United States Department of Agriculture

National Institute of Food and Agriculture

# 4-H Name and Emblem

## User Guide for non-Extension Entities

(Revised February 2014)



# Table of Contents


Overview
- Legislative Authority 03

Applying to be an Authorized User 04

Authorization Criteria
- Basics 04
- Products / Services 05
- Media 06
- Fundraising 06
- Sponsorships 07
- Partnerships 08

4-H Name Guidelines 09

4-H Emblem Guidelines
- Basics 10
- Artistic 13
- Animation 13

# Overview

## Legislative Authority

The 4-H Youth Development Program is defined as the education and outreach component of the Cooperative Extension Services at land-grant institutions, and the U.S. Department of Agriculture (USDA). 4-H youth development programs are created and implemented by Cooperative Extension Services as a means for the land-grant institutions to carry out responsibilities under the Smith-Lever Act, 7 U.S. Code (USC) 341. The U.S. Congress has legislated responsibility for the proper management of the 4-H Name and Emblem to the Secretary of Agriculture. The Secretary of Agriculture has delegated that authority to 4-H National Headquarters in the Division of Youth and 4-H, housed at USDA's National Institute of Food and Agriculture (NIFA). The use of the 4-H Name and Emblem is defined through 7 Code of Federal Regulations (CFR) 8. Based on 7 CFR 8, USDA does not provide authorization for use of the 4-H Name and/or Emblem outside the United States. The 4-H Name and Emblem are a Federal Mark, protected by 18 USC 707, and intended only for use within the United States.

Any questions as to the interpretation of the 7 CFR 8 are to be determined by USDA. Questions regarding the use of the 4-H Name and Emblem may be directed to 4HNE@nifa.usda.gov. Further information about the use of the 4-H Name and Emblem can be found at: http://www.csrees.usda.gov/nea/family/res/youthdev_res_emblem.html.

USDA is an equal opportunity employer and service provider.

# Applying to Become an Authorized User

Commercial vendors, private organizations, or other entities need to contact either the local Cooperative Extension Service office or the state 4-H office to determine what steps they need to take to use the 4-H Name and Emblem. Anyone wishing to use the 4-H Name and Emblem in a way that extends beyond an individual state 4-H program must seek authorization from 4-H National Headquarters at USDA.

To apply for authorization from 4-H National Headquarters, the entity seeking authorization should go to the 4-H Name and Emblem Web page and click on the link to the Web-based application. (http://www.csrees.usda.gov/nea/family/res/youthdev_res_emblem.html) When completing the application, be sure to specify how and why you plan to use the 4-H Name and Emblem and upload the documents or images as you plan to use them.

# Authorization Criteria

## Basics

Regardless of whom the authorizing entity is, all federal regulations need to be followed. The following is a brief summary of the major sections in 7 CFR 8.

Primary basis for all approvals include:

- ✓ Usage is for the educational and character building purposes of the 4-H Program
- ✓ The educational or informational uses are in the best interest of the 4-H Program
- ✓ Usage is consistent with the dignity of the 4-H Program
- ✓ Usage can be properly controlled by the Extension office
- ✓ Usage is for a specific time period
- ✓ Usage follows graphic use guidelines

**Any use of the 4-H Name and Emblem is forbidden if it exploits the 4-H Program**. The 4-H Name and Emblem cannot be used to imply endorsement of commercial firms, products, or services. Granting authorization to an individual or organization for a specific use does not signify exclusive use and does not prevent the granting similar authorization to another individual or organization for the same or similar purpose.

# Products and Services

Approval for materials and merchandise should fall into one of the following categories:

**Educational / Informational**

Examples:

- Meeting Supplies (notebooks, pens, etc.)
- Flags
- Curricula

**Recognition**

Examples:

- Ribbons
- Trophies
- Plaques
- Certificates
- Pins

**Character Building / Belonging**

Examples:

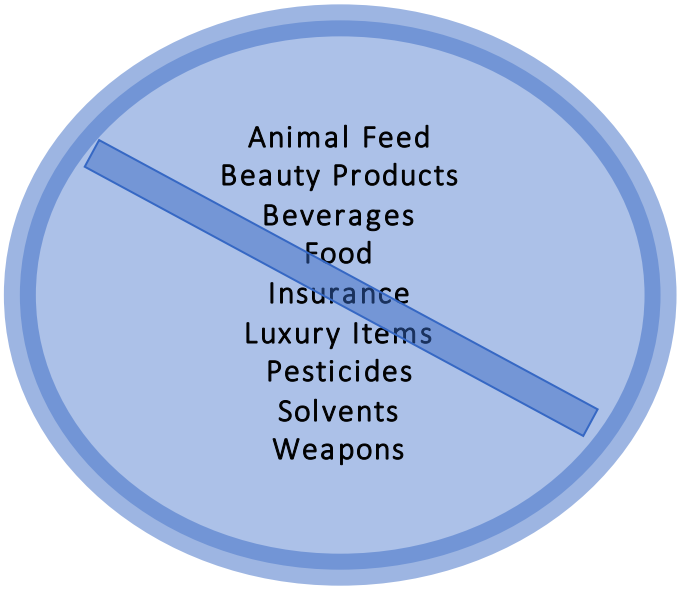
- Clothing
- Bags
- Magnets
- Stickers
- Jewelry

Authorization is required for the manufacturing, selling, and distribution of products or services using the 4-H Name and Emblem. This includes sales or re-sale of 4-H products and other paraphernalia by individuals. A non-endorsement statement must accompany the use of the 4-H Name and Emblem on products and services.

*"No endorsement of this product or service is granted or implied by 4-H."*

The following types of products will NOT receive authorization to use the 4-H Name and Emblem.

Note: This list is subject to revision.



# Media

Authorization is not required to use the 4-H Name and Emblem in exhibits, displays, etc. that are designed primarily to pay tribute to the 4-H Program. Authorization is not required to use the 4-H Name and Emblem in print and non-print media such as newspapers and periodicals **when such use is primarily for educational or informational purposes**. All 4-H Name and Emblem standards for proper use must still be followed.

All other uses of the 4-H Name and Emblem in any media format require authorization and a non-endorsement statement must be used. Any use of the 4-H Name and Emblem in the production of books, publications, films, audio-visual materials, websites and other technologies are subject to review in both initial proposals and final drafts.

**Approval for PRINT and NON-PRINT media must meet the following criteria:**

- ✓ The 4-H Name and Emblem **must be clear, distinct, and set apart** from any commercial product message or reference when the media is part of or relates to promotional materials (example: fundraising activities, special events, etc.).
- ✓ The 4-H Name and Emblem cannot be integrated into or joined with other company logos/images to create a larger design.
- ✓ The materials cannot include any commercial product or service testimonials or preferences by anyone associated with the 4-H program.

Permission to use the 4-H Name and Emblem is not required when the 4-H Name and Emblem is used to link to an official 4-H website in keeping with the policies and guidelines in this document. In those situations, the following disclaimer should be used:

> *"No endorsement of this website is granted or implied by 4-H. This site contains advertisement links to third party sites. 4-H is not responsible for the information found through these links, nor does it endorse the sites or their content."*

# Fund Raising

In seeking private support for 4-H programs, state and local extension officials must insure that the funds are given and used in accordance with 7 CFR 8 and follow all 4-H Name and Emblem policies for use. The development of private support that uses the 4-H Name and Emblem may be carried out for specific educational purposes. Such activities, programs, and association of the 4-H Name and Emblem with products and services for such purposes must have the appropriate approval (local,

state, or national level). All fund development efforts must follow federal and state laws, and any related policies of the land-grant institution connected with the effort.

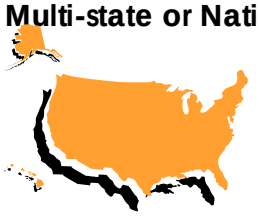
**All profits must be used to further 4-H educational programs.**

**In connection with 4-H fundraising purposes, the following disclaimer statement must be used on promotional materials for products or services offered for sale:**

> *"No endorsement of the product or service by 4-H is implied or intended. Profit from this fundraiser will be used to support 4-H educational programs."*

Fundraising activities using the 4-H Name and Emblem may be carried out for educational purposes, but these activities must have the approval of the appropriate authorizing entity. – Local activity requires local approval; statewide activities require state approval; multi-state or national activities require 4-H National Headquarters approval in partnership with National 4-H Council. All monies received from 4-H fundraising programs, except those necessary to pay reasonable expenses, must be used to support the 4-H educational program.

**Approval for Fundraising (sales or non-sales) should fall into one of the following categories and actions:**

| Local or State | Multi-state or National |
|---|---|
|  |  |
| confer with the state 4-H leader | confer with National 4-H Council^ |

^*National 4-H Council partners with 4-H National Headquarters to provide fundraising support. 4-H Name and Emblem authorization must still be obtained from 4-H National Headquarters at USDA.*

The monies received and the expenses paid at auctions or similar fundraising sales events connected to 4-H are subject to federal tax laws and Internal Revenue Service (IRS) regulations. Due to the complexity of IRS regulations, all 4-H members, organizations, and contributors involved in these sales and events are strongly encouraged to seek guidance from their tax advisors regarding their specific accountability and situation.

## Sponsorships

Donor or sponsor identification and involvement with a 4-H contest, awards program, or event will be approved only as a result of an agreement between the Cooperative Extension office receiving the support and the donor or sponsor. The agreement needs to define the type of award, purpose of the

award, criteria on which the award will be given, and/or the rules and regulations under which a contest or awards program shall be conducted. Donors of 4-H awards or sponsors of a 4-H contest cannot require the use of or refer to specific brand name products or services as criteria for an award or in conducting a contest. Donors or sponsors should not be referred to as the "official" donor or sponsor of 4-H as it implies both endorsement and exclusivity.

Any sponsor, donor, organization, individual, or group wishing to partner with the Cooperative Extension Service in sponsoring an award or contest shall receive authorization to use the 4-H Name and Emblem from the appropriate extension office in their geographical area of responsibility prior to issuing any publicity or promotional materials related to the award or contest. A state organization that accepts donations and sponsorships using the 4-H Name and Emblem at the state level, should inform the donor that such authorization is for that state only and that multistate support requires authorization from NIFA's Division of Youth and 4-H.

**In connection with sponsorships or donations, the following disclaimer statement is to be used:**

> *"_____ is a sponsor/donor of the [The name of a specific club, county, or state may be inserted here to identify the 4-H program being supported.] 4-H Youth Development program and has provided funding, goods, or services in support of 4-H. Acceptance of this sponsorship/donation does not imply endorsement by 4-H of any firm, product, or service."*

# Partnerships

The 4-H Name and Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, or in some other official relationship that includes a written agreement. The nature of the relationship among the organizations or programs should be clearly defined and include a non-endorsement statement. The 4-H Emblem should be given prominence consistent with its role in the relationship.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization's logo or emblem. The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

The authority for determining the proper display and use of the 4-H Emblem rests with the authorizing entity. The authorizing entity retains the right to revoke 4-H Name and Emblem authorization at any time prior to the expiration of the authorization.

# Guidelines

## Introduction:

On May 17, 1985, the Secretary of Agriculture approved newly revised regulations governing the use and authorization of the 4-H Name and Emblem, as published in the Federal Register on August 2, 1985. In addition, there was an amendment to these regulations published in the Federal Register on March 17, 1987. These regulations serve as USDA's policy statement on the use of the 4-H Name and Emblem and are outlined on the preceding pages.

To assist Cooperative Extension workers at all levels in interpreting these regulations, the following set of guidelines was developed by a national committee. The committee included members of USDA, Cooperative Extension Service, and National 4-H Council. These guidelines were formally approved by the Extension Committee on Organization and Policy in February 1986. The guidelines were reviewed and re-affirmed in September of 2000.

# 4-H Name Guidelines

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term "4-H" it must conform as follows:

- Numeral "4" separated from a capital "H" with a hyphen (not a dash, slash, or space).
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using "Four-H." This language rule, however, is contrary to the regulations set down for use of the 4-H Name and Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a Web page: careful scrutiny of text after trial printing or posting is advised.
- Do not use the 4-H Emblem in place of the word "4-H" in a title or text.

# 4-H Emblem Guidelines

## Basics

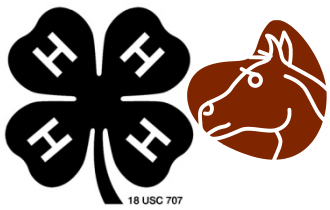
The official 4-H Emblem is a four-leaf clover with a letter "H" in each leaf and the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem must ensure the following:

- ✓ They have obtained the **official** 4-H Emblem and are using it in its entirety.
- ✓ They do not "flip" the image to create a framed look. The stem on the 4-H Emblem ***must*** point to the right as you look at the image.
- ✓ They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
- ✓ The 4-H Emblem is never used to imply endorsement.
- ✓ They follow the graphic use guidelines outlined in this document, or for questions or clarifications, contact 4HNE@nifa.usda.gov.

- **Use the whole Emblem.** The 4-H Emblem should always appear in its entirety—meaning it should always appear as a whole and complete image.




- **Do not remove any leaves.** The leaves cannot be removed or have another image superimposed over the top of any of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you should not "cut off" a leaf by running it off the edge of the paper in print media or other designs.

| Appropriate Use | Inappropriate Use |
|---|---|
|  |  |

- **Do not place text or other images over or on top of the 4-H Emblem.** The 4-H Emblem should not appear screened or watermarked under words or graphics. No photo, drawing, symbol, word, or other figure or object may be placed on or obscure the 4-H Emblem.

| Appropriate Use | Inappropriate Use |
|---|---|
|  4-H Kid's Club |   |

- **Keep it upright.** The 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. Any exceptions must be approved by the authorizing entity.

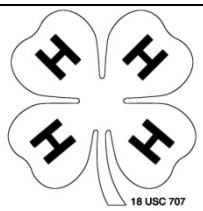
| Appropriate Use | Inappropriate Use |
|---|---|
|  |  |

- **Distortion and Proportion.** The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider, angled, or squarer. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact.

| Appropriate Use | Inappropriate Use |
|---|---|
|  |  |

- **Color.** The 4-H Emblem should **never** be screened, shaded, gradated, or appear in a multi-colored hue. **Graphic Designers: The official color is 100% PMS 347 green.**

The clover can be green, white, black, or metallic gold. Below are the official guidelines for each color clover:

| | |
|---|---|
|  | **The "H's" on the green clover can be white, black, or metallic gold.** |
|   | **The H's on the black clover should be white.** |
|   | **The H's on the white clover can be black or green.** |
|  | **The H's on the metallic gold clover can be white, black, or metallic gold (when embossed).** |

The one exception to the above descriptions of the color of the H's is when only one-color printing is being used. With one-color printing the H's can be reversed out to the color of the paper (or medium) on which the emblem is printed.

**One-color printing** requires either PMS 347 green or black. For commercial applications, the "18 U.S.C. 707" notice should be the same color as the clover leaves. Black or white are the only acceptable alternatives to green for one-color printing.

**Two-color printing** - Only PMS 347 green may be used for the leaves and "18 U.S.C. 707" notice.

**Four-color process (full color printing) -** In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no PMS equivalent to PMS 873.

**Video and Computer Screen Colors (Electronic Media)** - The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, please contact the appropriate authorizing entity.

## Artistic

The 4-H Emblem can be used for materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold, or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric, or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, signage, crafts, or other fine art.

## Animation

Animation of the 4-H Name and Emblem is allowable provided that the animation is in keeping with the guidelines in this document, and that at the end point of the animation (where the animated loop stops or begins to repeat if an ongoing loop), the 4-H Emblem appears in a manner that meets all guidelines for its use.

Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it “dances”, “separating” as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each H is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

# Targeting Life Skills in 4-H[1]

Marilyn N. Norman and Joy C. Jordan[2]

## Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. Helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. 4-H focuses on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.

Youth development professionals are expected to have and apply this knowledge.

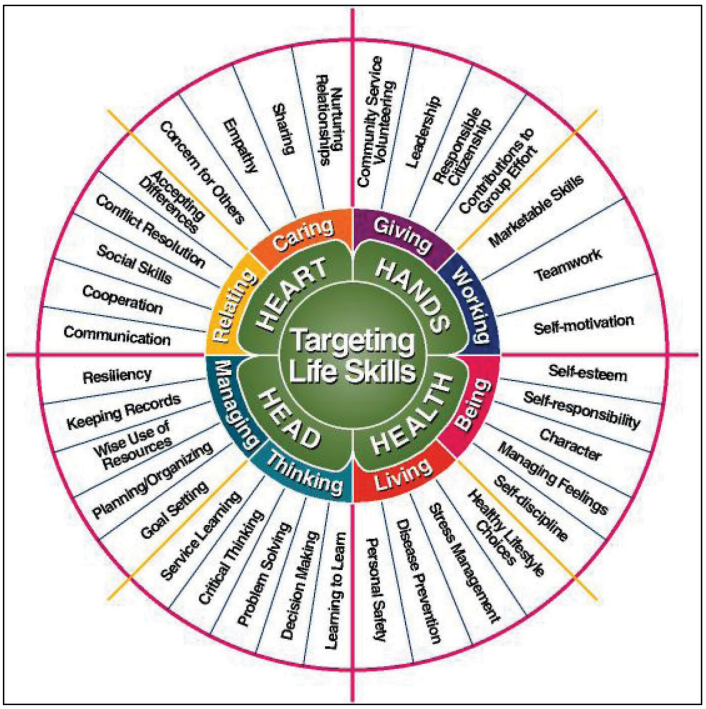



Figure 1. Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"

## The 4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4- H refers to this framework as a "Targeting Life Skills Model" (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. These are noted in the following description of the model.

1. This document is 4HS FS101.9, one of a series of the 4-H Youth Development Department, UF/IFAS Extension. Original publication date January 2006. Reviewed July 2018. Visit the EDIS website at http://edis.ifas.ufl.edu.

2. Marilyn N. Norman, associate professor emeritus, Family, Youth and Community Sciences, and state 4-H program leader; and Joy C. Jordan, associate professor, Family, Youth and Community Sciences; UF/IFAS Extension, Gainesville, FL 32611.

The Institute of Food and Agricultural Sciences (IFAS) is an Equal Opportunity Institution authorized to provide research, educational information and other services only to individuals and institutions that function with non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations. For more information on obtaining other UF/IFAS Extension publications, contact your county's UF/IFAS Extension office.

U.S. Department of Agriculture, UF/IFAS Extension Service, University of Florida, IFAS, Florida A & M University Cooperative Extension Program, and Boards of County Commissioners Cooperating. Nick T. Place, dean for UF/IFAS Extension.

In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

# 4-H Focus of Youth Competencies

## HEAD: Knowledge, Reasoning, and Creativity Competencies

*Thinking:* using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider. *Managing:* using resources to accomplish a purpose.

## HEART: Personal/Social Competencies

*Relating:* establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both. *Caring:* showing understanding, kindness, concern and affection for others.

## HAND: Vocational/Citizenship Competencies

*Giving*: Providing, supplying, or causing to happen (social responsibility). *Working:* Accoplishing something or earning pay to support oneself through physical or mental effort.

## HEALTH: Health/Physical Competencies

*Living:* Acting or behaving; the manner or style of daily life. *Being:* living one's life; pursuing one's basic nature; involved in personal development.

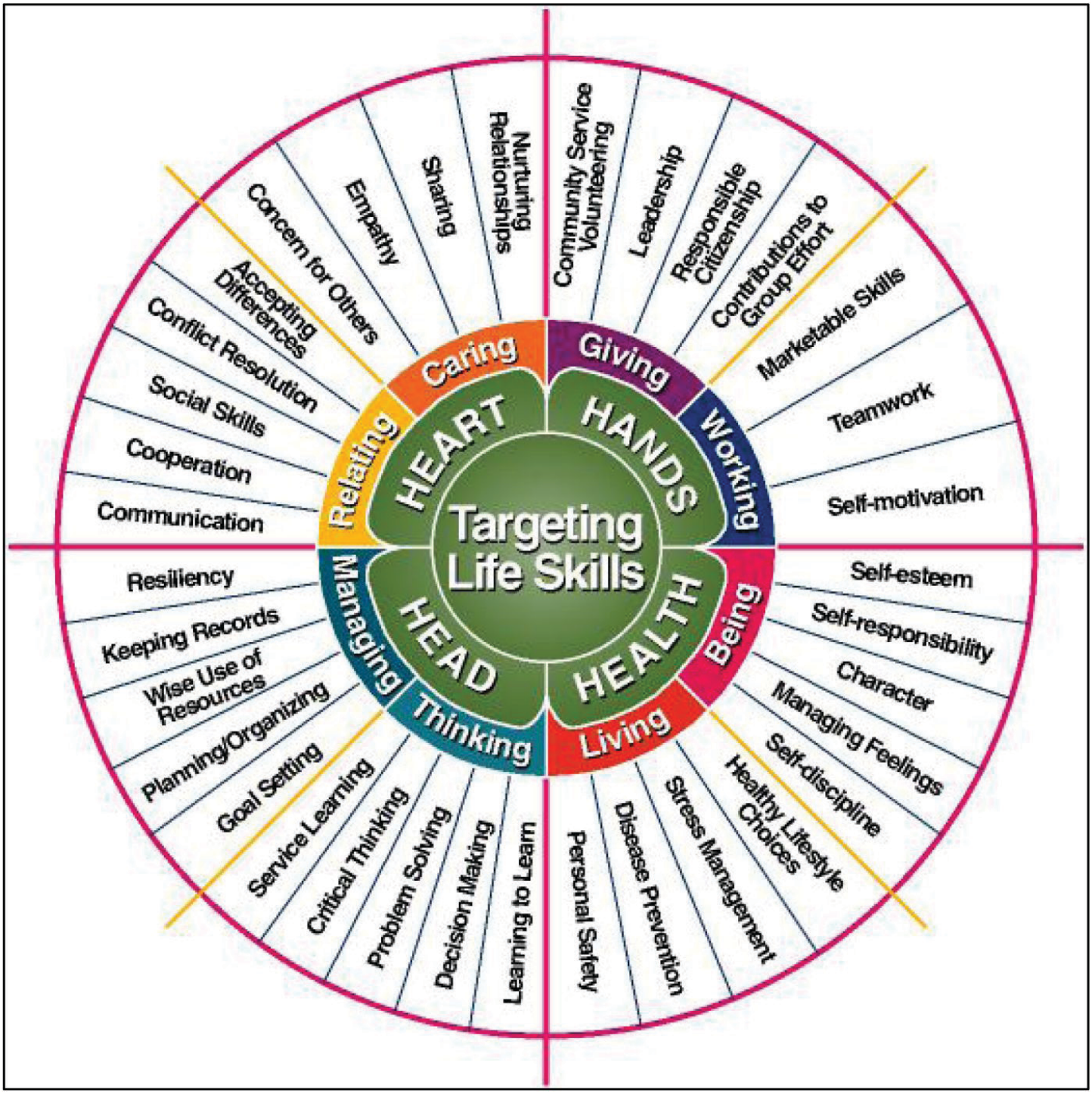
# Life Skills Developed through 4-H

The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Table 1. The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

| HEAD | HEART | HANDS | HEALTH |
|---|---|---|---|
| Thinking<br>Learning to learn<br>Decision-making<br>Problem solving<br>Critical thinking<br>Service learning | Relating<br>Communications<br>Cooperation<br>Social Skills<br>Conflict Resolution<br>Accepting Differences | Giving<br>Community Service-volunteering<br>Leadership<br>Responsible<br>Contribution to group | Living Healthy life-style<br>Choices<br>Stress Management<br>Disease Prevention<br>Personal Safety |
| Managing<br>Goal setting<br>Planning/organizing<br>Wise use of resources<br>Keeping Records<br>Resiliency | Concern for others<br>Empathy<br>Sharing<br>Nurturing<br>relationships | Working<br>Marketable/useful skills<br>Teamwork<br>Self-motivation | Self Esteem<br>Self responsibility<br>Character<br>Managing feelings<br>Self Discipline |

# Targeting Life Skills Model for 4-H



Wyoming 4-H

18 USC 707

4-H ESSENTIAL ELEMENTS

# Belonging

*All young people want to belong and be members of groups. Groups may be formal like classrooms and school sports teams or informal like 4-H clubs. There are three essential elements that, when present in 4-H clubs, create a strong feeling of **BELONGING** among club members: a caring adult, a safe environment, an inclusive environment.*

## Belonging is having a positive relationship with a caring adult.

**What does this mean?**

- This is the MOST important element to a positive youth development project. Having positive 4-H leaders to help our members is IMPORTANT.
- As a caring adult in your 4-H club you act as an advisor, guide, and mentor.
- You can help your club members set boundaries and expectation.
- You serve as the supporter, friend, and advocate for the 4-H member you are working with.

**What does this look like in a 4-H experience?**

- Adult volunteer leaders call youth members by their first names. If you have a large club consider name tags to help you in making this happen.
- Get to know the interests of your members. Ask questions that show them you care and be an active listener to what they have to say.
- Pay attention to the activities of members outside of the meetings. Recognize and talk about what they are doing outside of your 4-H club and event.
- Structure group activities so that both youth and adults have time to learn about one another.

## Belonging is having a safe emotional and physical environment.

**What does this mean?**

- Create an environment of support and encouragement.
- Safety is a basic need, we want an environment that promotes emotional and physical safety.
- 4-H experiences need to be free from danger and equipped for the activities planned.
- Participants need to know that youth and adults will not make fun of each other, insult each other, or threaten each other. This behavior is not tolerated as part of the 4-H experience.

**What does this look like in a 4-H experience?**

- Don't tolerate bullying, cliques, or put-downs.
- Be sure that all of the adults working with youth in your club are screened and trained in safety and child protection.

- Talk to club members about electrical, fire, water, first aid, and even food safety.
- Help club members learn about safety aspects of their 4-H projects.
- Be sure that the YOUTH in your group (club, committee, project area, etc) are helping to plan, implement, and evaluate what you are doing.

## Belonging is creating an inclusive environment.

**What does this mean?**

- Our program brings together youth and adults from different backgrounds, experiences, and levels of comfort. As leaders we need to work to make sure that everyone feels welcome to the program.
- Our 4-H program needs to be a place where individual members and leaders feel supported and encouraged.

**What does this look like in a 4-H experience?**

- Youth members encourage each other during fair judging, 4-H contest, sporting events, or even academic challenges.
- Members know that they are part of your club, your county, the Wyoming 4-H program, and the National 4-H program. This can be done through buttons, matching t-shirts, hats, or other symbols that show group membership.
- Members are encouraged to invite friends, and feel comfortable bringing friends to your group. Think about having special new member events throughout the year.
- Look for ways to recognize all your members, not just those who excel in competition.
- Start meetings and events with ice breakers and fun game that gets everyone involved.
- Surround your club meetings and 4-H events with the clover. Anyone entering your meeting or event should know it is a 4-H experience. Place clovers at entrances and throughout your meeting space.

*As a 4-H leader are you helping or hindering belonging in the 4-H experience? Check where you are by referencing the Belonging checklist. The checklist will give you ideas on ways to make sure belonging is happening in the 4-H projects, meetings, and activities that you are helping to lead.*

Information found in this handout is from the Essential Elements Curriculum, developed by the Essential Elements National 4-H Learning Priority Team, copyright © 2009 National 4-H Council.

# Child Abuse and Neglect
# The Terms Defined

## Child Abuse and Neglect

"Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm."
(Child Abuse Prevention and Treatment Act, 42 U.S.C.A. § 5106g(2) (2003).) (CAPTA)

## Physical Abuse

"Any non-accidental physical injury to the child and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child. The definition also includes acts or circumstances that threaten the child with harm or create a substantial risk of harm to the child's health or welfare."
(Child Welfare Information Gateway - State Statutes, 2009)

### Physical Injury

Death or any harm to a child including but not limited to disfigurement, impairment of any bodily organ, skin bruising if greater in magnitude than minor bruising associated with reasonable corporal punishment, bleeding, burns, fracture of any bone, subdural hematoma or substantial malnutrition.

## Emotional Abuse

"Injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition, or as evidenced by anxiety, depression, withdrawal, or aggressive behavior."
(Child Welfare Information Gateway - State Statutes, 2009)

## Sexual Abuse

"The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children."

## Neglect

"The failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision such that the child's health, safety, and well-being are threatened with harm."
(Child Welfare Information Gateway - State Statutes, 2009)

“With respect to a child means a failure or refusal by those responsible for the child’s welfare to provide adequate care, food, clothing, safe shelter, maintenance, supervision, guidance, education, medical care, surgery, or any other care necessary for a child’s well-being.”
(Wyoming State Statute)

## Abandonment

"Abandonment of the child when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time."
(Child Welfare Information Gateway - State Statutes, 2009)

Wyoming 4-H

# Generosity

***GENEROSITY** is the willingness to give and share of one's time and/or resources. GENEROSITY is done without an expectation that the gift or act will be returned. GENEROSITY in the 4-H program can take many different forms. GENEROSITY is the act of giving, serving, or helping. We feel good about ourselves when we do something to make the lives of others easier. There are different types of giving; we can give of our time, talents, or give financially.*

In 4-H we promote generosity through service-learning. Service-learning includes helping others and learning. The intent is that the 4-H members who are doing the service will benefit along with the person they are serving. Service-learning provides youth with the opportunity to feel that their lives have meaning and purpose. It is a chance for youth to connect with their communities and learn how to give back to others. Service is more than a product; it is a process that provides developmental opportunities for 4-H members.

## Generosity is the opportunity to value and practice service to others.

**What does this mean?**

- Young people need to feel their lives have meaning and purpose.
- Generosity or service includes the development of values like compassion, tolerance, the ability to consider others' perspectives, and problem-solving skills.
- Generosity in the form of service-learning is teaching and learning strategies that involve meaningful community service with time to reflect.
- Youth are learning what it means to be a good citizen and how being a good citizen can strengthen a community.

**What does this look like in a 4-H experience?**

- Youth are excited about serving others and helping their community.
- Adults help youth to identify community needs and then youth design solutions to help meet those needs.
- Youth are involved in all stages of the service project. Youth help to plan, design, implement, manage, and evaluate the service. It is not planned by the adults for the youth to participate in.
- After the activity youth reflect on the successes, setbacks, growth, and pride of the service.
- The service can be an opportunity for youth to serve as teachers of others. This could be youth teaching adults, their peers, and younger youth.
- The experiences of service are meaningful, not just doing something because you are looking for something to do.

*As a 4-H leader are you helping or hindering generosity in the 4-H experience? Check where you are by referencing the Generosity checklist. The checklist will give you ideas on ways to make sure generosity is happening in 4-H projects, meetings, and activities that you are helping lead.*

Information found in this handout is from the Essential Elements Curriculum, developed by the Essential Elements National 4-H Learning Priority Team, copyright © 2009 National 4-H Council.

Wyoming 4-H

18 USC 707

4-H ESSENTIAL ELEMENTS

# Independence

***INDEPENDENCE** can be seen in the 4-H program when members see how their 4-H experiences can shape their future life choices. To go a step further, their vision then transitions into actual future participation. For true INDEPENDENCE youth must develop a sense of influence over their lives, exercising their potential to become self-directing adults.*

## Independence is achieved when youth see themselves as active participants in the future.

**What does this mean?**

- Youth have something to look forward to in the program, in a sense there is a next step. Members can look forward to being leaders in 4-H or other organizations.
- Youth have the chance to try out new things in a safe environment.
- Youth can learn skills in their projects that help them choose a career path.
- Youth set goals and make plans for the upcoming year or years.

**What does this look like in a 4-H experience?**

- Adults are helping and encouraging youth to set long term goals 5–10 years in the future that are challenging and achievable. Then help them to experience opportunities to realize some of those goals through the 4-H program.
- Youth are given the opportunity to develop ideas and then see them to completion over time.
- Youth in 4-H are encouraged to think positively. Positive environments provide opportunities for youth to see themselves in the future.

## Independence allows for self-determination.

**What does this mean?**

- Youth believe they can influence life's events, rather than life's events having control over their lives.
- Youth feel they have influence when they have choices and get to "call the shots."
- Youth are able to analyze their participation by asking themselves what went well and what they would do differently the next time.
- Youth choose and plan activities, team events, and projects.
- Youth are taken seriously and heard by adults in the 4-H program.

**What does this look like in a 4-H experience?**

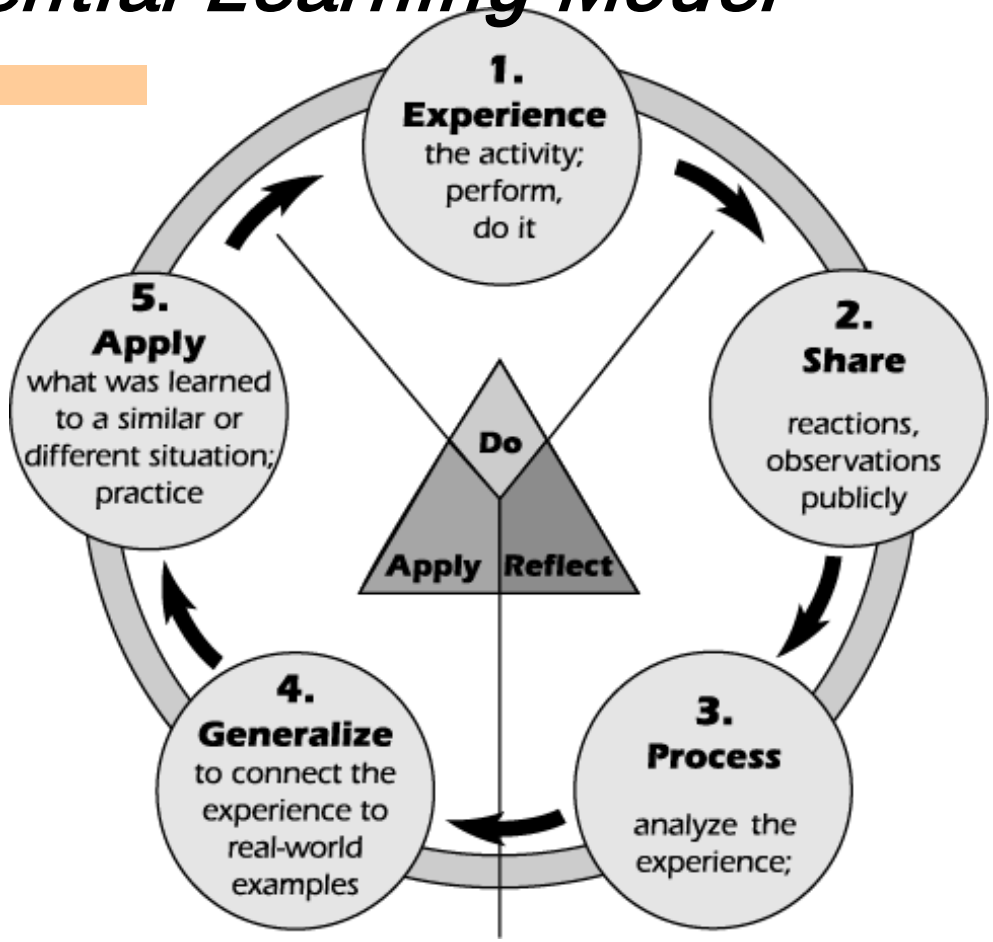
- Youth choose projects and activities based on their changing interest and abilities.

- Youth are given numerous opportunities to set their own goals.
- Your club, project, or 4-H activities provides youth with a safe place to try new things that are challenging.
- Adults avoid the tendency to solve problems for youth but are instead supportive and allow them to come to their own solutions.
- Adults and older member guide youth through processes.
- Older member are paired with younger members giving them the opportunity to use their independence to help others.
- Youth are making the club decisions not the parents or adult leaders.
- Member are given time at 4-H events, meetings, and activities to share their own experiences with others.

*As a 4-H leader are you helping or hindering independence in the 4-H experience? Check where you are by referencing the Independence checklist. The checklist will give you ideas on ways to make sure independence is happening in the 4-H projects, meetings, and activities that you are helping lead.*

Information found in this handout is from the Essential Elements Curriculum, developed by the Essential Elements National 4-H Learning Priority Team, copyright © 2009 National 4-H Council.

# *Experiential Learning Model*





UNIVERSITY OF MISSOURI Extension

Prepared by Dave Hileman, 4-H Youth Specialist
Franklin County University of Missouri Extension

# EXPERIENTIAL LEARNING PROCESSING QUESTIONS

## SHARE

- What did you like about this activity?
- What part of the activity was hardest to do?
- How did you decide what to choose?
- What was the most fun about doing this activity?
- How did it feel to do this activity?
- How did your group work together?
- What happened during the activity?
- What did you observe?
- What does it feel like to pretend to _____?
- What kinds of _____ did you discover?
- How did you learn _____?
- What help did you get?
- How did you feel about successfully being able to _____?
- What are some decisions you had to make to carry out this activity?
- What steps did you go through before you made your decision?
- How did you feel about _____ before the activity? After the activity?
- What did you learn about _____?
- What was the easiest to do?
- Why do you think everyone in your group didn't agree about _____?
- How did you feel about this game?
- What was it like to have to make quick decisions?
- How did you keep track of everyone's ideas?
- Do you think you get more ideas working alone or in a group? Why?
- How did you feel in your role?
- If you did not know _____ before, how did you figure it out?
- How did you feel about doing _____?
- What were some of the things that were hard to understand when you started _____?
- What kinds of feelings did you have when group members argued?
- What did you observe about the way the groups disagreed (or agreed)?
- What did you do to plan and conduct the activity?
- What did you learn about conducting the activity?
- How was this different from _____?
- Tell us about your experience doing _____.
- What surprised you about _____?
- What skills do you need to have in order to _____?
- How did you use your various senses to _____?
- What new words did you learn?
- Why do you think people have different ideas about what is correct?

## PROCESS

- What did you learn about yourself by doing this activity?
- Why is it important to know _____?
- How did you group decide to _____?
- What did you learn as a group that you might not have learned alone?
- What were some common themes or thoughts you heard?
- How were each person's viewpoints the same? How were they different?
- What is your favorite way of _____?
- Why is it important to think through and decide _____?
- What problems came up over and over?
- Why was this a fun way to learn _____?
- How does having fun help you learn?
- What would you do if _____ were to happen?
- How did you work together with your group to _____?
- What did you learn about making decisions?
- What did you learn about communicating with others?
- What types of communication helped you make your decisions? Why?
- How have _____ been important in your life?
- Why is it important for other people to know _____?
- What was hard about trying to _____?
- How did others help you _____?
- Why is it important to be able to _____?
- How do you tell the difference between _____?
- Why is it important to _____?
- What was easy or difficult about working with a group to _____?
- What did you do if everyone in the group didn't agree on _____?
- What did the "leader" do to make you feel he or she was the group leader?
- Why is it important to learn the proper way to _____?
- What was the most challenging or difficult part of the activity?
- What did you learn from this activity that you didn't know before?
- How did this differ from the way you are usually taught in school?
- Give an example of a challenge you had and what you did to solve it?
- What works best to get people involved and excited about doing this type of activity?
- Why is learning with others sometimes more fun than learning alone?
- What suggestions would you have for someone who wanted to _____?
- What made this a good activity?

## GENERALIZE

- How will learning _____ help you?
- What other situations like this have you experienced?
- Why is knowing _____ important?
- Why is it important that each person has his/her own view?
- When have you had to _____ before?
- Where can you find resources to help you make decisions about _____?
- When else have you had fun and learned new things at the same time?
- Why is it important to have plenty of information before making decisions?
- When do you make decisions that require everyone in the group to agree?
- What do you do when you don't agree with the group?
- What did you learn about your own skill in making decisions?
- What did you learn about your own skill in communicating with others?
- Describe five ways in which new ideas are communicated to you?
- In what ways do people help each other learn new things?
- What are some ways you like to learn?
- Where can you go to find information you may need to _____?
- What did you learn by observation?
- What are qualities that you think are important in a leader?
- How would you describe your skill at _____?
- What do you feel you need to work on to be effective at _____?
- What advice would you give to someone who wants to _____?
- What other skills do you need to be good at _____?
- What can people do to help themselves continue learning?
- What are some ways we can learn new things?
- What do you think about your own _____ skills?
- Why was this important?
- What did you learn?

## APPLY

- How would you teach someone about this activity or concept?
- What did you learn today that you will be able to use in school?
- How will your new skills help you at home?
- What did you learn by participating in this process that will help you in the future?
- Describe a time when you might need the skills/knowledge you learned today.
- What are some other situations when you will need to use the skills you learned today?
- How could the things you learned today be used to help you in other situations?
- Can you name some times when you will need to use your skills in _____?
- In what other ways could you apply the skills you gained in this activity?
- How can you apply the thinking process used in this process to evaluate other issues at home or school?
- What would you do differently if you conducted this activity?

# Ages and Stages of 4-H Youth Development

Jamie Tomek, Extension Assistant
Mary Jo Williams, State 4-H Youth Development Specialist

Missouri 4-H Youth Development Programs

As a leader you will be working with 4-H members You can have an important role in helping 4-H members grow and develop. Start where members are in their development and encourage them to grow physically, socially, intellectually and emotionally.

Remember, 4-H club or project group members will develop at their own pace, but there are some characteristics that each age group may share. These characteristics and their implications for you, as a volunteer, may be helpful to consider in planning a project group or club activity.

## Early childhood

| Characteristics | Implications for volunteers |
|---|---|
| **Characteristics** | |
| Learn best if physically active. | Provide experiences that encourage physical activity: running, playing games, painting, etc. |
| Have better control of large muscles than small muscles. | Use projects that can be completed successfully by beginners. Craft projects could end up messy. |
| Period of slow, steady growth. | Provide opportunities to practice skills. |
| **Social** | |
| Learning how to be friends. May have several "best friends." | Small group activities are effective for practicing social skills and allow for individual attention. |
| Beginning to experience empathy for others, but are still selfish. | Make-believe and role-play activities help children to understand how others might think or feel. |
| Boys and girls may enjoy playing together, but prefer same gender groups by the end of this developmental period. | Engage young children in mixed-gender activities. |
| **Intellectual** | |
| Easily motivated and eager to try something new, but have short attention spans. | Plan a wide variety of activities that take a short time to complete. |
| More interested in doing activities rather than completing them. | Focus activities on the process rather than producing a product. |
| Thinking is concrete. Must have seen it, heard it, felt it, tasted it, or smelled it in order to think about it. | Demonstrate activities. Use the senses to help youths experience things. |
| Naturally curious and want to make sense of their world. | Allow for exploration and spontaneity in activities. Be flexible. |
| **Emotional** | |
| Sensitive to criticism. Don't accept failure well. | Find ways to give positive encouragement and assistance. Plan activities in which success can be experienced. Facilitate cooperation, not competition. |
| Becoming less dependent upon parents, but still seek adult approval and affection. | Offer support and plan small group activities, with an adult supervising every 3-4 youths. |

## Middle childhood

| Characteristics | Implications for volunteers |
|---|---|
| **Characteristics** | |
| Spirited, with boundless energy. | Provide active learning experiences. |
| Girls will be maturing faster than boys; some may be entering puberty. | Avoid competitions between girls and boys. |
| Large and small muscle development, strength, balance, and coordination are increasing. | Plan activities that allow youth to move about and use their bodies. |
| **Social** | |
| Enjoy group activities and cooperation. Feel loyal to group or club. | Emphasize group learning experiences and form groups to plan activities together. |
| Prefer to be with members of the same sex. | Plan learning experiences to be done with members of the same sex. |
| Admire and imitate older boys and girls. | Encourage experiences with and mentoring by older youth. |
| Need guidance from adults to stay on task and to perform at their best. | Work closely with this age group and enlist older youth to help you with this task. |
| **Intellectual** | |
| Interests often change rapidly and do best when work presented in small pieces. | Allow for many brief learning experiences and give simple, short directions. |
| Vary greatly in academic abilities, interests, and reasoning skills. | Offer activities appropriate for a wide range of abilities so that all children have a chance to succeed. |
| Easily motivated and eager to try new things. | Provide a variety of different activities. |
| **Emotional** | |
| Comparisons with other youth is difficult and erodes self-confidence. Prefer recognition and praise for doing good work. | Instead of comparing youth with each other, help youth identify their own successes by comparing present and past performances for the individual. |

Published by MU Extension, University of Missouri-Columbia LG 782

## Young teens

| Characteristics | Implications for volunteers |
|---|---|
| **Characteristics** | |
| Experience rapid changes in physical appearance, with growth spurt happening earlier for girls than boys. | Be willing to talk about physical changes because new teens are often uncomfortable with and embarrassed by their changing bodies. |
| Have intense sexual feelings and a keen interest in their own bodies. | Provide honest information to the sexual questions they have. Prepare opportunities to help youth discuss body development as a natural, normal process. Listen to their fears without judging or trivializing. |
| Interested in sports and active games. | Encourage active, fun learning experiences. |
| **Social** | |
| Concerned about social graces, grooming, and being liked by peers. | Encourage learning experiences related to self-discovery, self-understanding, and getting along with others. Be patient with grooming behaviors that may seem excessive. |
| Moving away from dependency on parents to dependency on opinions of peers. | Parents may need help in understanding that this shift is a sign of growing maturity, not rejection of family. |
| Becoming interested in activities that involve boys and girls. | Provide opportunities for boys and girls to mix without feeling uncomfortable — seems to work best if youth plan activities themselves. |
| **Intellectual** | |
| Tend to reject solutions from adults in favor of their own. | Involve young teens in setting rules and planning activities for your group or program. |
| Beginning to think more abstractly and hypothetically. Can think about their own thinking and are becoming skilled in the use of logic and cause-and-effect. | Ask questions that encourage predicting and problem solving. Help youth to find solutions on their own by providing supervision without interference. |
| Can take responsibility for planning and evaluation of their own work. | Allow young teens to plan activities and expect follow through. Help them to evaluate the outcome. |
| **Emotional** | |
| Can be painfully self-conscious and critical. Vulnerable to bouts of low self-esteem. | Plan many varied opportunities to achieve and have their competence recognized by others. Concentrate on developing individual skills. |
| Changes in hormones and thinking contribute to mood swings. | Remember that early adolescents are known for their drama and feelings that seem extreme to adults. Accept their feelings and be careful not to embarrass or criticize. |
| Desire independence, yet need their parents' help. | Encourage youth to work with adults and older teens. |

## Teens

| Characteristics | Implications for volunteers |
|---|---|
| **Characteristics** | |
| Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image. | Avoid comments that criticize or compare stature, size, or shape. |
| **Social** | |
| Strong desire for status in their peer group. | Establish a climate that is conducive to peer support. |
| Interested in coeducational activities. Dating increases. | Allow teens to plan coeducational and group oriented projects or activities. |
| Often want adult leadership roles. | Provide opportunities for teens to plan their own programs. |
| Want to belong to a group, but also want to be recognized as unique individuals. | Place emphasis on personal development whenever possible. |
| **Intellectual** | |
| Reach high levels of abstract thinking and problem solving. | Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate outcomes. |
| Developing community consciousness and concern for the well-being of others. | Encourage civic projects that are a service to others. |
| Increasing self-knowledge; personal philosophy begins to emerge. | Allow time and plan activities for youth to explore and express their own philosophies. |
| Need life planning guidance as they are beginning to think about leaving home for college, employment, etc. | College visits, field trips to businesses, and conversations with college students or working adults can be helpful activities. |
| **Emotional** | |
| Feelings of inferiority and inadequacy are common. | Encourage youth by helping them to see their positive self-worth. |
| Gaining independence and developing firm individual identity. | Give teens responsibility and expect them to follow through. Provide opportunities that help teens explore their identity, values, and beliefs. |

Source: Volunteers…the foundation of youth development Internet site:

*http://muextension.missouri.edu/dldc/4H-Volunteers*

OUTREACH & EXTENSION
UNIVERSITY OF MISSOURI
COLUMBIA

■ Issued in furtherance of Cooperative Extension Work Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. Ronald J. Turner, Director, Cooperative Extension, University of Missouri and Lincoln University, Columbia, MO 65211. ■ University Outreach and Extension does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or status as a Vietnam era veteran in employment or programs. ■ If you have special needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, write ADA Officer, Extension and Agricultural Information, 1-98 Agriculture Building, Columbia, MO 65211, or call (573) 882-7216. Reasonable efforts will be made to accommodate your special needs.

Wyoming 4-H

# Mastery

***MASTERY*** *is the ability of our 4-H members to build on their knowledge, skills and attitudes related to subject areas in which they have interest. MASTERY also takes learning a step farther by allowing our 4-H members the opportunity to demonstrate what they are learning which the goal of helping youth become proficient practitioners. MASTERY is a process that happens over time. To master a skill a 4-H member is engaged in their learning. MASTERY is not the result of showing an animal at the fair but rather being engaged in the subject matter. MASTERY includes building relationships and connections in order to develop understanding. Through self-reflection youth who master a skill should be able to self-correct and learn from their experiences.*

## Mastery is achieved when youth are provided with opportunities.

**What does this mean?**

- Youth are provided with practice skills until they are able to master them.
- Youth are provided with feedback on their attempts at mastering a skill or for their accomplishments.
- Youth are encouraged after their successes and their failures.
- Youth are provided with opportunities that are developmentally appropriate for their skill level and their abilities. This is best done by providing sequential activities that increase in difficulty and knowledge.
- Youth are provided with an opportunity to demonstrate their learning to others through project demonstrations, serving as a youth leader or mentor, exhibiting at a county fair, talking to others about their learning, participating in an event or contest, or other sharing opportunity.

**What does this look like in a 4-H experience?**

- Members enroll in projects that capture their interest and a leader works with them to help them learn basic skills at the start increasing to higher level skills. If a leader is not available or the leader has limited knowledge of the subject area youth are encouraged to use project curriculum that can be found at your local UW Extension Office.
- Adult leaders work with youth to help them establish goals that are realistic, challenging, and achievable.
- Youth are provided with opportunities to practice and demonstrate skills during their entire 4-H year, not just in the summer or at the county fair. Mastery will happen over time.
- Youth are given opportunities to reflect on their successes, setbacks, and growth. Adult leaders can encourage this by asking questions that allow youth to think about and share their experiences.

- Youth who are at a higher skill level assist or mentor other youth who have the same area of interest. This allows members demonstrate their learning and learn from their peer group.

## Mastery is being engaged in learning.

**What does this mean?**

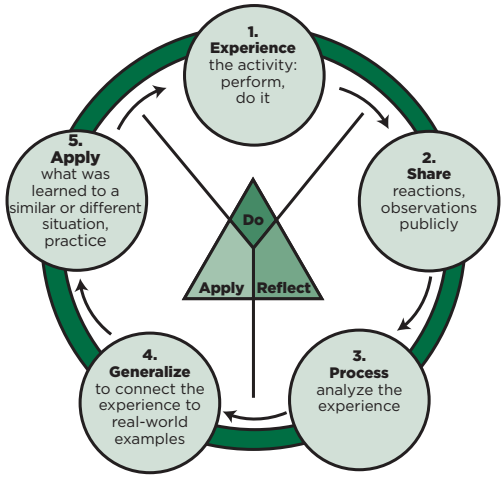
- When youth are engaged in learning they set their own goals and work to achieve them.
- Youth focus on learning experiences as a way of improving their knowledge instead of proving that they are the best or better than someone else.
- Youth are excited about learning.
- The learning is more than just an experience; youth are actually transforming their experience through hands-on learning.
- The learning experiences involves problem solving and the process of discovery of knowledge and finding solutions.

**What does this look like in a 4-H experience?**

- 4-H members work together to plan activities and clearly enjoy being together and being involved.
- 4-H members work together doing community service projects.
- 4-H members design and participate in real projects that make a difference to others.
- Adults help youth discuss and reflect on what happened and then help them apply what they are learning.
- The activities and experiences encourage curiosity, questioning, and exploration.
- Adults understand the Experiential Learning Model and use it to enhance a members learning experience.

## Experiential Learning Model

Mastery happens when a youth is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity. This is called experiential learning. The activity comes first. The learning comes from the thoughts and ideas created as a result of the




experience. Each step in the process needs to be followed to create a total learning experience.

**Experience**
This is the doing part of the activity. It focuses on engaging the youth in the process.

**Share and Process**
Youth share what they did with others and answer questions that allow them to reflect on what happened during the doing process. During this time youth can critique the experience. Assessing one's learning helps to transfer the knowledge and skills used to other learning situations.

**Generalize and Apply**
Having youth generalize from their experiences allows them to realize that their experience can translate to real life situations. This is the beginning of relating the experience to career and life skills. Application of the experience focuses the youth on their accomplishments and how they can take the skills and techniques learned and apply them to a different situation.

*As a 4-H leader are you helping or hindering mastery in the 4-H experience? Check where you are by referencing the Mastery checklist. The checklist will give you ideas on ways to make sure mastery is happening in 4-H projects, meetings, and activities that you are helping to lead.*

Information found in this handout is from the Essential Elements Curriculum, developed by the Essential Elements National 4-H Learning Priority Team, copyright © 2009 National 4-H Council.

## Mandated Reporting Requirements

All citizens have a responsibility to protect those who cannot protect themselves. Wyoming state law (SS 14-3-205 & 35-20-103) mandates that any person who suspects child abuse or neglect is required to report regardless of their profession.
Wyoming is one of three states in which all residents are required to report suspected abuse. Abuse should be reported to the local Department of Family Services office or local law enforcement. If there is immediate danger, please contact law enforcement immediately or call 9-1-1.

## When To Report

As a 4-H leader, employee or volunteer, you should report the following:

- Any direct observations of an incident or threat of child abuse or neglect
- Learning of an incident or threat of child abuse or neglect
- Reasonable cause to believe that child abuse or neglect has occurred or has the potential of occurring.

## Child Abuse & Neglect

"Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm."
(Child Abuse Prevention and Treatment Act, 42 U.S.C.A. § 5106g(2) (2003).) (CAPTA)

### Important Contact Information


Rebecca Austin
4-H Educator
raustin5@uwyo.edu
(307) 633-4499

Brenda Madrid
4-H Military Educator
bmckinzi@uwyo.edu
(307) 633-4496


Laramie County Sheriff
(307) 633-4700

Laramie County Office
(307)-633-4330

University of Wyoming | Extension Laramie County





# Mandated Reporting Guide for Child Abuse and Neglect

# Protecting Our Youth

Wyoming 4-H



## Types of Abuse

**Physical:** A non-accidental injury inflected on a child such as lacerations or fractures.

**Emotional:** Injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition, or as evidenced by anxiety, depression, withdrawal, or aggressive behavior.

**Sexual:** Sexual intercourse or sexual touching of a child, recording or displaying a child engaged in sexually explicit conduct, sexual exploitation, exposing of genitalia, forced viewing or listening to sexual activity, or permitting, allowing or encouraging a child to engage in prostitution.

## Signs of Abuse

- Aggression, with dangerous risk-taking behaviors, disobedience, and withdrawal
- Anxiety; depression; low self-esteem
- Extreme moodiness, or moods that are inappropriate for an activity or sudden changes in behavior
- Hypersensitivity to sudden or startling stimuli
- Fear of parents or other adults; fear of going home
- Suicidal thoughts
- Frequent absence from events/appointments
- Drug or alcohol abuse (particularly for older children)
- Frequent injuries

**"It is easier to build strong children than to repair broken men."**

Frederick Douglas

## Neglect

When a caregiver fails, refuses, or is unable to provide necessary care, food, clothing, shelter, or medical which endangers the health and well-being of the child.

**Signs of Neglect:**

- Delays in physical development; Delays in cognitive development, such as speech disorders
- Constant hunger, tendency to overeat or hoard food; low weight; lack of medical care
- Inappropriate dress for the season; poor hygiene, dirty skin, matted hair
- Chronic, extreme fatigue



United States Department of Agriculture
National Institute of Food and Agriculture
nifa.usda.gov/program/4-h-national-headquarters

FACT SHEET

# THE SCIENCE OF POSITIVE YOUTH DEVELOPMENT

**POSITIVE YOUTH DEVELOPMENT IS AN INTENTIONAL, PRO-SOCIAL APPROACH THAT ENGAGES YOUTH WITHIN** their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. (Federal Interagency Working Group on Youth Programs, 2014)

## POSITIVE YOUTH DEVELOPMENT ROOTS

Positive youth development has its origins in the field of prevention. In the past, prevention efforts typically focused on single problems before they surfaced in youth, such as teen pregnancy, substance abuse, and juvenile delinquency.

Over time, practitioners, policymakers, funders, and researchers determined that promoting positive asset building and considering young people as resources were critical strategies. As a result, the youth development field began to examine the role of resiliency—the protective factors in a young person's environment—and how these factors could influence one's ability to overcome adversity. Those factors included, but were not limited to: family support, caring adults, positive peer groups, strong sense of self and self-esteem, and engagement in school and community activities.

Researchers and practitioners began to report that young people who possessed a diverse set of protective factors could, in fact, experience more positive outcomes. Youth programs and interventions are strengthened when they involve and engage youth as equal partners, ultimately providing benefits both for the program and for the involved youth.

## POSITIVE YOUTH DEVELOPMENT TODAY

Connecting youth to positive experiences, relationships, and environments is an intentional process. All youth have the capacity for positive growth and development. Youth must be valued and encouraged to bring their assets to the table. Adults and youth work in partnership. Youth can attend, actively participate, contribute, or lead through positive youth development activities. This systems approach to positive youth development uses the ecological model of influencers and strength-based supporters to involve and to engage every element of the community—schools, homes, community members, and others. Young people are valued through this process. Positive youth development is an investment that the community makes in young people.

Risk can be used as a strategy to help youth develop positive outcomes. In today's fast paced world, it may be more important than ever to prepare youth to cope with and adapt to the unexpected. Positive risk taking teaches youth how to apply learning from various perspectives and decision making to the challenges they face. Instead of avoiding difficult situations, positive risk taking can be a tool in addressing the ever-changing future.

## 4-H AS THE PROGRAM MODEL FOR POSITIVE YOUTH DEVELOPMENT

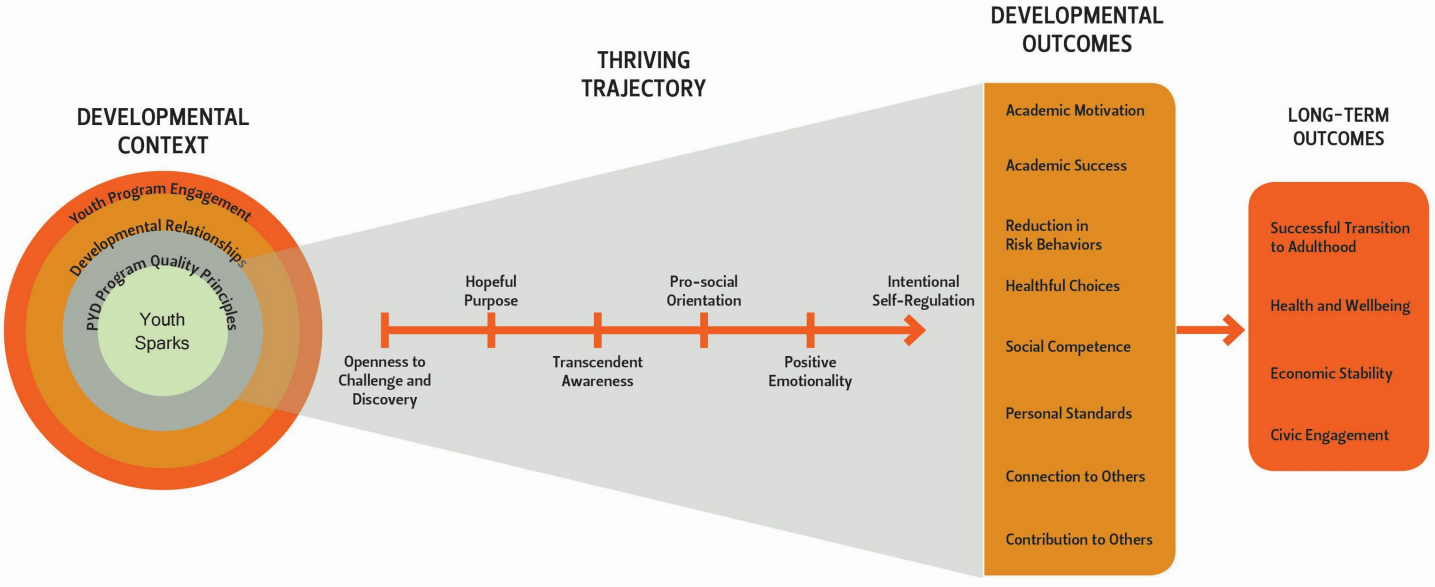
The 4-H Youth Development Program is the youth outreach program from the land-grant institutions' cooperative extension services, and the U.S. Department of Agriculture. 4-H serves as a model program for the practice of positive youth development by creating positive learning experiences; positive relationships for and between youth and adults; positive, safe environments; and opportunities for positive risk taking.



Great relationships between youth and adults is one of the elements needed for positive youth development.

# 4-H is Positive Youth Development

4-H is based on a positive youth development (PYD) approach that recognizes all youth have interests, abilities, and strengths that can be enhanced by participation in 4-H programs. Research shows that participation in high quality 4-H programs increases thriving in youth, and thriving youth achieve important developmental outcomes, such as academic motivation and achievement.




The 4-H Thriving Model

Wyoming 4-H

UW | EXTENSION



# Wyoming 4-H Volunteer Code of Conduct, Training and Screening Understanding, Statement of Assumed Risk, Publicity Release, & Transportation Release

During the 4-H enrollment process volunteers are required to electronically sign numerous documents. Below is a paper copy of the information you agree to when enrolling as a volunteer in the Wyoming 4-H program.

## Wyoming 4-H Volunteer Code of Conduct

**When serving as a University of Wyoming Extension Volunteer, I promise to:**

- Represent my county and UW Extension programs with dignity and pride by being a positive role model for youth
- Conduct myself in a courteous, respectful manner and exhibit good sportsmanship
- Refrain from the use of physical or verbal abuse
- Refrain from inappropriate or unwanted touching of youth or adults
- Refrain from destructive, offensive, or sexually inappropriate behavior
- Refrain from the possession or use of illegal drugs
- Refrain from direct electronic contact, including social media, with individual youth unless it is for educational or programmatic purposes.
- Refrain from the use of alcoholic beverage products at 4-H events when youth are present
- Respect the property of others, including clothing, personal items, equipment, and facilities
- Operate machinery, vehicles, and other equipment in a responsible manner
- Promote and support UW Extension programs to develop an effective club, county, state and national program
- Immediately report any criminal charges or convictions that may occur after being appointed an official 4-H volunteer.

**I recognize that I may be suspended or terminated as a volunteer for UW 4-H at the discretion of the State 4-H Office in consultation with my county 4-H Educator for any of the following:**

- Failure to demonstrate a supportive and cooperative relationship with 4-H youth, adult volunteer peers, clientele, other program stakeholders, and or 4-H staff.
- Failure to adhere to the programmatic goals established by the 4-H program.
- Violation of the Wyoming 4-H Volunteer Behavior Agreement.
- Performance of an act that violates UW policy and/or State or Federal law.
- Failure to complete required training
- Failure to report any changes of my legal status including any criminal charges or convictions.

*The University of Wyoming and the United States Department of Agriculture cooperate.*
*The University of Wyoming is an equal opportunity/affirmative action institution.*

**I recognize that any/or all of the following may result from such violations:**

- A verbal discussion from my 4-H Extension followed by a written warning of the my inappropriate action(s).
- Dismissal as a 4-H volunteer from an event or activity.
- Placed on probation with restrictions
- Barred from participating in future 4-H events.
- Assessed costs for any damages or repairs to property
- Reported to nearest law enforcement agency or proper authorities.
- Terminated as a volunteer in the 4-H program.

As a 4-H Volunteer, I agree to fulfill my volunteer responsibilities to the best of my ability and in a manner consistent with the mission of the University of Wyoming Extension 4-H. I give my permission for photos or videos of myself to be reproduced, publicized, and utilized for promotional or educational purposes including those for higher education until such time that my permission is revoked in writing. Furthermore, I understand that for any reason my service may not be needed by University of Wyoming Extension.

## Training and Screening Understanding

I understand that I must:

- Successfully pass the volunteer screening required by UW. Volunteer screening includes two parts:
    - Criminal background check completed every 5 years, AND a
    - Motor vehicle records check completed annually
- Complete new leader orientation through a short online module

AND

- Attend a face to face training with my local UWE 4-H Educator
- Complete any additional training required to successfully function in my volunteer role as a project, chaperone, activity/event, committee, coach, or club volunteer.

An e-mail with instructions and appropriate links will be sent to you after you have completed your 4-H online enrollment.

I realize that I am not an official 4-H volunteer for UW until I receive confirmation from UW that such steps are completed and I understand that the benefits of being a UW 4-H volunteer are not applicable until I am officially appointed as a 4-H volunteer for UW.

## Statement of Assumed Risk

I understand the risks of my participation in 4-H and its activities may include, but are not limited to, sprained muscles, broken bones, injury or other body parts of functions, and death or serious bodily injury. I understand that the dangers and risks of participation in 4-H, 4-H travel, and 4-H activities may result in serious injury, as well as serious impairment of my future abilities to earn a living, engage in other business, participate in other social and recreational activities, and/or generally enjoy life.

## Publicity Release

The University of Wyoming Extension 4-H program normally takes photographs, video, and/or recordings of our programs. During activities, a photograph, video, or audio recording may be taken of you. By participating in UW 4-H events or activities you are providing permission for UW to photograph, film, audio/video record, and/or televise your image and/or voice for use in any publication or promotional material in any medium now known or developed in the future without any restrictions.

## Transportation Release

I understand that if personally-owned vehicles are used as transportation for youth and/or adults to and from any University of Wyoming (UW) 4-H event or activity that the owner of the vehicle is responsible for any liability that might occur during the transportation. UW does not provide coverage for any property damage, personal injury, or liability that may occur while using personal vehicles. Vehicle owners are required to carry automobile liability insurance as required by the State of Wyoming.

# 2018-19 Wyoming Project Guide

A 4-H project is an area that you want to learn more about during the year. There are projects on just about any topic you would like to study and explore, from art to woodworking, from computers to rabbits, from foods to range management. Under each project is a description of what you might learn in the project and in italics is a list of resource curriculum that can be used to help you learn about the project or assist a leader in helping you learn.

Your county Extension Office has a copy of the curriculum books listed below. Curriculum with a * is free and you can download it at the website listed. Other curriculum can be purchased at http://www.4-hmall.org/ unless otherwise noted.

Don't forget to check out the project pages on the Wyoming 4-H Web Site at http://www.uwyo.edu/4-h/projects/. On these pages, you'll find descriptions for statewide projects, internet resources and links of interest, county fair exhibit suggestions, other suggested project resources.

And remember, you'll learn more than "subject matter" as you complete your projects. You'll learn many "life" skills that you'll use every day of your life, such as, understanding yourself, communicating better, solving problems, making decisions and working with others. Good luck in your project selections. Have a great 4-H year!

**AEROSPACE**

Think about the excitement that accompanies dreams of sending a rocket into space, making a first solo flight, becoming an astronaut or someday visiting other planets**.** In the aerospace projects, you will enjoy learning more about your dreams through hands-on experiences. Members can explore their fascination with flying an airplane, launching a rocket, conquering space, and becoming an astronaut or pilot with this project.

Resource: *06842, Pre-Flight*
*06843, Lift Off*
*06844, Reaching New Heights*
*06845, Pilot in Command*
*06846, Aerospace Adventures Helper's Guide*

**ARCHERY**

Learn how to tune out all distractions, while shooting either a compound or recurve bow; by focusing on form and release, for either traditional or Olympic style shooting, to build self-esteem in a fun and rewarding way.

Resource: **Shooting Sports Manual (uwyo.edu/4-h)*
*Leaders will receive project resources at Shooting Sports Leader Certification.*

**BEEF**

You can have fun in the beef project learning how to determine the type of animal you are looking for, how to feed it, diseases it might have, management techniques and many other important skills. This project is filled with hands-on activities, including how to make a rope halter, preparing your beef animal for the fair and giving vaccinations. You will also have the opportunity to explore the many careers and opportunities the beef industry has to offer.

Resources: *08143, Bite Into Beef*
*08144, Here's the Beef*
*08145, Leading the Charge*
*08146, Beef Helper's Guide*
*08455 Exploring Beef Health and Husbandry*
**The 4-H Beef Project: An Introduction (uwyo.edu/4-h)*

**CAKE DECORATING**
Through this project you will learn the skills to start making cakes for parties and events. It starts with knowing the basics like simple borders, decorations and cake molds. Then it advances to lace and lattice work, tiered cakes, special icings and, finally, advanced flowers. Creativity — it's just a piece of cake!
Resource: *4-H Cake Decorating (uwyo.edu/4-h)

**CATS**
Cats need care and attention. The 4-H Cats project helps you explore how a cat can fit into your family's lifestyle and how to be an excellent caretaker of your feline friend. Cats need your love and guidance to live long and healthy lives. The project will help you learn about nutritional aspects of a cat's diet, health needs and practicing responsible ownership
Resource: *08148, Purr-fect Pals*
*08149, Climbing Up!*
*08150, Leaping Forward*
*08151, Cat Helper's Guide*

**CIVIC ENGAGEMENT**
Discover what is important to you and to other people, set goals, take action and build a stronger community. Through this project, youth become active citizens, investigating a public issue, learning about the roles of governing officials and carrying out a plan to solve a problem. This project can be taken as an individual member or as a club project where all club members (or several club members) take the project together.
Resource: *08153, Citizenship Adventure Kit*
*08154, Citizenship Guide's Handbook*
**Community Pride Project Guide (uwyo.edu/4-h)*

**CLOVERBUDS – YOUTH AGES 5-7**
Participation, safety, personal development, learning and fun are the priorities for Cloverbuds. This project is designed to introduce cooperative learning and the many things youth can do in 4-H. Cloverbud programs are adult led, activity-focused, and are built on cooperative learning rather than competition.
Resources: *711AG Cloverbud Volunteer Guidebook (http://estore.osu-extension.org/Cloverbud-Volunteer-Guidebook-P220.aspx)*
*710GPM The Big Book of 4-H Cloverbud Activities (http://estore.osu-extension.org/The-Big-Book-of-4-H-Cloverbud-Activities-P451.aspx)*

**COMPUTERS**
Through the computer project learn about hardware, software and computer applications. Learn how to create networks, domains and workgroups and make decisions about operating systems. Plan your security and firewalls, make decisions about monitoring your network and troubleshooting problems. Take your skills to the next level by learning scratch programming. Program fun animations and put the characters into computer games that you create.
Resource: 0*8346, Newbie Know How Supplement*
*08347, Inside the Box*
*08348, Peer to Peer*
*08349, Teens Teaching Tech*
*01606Y Discovering Computer Science and Programing through Scratch: Youth Guide*
*01607F Discovering Computer Science and Programing through Scratch: Facilitators Guide*

**CROCHETING**
A sweater, an afghan and a hat are all things that can be crocheted. It's an easy, relaxing art of yarn and crochet hooks that can become an interest that travels with you. In the crocheting project, you will learn crochet terms, abbreviations, stitches and how to end off. Then watch how your family and friends wait for you to make them something special.
Resource: **Crochet Made Easy (http://www.redheart.com/books/crochet-made-easy)*
**Discover 4-H Crochet Clubs (https://www.unce.unr.edu/4H/counties/clark-ne/files/pdf/CrochetCurriculum.pdf)*

**DOGS**
In the 4-H dog project you will learn basic skills for dog care and training. You can also explore dog health, nutrition, care, showmanship and obedience training. Dog project members can investigate responsible breeding, diseases, dog roles and careers.
Resources: *08166, Wiggles and Wags*
*08167, Canine Connection*
*08168, Leading the Pack*
*08169, Dog Helper's Guide*
**Wyoming Dog Show Guidelines (uwyo.edu/4-h)*
**4H 716W Indiana 4-H Dog Showmanship Guide (uwyo.edu/4-h)*

**ELECTRICITY**
De-mystify the "magic" of electric circuits, magnetism, motors and electronics. From building burglar alarms to learning how to select a good stereo and other consumer items. This project offers opportunities for hands-on experiences and knowledge you will use in the future. Experience technology firsthand while learning communication and decision-making skills.
Resource: *06848, Magic of Electricity*
*06849, Investigating Electricity*
*06850, Wired for Power*
*06851, Entering Electronics*
*06852, Electric Excitement Helper's Guide*

**ENTOMOLOGY (INSECTS)**
Explore the amazing world of insects and their arthropod relatives. Learn exciting new things about insects and their life cycle. Collect insects and construct an entomology box so that others can learn about insects as well. This project is filled with many hands-on activities that you will enjoy and want to share with others.
Resource: *08440, Teaming with Insects, Level 1*
*08441, Teaming with Insects, Level 2*
*08442, Teaming with Insects, Level 3*
*08443, Teaming with Insects, Facilitators Guide*

**FABRIC AND FASHION**
Have you ever seen an outfit and wanted it in a different color or style that wasn't available in the store? Or have you tried on an outfit and needed it hemmed to fit just right? Maybe you are looking for how to find the right accessory for an outfit you just got, or how to look for a good sale in the clothing section. In Fabric and Fashion, you can learn basics like sewing a shirt or putting a zipper on a pair of pants. The advanced units will also teach you how to take the design of your choice and customize it for the perfect look, color and fit. In addition, learn the skill of accessorizing and buying the perfect outfit at a reasonable price.
Resources: *4H2210, STEAM Clothing 1: Fundamentals*
*4H2211, STEAM Clothing 2: Simple Sewing*
*4H2212, STEAM Clothing3: A Stich Further*
*4H2213, STEAM Clothing: Maker's Guide to Sewing*
*4H2214, STEAM Clothing: Beyond the Needle*
*Wyoming Fabric and Fashion (ask for a copy from your 4-H educator*)

## FOODS & NUTRITION

If you enjoy cooking or just like good food, this project could be for you. You will have fun learning the basics of cooking and then advance to gourmet meals. Learning consumer buying skills to get the most from your money are also opportunities for you in this project area. In Food Preservation you will learn how to freeze and dry foods, can foods, make jams, jellies, pickles and relishes and advanced food preservation.

**Foods**

Resource: *01512Y 4-H Cooking 101*
*01513Y 4-H Cooking 201*
*01514Y 4-H Cooking 301*
*01515Y 4-H Cooking 401*
*01516Y Cooking Helper's Guide*

**Food Preservation**

Resource: *PNW650, Freezing Project Manual*
*PNW651, Drying Project Manual*
*PNW652, Boiling Water Canning Project Manual*
*PNW653, Pressure Canning Project Manual*

## GARDENING AND HORTICULTURE

Get outside and dig in the soil; you can grow your own fruit and vegetable garden with this project. Create rows of vegetables and fruit that you enjoy and that are good for you and your family! Learn basic gardening techniques, how to plan a garden and career options — or even learn how to start your own business.

Resources: *4H1037, Gardening: See Them Sprout (2016)*
*4H1038, Gardening: Let's Get Growing (2016)*
*4H1039, Gardening: Take Your Pick (2016)*
*4H1040, Gardening: Growing Profits (2016)*
*4H1041, Gardening Helper's Guide (2016)*
**Selecting and Showing Produce (http://www.wyomingextension.org/agpubs/pubs/B1196.pdf)*

## GEOLOGY

Geology is the study of the earth. Much of our knowledge about the earth comes from the rocks, minerals and fossils that surround us. Explore the earth — in your backyard, a creek bed, a road cut, anywhere you go. Take field trips, collect specimens, develop your collection and exhibit at the fair. Learn the basics and pursue special interests.

Resource: **Give Discover 4-H Geology Clubs (http://utah4h.org/discover/)*
**Kansas 4-H Geology Project Leader Notebook (uwyo.edu/4-h)*

**GOATS**

Learn about goat breeds, management, grooming and showmanship. Along your journey find out why their offspring are named "kids." You will also figure the cost to raise a goat, learn how to care for your goat, and what resources are needed for taking care of your animal. The project also includes how to share information about goat projects and the goat industry.

**Dairy Goats**

Resource: *08352, Getting Your Goat*
*08353, Stepping Out*
*08354, Showing the Way*
*08355, Dairy Goat Helper's Guide*
**The 4-H Dairy Goat Project: An Introduction (uwyo.edu/4-h)*

**Meat Goats**

Resource: *07909, Just Browsing*
*07910, Get Growing with Meat Goats*
*07911, Meating the Future*
*07912, Meat Goat Helper's Guide*
**The 4-H Meat Goat Project: An Introduction (uwyo.edu/4-h)*

**HEALTH**

Are you interested in exploring a wide variety of activities related to physical well-being? In this project, you will have the opportunity to learn the importance of first aid as well as how to maintain a healthy lifestyle through cleanliness, good eating habits, and physical activity. In this project, you can also design a personal fitness plan and track your progress. This is a great project if you are already involved in a school or community athletic team, sport or other physical activity program.

Resource: *08174, First Aid in Action*
*08175, Staying Healthy*
*08176, Keeping Fit*

**HORSES**

Are you interested in learning more about horse or love riding? In the horse project, you will discover the basics of horse behavior, breeds and safety, learn about acquiring, selecting and raising a horse, and learn riding and horsemanship skills. This project will also help you to build a financial plan and learn about horse careers. You can also take part in the riding levels program.

Resources: *08053, Giddy Up & Go*
*08054, Head, Heart & Hooves*
*08055, Stable Relationships*
*08056, Riding the Range*
*08057, Jumping to New Heights*
*08058, Horse Helper's Guide*
*CO200, Horses & Horsemanship*
*CO201, Horse Science*
**The 4-H Horse Project: An Introduction (uwyo.edu/4-h)*
**Wyoming 4-H Equine Competition Guidelines (uwyo.edu/4-h)*

**INTERIOR DESIGN**

Do you walk into a room and know exactly what colors and what furniture would look good in the space? Do you know what paint color or wallpaper would brighten the room? How do you create a feeling of coziness in a family room? Being an interior designer is all about making a house a home. But, what about just starting in your room? Can you select colors, textures and accessories that will show off your personal style and enable you to take care of your room? If you know the basics, you can advance to wood finishing, principles of design, furnishing purchase decisions or using software to create your ideal house.

Resource: *Design My Place (CD) (marketplace.unl.edu)*
*Design Decisions (marketplace.unl.edu)*

**KNITTING**
Knitting isn't just for when you are sitting in front of a warm fire, it is a hobby you can take with you! Knitting is a wonderful craft to learn and it can be taken anywhere. In the knitting project, you will learn knitting techniques and tips. Did you know that many professions use the techniques learned in knitting (think, surgeons) and other professions use the concentration acquired (think, acting or engineering)?
Resource: **Knitting Made Easy (http://www.redheart.com/books/knitting-made-easy)*
**The 4-H Knitting Handbook (http://extension.usu.edu/files/publications/publication/4-H_Sewing&Textiles_2012-02pr.pdf)*

**LEATHERCRAFT**
In this project, you can learn the construction of small leather articles involving carving, stamping and lacing. You can start with simple articles, such as a coaster, and learn the skills to advance methods of decorating leather such as filigree and figure carving.
Resource: **Leathercraft Unit 1 Project Guide(uwyo.edu/4-h)*
**Advanced Leathercraft Unit 2 Project Guide (uwyo.edu/4-h)*

**LLAMAS AND ALPACAS**
In the Alpaca/Llama project, you will learn how to feed and care alpacas/llamas, as well how to train them for a show. You can also learn about the many products created from llamas and alpacas, such as fiber.
Resources: *4-H 996, Llamas & Alpacas, Book 1*
*4-H 997, Llamas & Alpacas, Book 2*
*4-H 998, Llamas & Alpacas, Book 3*
**4-H 999, Llama & Alpacas, Helper's Guide (https://extension.purdue.edu/extmedia/4H/4-H-999-W.pdf)*

**MUZZLELOADING**
Experience how to properly load and fire a black powder firearm when aiming at a variety of target types. For safety reasons, the member must have the physical strength and ability to properly seat the lead ball.
Resource: **Shooting Sports Manual (uwyo.edu/4-h)*
*Leaders will receive project resources at Shooting Sports Leader Certification.*

**NATURE AND ECOLOGY**
How does water pollution affect wildlife? What alien species live in your neighborhood? How can you decrease your energy use? Find answers to these questions as you are learning about environmental science through hands-on, experimental learning experiences in the natural sciences and technology.
Resource: *08410 Exploring Your Environment – Ecosystem Services*
*08411 Exploring Your Environment – Earth's Capacity*
*08412 Exploring Your Environment – Facilitators Guide*

**OUTDOOR RECREATION**
This 4-H project is for those who like hiking and camping! Progress from day hikes to overnight camping trips, and then to extended backpacking expeditions as you hike through the three activity guides and the helper's guide. Experiences relate to food, shelter, Leave No Trace ethics, safety, navigation, equipment and camp management.
Resource: *08043 Hiking Trails*
*08044 Camping Adventures*
*08045 Backpacking Expeditions*
*08046 Outdoor Helper's Guide*

**PHOTOGRAPHY**
Capture important moments, communicate your perspective and show how life appears through your lens with photography. Learn about cameras, lighting, and digital and film media so you can be ready when you find that great shot. Build skills you can use to excel in other 4-H opportunities and explore possible new careers.
Resource: *PC1, Focus on Photography*
*PC2, Controlling the Image*
*PC3, Mastering Photography*

**PISTOL**
You will learn how to shoot an air pistol or a .22 pistol using a two-handed standing position and a one-handed International style shooting position. Learn basic shooting skills and utilize them in hunting small game or for competition.
Resource: **Shooting Sports Manual (uwyo.edu/4-h)*
*Leaders will receive project resources at Shooting Sports Leader Certification.*

**POCKET PETS**
The Pocket Pets project provides positive opportunities for young people to develop the essential life skills of mastery, independence, generosity and belonging through their interest of pets. Learn how to raise a small animal or pet in a home, how to select the right small animal for your circumstances and environment, how to give urban pets proper housing, care and health, and how to show small pets.
Resource: *06359, Pet Pals*
*06360, Scurrying Ahead*
*06361, Scaling the Heights*
*06362, Pet Helper's Guide*
**The 4-H Pocket Pets Project: An Introduction (uwyo.edu/4-h)*

**POULTRY**
Identifying poultry parts, species and breeds, selection, exploring an egg, cooking an egg, feeding, handling, washing and showing are activities included in the 4-H poultry project. In the intermediate level you will learn how to read a feed tag, explore retail products, grade carcasses, select layers and manage poultry health. Advanced poultry members will develop leadership skills by planning a judging clinic, managing a flock, exploring careers, processing chickens, conducting poultry games and discussing values and ethics.
Resources: *06363, Scratching the Surface*
*06364, Testing Your Wings*
*06365, Flocking Together*
*06366, Poultry Helper's Guide*
**The 4-H Poultry Project: An Introduction (uwyo.edu/4-h)*
**PS 5.145 Producing Turkeys for Show (uwyo.edu/4-h)*

**QUILTING**
Do you have a favorite quilt that someone special has made for you? Maybe it has been passed down from generation to generation. You too can learn quilting techniques and create wonderful quilts and other useful, fun items in the 4-H quilting project.
Resource: *You Can Quilt! (http://projectcentral.ohio4h.org/publications/you-can-quilt/)*
*Quilting the Best Better (http://projectcentral.ohio4h.org/publications/quilting-the-best-better/)*

**RABBITS**
Whether you see rabbits as soft and cuddly pets or a business opportunity, the rabbit project is flexible for your interest. Beginning level rabbits activities include selection, handling, breeds, parts, management, equipment, feeding, health, breeding and kindling. At the intermediate level through hands-on activities, you will learn how to select, judge, give oral reasons, show rabbits, tattoo, keep records and detect diseases. In the advanced level of the rabbits project, you will learn more about breeding, genetics, culling, determining pregnancy, designing a rabbitry, anatomy, teaching others, registering a rabbit and marketing your product.
Resource: *08080, What's Hoppening?*
*08081, Making Tracks*
*08082, All Ears*
*08083, Rabbit Helper's Guide*
**The 4-H Rabbit Project: An Introduction (uwyo.edu/4-h)*

**RANGE MANAGEMENT**
Wyoming has a vast array of rangeland to explore. This project allows you to study rangeland plant types and how/where they grow. You can identify, collect, and analyze plants and can decide if they are a good fit for your area.
Resource: *5311 At Home on the Range (http://store.msuextension.org/)*

**RIFLE**
You will have the chance to experience the Air Rifle along with .22 Rifle while learning about target diversity in a standing, prone and kneeling positions. Learn about breathing techniques, sight picture and sight alignment, along with trigger control.
Resource: **Shooting Sports Manual (uwyo.edu/4-h)*
*Leaders will receive project resources at Shooting Sports Leader Certification.*

**ROBOTICS**
Exploring 4-H Robotics is an ideal way to introduce science, math, engineering and technology while teaching life skills. Through hands-on activities, the 4-H Robotics projects teach basic concepts related to robotic subsystems such as structure, power, sensors, control and programming. These concepts are the foundation for building robots and robotic subsystems from a variety of materials and packaged kits. 4-H Robotics has projects and resources for a wide variety
of interests.
Resource: **Robotics Engineering Volume 1*
*(http://www.education.rec.ri.cmu.edu/content/lego/curriculum/rev1_index.htm)*
**Robotics Engineering Volume 2*
*(http://www.education.rec.ri.cmu.edu/content/lego/curriculum/rev2_index.htm)*
**NXT Video Trainer*
*(http://www.education.rec.ri.cmu.edu/content/lego/curriculum/nvt2_index.htm)*

**ROPECRAFT**
Learn about knots, hitches, and bends in the ropecraft project. Did you know there are 14 basic skills that can be used in many activities and situations from sailing and climbing to working with animals and decorating. This project is a lot of fun, and we're KNOT kidding.
Resource: *540, Not Just Knots (http://estore.osu-extension.org/Not-Just-Knots-P454.aspx)*
**41001-95 Wyoming Ropecraft Manual (uwyo.edu/4-h)*

**SELF-DETERMINED**
A self-determined project allows members freedom to design a project with skills that are not already offered in a different project. Please consider if your project work might fit into another project area before selecting the self-determined project. Members enrolling in the Self-determined project are responsible for identifying their project resources and filling out project paperwork. Projects in this category allow the member to set individual goals and select activities suited to his or her needs. Approval from the UW 4-H Educator is required.
Resource: **Designing My Own Project (uwyo.edu/4-h)*

**SHEEP**
The sheep project introduces you to a wide variety of fun and challenging activities including identifying parts of a sheep, selecting a project lamb, preparing for lambing season, identification of lamb meat products and feeding and showing sheep.
Resources: *06367, Lambs, Rams and You*
*06368, Shear Delight*
*06369, Leading the Flock*
*06370, Sheep Helper's Guide*
**The 4-H Sheep Project: An Introduction (uwyo.edu/4-h)*

**SHOTGUN**
Learn about teamwork while busting clays in trap, skeet and sporting clays.
Resource: **Shooting Sports Manual (uwyo.edu/4-h)*
*Leaders will receive project resources at Shooting Sports Leader Certification.*

**SPORT FISHING**
In this project, you can learn to select equipment, choose a place to fish, catch fish, and either release or prepare them for dinner. It will help you understand fish management practices and how they affect fishing. This project is designed to focus on this great lifetime sport along with understanding the rules and responsibilities of it, and conserving it for the future.
Resource: *07598, Take the Bait*
*07599, Reel in the Fun*
*07600, Cast into the Future*
*07601 Fishing Adventures Helper's Guide*
**4-H Sportfishing Manual (uwyo.edu/4-h)*

**SWINE**
Enjoy learning the different breeds, swine body parts, selection, exploring the digestive system, exploring swine diseases, identification of the different meat products and many more exciting things in the swine industry. Hands-on activities including practicing fitting and showing swine, managing baby pigs, balancing a ration and designing a swine operation.
Resources: *08065, The Incredible Pig*
*08066, Putting the Oink in the Pig*
*08067, Going Whole Hog*
*08068, Swine Helper's Guide*
*08456, Exploring Swine Health and Husbandry*
**The 4-H Swine Project: An Introduction (uwyo.edu/4-h)*

**VETERINARY SCIENCE**

A natural compassion for animals and an interest in science is what leads most veterinarians into their field. Learn the role a veterinarian plays in practicing animal and public health while participating in many hands-on activities. These activities will help you learn about the different equipment used by veterinarians, diseases and health problems, and career opportunities as a veterinarian or volunteer. You do not have ot own an animal to be in this project.

Resources: *08048, From Airedales to Zebras*
*08049, All Systems Go*
*08050, On the Cutting Edge*
*08051, Veterinary Science Helper's Guide*
*08744 DD, Veterinary Science 1: Animal Behavior – THIS IS A DIGITAL DOWNLOAD*
*08745 DD, Veterinary Science 2: Animal Vital Signs – THIS IS A DIGITAL DOWNLOAD*
*08746 DD, Veterinary Science3: Disease Transmission – THIS IS A DIGITAL DOWNLOAD*
*08747 DD, Veterinary Science 4: Principals of Biosecurity – THIS IS A DIGITAL DOWNLOAD*
*08748 DD, Veterinary Science5: Advanced Concepts in Animal Care – THIS IS A DIGITAL DOWNLOAD*

**VISUAL ARTS**

Cutting and pasting, painting, sculpting, drawing, printing, preserving memories and construction with fibers and other materials are all exciting hands-on activities in the arts and crafts project. Experience different careers, culture, science and technology that are available. Explore your creativity and discover a hobby that you might enjoy for the rest of your life. Budding artists manipulate fiber, construct sculpture and draw in Sketchbook Crossroads. Portfolio Pathways affords the opportunities to create and communicate through printing, painting and graphic designing.

Resources: *4H592, Get Started in Art*
*08140, Visual Arts 1: Sketchbook Crossroads*
*08141, Visual Arts 2: Portfolio Pathways*

**WILDLIFE AND HUNTING**

In this project, you can learn how to identify, track and characterize game birds and animals; how to become a good, safe and lawful hunter; how to conserve and improve habitats; and the basic concepts of taxidermy.

Resource: *NRA Hunter's Guide (http://materials.nrahq.org/the-hunter-s-guide.html)*
**Wyoming Game and Fish Department Hunter Education Student Manual (https://wgfd.wyo.gov/Education/Hunter-Education)*

**WOODWORKING**

Have you ever wanted to make something with wood? This project is an opportunity for you to create and construct items using wood and woodworking tools. From the basics of using a tape measure and a hammer to advanced equipment like routers and table saws, there is something for everyone. Have fun by learning new things and creating useful items

Resource: *06875, Measuring Up*
*06876, Making the Cut*
*06877, Nailing It Together*
*06878, Finishing Up*
*06879, Woodworking Helper's Guide*

**YOUTH LEADERSHIP**

Life brings many situations where good leadership skills can make a difference: working on a group project in a class, being part of a team, finding yourself with people about to make a mistake, owning your own business or even being an elected leader. You'll make a bigger difference by knowing how to make good decisions, build relationships, organize your life and plan for success. Get started with a foundation in leadership that you can build upon over a lifetime!

Resource: *07905, My Leadership Workbook*
*07906, My Leadership Journal*
*07907, My Leadership Portfolio*
*07903, Leadership Mentor Guide for Grades K-5*
*07904, Leadership Mentor Guide for Grades 6-12*