

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.

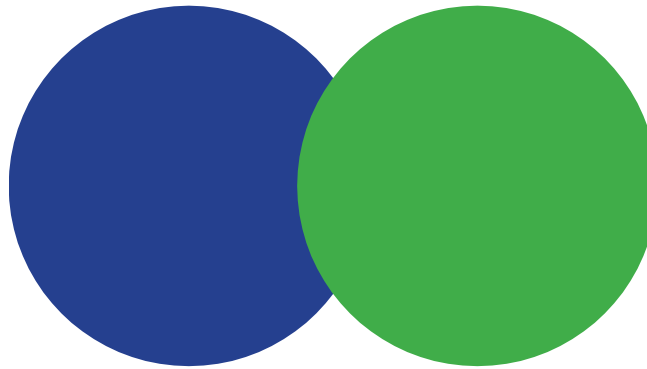
The diagram below illustrates the relationship between **education** and **youth development**. In *education*, the targeted audience is the individual learner. Individual learners are taught information with the focus of trying to obtain specific subject matter skills and/or knowledge. The ultimate 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

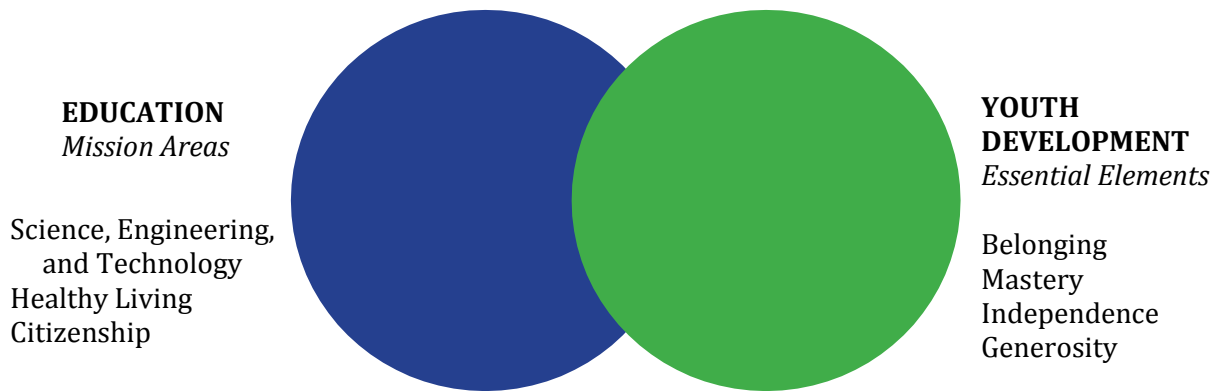
Target: Opportunities for youth

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.

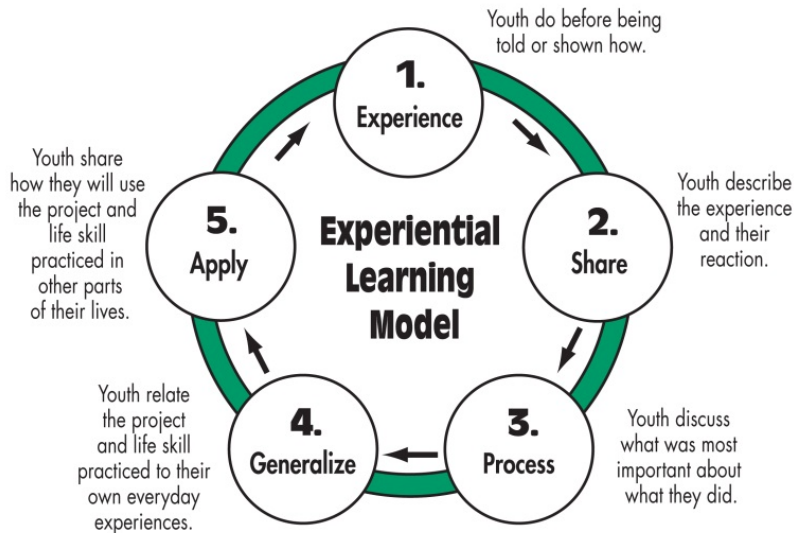
- i. Participation should include individual and team work.
- ii. Senior members should be encouraged to take an active role in decision making by providing leadership, such as leading projects and serving as committee chairs or officers. They should participate in implementing and evaluating activities.
- 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.