

4-H Volunteer Orientation Teaching Packet



4-H Volunteer Orientation

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Objectives: 4-H Volunteers will:

- A. Learn more about 4-H and their role as a volunteer
- B. Strengthen their understanding of how to work with youth through 4-H
- C. Encourage safe practices for 4-H youth and adult volunteers

Equipment Needed:

Laptop Computer/LCD projector or Overhead Projector and Screen; VCR and Monitor

Supplies:

Handouts, Video: “A 4-H Pledge: Keeping Kids Safe,” optional video “What is 4-H?,” Ball of yarn (tightly rolled), Balloon (optional), pens or pencils, Experiential Learning Model supply options (4 bananas, 4 cups, clay, paper to hold sculpture), Optional Jeopardy (cardboard display board with envelopes)

Notes of Teaching New Volunteer Orientation:

The new volunteer orientation provides a golden opportunity for Extension staff to make contact with all volunteers, reinforcing why and how we make youth development happen.

This teaching is designed to be flexible. You are welcome to modify the learning experiences-with the exception of the child abuse prevention section-to fit your audience, time, and situation. It takes about 2 hours to teach everything. If you make modifications, we expect you'll use the key concepts that are in the training material. We realize every county has different volunteer education programs and that some of this information may have been taught already. Thus, we encourage you to modify the plan to fit your needs.

Please teach the section on child abuse prevention as it has been designed. We feel it is very important that we teach the same content across the state on this important area. Talk with your local Department of Social Services: describe what you are teaching and ask them to explain your county procedure on how to report child abuse.

Consider teaching this with others. The involvement of volunteer teachers adds credibility and support for this effort. This could be 4-H adult or youth volunteers from your Leaders Association. Local social workers contribute a helpful perspective to the child abuse section.

Evaluation is an important part of this intensive effort. You want to know and we want to know what volunteers have learned and will apply. We've included an end of the training session evaluation for you to use.

Consider putting together a display of volunteer resources. This might include county updates, literature samples, skillathons, local AV resources, Extension media collection catalog, county calendar, current newsletters, list of key volunteers, frequently used phone numbers and/or websites, and local resources.

Take the UW-Extension logo for display in front of the room. Distribute your business cards. Include a brochure of the total county Extension effort.

This training is key to the orientation of new volunteers. You are part of the largest Wisconsin 4-H Youth Development training efforts in our history! We estimate that over 50,000 Wisconsin volunteers have already gained important knowledge through their participation in this effort.

4-H Volunteer Orientation

- To learn more about 4-H and your role as a volunteer
- To strengthen your understanding of how to work with youth through 4-H
- To encourage safe practices for 4-H youth and adult volunteers

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I. Get Acquainted & Training Purpose: 15 Minutes

Welcome to new 4-H Volunteer Orientation! I'm... Others teaching include...

This slide/overhead shows the purpose of our training.

Get Acquainted Activity: The 4-H Web

- Let's all stand in a circle.
- I'll start by introducing myself. When you catch the ball, share your name, club, and 4-H volunteer role.
- After you introduce yourself, hold onto a piece of the yarn and toss the ball to another person who will introduce themselves. The key is to not let the yarn go so that a web is created.
- After everyone has participated, make the following key points:
 - A 4-H group is like the web we created. Different people are needed to do different jobs. Each person is important to maintain the web.
 - When everyone does their part, the web remains strongly connected.
 - The web needs to include the member, parent, and volunteers. When everyone is involved, a strong web and 4-H experience results.
 - The web is weaker if project meetings or club activities don't happen.
 - Strong clubs help weave a strong county program.

Options: While people are waiting for the session to start, have them fill out the new volunteer application form. If you decide to do the 4-H Terms matching activity, use Handout #1.

Supplies: tightly rolled ball of yarn, option: balloon

This activity works best with a minimum of 5 people. If you have fewer people, ask people to introduce themselves covering the points in B.

Optional questions: previous 4-H experience, a question they have about 4-H. After they introduce themselves, toss the ball of yarn to another person while holding a piece of the yarn. The key is not let the yarn go so that a web is created.

Option: Have 1 person let go of the yarn and see what happens.

Option: Toss a balloon into the middle of the web. Relate keeping the ball in the web center to keeping youth the center of the program.

Slides

Teacher says...

Notes

UW-Extension Mission

The mission of the University of Wisconsin-Extension is to provide, jointly with the UW institutions and the Wisconsin counties, an extension program designed to apply University research, knowledge, and resources to meet the educational needs of Wisconsin people, wherever they live or work.

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Mission of 4-H Youth Development:

UW-Extension 4-H Youth Development integrates research, education, and community-based partnerships, enabling youth to learn and practice skills to be productive citizens.

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Wisconsin 4-H Youth Development Vision: A catalyst for positive community youth development

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II. What is 4-H? 15-30 minutes

4-H Mission/Vision Statements

Mission statements provide overall direction for University of Wisconsin-Extension and 4-H Youth Development. 4-H Youth Development is a Cooperative Extension program area which is part of UW-Extension.

Here is the mission statement of UW-Extension.

In our county, we have (insert #) of staff doing the work of (insert #) of the Cooperative Extension program areas. Our staff includes: (list names & program areas)

Mission of 4-H Youth Development:

This is the statewide mission statement for Wisconsin 4-H.

Wisconsin 4-H Vision:

Our vision statement briefly describes how we see Wisconsin 4-H Youth Development now and in the future.

Optional resource: 10 min video “What is 4-H?” the first segment of *Welcome to the World of 4-H*, developed by Oregon State University. This can be found in your Strengthening 4-H Club’s Box

Options: Distribute a brochure/information piece describing your county UW-Extension office. This section on your office staff could also be moved to the resource sharing section.

**Insert local mission statement
if appropriate**

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Slide/Overhead Option:
Insert local mission statement if appropriate

4-H History

4-H started with corn and canning clubs in the early 1900s. These early groups were started by public school educators. This activity was happening concurrently across the country. Thus, there is a debate on where the first 4-H club started.

4-H formally originated with the Smith-Lever Act in 1914 which established the Cooperative Extension Service. This started a unique partnership involving the United States Department of Agriculture, land grant universities, and county government.

Early 4-H founders viewed the program as a way to educate and involve the entire family through the use of university resources.

While 4-H started in the rural areas, over the last 40 years more and more participants come from suburbs and cities. During this time, many new projects and activities were added that attracted youth and volunteers from rural and urban settings. In our county, we currently have ___# youth in 4-H, ___# adult volunteers, with ___% living in cities, ___% living in rural areas, and ___% living on farms.

Note: You might want to include statistics on other Extension youth programs in your county.

County Profile

youth in 4-H Youth Development Programs
adult volunteers
0% live in cities
0% live in rural areas
0% live on farms

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Our Top 5 Projects by Enrollment

1. x
2. x
3. x
4. x
5. x

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Civil Rights Compliance

- UW-Extension and 4-H Youth Development complies with federal and state nondiscrimination laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act. Categories of prohibited discrimination include:

- *Race
- *Color
- *Sex
- *Creed
- *Disability
- *Religion
- *Ancestry
- *Age
- *Sexual Orientation
- *Pregnancy
- *Marital or Parental Status
- *National Origin

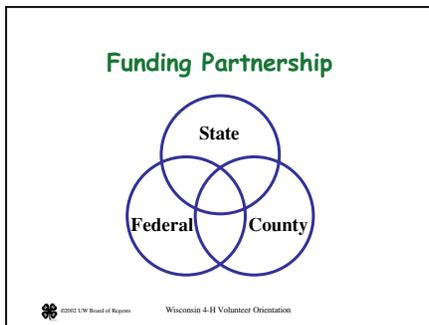
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4-H Youth Programs are Open to All

In UW-Extension and 4-H Youth Programs, we try to serve the entire community through publicizing opportunities in the media, personal invitations, and targeted outreach to under represented populations. Each county has a committee that oversees efforts to make new audiences aware of 4-H (i.e., Expansion & Review, 4-H Leaders Board, Promotion).

UW-Extension and 4-H Youth Development complies with federal and state nondiscrimination laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act. Categories of prohibited discrimination include:

- Race
- Color
- Sex
- Creed
- Disability
- Religion
- Ancestry
- Age
- Sexual Orientation
- Pregnancy
- Marital or Parental Status
- National Origin



The Funding Partnerships of UWEX

This slide/overhead shows the funding relationship between the federal, state, and county governments. These public funds support staff salaries, travel, professional development, and supplies. In addition, private funding comes from the Wisconsin 4-H Foundation and our county 4-H Leaders Association to help keep costs for members and leaders low.

Note: Before training, be sure you know what the county Extension office budget and what the 4-H Leaders Association each cover..

How 4-H is Structured In Our County

- Optional: slide for counties to develop

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Option Slide: How 4-H is Structured In Our County

4-H Terms

- 4-H Club
- Special Interest
- Educational Activities

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4-H Terms:

4-H Club: A group of 5+ youth and adult(s) who have completed the volunteer orientation process.

Special Interest: Group targeted to a particular topic, location and/or time of year. Volunteers teach a short or long term series.

Educational Activities: Wide range of events that “enhance” members learning such as camp, fair, field trips, older youth activities.

Option: If you are short on time, present these terms as a handout only. Consider doing the handout as a matching activity. This activity could be done by people before the training starts.

Handouts #1, 2

Instructor Material #A

4-H Terms

- Club Meeting
- Project Meeting
- Adult Leader
- Youth Leader
- Club Officer

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Club Meeting: Regular, monthly meeting of total club membership (members, leaders, parents)

Project Meeting: An educational gathering of youth + leaders focused on a specific topic.

Adult Leader: A volunteer who has completed the volunteer orientation process.

Youth Leader: Members who teach and provide leadership

Club Officer: Youth serving in club leadership roles (President, Vice President, Secretary, Treasurer, etc.)

4-H Terms

- Project
- Cloverbud
- Enrollment
- Literature/Curriculum
- Life Skills

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Project: Area of interest chosen by youth at enrollment time (i.e. Dog, Photography, Clothing)

Cloverbud: Youngest 4-H participants who sample a variety of projects and experiences

Enrollment: Annual process in which youth and adults enroll in projects and activities. Forms are turned into the County UW-Extension office.

Literature/Curriculum: Print and other materials available to members and leaders that support their efforts.

Life Skills: Knowledge and skills learned through 4-H Youth Development experiences that can be used throughout life.

4-H Terms

- Emblem 
- Slogan
- Motto
- Pledge
- Colors

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Emblem: A four-leaf clover with an “H” in each leaf, standing for Head, Heart, Hands, and Health

Slogan: Learning by Doing

Motto: To Make the Best Better

Pledge: I pledge by HEAD to clearer thinking, my HEART to greater loyalty, my HANDS to larger service, my HEALTH to better living for my club, my community, my country, and my world.

Colors: Green and white

In 4-H, there are commonly used words. Let's look quickly at this **handout** which defines each of these words or phrases. Do you have any questions about these? Are there any other words or phrases that you've heard that you'd like defined? During your time as a volunteer, don't hesitate to ask 4-H staff or other volunteers what these words mean.

4-H Leader Roles & Responsibilities

Many types of volunteers are needed to make 4-H successfully happen for youth. Volunteers are active at the club, county, and state levels. Regardless of where you volunteer, expectations include:

- To teach, to organize, to counsel, to set an example, to guide, to be a role model for youth, to hold meetings/activities, and to uphold the signed Expectation Agreement which is completed annually.
- In your role as an adult 4-H volunteer leader you are accountable to the County 4-H UWEX staff.

4-H Club Leadership Roles

This slide shows club adult and youth leader roles. Volunteers at the club level play the most important roles for 4-H members. Club volunteers are working directly with members throughout the year. A **handout** defines the responsibilities of club level volunteers.

Organizational/General: Oversee club leadership; coordinate members, parents, and other leaders; serve as liaison between the club and the county University of Wisconsin-Extension office.

Project: Guide and support 4-H members in project learning experiences.

Handout #4: Definition of 4-H Volunteer Roles. This handout could be backed to #2.

4-H Club Leadership Roles

- Organizational/General
- Project
- Activity
- Youth Leader

Activity: Guide and support 4-H members in club and county activities (i.e. speaking, community service, etc.).

Youth: Members who teach and provide leadership to others through club, project, and activities.

4-H County Leader Roles

This slide shows some common county leader roles. County level volunteers perform a variety of important roles. Most people fulfilling these responsibilities are also active in a club. These volunteers work under the guidance of UW-Extension 4-H Youth Development Staff.

4-H County Leadership Roles

- Resource/Key
- County Committees
- Leaders Association, Inc. Board
- Youth Leader

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Resource/Key: Provide leadership and guidance to leaders and members in their area of expertise and interests.

County Committees: Adult and youth leaders who give direction to different projects, county events and opportunities.

Leaders Association, Inc. Board: Adult and youth leaders who provide county policy and leadership to the 4-H Youth Development program.

Youth Leader: Member who teaches and provides leadership at county level (i.e. committees, camp).

Common Questions of Project or Activity Leaders

Let's discuss common questions and situations facing project or activity leaders. All (or most) of you are involved with 4-H projects and activities.

Leader Activity

Raise your hand if you agree with the following statement.

Option Handouts #4 & 5: Use a handout, paper and pencil version of this activity. Leaders check agree, disagree, or neutral. Then, go through the answers or print the answers on the back side of the question page. Have them read the answers and ask if they have any comments or questions.

Youth Materials

- Usually youth/family pay for supplies
- Determine & communicate costs before meeting
- Not to profit the volunteer

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Q1. Leaders are expected to buy materials for 4-H projects/activities.

Project leaders sometimes purchase supplies; but, the recommended process includes charging the cost back to the member. Let the member and their parents know the cost up front.

Note: Localize this paragraph to fit your situation. If there is funding that covers project work, mention it.

We appreciate your role as a leader. If you have a private business in the same area as your project work, the intent is not to make a profit from the 4-H members. We appreciate you sharing your expertise and resources, but we cannot endorse support of one business or company.

Club Meetings

- Connect with the members
- Promote upcoming meetings/events here
- Encourage members to report on happenings

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Q2. Project/activity leaders should attend club meetings.

The 4-H club functions best with active involvement by all adult leaders. These meetings provide a great opportunity for you to stay connected to the club. This is also an opportunity to promote your meetings. Encourage the members in your group to give reports or demonstrations at the club meetings.

Q3. Leaders should receive project materials and review them before holding their project or activity meeting.

Show guide: *I'm a 4-H Project Leader Now What Do I Do*– 4-H 500

4-H Curriculum

- Gives teaching ideas & tips
- Most designed to be used in a group
- Available from (insert county distribution process)

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There are materials to help you as a project leader with teaching ideas and tips. A helpful guide is *I'm a 4-H Project Leader Now What Do I Do* – 4-H 500

Give example of a fun activity from a leader or member guide. Tell your county distribution policy

Most areas have state or local 4-H literature. It is important that you review the 4-H literature before your first project meeting. Most of the project literature is designed to be used in groups – not as something that a member only reads alone. You'll get fun ideas from these materials. Much of the

County Fair

- A part of the member experience, not the sole purpose
- Youth decides on exhibit with parent/volunteer guidance
- Learning is key

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Member Records

- Opportunity for youth reflection
- Helps develop communication & organizational skills
- Encourage recording experiences throughout year

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Written plan

- Helps you prepare
- Easier to involve youth leaders or other teachers
- Liability value (coverage)

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literature can be used for more than 1 year. For example, members often take the first unit of Foods or Photography more than one year. Most literature is distributed by the club.

Q4. Project leaders should decide what the members should exhibit at the county fair.

Project exhibits should be the member's decision with guidance from the leader and parent. This choice encourages the member's creativity and builds decision making skills. Remember the project may not turn out as planned; but the key is the learning that takes place in the process.

Q5. Project leaders should complete the records for the members.

Record keeping is a life skill that youth need to learn. Leaders can encourage members to record their experiences throughout the year in their record book. Record keeping develops communication skills as well as organizational skills. It is important to allow the members to be creative. This helps youth see their accomplishments over time.

Q6. Leaders should have a written plan before the meeting/ or activity.

A simple outline will help you be prepared for a successful meeting. A print record of a meeting is also useful for liability reasons: it shows proof that a meeting was held. This print record might be the club newsletter or club secretary report or a printed meeting schedule.

Note: Modify or skip this question if your county doesn't require records.

Parents at Project Meetings

- Invite them
- Better follow-up at home
- First meeting is most important

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Q7. Parents should be invited to project meetings.

It is important to invite all parents to project meetings. They can help supervise their own child as well help ensure group safety. This enables parents to follow-up with their child at home about what they learned. At a minimum, parents should attend the first meeting.

Youth & Potentially Dangerous Situations

- Supervise at all times
- Consider youth age, maturity, skill
- Safety rules

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Q8. Leaders can not allow youth to operate power tools, electrical appliances or handle animals unsupervised.

Youth should be supervised at all times when working with animals or equipment. These examples demonstrate a potential risk exposure if left unsupervised.

Again, youth's age, maturity, skill level are all considerations of what they can do. There are some grade restrictions for participation for safety reasons.

It is important to post safety rules where dangers exist. Members and parents should also be provided with written guidelines and rules.

Housing

- No housing of one unrelated adult with one youth alone
- Two adults with a group of youth all of same gender

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Q9. Adults can stay in the room with one non-related youth at camp or at overnight events.

This also is a risk management situation for you as an adult leader. It is our recommendation that if adults need to be housed with youth that there be two adults of the same gender with a group of youth.

Risk Management:

Life is full of risks. Sometimes, it might seem overwhelming to think about all the bad things that can happen. We can help keep everyone safe by thinking about potential dangers and what we can do to prevent accidents and bad things from happening. Here are some recommendations:

- Hold project leader meetings with members and parents to discuss the dangers that exist in the project, and safety rules and precautions to decrease those dangers. Check the project literature for information on safety.
- Explain the need to post safety rules and regulations in all workshops, darkrooms, barns, and other places where danger exits. Also, send home a copy of the posted safety rules with each member.

Liability

- Need proof of injuries or some kind of harm to people or property caused by “negligence”
- “Negligence:” Failure to use “reasonable” precaution and action

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Anyone can sue another person. This seems pretty scary. But, to win a civil or non-criminal lawsuit, there needs to be proof of injuries or some kind of harm to people or property caused by “negligence.” The person suing needs to prove that you were not acting with the care that a reasonable person would use. Part of the planning for meetings and events should include risk management discussion. Ask “what can go wrong?” “If something goes wrong, how will we respond?” “If something bad happens, how will the expenses be covered?”

If an activity or event location is too dangerous, we shouldn’t do it. If we can remove or correct the hazards, we need to do it. If it is safer to wear protective equipment, it needs to be done. An example of this is the requirement to wear safety helmets while riding horses, bicycles, and all-terrain vehicles during 4-H activities.

Primary Insurance Coverage: Your personal auto, health, and homeowner

Secondary Insurance Coverage:
(insert)

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Insurance is another important tool in lowering our personal and organizational risk. Your auto, health and homeowner insurance provides you *primary* coverage. This is your most extensive coverage.

Secondary insurance coverage is provided through:

1. Medical/accident insurance that our 4-H Leaders Association or County provides to members and registered volunteers.
2. Volunteer Liability Coverage is provided by our

Local Handout: Talk about the types of insurance coverage your county holds.

Option: Universal or Standard Precautions:

Many 4-H programs involve close contact between people such as camps, fairs, and sports. Contact with animals increases need for safe practices. Sometimes, people get sick or injured. We need to be concerned about infections that are carried in body fluids. Here are some tips:

This section is optional.

Handout #7: Recommendations on Precautions

Keep Yourself and Others Safe By:

- Handwashing
- Latex Gloves
- Disinfection
- Proper Disposal of Materials

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Handwashing: Proper handwashing involves scrubbing with soap and drying with clean towels. We need to be sure that both adults and youth are doing this before handling food and after contact with any body fluids. If there is not a source of water, use hand wipes.

Latex gloves should be worn when handling any body fluids such as blood, saliva, or vomit. Keep a first aid kit handy that contains several pairs of clean gloves.

Disinfection should be done with a bleach and water solution.

Materials (clothes, towels, rags) that have body fluids on them should be double bagged and sent home for laundry or disposal.

It is a good idea for all of us to take a First Aid/CPR course. In our area, you can take First Aid courses through _____

Mention organization and if something is scheduled.

III. Youth Protection: 30 min.

What is Child Abuse and Neglect?

In recent years, our society has become much more aware of the problems of child abuse and neglect. 4-H leaders are often in a variety of situations where they are working and talking with youth. Children trust leaders as adults they can depend on for help or support.

This slide shows the 4 types of child abuse.

Child abuse is a national issue. It affects children of all income levels, cultures, and urban and rural areas. In other words: it has no boundaries.

What are the local statistics?

Does child abuse occur in our county?

How many cases of child abuse do you think were reported in _____ County?

Here are the numbers from _____, the most recent year that statistics for our county have been reported.

___ Physical Abuse

___ Emotional Abuse

To obtain these local statistics go to website: <http://www.dhfs.state.wi.us/reference.htm>
At the website, go "Wisconsin Child Abuse and Neglect Report"

Child abuse or neglect includes:

- Physical
- Sexual
- Emotional abuse
- Neglect

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Reported Cases of Child Abuse in Our County

- ___ Physical Abuse
- ___ Sexual Abuse
- ___ Emotional Abuse
- ___ Neglect

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Substantiated Child Abuse Cases in Our County

_____ # _____ %

- _____ Physical Abuse
- _____ Sexual Abuse
- _____ Emotional Abuse
- _____ Neglect

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___ Sexual Abuse

___ Neglect

What number of cases were substantiated? _____ What is the percentage? _____

Substantiated means that there is enough evidence to prove that abuse has occurred and meets the legal definition.

Video - 10 minutes

This video will review the problem of child abuse and how to recognize it.

Show Video *A 4-H Pledge: Keeping Youth Safe*- 10 minutes

Option: Develop handout on local reporting process

Recognizing and Reporting Abuse

This brochure includes the key points made in the video on recognizing and reporting abuse.

Handout #8 Brochure: “It Shouldn’t Hurt to Be A Child”- Draw their attention to key points.
(This covers types of abuse, reporting and child abuse law. This is available from literature order form. It is developed by the Department of Health and Human Services. BRO-9)

Adult Leader Expectation Form

Another step in youth protection is to have all volunteers agree each year to behavior standards. All volunteers sign the expectation form each year as part of the enrollment process.

- A state committee of volunteers and staff developed the guidelines for volunteer behavior.
- The goal of these expectations is both youth and volunteer safety.
- Failure to comply may be reason for termination.
- Review this form and have adults sign and give to you for filing in the office.

Handout #9 4-H 473: “Volunteer Behavior Expectations for Wisconsin 4-H Youth Development”

Option: Starting in 2002, all volunteers sign the expectation form each year as part of the enrollment process. Thus, the people at your training may have already signed it. If this is the case, remind them of what they have signed.

Wisconsin 4-H Youth Development Youth Protection System

- Background Check
- New Volunteer Orientation
- Volunteer Behavior Expectations

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Child Protection Vignettes (Case Studies)

Let's take a few minutes to talk about how leaders should respond to prevent a situation from escalating. Here are a several examples that highlight overall youth protection and the role a volunteer leader can play in keeping situations safe.

Q1. You observe an adult leader swearing at another adult while youth are present. What would you do or say?

Comments: The volunteer agreement guidelines outline the importance of positive role modeling and respect. Talk privately with the adult leader about the inappropriate language.

Another possible approach may be utilizing appropriate problem solving skills.

Q2. You see a male adult leader giving a teenage girl a back rub at camp. What might you say or do?

Comments: Since this is an adult male and a teenage girl this could be seen as inappropriate touching. The adult could be setting himself up for a harassment situation. Talk privately with the adult and tell him that his actions can be viewed as inappropriate and could lead to disciplinary action.

Q3. Your 4-H club is sponsoring a bowling party or family picnic. What would you say if you observe an adult 4-H leader drinking a beer?

Comments: It is inappropriate to consume alcohol while working with 4-H youth. It is a violation of the Adult Expectation guidelines. It is not positive role modeling. There

Options: Divide into small groups of 2 or 3 people. Give each group one or two case studies to discuss and report back. Possibly, provide different questions to individuals and have them give their reaction. If your time is limited, pick questions to include.

Handout #10

is also the possibility of unsafe driving. When planning 4-H events, communicate ahead of time to adults that alcohol is inappropriate.

Q4. Older 4-H members are initiating several younger youth at a club meeting by having them crawl on the ground looking for clovers. What would you do or say?

Comments: How do you think this is making the other younger youth feel? This embarrassing activity may be seen as disrespectful. This is viewed as hazing.

Pull the older youth aside and talk with them about respecting others. Suggest and implement an appropriate consequence such as apologizing.

Q5. You observe a parent lighting a cigarette at the back of the club meeting room. What would you do or say?

Comments: I'm sorry but you need to smoke outside. It is just not healthy for youth.

We also need to think about being a role model, air quality and ordinances. You might also post a No Smoking sign.

Q6. You see a parent beating on their child's show animal to make it get up or move. What would you do or say? The 4-H'er is standing there telling their parent to STOP!

Comments: It looks like you are having a difficult time getting it to move. Can I help you move the animal? Treating animals in a humane way is part of the volunteer behavior expectations.

Clarify the difference between a hit and beating. "Beating" is intense and prolonged.

Practices that 4-H Volunteers should Follow:

- Work in open places
- Always encourage parents to attend
- When physical contact is needed to demonstrate a skill or technique first ask for permission from the child
- Respect privacy of youth
- Do not room with youth

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Practices that 4-H Volunteers should Follow:

- Never use physical punishment or deny basic needs
- Be alert to physical/emotional needs
- Two adults present when possible
- Avoid transportation of only one

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Conclude: Let's review practices that 4-H volunteers should follow:

- Work in open places
- Always encourage parents to attend
- When physical contact is needed to demonstrate a skill or technique, first ask for permission from the child
- Respect privacy of youth
- Do not room with youth
- Never use physical punishment or deny basic needs
- Be alert to physical/emotional needs
- Two adults present when possible
- Avoid transportation of only one child

IV. Working with Youth/Meeting the Needs of Youth: 30-45 min.

As a quick review: during our time together, we've talked about the purpose of 4-H, how the program works, recommended practices to keep youth and adults safe. The last section of our training focuses on ideas and techniques to make our work with youth a positive learning experience.

The purpose of 4-H is to help youth learn life skills through projects, activities, club, county and state events. You, as a volunteer leader, support the positive and successful development of young people in many ways. Let's look at the impact of adults in one young person's day:

I'm Lovable & Capable (IALAC) Story:

Let's look at one young person's day:

Story: Chris wakes up feeling fine. The sun is shining and he remembers there will be pizza for lunch at school today. "Hurry up or you'll miss the bus" are the first words he hears from Mom. (-) "Oops," it's later than he thought as he hurries to get ready, eating breakfast quickly. On the bus, he remembers he left his spelling homework at home and his Mom has already left for work. He'll have to tell his teacher, "It's not here," and get a bad grade. (-)

School starts out OK. Then, it's spelling time and his teacher finds out about the homework and says, "Chris, this is the third time you forgot your spelling. You'll have to do an extra assignment which must be handed in tomorrow. You are so forgetful." (-) Then, it's lunch and the pizza is great. He's just about done enjoying it, when a big splotch of tomato sauce lands in the middle of his shirt. The day is not going well. (-)

Physical education class is in the afternoon. Today, they're playing baseball. Chris strikes out and a teammate says, "We always lose when you're on our team." (-)

Finally, the day ends and Chris gets to go home. He temporarily forgets about the bad day while watching TV before Mom comes home. (+) She reminds him that tonight is 4-H and he better get his homework done quick. It takes longer today because of that extra spelling assignment and Chris is feeling real sorry for himself. (-)

He gets to the 4-H meeting late. The club leader frowns at him and then smiles saying, "Chris, it's good to see you!" (+) After the business part of the meeting, the kids play a fun game and someone says "Good idea, Chris!" (+) Then, his photography project leader gets all

Handout #12: Hold a large sheet of paper that can be easily torn into pieces. Print on the paper: I'm Lovable & Capable. As you read the following story, tear off one piece (representing child's self concept) after each bad experience (-). Have tape available to put some pieces back together with the good experiences (+). Another option is to give everyone in the audience a piece of paper with ILAC on it and have them tear and tape as you read the story. Print on pink or red paper.

the photo members together to discuss their upcoming meeting. The leader asks Chris to help him look for a good place to do a photo scavenger hunt because Chris did an excellent job with nature photography last year. (+) The meeting ends with a great snack!

This story could be any child's day. What happened to Chris' self-esteem during the day? What did the adults do to impact his feelings about himself?

Let's take a look at the needs of youth and how we can help meet them.

Meeting the Needs of Youth

4-H volunteers can support the positive and successful development of all youth. Youth development research emphasizes the importance of meeting four basic human needs.

*Handout #11: Meeting the Needs of Youth:
Tips for 4-H Leaders*



To Belong: youth need to acquire social, sharing, and communication skills. In the story, Chris was welcomed and affirmed during the 4-H meeting.

To Master: youth need to learn marketable, thinking, and problem solving skills.

To Be Independent: these skills include self discipline, healthy lifestyle choices.

To Be Generous: youth need to learn empathy, concern for others, and the values of community service and volunteering. The photography leader gave Chris the opportunity to help others in the group by asking him to find a place for the photography scavenger hunt.

Option A: Hands on Learning Experience: Decision Making Activity

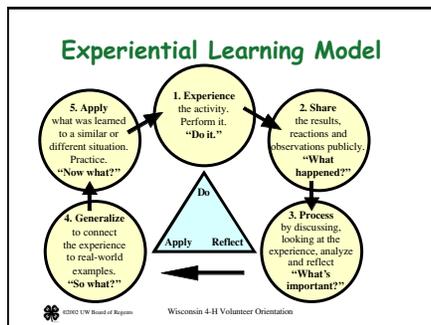
We're going to do a simple activity that illustrates the experiential learning model. After you do the ranking, your group will report the reasons for their choices. Rank from most desirable to least desirable, the bananas or cups.

- Bananas – 4 bananas (green, very ripe and two yellow)
 - Group #1: Ask participants to prioritize which banana they would use for baking
 - Group #2: Ask participants to prioritize which banana they would select for eating

- Cups – styrofoam, china, insulated, ceramic
 - Group #3: Ask participants to prioritize which cups they would select for a picnic
 - Group #4: Ask participants to prioritize which cups they would select for a formal dinner

Choose Option A or B to teach the Experiential Learning Model

Supplies: 4 bananas (green, very ripe, and two yellow) and/or 4 cups (Styrofoam, china, insulated, ceramic)



Experiential learning model

In 4-H, youth learn through experience or doing things. We can look at this way of learning through the “Experiential Learning Model.”

Let’s review our decision making activity by using this model:

- **Experience** – the activity, perform, do it. As individuals and as a group, you looked at the bananas and cups and decided which would work best.
- **Share** – the results, reactions, and observations publicly. Why did you arrive at your ranking decision? What reactions did you have to the situation you were given?
- **Process** – by discussing, looking at the experience, analyze, reflect. Why did your group make that ranking decision? What criteria did you consider?
- **Generalize** – to connect the experience to real-world examples. How might you use this type of decision making process in your own life?

Handout #13: Experiential Learning Model

- **Apply** – what was learned for a similar or different situation. How can you use this type of decision making activity in your 4-H leader role?

Can you think of a short decision making situation/activity within your project/activity/club area that would illustrate the experiential learning model? Here are some examples:

- At a foods meeting, which recipe out of four would you use for a children's snack?
- At a dog meeting, ask which of several tools would be used to groom a poodle?
- At a woodworking meeting, have four types of wood: which wood would you use to make a cutting board?
- At a club meeting, youth conduct a food drive. Discuss what happened using the experiential model

This activity has been on decision making and problem solving. It helps youth apply what they are learning.

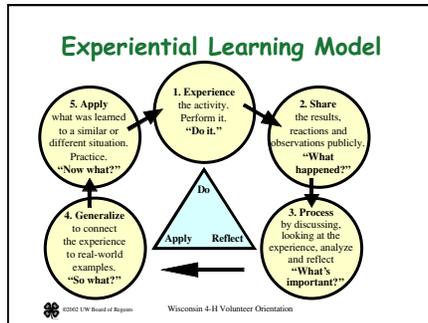
Option B Activity: Pass the Sculpture to Illustrate Experiential Learning Process

This activity comes from the 4-H Visual Arts manual. We're going to do a fun activity that illustrates the experiential learning process.

Supplies: clay, paper to hold each sculpture

1. We're going to divide into groups of 3.
2. Think about a place you enjoy. Here is a piece of clay and a paper. Make a simple sculpture from your clay that represents this place you enjoy. Put the sculpture on the paper. You have 3 minutes to do this.
3. In your group, pass your sculpture to another person. Look at your new sculpture and add something or change something without asking the creator anything about it. You have 2 minutes to do this.

4. In your group, pass the sculpture to another person—not the original artist. Again, look at the sculpture and add or change something without asking the others about it. You have 2 minutes to do this.
5. Return the sculpture to the original creator.



Experiential learning model

In 4-H, youth learn through experience or doing things. We can look at this way of learning through the "Experiential Learning Model."

Let's review our sculpture making activity by using this model:

- **Experience** – the activity, perform, do it. As individuals and as a group, you quickly developed something that looked like a place you enjoyed. Then, you passed your sculpture on to people who changed it.
- **Share** – the results, reactions, and observations publicly. What happened to your sculpture? Do you like it more or less? Why?
- **Process** – by discussing, looking at the experience, analyze, reflect. How did you feel when you started to work on someone else's piece? How did you feel when you gave your sculpture to someone else?
- **Generalize** – to connect the experience to real-world examples. How does this type of activity relate to other situations in a group? At home? Or at work?
- **Apply** – what was learned to a similar or different situation. How can you use this type of activity in your 4-H leader role?

Can you think of a short decision making situation/activity within your project/activity/club area that would illustrate the experiential learning model? Here are some examples:

- At a foods meeting, which recipe out of four would you use for a children's snack?
- At a dog meeting, ask which of several tools would be used to groom a collie?

Handout #13: Experiential Learning Model

- At a woodworking meeting, have four types of wood: which wood would you use to make a cutting board?
- At a club meeting, youth conduct a food drive. Discuss what happened using the experiential model.

Developmental Characteristics of 4-H Youth

As you work with youth and develop projects, keep in mind that youth have different social, emotional, physical, and mental developmental needs. Be sure activities are age appropriate. This handout provides youth ages and stages information (Rutgers). Remember: there is great variation between youth going through these life stages.

Think of a specific child you know: their interests and characteristics. Each child matures at their own rate in the areas of mental, emotional, and physical development. It takes all of us awhile to get acquainted with the abilities and characteristics of youth. Then, they grow and take on new behaviors.

Handout #14: Developmental Characteristics of 4-H Youth

Big Ideas About Youth Leaders

- Helping youth learn and practice leadership skills is one of our main goals as a 4-H volunteer.
- Youth are never too young to start gaining leadership skills and experiences.
- There are many ways and situations where leadership skills can be developed.

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How to Involve Youth Leaders

As youth mature, they have the skills and interests to take on more meaningful leadership roles. There are many places in project, activity, and club meetings where youth can perform leadership roles. Helping youth learn and practice leadership skills is one of our main goals as a 4-H volunteer. Youth are never too young to start gaining leadership skills and experiences.

Ask Youth To:

- Be a leader and teach
- Give a demonstration
- Chair a committee

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These slides show a few of the leadership roles that youth can perform.

Some tips for working with youth include:

- Listen and show support for their ideas
- Be flexible
- Accept their work

Remember:

- Listen to their ideas
- Be flexible
- Accept their work

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Be willing to settle for something done differently than you would do it. Have patience. Working with youth volunteers may take additional effort and time.

Accessing Resources

There are many resources available to 4-H leaders: project materials, the Cooperative Extension Media Collection; resource leaders or key leaders in your county; web sites; community resources (local library).

Have a display of resources available.
Mention a few things that are part of the display. The Media Collection website is <http://www.uwex.edu/ces/media/>

Recognition

- Year Round
- Name in Newsletter
- Verbal
- Thank You Note

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Recognition - Year Round

It is important to recognize youth and volunteers throughout the year for a variety of reasons. In 4-H, we have formal recognition opportunities like..., Key Award. More important, is the acknowledgment we give throughout the year. It's important to say things like, "Good Job!" "Your idea is really great!" "That's really a terrific photo with your use of lighting!" "Your work really made the program run smoothly." Both youth and adults need this kind of recognition.

Jeopardy-An Optional, Summary Activity

4-H Jeopardy is an interactive and fun way to review what we've covered in this training. You have the opportunity to give answers in five categories: 4-H Trivia, Youth Protection, Leader Roles, Leader Tools, and Organization. Give the answer in question form. For example, the statement is: The number of parts on the 4-H emblem. Answer would be: "What is 4?" or "What is the number 4?" In Jeopardy, answers are given in question form starting with the words "What is..."

The most important thing is to have fun and learn more about 4-H.

Supplies: science board (3-fold cardboard display board available from office supply stores) with pockets made from small manila envelopes. Put questions and answers in the envelope pockets.

Option: Categories can be verbally presented and the questions read.

This Jeopardy Game has the following five categories: 4-H Trivia, Youth Protection, Leader Roles, Leader Tools and Organization.

Instructor Material B: Questions & Answers: The questions can be copied onto different colored cardstock, cut to size to fit the pocket, and laminated. The heading categories can be made of the same color cardstock as the questions in each category for easy sorting.

Instructor Material C

Teaching Resource: The Ripple Effect

Closing - You Can Make a Difference

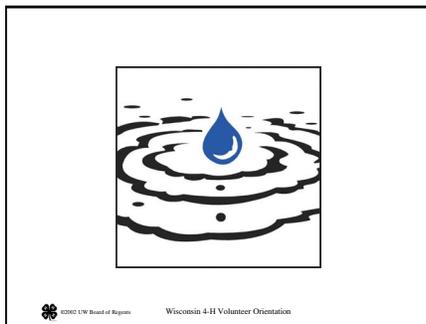
Volunteers like you make a big difference in youth's lives. It may be 10 or 15 years down the road before you ever truly know the impact you have had.

Select An Option to Close the Program:

- A. The Ripple Effect - Rock in water

Do you want to be a positive influence in the world?

First, get your own life in order. Ground yourself in a single principle so that your behavior is wholesome and effective. If you do that, you will earn respect and be a powerful influence.



Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else. Powerful people are powerful influences.

If your life works, you influence your family (youth in your club).

If (youth in your club work) your family works, your (club) family influences the community.

If your community works, your community influences the nation.

If your nation works, your nation influences the world.

If your world works, the ripple effect spreads throughout the cosmos.

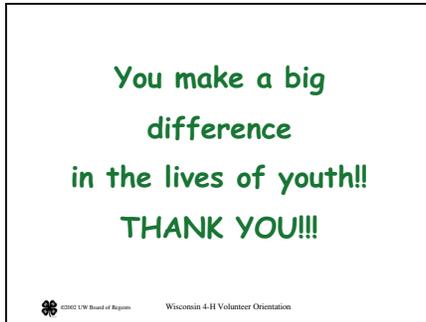
Remember your influence begins with you and ripples outward. So be sure that your influence is both potent and wholesome.

How do I know that this works?

All growth spreads outward from a fertile and potent nucleus. You are a nucleus!

(training adaptation) John Heider in *The Tao of Leadership*

- B. Mint – Leaders are worth a mint or thanks a mint for the contributions to the 4-H program. (Handout: *a chocolate or hard mint*)
- C. Key chain – You are a key in the 4-H program. Your contributions make a difference



Slides

Teacher says...

Notes

D. 4-H Project Meeting Box - We hope this project meeting box will help you organize your 4-H materials in your role as a 4-H volunteer leader.

4-H Project Meeting Boxes are available from State 4-H Office.

Evaluation/Final Details:

Handout/Collect evaluations, volunteer agreement, volunteer application.

Thank you for your participation in this training and future work with youth!

Handout #15 evaluation: collect evaluations, volunteer agreement, volunteer application. For 2002-2003, send a copy of the compiled evaluation to Linda Kustka, 4-H Youth Development, 436 Lowell Hall, 610 Langdon St., Madison, WI 53703

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If you need this material in another format, please contact the Department of 4-H Youth Development, University of Wisconsin-Extension, 431 Lowell Hall, 610 Langdon St., Madison, WI 53703; phone 608-262-1067. Visit Wisconsin 4-H Youth Development on the Web at <http://www.uwex.edu/ces/4h/>. This information is produced by the Department of 4-H Youth Development and is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by the Cooperative Extension or bias against those not mentioned.

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