Youth Programs 25
 - a. Quality Assurance 25
 - b. Character Counts 25
 - c. National Youth Science Day 26
 - d. Youth Leadership Education 27
 - i. WYLE-Wyoming Youth Leadership Experience 27
 - ii. UW Career Days 27
- 2. Volunteer Programs 28
 - a. Master Volunteer 28
 - b. Judges Training 28
 - c. Leader Training 29
 - i. County Level 29
 - ii. State Leader’s Conference 29
 - iii. Western Region Leaders Forum 29
- 3. Project Exhibition 29
 - a. County Fairs 30

Section 4: Contests

- 1. State 31
 - a. Meat and Wool Judging 31
 - b. Showcase Showdown 31
 - c. State Fair 31

d. State Shoot	32
2. National	33
a. Western National Roundup	33
b. National Livestock Judging Contests	33
c. National Shoot	33
d. Meats Judging Contests	34
e. Horse Judging Contests	34
f. Wool Judging Contests	34
g. Produce Judging Contests	34
h. Individual Contests	34

Section 5: Opportunities

1. State	36
a. State Leadership Team	36
b. Shooting Sports	36
c. State Fair	36
d. Horse Camp	36
e. Showcase Showdown	37
2. National	37
a. Citizenship Washington Focus	37
b. Leadership Washington Focus	38
c. 4-H Congress	38
d. 4-H Conference	38
e. Raton, New Mexico	38
3. Other sponsored trips/Exchanges	39

a. Domestic Exchanges	39
b. International Exchanges	39
c. IFYE (International Four-H Youth Exchange)	40

Section 6: Resources

1. Logic Model	43
2. Equipment at State 4-H Office	43
a. Ultrasound machine	43
b. Canoes	43
c. Garmin GPS units	44
d. Learning Laboratory kits	44
e. Quiz Bowl Buzzer set	44
f. Sportfishing kit	44
g. Fly tying kit	44
h. Dissolved Oxygen test kits	44
i. Archery kits	44
j. Fishing Poles	44
3. OMK equipment	44
a. Mobile Tech Lab	45
b. Igloo Cooler kits	45
c. Discovery Tech kit	45
d. Yellow Ribbon Youth Outreach Tool Kit	45
e. Lego Robotics kits	45
f. PVC Structures Activity sets	45
g. Photo banners: Army and Air Force members theme	46

h. Goggles and stop watches	46
i. Additional Curriculum	46
Appendix	47

Section 1: Positive Youth Development Principles

Contents

1. History of 4-H	7
2. Symbols of 4-H	8
a. Colors and Emblem	8
b. Use of 4-H Name and Emblem	9
3. Philosophy, Principles & Core Values	10
a. Mission of 4-H	10
b. Vision Statement	10
c. Guiding Principles	10
d. Core Concepts	11
e. Delivery methods	13
f. Evaluation	14
4. Ages and Stages	14
a. Cloverbuds (5-7)	15
b. Junior Members (8-10)	15
c. Intermediate Members (11-13)	16
d. Senior Members (14-18)	17
5. Experiential Learning (Do-Reflect-Apply)	18
6. Life Skills	19
7. Eight Essential Elements	20
a. “Big M”	20

Section 1: Positive Youth Development Principles

1. Brief History of 4-H

Dedicated, forward-looking people working individually and in groups interested in youth education formed 4-H. In 1902, A. B. Graham, an Ohio school superintendent, organized a boys' and girls' club with a home project based on corn. This became the first 4-H club.

The first 4-H emblem was a three-leaf clover introduced sometime between 1907 and 1908. The H's signified Head, Heart, and Hands. The present 4-H design was later adapted to the 4-H's standing for Head, Heart, Hands, and Health.

By 1913, the University of Wyoming College of Agriculture had 125 boys and girls enrolled in 4-H. The initial objective of the clubs was to influence the farm and home practices of their parents. Extension staff outlined project work.

With the passage of the Smith-Lever Act by Congress in 1914, all extension work, including boys' and girls' clubs, became an official function of the United States Department of Agriculture directed through the land-grant university system. There were 96 clubs across the state by 1919 with enrollment of 1,562, and 70 percent were considered completing the program at that time. Work was carried out in eight project areas: corn, potato, home gardening, canning, poultry, pig, sheep, and sewing. In 1917, the first full-time boys' and girls' club agent was hired in Sheridan County to work with 74 rural schools in the county.

In the 1930s, more than 3,000 youth in Wyoming 4-H clubs learned skills through individual projects, and developed leadership and civic responsibility through community improvement projects.

4-H programs were reorganized to include a broader audience in 1953. Projects were offered in rural electricity, tractor maintenance, entomology, and home economics. Projects were no longer required to show an economic return. 4-H clubs were sometimes used to extend research.

During the late 1960s, the traditional 4-H program received new stimulus. Congress appropriated funds for programs in low-income and urban areas, and state funds were allocated for urban youth work. Some counties developed experimental 4-H programs and adopting projects and

methods for new groups with special needs. In 1964, there were 37,000 4-H members in 1,000 clubs nationwide. By 1969, 4-H had grown to 50,000 members with 20 percent of the members coming from low-income areas. In the 1970s and 1980s, federal legislation focused on equal opportunity for women, the disabled, and ethnic minorities. The 4-H program sought to attract minorities with short-term projects, in-school and after-school programs, and special urban and migrant outreach efforts.

In response to these changes, 4-H fostered new ideas to revitalize existing programs and start new ones. In urban areas, 4-H pioneered programs in low-income housing projects to offer education in drama, arts and crafts, cooking, math, and reading. To reach large and heterogeneous populations in urban areas, 4-H collaborated with urban community organizations and became a partner in federally funded programs designed to help children catch up in school, get health care, and adapt to their communities.

The stage is continuously being set for progress in 4-H youth development. Wyoming 4-H allows greater emphasis on youth development research. Long-term changes are occurring in the organization of departments in land-grant universities that focus on youth. Departments that focus on food and nutrition, community development, human development, and agricultural economics are being organized into divisions within colleges.

In the 21st century, changing trends in demographics, economy, and resources will continue to challenge Wyoming. Although resources are scarce, 4-H is attempting to serve a more diverse audience. Personnel are continually examining and redesigning programs and projects to meet the needs of an ever-changing society.

2. Symbols

a. Colors and Emblem



The 4-H flag consists of a green, four-leaf, stemmed clover on a white background.

The clover has a letter “H” in white or gold on each leaf. The four H’s stand for Head, Heart,

Hands, and Health. The 4-H emblem symbolizes the aim and desired results of effective learning for each individual.

HEAD	Problem solving: ability to sort out complex problems.
HEART	Emotional development: developing good attitudes toward work and learning; developing acceptance and appreciation of other people.
HANDS	Skills development: ability to do, skill in doing, and habit of doing.
HEALTH	Physical development: understanding and appreciating a growing and changing body.

4-H Pledge

I pledge –

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service, and

My HEALTH to better living.

For my club, my community, my country, and my world.

b. Use of 4-H Name and Emblem

If the 4-H name or clover is used to publicize events or represent activities as official 4-H functions, their use must conform to certain regulations. Use of the 4-H name and emblem is governed by congressional action and supplemental administrative policy. Nationwide, the United States Department of Agriculture governs use of the 4-H name and emblem. In Wyoming, this authority resides with the director of Extension. The director, in turn, delegates this authority to the 4-H state coordinator, as appropriate.

Use of the 4-H name and emblem within a county is subject to approval by the county 4-H educator. Use on a multi-county or state basis shall be approved by the 4-H state coordinator in consultation with the appropriate county educator(s). In all instances, such use shall conform to state and national policy and be for the furtherance of the educational goals of 4-H rather than for the benefit of private individuals, donors, or others.

For more information and examples of use, please see Appendix, Section 1, Fact Sheet-Proper Use or http://www.csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf

3. Philosophy, Principles, and Core Values

a. Mission of 4-H

“4-H Empowers youth to reach their full potential, working and learning in partnership with caring adults.”

4-H prepares young people to step up to the challenges in their community and the world. Using research-based programming around positive youth development, 4-H youth get the hands-on, real-world experiences they need to become responsible, self-directed, and productive leaders. The objectives are to improve the well-being of youth, their families, and communities by extending research-based, informal experiential education to those adults and organizations that provide direct service to youth education and development.

b. 4-H Vision

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

c. Guiding Principles

The following principles guide 4-H:

- 4-H staff members set the educational standards used in development of 4-H.
- Programs and activities must be developmentally appropriate for specific age groups and foster interaction between youth and adults.
- Youth and volunteers should be active participants in the design, implementation, and evaluation of programs.
- Programs and activities will provide opportunities for developing and enhancing life skills and be consistent with 4-H core values.
- All participants have the right to be accepted, respected, and appreciated by others.
- All participants have the right to equal access to information and activities.
- Partnerships will be developed to enhance program effectiveness and efficiency and increase access to research information.

- Volunteers will be recruited, trained, supported, and recognized.
- Programs and activities will be evaluated.

d. 4-H Core Concepts

4-H is an informal educational program facilitated by adult volunteer leaders and encompasses many different activities and project areas. Education is delivered with an emphasis on achieving each of the essential elements of youth development –belonging, mastery, independence, and generosity. The organization of the 4-H program creates the opportunities to achieve this goal.

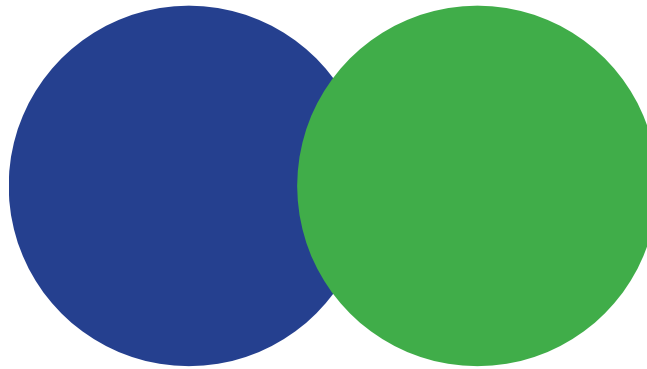
The diagram below illustrates the relationship between **education** and **youth development**. In *education*, the targeted audience is the individual learner. Individual learners are taught information with the focus of trying to obtain specific subject matter skills and/or knowledge. The ultimate goal of *education* is for individual learners to become competent in that skill or knowledge. The goal of *youth development* is to provide opportunities that create competent, caring, and contributing adults. *Youth development* focuses on helping youth meet their developmental needs by providing opportunities to gain life skills.

Education

Focus: Skills and knowledge

Target: Individual learners

Goal: Competency in
knowledge or skill



Youth Development

Focus: Developmental needs

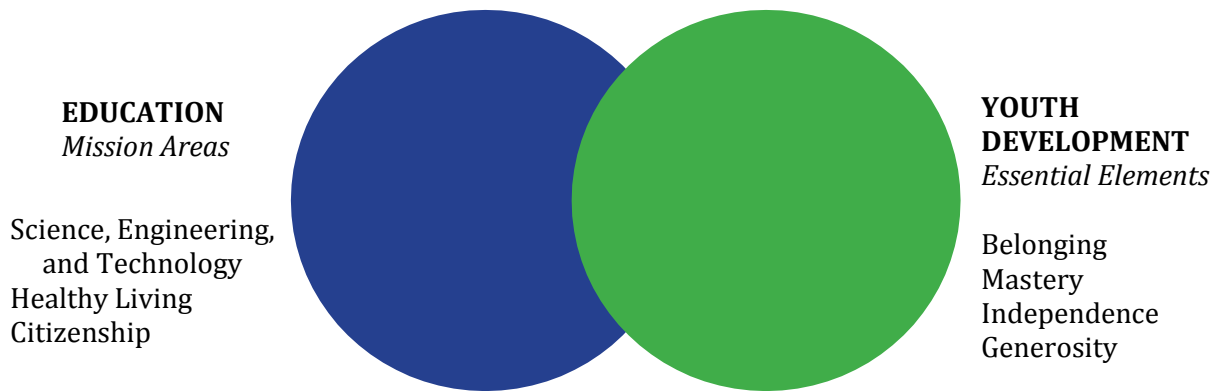
Target: Opportunities for youth

Goal: Maturity

Education is focused on **content** while youth development emphasizes the **context** in which developmental opportunities exist. Wyoming 4-H clubs utilize subject matter interests of members (e.g., beef, photography, dogs, computer, etc.) as the opportunity to foster youth development principles. Without *content* area experiences, the *context* for positive youth development cannot occur.

Content

Context



e. Delivery Methods

There are effective several methods for delivering opportunities within the 4-H program to a wide variety of youth. A balance of these delivery methods can help you become an effective educator.

- Clubs
- Special interest/camps
- School enrichment
- School-aged care programs (after-school programs)

For more information, please see Appendix, Section 1, 4-H Core Concepts or

https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/core-concepts.pdf

f. Evaluation

4-H staff members at the county and state levels are responsible for evaluating the effectiveness of each delivery method used at their respective level. Use the following questions to evaluate all aspects of project and activity work.

- Does the project relate to youth development educational objectives or goals?
 - Does it contain accurate information?
 - Is it sufficiently interesting to hold the participants' attention?
 - Is the scope adequate to cover the most important topics?
 - Are learner outcomes identified?
 - Is it developmentally or age appropriate?
 - Is it free of bias (ethnic, cultural, gender, etc.)?
 - Does it clearly state what participants are supposed to learn and do?
1. Are safety practices emphasized?
 2. Is there a mechanism for evaluating progress?
 3. Does it adhere to 4-H policies, mission, and core values?

Modify or discontinue delivery methods and curricula that do not meet the evaluation criteria or are not compatible with 4-H objectives and goals.

For an online evaluation tool, please go to: https://www.uwyo.edu/4h_lses/default.aspx or contact the state 4-H coordinator for more information and resources.

4. Ages and Stages

All 4-H curricula must be developmentally appropriate for participants and appropriate for the delivery mode. 4-H staff members are responsible for approving and evaluating all curricula for local and county program use.

The 4-H program is based on the needs and interests of its members. Because volunteers are likely to be dealing with young people at different stages of development, they should have an understanding of the characteristics of the various age groups they are guiding. This will ensure they can adequately support 4-H members plan and carry out a program of interest and value to them.

a. Cloverbud Members (5-7 years old)

Participation is non-formal, non-competitive, and does not involve live animals.

Cloverbuds are introduced to 4-H projects and principles in activity-centered and leader-directed opportunities. Cloverbuds are recognized for participation only.

b. Junior Members (8-10 years old)

The following practices should guide delivery of educational programs and activities for Junior 4-H Members.

- i.** Participation should encourage cooperative, hands-on learning activities with limited competition. Projects should cover an array of subject matter.
- ii.** Junior members should have frequent meetings with work divided into time-limited units. Meetings and group activities are important. Project lessons should be short and closely supervised so individual feedback can be given. Positive encouragement is important at this stage of development.
- iii.** Junior members should learn about what makes up a community. Learning experiences should involve structured exposure to community work environments.

iv. Junior members should be given the opportunity to develop leadership skills through assignment of appropriate leadership jobs wherever possible.

Junior members benefit from adult support and encouragement.

v. All accomplishments and participation by junior members should be compared to present and past performance of the individual rather than comparing one child to another.

c. Intermediate Members (11-13 years old)

The following practices should guide delivery of educational programs and activities for Intermediate 4-H Members.

i. Participation should include cooperative learning and individual work with supervised competition as an evaluation tool.

ii. Intermediate members should be encouraged to take an active role in decision-making at the unit level: e.g., committees, officers, and activity planning.

iii. Intermediate members should be encouraged to assist younger members. Tasks may be to notify members of meetings and to assist the project volunteers with setup, clean up, and/or taking attendance and demonstrating skills.

iv. Advanced projects should be offered to those interested. Talks, discussions, tours, conferences, and group educational activities are appropriate. Projects should cover an array of subject matter.

- v. Project volunteers should allow project groups to function with intermediate member leadership, but provide counsel and guidance when needed and desired.
- vi. Project volunteers should provide opportunities for experiences that gives each member a feeling of importance.

d. Senior Members (14-18 years old)

The following practices should guide delivery of educational programs and activities for Senior 4-H Members.

- i. Participation should include individual and team work.
- ii. Senior members should be encouraged to take an active role in decision making by providing leadership, such as leading projects and serving as committee chairs or officers. They should participate in implementing and evaluating activities.
- iii. Senior members should be encouraged to identify individual goals, acquire the resources, and do the research to pursue specific interests.
- iv. Senior members should be encouraged to be role models for younger members and provide leadership at the unit, county, and regional levels. Responsibilities may include teaching, program management, event planning, and/or program promotion.
- v. Senior member involvement should expand beyond the local unit level to county functions, community service, and getting others involved. They

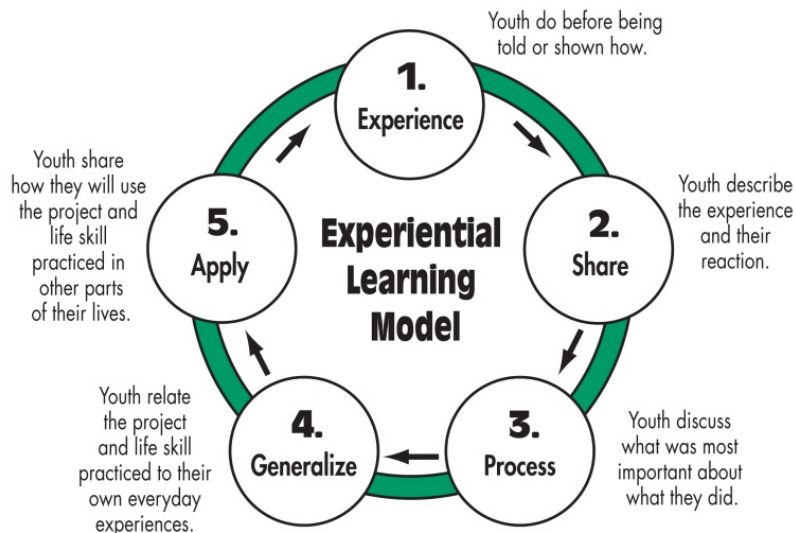
should be encouraged to participate in their county council and junior leader clubs.

vi. Although senior members may have sufficient knowledge and experience to function in teaching and administrative roles, for liability reasons, they are not allowed to assume the full responsibilities of adult volunteers.

vii. Senior members are encouraged to participate in advanced county and state leadership activities, including State Leader's Conference, State Fair, State 4-H Leadership Team, Washington Focus, National 4-H Congress, and state project competitions.

For more information on Ages & Stages of 4-H Youth Development, please see <http://extension.missouri.edu/FNEP/LG782.pdf>

5. Experiential Learning Model (Do-Reflect-Apply)



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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skills are identified and divided by the four H's from the 4-H clover. The goal of 4-H youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice these skills until they are learned, and be able to use them as necessary throughout a lifetime. The TLS Model provides a way to simplify coordination of life skill development with ages and stages tasks so programs will be developmentally appropriate and more effective in achieving identified outcomes.

See Appendix, Section 1 for full size "Targeting Life Skills" model

7. Eight Essential Elements (EE)

The Eight Essential Elements (EE) are vital to the positive development of youth and successful youth development programs, and services are designed around these elements. The 8 EE include:

- A positive relationship with a caring adult
- A safe emotional and physical environment
- An inclusive environment
- Engagement in learning
- Opportunity for mastery
- Opportunity to see oneself as an active participant in the future
- Opportunity for self-determination
- Opportunity to value and practice service to others.

For more information on the Eight Essential Elements, please go to

http://www.csrees.usda.gov/nea/family/res/pdfs/Essential_Elements.pdf

a. BIG M

This organizes the 8 Essential Elements into four categories that make up the acronym “BIG M.”

- Belonging
- Independence
- Generosity
- Mastery

<i>4-H In Action</i>	<i>Essential Elements</i>
<ul style="list-style-type: none"> • Youth assigned to a club of peers • Engaged with adult volunteer leader • Opportunities for youth to represent county 	Belonging
<ul style="list-style-type: none"> • Youth self-select projects • Youth sets personal goals 	Independence
<ul style="list-style-type: none"> • Community service project • Assists in teaching a younger member • Volunteers their services 	Generosity
<ul style="list-style-type: none"> • Youth learns about specific subject matter • Youth demonstrates knowledge gained to others • Youth exhibits project 	Mastery

As a youth participates in 4-H projects over time, they are able to acquire these essential elements for personal growth. Active participation in an established 4-H club fosters these elements.

Section 2: Mission Mandates

Contents

1.	Science (STEM)	23
2.	Citizenship	23
3.	Healthy Living	23

Section 2: Mission Mandates

- 1. Science:** 4-H is working to meet the shortage of American scientists by engaging youth in science, technology, engineering, and mathematics (STEM) projects. Each 4-H program incorporates some form of science into its activities. These include environmental science and alternative energy, engineering and technology, and plant and animal science.
- 2. Citizenship:** These programs empower young people to be well-informed citizens actively engaged in their communities and the world. By providing youth with opportunities to connect to their communities and adult leaders, youth gain a clear understanding of their roles in civic affairs and are able to build decision-making abilities. Programs focus on leadership and personal development, community action, communication and expressive arts.
- 3. Healthy Living:** Healthy living has been at the core of 4-H and remains a foundation of our pledge. Although 4-H believes healthy living habits of young people begin in the context of their families and communities, we strive to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally, and socially to meet the challenges of the 21st century.

To meet the needs of today's youth, 4-H Healthy Living programs seek to address national issues including nutrition and physical fitness, substance abuse, safety, and social and emotional wellness. Programs focus on framework and evaluation, health nutrition and fitness, and preventative health and safety.

For more information on the 4-H Mission Mandates, please go to www.4-h.org/youth-development-programs/

Section 3: Programs

Contents

1. Youth Programs	25
a. Quality Assurance	25
b. Character Counts	25
c. National Youth Science Day	26
d. Youth Leadership Education	27
i. WYLE-Wyoming Youth Leadership Experience	27
ii. UW Career Days	27
2. Volunteer Programs	28
a. Master Volunteer	28
b. Judges Training	28
c. Leader Training	29
i. County Level	29
ii. State Leader's Conference	29
iii. Western Region Leaders Forum	29
3. Project Exhibition	29
a. County Fairs	30

Section 3: Programs

1. Youth Programs

a. Quality Assurance (QA)

The purpose of QA is to teach youth and adults good livestock production practices. Quality Assurance classes are encouraged in each county. These classes focus on following safe nutrition and management practices of livestock. Youth learn to ensure their livestock practices perform at their highest levels and are a safe, wholesome product for consumers.

A past Wyoming 4-H Issue Team developed the curriculum available in each office through a hard copy or CD. This curriculum includes a PowerPoint presentation, activities, and resources for each level of Quality Assurance (Three levels in total).

Levels should be targeted for age groups.

Level 1=Junior (8-10 years old)

Level 2=Intermediate (11-13 years old)

Level 3=Senior (14-18 years old)

While each county has livestock project and livestock sale requirements in, teaching youth on quality assurance is important for all regardless of the age.

Contact the Wyoming State 4-H Office for more information.

b. Character Counts

Character Counts is a framework of education to teach youth how to be a person of good character. The six pillars of character are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The Character Counts

framework can be used in many ways but is supposed to be fun and used educationally to teach good character.

This curriculum is so the youth you are teaching will have better character and not so they can judge others' character.

The great part about Character Counts is that it can be incorporated into everything. It is not to be used to create more work. It should be implemented with everything we do because we are trying to create better youth, and Character Counts emphasizes outstanding character and life skills.

Character Counts is mostly used at the county level but can be implemented at all levels. There is an insert created by our fellow educators for newsletters.

There should be several Good Ideas books in each office with activity ideas that can be used with all different ages and at all different times. The Internet has many Character Counts activities as well. Training volunteers on this topic is fairly easy so they can implement it in their clubs and activities. Have fun with it!

For more information on Character Counts, visit www.charactercounts.org or contact the state 4-H office.

c. National Youth Science Day

National Youth Science Day is put on by National 4-H to rally for year-round 4-H Science programming, and bring together youth, volunteers, and educators to simultaneously complete the National Science Experiment. The national website <http://www.4-h.org/4-h-national-youth-science-day/> has information on each year's experiment, including youth and leader guides. There is also a toolkit for planning and promoting the experiment in your community.

The Wyoming 4-H STEM Issue Team has a goal of purchasing at least one science kit for each county to participate in NYSD each year. This will continue as long as funds are available.

d. Youth Leadership Education

Leadership is a life skill members need to develop. The 4-H Leadership Development Project provides intermediate and senior members the opportunity to learn about the qualities and competencies needed to be a leader. Leadership is not doing things for the group- it is helping the group decide what needs to be done and how.

i. WYLE-Wyoming Youth Leadership Experience

- The Wyoming Youth Leadership Education program was developed to ensure youth have the necessary skills and abilities to provide leadership, growth, and vision in the 21st century. The program and curriculum provide instruction in a variety of areas including self-assessment, communication, group dynamics, business etiquette, teambuilding, and youth in governance.

The WYLE curriculum also incorporates the Josephson Institute's Character Counts to reinforce core values needed to be good citizens and provides the support and framework for the six competencies required in good leaders. Good leaders need a solid foundation of character- the ability to distinguish right from wrong, to make the right decisions, and understand how every action has a consequence.

- WYLE can occur any time during the year at a club, county, or area level. Counties often combine for area training on a weekend.

- Each county office should have a white notebook containing the complete curriculum. This program includes hands-on activities, background information, and resources to assist in this process. This program was designed to be taught to youth ages 13-18. The curriculum contains a suggested implementation plan, but the program is flexible to meet your needs.

ii. UW Career Days

This opportunity is offered at various times and includes time spent at the University of Wyoming campus. Youth meet with various colleges and schools and tour the campus.

Contact the State 4-H Youth Specialist for more information.

2. Volunteer Programs

a. Master Volunteer (MV)

Master Volunteers strengthens and enhances a 4-H volunteer's educational background in the 8 Essential Elements so they are more effective in their volunteer roles at the local, area, and state levels. As part of the training, MV are expected to give 20 hours of service back to 4-H over the next year. The training takes place every two years in conjunction with State Leader's Conference.

For more information, contact the 4-H Volunteer Specialist at the state 4-H office.

b. Judges Training

Judges Training is usually hosted by areas at various times that certify judges for judging 4-H static exhibits. The training focuses on youth development, awards, and experiential learning. Participants practice interview judging with youth to

prepare them for interview judging at fairs and contests. A certification handbook is used at the training.

Contact the state 4-H office or go to https://uwadmnweb.uwyo.edu/EMPLOYEE_RESOURCES/4H_Files/Judges_Training_Handbook.pdf for the Wyoming 4-H Judge's Certification Handbook.

c. **Leader Training**

- i. **County level:** Counties are encouraged to offer opportunities for volunteers to train in various areas of the 4-H program. Examples include: record books, club leadership, project leadership, online modules, etc.
- ii. **State Leader's Conference** is a yearly event for adult and youth volunteers to connect, discover, share ideas, and energize their own portions of 4-H. Volunteers attend workshops to gain knowledge and personal experiences from other volunteers. A volunteer award ceremony recognizes volunteers for a wide range of volunteering efforts.
- iii. **Western Region Leaders Forum** is a regional conference for 4-H volunteers to attend workshops, receive training, hear speakers, and network with 4-H volunteers from 13 states in the western region.

WRLF is in a different state each year.

For more information, contact the 4-H Volunteer Specialist at the state 4-H office. A fact sheet on Wyoming 4-H volunteers can be found in Appendix, Section 3, Volunteers, or online at https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/volunteers.pdf

3. **Project Exhibition**

The 4-H program recognizes the value of participation to showcase, exhibit, and otherwise demonstrate an individual member's accomplishments and skills

development. A common way of exhibition is fair participation; however, it is not a requirement for 4-H involvement.

a. County Fairs

Local exhibit, display, and experiential opportunities may be organized, managed, and offered by 4-H at the local, area, or county level, with approval of county 4-H staff. In most cases, this is done by working with their county fair board. All events and exhibitions solely for 4-H members are subject to 4-H program guidelines. Junior exhibitions and events are collaborative efforts with FFA and fair boards. Junior shows and events are not 4-H sponsored.

Additionally, individual fairs may create local rules. They may be stricter than state rules, but should not conflict with them. If members choose to participate in the county fair, they must follow the fair's rules.

Section 4: Contests

Contests

1. State	31
a. Meat and Wool Judging	31
b. Showcase Showdown	31
c. State Fair	32
d. State Shoot	32
2. National	33
a. Western National Roundup	33
b. National Livestock Judging Contests	33
c. National Shoot	33
d. National Meats Judging Contests	34
e. National Horse Judging Contests	34
f. Wool Judging Contests	34
g. Produce Judging Contests	34
h. Individual Contests	34

Section 4: Contests

1. State

a. Meat and Wool Judging

Meat Judging and Wool Judging take place annually, typically in Laramie near the end of April. Youth compete in their age categories and can participate as an individual or on a team.

For more information on these contests, contact the State 4-H Events Coordinator or go online to <http://www.uwyo.edu/4-h/youth/index.html>

b. Showcase Showdown

The Wyoming 4-H Showcase Showdown is open to all Wyoming 4-H members and typically is in Laramie the last week of June. It consists of contests, workshops, meals, a dance, and fun activities over two days. While contests are subject to change at any time, historically the contests below are held:

- Horse Judging
- Produce Judging
- Hippology
- Dog Skill-A-Thon
- Livestock Skill-A-Thon
- Table Setting
- Prepared and Impromptu Presentations
- Cake Decorating
- Food Cook-off
- Robotics
- Rocket Launch

For more information, please contact the State 4-H Office at 307-766-5170

c. State Fair

The Wyoming State Fair provides exhibit opportunities to 4-H members including recognition for member's efforts with ribbons, plaques, premiums, and other awards at their discretion. The State Fair Advisory Board annually reviews

statewide rules for entries, exhibits, and awards for competitive exhibits. UW's College of Agriculture and Natural Resources appoints a 4-H representative to this board, who provides input regarding rules and advises the committee about statewide 4-H policies and program activities.

If members choose to participate in the fair, they must follow the fair's rules. The fair takes place during the second full week of August in Douglas, Wyoming.

Judging static and not-static exhibits and several 4-H contests takes place. 4-H contests include:

- i. Dog Show
- ii. Livestock Judging Contest
- iii. Cat Show
- iv. Fashion Revue
- v. Herdsmanship

Youth (FFA and 4-H) contests during state fair include horse show and livestock contests. These contests are manpowered by youth educators (FFA and 4-H).

Please contact the state 4-H office on how to help.

The Wyoming State Fair and Rodeo website is www.wystatefair.com

There is helpful information at <http://www.uwyo.edu/4-h/statefair/index.html>, including a "Wyoming 4-H Guide to State Fair."

d. State Shoot

State Shoot occurs annually in July in Douglas at the Wyoming State Fairgrounds and the Douglas Trap Club and Rifle Range. The event is organized by the state 4-H office and the Wyoming 4-H Shooting Sports Committee, which is comprised of volunteers from across the state.

For more information on this contest, please go online to <http://www.uwyo.edu/4-h/youth/index.html>.

2. National

a. Western National Roundup

Each year, Wyoming 4-H members qualify through competition to attend the [Western National Roundup](#) in Denver, Colorado. This is an opportunity to travel, meet youth from other states, compete outside of Wyoming, and have fun.

b. National Livestock Judging Contests

There are three national livestock judging contests that the first place senior team at the Wyoming State Fair 4-H Livestock judging contest may be eligible to attend.

These are

- i.** North American International Livestock Exposition, Louisville, Kentucky (November)
- ii.** Western National Roundup, Denver, Colorado (January)
- iii.** American Royal Livestock Show, Kansas City, Missouri (November)

Second and third place senior teams will have the choice of the remaining trips in their respective finishing order.

c. National Shoot

Each year, Wyoming 4-H shooting sports members (14-18 years old) have the opportunity to be a representative at the National 4-H Shooting Sports Invitational. The selection process occurs by completing the application and submitting it to the State 4-H Office no later than April 30. Adults are needed to chaperone youth participants through the same selection process.

d. Meats Judging Contests

- i.** National 4-H Meats Judging Contest, Kansas City, Missouri

Section 5: Opportunities

Contents

1. State	36
a. State Leadership Team	36
b. Shooting Sports	36
c. State Fair	36
d. Horse Camp	36
e. Showcase Showdown	37
2. National	37
a. Citizenship Washington Focus	37
b. Leadership Washington Focus	38
c. 4-H Congress	38
d. 4-H Conference	38
e. Raton, New Mexico	38
3. Other sponsored trips/Exchanges	39
a. Domestic Exchanges	39
b. International Exchanges	39
c. International Four-H Youth Exchange (IFYE)	40

Section 5. Opportunities

1. State

a. State Leadership Team

The seven person State 4-H Leadership Team represents Wyoming 4-H at all statewide events and activities. These functions include state leadership team retreat, Showcase Showdown, Legislative Day, and the Wyoming State Fair. Team members are also involved in providing county or multi-county leadership workshops, assisting at all state 4-H contests and events, and representing 4-H at organizational meetings. Older youth apply to be a part of this team.

For more information, please go to <http://www.uwyo.edu/4-h/youth/leadershipteam/index.html>

b. Shooting Sports

State Shoot occurs mid-July in Douglas at three locations: Wyoming State Fairgrounds, Douglas Rifle Range, and Douglas Trap Club. Each county has requirements for a youth to qualify for State Shoot.

For more information, please go to <http://www.uwyo.edu/4-h/youth/contests/stateshoot/index.html>

c. State Fair

*See Section 4 Contests, 1. c. State Fair
<http://www.uwyo.edu/4-h/statefair/index.html>*

*See Appendix, Section 5, State Fair Educator Information Packet or
https://www.uwyo.edu/employee_resources/4h-files/state-fair-2012-educator-info-packet.pdf (this is updated annually)*

d. Horse Camp

4-H Horse Camp is open to all Wyoming 4-H Club members, parents, 4-H leaders, and UW Extension personnel. The educational programs provide practical, hands-on training. The camp emphasizes safe riding and handling skills.

Horse Camp is generally in mid-June at the Wyoming State Fairgrounds in Douglas. Registration is limited to 70 and is filled on a first-come, first-served basis.

The objectives of the camp accomplish the following:

- i. For participants to enjoy themselves and have fun
- ii. For participants to learn and understand horse safety
- iii. For participants to enhance horsemanship abilities
- iv. To improve basic horse knowledge through skill-a-thons
- v. To improve the skills of 4-H members in saddling, bridling, basic seat, balance, control turn on haunches, forehand, collection, and lateral flexion

e. Showcase Showdown

As well as the numerous contests during Showcase Showdown (See Section 4, 1. b.), numerous workshops and activities take place. In the past, these have included Project Runway, Film Festival, nature hikes in the Laramie area, tours of UW campus, and workshops ranging from filmmaking to dancing. Different workshops and activities are offered each year.

More information is at <http://www.uwyo.edu/4-h/showcaseshowdown/index.html>

2. National

a. Citizenship Washington Focus

Citizenship Washington Focus features an introduction to the nation's capital and orientation to governmental processes. Field trips acquaint participants with sites of interest in Washington, D.C., and surrounding areas. Youth must be 15 years old by the date of the trip to participate.

b. Leadership Washington Focus

Youth in grades 7-9 can participate in this leadership program in Washington, D.C. The trip includes workshops and training on leadership, public speaking, and communication, and several tours of historical sites in the D.C. area.

c. 4-H Congress

Members are selected by application and interview to attend. Record books are part of the application process. National 4-H Congress provides youth ages 14-19 a quality, educational, and cross-cultural experience that exceeds what any state independently provides. It is designed to address the needs and issues of youth while helping develop capable, competent, and caring citizens. This event takes place the weekend of Thanksgiving.

d. 4-H Conference

Selected senior members and two adult coordinators generally attend. Record books are used in the judging process. Held at the National 4-H Center, it offers delegations from across the country the opportunity to assist with the future programming of 4-H in the United States.

e. Raton, New Mexico

Fourteen Wyoming 4-H members are selected each year to attend an awards trip to the NRA Whittington Center in Raton, New Mexico. Twelve winners are selected during the Wyoming 4-H State Shoot based on their outstanding shooting skills, and two additional winners are selected based on portfolios submitted demonstrating their passion for shooting sports. To determine the top 12 competitors at State Shoot, point values are assigned to each youth who finish in the top 10 in any discipline for which they competed.

For more information about national opportunities, please go to:

<http://www.uwyo.edu/4-h/youth/>

3. Other Sponsored Trips/Exchanges

4-H exchanges promote understanding of diverse cultures and help young people learn about living in a global society. Exchanges may involve other counties, states, or nations and can exist in many forms. All exchanges should be developed with the idea of keeping costs within an affordable range so as many youth as possible can participate. Where feasible, scholarships should be made available to broaden participation.

a. Domestic Exchanges

Exchanges may be arranged between clubs, between counties, or between rural and urban communities within Wyoming or between Wyoming and another state. The exchange should have 4-H staff and/or county director approval before agreements are formalized with another state.

b. International Exchanges

4-H International Exchanges foster cross-cultural understanding and development through people-to-people encounters and give participants skills to live in a global society. Teens and adults, while either hosting or traveling, develop appreciation for their own culture and cultures around the world.

c. IFYE

Originally named the International Farm Youth Exchange and now called International Four-H Youth Exchange, IFYE was established in 1948 to foster world peace. IFYE offers three and six month exchanges in over 20 countries. *For more information about exchanges, contact the state 4-H office.*

Section 6: Resources

Contents

1. Logic Model	43
2. Equipment at State 4-H Office	43
a. Ultrasound machine	43
b. Canoes	43
c. Garmin GPS units	44
d. Learning Laboratory kits	44
e. Quiz Bowl Buzzer set	44
f. Sportfishing kit	44
g. Fly tying kits	44
h. Dissolving Oxygen test kits	44
i. Archery kits	44
j. Fishing poles	44
3. OMK equipment	44
a. Mobile Tech Lab	45
b. Igloo Cooler kits	45
c. Discovery Tech kit	45
d. Yellow Ribbon Youth Outreach Tool Kit	45
e. Lego Robotics kits	45
f. PVC Structures Activity sets	45
g. Photo Banners: Army and Air Force members theme	46
h. Goggles and stop watches	46

Section 6: Resources

1. Logic Model

The logic model is used to plan the direction for a process, program, group work, or educational work. The logic model is at the center of UW Extension Program Development in planning, implementation, evaluation, and communication. While the term “program” is often used, we find logic models equally useful for describing group work, team work, community-based collaborations, and other complex organizational processes as we seek to promote results-based performance.

The logic model displays the sequence of actions that describe what the program is and will do – how investments link to results. The following are core components in program action:

- a. Inputs: resources, contributions, investments that go into the program
- b. Outputs: activities, services, events, and products that reach people who participate or who are targeted
- c. Outcomes: results or changes for individuals, groups, communities, organizations, communities, or systems
- d. Assumptions: the beliefs we have about the program, the people involved, and the context and the way we think the program will work
- e. External factors: the environment in which the program exists includes a variety of external factors that interact with and influence the program action.

Please see Appendix, Section 6, Template Logic Model or contact Kim Reaman, Volunteer Development Specialist, State 4-H Office, for more assistance.

2. Equipment at State 4-H Office

- a. **Ultrasound machine:** livestock use. Must be certified to operate.
- b. **Canoes:** 6 canoes with trailers, oars, and life preservers (youth and adult)

- c. **Garmin GPS units:** 10 units and 10 compasses
- d. **Learning Laboratory kits (Ohio State):** swine
- e. **Quiz Bowl buzzer set:** 8 buzzers and control station
- f. **Sportfishing Kit**
 - spin casting rod
 - spinning rod
 - fly casting rod
 - backyard bass/casting plugs
 - spinner making vise
 - spinner making kits
 - rope and eyebolts-fishing knots
 - Pond and Stream Safari curriculum
 - HACH kits dissolved oxygen test kit
 - Water Thermometer
 - Kick nets
 - Ethical compass cards
 - Fishing regulations
- g. **Fly tying Kits:** 6 vises
- h. **Dissolved oxygen test kits:** 5 kits
- i. **Archery kits**
 - 8 Genesis bows
 - Arrows
 - Archery net
- j. **Fishing poles:** 10 spinning poles

3. **OMK Equipment**

This equipment is free to use, although priority is given if being used for an event to support military youth. After use, please report what activity was done with the equipment (contact the OMK Coordinator for reporting information).

a. Mobile Tech Lab (MTL)—stored in Cheyenne and Cody

Each lab includes (there are two labs):

- 10 Dell laptop computers
 - Programs include Microsoft Office, Camtasia, Hallmark Greeting Cards, etc.
 - Contact the OMK Coordinator for exact program information
- Photo printer (including ink cartridges)
- Camcorder
- Digital camera
- External hard drive
- Printer (including ink cartridges)
- Wireless router and cables

See Appendix, Section 6, for a complete list of Mobile Tech Lab contents

b. Igloo Cooler kits—5 sets total (Albany, Natrona, Uinta, Washakie, Johnson counties)

- Games: board games, ball games, jump ropes, etc.

See Appendix, Section 6, for a complete list of igloo cooler contents

c. Discovery Tech kit—2 stored in Cheyenne

- Ipads, wind turbine kits, GPS units, Lego Mindstorm kit, games, etc.

See Appendix, Section 6, for a complete list of Discovery Tech Kit contents

d. Yellow Ribbon Youth Outreach tool kit—6 sets total (Albany, Johnson, Laramie, Natrona, Uinta, Washakie counties)

- Balls, books, CDs, DVDs, games, arts and crafts supplies, etc.

e. Lego Robotics kits – 10 kits stored in Cheyenne

f. PVC Structures Activity sets – 3 stored in Cheyenne

- g. Photo Banners: Army and Air members theme – 1 of each stored in Cheyenne**
- h. Goggles and Stop Watches – stored in Cheyenne**
- i. Additional curriculum can be found at: www.4hmilitarypartnerships.org**
 - Youth Challenges**
 - 1. Separation from parent and reintegration**
 - 2. Grief**
 - 3. Family member with PTSD**
 - 4. Resiliency**
 - 5. 7 Habits for Highly Effective Teens**

See Appendix, Section 6, for a complete list of YR Youth Outreach Tool Kit contents

Appendix

Section 1

- Fact Sheet - Proper Use of 4-H Name and Emblem
- Core Concepts
- Ages and Stages of 4-H Youth Development
- Experiential Learning Model
- Targeting Life Skills Model

Section 2

Mission Mandates resources:

STEM: <http://www.4-h.org/youth-development-programs/4-h-science-programs/>

Citizenship: <http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/>

Healthy Living: <http://www.4-h.org/youth-development-programs/kids-health/>

Section 3

- Volunteers

Section 4

- State Contests and Events

Section 5

- State Fair Educator Information Packet

Section 6

- Template of Logic Model

- Mobile Tech Lab (MTL) Content List

- Igloo Cooler Contest List

- Discovery Tech Kit Content List

- Yellow Ribbon Youth Outreach Tool Kit Content List

Section 1

Fact Sheet - Proper Use of 4-H Name and Emblem

[http://www.csrees.usda.gov/nea/family/res/pdfs/using the 4h name.pdf](http://www.csrees.usda.gov/nea/family/res/pdfs/using%20the%204h%20name.pdf)

Core Concepts

https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/core-concepts.pdf

Ages and Stages of 4-H Youth Development

<http://extension.missouri.edu/FNEP/LG782.pdf>

Experiential Learning Model

https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/exp-learning-model.pdf

Targeting Life Skills Model

<http://www.extension.iastate.edu/4h/explore/lifeskills/>

Section 2

Mission Mandates resources:

STEM: <http://www.4-h.org/youth-development-programs/4-h-science-programs/>

- Professional development tools: <http://www.4-h.org/resource-library/professional-development-learning/science-training-guides-resources/>
 - 4-H Science 101 Training Guide: <http://www.4-h.org/information-for-educators-professionals/>
- Curriculum: <http://www.4-h.org/resource-library/curriculum/science-curriculum/>

Citizenship: <http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/>

- Professional development tools: <http://www.4-h.org/resource-library/professional-development-learning/citizenship-training-guides-resources/>
- Curriculum: <http://www.4-h.org/resource-library/curriculum/citizenship-curriculum/>

Healthy Living: <http://www.4-h.org/youth-development-programs/kids-health/>

- Professional development tools: <http://www.4-h.org/resource-library/professional-development-learning/healthy-living-training-guides-resources/>
- Curriculum: <http://www.4-h.org/resource-library/curriculum/healthy-living-curriculum/>

Section 3

Volunteers

https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/volunteers.pdf

Section 4

State Contests and Events

https://www.uwyo.edu/employee_resources/4h-files/fact-sheets/contests-events.pdf

Section 5

State Fair Educator Information Packet

(This is an example from 2012 to represent information that is addressed in the packet.)

https://www.uwyo.edu/employee_resources/4h-files/state-fair-2012-educator-info-packet.pdf

Section 6

Template of Logic Model

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Mobile Tech Lab (MTL) Content List

Box A	
QTY	Equipment
3	Dell 630 laptop computer
	#'s 1, 2 &3
5	Dell computer power source
2	Folding stereo headset
1	25 ft. extension cable
2	6 outlet power strip
1	CD case
1	Camcorder case & strap
1	Manual folder
Box C	
QTY	Equipment
1	Photo printer
1	Photo printer power source
1	Photo printer USB cable
1	Black ink cartridge #220
1	Yellow ink cartridge #221
1	Red ink cartridge #221
1	Blue ink cartridge #221
1	Black ink cartridge #221
Box D	
QTY	Equipment
1	Printer
1	Printer power source
1	Printer USB cable
2	Black ink cartridge
2	Color ink cartridge

Box B	
QTY	Equipment
2	Dell 630 laptop computer
	#'s 4 & 5
1	Camcorder
1	Camcorder remote
1	Camcorder power cable
1	Camcorder white USB cable
1	Camcorder stereo/video cord
1	Digital camera w/case & strap
1	Camera white USB Cable
1	Camera AV cord
1	External hard drive
1	External hard drive/USB cable
1	External hard drive/power cord
1	Wireless router/2 antenna
1	Router power cable
1	Router USB cable
1	25 pack blank CDs
1	25 pack blank DVDs
2	AA camera replacement batteries
4	Router hardwire

Igloo Cooler Content List - WYNG CYP Yellow Ribbon Igloo Cooler Kits

Qty	Item	Description
1	Game	Backgammon
2	Game	Risk
2	Game	Monopoly
3	Game	Chess N' Checkers
6	Game	Double Six Dominoes
1	Game	Scrabble
2	Game	Uno
1	Playing cards	Poker
1	Playing cards	Pinochle
3	Balls	Basketballs
2	Balls	Soccer balls size 5
3	Balls	Footballs
6	Balls	Softballs
2	Balls	Volleyballs
1	Softball bats	Softball bat 34" 26 oz.
1	Softball bats	Softball bat 34" 28 oz.
1	Softball bats	Softball bat 34" 30 oz.
10	Flag football belts	Adult large yellow
3	Flag football belts	Adult x-large yellow
10	Flag football belts	Adult large red
3	Flag football belts	Adult x-large red
1	Volleyball net	Volleyball net
2	Jump ropes	Jump ropes 9'
2	Jump ropes	Jump ropes 10'
1	Ball inflator	Inflator (steel)
2	Inflator needles	Air pump needles, 6-Pack
4	Frisbees	Frisbees 140G
1	Kit container	150 qt. Igloo cooler

Discovery Tech Kit Content List

<u># of items</u>	<u>Name of Item</u>	<u>Description</u>
1	Al turbine	3 pack with lift kit/dowels & starter blade
4	16 GB iPad2 Device	With Wi-Fi and Apple Care
4	Otter box protective cover	Protective cover for iPad2s
1	iPad3 in 1 camera connector	SO card reader for photo conversion
4	GPS Units	
1	Lego Mind storm kit	
6	12 foot tape measure	
1	Long steel axles	100 pack
1	Axle retainers	100 pack
1	GT FX Wheel	100 pack
1	GT RX Wheel	100 pack
1	Egg Timer	
4	Computer headset with microphone	
1	Black light	
1	Inflatable globe	
1	Jenga game	
1	"Great Group Games for Kids" book	
12	Safety glasses	
4	Name tags	4 packages - different color
1	GPS eggs	3 dozen Easter eggs
1	Marbles	Mixed bag
1	First Aid kit	
Apps to be installed on the iPad2s: Garage Band, Art Studio, My Photo Story, FYM Avatar, iMovie, Print Central Pro, Bridge Basher, GeoBee Challenge, World Atlas for iPad, iWind Turbine		
*** Each tool kit will come in a two - sided hard, wheeled suitcase		

Yellow Ribbon Youth Outreach Tool Kit Content List

QTY	Item	Description
1	Bag of poly body parts (7 pieces)	Body parts debrief
2	Balls - 10 inch beach balls	Balls - beach
2	Balls - 3.5- inch - various colors	Balls - foam
1	Balls - 6.3-inch (color)	Balls - foam
1	Balls - Colored wiffle ball	Ball - wiffle
3	Balls - Various colors fluff balls (fabric)	Balls - fluff
1	Balls - White wiffle ball	Ball - wiffle
1	Book	A Teachable Moment: A facilitators guide
1	Book	Daddy You're My Hero
1	Book	Exploring Treasures of 4-H
1	Book	Fandex Field Guide: Birds
1	Book	Fandex Field Guide: Trees
1	Book	Great Group Games
1	Book	H is for Honor
1	Book	Love Lizzie: Letters to a Military Mom
1	Book	Night Catch
1	Book	The Empty Bag
1	Book	What is a Scientist?
1	Book with audio CD	Guide to Wildlife Sounds
2	Booklet	Your Passport to Exploring Improv
1	CD	CD - Photos, Deployment It's Not a Game
1	CD	Fitness CD - Aerobics for Kids
1	CD	Karaoke music CD
1	CD	Karaoke music CD
1	CD	Relaxation music - Windham Hill
3	Cutting board - Flexible mat	Cutting board
6	Dice	Dice
1	DVD	Eat, Think & Be Active
1	DVD	Laughter Yoga with Laura Gentry
1	Envelope	Poly envelope with CD holders
1	First Aid kit	First Aid kit
1	Flag - 3 x 5	American flag
1	Game - Boxed	Apples-to-Apples game
3	Games - Playing cards	Deck of playing cards
1	Game - Uno Card Game	Uno card game
12 pairs	Gloves - White cotton/poly string pairs	Cotton gloves
3	Glue gun - Mini Multi-temp	Glue gun - Surebonder Mini
3	Glue gun - Regular Multi-temp	Glue gun - Surebonder Regular

24 sticks	Glue sticks - Mini	Glue gun glue sticks
20 sticks	Glue sticks - Regular	Glue gun glue sticks
6	Goggles - clear plastic	Safety goggles
6	Jump rope -16- foot jump rope	Jump rope
6	Jump rope - 7- foot jump rope	Jump rope
1	Karaoke machine with microphone	Karaoke machine
2	Measuring utensils	Rulers - plastic
2	Measuring utensils	Fabric tape measures
2 Sets	Measuring utensils	Measuring spoons
2 Sets	Measuring utensils	Measuring cups
1	Powerstrip - 6 outlet surge protected	Powerstrip
2	Punch - Universal Brand 3 hole punch	3 hole paper punch
1	S'Mores-maker-plastic	S'Mores maker
1	Stapler - small	Stapler
10	Stop Watch - black	Stop watch
5	Tape - Duct tape - small roll	Duct tape
1	Tarp -5 x 7 feet	Tarp
1	Tarp - 6 x 10 feet	Tarp
1	Tarp - 8 x 10 feet	Tarp
5	Toy - circular toy	Gyro ring

4-H Military Partnership

University of Wyoming Extension is one of 40-plus land-grant universities that participate in the national 4-H Military Partnership between USDA-NIFA, Department of Defense, U.S. Army, U.S. Air Force, and U.S. Navy. This partnership creates opportunities for 4-H to serve military families in their local communities and connect them with all 4-H has to offer. Programs for military-connected youth are provided through 4-H clubs, special projects, after-school clubs, camps, and other opportunities.

In Wyoming, the military partnership is funded by a grant in partnership with the Air Force. The 4-H Military Educator serves F.E. Warren Air Force Base in Cheyenne by overseeing 4-H clubs and activities, providing training and resources for base staff, and connecting military youth to the county 4-H program in Laramie County. The grant that funds this program also includes outreach services to the 5,000 Wyoming Active Duty, Guard and Reserve youth on installations and those in geographically dispersed families.

Operation: Military Kids (OMK)

OMK is a partnership with the U.S. Army to serve military youth and families in geographically dispersed areas impacted by deployment. It has national partners of 4-H, Boys & Girls Club, Military Child Education Coalition, The American Legion, and ChildCare Aware. It is a contract overseen by the 4-H/Army Youth Development Project. The goal is to provide access to youth programs and support services where military children live.

In Wyoming, the OMK coordinator is in Cheyenne (Laramie County) but serves the entire state. Through a state team of partners (including 4-H and Extension educators), camps, workshops, trainings, and opportunities are available throughout the state. It also works to rally community support for military youth and families where they live and inform military families of the resources in their community.

State 4-H Military Liaison

The Wyoming State 4-H Military Liaison leads the effort for a comprehensive Extension support of military youth and families. This includes all initiatives of Extension. In Wyoming, this position is served by the state 4-H coordinator. The State 4-H Military Liaison is the principal investigator for the 4-H Military Partnership grant and the OMK contract.