

# STRENGTHENING AND EXPANDING 4-H PROGRAMS IN URBAN AREAS



## FOREWORD

This handbook has been compiled from materials shared and information presented at regional workshops on "Strengthening and Expanding 4-H Programs with Urban Audiences." The handbook is intended as a resource for 4-H and youth agents involved in developing or expanding 4-H programming in an urban setting. Included are materials with an organizational/management approach, as well as specific project ideas that have proven successful in counties across the country.

Materials are arranged and divided according to the nine objectives which the workshops were designed to address. Selected papers in this handbook are included as they were submitted by the participants. No effort was made toward editing or consistency of format. Some items did have to be retyped if original could not have been reproduced satisfactorily.

The selection of items was dependent on what was submitted by participants. Available materials may not be equally representative of the workshops or of subject matter. What has been included reflects a process of selection through several channels, and was judged to be the most useful, informative and most clearly presented. The editors are confident that this handbook will prove valuable in conducting urban programming.

### Suggested reading:

Benjamin H. Yep, "Expanding Urban Programming," Journal of Extension, XIX, May/June 1981, 29-33.

## CREDITS

Materials prepared by individuals as noted. Authorship acknowledged whenever known.

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From 1983 4-H staff development workshops on  
"Strengthening and Expanding 4-H Programs in Urban Areas"

NATIONAL 4-H YOUTH STAFF DEVELOPMENT  
AND TRAINING PROPOSAL

Strengthening and Expanding 4-H Program and Urban Audiences, FY 1983

II. Intended Participants

All state and county staff with urban program responsibilities will be invited. A decision will be made within each state determining the exact composition of the state delegation.

- III. The thrust of 4-H and Youth programs into urban areas has not abated during the past decade; rather there has been an increased recognition by the Cooperative Extension Service of the vast numbers of unreached youth living in densely populated areas. Many states have intensified efforts to expand program offerings to reach these youth through increased staff time and a reallocation of limited resources.

In 1979, 12.8% (528,530) of all 4-H'ers were living in central cities of over 50,000 people. Another 10% (409,291) were living in suburbs of those cities and 18% (744,451) were living in small towns and cities of from 10,000 - 50,000. These figures demonstrate a marked increase in participation from the FY 73 figures; however, they still reflect only about 4% of the youth potential of the urban areas of this country. In contrast, the remaining 60% of 4-H participants, living in rural non-farm areas and on farms include 40% of the youth potential for those areas. It is significant to note that in reviewing the 4-H enrollment figures for the past few years there has not been any large increase in urban 4-H participation. This indicates that the expansion efforts resulting from the FY 73 budget have reached a plateau. What is needed to motivate new expansion efforts is a period of organizational strengthening and training which will assist staff in the development of new programs. Such opportunities for field staff have been limited and narrow in scope, although historically, major growth impulsion comes from that staff.

The National Association of Extension 4-H Agents has recognized the importance of urban program thrusts through the establishment of an Urban Task Force as one of its on-going sections of the standing Programs Committee of the Association. For the past three years this Urban Task Force has encouraged state 4-H agent associations to plan and implement invitational area seminars for Extension 4-H Staff to assist them in their efforts to strengthen and expand urban 4-H programs. These idea sharing programs have resulted in even greater recognition of the need for specialized training for Extension staff in organizing and managing educational offerings for greater numbers of urban youth. This year at the Spring Board of Directors Meeting of NAE4-HA the need that has been identified by the Urban Task Force was recognized and supported leading the Board to issue the following statement: "It is recommended by the Board of Directors of NAE4-HA

that all training needs related to specific programming areas be written in proposal form and submitted to the standing committee faculty/staff development of the ECOP sub-committee on 4-H and Youth for consideration during their annual meeting in April of each year. All such proposals must be received during the Spring NAE4-HA Board of Directors meeting before submission to the standing committee on faculty/staff development of ECOP sub-committee on 4-H and Youth." It then approved this request: A national urban seminar be held in each of the four regions of the country in the spring of 1983 to address the above issues through staff training focused on improved program development and management to strengthen and increase the urban 4-H movement.

#### IV. Purpose

To bring together professional 4-H staff to strengthen their programming and management skills resulting in increased understanding and competency in developing more effective 4-H programs for urban youth.

#### V. Content

Major subject matter content will be Program Development and Management and Resource Development.

Members of the Urban Task Force of the NAE4-HA Programs Committee will have primary responsibility for developing curriculum and selecting resource persons for the seminar.

Current chair of that Task Force is Ms. Beth Gambrel, Louisiana. Chair-elect is Ms. Mary Floyd Hamil, Arizona. Current Chair of the Programs Committee is Ms. Linda Manton, Illinois. Chair-elect is Ms. Cherry Lane Von Schmittou, Tennessee. Other Programs Committee personnel to be involved include Regional Contacts: Sandy Lignall, Illinois, Carolyn Fox, Tennessee, Gene Rohrbeck, Wyoming, and Karol Westelinck, Maryland and Contacts-elect: Alan Swartz, Connecticut, Fan Pantou, Virginia, Harold Salzman, Illinois and Conrad Arnold, West Virginia.

The following persons are also suggested as participants in the planning and implementation of the seminar:

Ed Schlutt, California  
Dale Apel, Kansas  
Oliver Cook, Tennessee  
Robert Reel, Maryland  
Dr. Norman Brown, Minnesota  
Dr. Joel Soobitsky, SEA liaison  
Gary Deverman, National 4-H Council liaison

Planning of the seminar will be done primarily by telephone and mail.

#### VI. Learning Experiences

Experiences will be selected from the following four methods:

1. formal presentations by expert resource persons
2. informal presentations and idea sharing by participants
3. tours of selected urban program sites
4. written information

## VII. Evaluation

Each seminar will be evaluated through the written evaluation system developed for the New England Extension Training Conference. Also, state teams will develop a training plan during the seminar including a system for sharing techniques and strategies throughout their state.

Seminar organizers will report back to the Executive Committee of the Programs Committee at the Annual Meeting in 1984 including a report of program changes and results in selected urban areas. These reports should include measurable changes in:

- youth being reached
- resources obtained
- local agency involvement
- quality and variety of programs

## VIII. Logistics

It is suggested that four day seminars be held in March and April of 1983. Exact locations will be determined in November, 1981. There will be one seminar in an urban center of each region - North Central, Northeast, West and South.

For additional information concerning this proposal, contact Ms. Karol Westelinck, (301) 952-3136 or Dr. Joel Soobitsky (202) 447-5853.

STRENGTHENING AND EXPANDING

4-H PROGRAMS

WITH URBAN AUDIENCES

SD&T Workshop - FY '83

WORKSHOP OBJECTIVES/CURRICULUM

1. To understand the socio-economic setting of urban youth and the life skills needed for positive development.
2. To strengthen management and supervisory skills essential for efficient and effective youth programs in urban areas.
3. To gain additional knowledge and skills to effectively identify and develop relevant programs and curriculae for urban youth.
4. To explore successful staffing models for reaching urban youth, including volunteer leader development.
5. To develop and strengthen skills essential for effective use of advisory and planning committees.
6. To become familiar with a variety of successful delivery modes used to involve urban youth, including unique methods of organizing 4-H Clubs.
7. To become familiar with successful models of linking 4-H programs with local CES staffs and other youth-serving agencies.
8. To gain greater understanding in identifying potential resources and the skills for obtaining and effectively utilizing additional public and private funds.
9. To explore effective public relations models used by urban youth organizations and the relationships of evaluation for both program improvement and accountability.

## OUR COMMITMENT TO 4-H URBAN PROGRAMS

By: Ms. Beryl Bert, Program Director, 4-H, Arizona  
Dr. Bob Gilliland, Asst. Dir., 4-H/Youth, New Mexico

Bob and I are pleased to be asked to open this Conference. We will utilize information prepared by Dr. Cindy Noble, Director, CES, New York, and presented via Video tape at other regional workshops.\*

Bob and I have had a long history of working together in Urban Programs. In fact, I introduced Bob to Urban when I, as an agent, chaperoned Bob as a 4-H member to National 4-H Club Congress. We then worked together in Phoenix as agents.

This presentation will introduce the same topics as presented in other regional workshops but with a Western twist.

Dr. Noble identified 4 considerations related to 4-H Programs in Urban Areas. Bob and I added a 5th, The Attitude of CES. Bob will address this point along with the Urban Scene.

### The Attitude of CES and the Urban Scene:

As we proceed with the discussion of our commitment to Urban audiences, I would ask that you consider this question: "How do you go about eating an elephant?"

This workshop is evidence in itself of CES's attitude toward Urban work. Urban work may well be where rural programming was several years ago, but it is moving. A few years ago, if you suggested sending New Mexico agents to an Urban workshop, probably only one county, which is Bernalillo (Albuquerque), would have been considered. At this Conference, ten New Mexico counties are represented by fourteen agents. This recognizes that even in "rural" New Mexico we have population centers which must be served.

Urban CES work didn't suddenly happen -- rather it is an emerging process which reflects society and CES's original concept to provide educational programs wherever the needs are.

The degree of any state's commitment to programs in population centers is a reflection of clientele wishes, agent commitment, administrative philosophy, and the political scene.

The political scene in most areas is changing. Where once we had agriculturally based politicians, we now see city residents taking these elected positions. Where the national profile indicates that seventeen percent of our 4-H enrollment is farm or ranch, we need to face the realities of the political climate. Even to adequately serve our rural clientele, we are going to need the support of Urban politicians. We have found this to be very true in New Mexico in the past two years. We obtained five new 4-H positions and Video and Computer equipment worth over a half million dollars from our State Legislature. Who supported us? Our Legislators from population centers.

Federally, the support for Urban CES work has been "on again, off again". In the early 70's, there was support including the special Urban 4-H funds. During the Nixon era, support was pulled back stating that we would concentrate on areas having a population of less than 50,000. The trend, in my opinion, is back towards serving Urban areas but can't - as evident - due to the overall tight budget situation.

\*Video tape is available for loan through National 4-H Council.



At the state level, support will vary depending on the background of administrators. Let's face it, most who are in administrative roles came up through the rural-agricultural programs. All of us are the products of our experience. I give credit to most administrators for being responsive to the current situation. A ten year old survey indicated that of forty administrators in the survey expected an increase in Urban programming. Only three expected the same level of programming and none expected less.

The action and critical attitude rests with CES Agents. In my 1978 research, 95 percent of all agents surveyed were committed to serving high population areas and, if anything, were trying to expand.

We must not overlook the support we are receiving and will receive from production agriculture. Production agriculture is anxious to have the city dweller - who is then market place - better understand agriculture today. There was a time when production agriculture clientele were a bit concerned that Extension might neglect them in the process of serving city clientele. That day is at least passing, if not past.

The political scene in urban areas, in light of the tight budget situation, is anxious for Extension programs. If we can but take advantage of the opportunity, the future is bright.

Serving population centers is complex. Remember that I asked you how to go about eating an elephant? The number of clientele, the broad needs of the people, our developing systems, our staffing patterns, our funding, etc. are all elephants in themselves.

Our own attitudes, training and experience, enter into the complexities involved. If we are solid, we can do Urban work in spite of each and every complexity. It is my opinion that the progress that has been made in Urban 4-H Programming is due to the committment of the agents who have been there, caught the vision, and worked to bring about quality programs. This is a tribute to these people and leaders like Joel Soobitzky who have hung in there.

We must be positive and utilize positive approaches. We have a lot going for us - political climate; increasing support within CES and clientele; emerging volunteer concepts; and several years of experience to draw on.

Grant Shrum, President of National 4-H Council stated, "Be proud of what we have to offer in CES. No apologies are needed." Pete Williams, our recent USDA, 4-H Administrator, reminds us that "no one said it would be easy".

Let's get on with eating the elephant. (i.e., serving our town, city, clientele). There is an art to eating elephants:

- (a) You had best acquire a taste for the critter. This will test our committment.
- (b) If we eat too slow, the elephant and the opportunity will spoil.
- (c) If we eat too fast, we will develop "elephantitis". (It's hard to get the job done when you have indigestion.)

- (d) Since there is a lot to an elephant, (plenty of opportunities), let's share the delicacy with colleagues and especially volunteers. Don't be selfish with the critter!!

### The Professional Youth Educator:

We, as professionals, must be able to articulate what the image of 4-H is and/or should be. This means we need to know the program intimately -- know its strengths, know its weaknesses. We need to be sure that the CES Director, and Deans of Agriculture/Home Economics are able to do so as well as we do.

It is important to establish linkages to get the job done. Know professionals in other agencies and organizations; if local college or university, know professors who teach subjects of relevance (maybe requiring field experiences for students or research experience); make PERSONAL contacts.

Know your local customs. Don't suffer from culture shock or cause the program to suffer it. This can be hard on available resources.

Be realistic about resource needs. A lot can be done with limited resources.

Put in time on the things that count most.

We must be educators with curriculum ideas/skills that appeal to youth as well as to supporters of the program.

It is essential that we possess management and supervisory skills --

- Have knowledge, aware of style, diligent on follow through.
- Know and be able to design staffing alternatives.
- We must prepare ourselves for complex situations. Rural counties may be harder in Western states due to the vast distances so let's not view urban as always harder. In the process, we will obtain advice and counsel from a lot of sources, but remember that final program decisions are up to us.
- Agents must know city, youth, supporters, political situation, other youth serving organizations. "DON'T GET LOST IN THE POTPOURI" - Maintain identity. (Remember, Alphabet Soup programs came and went - 4-H is still here!)

Are you the person for an Urban position? Do you have the credentials and the attitude to do Urban work? Be sure you know who you are and what you can deliver. Don't be left with egg on your face.

A youth educational agency like 4-H should have youth involved. Let's not become an adult organization doing to and for kids.

Cultivate your sense of humor and help your supervisors cultivate theirs. That's the only thing that will help you through.

### RESOURCES

Includes human as well as time, dollars, meeting places, transportation, etc.

Impact:

Are your accomplishments in support of the goals of youth, parents, community? It is essential to start with good baseline data so that you can measure impact.

A good question we should ask ourselves is, "Will it matter in 10 years that you were there?"

Merely listing quantity of time spent on activities related to program implementation makes me and, I am sure, others say, "So what?"

At this point, we will divide into groups. Instructions are as follows:

- 1 - Cluster in 7 different groups. Don't sit with others from your area. Gain new ideas from new people.
- 2 - Pre-select 7 persons to be facilitators. Facilitators should have an envelope containing the following:
  - ... Issue Area
  - ... "Mission" page from 4-H In Century III
  - ... 4-H Summary from Extension in 80's.
- 3 - Each group will address only 1 issue and should record summary of discussion on paper provided. They will be included in the proceedings so all will benefit from your efforts. You will have 30 minutes (plus or minus). We will give you a "5 minutes left" signal. The Discussion Group Reports are attached.

DISCUSSION GROUP #1 (Thoughts from Beryl Burt on the topic)

MISSION - Do objectives of 4-H address needs and wants of Urban Youth and Families?

The group reviewed the Mission and Objectives as set forth in "4-H In Century III". Members agreed that for the most part these objectives were addressing needs and wants of "Urban Youth and Families". In hopes that the thirteen objectives will be included with the proceedings of this Conference, I will refer to those for which we had specific comments by number only:

- a) On brief review, Objectives 3, 6 and 10 were deemed most critical.
  - b) On objective 4, some group members felt Urban Programs need to be especially careful of how competition is used to insure that the overall effect for participants is a positive one.
  - c) Item 8 reminded us that perhaps the focus on physical and mental health should be stronger.
  - d) In striving to address Objective 8, the group felt that staff needs to be particularly sensitive to the values and cultural norms of the audience and situation targeted for program efforts and be sure to do adequate preparatory research.
  - e) Objective 13 may be especially hard to address because of the bombardment of choices, stress, etc. of Urban living.
1. Grant Schrum - Supplemental formal education of schools is no less critical than before.
  2. If we focus on the development of people as well as what they do or produce, 4-H is relevant to Urban or Rural audiences.
  3. 4-H Is, 4-H Is, 4-H .... We are not a segmented program, i.e. EFNEP, rural, urban. Not MY program or YOUR program but OUR program.
  4. Grant Schrum - You don't have to do away with 4-H and the land grant system to serve youth wherever they live.
  5. Only 17% of enrollment (nationally) indicates FARM as residence. (FY '82).
  6. Land grant system has more capabilities to work in Urban areas than anyone thought.

DISCUSSION GROUP #2 (No discussion report was returned. The following are thoughts from Beryl Burt.)

PROGRAM - Does curriculum need to have proven track record and University resource support?

1. Can be adapted and yet be back-stopped by University or CES.
2. Those projects with proven track records may give good entre - However, I can think of projects in my time as an Urban Agent ----- tropical fish, party aides, day camping in city parks, environmental education along railroad tracks in Indiana, and clowning.
3. Start a list of good ideas for Urban Projects. (Telephone wire jewelry may not be the best idea).

### DISCUSSION GROUP #3

METHODOLOGY - Are traditional delivery systems relevant? How do you know?

The concensus was that we are in a transition stage, and it is not yet clear whether the traditional delivery system can most effectively meet Urban needs. The traditional delivery system was defined as the community club characterized as non-school based, organized with officers, oriented to long term projects and competitive events. For all states represented in the group, short term, special interest programs and school enrichment were viewed as non-traditional. No one in the group felt satisfied with the impact of traditional club organization in their Urban areas.

While all group members felt an implicit pressure to create clubs as the real measure of success, all questioned this assumption. Administrators seem to assume that short term programs cannot be truly quality programs. Too often eventual club membership is the expectation and bottom line. Other activities are viewed as outreach and result in club formation. Group members were less certain that club formation was the most relevant, realistic measure of success or vehicle for Urban expansion. Several observations were made:

- 1) Youth and adults they serve are more selective when choosing activities, making time committments and targetting their areas of interest. Urban families have multiple options for service and participation. They tend to question involvement that is very long term and not clearly directed to their particular needs.
- 2) Adult volunteers do not seek leadership to fulfill their primary social needs.
- 3) We have not consistently provided leaders and youth with the skills, responsibility and freedom to create clubs that are truly theirs.
- 4) Structures, processes, quidelines and goals "sacred" to traditional clientele may have little appeal or value to new audiences.
- 5) High quality, timely, relevant educational programs of short duration may well meet the needs of many.

4-H still fulfills the needs of youth to be together and to learn. The club concept is not inconsistent with these goals but may need significant modification to appeal to Urban audiences. We must experiment with new approaches to team building vs. competition; short vs long term projects; and partnership vs exclusive ownership in order to reflect new tastes and needs. In the evolving process, we must acknowledge that short term and special interest programming are legitimate in their own right and not simply a means to traditional club perpetuation.

J. Walker  
10/25/83

DISCUSSION GROUP #3 (Thoughts from Beryl Burt on the topic.)

METHODOLOGY - Are traditional delivery systems relevant? How do you know?

1. Must be exciting, fun, hand on, relevant to kids interests and experiences.

2. Be careful about in-school programs as only efforts.

... We are non-formal education

... Fit needs of classroom, but what does it provide youth and us?

... Leadership is not in the community for long-range results.

DISCUSSION GROUP #4

STAFF DEVELOPMENT - Are you ready for Urban work? What is your attitude? Your expertise? Your deficiencies?

Are you ready for Urban work? Yes. Assuming staff assume an attitude of being a professional youth worker.

What is your attitude? Assuming this attitude, then we are ready for any kind (Urban or otherwise) of youth development work.

Your expertise? 4-H is the strength of the Cooperative Extension Service.

We are youth oriented people. We enjoy working and being around people as well as being good listeners. Our basic interest lies in helping youth develop their skills in various areas.

Your deficiencies? Most of us are trained in a technical subject area (generally agriculture and home economics related) rather than in a field which would better prepare us with volunteer management. Other fields such as Management, Marketing or Administration may be more useful in order to perform our job as 4-H youth workers.

Many 4-H agents have not had any personal experience with the 4-H Program. (Some felt in many cases that personal experience isn't essential and often can be to their advantage).

In some areas, 4-H youth worker positions are viewed as a stepping stone position to other positions in Extension.

(Thoughts from Beryl Burt on the topic):

1. Do you know the community? Resources?
2. Have you talked with supporters in community?
3. Have you listed innovative ways to attract a group?
4. Eyes and ears open for potential volunteers?
5. Do you know what you're looking for? May not fit traditional stereotype -- just as AGENTS may not be as traditional.
6. Don't use cop out "Our situation is different" -- Your job challenge is to make sure others DO understand your problems and situations.
7. Willing to get tooled up -- or re-tooled for job?
8. Be proud of what we're a part of --- Cooperative Extension Service and the best darned youth education program anywhere.



DISCUSSION GROUP #5

VOLUNTEERISM - DO Urban people volunteer? If so, any ideas on recruitment?

Yes, Urban people volunteer for a) varied amounts of time and  
b) various levels of activity

Ideas on recruitment of volunteers

- a) Job descriptions to make committment selectivity of volunteer more efficient and to develop communication bond between volunteer and professional youth educator.
- b) Community linkages:
  - 1) Use of Voluntary Action Center  
Take job descriptions of various volunteer responsibilities to them and see if they can match up job with individual.
  - 2) Courts - when sentences are "voluntary service in community."
  - 3) Students (College, high school, other).
  - 4) Task Force of Community (subject matter related individuals).
- c) Individual contact
- d) Alumni (4-H Alumni)
- e) Referrals by other youth agencies, advisory boards and individuals.
- f) Senior Citizens (stable community base for referrals).
- g) Mass Media
- h) Extension Homemakers

\* Volunteers seem to be more comfortable with taking on responsibilities of non-organizational nature.

\* Also, had discussion re what was definition of volunteer.

DISCUSSION GROUP #5 (Thoughts from Beryl Burt on the topic)

VOLUNTEERISM - Do Urban people volunteer? If so, any ideas on recruitment?

1. Yes! MFH example of having nearly all indigenous volunteers in Phoenix program.
2. Help people view volunteering as an opportunity, not a sacrifice.
3. Remember adult volunteers are potential role models.
  - What kind do we want?
  - What do kids see?
4. People volunteer most readily ---
  - a - if they are asked
  - b - if they see relevancy for self-improvement
  - c - to help others

DISCUSSION GROUP #6

VISIBILITY - How do you get it in Urban areas?

No report from Discussion Group. The following are thoughts from Beryl Burt:

1. Build it on successes and program content.
2. Focus on members and their accomplishments.
3. Integrate strategies in your overall plan.  
Positive visibility doesn't just happen.
4. Be sure you promise only what you can deliver.
5. Green Clovers do it all.

DISCUSSION GROUP #7

FUNDING - Does Urban Programming cost more? Where does money come from?

&

ACCOUNTABILITY - To whom? For what?

No report from Discussion Group. Following are thoughts from Beryl Burt:

Funding

1. Be realistic, then ask for a few more dollars.
2. Seek outside funding from foundations, city monies, county government, clubs and organizations, "mini & maxi proposals"
3. EAST - Cities cost more (parking, etc.).

WEST - Not sure we can say this -  
huge geographic areas in counties  
huge rural transportation & services costly.

Accountability

1. To Whom? CES, local boards of supervisors, donors, state legislators, colleges of Agriculture, Board of Regents, parents, kids, SELF.
2. For What? Money  
Program  
Learning  
Equipment  
Resources  
Time

## OBJECTIVE 1

To understand the socio-economic setting of urban youth and the life skills needed for positive development.

# CHARACTERISTICS OF THE URBAN ENVIRONMENT

Dr. Rusty Brooks

Since 1970's - population has turned around

South and West outnumber Northeast and Midwest

Where are people choosing to live?

Metropolitan areas are increasing in population

Regional population/south:

21.2 cities

17.8 non-metropolitan

south just catching up with rest of the country

74% of population lives in cities

How to characterize urban audience

1. shrinking family  
3.28 per family today
2. median age of population since 1970 is increasing (30.2 years is the median age)  
marketing in radio program 50's & 60's music
3. rise in divorces  
1960 - 9.2% to 23.3% per 100 married women - 1981
4. the marriage rate has dropped

Living Patterns

Married couples living together as share of all households has decreased

Single women never married as share of all households has increased

People living alone as share of all households has increased

Population more educated (single women who are working have increased this)

Births headed up again (births in the 24 to 35 age group have increased/since women are waiting until this age to start a family)

Age still rising - women still living longer than men

Changing Age Mix

5-17 age group will decrease between 1980 and 1990

A decrease in 4-H aged youth will occur by year 2,000

An increase in older people (aged 65 and over) will occur

Social Implications

18-34 year olds will be in conflict with 65 and over age group because they will be supporting them.

Under age 5 to age 18-34 major age group in urban areas

Increasing percentage of minority groups in urban areas:

69.9 births out of 1,000 white

81.9 births out of 1,000 blacks

99 births out of 1,000 Spanish

Residence in 1980 compared to 1975:

53% as a whole lived in same residence as 1975

45.1% lived in different residence

Greatest migration occurred within urban places of 100,000 or more

Rural Urban Contrasts:

1. More females (many more single family homes, occupations) in urban areas.
2. Incomes are higher in urban areas (occupations other than age related accessibility to other agencies, opportunities)
3. More families in poverty in rural areas, but greater range of incomes in urban areas (pockets of poverty)
4. Women more likely to work outside home in urban areas (volunteers) more job opportunities
5. Education level higher in urban areas
6. Population tends to be younger (more mobility)

Largest job market future - secretaries; information type careers; meg-a-trends

Percentage of population in poverty:

non-metropolitan - black compared with white minorities in urban areas poverty greater gap narrowing (income level) metropolitan to non-metropolitan but increasing gap income of white to black part-time work on the rise may be able to get these people involved with volunteer work

Who lives in the country?

- |  |   |
|--|---|
| 1. Committed farmers                               | 4. Guests of the country                    |
| 2. Reluctant residents<br>(spouse got job in area) | 5. Child raisers                            |
| 3. Nature lovers                                   | 6. Aggarian cornerstones (more from cities) |

Who lives in the urban areas?

- |                                   |                   |
|-----------------------------------|-------------------|
| 1. Committed white collar workers | 5. Unemployed     |
| 2. Reluctant residents            | 6. Culture lovers |
| 3. Guests of the city             | 7. Child raisers  |
| 4. Urban cornerstones             |                   |

Dr. L. R. "Rusty" Brooks  
Community Development Specialist  
University of Georgia

SETTING THE SCENE

4-H Agents' Meeting  
National 4-H Center  
4-18-83

AGENT COMMENTS

I. What programs are more likely to succeed?

short-term  
action oriented  
hands-on  
subjects related to jobs and careers, leisure time activities  
provide immediate recognition (for members, leaders and 4-H)

build upon familiar 4-H concepts/subjects  
meet immediate needs of youth  
have immediate and tangible results  
are joint efforts with other organizations  
are low cost (for volunteers and members)  
are politically sanctioned  
meet needs of special audiences  
are oriented to neighborhoods  
programs that are traditional among leaders

II. What adjustments appear necessary?

agents attitude - more flexibility  
enthusiasm, positive attitudes,  
"human" approach, better listening  
agent activities - more "hand-holding"  
building a power base;  
1 to 1 training and followup;  
develop a volunteer "pyramid"  
more staff; varied staffing, "more peons"



cont'd

need more supplies; maybe a lending library  
need more commercial sponsors and local support groups  
need better directions ( from University)  
determine better meeting places  
subject matter - less emphasis on content  
and more emphasis on general skill and  
youth development;  
more emphasis on meeting people's needs;  
related to learner's environment  
(realistic projects related to income level, etc.)  
need materials at lower reading levels  
need ways to train leaders besides group sessions  
need to consider safety of project (in public meeting places)

III. What other issues must be addressed?

Safety (of meeting sites, getting to meetings)

Consider cultural difference  
variety of delivery methods  
variety of curricula

youth advisors

club base

youth values, interests, contributions

need to build trust

must have ongoing involvement

P R - must have Splash!, a "hook",

maybe testimonials

new expectations - what agent expects from volunteers

can't expect longterm 4-H

tradition

need other leader training methods

need to know "where money is"

need to take program to the people

be optimistic about Extension in the community

coping

Stephanie Brown  
County Extension Director  
Baltimore, Maryland

## STRENGTHENING AND EXPANDING 4-H IN URBAN AREAS

Conference Consulting Group Report:

### Need Statement

There is a need to provide youth in urban environments with the opportunity to participate in the total 4-H Program since ninety-four percent of all Americans live in urban areas.

The needs and interests of America's youth, especially those in an urban setting, are very complex because of population changes and a rapidly changing society. 4-H activities, events and projects are important supplemental and supportive educational programs for all interested youth, because they may provide challenges to strengthen life skills and to set career goals. Therefore, 4-H must offer all youth, especially those in an urban environment, with the opportunities needed for meaningful short and long term 4-H experiences.

### Current Situations

In order to fully comprehend the current situation of 4-H in urban areas, the 1983 National 4-H Conference Consulting Group "Expanding and Strengthening 4-H in Urban Areas", visited the 4-H Program in Baltimore, Maryland. As a part of our visit and investigation, our group had an opportunity to visit with volunteer leaders, 4-H teens, and a professional Extension Staff. Our findings in Baltimore which appear to be typical of other urban programs across America were:

- Most clubs are special interest groups dealing with projects like food, nutrition, gardening and crafts that can be carried out in their area.
- Most parents do not have time to spend with their children.
- Many Extension offices are understaffed.
- People do not know what 4-H can offer; nor do they know about programs that are given because of the poor public relations.
- Funding is not stabilized.
- Strong volunteer leaders strengthen the 4-H Program

### Recommendations

After considering the present situation in the urban 4-H programs, our group came up with these recommendations:

- Extension agencies should conduct research to study the needs of their urban area.
- More emphasis should be placed on education instead of competition.
- Emphasis on present issues such as high technology and computer education.
- More enthused and motivated Extension Staffs.

- Strive to improve communication education skills.
- Improve teamwork among Extension Staff to build up communication and cooperation of urban progress.
- Increase special programs that expose urban youth to new experiences.
- Collaborate efforts among other agencies and organizations.
- Program administration to treat all modes of 4-H programming equally.
- Continue contact with short term 4-H participants.

SOURCE UNKNOWN

## OBJECTIVE 2

To strengthen management  
and supervisory skills  
essential for efficient  
and effective youth  
programs in urban areas.

## PANEL ON VOLUNTEERS

### PANEL MEMBERS:

1. Jack Naish, Minister of Education, Wieuca Baptist Church, Atlanta, Georgia
2. Erroll Sewell, Boys' Clubs of America
3. Ledell Murphy, Representative of NW Georgia Regional Girl Scouts Council Volunteer
4. Pat Canakaris, Atlanta Clean City and DeKalb Extension Service
5. June Young, 4-H Agent, Louisiana

### Mr. Naish

1. Know what tasks you need the volunteer to do.
2. Know who will recruit volunteer for specific tasks.
3. Develop job descriptions and guidelines for all volunteer jobs. Build a framework so volunteers can move and operate.
4. Match people and their skills to the task.
5. Sometimes organizations "use" volunteers rather than "utilizing" them.
6. Provide resources and support so volunteers can be successful.
  - a. There is no difference in the way that you work with volunteers and paid staff.
  - b. Provide the volunteer with an orientation program for the job they will do.
  - c. Provide inservice training for the volunteer on specific tasks they will perform.
  - d. Establish a continuous on-the-job inservice training program.
  - e. Provide guidance, and evaluations that reinforce good work and correct mistakes.
  - f. When a problem with a volunteer staff member occurs, deal with the situation and job description not the volunteer's personality. Indicate that a change must occur in order for the individual to continue as a volunteer team member. If possible try to relocate volunteer into another position.
  - g. Provide opportunities for volunteers to advance into more responsible jobs.
  - h. Evaluate all volunteers. Review expectations and requirements.
  - i. Allow volunteers to grow and develop.

### Pat Canakaris

1. Sometimes it is necessary to fire volunteers.
2. Have a volunteer supervisor involved with volunteers so they know job descriptions, goals and tasks. Paid staff must understand how volunteers can expand programs.
3. Must provide orientation for new volunteers:
  - a. Don't make the volunteer play a guessing game:
    - (i) Go over parking rules, lunch schedule, show where restroom is located, what is coffeepot rule.
    - (ii) Give volunteer a schedule.
    - (iii) Make sure you let the volunteer know you depend on them.
    - (iv) What is in it for the volunteer.
4. In firing a volunteer:
  - a. Let them know you can't let the program go down the tube.
  - b. Work with other volunteer agencies and see if they can use the volunteer's talents.
  - c. Define all tasks the volunteer may be able to do.

5. Recruiting volunteers - where would potential volunteers be located.
  - a. Corporate Volunteer Program
  - b. Unions
  - c. Real estate associations
  - d. American Society of Interior Designers
  - e. Many societies have in their charters a responsibility to do community service.

#### Erroll Sewell

1. The professional staff must have positive attitudes about volunteers. The most effective work professionals can do is work through volunteers.
2. Top priority in job descriptions of agents is volunteer development.
3. Three benefits:
  - a. Volunteer service to clientel benefits. Service through volunteer spirit is contact with the real world. Can bring in skills we could not afford.
  - b. Benefit to person volunteering. Volunteer for a reason. May want to do something good. List the benefits of volunteering in the 4-H program. Establish business linkages. Provide recognition through the media for volunteers.
  - c. Volunteers are the best PR people. They talk about volunteer roles with their friends.
4. After recruiting and providing orientation for the new volunteer, step back and let them do their job. If we continue to do things that the volunteer can do they feel that they are not needed and move on to another group.

#### June Young

1. Work as total Extension staff.
2. Recruiting volunteers is a continuous job.
3. Professionals should serve as volunteers so they can walk in the same shoes as volunteers they are trying to recruit.
4. Utilize volunteer service from organizations.
5. Be able to tell someone what you do.
6. Volunteering is work and fun.
7. Help do adult education programs with other agents so can get potential volunteers.
8. Extension homemaker clubs, singles groups, and senior citizen groups all have potential volunteers.
9. Provide opportunities for volunteers to be promoted into more responsible jobs.
10. Let the volunteer be in the limelight.
11. Must keep the volunteers informed, job descriptions, expectations, etc.

#### Ledell Murphy

1. Recruitment flyer - "Don't Have To Be A Mom To Volunteer, Just A Friend".
2. In recruiting volunteers should:
  - a. Use a volunteer application.
  - b. Have job descriptions.
  - c. Mail a letter of agreement.
  - d. Provide an orientation packet to get them through their first month.
  - e. Provide required training program that includes personal development such as public speaking skills, resume writing, etc. Grant continuing education credits at the end of the training program.

3. Provide administrative support through monthly meetings, communications, idea sharing.
4. To train trainees is expensive.
5. Provide recognition and appreciation.
  - a. Formal appreciation - certificates and pins.
  - b. Frequent feedback to organizational leaders.
6. Recruiting techniques:
  - a. List all possible volunteer jobs.
  - b. Use the following chart:

| Volunteer Job Needs (Specific) | Requirements, Skills, Time | Sources   |
|--------------------------------|----------------------------|---|
|                                |                            | <ul style="list-style-type: none"> <li>-successful volunteers already in the program</li> <li>-civic clubs</li> <li>-trade associations</li> <li>-unions</li> <li>-social clubs</li> <li>-women's clubs</li> <li>-men's clubs</li> <li>-Junior League</li> <li>-newspapers</li> </ul> |

- c. Get references on potential volunteers who will work with youth.

TIME MANAGEMENT  
Dr. Esther Maddux

1. What is best use of my time right now?
2. What will happen if we don't do something?

We have limited resources which can be spent in unlimited ways.

1. Time can not be stored. If we don't use it today, it will be lost.  
"I'll think about it tomorrow" - Scarlett O'Hara's theme.
2. Time Management - evaluate where we've been and where we are going.

Rewards of Time Management

1. increase productivity
2. reduces fear and anxiety
3. allows us sufficient time to do things we want
4. makes it possible for you to do more on job
5. do things

We Tend To Spend Our Time:

1. doing things we like to do
2. things we know how to do
3. little time
4. resources available
5. scheduled vs unscheduled. We fail to schedule time for ourselves when we can close door and get away.
6. do planned items before unplanned
7. urgent, crisis before important
8. interesting before uninteresting
9. political
10. wait until deadline approaches
11. immediate results
12. small before large job
13. order of arrival rather than using prime time
14. "squeaky" wheel principle and consequences of group

Management boils down to:

P lanning  
I mplementing  
E valuating

What Is the Best Way to Use My Time

| <u>Look</u>                            | <u>Plan</u>                              | <u>Check</u>                             |
|--|--|--|
| 1. How am I using my time now?         | 1. What do I need more time for?         | 1. Check your program all along the way. |
| 2. Where am I loosing or wasting time? | 2. Set a specific goal for finding time. | 2. Reward - Redo                         |
|  | 3. Make your plan.                       |  |
|  | 4. Stick to it.                          |  |



10 Commandments of Time

Thou shall know where thou time goes.  
Take an inventory of where your time goes.

Values of Time Use Inventory

- Allows you to see how much time it takes to complete certain tasks and plan accordingly.
- allows you to see how much is accomplished.
- serves as a feedback mechanism - allows you to know how effective you are at accomplishing goals.
- allows you to pinpoint time easier

EXTERNAL AND INTERNAL DELAYS

THAT KEEP YOU FROM DOING IMPORTANT THINGS

- |  |   |
|--|---|
| 1. telephone   | 10. failure to communicate                              |
| 2. visitors  | 11. putting things off                                  |
| 3. meetings  | 12. not knowing what to do next                         |
| 4. waiting time  | 13. failure to get others to help                       |
| 5. mail  | 14. failure to plan                                     |
| a. dating  | 15. not able to say "no"                                |
| b. reading   | 16. fatigue, lack of exercise                           |
| 6. reading - look through table of contents & select those of interest. Newspaper style writing - meat in first & last | 17. doing easy things first rather than important tasks |
| 7. clutter   |   |
| 8. watching TV   |   |
| 9. listening to radio  |   |

Priorities - essential, vital, required to fulfill job responsibilities.

Success - progressive realization of worthy goals.

What Are Your Lifetime Goals?

- |              |    |
|--------------|----|
| 1. spiritual | 4. |
| 2.           | 5. |
| 3.           | 6. |

GOALS

- will vary in length
- should introduce a key result
- should be accomplished by a deadline
- be realistic, challenging and achievable
- should be yours and not someone elses

Tell someone your goals and put it in writing -- called commitment

Become an effective goal setter.

Plan is game plan which will help you achieve goal.

Dr. Esther Maddux  
Extension Home Economist  
Family Resource Management  
University of Georgia

HOW DO I RATE AS A MANAGER?

This sheet affords a leader the opportunity to make a candid and useful evaluation of essential characteristics of good leadership. Be rather critical, but honest, in checking each item. When all items are checked, total your score by giving each check mark its column value (weak 1; average 2; strong 3; super 4) and add up.

- How well do I understand the work I am doing? . . . . .
- Do I know the full abilities of my members? . . . . .
- Do I completely instruct every member? . . . . .
- Have I established adequate and clear standards for every job? . . . . .
- Do my members know standards by which they are evaluated? . . . . .
- Am I always fair and impartial with my members? . . . . .
- Do I always have a "listening ear" for their complaints? . . . . .
- To what extent do I inspire their confidence in me? . . . . .
- Do I always keep all promises I make? . . . . .
- Do I always give ample credit where due? . . . . .
- Do I keep my temper when they make errors? . . . . .
- Do I seek their advice in making plans and decisions? . . . . .
- Do I back them up to the limit? . . . . .
- Are they absolutely loyal to me? . . . . .
- Am I constantly pursuing a plan of self-improvement? . . . . .
- Do I try to encourage self-improvement of my members? . . . . .
- Am I quick and accurate in my decisions? . . . . .
- Am I constantly on the alert for work simplification and improvement? . . . . .
- Do I plan my own time? . . . . .
- Am I loyal to my superiors? . . . . .
- Do I inform my members in advance about changes which will affect them? . . . . .
- Do I practice the use of tact in my daily contacts? . . . . .
- Do I critique without the use of harshness or rancor? . . . . .
- Do I accept criticism cheerfully? . . . . .
- Just how good a leader am I? . . . . .

| WEAK<br>1 | AVERAGE<br>2 | STRONG<br>3 | SUPER<br>4 |
|-----------|--------------|-------------|------------|
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TOTAL SCORE

JBH 1/12/82

James R. Harris  
Personnel & Staff Development  
Cooperative Extension Service, U. of Georgia

## POSITIVE AND NEGATIVE TRAITS OF MANAGERS\*

- +1 Results-oriented; expert delegates.
- 1 Hovers over employees -- scared to delegate due to competition.
  
- +2 Employee/Production-centered.
- 2 Production or Employee-centered.
  
- +3 Supportive and helpful--communicates relevant and important items; talks over matters; disciplines as a learning process.
- 3 Nagging, threatening, demanding.
  
- +4 Identifies with employees and management.
- 4 Sides with employees or management.
  
- +5 Concentrates on managerial functions (proactive) -- planning, organizing, leading and controlling; preventing crises, coordinating work.
- 5 Always pitches in and helps in crises - putting out fires (reactive) -- looking at what to do now.
  
- +6 Is able to operate within organization hierarchy.
- 6 Always goes over, under and around for official communications.
  
- +7 Good communicator. Interprets policy to people; spends time answering requests from employees.
- 7 Bad communicator. Continually goes to employees for information, i.e., "how's it going?" "how're you doing?" "What's the status?"

\*Adapted from Likert's Study--University of Michigan (on-going since 1947)

James B. Harris  
Personnel & Staff Development  
Cooperative Extension Service  
University of Georgia

## ANALYZING YOUR LEADERSHIP STYLE

Check most appropriate answer which applies to you. Numerical scoring is given on answer sheet. Using the numerical score, find your leadership style on the grid labeled "Overview of Leadership Styles".

### 1. PLANNING

- a. \_\_\_\_\_ I get the people who have relevant facts together to review the whole picture, get reactions and ideas. Then, we establish goals and flexible schedules as well as procedures and ground rules and set up individual responsibilities.
- b. \_\_\_\_\_ I preplan work for each member. After explaining goals and schedules, I make individual assignments. I insure that they know to come back if they need help in carrying them out.
- c. \_\_\_\_\_ Little preplanning is done either by myself or with my members. I give broad assignments and convey my confidence in members by saying, "I'm sure you know how to do this job and will do it well."
- d. \_\_\_\_\_ I give broad assignments, but I don't tend to think in terms of goals or schedules. I do little detailed preplanning.
- e. \_\_\_\_\_ I do preplanning by setting goals and schedules to be followed. Then I work out procedures and ground rules and make individual assignments.

### 2. IMPLEMENTATION

- a. \_\_\_\_\_ I keep up with each person's job and review his/her progress with him/her. I lend support if he/she "gets into trouble" or is having difficulty.
- b. \_\_\_\_\_ I make the rounds, but take little on-the-spot action. I leave people alone to solve their own problems.
- c. \_\_\_\_\_ I make the rounds mostly to see that the people are happy and that they have things they request.
- d. \_\_\_\_\_ I keep familiar with major points of progress and exert my influence on others through identifying problems, and revising goals and schedules with them. I lend assistance as necessary by removing road blocks.
- e. \_\_\_\_\_ I watch work closely, criticize as I see the necessity for it, and introduce changes as the need for them arises.

### 3. REACHING DECISIONS THAT AFFECT OTHERS

- a. \_\_\_\_\_ I make the decision. That's my responsibility. Once my mind is made up, I stick with the decision, except under severe pressure or resistance.
- b. \_\_\_\_\_ My decision follows the line of thinking of my "boss".
- c. \_\_\_\_\_ I get with those affected by the decision to talk through the question. I give facts about the problem as I see it, test for agreement on them and get alternatives. Then we reach a decision based on mutual understanding.

- d. \_\_\_\_\_ I meet with each person affected by the decision to hear what his/her views are. After I make the decision, I give those involved the rationale behind it.
- e. \_\_\_\_\_ I find out what the "boss" wants, and if that would be "unpopular", I place the responsibility on him/her. But I hold an informal discussion to "sell" the decision.

#### 4. USE OF MEETINGS AND CONFERENCES

- a. \_\_\_\_\_ Meetings are for aiding members to think through to understanding and agreement, target setting, planning, and the implementing aspects of work.
- b. \_\_\_\_\_ I use a group meeting to give people a chance to participate. I am always open to suggestions. My group frequently votes to find where each person stands, but it is my responsibility to make the decision.
- c. \_\_\_\_\_ Meetings get people together to exchange ideas. Friendly relations can be cemented by free discussion. Quick and easy decisions often happen. If disagreement and conflict arises, it is better to table the discussion than to force the issue.
- d. \_\_\_\_\_ Accountability means that I am personally responsible for making the decisions. A meeting is to communicate information or changes or to have progress reports to keep me abreast of work.
- e. \_\_\_\_\_ I hold regularly scheduled meetings as a matter of organizational policy.

#### 5. LISTENING TO SUGGESTIONS AND IDEAS FROM MEMBERS

- a. \_\_\_\_\_ I tend to feel resentful to suggestions to experiment with new ways. Quite often, my immediate reaction is, "We've tried that," or simply, "It won't work."
- b. \_\_\_\_\_ I receive a suggestion to experiment with inward resentment but toward composure, I either bury it or pass it on to someone else to develop or evaluate. I don't tend to follow up on it unless pressed.
- c. \_\_\_\_\_ I compliment the person who suggests the experiment and take the suggestion to my "boss". If my "boss" agrees, I join in. If he/she disagrees, I tend to, also. Then, my inclination is to tell a member, "I liked it, but couldn't get it through my boss."
- d. \_\_\_\_\_ I know that frequently a member can make important operational improvements. I review each suggestion to be sure that it hasn't been presented before. If it still looks good to me, I encourage him/her to write up and submit through the appropriate channels.
- e. \_\_\_\_\_ I try to encourage suggestions and experimentation. I listen and members know it. I join in developing the suggestion. If the suggestion is passed upward, I identify the source of the idea and support it.

6. CHANGING DECISIONS DUE TO PRESSURE FROM ABOVE: I.E., WHEN I AM REVERSED

- a. \_\_\_\_\_ I tell members: "I don't think this is right. I fought, but they overruled me."
- b. \_\_\_\_\_ "This is the way we will do it now. It was necessary to change because..."
- c. \_\_\_\_\_ "The decision has been reversed, based on the following background and facts. Let's talk and be sure we understand it, so that we will have a better basis for future decisions."
- d. \_\_\_\_\_ "These are the new orders on the way we will do it from now on."
- e. \_\_\_\_\_ "They changed their minds again."

7. MEMBERSHIP DURING STAFF MEETINGS

- a. \_\_\_\_\_ I attend because it is expected. I either go along with the majority position or avoid expressing my views.
- b. \_\_\_\_\_ I like to be able to support what my leader wants and to recognize the merits of the individual effort. When conflict arises, I do a good job of restoring harmony.
- c. \_\_\_\_\_ I push for what is best for the organization, but without stepping on toes. When conflict arises, I seek for a middle ground to attain a compromise position which will reflect some of the views of all.
- d. \_\_\_\_\_ I participate according to my knowledge of the issue. When I am sure of my position I work for it in spite of conflict. Even when the decision is in the other direction though, I support it.
- e. \_\_\_\_\_ I try to come up with good ideas and push for a decision as soon as I can get a majority behind me. I don't mind stepping on people if it helps a sound decision.

8. FOLLOWING-UP ON OVERALL PERFORMANCE

- a. \_\_\_\_\_ I have plans laid for the next assignments and move people on to them as operations dictate. Recognition and criticism are extended to individuals on a one-by-one basis.
- b. \_\_\_\_\_ I conduct a "wrap up" to evaluate how the job went and to find out what can be learned from it. If appropriate I give recognition on a team basis as well as recognizing outstanding individual contributions.
- c. \_\_\_\_\_ I talk to my leader to find out what has to be done next and assign people to it.
- d. \_\_\_\_\_ I hold a meeting to congratulate the group as well as individuals. Our "wrap up" session revolves around what did or didn't cause friction on the job. I try to minimize any mistakes and to smooth over conflicts.

- e. \_\_\_\_\_ I hold a meeting to point up the group's good points as well as mistakes and to indicate to them how they can improve. Each individual gets the opportunity to discuss any reasonable suggestions he/she might have for improvement as I give them the next task.

## ANALYZING YOUR LEADERSHIP STYLE

### ANSWER SHEET

|                   | (a)       | (b)       | (c)       | (d)       | (e)       |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| 1. Planning       | 9.9       | 5.5       | 1.9       | 1.1       | 9.1       |
| 2. Implementation | 5.5       | 1.1       | 1.9       | 9.9       | 9.1       |
| 3. Decisions      | 9.1       | 1.1       | 9.9       | 5.5       | 1.9       |
| 4. Meetings       | 9.9       | 5.5       | 1.9       | 9.1       | 1.1       |
| 5. Listening      | 9.1       | 1.1       | 1.9       | 5.5       | 9.9       |
| 6. Changes        | 1.9       | 5.5       | 9.9       | 9.1       | 1.1       |
| 7. Membership     | 1.1       | 1.9       | 5.5       | 9.9       | 9.1       |
| 8. Follow-Up      | 9.1       | 9.9       | 1.1       | 1.9       | 5.5       |
| TOTALS            | 9.9 _____ | 5.5 _____ | 9.1 _____ | 1.9 _____ | 1.1 _____ |



# OVERVIEW OF LEADERSHIP STYLES

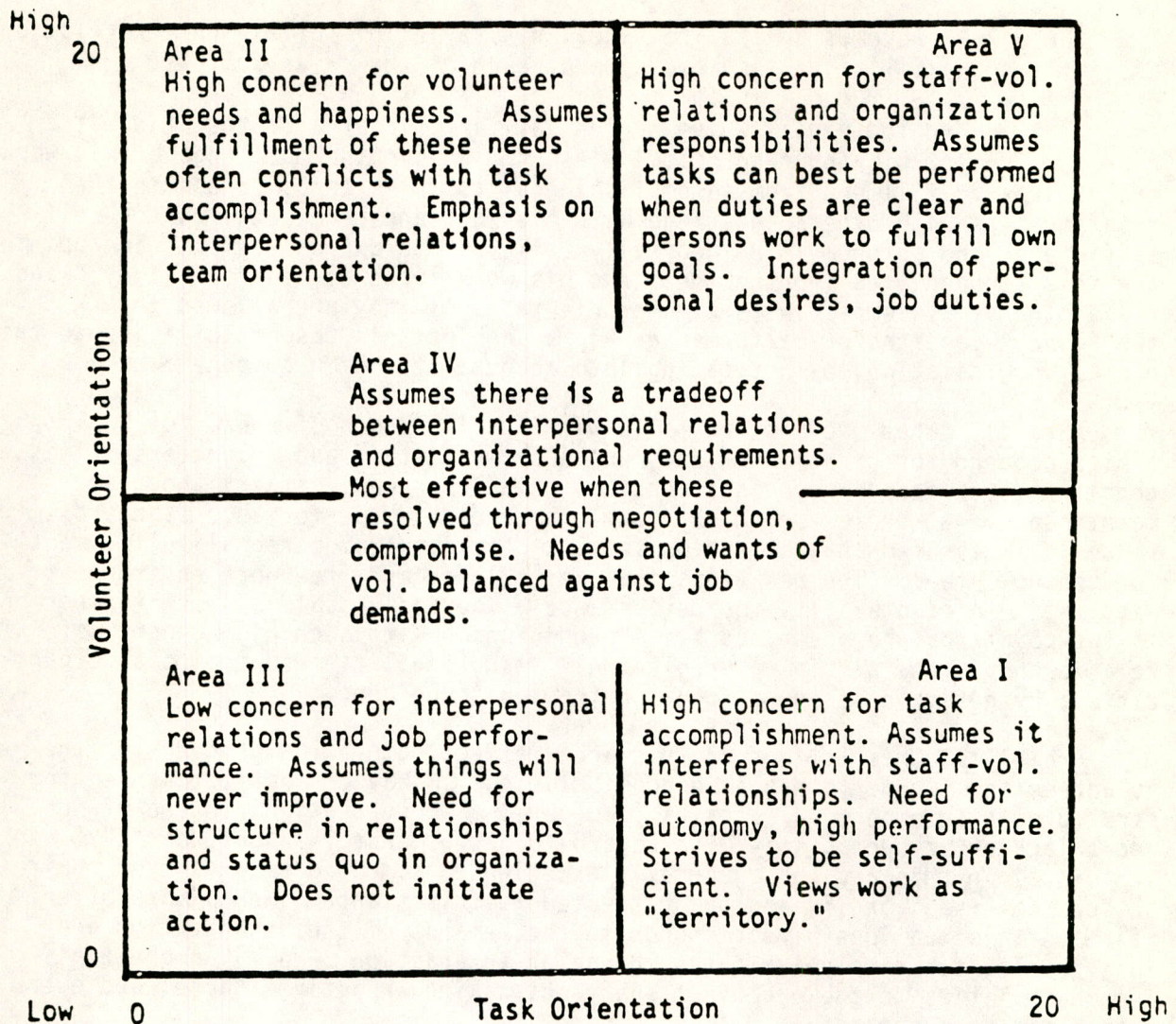
|   |  |   |
|---|--|---|
| 9 | <p>1/9<br/>"Country Club Approach"</p> <p>Basic attitude. People work best in a cheerful, harmonious setting. To get results, make sure your subordinates are happy.</p> <p>Control. Expects good loyal work to follow automatically if people have pleasant relationships with the boss.</p> <p>Involvement. Encourages suggestions. Tries to follow through on popular ones and avoid unpopular ones.</p> <p>Decisions. Tries to make decisions that subordinates will accept readily and be happy with.</p> <p>Conflict. Settles it by compromise and appeasement.</p>                  | <p>9/9<br/>Ideal</p> <p>Basic attitude. People work best when they see how their efforts can help them attain their own goals. They are most likely to get good results when they are appropriately involved in their jobs.</p> <p>Control. When possible, controls by generating understanding of, and commitment to, job goals.</p> <p>Involvement. Encourages independent thinking; believes subordinates can be a source of new ideas and better techniques.</p> <p>Decisions. Bases decisions, when possible and advisable, on candid interchange with subordinates.</p> <p>Conflict. Faces up to conflict, and seeks its reasons before resolving it.</p> |
| 5 | <p>1/1<br/>"Retired in Place"</p> <p>Basic attitude. People are lackadaisical about work. You can't do much to motivate them; they'll work if they want to, and they won't if they don't.</p> <p>Control. Keeps people in line by reminding them of what his boss expects ("The man upstairs won't like it if you...").</p> <p>Involvement. Minimal. Doesn't look for or encourage suggestions from subordinates.</p> <p>Decisions. Waits to see what the boss wants, then makes decisions that give him what he wants.</p> <p>Conflict. Ignores dissent in hope that it will go away.</p> | <p>9/1<br/>"Slave driver"</p> <p>Basic attitude. People work best when they're scared. So to get results, make your people uptight, build on their fears, and keep them moving.</p> <p>Control. Very close. Exerts tight supervision.</p> <p>Involvement. Discourages suggestion from subordinates. Believes that they rarely have any good ideas.</p> <p>Decisions. Makes decisions alone. Expects them to be carried out without questioning.</p> <p>Conflict. Puts down dissent. Insists on own position and views.</p>  |
| 1 | <p style="margin: 0;">1 <span style="margin-left: 350px;">5</span> <span style="margin-left: 350px;">9</span></p> <p style="margin: 0;">CONCERN FOR TASK</p>   |   |

COZURZ  
 ZRRRZ  
 FOR  
 RUMM

# Volunteers And Paid Staff Working Together

## Interpreting Your Scores

### Staff-Volunteer Relationship Survey



#### Orientation of Relationships Grid

(in each instance, for "his" understand "his/her")

Based on the model developed by Robert Blake and Jane Mouton (Managerial Grid), the Orientation of Relationships Grid of the Staff-Volunteer Relationship Survey reflects one's orientation as regards staff-volunteer relationships and one's own job responsibilities. By noting where his tallies fall on the Grid, the participant can learn some of his orientations to these two areas, and how they fit together. Awareness of personal assumptions and behaviors is a fundamental element in the learning process; a process directed toward greater individual effectiveness.

The Grid is based on the principle that every person maintains certain assumptions about people and about his work. These assumptions lead one to act in certain ways consistent with his personal views. These actions then lead

the person to have certain experiences, because people respond in certain ways to his actions. The nature of these responses will either support or be interpreted by the individual to support his basic philosophies about people. These philosophies then feed the same assumptions that caused the actions in the first place. By the time one reaches adult life, these perceptions, assumptions and behaviors are worked out so they are consistent with each other. One's view of the world, and its corresponding behaviors, becomes one's style.

The O.R.G. reveals to the individual his style in staff-volunteer relations and job responsibilities. A discussion of each of the areas follows.

Area I. An individual whose scores fall in this area of the Grid has a high concern for his job responsibilities. He enjoys the challenge of his work and derives fulfillment from accomplishing a task. He tends to assume that relationships with others interfere with his job, and hence strives for self-sufficiency and autonomy. He generally believes his own assessments and opinions are most appropriate. Further he views his work areas as his "territory," and feels others may compete with him for his tasks if they are allowed to. With the highest concern for performance, he may neglect his responsibilities to the overall organization, by not taking into account its human component.

Area II. When one's score falls within this region of the Grid, he shows a high concern for personal relationships between staff and volunteers. This concern is reflected in one's attention to interpersonal affairs and team maintenance. At the extreme, this style ignores high performance standards, since it is assumed that attention to task detracts from personal fulfillment for the volunteer. The behaviors indicate a loose and free work environment with little accountability for performance. The individual may work for harmony to the point that he questions his own opinions. With such high concerns for relationships, the person may neglect his responsibilities to the total organization, by not maintaining a focus on the job to be done.

Area III. Orientations in this area reflect both a low concern for the volunteer and for performance responsibilities. Behaviors reflect a need for structure in interpersonal affairs ("No personal conversations in the office.") and a lack of accountability with regard to performance ("I don't care."). An individual in this area has generally experienced some bad results from their actions in Area I or II, and has retreated to this stance. He is more often reactive to situations. He responds to the demands of the organization and individuals, but rarely initiates change or interaction. He may neglect his responsibilities to the organization by not taking an active stance, and even retreating from contact.

Area IV. An individual in this area often reflects a negotiated or compromise position between concern for the volunteer and concern for task. Though he maintains the inherent conflict between these two orientations, he has achieved a balance. He is often free enough in staff-volunteer relationships and concerned enough with performance to be effective. His decisions are made through conferring with others around job-related affairs. This tendency toward negotiation will shift depending on the areas of greatest concern at a particular time.

Area V. Where other orientations assume that the individual's and organization's needs are in inherent conflict, persons in this area do not maintain that principle. Instead, this philosophy believes that highest job performance is achieved when the volunteer or paid staff member is highly involved and fulfills his own needs. The behavior reflects an integration of personal desires with needs of the organization. Further, performance standards are high and harmonious staff-volunteer relations are facilitated. Problems are approached in a collaborative fashion and communications is a key element of the work behavior. This individual strives for the highest quality performance and the richest staff-volunteer experiences.

Once you have identified your orientation area as defined by your scores, it is best to learn more about its meaning. This discussion has attempted to highlight the critical assumptions and behaviors of each basic orientation. While understanding that the S.V.R.S. does not necessarily reflect your behavior or philosophy all the time, you should reflect on what it says about your responses at this particular time. Your responsibility is to reflect on past situations and your own behavior. What were you thinking then? How did you act? How did others respond?

Furthermore, learning is enhanced when you monitor your actions during the course and "back home". Reflect on the assumptions you make, and their effects. Experiment with new behaviors and study their effects. Continue the testing and appraising of your own style until you feel a more effective "you" emerging. At this point, you will have translated the learning of the S.V.R.S. and this course into action, and incorporated them into your own personal style.

Of utmost importance will be a growing awareness that you can respond differently in different situations as you recognize that certain actions will have better results, according to the specific needs or problems of individuals or the organization. You will increase your ability to analyze situations, including work and people factors, and you will expand your range of behaviors that are appropriate and helpful.

## Some Principles of Participative Management

(compiled by Jerry E. Whiteside)  
Cooperative Extension Service, U. of Georgia

1. Fulfillment: The need to gain satisfaction from contributing is a basic human motivation. Every person in an organization is useful - make each person feel useful - give each a share of the responsibility - make each one see where they fit in.
2. Open communications is essential for the exercise of self-responsibility. Members must have access to all information that is available and pertinent to their interests and responsibilities. We can make maximum contributions only when the information needed for sound thinking is available. Remember, open communications builds trust.
3. Conflict is best resolved by direct confrontation. Take a problem solving approach to differences. Identify the facts, logic and emotions causing the problem. Open participation in resolving conflict produces commitment to the outcome.
4. Being responsible for one's own actions represents the highest level of maturity and is only possible through widespread delegation of power and authority. In this type of environment, opportunities to be more productive and creative can be acted on by anyone who sees them.
5. Shared participation in problem solving stimulates active involvement in productivity and creative thinking. "People will support what they help to create".
6. Management is by objectives. When MBO is based on openness, trust and understanding, the personal goals of individuals and the goals of the organization tend to become integrated and harmonious.
7. Merit is the basis of reward. When reward acknowledges personal contributions, the effort to make contributions is reinforced.
8. Learning from work experience is through critiques. Skillful use of critiques accelerates the rate of learning.
9. Norms and standards that regulate behavior and performance support personal and organizational excellence. Much of our behavior is regulated by norms and standards. When they are set at high levels, and people are committed to them, they stimulate the pursuit of excellence.

"Cultivate the habit of winning"

You attend an "idea-sharing session" to learn about and discuss the Middle Management Staffing Model. You bring several staff members and volunteers with you to the session. Move your token ahead to 4.



3

2

1

The next day at your office, you review your goals for your county 4-H program this year. You decide a Middle Management Approach would improve program delivery in your county. Good for you! Move ahead to 6.

4



## THE HOW TO'S OF MIDDLE MANAGEMENT

### TEAMWORK-THE SECRET TO SUCCESS

You share your new ideas and your positive feelings about using a Middle Management Staffing Model in your county. You explain it well. People ask questions. Your answers are well thought out and your enthusiasm is contagious! Move ahead to 7.

5

### Objectives

- Be mentally prepared for any challenge.
- Think and act with common sense.
- Do not entertain doubt and fear. Remember, regardless of the difficulty, you have within you what it takes to triumph. Be practical; think positively.



You forgot to discuss your plans and your decision regarding a Middle Management approach with your 4-H staff and your 4-H Advisory Council and/or Leader's Association. Move your token back to 5.

6

You block out time to think, to plan, to dream. You develop a personal list of 4-H jobs/tasks which could be done by others. You develop another list of areas where greater professional attention is needed. Jump ahead to 9.

7

### Guidelines

"BUT WE'VE ALWAYS..."

- Who from your team was influential in moving the process along? How?

OH H H...  
I'VE GOT PLENTY OF NOTHING'S  
AND NOTHING'S PLENTY FOR ME.  
WE TRIED THAT ONCE...

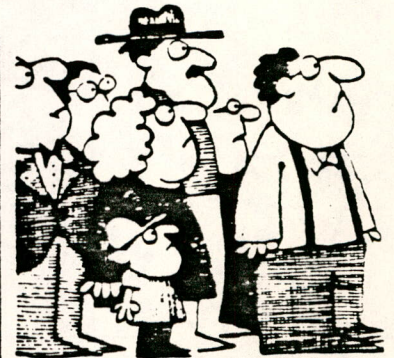


You think about how much extra time it will take you to plan, initiate and implement a new way to organize your county program. You stay up late reading Alan Lakein's "How to Gain Control of Your Time and Your Life." In the morning you are sleepy but wiser. Advance to 11.

8

You misplaced your handouts from "The 4-H Agent as Manager Idea-Sharing Session." You wanted to re-read them and share them with your co-workers who did not attend. Too bad! Move back to 8.

9



You review your goals for six months, one year and five years. You imagine your county program reaching new audiences and providing better services to all of your future new volunteers. You develop a list of major tasks/jobs which need to be done to realize your goals. You are beginning to feel like a manager. Progress to 13.

10

You start to area-ize the county, dividing it into small workable units, which someday will each have a key volunteer. You project ahead--five years from now--planning for the expansion you anticipate and desire. You feel overwhelmed by all the decision-making required. Return your token to 10.

11

You enjoy a wonderful vacation! After which you host a successful, well-attended recognition dinner for your Middle Managers. It is an exciting evening. You feel proud.  
Move ahead to 25.

19

In the months ahead you keep everyone well informed on an on-going basis. Your 4-H Management Team is beginning to develop real team spirit. You feel good.  
Move ahead to 22.

21

You provide good monthly training sessions for your key volunteers. They are enjoying their new responsibilities. They share their experiences with you by phone and personal visits on a regular basis.  
Progress to 23.

22

You forgot to allow planning time to consider how you would provide recognition for your key volunteers. You missed a good "early" opportunity--an introductory news release informing parents, 4-H'ers and other volunteer leaders of the expanded benefits that will be provided by these key volunteers.  
Return to 17.

18

DO YOU WANT ME TO LIST YOUR SINGING AS A NEED OR A SKILL?



You enjoy a successful orientation dinner meeting with your key volunteers, committee members and program assistants. You plan to hold an in-depth orientation session next week and modify job descriptions as needed. You're off to a good start.  
Jump ahead 3 spaces to 21.

17

## The Task

What behaviors helped your team reach a consensus?

23

You plan an orientation dinner meeting for your key volunteers and send out invitations. You develop your plans for a year-long training program for your new "Middle Managers." In doing so, you keep their needs and interests uppermost in your mind. You ask for their suggestions and use them.  
Progress to 18.

16

You brainstorm potential key volunteers and committee positions with other members of your 4-H staff. You generate a lot of enthusiasm and good ideas. Someone suggests contacting the selected volunteers immediately. You forgot to write the job descriptions!  
Return to 14.

15



You call your State 4-H Department Chairman and share the good news! He congratulates you on a successful first year.  
Move ahead to 26.

25

DON'T HAVE TIME TO...



You write short, simple, clear job descriptions. You call or visit the people selected for the positions. Use the job description to explain and clarify the job you are asking them to do. In the beginning, fill only those key positions with the greatest potential for success. Congratulations! You are moving ahead.  
Advance to 16.

14

You encourage other 4-H agents to benefit by a well-thought-out Middle Management County Staffing Plan. You help make this happen by sharing your ideas and experiences with them. Congratulations! You did it--just as you said you would! That's terrific!

26


You have completed the task of "area-izing" the county. Give each area a number and a name. You develop a step-by-step plan to enable you to provide service to each of those areas. You feel good about your progress.  
Advance to 15.

13



## Pooled Resources

Designed by Rosalind Friedman STATE 4-H STAFF  
COOPERATIVE EXTENSION SERVICE

 RUTGERS THE STATE UNIVERSITY OF NEW JERSEY

Choose We Must

12

### OBJECTIVE 3

To gain additional knowledge and skills to effectively identify and develop relevant programs and curriculae for urban youth.



WESTERN REGIONAL URBAN WORKSHOP  
Portland, Oregon  
October 25-28, 1983

Gaining Skills to Identify and Develop Programs and Curricula for Urban Youth through Needs Assessment.

Preparation for determining the needs assessment you are looking for to meet the needs of youth.

1. Overview of Different Types of Programs:

Nutrition programs  
Youth in crises  
Outdoor education  
Community pride  
Careers exploration and preparation  
Plant science  
Animal science  
Crafts  
Sports  
Personal development  
Foods or clothing  
Management.

2. Factors affecting Needs Assessment.

What is the philosophy for conducting 4-H programs in your county?

- Major audience emphasis
- Program content
- Policies of the State Cooperative Extension  
Service schools
- Methods for reaching youth
- Size of audience potential
- Use of volunteers
- Agency involvement
- Use of advisory groups
- Size of staff
- Resource needed and available
- Interests of staff.

3. What is a Needs Assessment?

The procedure and process to determine the specific needs of an identified group of people. (A program review is an assessment of the program to determine needs/changes to satisfy observed or fact supported needs of clientele.) Does the program satisfy the needs of the people and the institution?

#### 4. Why identify needs in 4-H?

- To plan and implement educational programs that are specifically and more accurately focused on real needs of the clientele.
- To ensure specific outcomes or impacts.
- To show to the public and elected officials that programs are indeed based upon needs and create a worthwhile impact, worthy of the resources invested.
- To identify the need to organize 4-H programs in areas of the county where youth are not reached.
- To identify training needs of volunteer and Extension staff.
- To identify needs or expectations of the public and elected officials.
- To clarify youth-related problems that directly involve the community.
- To produce basic information from which to make responsible, well-documented decisions.

#### 5. Ramifications of Needs Assessment.

What many recent needs assessment have discovered is that you have in common some very basic youth identified needs. According to the recent national 4-H needs assessment<sup>1</sup>, the following are listed:

- To learn to make decisions
- To be understood for a sense of identity
- To see how the individual fits into the community
- To feel productive
- To develop and express creativity
- To gain increased respect from adults
- To have more time and involvement from adults
- To have more constructive opportunities to experiment with life

<sup>1</sup>4-H National Needs Assessment Analysis and Recommendations United States Department of Agriculture

- To get more help in developing social competence
- To have structure and clear limits.

The results of the National identification of youth needs fit primarily in the realm of process rather than the specific subjects for which Cooperative Extension has such a vast resource. The human development discipline is truly very fitting and greater realization exists now than ever before for persons to become more humanitarian. It is obvious that more effort will be made to create personal or human development curricula in 4-H, to help youth develop a positive self concept, life goals and positive and constructive relationships with others.

Mainly we could sum up these needs in a broader generality of helping youth deal with the negative people and forces which may or may not realistically exist in their environment and look beyond to achievable life goals.

The above can be accomplished by youth learning life process skills and also through learning and applying the more exact science projects.

Who should be involved in a Needs Assessment?

Every citizen affected by the program and those affecting the program. A properly conducted needs assessment will provide information from every involved segment of the 4-H program. Your decisions will be informed, not arbitrary; you'll be able to substantiate and document actions.

These are also many benefits to those who participate in the assessment. The process of obtaining information from parents, leaders, 4-H members, youth not members, community leaders (not 4-H) can increase acceptance and motivations to change or strengthen the program. "Communications will be enhanced throughout the community, creating a feeling of participation and support. Involving people in a needs assessment gives them a say -- and a stake -- in the 4-H program."<sup>2</sup>

<sup>2</sup>Conducting a Student Needs Assessment Northwest Educational Research Laboratory.  
Portland, Oregon

## Needs Assessment Process

### California

California has recently conducted a needs assessment starting with the leadership of county staff identifying needs with clientele (youth and adults) and youth serving agencies and institutions. The needs were identified as the problems of or concerns for youth. Six regional meetings were held where all of these problems and concerns were identified and listed and finally compiled into a state listing. A steering committee of county 4-H youth advisors and 2 state staff people have identified 10 major areas -- within which the problems and concerns reasonably fit. A statewide meeting was held October 20 and 21 at which time 10 workgroups are being organized corresponding to each of the 10 major areas. These major 4-H projects or program priorities will be developed and finalized into a program delivery to clientele. This will be an ongoing process, continuous, changing and perfecting need identification and strategies for learning and adoption.

The 10 major areas are very broad. Within each, one or more major program priorities will be developed with specific programs. The major areas are:

1. Food and Fiber Production and Utilization
2. Environment and Natural Resource Stewardship
3. Health
4. Community Awareness and Involvement
5. Personal Development
6. Human Relations
7. Family and Adult Support Systems
8. Career and Life Skills Development
9. Youth in Crises
10. Science Technology.

In California we are very conscious of the need to be accountable to within Extension and to the public whom we serve. Our goal is to develop high impact outcomes utilizing subject matter and resources of the University of California, resources from other institutions and people.

### Wisconsin Needs Assessment and Curricula Determination.

Wisconsin has done an excellent job of needs assessment and program priority determination.<sup>3</sup> "We do not use different needs assessment for urban areas. ... The process is the same in urban or rural areas."

<sup>3</sup>William E. Gleason (Letter sent August of 1983)

"There are many categories of need to consider such as Dairy program need to have urban or non farm people understand the Dairy industry - thus the "Adventures in Dairyland" project. The Milwaukee need to have the Zoo and Wehr Nature Center more effectively used as educational resources resulted in the 4-H programs at those urban facilities. The National Resources for Urban Gardening resulted in the Milwaukee 4-H Urban Gardening project. The Appleton 4-H leader interested in basket weaving resulted in that project. The safety need with lawn and garden tractors resulted in the Kenosha Lawn and Garden Tractor Operators project. We could go on with these examples but you get the picture.

"There are specific areas of human development that every 4-H project, event, or activity are expected to contribute to. Thus the "4-H curriculum design team" to insure that the 4-H curriculum is put together and carried out in a way that contributes to development in those areas. These areas include self concept, interpersonal skills, social skills, citizenship skills, and effective living skills like expressing self, being responsible, etc. The "4-H tools" thus are a part of every 4-H learning experience in some measure both in print and in practice (see tools attached).

"The Wisconsin 4-H Program is not geared to being remedial. It will not pretend to solve the problems created by economic or social policy such as ghettos, etc. Social Services agencies are staffed for remedial work. We describe 4-H as being educational, developmental, and thus preventative but its remediation effect is coincidence. Thus rural and urban 4-H programs in Wisconsin are more alike than different in needs, methods, content, and processes. The Zoo or Nature Center program and curricula would not likely change much if they were in rural areas. We try to focus on what we do best and not try to be everything to everybody. Attached are:

"Too much attention in 4-H is being paid to rationalizing why people are different from rural to urban areas. Perhaps the focus should be on how much alike the people are and the differences are more in the physical setting. Yes, urban areas have greater population density, more concrete, asphalt and service buildings. But are the people, their needs, and the way they satisfy them that much different? We don't think so."

### Processes Generally Used

Most states and counties utilize an advisory committee-type system or their Expansion and Review committees to determine youth needs. Most actually involve youth and adult clientele representing most ethnic groups in the county. The example below is from Ramsey County, Minnesota.<sup>4</sup>

"Usually in February, the Extension Committee conducts a needs assessment with 12 to 15 persons inside and outside Extension. Three to four persons represent youth development needs and are indicative of our low income, racial minority, handicapped, urban and suburban audiences, along with community education, recreation centers, schools, housing projects and participants now in 4-H programs. Each person in the group is asked prior to the meeting to respond to three general questions:

What needs do you perceive as an individual?  
What needs do you perceive in your local community?  
What needs do you perceive in our larger community?

The 4-H staff uses these responses to sort out youth needs now and programming to help youth adjust to future needs. In addition, the 4-H staff contacts agency representatives and other agency committees for their analysis of youth needs. A comprehensive situational analysis is conducted every four years, with an updating of the situation conducted yearly."<sup>3</sup>

The techniques utilized in North Carolina to determine needs of clientele are:<sup>4</sup>

1. "Mapping - the concept of mapping involves plotting physical aspects of the county, business centers, service centers, population centers and power structure on a county map or a city map. Then 4-H clubs, special interest groups, etc., are put on the map to identify gaps in service. The map can help identify resources that may previously have been overlooked. It also locates population clusters for possible 4-H groups. Mapping is done on a county map, or for urban situation a

<sup>3</sup>Catherine Nilson Ramsey County letter September 1983.

<sup>4</sup>Judy Graff, Extension 4-H Specialist, North Carolina 1983.

census track map. Colored pencils or color markers are used to mark information on the map. A legend helps keep the map uncluttered. I have enclosed a listing of some of the things that we typically put on maps for rural situations and many of these are applicable in an urban situation.

2. "The Youth Forums -- This is a structured discussion session conducted with a cross section of youth leaders. It is useful because it provides direct input from the target audience and allows more flexibility than some of the other techniques such as surveys, etc. A youth forum can be set up at a school or other setting where a cross section of 30 to 40 youth leaders can be clustered. The format of the session is as follows: (a) ice breakers to warm up the group; (b) small discussion groups; provide the groups with discussion topics surrounding specific problems already identified or give them discussion topics around general needs of youth, families, schools, etc., (c) nominal group process; list the ideas that emerge from group discussions; vote to merge ideas into a priority listing of their concerns.

These two techniques are the ones that we have used most recently. One other that is similar to the youth forum is a roundtable discussion. This technique involves youth professionals who represent youth agencies or governmental bodies that provide services to youth. Roundtable discussions can be set up similar to the youth forum except that data about youth is provided."

One additional point that was emphasized by the Onondaga County Cooperative Extension in New York.<sup>5</sup>

"At one time Onondaga County Cooperative Extension did have an urban committee, but we have moved away from attempting to program for identified audiences, as this resulted in the audience establishing the subject matter needs, which often did not match the Cooperative Extension resources. Now we use the Cooperative Extension subject matter as the resources offered to any audiences that may need it. There is a vast difference used in this approach. First, Cooperative Extension is more focused. We can't possibly meet all the needs of all the people. We have to be realistic and offer those resources we do have. Second, Cooperative Extension is different from other agencies because we have college researched information. We must continue using this as our strength and selling point, or we will be like other agencies, thus, losing uniqueness and perhaps our financial and power base."

<sup>5</sup>Barbara Schwarting, Cooperative Extension Agent, Onondaga County, New York letter August . 198\_.

### Needs Assessment in your situation

Needs assessment must be designed to satisfy the particular audiences or purpose for what is intended. In other words, the needs assessment must be tailored for the particular situation and audience you encounter as you develop curriculum. If you believe that 4-H cannot serve all people which many people feel it cannot, then more standardized needs assessment can be used.

Needs assessment can be expansive or they may be very simple, depending on what information you want and for what purpose. You can easily design them yourself by considering several basic criteria.

1. The Purpose
2. Your 4-H Program Philosophy
3. The Audience
4. What Specifically Do You Want to Know
5. The Breadth of Program
6. Resources Available.

A suggestion, limit the target area to audiences in a school or 10-block area rather than one whole city. The target area may be primarily one specific ethnic group, but always keeping in mind the affirmative action policies, and being in compliance.

Also enclosed in the appendix are Needs and Setting Priorities, information developed in Wisconsin, and 4-H in Wisconsin 1984. Both pieces have excellent helpful ideas that should be helpful.

Ed Schlutt



To use with youth or adults individually or in groups to assist in program determination.

Which of these subjects do you feel the youth would be most interested?

Animal Science

- Dog Care and Training
- Pets and Small Animals
- Rabbits and Conies
- Poultry and Quails
- Veterinary Science

Engineering

- Aerospace, Rocketry and Aviation
- Automotive
- Bicycles
- Electricity
- Home Repairs
- Safety
- Small Engines
- Woodworking

Family and Consumer Sciences

- Child Development and Care
- Clothing and Textiles
- Consumer Education
- Foods and Nutrition
- Food Preservation
- Home Environment
- Parenting and Childhood Education
- Management

Leisure Education and Health Science

- Camping and Outdoor Adventure
- Creative Arts, Crafts, Hobbies
- Health and Physical Fitness
- Individual and Groups Sports
- Leathercraft
- Photography
- Cultural Arts and Other Leisure Education

Plant Science

- Forestry or Christmas Trees
- Fruits, Nuts, and Berries
- Indoor and Mini Gardens
- Ornamental Horticulture
- Vegetable Gardens

Resource Science

- Energy Management
- Marine Biology
- Oceanography
- Soil and Water Conservation
- Wildlife Conservation

Social Science

- Beginning 4-H
- Career Exploration
- Citizenship
- Community Pride
- Communications
- Domestic Exchanges
- Graphic Arts
- Junior and Teen Leadership

NEEDS ASSESSMENT ABOUT CAREERS

Location \_\_\_\_\_ Age \_\_\_\_ Sex \_\_\_\_

Housing \_\_\_\_\_ Number of People in Home \_\_\_\_

No. of Parents at Home \_\_\_\_\_

Where do you go to school?

What do most students dislike about school?

In what subjects in which are you most interested?

What are the subjects in which you are not interested?

Would you say you have good, fair or poor grades?

What grades would you like to have?

What are some things that keep you from getting better grades?

What keeps students from getting grades they want?

Would you like to complete high school?

What are your plans for education or training after high school?

What kind of work or career would you like to follow?

Do most of the students your age have careers in mind?

Do you have plans to reach your goal?

What education do you think you will need to do what you want to do?

What are the major problems if youth that keeps them from reaching their goal?

Do you see anything keeping you from reaching your goals?

Do you know what jobs are available for which you would like to apply?

Do you know where to go to apply for a job?

What skills are required for those jobs?

Have you listed the skills you have to offer a job? Do you need help in evaluating your skills?

Have you prepared a resume?

Have you filled out an application for a job?

Have you ever had an interview for a job?

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PROGRAM PLAN FOR 1983-84 - Tracking 4-H'ers

- I. Goal: To follow the progress of 4-H'ers through the 4-H Program
- II. Audience: Certain 4-H'ers will be randomly selected in each program area, example - orientation programs, special interest, community clubs, to be tracked. These 4-H'ers progress will be annotated in each 4-H type program that is offered to see what degree they participate in and how long they are retained in the program.
- III. Resources: Leaders  
Clubs  
Special Interest groups  
Orientation program  
Computer programmer
- IV. Future Implementations: Based on the degree of participation and retention rate, programs could be changed or new programs designed to meet the needs of the 4-H'er.

## HOW TO HAVE FUN WITH CAREERS

Some of the things we remember best are those we learn while having fun. Now you can have fun with careers and economics while helping youngsters deal with these critical issues they face today. Try these activities at your workshops to increase awareness among 4-H members of economics, jobs and careers.

### 4-H CAREER EDUCATION MIXER FOR GROUPS

This mixer may be used for groups of 30 to 35 and multiples. As individuals arrive, tie or tape a card on their backs with a job identified on the card. Each person is to then ask others 'yes' or 'no' questions to determine the job. When the job is guessed, the individual may put the card on his or her front. The cards can be color coded into career clusters. Depending on time available, resource people included in each cluster can discuss the various job and career opportunities.

### WHAT'S MY LINE?

This activity will help to acquaint 4-H'ers with many job titles and point out the details of the job as well. Have members research a career of their choosing. At the next workshop, each member will have the opportunity to be the mystery guest. Four or five other members serve on the panel. The mystery guest starts off the questioning by giving the panel only one clue about his or her profession. For example, "this is an outdoor job."

The panel members take turns asking yes or no questions aimed at guessing the mystery guest's occupation. As long as the response is yes, the panelist can continue to ask questions. Once the reply is no, however, the next panelist begins asking questions. If none of the panelists can identify the career, the mystery guest has "stumped the panel."

After each mystery guest, be sure to discuss the panel's guesses. How helpful were their questions?

### CANDY BAR WITH NUTS

Many times we take for granted all the jobs and careers involved in bringing to us the products we use daily. For example, a candy bar. Divide 4-H'ers into groups of three to six people. Give them at least 20 minutes to brainstorm all the jobs. Distributing some candy bars during the meeting will add to the activity. Don't forget that the candy bar is wrapped in paper with a design on it.

Allow each group five minutes to report results. This is an example of a career trace-back project. Although we are using a candy bar with nuts, you can see how this kind of emphasis can be used for any product. A list of possible jobs relating to the candy bar with nuts is included as a reference.

PRODUCTION (ingredients)

Cocoa bean growers  
Shippers  
Pickers  
Farmer  
Machine salesman  
Equipment maintenance  
Insurance salesman  
Herbicide sales  
Insecticide sales  
Bankers

Loan Agents  
Genetics  
Seed salesman  
Equipment operators  
Nut roaster  
Nut sheller  
Nut sorter  
Nut salesman  
Board of Trade  
Buyer

Dairyman  
Inspectors  
Feed dealer  
Livestock salesman  
Veterinarian  
Cleaning Solvent Company  
Grain salesman  
Producer  
Storage

TRANSPORTATION

Dock worker  
Truck driver  
Rate analyst

Train engineer  
Pilot

Interstate Commerce  
Commission  
Maintenance

PACKAGING

Wrapper designer  
Paper Mill

Printer  
Assembly

Pressman

PROCESSING

Blenders  
Cooker  
Quality control  
Pricing agent

Researcher  
Inspector  
Taster

Line worker  
Personnel Department  
Management

MERCHANDISING

Advertising writers  
Buyers

Salesmen  
Commercial sales

Sample distributors

WHAT'S MY TRADE

Divide your group into teams of ten to fifteen people. An even number of groups is required. Have the groups line up in straight lines facing one another. There should be about twenty feet between the groups. Select the team that will be "it".

The team designated "it" caucuses and determines two things: the city, state and/or country they are from and their occupation.

The two groups, now facing each other begin playing. The non-its start. In unison, while they are taking one giant step forward, they shout "Where Are You From?" The "its" shout back the name of the city, state, and/or country they have chosen to be from while they are taking one giant step forward. The non-its while taking another giant step forward shout "What's Your Trade?" The "its" while taking their second giant step forward shout "Lemonade". The non-its take another giant step forward while shouting "Give Us a Clue if You're Not Afraid".

The "its" then begin acting out their trade. They may all use the same actions or they may choose to use many different ones. When the action begins, the non-its begin shouting out their guesses as to the occupation of the it group. When one of the non-its guesses correctly, the its have to retreat to their starting line before they are caught by a non-it. Anyone caught joins the opposition. The roles are then reversed until everyone is on the same team.

RESOURCES FOR CAREER EDUCATION

- Activities for Succeeding in the World of Work Book  
Grady Kimbrell and Ben Vineyard  
McNight Publishing Company  
Bloomington, Illinois 1975
- Succeeding in the World of Work Book  
Grady Kimbrell and Ben Vineyard  
McNight Publishing Company  
Bloomington, Illinois 1975
- Community Careering Work Book  
A Career Education Gamebook  
Ira M. Bank, Ph. D.  
Chronicle Guidance Publications, Inc.
- Creative Career Exploration Program Leader's Guidebook  
Eunice P. Reed  
Cooperative Extension, Cornell University
- Creative Career Exploration Program Teen's Guidebook  
Eunice P. Reed  
Cooperative Extension, Cornell University
- Curriculum Careering Booklet  
Instructor's Guidebook  
Ira M. Bank, Ph. D.  
Chronicle Guidance Publications, Inc.
- Employability Skills Teacher's Manual  
Career Education Resources Center  
301D Erickson Hall  
East Lansing, Michigan
- Employability Skills Student's Manual  
Career Education Resources Center  
301D Erickson Hall  
East Lansing, Michigan
- Exploring Careers bulletin 2001  
U. S. Department of Labor  
Bureau of Labor Statistics
- Family Activities for Economics, Jobs and Careers Guide  
Sharon Anderson, 4-H Youth Specialist  
North Dakota State University
- Finding Your First Job booklet  
Carl McDaniels  
Virginia Polytechnic Institute and State University  
Houghton Mifflin Company

|  |                     |
|--|---------------------|
| <u>Finding Your First Job - Leader's Guide</u><br>Carl McDaniels<br>Virginia Polytechnic Institute and State University<br>Houghton Mifflin Company                          | Booklet             |
| <u>4-H Career Education, A Guide for<br/>Illinois Extension Advisers</u><br>Walter E. Griffith<br>University of Illinois Cooperative Extension Service                       | Booklet             |
| <u>From Dreams to Reality: Adventures in Careers</u><br>Roxanne Spillet and Marie Gilmore<br>Girl Scouts of the U. S. A.<br>New York, N. Y., 1978                            | Booklets            |
| <u>Instructional Methods in Occupational Education</u><br>Dennis C. Nystrom, G. Keith Bayne<br>L. Dean McClellan   | Book                |
| <u>Leaders Learn By Doing, Too!</u><br>A Guide to Resume Writing for Volunteer Leaders<br>Patricia A. Howe, National 4-H Intern<br>National 4-H Council                      | Booklet             |
| <u>My Future Is What I Made It</u><br>Cooperative Extension Services of the<br>Northeastern States   | 4-H Member's Guide  |
| <u>My Future Is What I Make It</u><br>Cooperative Extension Services of the<br>Northeastern States   | A Guide for Leaders |
| <u>Occupational Outlook Handbook (Reprints)</u><br>U. S. Dept. of Labor<br>Bureau of Statistics  | Booklet             |
| <u>Teens Explore Careers</u><br>Donna L. Asbury and Gary L. Heusel<br>Chicago 4-H Program  | 4-H Member's Manual |
| <u>Teens Explore Careers</u><br>Donna L. Asbury and Gary L. Heusel<br>Chicago 4-H Program.   | Leader's Manual     |
| <u>Who Are You?</u><br><u>Where Are You Going?</u><br><u>Can You Get There From Here?</u><br>Marilyn Norman and Walter E. Griffith<br>Illinois Cooperative Extension Service | Booklets            |
| <u>World of Work</u><br>A Career Education Gamebook<br>Ira M. Bank, Ph. D.<br>Chronicle Guidance Publications, Inc.  | Work Book           |

List prepared by J. Tho-Biaz and D. Asbury, 3/83



4-H CAREER EDUCATION WORKSHOP FOR TEENS - SAMPLE FORMAT

SESSION I "FOR OPENERS"

- 9:00 4-H Career Mixer  
9:30 Candy Bar with Nuts, Career Traceback Activity  
10:00 "What Do You Want To Be 10 Years From Now?" - discussion  
10:15 Personal Inventory Form

SESSION II "THE CLOCK STARTS NOW" (Awareness)

- 10:30 Preparing for a Career - lecture  
10:45 Job Clusters - group discussion  
11:00 "What's The Job" - exercise using  
Occupational Outlook Handbook and Exploring Careers  
11:45 Resources for Finding a Paying Job

LUNCH

SESSION III "TURNING STUMBLING BLOCKS INTO STEPPING STONES"  
(Attitude)

- 12:30 Dead End Jobs - discussion - Is What You Are Doing Now A  
Stepping Stone?

SESSION IV "GIVING IT YOUR BEST SHOT" (Aptitude)

- 12:45 Writing A Resume - overheads and discussion  
1:10 Letter of Application - overhead  
1:20 Questions Most Commonly Asked on Application Forms

BREAK

SESSION V "MAKE IT HAPPEN" (Application)

- 1:30 Job Interview - Role Playing with audience critiques  
2:00 What Your Employer May Expect - worksheet and discussion  
2:20 Withholding Forms, Taxes, Money Management  
2:40 Laws Regarding Employment  
2:50 Questions and Answers  
3:00 Adjourn

Prepared by J. Tho-Biaz, 3/83

PERSONAL INVENTORY FORM

DIRECTIONS. Rank items according to importance by placing 1 in front of the most important, 2 in front of second most important, and continuing until the least important is ranked 15.

OBJECTIVES

- \_\_\_ SECURITY (Steady work, no layoffs, certainty of being able to keep your job, regular income)
- \_\_\_ CO-WORKERS (Fellow workers who are pleasant, agreeable, and good working companions.)
- \_\_\_ TYPE OF WORK (Work which is interesting and well liked by you.)
- \_\_\_ WORKING CONDITIONS (Comfortable and clean office, absence of noise and odors.)
- \_\_\_ HOURS (Good starting and quitting time, sufficient number of hours per day or week, day or night work, a job which you can forget when you go home.)
- \_\_\_ PAY ( Large income during year.)
- \_\_\_ SUPERVISOR (A good boss who is considerate and fair.)
- \_\_\_ COMPANY (Employment with a company for which you are proud to work.)
- \_\_\_ ADVANCEMENT (Opportunity for promotion.)
- \_\_\_ BENEFITS (Vacation, sick pay, pension, insurance, company car, profit sharing, bonus, payment for continuing education.)
- \_\_\_ INDEPENDENCE (Freedom to work alone and be my own boss, set my hours as needed to get the job done.)
- \_\_\_ CLOTHING (Uniform provided if required, impressive wardrobe is a part of the job, freedom to dress any way I want.)
- \_\_\_ STATUS (Fame, prestige, power, special license plates, high pressure)
- \_\_\_ TRAVEL (Regular travel to a variety of places is part of the job.)
- \_\_\_ TRAINING REQUIRED (at least nine months training, education, or internship beyond high school.)

## "LEADERSHIP TODAY"

**Program Description:** "Leadership Today" is a two-hour hands-on seminar designed for all high school club officers to teach them how to effectively manage their club. Topics to be discussed will be Officer Responsibility, Protocol, Motivating your Club Members, Managing Finances, Program Planning, Constitution Writing and even Manners.

**Intended Audience:** Open to all Cobb County High School students, grades 9 through 12, who hold any school or club office.

**Resources Needed:** Representative from Dale Carnegie Institute (public speaking skills and memory recall) and Rodger Leduc, 4-H Agent Cooperative Extension Service.

**Staff Time Required:** 40 hours

**Short Term Goals:** By helping students with their own school clubs, we teach the officers how to run the club effectively and smoothly without having major problems to encounter in a short time. No school class or outside program other than "Leadership Today" teaches youth on how to be a productive club officer.

**Long Term Goals:** By teaching students protocol and officer responsibility, we instill confidence in their personality. If they know their job, they feel good about doing it. Also, by building this self-esteem, this will allow them to master other life skills.

**Success Experienced:** Young people are always looking for a trustworthy friend. They may not know it, but they are. In working with these young people, I share with them how to write a constitution or how to get their club started and on its feet, but it also develops into a personal relationship in which I can help them with life's problems and goals. The 4-H Program is more than working with record books or projects, it's working with young people and their lives.

**FOR INFORMATION:**

"Leadership Today"  
Cobb County Extension Service  
PO Box 1248  
Marietta, Georgia 30061

### Annual 4-H Citizenship Tour

Many youth in East Baton Rouge Parish are unfamiliar with important facilities and services that are an integral part of their community and parish. There is a need to get them involved in educational activities that will help them to grow as citizens while learning about their surroundings.

In January and February, 1983, the emphasis at 4-H meetings was on Health and Citizenship. An annual citizenship tour is conducted in the parish and this year it was planned to relate to the subject of Health. An educational program for the tour was coordinated with the Community Relations Director of a major Regional Hospital in the parish. Approval was received from the school board for members to attend the program during class time and school bus transportation was provided.

The program which was held in the auditorium of the hospital included personnel from various departments. The Directors of the Eye Bank and Blood Bank told of the need for donors, the qualifications and procedure used in selecting donors as well as the benefits to patients. Use of the Emergency Room was explained to the 4-H members by the Head of Emergency Services. The Director of the Chemical Dependency Department gave an informative presentation on drug use and abuse. Media Coverage of the event included a spot on the five o'clock television news and three-quarters of a page in the city newspaper. Local Kiwanis clubs provided support for the citizenship program and had a representative at the hospital to talk to the 4-H'ers.

Some 700 4-H members and adult leaders representing 22 4-H clubs throughout the parish participated in this citizenship activity. This experience provided them with information about community services as well as knowledge about health.

## PEER PRESSURE

### I. Critical Issue:

Dealing with peer pressure is perhaps the greatest problem facing Cobb County youth. During 1983-84, we have designated this a thrust area in our program of work.

We feel our young people need help with values clarification and developing self-esteem. By working toward these positive steps in dealing with peer pressure, the negative effects, such as drug abuse, shoplifting and vandalism, will be lessened.

### II. Goals:

1. To teach group dynamics techniques and values clarification in school clubs.
2. To train 4-H'ers in dealing with stress.
3. To teach 4-H'ers the effects of teenage crime.
4. To train volunteer leaders and parents on dealing with peer pressure and its effects on their 4-H clubs and members.
5. To develop "Adopt a Sprout" program, Senior 4-H'ers working with Juniors and Cloverleaves.

Cobb County  
Georgia

## PINELLAS COUNTY'S ALCOHOL AWARENESS PROGRAM

The Pinellas County 4-H program in cooperation with Pinellas Comprehensive Alcohol Services (PCAS) is planning an alcohol awareness program for the fourth and fifth graders in Pinellas County.

The project began when PCAS approached 4-H with the intention of providing an awareness program to the members. As the agencies discussed plans for follow-up, the 4-H youth expressed an interest in helping promote alcohol awareness among their peer groups.

A planning meeting was held to discuss some ways of providing awareness to other youth in Pinellas County. Several options including a hikathon and parade float and bumper stickers were discussed. A decision was made to forgo these ideas due to limited time and money. Instead, a recommendation was made to develop educational materials for children on alcohol awareness. To equip the 4-H youth with knowledge and skills in the area of alcohol use and abuse, several training sessions were presented by PCAS staff in phase I of the project.

Currently phase II of the program is underway. The Pinellas County Council Board is in the process of researching and preparing an educational project book on alcohol. The five topics identified include:

- General Awareness (Why and Where People Drink)
- Alcohol and the Effects on the Body
- Alcohol and the Effects on Emotional Well-Being
- Alcohol and the Effects on the Family
- Alcohol Prevention and Treatment

The project book, composed of games, puzzles and other reinforcement activities will serve as a follow-up to an overall awareness program provided to the students by PCAS and 4-H staff. In addition, a curriculum guide, complete with lesson plans and teaching activities, will be provided to each of the teachers.

Through these special efforts the 4-H program and PCAS hope to raise the awareness level of fourth and fifth grade students about alcohol and its detrimental effects when abused.

For more information please contact Shirley Bond or Nan Jensen, Pinellas County Extension Office, 12175 125th St. N., Largo, FL 33544.  
Telephone - (813)586-5477

# LOUISIANA COOPERATIVE EXTENSION SERVICE

LOUISIANA STATE UNIVERSITY & A. & M. COLLEGE, U.S. DEPT. OF AGRICULTURE, & LOUISIANA PARISHES COOPERATING

The Louisiana Cooperative Extension Service follows a nondiscriminatory policy in programs and employment

BETH GAMBEL

ORLEANS PARISH

NEW ORLEANS, LA.

The "Institutional 4-H Club Program" is designed to meet the needs of special youth within the city who aren't reached through traditional 4-H Club methods. Two institutions have 4-H Club programs designed to meet the special needs of unwed mothers.

The focus on the program is to equip the unwed expectant youths to cope with their new responsibilities. A 15 week program is conducted weekly to instruct the girls in the area of Life Skills. The following topics are covered: Grooming, Clothing Care and Selection, Nutrition, Decision Making, Jobs, Management, The Future, Credit, Setting Up An Apartment, Home Decorating, and Crafts. Such topics as pre and post natal care and infant care, are covered in a Health Course taught by nurses.

Children's Hospital - a wne of a kind infirmary for youth - also has a 4-H Club. This program neets the needs of mentally and physically handicapped youth between the ages of 5 and 18. Patients may be hospitalized for a week, 10 days, or months undergoing surgery, therapy and rehabilitation.

The 4-H Club works in cooperation with the therapists to encourage the patients to participate to their fullest capacity. Projects are designed to meet the needs of bed-ridden and ill club members. Terrariums which the kids can admire indefinitely work well. They also make Christmas ornaments, musical instruments, and other paper crafts. Container gardening and nutrition work well with the patients at Children's Hospital.

While we choose projects that we feel require only minimum dexterity, we do insist that members try to do every project as best they can. The children learn to practice dexterity and come to share pride in their own accomplishments. Decorations, which they learn to make, brighten the institutional setting which is their home away from home. Small plant projects give the children a feeling of accomplishment as they see seeds which they planted grow and flower.

Odyssey House, a drug rehabilitation program, has an organized 4-H group for adolencent residents. Programs on careers, nutrition, grooming, photography, and crafts are conducted as a part of the cooperative program with New Orleans Public School faculty and Odyssey Staff. Both the Orleans Parish School System and 4-H recognizes the importance of designing a special curriculum to meet the needs of youth who are trying to overcome their dependency on drugs and dangerous substances. In this way, 4-H conveys to officials in the public school system it's willingness to tackle even the most difficult problems of our urban youth and at the same time 4-H is presenting structured programs in neighborhood schools.

As a staff member of the Urban 4-H program, I have always been particularly aware of the need to include all youth in 4-H. In an urban area like New Orleans, we have many youth from various ethnic and economic backgrounds and also a large population of handicapped youth.

Handicapped is defined as something which hinders ones behavior or causes disadvantages to a person. A handicap may be permanent or temporary, phisical or mental. All of the "special" programs mentioned are designed to meet the needs of the handicapped. The inclusion of these youth into 4-H requires special effort on the part of the 4-H agent. Four-H programs have to be adapted from present projects or designed from the ground up in order to meet the specific needs of each group.

Temporary or permanent handicaps which youths are challenged with, are enough of a disadvantage to them without their being confronted by a reluctance of their community to welcome them into community organizations and progrms. There is a profound need to reach out to all youth and special efforts must be made to reach youth who are not in the mainstream of society. For some youth 4-H is a valuable supplement to a well rounded curriculum, but for others, who for health reasons and social reasons are outside of the mainstream of the American youth culture, 4-H can be the primary tool for their socialization with their peers from environments different from their own institutional environment.



Gladys Griffin  
Clemson Extension Service  
259 Meeting Street  
Charleston, SC 29401-1699  
Phone - 724-4226

### Dental Health Program

- Purpose:** The on-going education activity program to help students build good dental health practices that will last a lifetime.
- Program:** Show films on dental health. Show how and why you should brush and floss correctly.  
Demonstrate the proper use<sup>of</sup> and why for "fluoride toothpaste" and "fluoride mouth rinse", both to be used daily.
- Audience:** This program can be modified to fit almost any age level and any audience type.  
Presently done in Elementary grades, 8-12 year olds.  
Learning disabilities and handicapped persons, any ages.
- Resources**
- a. Charleston County Health Department (training for person doing program)
  - b. South Carolina Health & Environmental Control (contact person: Irene Truluck)
  - c. American Dental Association
  - d. Charleston County School System (school nurses)
  - e. Hygienist for dentist office (local)
  - f. Teachers as helpers
  - g. Volunteer persons (parents)
- Materials:** Films -
- a. Dentist: A First Film
  - b. Teeth Are Good Things To Have
  - c. Haunted Mouth
- (A list of films available from your local Health Department)
- Toothbrushes and toothpaste: School System  
Fluoride Rinse: School System  
Big Teeth and Brush - Block Drug Corp., Jersey City, NJ  
Toothtown U.S.A.: National Dairy Office  
Tooth Talk & Flip Chart, Learning About Your Oral Health:  
(American Dental Association, copies - Chicago, IL)
- Results:** To let young people know more about diseases and other problems that affect teeth. To know how to prevent and treat these conditions. The education of children in elementary grades is considered central in attacking dental problems.

more--over

Dental Health (cont'd.)

Future Implications: Remind everyone that dental care is a daily activity for the whole year.

Get more adults involved in volunteer roles to broaden the number of children given this program.

The adults become more educated for themselves and therefore, this will benefit their children.

Peggy Strobel  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

### BABYSITTING CLINIC

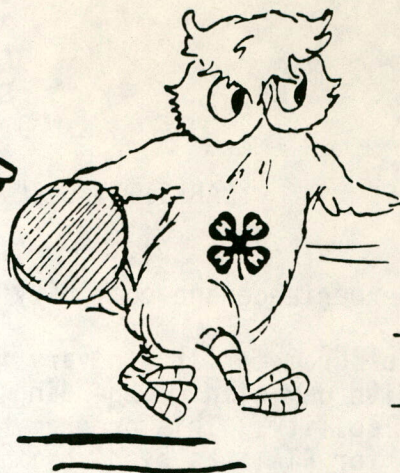
Purpose: A learning experience and community service for teens.

Program Format: The program format can vary from a one-day clinic, three or five day clinic depending on location and audience availability. This program has been conducted as a workshop for PTA, has been a six week program for home arts classes and has been a workshop for an area of the county with only a community center available.

- 1st day - Responsibilities of Family to sitter
- 2nd day - First Aid and Safety
- 3rd day - Care and feeding of infants
- 4th day - Discipline and entertaining small child
- 5th day - Skit: Teenage Babysitters  
Certificates awarded

Resources: -4-H Materials  
-Free, educational materials from companies such as Johnson & Johnson on baby products  
-Babysitting certificates  
-Babysitting cards  
-Films on Safety  
-Films on Child Behavior  
-Babysitting test

Cooperating Organizations: Greater Charleston Safety Council  
Charleston County Health Department  
Community Playground Director  
School or Registered Nurse



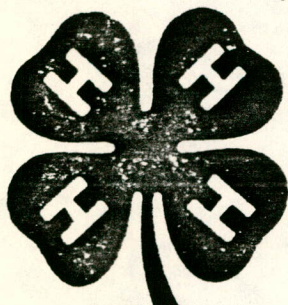
# 4-H BOWL A LYMPICS

You and your friends will want to join in the fun with 4-H Bowl-A-Lympics at Cardinal Lanes, 816 Joe Clifton Drive. The Classes will be held on Mondays, February 23, March 2, 9, 16, 23 and 30 at 4:00 p.m. A tournament will be held on the last day of the 4-H Bowl-A-Lympics.

Look what you will get for a fee of twelve dollars (\$12.00): Five lessons and a tournament, qualified bowling instructors, films, bowling shoes, bowling ball, insurance, ribbon awards, trophies, Bowlympics Medallions, also 4-H membership cards and pins.

All you need to do to be enrolled is:

1. Ask your parents and get their permission.
2. Fill out the registration blank below.
3. Bring the completed registration blank and your money or check (made payable to Cardinal Lanes) with you to the lanes on February 23, at 4:00 p.m.
4. Get a ride to the rink with your parents or friends (suggestion is to pool rides).
5. Call Mrs. Dorothy S. Porter at the County 4-H Office, telephone 442-2718, if you need more information.



BOWLING

BOWLING

NOTE: The class is limited to only 128 students per session so be sure that YOU are there first.

Registration blank must be filled out completely! Turn in this form at registration. No student may bowl without turning in this signed form.

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ AGE \_\_\_\_\_  
 PHONE NO. \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

In consideration of my acceptance of this form, I hereby for myself, my administrators, my heirs, and assigns, waive and release any and all rights and claims for damages that I have against the organizers, their associates and representatives of the 4-H Bowl-A-Lympics and all injuries suffered by me while taking part in this 4-H Bowl-A-Lympics.

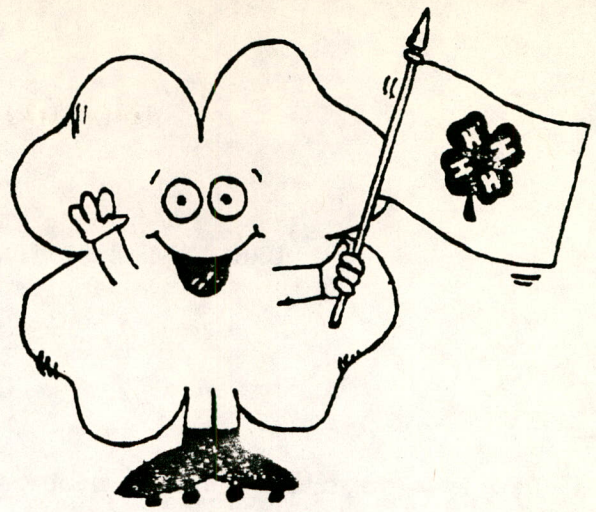
\_\_\_\_\_  
Signature of Parent or Guardian

# CHRIS CLOVER

SAYS

COME JOIN US...

MINI  
4-H ON WHEELS



You will want to be at Kingsway Skateland to begin rolling on Tuesday, October 5, 1982, from 4:00 p.m. until 5:45 p.m. Nine 1-2-3-4-5-6-7-8-9, great weeks of fun is planned for you and your friends.

Not only will you learn to skate correctly, but you will also learn more about your skates, safety rules, do's and don'ts for skating fun, proper care of skates, skating games and dances, and MORE, MORE, MORE. You will even have a graduation program where you can invite your parents and friends.

The cost of all this is only thirteen dollars (\$13.00) which includes skate rental, insurance, awards, qualified teachers, a skating booklet and other materials.

All you have to do to be enrolled is:

1. Ask your parents and get their permission.
2. Fill out the registration blank below.
3. Bring the completed registration blank and your money or check (made payable to Kingsway Skateland) with you to the rink on Tuesday, October 5, 1982.
4. Get a ride to the rink with your parents or friends (suggestion is to pool rides).
5. Call Mrs. Dorothy S. Porter at the County 4-H Office, telephone 442-2718, if you need more information.

NOTE: The class is limited to only 70 students per session so be sure that you are there first.

-----  
Registration Blank must be filled out completely! Turn in this form at registration. No student may skate without turning in this signed form.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ADDRESS \_\_\_\_\_ AGE \_\_\_\_\_

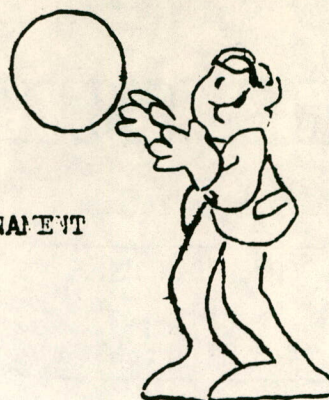
PHONE NUMBER \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

In consideration of my acceptance of this form, I hereby for myself, my administrators, my heirs, and assigns, waive and release any and all rights and claims for damages that I have against the organizers, their associates and representatives of the 4-H On Wheels for any and all injuries suffered by me while taking part in this 4-H On Wheels.

McCracken County  
Kentucky

\_\_\_\_\_  
Signature of Parent or Guardian

URBAN 4-H BASKETBALL TOURNAMENT  
Ouachita Parish  
Louisiana



OBJECTIVE:

1. To involve urban 4-H club members in a recreational activity where 4-H was highlighted
2. To encourage greater participation of urban youths in 4-H activities
3. To involve parents of urban youths in the planning and implimentation of a 4-H event
4. To involve 4-H Teen leaders in an urban 4-H event
5. To gain a greater awareness of the 4-H organization in the urban community

PROCEDURE:

Eight 4-H school groups, their leaders and their principals were contacted concerning interest in a recreational event. A Basketball (single elimination) tournament was the top choice of the groups.

Each group was instructed to:

- a) select 12 players and a coach;
- b) form a cheering squad;
- c) select a free-throw participant; and
- d) to practice for the tournament

It was held at a community recreational center. Agents in charge of the event worked with and through the Center Director in order to complete plans for the event. Awards (trophies and prizes) were donated by local merchants.

OUTCOME:

Approximately 300 4-H'ers, parents, leaders (adult and teen) participated in the Basketball tournament. The teen leaders served as referees while parents and adult leaders coached and helped with the organization of the event.

Ribbon awards were given to each team that participated, with trophies going to the first, second and third place teams in the tournament. Awards were also given to the best cheering squad and the best free-throw artist.

BENEFITS:

All those participating in the Basketball tournament learned another way that 4-H CAN BE FUN. Greater parental and school interest in 4-H was seen after this event and more youths enrolled in 4-H during the next registration time.

SOURCE UNKNOWN

TITLE: SPARTANBURG COUNTY 4-H SHARPSHOOTERS GUN CLUB

PLANNING: The 4-H Sharpshooters Action Committee sighted several reasons to have a gun safety training program.

- 1) 90% of all households in Spartanburg County have one or more guns.
- 2) A large percentage of all youth in Spartanburg County will be exposed to guns.
- 3) All youth should know how to safely handle a gun.
- 4) All youth should have an appreciation for our natural resources.

CONTACTS: The National Rifle Association  
The Department of the Army  
Sgt. Bob Henderson of Wofford College Rifle Range  
Spartanburg City Police Department  
Sponsors

STEPS TO BE TAKEN: Set up Action Committee meeting.  
Set up 4-H club meeting and training.  
Get a certified instructor.  
Find a place for the training.

RESOURCES: Targets, Rifle, Bullet, Rifle Range, 4-H Project Books,  
Visual Aids.

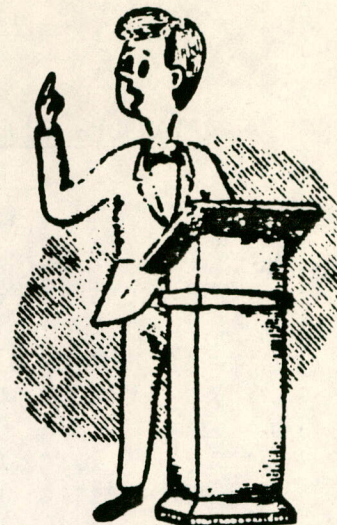
By: Clarence M. Lester  
County Extension Agent  
Post Office Box 1010  
Spartanburg, SC 29304  
(803) 582-6779

## 4-H TALK MEET PROGRAM

### DESCRIPTION:

The ability to speak publicly, whether giving a committee report or a formal speech, is essential to every 4-H member's development and future. The Kentucky Talk Meet Program is designed:

1. To provide a practical experience which will help youth develop into capable, confident adults who can contribute constructively to their society.
2. To help the 4-H participant develop poise and self-confidence.
3. To provide experience in which 4-H participants will learn to use their voices effectively.
4. To provide an opportunity for 4-H participants to develop skill in listening to, analyzing and evaluating, both their own and other's spoken messages.
5. To develop research, design, and organizational skills, which are important in all subject-matter areas.
6. To enhance behavioral attitudes toward all school endeavors.



### PROCEDURE:

The 4-H Talk Program is organized in each school system in the urban service area. It is basically a competitive program with levels of competition progressing to the State Finals held at the U.K. Campus in June.

### SCHOOL LEVEL COMPETITION:

Depending on the number of students involved, youth participate initially on the classroom level with a predetermined number of age group representatives being selected as "classroom finalists". These classroom finalists will progress to a school final where they will compete against other classroom finalists of the same age category. The School Meet can be held in the evening, allowing attendance by parents and the general public. A school champion for each age category will be selected to represent their school in further competition.

### URBAN-WIDE COMPETITION:

Those students chosen as School 4-H Talk Champions are entitled to proceed to the Urban 4-H Talk Finals, where they will compete against school champions throughout the service area. Champions from each age group (ages 9-19) will be selected and will progress to the Area Level of competition involving county champions from the nine Northern Kentucky counties. Area Champions will proceed to the State Finals held on the U.K. Campus in Lexington.

### JUDGING:

Judges are recruited from the communities in the service area and serve all levels of the talk program. Each is certified through judges training programs as to methods and techniques involved in analyzing a 4-H'ers talk. Each speaker is critiqued by two judges and will receive separate score sheets from each judge upon completion of their talk. Teachers are not asked to judge their own students.

AWARDS: The Urban 4-H Council feels that it is essential that every 4-H member giving a speech be reinforced for that effort; therefore, every participant in each level of competition will receive a 4-H ribbon denoting the quality of the speech as appraised by the judges. School and Urban Champions receive our champion ribbon in addition to the quality ribbons.



## 4-H DEBATING PROGRAM

Debating has recently become a part of the 4-H Public Speaking Program. Romando James, Extension 4-H and Youth Development Specialist at Clemson University has been instrumental in developing the Debating Program in South Carolina.

Debating captivated the interest of teachers and students in school clubs and spread like wild fire. Teachers volunteered to coach teams in various schools and soon the schools were enthusiastically looking forward to a competitive event. Principals, teachers, students and parents attended one competition. This competition was held during school hours and it is highly unusual for principals and parents to attend activities during school (daytime) hours. Visibility of 4-H increased markedly.

Debating was presented to teachers and students with several Betamax tapes and 4-H Project Manual 98 - The Art of Debating. Teams were encouraged to debate within their schools. Most schools started with two (2) teams, one school began with four (4) teams. It is interesting to note that this school (with 4 teams) won the competition in its area and placed two members on the County Jr. Debating Team. Senior and junior teams participated in county and district events. Interest in debating helped increase participation in County events generally as debaters tended to bring their friends with them.

Four debaters per team are required to debate. This equals two affirmative and two negative positions. Team members are urged to prepare and be ready to debate the affirmative and negative positions. Names are drawn from a lottery to determine the team's positions for competition. Judging sheets are set up for four-person teams with specific instructions for judges (sample included in Project Manual). Score keepers are equipped with flash cards signalling time from ten minutes to one minute. When the time expires, the timekeeper indicates it by standing. Students were used as timekeepers and moderators.

The 'standard format' with certain adaptations has been selected for South Carolina 4-H'ers by the Clemson 4-H Advisory Board. The order of speaking is:

### Constructive (10 minutes each)

1. First affirmative speaker
2. First negative speaker
3. Second affirmative speaker
4. Second negative speaker

### Rebuttal (5 minutes each)

1. First negative speaker
2. First affirmative speaker
3. Second negative speaker
4. Second affirmative speaker

The debating program develops decision-making techniques and skills, strengthens leadership and personal development, develops interest in careers as lobbyists, lawyers and professional speakers in Orangeburg, increases participation in the 4-H Program.

We have teams and resource people available to give demonstrations, workshops, training, and/or set up teams. Travel and lodging will be necessary. For more information contact Mr. Romando James, 232 P&AS Building, Clemson University, Clemson, SC 29631.

Annette Reynolds-Jennings  
4-H Agent, Orangeburg County, South Carolina

# COOPERATIVE EXTENSION SERVICE NARRATIVE ACCOMPLISHMENT REPORT

BRIEF TITLE (include State name in Title)

SPARTANBURG (4-H) EXPRESSIVE ARTS LEAGUE (S(4-H)EAL) SOUTH CAROLINA

4-H Youth Involved 325

Volunteer Leader - 35

|   |  |
|---|--|
| <p><b>PROGRAM DESCRIPTION</b></p> <p>Emphasis<br/>Goals<br/>Scale/Size/No. of counties</p> <p>Innovations<br/>Linkage<br/>Clientele<br/>Rural/Urban</p> <p><b>RESOURCES INVOLVED</b></p> <p>Cooperators<br/>Volunteers<br/>Special Funds</p> <p><b>ACCOMPLISHMENTS</b></p> <p>What were impacts?<br/>Who benefited?<br/>What were the benefits?<br/>Level of impact?<br/>Calculated costs?<br/>Calculated benefits?<br/>How impacts were measured?</p> <p><b>FUTURE IMPLICATIONS</b></p> <p>Expansion/deletion<br/>Clientele yet to be served<br/>Research needed</p> | <p><b>TEXT:</b> Spartanburg County 4-H has launched a new program in the area of 4-H Expressive and Performing Arts. Emphasis was placed on Acting-Drama, Debating and Public Speaking, Music, Painting, Art Exhibits &amp; Photography, Writing and Critiquing, Poetry and Dance.</p> <p>New goals are: to expose 4-H youth to the arts, to give 4-H'ers a chance to actively participate in the arts and develop their expressive &amp; performing potentials, to make 4-H attractive to older teens. We reached over over 300 youth in this program the first year 1981-82.</p> <p>A series of workshops were conducted in each of the Expressive &amp; Performing Arts areas. The program has been linked with the public schools, the county art center and the Little Theater. An Action Committee was made up of professionals, non professionals, businessmen, 4-H teens and representative from the news media. We involved over 35 volunteer leaders.</p> <p>Funding is being sought from the private sector to support the program.</p> <p>Participation of 4-H Teens in Spartanburg County has increased from 253 to 387 youth in 1981-82. The 4-H performing arts program has improved the image of 4-H and helped 4-H to have something to offer to all youth. It helped make more people aware of 4-H and the Extension service. The calculated cost of this program is \$3,000.00. This program will revolutionize the 4-H in Spartanburg County and bring national recognition to 4-H in South Carolina.</p> <p>The impacts were measured through the response of 4-H and parents in the county and state. The news media made up three TV stations, four radio stations and three newspapers gave very good coverage. The group has performed before two live audiences of over 15,000 people the first year. We plan to expand the 4-H performing arts to reach more 4-H teens and work on means of funding this program. Specialists from the state 4-H staff have worked hard &amp; long hours in</p> |
| <p>Name and title<br/>Organization<br/>Address<br/>City, State, Zip Code<br/>Telephone</p>  | <p><b>CONTACT PERSON:</b> developing this 4-H program.</p> <p>Clarence M. Lester<br/>County Extension Agent<br/>(S(4-H)EAL) - Spartanburg (4-H) Expressive Arts League<br/>P.O. Box 1010, Spartanburg, SC 29304 (803) 582-6779</p>   |

Gladys GRITTIN  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

PROGRAM TO BE IMPLEMENTED FOR 1983-84 PROGRAM YEAR - Consumer Education

This program is in the planning stages for next year - 1983-84.

It's a service that will benefit now and in the future generations.

Consumer Education is being introduced in L.D. and E.H. classes at one area high school next year, to help these persons learn how to function in the future.

Contacts: begin with school director  
department head for L.D. and E.H. (emotionally handicapped) groups  
individual teachers

Steps involved a weekly program of 10-15 minutes in classroom, which will involve an ongoing program through the entire school year.

Numbers will be small as these groups need special individual attention.

Resource materials: Teachers Guides  
Members Manuals  
Activity Sheets (example: The Mysterious Greenback, The  
Flim Flam Affair, The Supermarket Mystery, Shop Talk)  
Video Tapes: Consumer Squares  
Slides: Getting the Things You Want  
Film: Owl Who Gave A Hoot

SOUTHERN REGION 4-H URBAN WORKSHOP  
ATLANTA, GA -- AUGUST 29 - SEPTEMBER 1, 1983

SPEEDY SPEND COMPUTER BUDGET PROGRAM

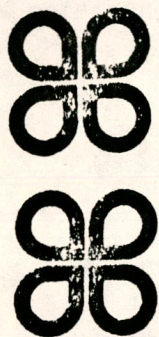
By: Susan F. Stewart  
County Extension Agent  
Spartanburg, South Carolina

The vocational career planning teacher from a local high school called for a program on budgeting for young people in her senior high class.

I took the computer terminal from Clemson (used for malls, etc. for budget planning) to the high school. After a general talk on budgets, I asked the students to help me plan a budget for a young person just moving out on his/her own who made a minimum wage. We plugged in the figures and ran the program on the computer through a school phone. The students were impressed and seemed to let it sink in that one can't afford a luxury apartment and a nice car on a minimum salary. They adjusted the figures with my help to a more realistic level and we ran the program again.

This led to a good discussion of their options: get a roommate, live with parents, go to college, go into the armed forces, etc. Seeing the results of their high expectations in black and white (who argues with a computer?) proved to be a valuable teaching method for those vocational students who were about ready to enter the working world.

The program was video-taped and shown to other vocational career planning classes in the school.



## 4-H LEARN TO EARN

A  
lawn care business  
administered by  
Texas Agricultural Extension Service  
Texas A & M University



### SMALL ENGINES

Proper operation and maintenance of small engines for lawn equipment.



### CAREERS

Effective salesmanship, good record keeping, and business management.



### LAWNS AND LANDSCAPING

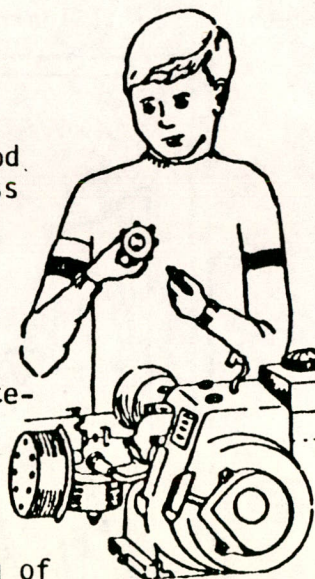
Professional care and maintenance of home lawns.



### SAFETY

Safe handling and operating of lawn care equipment.

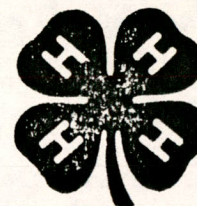
For more information, contact your  
County Extension Agent - 4-H.



## 4-H

# LEARN TO EARN

## A LAWN CARE BUSINESS



4-H

## LEARN TO EARN

### a lawn care business

How would you like to be in business for yourself? Making the decisions...calling the shots...developing clients...going to the bank with the profits you've earned? You can do all that through a new 4-H program called Learn to Earn.

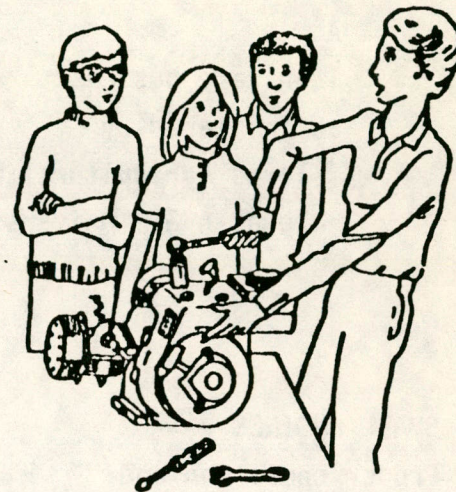
Learn to Earn will show you all the important steps required to set up your own lawn care business. County Extension Agents, adult leaders, and community service leaders will provide all the training and information you'll need.

You'll master the professional techniques of lawn care to make sure your customers get the best looking job possible.

You'll find out exactly how to operate outdoor power equipment safely and intelligently.



You'll get "hands-on" instruction on how to perform daily and periodic engine and equipment maintenance. You'll learn how to keep your equipment operating at peak efficiency for long service life.



You'll learn sound business practices such as:



-How to attract customers.

-How to develop good customer relations.

-How to keep good records so you know how much money you are making.

-How to make decisions on spending money for equipment.

SEWING CLASSES

Lynn L. Oxendine  
South Carolina  
Greenville County

A summer youth sewing class is nothing new but by working with one of the larger churches that has a Leisure Ministries Program, I am reaching urban youth not involved in 4-H. The church advertises the class and takes care of registration.

After their children have been involved in the 4-H sewing class, the parents are interested in what else 4-H has to offer. There is a 4-H club in a nearby community and many of those taking the sewing class join the club in the fall.

The classes are taught by the agent with volunteer leaders and teen leaders assisting.

dpg

## HELPING HAND

### Purpose of Program:

Community service activity to provide clothing small enough for the premature infants at Grady Hospital, and help teen-age girls begin a hand sewing project. Hopefully, they will also develop an awareness of the need for good maternal-prenatal health.

### Audience:

Eighth and ninth grade girls from one high school who will be a pilot group.

### Resources:

A sponsor for the beginning materials, a supplemented teacher who is also a home economics teacher, an enthusiastic volunteer leader, and an agent.

### Description:

This activity was requested by the hospital since it has become a center for premature infant care, and they have determined that retaining body heat in these babies with any clothing increases the chances of survival and can reduce the hospital stay by nine days. The hospital likes to give the parents of those who do not survive a receiving blanket the baby used as a memento. Many of the babies are born to teen-age girls and malnutrition is often a factor.

Home economics is not taught in the eighth grades in Dekalb County, and many 4-H'ers would like supervision in some beginning projects.

The leaders have been secured, a meeting scheduled, materials for each girl to begin hemming and/or blanket-stitching a receiving blanket. Part of the introduction includes passing packages about the size of the babies (one to one and a half pounds), showing a balloon the average size of one of the babies' head, and a doll the dimensions of one of the babies. Patterns for gowns, sacques, booties and caps are being developed since no bought clothes or commercial patterns are small enough. Later this group may determine a fund-raising project to continue the program. A tour of the hospital nursery is suggested. ~~A tour of the hospital nursery is suggested.~~ They will determine how diversified to become (knitting, crocheting, or simply sewing). Later they may teach others these skills.

### Agent Responsible:

Jean Jones  
County Extension Agent - Dekalb County  
2390 Wildcat Road  
Decatur, Georgia 30034

404-241-7444



Plans are being made to conduct 6 special interest 4-H meetings with a group of 9 - 14 year olds at a housing project. These youth will form youth leadership teams. As a team they will conduct surveys within the project to assess simple repair and maintenance measures needed in apartments.

The objectives for the portion of operation New Broom we will be involved in are:

- to develop citizenship through increased feeling of responsibility for care of property
- to be able to recognize need for simple repairs
- to be able to perform simple repairs

Meeting topics:

Exploring Citizenship: My Family and Friends

Exploring Citizenship: My Neighborhood

Repairing a Broken Faucet

Repairing a Toilet

Repair or Replace Electrical Plugs

Energy Conservation

Resources: Exploring Citizenship Units 1 and 11 (National 4-H Council)

Simple Home Repair Kits developed by specialist

Grace Lilienthal  
Clemson Extension Service  
259 Meeting Street  
Charleston, SC 29401-1699  
Phone - 724-4226

Embryology

Special Interest School Enrichment Program

Audience - Grades 6-8 (Middle School)

Purpose - The primary purpose is to expose the urban youth to the real life situation of a growing chick embryo. In this process, many other objectives will be achieved.

Objectives:

- 1) The opportunity to use the senses to make valid observations
- 2) To stimulate young minds on the marvels of nature
- 3) How to build a classroom incubator
- 4) Learn the stages of chick embryo development
- 5) Make a candler and learning the process

Resources - 1) County Leaders Training, utilizing Beta Max Tape, live presentation and program materials  
2) Project manuals for teachers and students  
3) Thermostat and Thermometers  
4) Slide set and script on embryonic development  
5) Set of preserved specimen of embryonic stages

Other Useful Resources:

Parents  
Friends  
Leaders  
Teachers  
Popular articles  
Scientific reports  
Libraries

Results - Students learning how to construct and operate an incubator, candling fertile eggs, displaying living embryos and hatching chicks.

Displaying and exhibiting such at annual 4-H Fair, on an average of at least one classroom.

Volunteer annually to bring incubator to 4-H Fair with live chicks hatching--teachers give extra credit for youth willing to exhibit for the Fair.

An average of 60 hand-built incubators and candler have been exhibited along with 75-100 posters and various other exhibits showing embryonic stages.

Follow-up - Certificates of project book completion  
Letters to participants

FLORIDA COOPERATIVE EXTENSION SERVICE  
UNIVERSITY OF FLORIDA  
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES



COOPERATIVE EXTENSION SERVICE  
SCHOOL OF FOREST RESOURCES AND CONSERVATION

AGRICULTURAL EXPERIMENT STATIONS  
COLLEGE OF AGRICULTURE

FOR ADDITIONAL INFORMATION CONTACT:

L. L. Rozar, Jr.  
2900 Ringling Blvd.  
Sarasota, Fl. 33577  
813-955-6239

REPLY TO  
2900 Ringling Blvd.  
Sarasota, Fl. 33577  
813-955-6239  
August 26, 1983

### SARASOTA COUNTY'S RADISH GROWING CONTEST

The radish growing program began in 1978 with a pilot program involving three schools. In 1979, the program was offered to all of the county schools. Six public and two private schools responded to the program.

In 1982, we had all 17 public schools participate, plus responses from six of the private schools.

The program is designed for 4th and 5th graders. The purpose of the program is:

- To introduce young people to vegetable gardening.
- To teach basic skills of planting and caring for vegetable plants.
- To help students learn how to report what they have learned.
- To help students become aware of the 4-H Club program.
- To encourage participation in the Sarasota County Fair.

The Extension Director and the 4-H program assistant coordinated the program with volunteers and the schools.

This year volunteers presented the program to the schools, helped the students write their reports and assisted at the fair. Volunteers worked with the teachers teaching the children how to prepare and maintain a simple garden. Four visits to each school was made.

The first visit introduced the program and explained how to prepare the soil. The second visit to hand out the seeds. The third visit was to receive the written reports and the fourth to hand out certificates.

Each student who successfully grew radishes was encouraged to exhibit a bunch of eight radishes in the fair for judging and display.

-over-

Each student presenting a report received a certificate and all exhibitors received ribbons and cash awards. Winners from each grade in each school were selected. A top winner from each school was chosen from the grade winners.

All materials for the project were provided by the Extension Service. Extension personnel assisted volunteers with all phases of the program.

Participation each year has varied as individual school interest changed. This urban 4-H Special Activity has generated several results. Most important included:

1. Many young 4th & 5th graders were exposed to gardening.
2. Enrollment in 4-H Horticulture projects and activity increased.
3. One elementary school now has a school garden 60' x 240' and each class room has a plot 10' x 20'. This originated from the Radish Growing Activity.

### RADISH GROWING ACTIVITY STATISTICS

In Sarasota County we have on our mailing list:

- 17 Public Elementary Schools
- 15 Private Elementary Schools

1980 Contest:

8 Public  
2 Private

1,204 Students participated.  
603 Students completed.  
50% Completion.

1981 Contest:

13 Public  
2 Private

2,322 Students participated.  
688 Students completed.  
30% Completion.

1982 Contest:

17 Public  
6 Private

3,183 Students participated.  
357 Students completed.  
12% Completion

1983 Contest:

16 Public  
7 Private

2,373 Students participated.  
575 Students completed.  
24% Completion.

Gussie Greene  
Clemson Extension Service  
259 Meeting Street  
Charleston, SC 29401-1699  
Phone - 724-4226

PROGRAM PLANS FOR 83-84

4-H Community Home Gardening Projects  
(Mini and Containers)

Purpose - To provide youth an opportunity to develop an understanding of principles relating to plant growth.

- Identify weeds, insects and diseases, as well as learning how to control them.
- Identify different vegetables and seeds.
- Help provide foods for their families

Location - Urban areas  
Vacant lots

- Resources -
- 1) Retired adults in these communities
  - 2) Home gardeners
  - 3) Retail seed stores
  - 4) Lumber yards
  - 5) 4-H publications
  - 6) Cooper River Parks and Recreation's heavy equipment and manpower

SOUTHERN REGION 4-H URBAN WORKSHOP  
ATLANTA, GA -- AUGUST 29 - SEPTEMBER 1, 1983

4-H ENERGY BOWL

By: Susan F. Stewart  
County Extension Agent  
Spartanburg, South Carolina

Power companies in South Carolina are very interested in 4-H and supportive of energy-related activities. In cooperation with Duke Power Co., the Spartanburg 4-H office is planning a 4-H Energy Bowl. Junior high and middle schools will be invited to select and train a team of four players and two alternates. Study materials will be provided by Duke Power for an interested teacher or parent to use in coaching the team. Questions will come from these materials.

The 4-H Energy Bowl will be similar to college or high school challenge programs on local TV stations. Teams will meet for a round-robin style play-off in front of a panel of judges who will determine acceptable answers.

Benefits and rewards for the school and for students include a trophy to be kept for one year by the winning school, plaques and ribbons, media coverage, etc. The top two teams will appear on the "Clemson Today" show (a weekly local Extension program) to demonstrate the 4-H Energy Bowl.

A similar program is a great annual event in neighboring city among schools. The event was held at 4-H Amp Camp as a pilot and was successful. It is hoped that the 4-H Energy Bowl will help increase Spartanburg community's awareness of the interest of young people in sciences, particularly energy production, use and conservation.

## PINELLAS COUNTY 4-H ENERGY PROGRAMS

Energy Conservation has been a major program thrust in Pinellas County for six years. The goal of the program is to create a greater awareness and appreciation for energy conservation among youth.

The program has been conducted through school awareness programs, school enrichment groups, Care-a-Van-- (mobile classroom)--in inner city, special interest groups after school, inner city energy carnival, area senior energy camps, City Safari Day Camps, and conventional 4-H clubs.

The following curriculums have been developed in the county through grants. All of the series include five or ten leaders' guides and five or ten youth guides, pre and post test, and teaching kits that adult leaders can check out through the county 4-H curriculum center.

### DELIVERY MODE

### CURRICULUM

### METHODS

- |   |  |   |
|---|--|---|
| 1. School Enrichment  | 1. <u>Energy in the Home</u><br>Lessons:<br>A. Why Conserve<br>B. My Environment<br>C. Trees<br>D. Home Exterior<br>E. Home Interior   | 1. Teaching Kit includes:<br>A. Puppet Show or Slide-Tape Program<br>"Art & Erma Meet the Wasters"<br>Features: Otto Save, energy dog; Art & Erma, energy heros; Jr. Waster and Mrs. Waster.<br>B. Sherlock the Detective with<br>"I Spy Energy Search Game"<br>C. 4-H E-FORCE (Energy Force membership cards)<br>D. Energy Dollars and directions for<br>"Let's Make a Dollar" game<br>E. Materials for experiments<br>F. Model Energy House |
| 2. A. 4-H Care-a-Van<br>(mobile classroom)<br>B. Special interest<br>after school groups<br>C. 4-H City Safari Day<br>Camps | 2. <u>Energy - Ecology</u><br>Lessons:<br>A. My Environment<br>B. Trees<br>C. Energy Hunt<br>D. Saving Energy<br>E. Energy Summary   | 2. Teaching Kit:<br>A. Materials for experiments<br>B. Energy Posters<br>C. Samples of insulation, weatherstripping,<br>caulking<br>D. Cross-Wit poster for Energy Hunt   |
|   | 3. <u>Energy in the Kitchen</u><br>Lessons:<br>A. Our Home Energy<br>B. Refrigerators & Freezers<br>C. Cooking: Energy that Taste Good<br>D. Other Energy: In & Around the<br>Kitchen<br>E. What Have We Learned | 3. Teaching Kit includes:<br>A. Materials for experiments<br>B. Posters & Flip Charts<br>C. Circuit Board<br>D. Electricity Game<br>E. Situations for Energy Charades<br>F. Game "Raid the Refrigerator"<br>Happy Face Refrigerator - true<br>Sad Face Refrigerator - false<br>G. Cooking Waster & Saver Game   |

## DELIVERY MODE

## CURRICULUM

## METHODS

4. Energy - Ecology City Safari

## Lessons:

- A. Ecology Safari
- B. Trees
- C. Hi-Lo
- D. Fresh Water Safari
- E. Energy Safari
- F. Energy Changes into Different Forms
- G. Energy Needs
- H. Alternate Energy Sources
- I. Solar Energy
- J. Home Energy

5. Energy Careers

## Lessons:

- A. Careers in Coal Industry
- B. Careers in Oil
- C. Alternate Energy Source
- D. Production Careers
- E. Distribution
- F. Behind the Scene
- G. Transportation
- H. Career Education Resources
- I. Energy Conservation

## 3. continued:

- H. Puppet Show - "The Wasters Meet U.N.E.S.A." (United Nations of Energy-Saving Appliances)  
Features: Mom Waster; Jr. Waster; Dino Dryer; Luna Lite; Demitrius Dish-washer; and Won-ton Washer
- I. Energy Bingo
- J. Energy Waster Card Game

## 4. Teaching Kit includes:

- A. Materials for experiments
- B. Big Tree/Little Tree Puppet Show
- C. Ecology Trial
- D. Fresh Water Ecosystem
- E. "What Kind of Energy Am I?" Game
- F. Energy Values Game
- G. Energy Baseball
- H. Posters & Flip Charts
- I. Solar Hot Dog Cooker
- J. Solar Apple Baker

## 5. Teaching Kit includes:

- A. Slides for each lesson



| DELIVERY MODE         | CURRICULUM   | METHODS   |
|-----------------------|--|---|
| 6. Energy Carnival    | 6. <u>Energy Carnival</u><br>A. Youth were given tickets to play various games that involved learning energy information.  | 6. Teaching Kit included a variety of carnival games:<br>A. Meter Miser<br>B. Fuel the Sun<br>C. Hook the Energy Crook<br>D. Solar Stroll<br>E. Florida Power provided a computer energy game.  |
| 7. Senior Energy Camp | 7. <u>Senior Energy Camp</u><br>Lessons:<br>A. Utilization of Energy<br>B. Conservation of Energy<br>C. Renewable Resources<br>D. Landscaping<br>E. Values<br>F. How to Develop & Lobby for Energy Bills | 7. Teaching Kit:<br>A. Energy Bowl (College Bowl Game)<br>B. Energy Poster<br>C. Energy Conservation skits<br>D. Craft Classes - made can crushers<br>E. Mock Energy Legislature (developed bills, lobbied, and held an election)<br>F. Materials for experiments |

Source Unknown



## "HURRICANE SAM"

### A 4-H DISASTER ALERT

"HURRICANE SAM" hit Jacksonville full force on January 17, 1983.

This was a role play simulation in which Duval County 4-H teens learned about city/county government agencies and their function during a natural disaster.

Teens from Citizenship/Washington Focus formed the steering committee and made the initial contact with Jacksonville's Civil Defense Director. A planning meeting was set up with one representative from each of the fifteen 4-H clubs who participated. Each representative drew a name of a government agency from a hat. They were then given the questions for that agency and the name of a contact person to call. In addition, each representative was given a City of Jacksonville Civil Defense Handbook detailing the expected role of each agency and volunteer organization that would be effected by a natural disaster. A representative from the National Weather Service gave an overview of what a hurricane consists of since this was the natural disaster chosen by the 4-H teens. (Any disaster could be chosen). An Extension Home Economics Agent explained the family precautions that should be made if a hurricane watch is in effect.

Representatives from each club contacted the person indicated on the sheet of questions to research the answers. In almost all cases the representative came to the 4-H club meeting to discuss the questions with the total club.

The day of the simulation each club sat at a table with their agency name displayed on it. A movie of Hurricane Camille was shown to set the stage. The moderator read the scenerio that told the location, intensity and projected path the hurricane was taking. He then asked the spokesman of each agency affected what his action would be. The 4-H'ers had two minutes to discuss among themselves and respond. Part way through the exercise the moderator interrupted the flow of events to point out that each person present also had a family. Each was to give one answer of what they had done to protect their family (no answer could be repeated). The exercise then continued to a successful conclusion.

The best part of this simulation was the positive response by the 235 4-H'ers involved, adult volunteers, city officials and newspaper reporters. The city department heads were amazed that youth in Jacksonville could get excited about learning agency roles in government. Representatives from five agencies attended the simulation which took place in two and one-half hours during a teacher planning day which was a school holiday.

For further information or questions contact either:

Marilyn J. Halusky, 4-H Program Leader  
Linda N. Pafford, Extension Agent 4-H, EFNEP  
1010 N. McDuff Avenue  
Jacksonville, Florida 32205  
Phone: (904) 384-2050



Kathie Kalmowitz or Elizabeth Hill  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

Program: 4-H Marine Institute

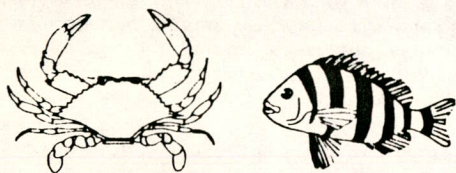
Purpose: To help youth acquire an awareness and/or appreciation for 'Life Along the Coast' as it relates to recreation, industry, science and coastal heritage.

- Objectives:
- 1) To help youth who live on the coast acquire appreciation and knowledge of their marine environment.
  - 2) Provide opportunities to meet and informally talk with professional people who work around the sea.
  - 3) To define local resources for 4-H'ers future needs.
  - 4) To learn new skills for the survival in, and study of, one's marine environment.
  - 5) To introduce youth and adults to an integrated "way of life" when dealing with the sea. To develop an appreciation for understanding of the impact coastal living has on different areas of our lives such as careers, social life, recreation, housing and cultural heritage.
  - 6) To identify youth as potential teens for leadership roles in subsequent years with the county 4-H program.

- Program Format:
1. 30 youth recruited--ages 12-18.
  2. 1 week (9:00 am - 5:00 pm daily); cost per person, \$20.00.
  3. Institute headquarters: South Carolina Wildlife and Marine Resource Center at Fort Johnson.
  4. Sessions included:
    - a) Panel discussion representing four areas of study.
    - b) Tours of Naval Base, boat building company, the Center, and Trident Sea Farms.
    - c) A one-day field trip to barrier island on research vessel with Marine Biologist, and harbor tour on sport fisherman's boat with historian.
    - d) Marine Skill Workshops: 2 hours in length; each participant chose three.
      - Laboratory experience with scientist
      - Coastal weather
      - Marine art forms
      - Scrimshaw
      - Seafood preparation
      - Boat safety and chart reading
      - Knot tying
      - Marine photography
      - Marine graphics
      - Shell classification
    - e) Beach Walk and Coastal Council discussion

Resources: -The Marine Resource Center meeting facility and specified personnel  
-Local Marine related businesses and artists  
-Charleston Naval Base  
-Naval Oceanography - Charleston Navy Base  
-Coast Guard Auxiliary  
-Sea Scouts  
-SC Sea Grant Marine Advisory specialists  
-Representatives of Coastal Council  
-Information and advise from Florida and Virginia Sea Grant personnel  
-Packet materials acquired from several states' 4-H Sea Grant literature

Results: Excellent reception by the public to a non-traditional 4-H program. Attracted some youth who would not previously have been involved in county program. New contacts were established with agencies and businesses who had not previously been involved with county 4-H program. Some ongoing leadership roles were attempted with interested teens.



**FIND OUT WHAT GOES ON UNDER THE WAVES AND ALONG THE SHORES OF THE TEXAS GULF COAST.**

**IF YOU'RE BETWEEN THE AGES OF 9 AND 19,** you can spend a day at the water's edge, enjoying the marine environment and examining a variety of plant and animal marine resources. After lunch, swim at the Freeport City swimming pool and see an exhibition at the city pavillion about marine concerns. Finish up the day with a cookout on the beach. Faculty for the camp include qualified instructors in marine biology, ecology and seafood industries. Registration fee is \$3 and is due July 1 to your local county Extension agent - marine.

**IF YOU'RE 15 TO 19 YEARS OLD,** and interested in learning even more about marine science, you can spend 2 days before camp at Freeport Beach, receiving extra marine training, so you can attend camp as a teen leader. Thursday you'll tour local seafood businesses, take a Gulf shrimping trip and camp out on the beach. Friday, you'll receive training about bay, Gulf and beach marine systems. Friday night you'll spend at the home of teen leaders from Brazoria County. Registration fee is \$10 and is due June 19 to your local county Extension agent - marine.

**RETURN YOUR REGISTRATION FORM AND FEE TO YOUR LOCAL COUNTY EXTENSION AGENT - MARINE LISTED BELOW. CONTACT THEM IF YOU NEED MORE INFORMATION ABOUT SEA CAMP.**

**Brazoria County:**  
Charles G. Moss or  
Logan Boswell  
Route 2, Armory  
Angleton, TX 77515  
(713)849-5711, ext. 327

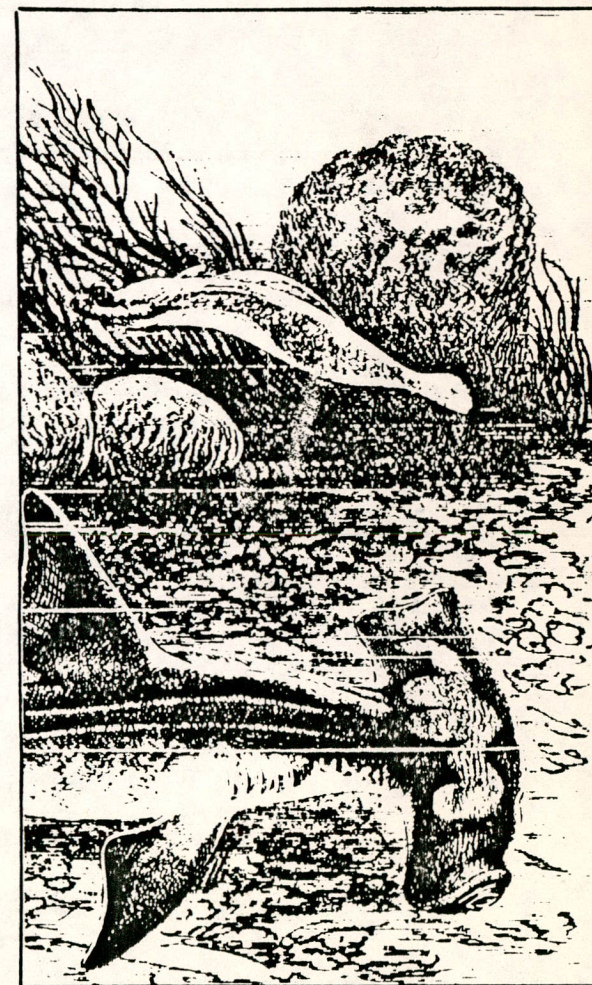
**Chambers County:**  
James Buckner  
Box 699  
Anahuac, TX 77514  
(713)267-3185

**Matagorda County:**  
William R. Younger  
326 Courthouse  
Bay City, TX 77414  
(713)245-8415

*Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socio-economic level, race, color, sex, religion or national origin.*

*TEXAS AGRICULTURAL EXTENSION SERVICE, The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners' Courts of Texas cooperating.*

# Take a closer look at the sea . . .



at the 1982 tri-county

# SEA CAMP

Saturday, July 17  
9 AM to 7:30 PM

Freeport, Texas

For the youth of Brazoria, Chambers  
and Matagorda counties



At Sea Camp you'll spend a day at the beach, visiting the different areas listed below to learn about bay and Gulf of Mexico marine life, beach ecology and the Texas seafood industry.

**BAY BIOLOGY AND ECOLOGY:** You'll explore the plant and animal life of Christmas Bay. Seine for fish to identify, collect shells, study the plant life near the water.

**GULF BIOLOGY AND ECOLOGY:** Find out what swims under Gulf waves. Gather and identify shells typical to this environment.

**BEACH BIOLOGY AND ECOLOGY:** Comb Surfside Beach. Examine the dunes and dune vegetation. Find out how dunes are built and how they function. Locate bird nesting sites.

**SEAFOOD INDUSTRIES TOUR:** Find out how seafood is caught. Come aboard a shrimp boat, visit a net shop, see boats being built and repaired on a tour of Freeport Harbor.

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**REGISTRATION FORM -- TRI-COUNTY SEA CAMP**

NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX M \_\_\_ F \_\_\_

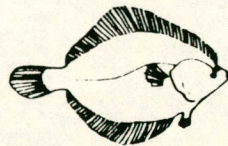
MAILING ADDRESS \_\_\_\_\_ TOWN \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ COUNTY \_\_\_\_\_

\_\_\_\_ Teen leader (15 to 19 years old) Registration fee \$10 due June 19.

\_\_\_\_ Camper (9 to 19 years old) Registration fee \$3 due July 1.

**MAKE CHECKS PAYABLE TO MARINE ADVISORY COMMITTEE.**



(Signature) \_\_\_\_\_ Date \_\_\_\_\_

*Sponsored by the Marine Advisory Service of Texas A&M University through a grant from the Texas Education Association.*

*The Marine Advisory Service is a joint program of the Texas A&M University Sea Grant College Program, the Texas Agricultural Extension Service, the state of Texas and nine coastal counties. Sea Grant is a unique blend of federal, state and private efforts which bring the resources of educational institutions to bear on problems in the marine environment and business world.*

Grace Lilienthal  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

PROGRAM PLANS FOR 1983-84 - Building A Nature Trail and Outdoor Classroom

Location: A new middle school (6-7-8 grades) 850 students. To be utilized by the three grade levels.

For the trail planning and classroom layout, I plan to use these resources:

- 1) National Wildlife Federation (pamphlets)
- 2) SC Wildlife Federation (pamphlets)
- 3) Wildlife Biologist - Westvaco Corp. P.R. Forester
- 4) Charleston County Science Curriculum Card
- 5) Director, Charlestowne Landing State Park
- 6) Urban Forester-Charleston County, SC Dept. of Forestry
- 7) Soil Conservation Service booklets (Environmental Education in Action I-IV, Outdoor Classrooms, Information Guide II-Features of Outdoor Classrooms)
- 8) School Principal
- 9) Horticulturist - Clemson Extension Service
- 10) Project Learning Tree manuals
- 11) New national 4-H Urban Forestry manual
- 12) Teachers Curriculum Guide to Conservation Education
- 13) Teachers Guide, Ten Minute Field Trips

Purpose: To expose students to the plants, wildlife, geology and other features of our environment and perhaps a brief history of the area. As a result they will have adopted and imparted to others some new attitudes toward the environment in which they live. Also to appreciate the importance of wildlife as a source of enjoyment and an aid to the quality of life.

## CONSERVATION OF NATURAL RESOURCES

### Description:

With the present social and economic situations facing many of the youth in Lexington County, both rural and urban youth are searching for new methods of gaining knowledge of three of our most basic resources: Forestry, Wildlife and Soil and Water Management.

### Program Objectives:

The Lexington County forestry, wildlife and soil and water management programs will assist 400 fifth through eighth grade youth in acquiring knowledge and develop sufficient skills to become proficient in the above area in tree and insect identification, timber measurement, compass reading, soil texture, drainage and fertility, water quality, and wildlife food and habitat. Results are expected annually.

### Plan of Action:

Educational information will be taught through the use of field experience, slide presentation, posters during (3-5) mini series during school hours. Program materials developed by specialists and shared between counties will support educational efforts to reach 4-H youth.

### Plan of Evaluation:

An evaluation will be conducted from data collected annually and compiled in a four-year impact study on the youth participating.

### CONTACT PERSON:

Arnold Screen  
County Extension Agent-Associate  
Drawer 886  
Lexington, SC 29072  
803/359-4265



## ENVIRONMENTAL EDUCATION DAYS

Juanita O. Waits  
4-H Extension Agent  
Maricopa County, Arizona

Environmental Education Days are conducted throughout area schools to provide teachers, students, and the community with actual demonstrations and activities involving important environmental issues. The 4-H agent and 4-H organizer are responsible for all organizational facets including providing facilitators, teacher orientation, and coordinating educational resources, and general organizational tasks. Schools provide students and teachers with school time for the activities, facilities, and teachers and parents to serve as tour guides. The program is a one-day event directed at 4th, 5th, and 6th grades. A special wildlife presentation is also scheduled for K to 6. This program is presented by Hal Gras of the Desert Sonora Museum and Bill Smith of the Mesa Schools Science Center. Twenty-one facilitators staffed the three events held at Eisenhower Elementary School, Mesa; Washington Elementary School, Mesa; and Patterson Elementary School, Chandler. These professionals represented the Extension Service, Arizona Department of Water Resources, County Air Pollution Control, Forest Service, Arizona Mine Inspector, Soil Conservation Service, Arizona Energy Office, and Bureau of Land Management. A total of 1,960 students participated in these Spring Environmental Days. Total participation of Fall and Spring programs number 4,688. Teachers evaluation of the program indicate the program has been very useful in their classroom.

AIKEN COUNTY 4-H CAMPING PROGRAM APPEALS TO URBAN YOUTH

The 1983 summer 4-H camp attendance increased 446% from 1980. The urban sector accounted for a large percentage of this increase. Those numbers of 4-H'ers coming from urban areas in 1983 increased 33% over 1982. Total camp attendance in 1983 was 214, and 78% were from urban areas.

This increase in attendance coincided with a large increase in time spent on promoting camp. Methods used included thirty-second television spots on three area television stations; feature stories as well as buying an advertisement in the local newspaper; mailings to previous year's campers; flyers handed out at all club meetings; and personal contacts by agents, satisfied campers and campers' parents. In addition many clubs utilized a slide program on 4-H camping during the spring of 1983.

SOURCE UNKNOWN

## An Untried Idea - Resource Tour

Brazoria County is located just outside of Houston, Texas. The county is rich in resources, both in people as well as industry. Since the county's northern end (next to Houston) is so different from the southern end, a tour of the county, for leaders, would give them a better idea of resources available to them. Some of the sites we might visit are:

- \* Dow Chemical Company
- \* Monsanto Chemical Company
- \* Amoco Chemical Company
- \* County Parks with overnight facilities
- \* Four State Prison Units
- \* Chocolate Bayou Company-The only private rice research center in the world
- \* West Columbia-the first capitol of the Republic of Texas
- \* Port of Freeport and dock area
- \* Beaches
- \* County Museum
- \* Brazosport Facts-daily newspaper

The tour would end with dinner at one of our popular seafood restaurants.

The purpose of the tour is to acquaint the leaders with the county's resources as well as each other.

Prepared by: Vicki L. McGowen, Brazoria County Extension Agent,  
Rt. 2 Armory, Angleton, Texas 77515

## OBJECTIVE 4

To explore successful staffing models for reaching urban youth, including volunteer leader development.

## What 4-H Does for Adults

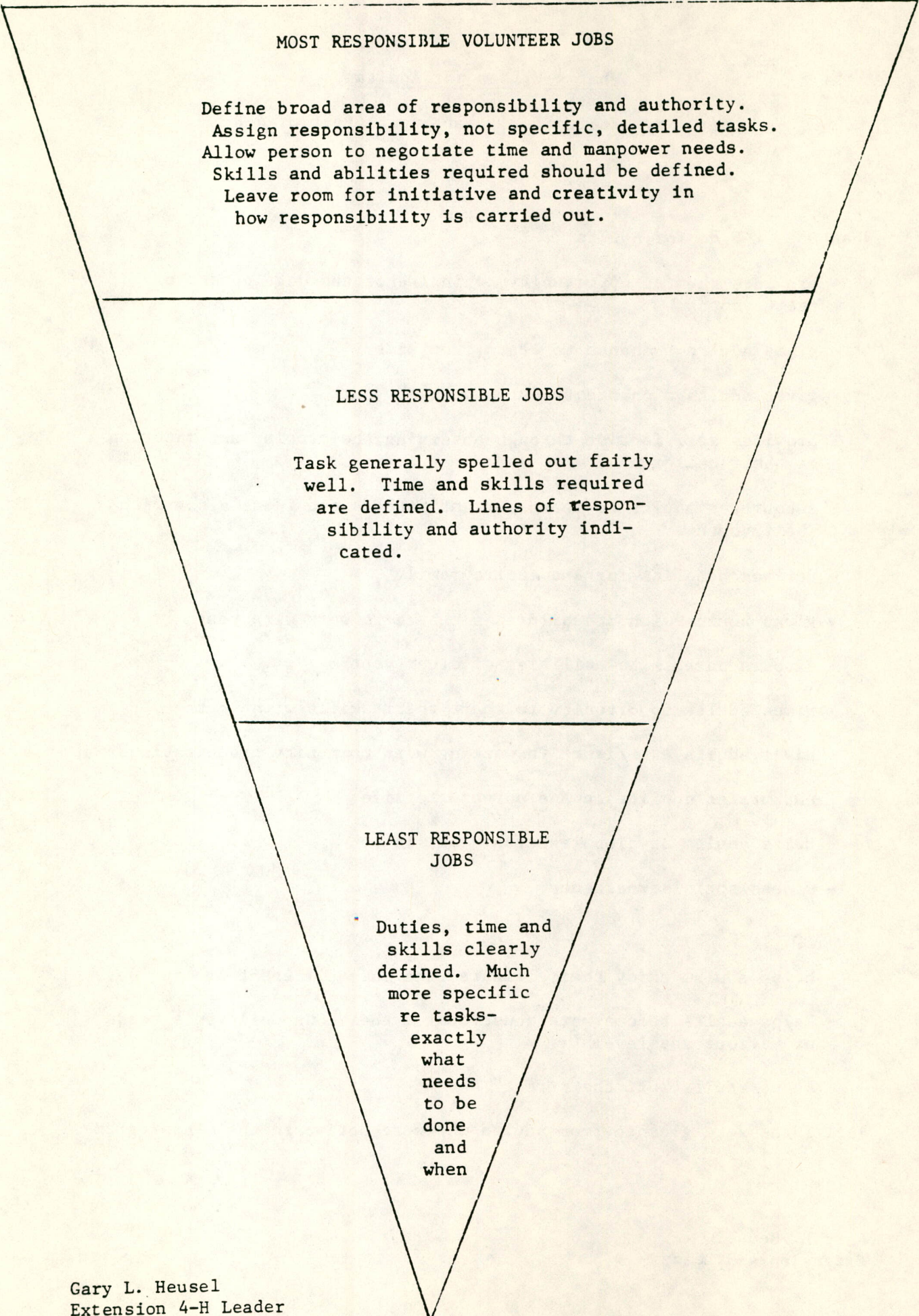
### or: Why Adults Should Want to be Part of 4-H

What Does 4-H do for Adults\*?

- provides them an opportunity to influence the development of their youth
- gives adults a chance to learn from kids
- gives adults a chance to interact with youth
- provides satisfaction through observing the growing and maturing of their children
- encourages adults to learn current methods and ideas along with their youth
- derives benefits for the entire family
- gives adults without children a chance to work with youth
- exposes parents to abilities of other youth
- gives adults opportunity to share their skills with youth
- gives adults experience in working with community organizations
- encourages confidence and purpose to life
- helps adults develop leadership skills
- widens social experience
- is fun
- helps adults enjoy their leisure time in a different but fun way
- helps adults become more conscious of their own children's needs at various age levels
- keeps adults "off the street"

\*all ideas were gleaned from adults who were active in the 4-H program

Gary L. Heusel  
Extension 4-H Leader



MOST RESPONSIBLE VOLUNTEER JOBS

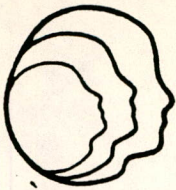
Define broad area of responsibility and authority.  
Assign responsibility, not specific, detailed tasks.  
Allow person to negotiate time and manpower needs.  
Skills and abilities required should be defined.  
Leave room for initiative and creativity in  
how responsibility is carried out.

LESS RESPONSIBLE JOBS

Task generally spelled out fairly well. Time and skills required are defined. Lines of responsibility and authority indicated.

LEAST RESPONSIBLE JOBS

Duties, time and skills clearly defined. Much more specific re tasks- exactly what needs to be done and when



4-H VOLUNTEER/LEADERSHIP DEVELOPMENT WORKSHOP  
INSERVICE EDUCATION PROGRAM



RESOURCE SHEET

DEVELOPING AND MANAGING A COUNTYWIDE VOLUNTEER STAFF PROGRAM

BASIC BELIEFS

- Effective volunteers are essential to the continued growth and development of 4-H at the county level.
- Effective volunteers can be recruited for the 4-H program if a well developed plan of action is implemented on a countywide basis with the involvement of paid and volunteer staff.
- Effective volunteers will remain with the program if staff use job descriptions which provide alternatives for recruitment, placement, training, supporting, and methods of recognition.
- Extension staff will have a higher sense of job satisfaction if they develop and implement an overall volunteer staff program in which the management of the program can be shared with a variety of people.

RECRUITMENT

Recruitment is the process by which new people are enlisted into leadership roles. Recruitment includes the identification, selection and orientation of prospective leaders.

A. Identification, Selection and Orientation Defined

1. Identification is the process of finding people who have the competence and attitudes to fill specific leadership positions.
2. Selection is the process of studying the backgrounds of those potential leaders identified and desired and motivating them to fill selected positions.
3. Orientation is the process of acquainting and motivating those leaders selected in the role expectations of the leader position.

B. Guidelines for Identification of Leaders

1. Identify leader roles to be filled. Consider types of leaders essential as well as skills, competencies and attitudes needed.
2. Survey potential leadership sources.
  - a. 4-H alumni
  - b. Parents of 4-H members
  - c. Civic organizations and institutions (schools, churches, clubs)

-2-

- d. Key community leaders (by reputation and by position)
- e. Professional leaders (ministers, teachers, etc.)
- f. Extension support groups (homemakers, commodity groups, etc.)
- g. Retired persons or senior citizens
- h. Teens

### 3. Identification techniques

- a. Interest approach--determine individuals in community who have special interests or talents.
- b. Reputation approach--determine individuals in community who are highly respected or accepted by peer groups.
- c. 4-H youth--the 4-H youth themselves are most effective in identifying individuals they like as leaders. Parents of 4-H youth often are identified and will accept leadership roles.
- d. Existing 4-H leadership--4-H council, 4-H leaders and 4-H sponsoring groups are excellent sources to help identify new leaders.
- e. Promotion of 4-H through media--develop an active media promotional program which will stimulate potential leaders to become involved.

## C. Recruitment Plan

### 1. Who recruits 4-H leaders?

Area or community recruitment volunteers, recruitment committee members, 4-H'ers, county and area project chairpersons, 4-H organizational leaders, activity leaders could serve as recruiters. However, the coordinating of the county recruitment program is the responsibility of the county recruitment chairman and Extension Staff.

### 2. Four basic approaches to recruitment

- a. Person to person--most effective, especially when the recruiter is a current 4-H volunteer and is acquainted with the recruit. The recruiter can explain why the recruit has been selected.
- b. Group to individual--the contact is made in the name of the 4-H community sponsoring committee. A group of 4-H'ers appeal to an adult or parent. A homemakers' group appeals to one of its members.
- c. Individual to group--useful in creating awareness of needs. A 4-H leader talks to a civic organization or makes a presentation at the P.T.A. or the Home Extension Council.

## D. Steps in the Recruitment Process

- 1. Talk with prospect face-to-face or by phone.
- 2. Obtain additional information about person (interests, hobbies, skills, experiences).



3. Challenge the prospective volunteer.
4. Indicate satisfactions to be gained, and how the proposition will benefit him, his family, his community.
5. Explain why the recruit is the choice for the position.
6. Ask the person to serve a specific role for a certain length of time. He should know what is expected of him and when (see job descriptions).

E. Guidelines for Selection of Leaders

1. Roles would be identified for each job with information such as expectations, activities and events, materials available and relationship to other roles (see job descriptions).
2. The identified potential leaders would be matched to leadership roles which correspond to their individual skills and interests.
3. Motivational techniques would be used to obtain a commitment from the prospective leader.

F. Orientation and Information of Leaders

1. Acquaint the volunteer with goals, symbols and philosophy of 4-H (use promotional brochures).
2. Analyze the job. Give specific details (see job descriptions).
3. Give leader an overview of project area (give copy of project leader guide and project manual).
4. Help leader set plan of action for project group.
5. Acquaint leader with other resources available, training program for leaders.
6. Talk over recognition of leaders and 4-H'ers.
7. Get a commitment for beginning project group (give Extension office phone number).
8. Fill out registration card on leader.
9. Tell leader about mailing list for 4-H newsletter, National 4-H News and State, Area and County Councils.

G. Methods for Training of Leaders--Use Leadership Series

1. Informal coffee conversation with potential leaders.
2. Extension staff give training sessions.
3. Leaders give training sessions (teen and adult leaders).
4. Publicity on 4-H programs--mass media.
5. Daily contacts (phone, face-to-face).
6. Handbooks.

7. Cassettes or tapes with hand booklets.
8. Correspondence courses.
9. Formal training with outside resources.
10. Phone visits.
11. Observing other leaders in action.

Prepared by Gary L. Heusel, Extension 4-H Leader, August, 1983.

GUIDELINES  
PREPARING A JOB DESCRIPTION FOR VOLUNTEER STAFF

Each volunteer role should have a clearly stated, well-thought-out job description, designed to insure that the volunteer understands what is expected of her/him and she/he knows what to expect from those she/he will be working with. The important elements of a job description include:

1. TITLE -- Organizational Leader, Coach, Project Leader, Public Speaking Coordinator, are examples of titles which could be used in your situation.
2. PURPOSE -- All jobs performed by volunteers should be described giving general purpose, or objective for the job they are volunteering to do.
3. CONTACT PERSON -- Volunteers should know who they can go to for support as well as to whom they should report. This may be a paid professional, paid para-professional, or another volunteer. They should have one person who is their primary contact although other alternative individuals may be listed.
4. DUTIES -- This portion of the job description when clearly defined should tell the volunteer specifically what they are expected to do. This portion should be used:
  - a. to help each volunteer understand the job assigned.
  - b. to select new volunteers and introduce them to their jobs.
  - c. to forecast training needs.
  - d. to insure that the volunteer and the Office agree on the important elements of the job.
  - e. to establish a set of criteria to evaluate the performance of the individual volunteer.
5. RELATIONSHIPS -- These statements will help to clarify the relationship between volunteers in the Program and also clarify the relationship between volunteers and the staff.
6. RESOURCES -- This section provides the volunteer with a list of equipment, materials, and other individuals which are available to be utilized or to assist them.
7. TIME COMMITMENT -- This is a mandatory part of a complete volunteer job description. Although it is not possible to know the exact number of hours an individual might spend in doing a job it is also not probable that anyone will take a job if they have no idea of how much time it will take. The staff will have to determine the approximate amount of time a job will take with the help of volunteers who are currently doing the job or a similar job. Other staff with volunteer positions will also be able to assist with such estimations.

8. DESIRABLE SKILLS -- This portion should indicate the general attitudes, skills, and knowledge that are needed to satisfactorily perform the tasks required in the job. If possible, the level or degree of skill or knowledge required should be given.

The format described above is the one used to develop job descriptions for the Georgia 4-H Program. Other parts which could be included are: equipment required, funds available for paying expenses of volunteers, recognition available, and the methods used for evaluating the volunteer. The exact format should be adapted for your situation.

Prepared by Gary L. Heusel, Extension 4-H Leader

Job Description

TITLE: Project Specialist

PURPOSE: Provide training of local 4-H club leaders and group project leaders in your area of expertise (for example: photography, cooking, sewing, wildlife, etc.)

CONTACT PERSON: County Agent Assigned or Program Assistant or Volunteer Coordinator

DUTIES:

1. Develop a plan for training 4-H volunteer project instructors.
2. Establish workshops to train adult and teen volunteers or 4-H club members in your area of expertise.
3. Provide lists of local sources of project materials.
4. Assemble a reference list of printed materials or books which would help leaders and members learn about your project area.
5. Complete a list of suggested field trips or activities which would provide a learning experience for 4-H members or leaders in your project area.
6. Keep Extension office and project leaders informed of upcoming events (local seminars, exhibits, talks, workshops, etc.) that would help leaders and members.
7. Visit County Project Achievement and County Fair to evaluate projects exhibited in your project area.
8. Work with community organizations to identify, recruit and enroll local project leaders.
9. Attend at least one volunteer leaders association meeting per year to promote your project area.
10. Assist in recruiting judges for the project area to which you are assigned.

TIME REQUIRED: 5 - 10 hours per month

DESIRABLE SKILLS: Thorough knowledge of subject matter area. Ability to effectively communicate ideas.

Gary L. Heusel  
Extension 4-H Leader

GLH/jmc

Job Description

TITLE: County Council - Adult Volunteer

PURPOSE: The senior 4-H member organization is designed to involve 4-H'ers from many areas in developing leadership skills. The adult volunteer will help them to coordinate their meetings and special activities.

CONTACT PERSON: Extension Agent or Program Assistant

DUTIES:

1. Attend County Council board meetings.
2. Maintain liaison between County Council members and Extension staff.
3. Cooperate with teen leaders in planning and implementing special activities.
4. Develop activities which will stimulate the development of leadership skills.
5. Guide teen leaders in the implementation of the planned program and activities.
6. Provide guidance and assistance to teens as they prepare for CPA & DPA.

RELATIONSHIPS: Regular two way communication with the paid extension staff member and officers of the council. Working relationship with all members of the county council.

RESOURCES: Teen Leader Materials, Paid Extension Staff, "Ideas" newsletter

TIME REQUIRED: 10 hours per month

DESIRABLE SKILLS: Understanding of teens, their needs and abilities.

Gary L. Heusel  
Extension 4-H Leader

GLH/jmc

## Leadership Skills For Success

### Summary

By Bill Boldt - Oregon

This summary outlines proven leadership skills and techniques for the 4-H leader. A complete 27 page leadership booklet can be purchased from the Oregon State University Extension 4-H Office, 105 Extension Hall, Corvallis Oregon 97331. "Leadership Skills for Success" WREP69 - \$.50 each plus handling and postage.

The 4-H Leader can have a successful leadership experience by practicing and perfecting the following leadership methods:

#### Step I: Preparation

- Actively involve youth; youth learn by doing. Appeal to all five senses.
- Plan experiences that satisfy the basic needs of youth, specifically recognition, affection, power, new experiences and security.
- Learn what leadership is and what qualities are necessary for success.

#### Step II. Style

- Develop a personal leadership style that suits your personality. Work to become a democratic leader.

#### Step III. Attitude

- Develop a positive attitude that helps youth accept themselves and develop positive self-images.
- Balance your group meetings between skill development and youth development.
- Understand youth's expectations of you, the Leader.

#### Step IV. Techniques

- Before starting an activity you should:

- Plan ahead.
- Keep it simple, stimulating and relevant.
- Provide a comfortable atmosphere.
- Be a confident performer.

- To start an activity you should:

- \* Capture the group's ATTENTION.
- \* Arrange for a positive FORMATION.
- \* Create INTEREST.
- \* Give clear DIRECTION.
- \* Provide for total group INVOLVEMENT.

- Once an activity is started you should:

- \* Be flexible
- \* Create flow by matching individual skills with group activities.

- \* Change activities at peak interest.
- \* Project your voice.
- \* Be sensitive to the group.
- \* Be consistent.
- \* Provide for immediate gratification (success) for members.
- \* Be novel; try new methods and activities.
- \* Appeal to all senses.
- \* Remember to be safety-conscious.
- \* Balance active and passive activities, demonstrations, and talks.
- \* Plan a good ending.
- \* Evaluate and improve future activities.
- \* Share leadership opportunities with youth.

-- Discipline techniques should focus and channel group energy. To do this you should:

- \* Know the individuals in your group.
- \* Set guidelines for behavior in the group.
- \* Prepare for a testing period.
- \* Use humor as tension relief.
- \* Create ownership in the group. (Our 4-H club)
- \* Be aware of nonverbal feedback.
- \* Keep group size small, no more than 10 children to one leader.

-- Positive Reinforcement should:

- \* Be specific.
- \* Be equal between group members.
- \* Be given frequently and freely.

The development of youth is a process similar to making bread. The necessary ingredients are assembled and the mixing and kneading provides an opportunity for all the ingredients to interact positively. The dough is allowed to rise and grow in a favorable environment. At last it is baked at the correct temperature in the oven of experience where it rises and develops to its maximum growth and potential. Remember, you have the power to mold the lives of young people. As human beings there is no job that is more important.



Volunteer Leadership in the 80's by Dr. Bill Boldt

Summary

An effective volunteer management system is essential for a successful 4-H program. The following steps are important for every volunteer program. As you review these steps rate your volunteer program's effectiveness in each of the areas listed below.

Indicate the level of development of each component in your management system.

- 3 = High
- 2 = Moderate
- 1 = Low
- 0 = Not developed

Your average  
score \_\_\_\_\_

STEP 1 - Planning \_\_\_\_\_ (average)

- \_\_\_\_\_ a) Your Extension and 4-H Mission statement.
- \_\_\_\_\_ b) Your statement explaining 4-H to a naive person in 25 words or less.
- \_\_\_\_\_ c) Your statement of why 4-H is important.
- \_\_\_\_\_ d) Your statement of how 4-H is unique.
- \_\_\_\_\_ e) Your ability to communicate A, B, C, and D.
- \_\_\_\_\_ f) Your paid staff's ability to communicate A, B, C, and D.
- \_\_\_\_\_ g) Your volunteer staff's ability to communicate A, B, C, and D.
- \_\_\_\_\_ h) The accuracy of the general public's image of 4-H.
- \_\_\_\_\_ i) The visibility of 4-H in your county.
- \_\_\_\_\_ j) Your volunteer staff's knowledge of the three funding agencies who support 4-H.
- \_\_\_\_\_ k) The general public's knowledge of the three funding agencies who support 4-H.

STEP 2 - Market Research \_\_\_\_\_ (average)

- \_\_\_\_\_ a) Your knowledge of the current volunteer trends in your county.
- \_\_\_\_\_ b) Your support staff's knowledge of these trends.
- \_\_\_\_\_ c) The identification of your target volunteer audience.

STEP 3 - Recruitment \_\_\_\_\_ (average)

- \_\_\_\_\_ a) The quality of your project materials (do they meet the needs and interests of volunteers and youth.)
- \_\_\_\_\_ b) Your recruiting staff's knowledge of the sources of volunteers.

- \_\_\_\_\_ c) Their progress in recruiting from a wide variety of these sources.
- \_\_\_\_\_ d) The recruiting staff's ability to place volunteers in a wide variety of roles.
- \_\_\_\_\_ e) The development of your middle management volunteer role.
- \_\_\_\_\_ f) Your recruiting staff's knowledge of why people volunteer.
- \_\_\_\_\_ g) The number of techniques your recruiting staff uses to attract volunteers.
- \_\_\_\_\_ h) The effectiveness of these techniques.
- \_\_\_\_\_ i) The quality of your recruiting material (brochures, bumper stickers, news-letters, displays, etc.)

STEP 4 - Personal Contact (Screening and Interviewing) \_\_\_\_\_ (average)

- \_\_\_\_\_ a) Your staff's ability to screen volunteers.
- \_\_\_\_\_ b) Your staff's ability to find out why a person is volunteering.
- \_\_\_\_\_ c) Your staff's ability to recruit and get a commitment from prospective volunteers.
- \_\_\_\_\_ d) Your staff's ability to match volunteer interests with the needs of 4-H.
- \_\_\_\_\_ e) Your staff's ability to place the volunteer in a role that will provide a personal payoff.
- \_\_\_\_\_ f) Your job descriptions for all volunteer roles; either written or oral.
- \_\_\_\_\_ g) Your two-way agreements outlining volunteer and agency responsibilities.
- \_\_\_\_\_ h) Your staff's ability to use a clear two-way agreement on volunteer and agency responsibilities.

STEP 5 - Training \_\_\_\_\_ (average)

- \_\_\_\_\_ a) Your training materials (new leader orientation packets.)
- \_\_\_\_\_ b) Your orientation training (consider quality and the number of volunteers receiving orientation training.)
- \_\_\_\_\_ c) Your new leader training (consider quality and the number of volunteers attending.)
- \_\_\_\_\_ d) Your followup trainings and project trainings (quality and numbers.)

STEP 6 - Support \_\_\_\_\_ (average)

- \_\_\_\_\_ a) The support and contact that you have with leaders.
- \_\_\_\_\_ b) The support and contact that your support staff has with leaders.

- \_\_\_\_\_ c) The ability of support staff to handle unhappy volunteers.
- \_\_\_\_\_ d) Your ability to handle unhappy support staff and volunteers.
- \_\_\_\_\_ e) The ability of support staff to terminate or reassign a volunteer.
- \_\_\_\_\_ f) Your ability to terminate and reassign support staff and other volunteers.
- \_\_\_\_\_ g) Your ability to promote volunteers.

STEP 7 - Recognition \_\_\_\_\_ (average)

- \_\_\_\_\_ a) The variety of ways that you pay (recognize) volunteers.
- \_\_\_\_\_ b) Your staff's ability to pay volunteers during the first three weeks of the job.
- \_\_\_\_\_ c) Your staff's effectiveness in paying volunteers.
- \_\_\_\_\_ d) Your effectiveness in paying volunteers.

STEP 8 - Evaluation \_\_\_\_\_ (average)

- \_\_\_\_\_ a) The written material used for evaluating volunteers.
- \_\_\_\_\_ b) Your staff's ability to objectively evaluate volunteers.
- \_\_\_\_\_ c) Your ability to objectively evaluate volunteers.

STEP 9 - Middle Management Volunteers \_\_\_\_\_ (average)

- \_\_\_\_\_ a) Your ability to recruit, screen, orient, train, support, recognize, and evaluate 4-H Coordinators and other middle-management volunteers.

A 28 page book on volunteer management "Flying High With Volunteers", is available from:

Dr. Bill Boldt  
Oregon State University Extension Office  
P.O. Box 1261  
Portland, Oregon 97207

for \$2.00 each.

4-H ALUMNI VOLUNTEERS  
To Be Conducted

PURPOSE:

The purpose of this project is to provide a model for identifying and organizing 4-H alumni and to utilize their strengths in promoting and expanding 4-H programs.

Using alumni to fulfill volunteer needs and serve as a support system for 4-H, has several advantages. Alumni possess a basic understanding of the thrusts and goals of 4-H, therefore, little additional training is necessary. Furthermore, because alumni have an understanding and appreciation of 4-H, they will be more likely to support 4-H over other organizations.

PROCEDURE:

Distribute surveys in community through use of leaders, 4-H'ers, newspapers, etc.

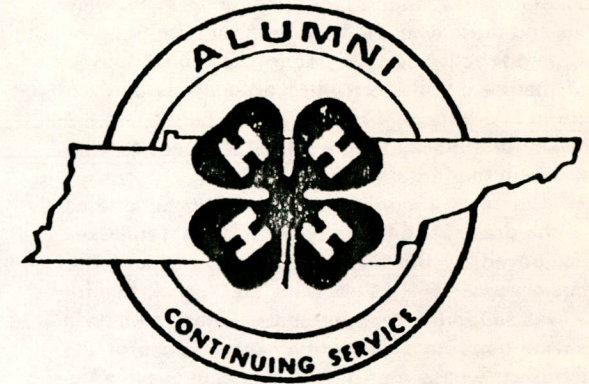
After receiving surveys, contact alumni for specific tasks.

ADVANTAGES:

One major one is that alumni will be used to help strengthen programs and improve overall image.

SOURCE UNKNOWN

# TENNESSEE 4-H ALUMNI



The time is NOW.  
We need YOU!  
Tennessee 4-H  
needs your support...  
join us today.

(Third Edition)

**TENNESSEE 4-H ALUMNI**  
P.O. Box 3333 • NASHVILLE, TENNESSEE 37219

## IS THERE A COUNTY ALUMNI GROUP?

Several counties have already organized their own county alumni groups. These groups were organized by alumni members in the counties with the help of the Executive Council of the Tennessee 4-H Alumni.

If your county has a sufficient number of people interested in such a group, the Executive Council would be happy to assist your group's formation in any way.

Eventually, we want to organize a county alumni group in each of the state's 95 counties. What we strive to do in one county, we strive to do in all, because our membership is representative of the entire state.

The counties that have already formed alumni groups are engaged in several activities. One alumni group held a fund-raising banquet to benefit the county's exchange program. Others are assisting with various 4-H activities and leading special interest groups.

## DO YOU NEED MORE INFORMATION?

If you would like more information concerning any aspect of the Tennessee 4-H Alumni, please contact *June Thompson*, 384 Wimpole Drive, Nashville, Tennessee, 37211, or phone 615-832-8781.

The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex or handicap and is an Equal Opportunity Employer.

E12-2015-00-012-83

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS  
The University of Tennessee Institute of Agriculture, U.S. Department of  
Agriculture, and county governments cooperating in furtherance  
of Acts of May 8 and June 30, 1914  
Agricultural Extension Service

Join us to help others "Make the Best Better"

(CLIP and MAIL TODAY)

Name \_\_\_\_\_ (last) \_\_\_\_\_ (first) \_\_\_\_\_ (middle/maiden)

Address \_\_\_\_\_ City \_\_\_\_\_ (county)

State \_\_\_\_\_ Zip \_\_\_\_\_ Phone-Bus. \_\_\_\_\_ Phone-Res. \_\_\_\_\_

Occupation \_\_\_\_\_ County of Active 4-H Years \_\_\_\_\_

Parents Name (if living) \_\_\_\_\_ City \_\_\_\_\_ (county)

State \_\_\_\_\_ Zip \_\_\_\_\_ Phone-Bus. \_\_\_\_\_ Phone-Res. \_\_\_\_\_

4-H Projects I participated and won in: \_\_\_\_\_

Make checks payable to: Tennessee 4-H Alumni. This is a tax deductible contribution. Mail to P. O. Box 3333, Nashville, Tennessee 37219.

DUetime Membership - \$100  650 a yr. for 2 yrs.

Joint Life Membership - \$180  820 a yr. for 5 yrs.

Annual Membership - \$10  4150  425 a yr. for 4 yrs.

CHECK THE APPROPRIATE BOX:

(Membership signed by above named alumni)

## WHAT IS TENNESSEE 4-H ALUMNI?

Tennessee 4-H Alumni is a group of people who were 4-H'ers and those who are, have been, or wish to be involved in 4-H activities in any Tennessee community.

Our members had worthwhile experiences and exposure to and through 4-H and wish to perpetuate the availability of a quality program for Tennessee's youth today and in the future.

4-H Alumni is a non-profit organization chartered under the appropriate laws of the State of Tennessee and approved by the Internal Revenue Service. Our members cooperatively seek ways and means to promote and support 4-H opportunities locally and on a state-wide basis. In implementing the purpose of the organization, whose motto is "Continuing Service", a by-product will be new acquaintances and an opportunity to renew previous friendships.

Tennessee 4-H Alumni held its organizational meeting in Nashville on March 15, 1975. At that meeting, more than 100 people were present representing all areas of Tennessee. Since then, hundreds have joined our organization to help promote and support the 4-H program in our state. Why not join today!

## PURPOSES FOR FORMING THE ORGANIZATION

As individual members, we are encouraged to work with the county extension staff to:

- (1) serve as judges for 4-H contests.
- (2) serve as leaders for 4-H organizations and/or activities.
- (3) assist in securing sponsorship for 4-H contests and activities.
- (4) serve as resource persons for 4-H projects, and
- (5) help promote 4-H to the general public in more and better ways each year.

There are many ways in which individuals can assist the county and local 4-H program. Contact your county extension office for more information on the specific needs of your county.

## OTHER PROJECTS OF THE TENNESSEE 4-H ALUMNI



### JUDGES' WORKSHOP

The Judges' Workshop is a training workshop for leaders who are called upon to serve as 4-H judges. The alumni project seeks to develop more uniformity in the judging process and to build confidence in our leaders' judging.



### SPEAKERS' BUREAU

More than 60 qualified and able 4-H Alumni members have formed a speakers' bureau for the organization. Their main objective is to provide service to 4-H by supplying speakers to county, district, and state-wide events to both 4-H and non-4-H audiences. The bureau needs 4-H Alumni members to serve as speakers and to locate speaking engagements for the members.



### CONTINUING SERVICE AWARD

The award is presented to junior high 4-H'ers at the county level. This is an individual award to encourage the junior high 4-H member to remain in the program and to work harder. More than 400 of these awards were presented to 4-H'ers in 1977.



### EDUCATIONAL DISPLAYS

Several educational booths and exhibits have been set up at county and state fairs to acquaint the citizens of the state with the work of the alumni organization.



### 4-H RECEPTIONS

At present, two receptions are being held each year. The first is at State 4-H Congress to honor all senior members, adult leaders, and Agricultural Extension Service personnel. Later in the year, there is the 4-H Roundup reception. At the 1978 reception, more than 600 people were served following the Vol State ceremony.

## HOW DO I JOIN THE 4-H ALUMNI?

LIFE MEMBERSHIP — \$100.00.

This may be paid in five annual installments of \$20.00 each or in any shorter time period. The organization has ruled one exception: young 4-H'ers shall have one year after their active 4-H status ends to become a Life Member at a \$50.00 rate. This, too, may be paid in installments.

JOINT LIFE MEMBERSHIP — \$150.00.

A husband-wife combination can join our organization for \$150, a savings of \$50. (If one spouse has joined for \$50, the other can join for \$100, and vice versa.) This amount may also be paid in installments over a five-year or lesser time period.

ANNUAL MEMBERSHIP — \$10.00.

This membership fee is due not later than February 1 of each year.

## MEMBERSHIP INFORMATION

All members are entitled to vote, hold office, receive a membership certificate, and a subscription to the alumni newsletter. The members will receive additional information regarding state-wide activities and meetings.

Please indicate which of the two paragraphs below best represents your personal circumstances and desire for involvement:

(Please check one)

ACTIVE ROLE: As an individual member, I want to take part with other members in making myself available to serve as a judge, a club or project leader, a chaperone, a resource person, or with the general 4-H promotion in my area.

INACTIVE ROLE: I cannot participate actively on an individual basis at this time but would like to join hands with the more active members to support the purposes of organized 4-H Alumni in Tennessee. I enclose my membership fees and information.

## OBJECTIVE 5

To develop and strengthen  
skills essential for  
effective use of advisory  
and planning committees.

**Author:** Greg Hansen  
Citizen Involvement Coordinator  
Community Relations  
Salem Public Schools  
1309 Ferry Street SE  
Salem, OR 97301  
(503) 399-3038

**Session: Effective Use of Advisory and Planning Councils**

Citizens and professionals "working together" was the central theme of this session. The session concentrated on a variety of tips, tools and techniques for improving the effectiveness of planning and advisory councils for 4-H programs. The following article summarizes the major areas covered during the presentation.

A professional must possess some basic beliefs about citizen involvement in government, such as:

1. People have a right to participate in decisions which affect their lives.
2. Participatory democracy is a superior method of conducting community affairs.
3. How decisions are made is as important as what decisions are made.
4. People support decisions when they help make them.
5. Problems and needs should be addressed at the lowest possible level.

The "Concept of 'Capitalizing' Groups," originated by Mark Millemann, suggests that with any group..."what you invest...is what you expect...is what you most often get." Investing in citizen groups should include: training, staff support, comfortable meeting locations, leadership, advance planning and adequate information.

According to various national studies, the following characteristics are exhibited by effective groups:

1. Members do not ignore seriously intended contributions.
2. Clarification precedes evaluation of member's comments.
3. People speak only for themselves, not the entire group.
4. Members separate the idea from the person and concentrate on solution rather than people changing.
5. All members actively participate in meetings and activities.
6. Members are process conscious.
7. The group avoids decision by default, i.e., a "non-decision" is a decision.
8. Members view conflict as necessary and healthy.



All groups, regardless of their type and size, evolve through certain developmental phases or stages. Glenn Klein, OSU Extension Agent, suggests that every time the composition of a group changes, you begin over again. The stages include:

1. Groping
2. Griping
3. Grasping
4. Grouping
5. Group action

Council members are recruited through three primary methods: election, appointment and volunteers.

According to the University of Florida, the primary types and functions of councils include:

1. Governing/decision making
2. Advisory
3. Steering
4. Coordinating

Common problems and possible solutions of citizen groups cited by Millemann include:

1. Problem: Unfocused discussion - "What are we talking about?"  
Solution: Building and using an agenda
2. Problem: Fugitive data and decisions - "I thought we decided..."  
Solution: Recording the meeting and/or taking accurate minutes
3. Problem: Undisciplined approach to problem-solving - "How are we going to solve this problem?"  
Solution: Situation-Target-Proposal (STP) Method of Problem Analysis
4. Problem: Not translating decisions into action - "Why didn't anything happen?"  
Solution: Developing and using an action plan (i.e., what when, who)

It is critical that 4-H extension agents organize and use effectively citizen groups to help plan, monitor and evaluate their programs. Developing and maintaining an effective advisory council requires the proper attitude and commitment from 4-H staff to ensure their successful involvement and contributions.

4-H ADVISORY COMMITTEES:

Getting & Keeping Volunteers

1. The most important force that we organize is our County Advisory Committee.
2. A good committee will help develop their program as long as it doesn't go against extension policies.
3. The Texas 4-H committees are made up of 9 to 12 adults and youth:  
4-H Council - three 4-H members  
4-H Leaders Association - 3 adult volunteers  
Community-At-Large-Members - 3 community leaders that may represent business, schools, etc.
4. Committee members should be aware of the needs of youth.
5. They must be willing to help plan, implement and evaluate the county 4-H program.

Cycle of the Functions of the Committee

A. Plan

1. Collect information
  - a) events affecting youth
  - b) youth related problems
  - c) youth statistics (crime, high school dropouts, pregnant teens, etc.)
  - d) 4-H program information
2. Identify the main problems from the information collected
  - a) problem 4-H can do
  - b) how long will it take to accomplish
3. Two ways that the plans are put into action:
  - a) council may help with project activities
  - b) leaders may help with leader development -- new leader training and subject matter training
  - c) the committee will help locate resources to conduct the programs
4. Evaluation and report successes.

4-H Youth Committee

1. Give a definite assignment and time frame.
2. When recruit youth members, involve youth who will speak up at meetings. Youth members are recruited for a one year term.
3. 4-H leaders and community leaders are recruited for two year terms.
4. To recruit general community leaders:
  - a) Identify power structure of the community
  - b) Recruit key leaders
  - c) Orientation
  - d) Involvement
  - e) Recognition

## Recruiting General Community Leaders:

### 1. Identify potential leaders:

- a) Juvenile System
- b) School Administration
- c) Church youth leader
- d) Teachers
- e) Parents with active teens
- f) School counselor
- g) Staff member from other youth organization
- h) Businesses that employ a number of youths
- i) Non-4-H members
- j) Service club youth director
- k) Coach
- l) Home economics club
- m) Business and professional women
- n) Chamber of Commerce

### 2. Recruitment

Agent and committee member set appointment. Discuss the role and responsibilities, number of meetings (3 or 4 per year), term of membership, why need them to serve, specifics of meetings.

### 3. Orientation

Handbook and slide/tape program

### 4. Involvement

Letter - follow-up with phone call about meeting. Conduct 4-H awareness programs for civic groups that they are already working with.

### 5. Recognition

Letter to their supervisor and tell what valuable job they are doing for the 4-H committee.

## Techniques to help collect information

1. Help develop questionnaire
2. Help with interviews
3. Talk about problems
  - a) Each person write out a concern
  - b) Brainstorm
  - c) State one problem and possible solution
  - d) List of concerns develop prior to meeting - rank concerns at meeting

FOR MORE INFORMATION: Warren S. Mauk  
Extension 4-H and Youth Specialist  
Texas Agricultural Extension Service

## OBJECTIVE 6

To become familiar with a variety of successful delivery modes used to involve urban youth, including unique methods of organizing 4-H Clubs.

NORTH CENTRAL URBAN 4-H CONFERENCE

Session on Corporate Volunteers

Presented by: Donna Asbury, Extension Advisor, Youth  
Chicago  
Thursday, March 24, 10:30 a.m.

- I. Surveyed Group - 4-H Agents have utilized businesses and corporations as source of volunteers in a very limited manner.
- II. I was introduced to Corporate Volunteering over four years ago at a Volunteer Conference in Michigan (refer to Volunteers From the Work Place book referenced). Followed by White House/Action Conference in Chicago, June, 1982 - more emphasis on corporate responsibility to not-for-profits - examples of successful programs - i.e. tutoring, adopt-a-school, fund raisers, etc.
- III. Chicago 4-H utilizes corporate volunteers: councils and committees, career ed. programs, 4-H Foundation.
- IV. What's in it for us? - Statistics show employed people tend to volunteer more than unemployed.
- V. What's in it for companies? President's emphasis on private sector initiatives. Economically in best interest - companies function better in stable communities. Enhances image of corporation. Benefits employees, breaks their routines.
- VI. Types of corporate volunteer/labor affiliate (union) activities - see handout - discussion.
- VII. Whom to contact to secure corporate volunteer resources/cooperation:
  - Local voluntary action centers
  - Community clearinghouses (i.e. Chicago United)
  - Corporate heads - list of sample titles:
    - Director, Manager, Supervisor of community relations, public relations, corporate contributions
    - Coordinator of Volunteer Programs
    - Chairman of the Board
    - Director of Social Responsibility
    - Coordinator of Corporate Programs
    - Manager of Government Relations

Job titles of volunteer coordinators in corporations.
- VIII. Do your research before contacting a company:
  - Company's past record of community service
  - Company's current economic situation
  - Characteristics of the employee (union) population:
    - . extent to which employees have participated in volunteer programs before.
    - . type of volunteer work done.
    - . suitability of employees to certain types of volunteer experiences.
    - . what types of programs might appeal to them.

- IX. What the company will want to know about you:
- Credibility of your organization - staffing, structure, statistics, communities served, are employees involved in your programs, how are volunteers utilized, what have other companies done in cooperation with your organization? (See handout - Chicago 4-H Volunteer Positions- we have job description for all these positions).
  - What specifically do you want from the company? i.e. loaned executive, specific program, hours involved, where, how many, length of commitment?
  - What training do you offer volunteers - consistent follow-up is a key.
  - What other resources do you desire from the company? - utilize equipment, meeting space, donations.
  - Why did you select our company? Location, types of employees - expertise in a related area, track record in volunteering.
- X. What is more attractive to a company?  
Specific project vs. diversity of volunteer opportunities - it depends. But Chuck Curry of Quaker Oats feels diversity of opportunities such as 4-H offers is appealing in a large metro area - Employees can choose from various time commitments as well as volunteer near their homes rather than just near the office.
- XI. Don't overlook retirees - good potential source of skilled volunteers. Catapillar, as an example has all retirees on a computer, world-wide.

# TYPES OF LABOR AFFILIATE VOLUNTARY ACTIVITIES

- Giving grants/contributions through members to community groups in which they volunteer.
- Sponsoring community service projects involving members as volunteers.
- Publicizing volunteer opportunities through written materials, announcements, etc.
- Allowing community agencies to recruit members.
- Reimbursing members for time off the job to enable them to volunteer.
- Matching up members with community agencies which need volunteers.
- Encouraging members to serve as "union representatives" on boards of voluntary organizations.
- Recognizing outstanding volunteer efforts of members through awards programs, in house publications.
- Donated materials, loaned facilities.

## REFERENCES

Allen, Ken; Isolde Chapin, Shirley Keller, and Donna Hill, Volunteers From the Workplace, National Center for Voluntary Action, 1214 Sixteenth Street, N.W., Washington, D.C. 20036, copyright, 1979.

Raebel, Joanne, "Volunteers From Business", reprint, The Grantsmanship Center, 1031 S. Grand Ave., Los Angeles, California 90015.

D. Asbury  
3/83

# TYPES OF CORPORATE VOLUNTARY ACTIVITIES

- Matching individual employees with volunteer jobs (ie. company clearinghouse or volunteer coordinator).
- Sponsoring community service projects involving employees as volunteers.
- Allowing employees "released time" to volunteer (time away from the job with pay).
- Loaning executives or skilled personnel to community groups to undertake specific projects.
- Granting periods of "social service leave" for employee involvement in the community for an extended period of time.
- Allowing community agencies to recruit employee volunteers on company premises (ie. volunteer fair).
- Recognizing outstanding employee volunteer efforts through awards programs, in house publications, etc.
- Giving grants/contributions through employees to groups in which they volunteer.
- Donating materials/loaned facilities.
- Encouraging executives to serve as "company representatives" on boards of voluntary organizations.



# College of Agricultural Sciences Cooperative Extension Service



P. O. Box 192  
Columbia, S. C. 29202  
August 18, 1983

## URBAN COUNTY PROGRAM COLUMBIA, SOUTH CAROLINA RICHLAND COUNTY

During the past two years I have been working with the school districts in my county very closely. I'll have to admit that a lot of my good fortune happened quite by accident.

It just so happened that at about the time I was looking to get into the school system with a School Enrichment Program, the school district was looking for resource persons to act in their Adopt-A-School program. It only took one meeting with the right two persons to find that we could dovetail our actions and accomplish two goals.

Since the start of the Enrichment Program, I have been able to run short specialty clubs with a limited number of man hours. We use the teacher (usually science) as a volunteer leader, which runs the club for 6 to 8 meetings. These meetings can be consecutive days, weeks, or months. The first and the last meetings are for orientation and recruitment purposes.

The orientation consists of telling of what 4-H is and what it stands for. The recruitment, and I feel vital part of the program, consists of camping recruitment and trying to get clubs started in the community.

The middle 4-H club meetings are handled solely by the teacher, which leaves me free to do other work.

This program seems to be working very nicely and all parties involved want to see it grow. Teachers want it because it is supplemental resource material which they can use with their already planned curriculum. The school district wants it because it draws resource and their personnel closer together in their Adopt-A-School Program. Extension wants it because we have a good recruitment avenue with a captive audience and a volunteer to run the program.

Respectfully submitted,

A handwritten signature in cursive script that reads 'Bill Blackston'.

Bill Blackston  
County Extension Agent-Associate

eb

## PROPOSAL FOR MOBIL TEACHING UNIT

Fayette County  
by  
William W. Mallory  
County Extension Agent  
for 4-H

New, convenient, and easily grasped educational programs are in demand by both youth and adults of Fayette County. People no longer wish to spend precious time driving any distance to attend lengthy workshops. Evidence of the more convenient, the more acceptable by the general public is shopping malls, quick food chains, book mobiles, etc.

The Fayette County Cooperative Extension staff wants to employ the University of Kentucky Mobil Teaching Unit in the following sites during the 1979 summer:

|                                   |  |
|-----------------------------------|--|
| Woodhill Shopping Center          | park teaching unit close to Foodtown Grocery off New Circle Road                   |
| Pralltown Community               | park teaching unit in vacant lot owned by 4-H leader on Montmullin Street          |
| Georgetown Street Housing Project | park teaching unit in parking lot of project                                       |
| Green Acres Subdivision           | park teaching unit in or near the Metropolitan Recreation Park in subdivision      |
| Eastland Shopping Center          | park teaching unit in the Shopping Center near the Fayette County Extension Office |

By implementing the mobil teaching unit in these communities, educational programs may be offered on the following topics: nutrition, food safety, money management, recreation, family living programs, energy conservation, horticulture, stress management, budgeting, handicrafts and other youth and adult related activities. These programs would be available for the people living in the immediate area of the mobil teaching unit.

There are no existing educational programs using this concept in Fayette County. The majority of such programs are conducted in central meeting locations inconvenient to a large number of the potential clientele; especially low income clientele that do not have access to immediate transportation.

Through verbal surveys and personal contact with clientele living in certain prospective communities, there is real positive and exciting interest in the idea. The realistic potential number to be reached is approximately 750 - 1,000 people. Of this 750 - 1,000 potential clientele, over 50% are low income or minority segments of the total Fayette County community. The Fayette County staff estimates that 45% of the 1,000 people will be youth between the ages of 7 and 13.

## 4-H SUMMER SCHOOLS

### TOPICS COVERED

Sewing, Bread Baking, Babysitting

### GOAL

In addition to specific objectives related to subject matter, this project was designed to involve young children in a 4-H experience. Ultimate goal was to increase enrollment in appropriate projects.

### AUDIENCE

7-12 year olds; non-4-H'ers (see goal)

### RECRUITMENT

Mass media releases were sent to all newspapers, radio stations, etc. A local TV station featured the babysitting summer school in their community affairs program. Other methods for recruitment included: newsletters and paraprofessionals.

### ADULT VOLUNTEERS

Extension Homemakers, 4-H Leaders  
Extension Homemakers attended training provided by agents, supervised the program participants and provided adult supervision.

### TIME

The two weeks following the end of the regular school year.  
Two sessions offered daily for one week -- session repeated the second week with different group.

### TEACHING/RESOURCES

County agents, trained volunteers and community resources such as police officers, firemen, nurses, representatives from local poison control center, etc. were utilized for teaching.

### PARENT INVOLVEMENT

After registration was completed, parents or guardians were expected to attend an orientation meeting. At the meeting parents were given a list of equipment/ingredients needed for the children to complete the course. Discipline expected was discussed as were policies for picking up the children after class. Questions were answered.

### CURRICULUM

Developed by subject matter agents.

### FACILITIES

Home economic rooms at local public schools.

FEE

Extension Homemakers co-sponsored the activity and paid expenses with special grant for 4-H efforts.

BABYSITTING

After this training session was completed, an advisory board was formed under the leadership of the Human Development Department. Agencies involved in training babysitters are part of the board. The curriculum and materials used for 4-H Babysitters Summer School is used for training and certifying instructors who later teach the kids. Over 30 instructors have been trained and over 250 children have completed the certified course. A special handbook for babysitting children with different handicaps has been developed to supplement original packet. Public schools will start teaching the babysitting course Fall, 1985.

FOR MORE INFORMATION

Contact Olga V. Fuste', County Extension Agent, Pierce County Cooperative Extension - Room 8, 2401 South 35 Street, Tacoma, WA 98409

Barrett S. Lawrimore  
Clemson Extension Service  
259 Meeting Street  
Charleston, SC 29401-1699  
803-724-4226

Program: County 4-H Fair

- Objective:
- 1) To provide an opportunity for Charleston County youth who have participated in a 4-H program-school or club-to express themselves and be rewarded for their accomplishments through a number of fun activities.
  - 2) To provide an event that is leader planned and implemented . An event that brings together all leaders county-wide for a common goal of "club-parent-member involvement".
  - 3) To encourage the family in 4-H involvement.
  - 4) To involve a civic organization in manpower, financial and facility support.

Audience: 800-1500 attend annually - adult and youth

Results: Promotes excellent project participation for youth in areas of exhibits (1469 in '83), demonstrations, fashion shows, and outdoor events.

Provided 31 leaders committee involvement in leadership roles.

Provided excellent cooperative effort with civic organization and recognition by the members of the County 4-H program accomplishments.

FAIR BOOK AVAILABLE UPON REQUEST

Cheryl Mapston  
Wichita County  
Wichita Falls, Texas  
(Will be implemented next month)

#### 4-H Public Awareness

- \* contact local movie theatre manager
- \* explain the county 4-H Program
- \* ask for a public service spot in the pre-movie preview and intermission slide carousal
- \* the mall cinema uses four slides arranged in a series where each slide is on the screen for 15 seconds. There are six different screens.
- \* slides were ordered from the state 4-H office of the 75th Anniversary of 4-H in Texas insignia.
- \* the communication specialist is putting together slides with logos using actual county 4-H activity photos.
- \* the slides are scheduled to run on all six screens for about six weeks.
- \* these slides may then be transferred to other theatres in the county.

\*Note: Slide size restrictions for theatres may vary.  
This particular theatre uses slides with a 2 to 1  
width-height ratio.

Alberta Jarrell  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

#### 4-H Awareness Night

Goal: Greater awareness of 4-H. Establishing area 4-H leaders as middle managers or organizers.

Purpose: To strengthen the knowledge of parents and 4-H'ers of the variety of projects and activities available to urban youth.

Program: The program idea was originated and developed by volunteer leaders when they returned from a district training. Brief 3-5 minute presentations by cloverleaf, junior and senior 4-H'ers on a wide variety of 4-H events were included in program. Each leader organized an individual club exhibit of trophies, ribbons, project books and various blue ribbon exhibits. Leader was in charge of program and involving all other leaders.

Staff Support: Notices were passed out to all students in 4-7 grades in two middle schools and 5 elementary schools.

Results:

- 1) Over 60 attended.
- 2) Leaders obtained ideas from other leaders.
- 3) 4-H'ers saw projects they would like to try.
- 4) 4-H'ers involved developed more confidence in themselves.

Future Implications: Leaders want to have a 4-H Awareness Night this fall as a recruiting tool. This event was originally held at the end of the school year.

Taylor County 4-H Program

Promote 4-H -- Leadership

A Future Program by

Fred Schlutt, CEA-Ag

In the next 18 months, I plan to develop a 4-H Junior Ambassador program. This would consist of identifying 40 to 50 16 to 18 year old 4-H members who would be willing to devote their time to promoting 4-H.

The group would meet on the fourth Tuesday of every month -- learning leadership skills, preparing newspaper, TV and radio news articles on 4-H and planning promotion projects for the upcoming month.

During the month, members would give talks to civic organizations, write news articles and do TV and radio spots. Those members who have completed the clowning project would contact all local 3rd through 6th grade students promoting the local community 4-H clubs.

This group would also serve as junior leaders, adopting a community club, assisting the organization leaders, encouraging the members and serving as a role model.



Kathie Kalmowitz  
Clemson University Extension Service  
259 Meeting Street  
Charleston, SC 29401  
803 724-4226

PROGRAM PLAN FOR 1983-84 - High School Volunteer Program

Goal: To develop a community team involving Clemson Extension Service, the local high school(s), and VAC (Voluntary Action Center of United Way) to teach the principles and to involve teens actively in community volunteer roles.

Audience: To work with two high schools (one private and one public) and approximately 30 teens with this project over the 83-84 program year. Through VAC, to work with human services oriented agencies in the county. To involve principals and designated teachers.

Resource: Principle resource will be the High School Volunteer Project kit with instruction materials and resource books made available through VOLUNTEER in Boulder, Colorado.


Future Implications: That this team identify teen volunteer roles needed in the county and establish these for ongoing involvement. That some of the teens involved in this program will become attracted to the ongoing 4-H program. To show how the 4-H program is another one of the community human service agencies that involves teen volunteers.

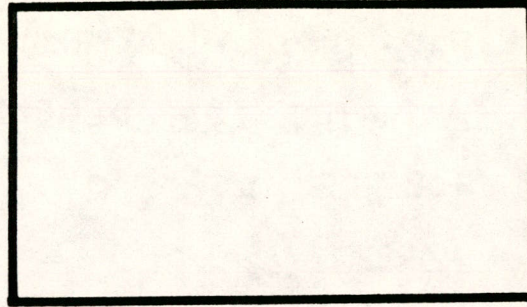
## HOW YOU CAN HELP

- provide leadership for a small group sessions
- share your ideas, talents and skills
- participate in parent activities
- help the volunteer with group meetings
- assist with program planning
- evaluate program accomplishments
- assist in identifying resources
- provide a place for small group meetings



FOR MORE INFORMATION ON HOW YOU

CAN BECOME A PART OF  CONTACT:



Prepared by,  
Sheilda McDowell, 4-H Staff Associate  
Agricultural Extension Program  
P. O. Box 21928  
North Carolina A. & T. State University  
Greensboro, NC 27420

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EXTENSION PROGRAM

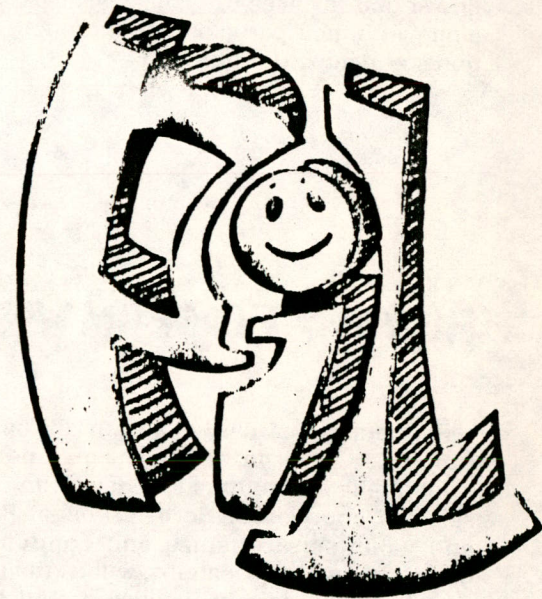
North Carolina Agricultural and Technical State University at Greensboro, North Carolina State University at Raleigh, and the U. S. Department of Agriculture, Cooperating. State University Station, Greensboro, N. C., D. D. Godfrey, Administrator. Distributed in furtherance of Food and Agricultural Act, Sept. 29, 1977, PL 95-113, Sec. 1444

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4-H-104

9-80

# PARTNERZ IN LEARNING



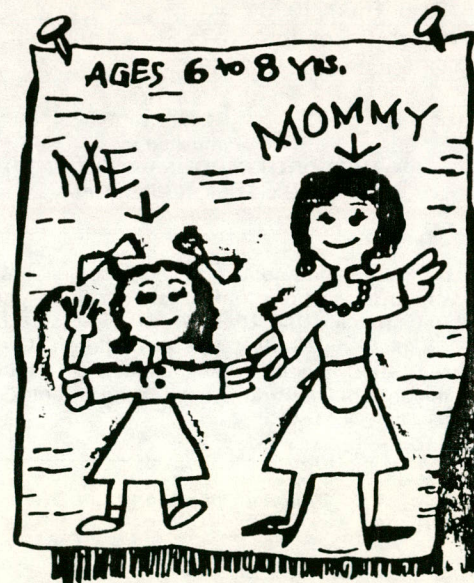
## WHAT IS PL?

Partners in Learning is a unique, child/parent program about sharing, learning, feeling and growing. It involves 6, 7 and 8 year old youth along with their parents in an informal educational enrichment program.

## HOW THE PROGRAM WORKS

Partners in Learning is an arm of the traditional 4-H and youth program, operating through the Agricultural Extension Program in selected counties of North Carolina. Parents and volunteers organize and conduct programs in various locations within their communities. The county Extension staff assists parents, volunteers, and youth in forming program objectives. Parents then become "partners" with their youngsters as they work to accomplish program objectives.

PARTNERS IN LEARNING  
ACTIVITIES ARE DESIGNED  
FOR BOTH YOUTH AND  
PARENTS!!!



YOUTH BETWEEN THE AGES  
OF 6 AND 8 WILL:

- experience challenges and successes
- make their own decisions
- prepare for active participation in a traditional 4-H program
- have fun learning by doing

PARENTS AND VOLUNTEERS  
WILL:

- better understand the 6, 7 and 8 year old
- enhance general parenting skills and techniques
- develop better child/parent relationships

## OBJECTIVE 7

To become familiar with successful models of linking 4-H programs with local CES staffs and other youth-serving agencies.

TEXAS COLLABORATION FOR YOUTH  
PROPOSAL

MISSION STATEMENT: Youth Serving agencies collaborating to meet needs of children and youth in Texas.

STATEMENT OF FUNCTION: 1. Collaborate toward effective use of member agencies' resources

2. Heighten awareness of children and youth needs in Texas

3. Influence positively policies affecting Texas children and youth

OBJECTIVES: (Objectives are developed in each function area annually)

STRUCTURE: Executive Committee  
General Membership  
Program Development Task Force  
Public Policy Task Force

MEMBERSHIP: Executive Committee--open only to agencies represented on the National Collaboration for Youth

General Membership--open to all those interested in the future and well-being of children and youth in Texas

Voting Membership--one vote per agency represented on the National Collaboration for Youth

EXECUTIVE COMMITTEE: Five members each serving one year terms in the following offices/areas-

- Chairman
- Vice-chairman
- Secretary/Treasurer
- representative from Program Development Task Force
- representative from Public Policy Task Force

Duties of the Executive Committee-

- call meetings and distribute minutes
- programming for quarterly meetings
- appoint committees as needed
- act as liaison with National Collaboration for Youth
- keep membership informed
- prepare annual summary
- represent the total Texas Collaboration for Youth

Gussie Greene  
Clemson Extension Service  
259 Meeting Street  
Charleston, SC 29401-1699  
Phone - 724-4226

Program Title: Cooperating With Other Agencies to Deliver  
Community Based 4-H Program

Goal: To utilize existing community facilities, equipment and their personnel so as to offer a planned educational program for local youth.

Objective: 1) to supply 4-H project leader training in appropriate skill areas; 2) to involve local youth in their community center; to make them aware of their own facilities and equipment; 3) to gain community support for 4-H with a new audience; 4) to establish an on-going working relationship for community based 4-H programs utilizing 8 sites operated by outside agencies.

Resources: Community Development  
Jenkins Orphanage  
Navy Base - Wood Shop  
Cooper River Parks & Playground Recreation  
North Charleston Recreation  
Catholic Charity Organization  
Levi Strauss (donation of materials)  
4-H project literature  
County Extension Agent for home economics supplied leader training  
Kitchen facility  
Sewing machines  
Building  
Personnel

Results: 1) 7 adults trained at one center  
2) Volunteer was trained and now serves as a judge for garment construction for youth in her area.  
3) Youth gained skills and confidence in clothing project  
4) Annual Fashion Show for youth has been organized for one center in cooperation with an adult program  
5) One leader emerged who organized an on-going community club, of which is one of the most active clubs in the county. Club's interest broaden as well as membership outside of Clothing Project.  
6) After the first year of trying this cooperative effort at one center just in the area of clothing, other project areas have been attempted: Food Preservation, Breads, Woodworking, Embryology, Gardening and Community Beautification.

more--over

Cooperating With Other Agencies (cont'd.)

Future Implications: When first attempting to cooperate with some of these centers, the audience utilizing the facilities were mostly adults and very few. There was a need to make the youth in the area aware of their resources so that the center would continue to operate. Implementation of 4-H programs in these centers have helped satisfy local operating needs.



# Cooperative Extension Service

Hillsborough County Urban 4-H Youth Development

University of New Hampshire

Manchester Urban 4-H Office  
County Courthouse  
300 Chestnut Street  
Manchester, N.H. 03101-2484  
Tel. 603-868-0116

Pine Island 4-H Outdoor  
Education Center  
2849 Brown Avenue  
Manchester, N.H. 03103-6995  
Tel. 603-627-3693

Nashua Urban 4-H Office  
John Collins Community Center  
27 Burke Street  
Nashua, N.H. 03060-4782  
Tel. 603-882-0779

## URBAN 4-H AND NASHUA'S EXTENDED DAY PROGRAM

Picture it -- Nashua children hiding under beds or locking themselves inside their bathrooms or perhaps being bullied by older children, or worse, in the absence of their parents. See too, the working parent worrying what is happening to his/her child at home alone, after school. This parent has few to no funds for child-care. Fear is at the root of these situations and the result is that both parent and child are anxious and fearful.

Nashua, N.H. is not alone in facing this problem. Nationally, more than 14 million children ages six to 13 now have working mothers, and it is estimated that a third of the children are unsupervised for lengthy periods each day. Near the end of the 1981 school year, 75% of Nashua's elementary school youth were returning to empty houses following the school day.<sup>1</sup> Mary Small, an energetic and committed retired Nashua Principal challenged the School system, Local Industry, Parents, Human Service Providers and the Community-at-Large to address the reality of the Latchkey child.

Since September 1981, Nashua's elementary school youth have had the opportunity to remain in a Program called "Extended Day." It takes place after school in 8 of Nashua's 12 elementary schools from 3:00 PM to 6:00 PM, Monday through Friday. The Program is "hands-on" where children Learn By Doing -- they're safe, have fun and learn through 4-H projects, tutorial work and recreational activities. In addition to Special 4-H Program presentations in each of the schools, in 1981, the UNH Extension Service's Urban 4-H Staff provided the Extended Day Teachers with monthly in-service education focusing on training the Teachers in 4-H project use. They, in turn share this information with Teen and Adult volunteers who work on 4-H projects weekly with the elementary youth. The youth have learned new skills through 4-H projects like Bike Safety, Urban Forestry, Growing Strong 'N' Healthy through Nutrition, Indian Heritage, Animal Tracking and Identification and Understanding My Neighborhood. According to a survey, 100% of the Teachers desired continued training and assistance from the Urban 4-H Youth Development Staff. Thus in September 1982, 4-H Staff did subject matter training in six additional 4-H projects. A 4-H staff member also serves on the Extended Day Advisory Council.

<sup>1</sup>"Extended Day For Safety." Mary Cox Small. Nashua Telegraph  
5-22-81.

The New Hampshire Cooperative Extension Service's programs and policies are consistent with pertinent Federal and State laws and regulations on non-discrimination regarding race, color, national origin, religion, sex, age, and handicap

College of Life Sciences and Agriculture, New Hampshire Department of Resources, County Governments, United States Department of Agriculture cooperating.



All youth in Extended Day are enrolled in 4-H Special Interest groups and additionally, Adult and Teen volunteers recognized as 4-H Leaders and Teen Leaders.

In the Program's first year, Teens volunteered more than 1500 hours to assist with 4-H projects and other activities with the elementary youth. At year's end, Urban 4-H sponsored a 4-H Recognition Evening with a guest speaker addressing motivation and Teen issues. Each Teen volunteer in Extended Day was presented with a UNH 4-H Leadership Certificate by the Urban 4-H staff. In attendance were School Department Representatives, Principals, Teachers, Media and the Families of the Teen volunteers. Because Teen volunteers played such a vital role in the 1981-2 Program, in October 1982, an Urban 4-H Staff member recruited Teen volunteers once again from the 3 Junior Highs and Senior High for assistance with the 1982-3 Extended Day Program.

The primary Extended Day Program movers - Concerned parents, Teens, Advisory Board Members, civic organizations, local industry, the Nashua School System, Nashua Adult Learning Center, and Urban 4-H have joined together to provide manpower, financial support, counsel, administration and general support to a Program designed in response to this expressed community need. This briefly describes the origin and development of Nashua's Extended Day Program. Continuance and growth however, depend on the sustained commitment to providing Nashua's youth with a secure and stimulating learning-environment at school-day's end.

A documentary of the Extended Day Program is available for individual, Club or community use.

For further Urban 4-H Program information contact:

Emma Lee Tuttle  
County Extension Agent, Urban 4-H  
John Collins Community Center  
27 Burke Street  
Nashua, NH 03060  
(603) 882-0779

# News From the Counties

## School Celebrates National Nutrition Month in Style



Platters of fresh fruit draw a crowd at the 4-H Good Food Festival.

What happens when a school enthusiastically endorses a school nutrition program? Lexington's Ashland Elementary School's climax was the 4-H Good Food Festival to celebrate National Nutrition Month.

The 4-H Good Food Festival had its beginnings last August when Cathy Peterjohn and Fayette County 4-H agent Bill Mallory attended a meeting to introduce teachers to food and nutrition resources suitable for elementary grades. Bill explains that he selected Ashland School for the program because the school "is open to new ideas and educational 4-H programs."

With the help of a tutor at the school who had a particular interest in nutrition, the idea caught on among teachers. Teachers in every grade made an effort to integrate food and nutrition into regular school subjects. In math classes, children compared food prices and studied food measurements; English teachers worked food and nutrition into spelling and language; and science classes took field trips to a bakery, meat market and grocery store. Special education classes also participated in the activities. One hearing impaired class performed the play "The Little Red Hen" in sign language.

During the year Fayette County EFNEP assistants presented the puppet show Sue Kangaroo, the flip chart Please Don't Feed the Bears and the story Goldilocks at the school.

When the Collegiate 4-H Club expressed interest in working in the school, area food and nutrition agent Carolyn Durham pre-

sented a workshop on how to teach food and nutrition in the classroom. As a result, four collegiate 4-H'ers worked in the classroom during February.

As a grand finale to the food and nutrition program, the school decided to host a 4-H Good Food Festival to coincide with National Nutrition Month. The day-long event was scheduled for March 4. To kick off the day's activities Chef Howard from the Marriott Inn carved a 4-H clover out of a 300-pound block of ice. The balance of the morning program was devoted to demonstrations presented by representatives from the Dairy Food Nutrition Council, the Good Food Co-op, the Fayette County Health Department, and the Kentucky Egg Council. Demonstrations included how to prepare omelets, milk shakes, whole-wheat bread, stir-fried vegetables and sugarless treats.

The afternoon program was turned over to individual classrooms. Artwork, crafts, posters and booths—all related to food and nutrition—filled the school cafeteria and spilled over into the school lobby. Bill, who had expected around 40 posters to judge, had to inform judges they would have to select winners from 156 entries. One enterprising classroom presented the skit "Yuk Mouth" followed by a talk on dental health to all the other classrooms in the school.

Individual classroom booths featured freshly churned butter spread on whole-wheat bread (the 15 minutes it took to churn each batch was well worth the effort); a display on the nutritional value of potatoes with samples of baked potatoes with various toppings; examples of good and bad snacks; fresh fruit plates including orange slices.



*Student explains the nutritional merits of potatoes.*

pineapple chunks and sliced bananas; crunchy trail mix with raisins, carob chips, dried apples and date pieces; peanut butter spread on graham wafers and celery sticks; a first grade display including tuna, chicken and fruit salad; and platters of fresh vegetables.

Bill credits the school's enthusiastic response to the cooperative efforts of all those involved, including the principal, teachers, students, parents and the local PTA, which contributed \$200 to pay for supplies.

Does he plan to repeat the program next year? Yes! After reviewing the teachers' evaluations, Bill says he will offer the same program in Ashland Elementary School next year. And, since 4-H is always seeking new audiences, Bill hopes to involve other schools within the central city 4-H district in a similar program.

4-H School Enrichment Program  
Taylor County, Texas

This is the fourth year of my efforts to conduct a 4-H School Enrichment Program. 1979 was spent learning the various projects offered, meeting principals and teachers, conducting programs and making a lot of mistakes. 1980 was better; I conducted two teacher-in-service programs and developed my own program in gardening. The entire school enrichment cycle had established itself by 1981. No longer did I have to contact teachers; they called me. I taught 14 more teachers in a gardening In-Service program which creates a solid foundation for my programs. I increased the projects offered to include embryology. I concentrate all my efforts on school programs in February through May. This seems to be the best time for science projects.

I began working closely with the AISD Professional Improvement Director and the Science Curriculum Director. They encouraged me to develop an In-Service training program in Soil & Water Conservation that provided much needed resource material to local teachers. This 4-hour training was on January 10, 1983. The training is in cooperation with the SCS, Texas Parks & Wildlife Department and Jake Landers, TAES, Range Specialist. In 1981 the Soil & Water Conservation project in cooperation with the Middle Clear Fork SCS District Poster Art Contest, contacted 8,241 students in 25 schools. This agent served as resource person, offered programs in conservation and arranged for judges at the local schools. I was also the judge for the District Contest. The top 3 students of each grade were honored at a banquet March 9. I served as Master of Ceremonies at this awards banquet.

The gardening program remains my bread and butter program. This year I gave programs to 50 classes with 1,913 students. Each student received from 2 to 4 weeks of plant science followed by my program in gardening. Each student planted a garden in an egg carton.

This year I included embryology as a school program. I contacted seven schools who indicated their interest and set up incubators in their LRC's. I gave each LRC director training in embryology, who in turn, spent 7 or 8 sessions with each class. This effort led to contacting 3,657 students.

I coordinated a 4-H School Enrichment Training Program, September 28-29, at the State 4-H Center. Forty-five agents from District 7 and 8 attended. We wanted agents to know how to get a 4-H School Enrichment Program started, choose a program they could handle, stimulate them so their programs would be successful and be willing to do it again the next year. I feel that this training was beneficial to all the agents who attended.

As each teacher completed a school enrichment program I gave them an evaluation. I designed and conducted the evaluation. Approximately 56 work days are devoted to my in-depth program.

Cheryl Mapston  
Wichita County  
Wichita Falls, Texas  
Successful Program

#### 4-H & Youth Curriculum Enrichment

- \* met with necessary administrators in school system and explained the 4-H program. Asked to be put on inservice agenda.
- \* gave an inservice teacher training on 4-H Curriculum Enrichment materials to all elementary school principals.
- \* was contacted by school district science consultant for more information.
- \* arranged for 4-H Curriculum Enrichment program through science consultant.
- \* conducted a teacher inservice training with science teachers on the program.
- \* distributed materials and welcome letter to school system where they routed them to the proper schools and teachers by science consultant.
- \* met frequently with science consultant on program plans.
- \* through the consultant, sent out evaluation forms to all cooperating teachers which were returned to the consultant.
- \* received evaluation of materials and numbers of students reached
- \* energy packet of materials and energy film was put into school library for their use.

\* 5,235 were reached through this program.

The program will be repeated next year.

## OBJECTIVE 8

To gain greater understanding  
in identifying potential  
resources and the skills for  
obtaining and effectively  
utilizing additional public  
and private funds.

## URBAN 4-H WORKSHOP

### Seminar on Identifying Resources and Sources of Funds

--Panel of Washington 4-H Agents

--Other input by individuals from small groups

#### A. Facilities

1. Community Centers
2. Schools
3. Community Colleges
4. TV & radio stations
5. Family
6. State Fair
7. Other Community facilities
8. Transportation

#### B. People

1. EFNEP Youth Aide
2. Faculty at Community Colleges & universities
3. Joint program efforts with other community youth programs
4. Community school program staff
5. Ethnic group organization staff
6. Family health clinics
7. Program advisory boards
8. Extension home-makers
9. Work study students
10. Student Youth employment services
11. Fund raising experts
12. Elected officials
13. Career Counseling people
14. Attorneys

#### C. Money

1. Local & private foundations for scholarships & campships
2. State 4-H Foundation
3. County 4-H Leaders Council
4. Selling throw away items from industrial areas of towns
5. Community Action grant
6. Donation of in-kind equipment, i.e. sewing machines
7. Businesses
8. Banks
9. Department Store (gifts)
10. United Way

#### D. Training Needed

- for solicitation of funds
- for researching grant resources
- how to apply for funds

SOURCE UNKNOWN

## OBJECTIVE 9

To explore effective public relations models used by urban youth organizations and the relationships of evaluation for both program improvement and accountability.



## PUBLIC RELATIONS IS

- ... doing good and getting credit for it.
- ... educating people in favor of your organization.
- ... performance recognized
- ... the action of amplifying what you say about yourself through existing forms of communication.
- ... the planned effort to influence public opinion through socially responsible and acceptable performance, based on mutually satisfactory two-way communication.

## PUBLIC RELATIONS INVOLVES

- 1) Determining the attitude of any group toward the organization.
- 2) Analyzing the state of opinion.
- 3) Formulating goals and objectives.
- 4) Planning means to achieve goals.
- 5) Carrying out the plans.
- 6) Evaluating results.

## WHAT MAKES NEWS?

It is ...

Informative  
Educational  
Timely  
Significant  
Unique  
Interesting  
Of Human Interest

Subjects

People  
Places  
Issues  
Trends  
Objects  
Jobs  
Events

## 100 THINGS TO DO FOR GREAT PUBLIC RELATIONS

1. Set PR Goals
2. Annual Report
3. Fair Exhibit
4. Bulletin Board
5. Open House
6. Slide Show
7. Press Party
8. News Conference
9. Speaker's Bureau
10. Survey attitudes
11. Complaint handling system
12. Parents programs
13. Parade
14. Annual "week"
15. Radio
16. Appear on TV
17. Place News Articles
18. Signs
19. Write Newsletters
20. Install suggestion system
21. Join a Civic Club
22. Improve Telephone Technique
23. Improve Written Correspondence
24. Build a photo file
25. V.I.P. card file
26. Article in company newsletter
27. Assist other organizations
28. Mall Demonstration
29. Welcome letter to new members
30. Prepare ads
31. Organize tours
32. Get help from a business
33. Entertainment Group
34. Beautify your office
35. Legislative Contact
36. Improve telephone listing
37. Store Display
38. Thank contributors
39. Keep a clipping scrapbook
40. Serve on local boards
41. Letters to the Editor
42. Visit city leaders
43. Mailing to community leaders
44. "Cause" campaign
45. Publicize mother-daughter and father-son teams
46. Promote a charitable cause
47. Attend county council meetings
48. Belong to a service club
49. Bring in experts
50. Award Ceremonies
51. Get industry support
52. Employ a student
53. Do a "study"
54. Celebrate an anniversary
55. Preserve a landmark
56. Supply manpower
57. Help local government
58. Serve on a commission
59. Make a policy
60. Hold an event
61. Write a leaflet
62. Fund-Raising Campaign
63. Meet an editor
64. Observe trends
65. Feature people
66. Thank a writer
67. Offer guidelines
68. Write a script
69. Learn deadlines
70. Call a producer
71. Prepare a press kit
72. Improve your speaking
73. Plant a tree
74. Visit a radio station
75. Prepare a fact sheet
76. Always carry a camera
77. Recognize volunteers
78. Take a reporter to lunch
79. Take a writing course
80. Circulate important articles
81. Hold a seminar
82. Check the competition
83. Listen to your tapes
84. Say thank you
85. Put up a billboard
86. Improve your photography
87. Give the office a landmark
88. Offer a workshop
89. Repeat, repeat, repeat
90. Have a contest
91. Visit school officials
92. Watch yourself on TV
93. Evaluate your PR program
94. Tour a TV station
95. Keep a VIP file
96. Show your films
97. Exhibit in showroom windows
98. Provide technical expertise
99. Celebrate a birthday
100. Recruit PR help

Mary Stone  
8-83

PUBLIC RELATIONS WORKSHEET

PUBLIC (e.g. Volunteers, Parents, Elected Officials, etc.)

What do they think  
of you now?

How do they act  
toward you?

What do you want  
them to think and  
do?

Strategy to  
achieve goal

| What do they think<br>of you now? | What do you want<br>them to think and<br>do? | Strategy to<br>achieve goal |
|-----------------------------------|--|-----------------------------|
|                                   |  |                             |
|                                   |  |                             |
|                                   |  |                             |
|                                   |  |                             |

# Directory of media contacts

TV STATION \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_ Deadline \_\_\_\_\_  
Public Affairs Director \_\_\_\_\_  
Program Director \_\_\_\_\_  
Show \_\_\_\_\_ Producer \_\_\_\_\_  
Air Time \_\_\_\_\_  
Show \_\_\_\_\_ Producer \_\_\_\_\_  
Air Time \_\_\_\_\_  
Other Contacts \_\_\_\_\_ Show/Title \_\_\_\_\_  
\_\_\_\_\_ Show/Title \_\_\_\_\_

RADIO STATION \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
Assignment Editor \_\_\_\_\_ Deadline \_\_\_\_\_  
Public Affairs Director \_\_\_\_\_  
Program Director \_\_\_\_\_  
Show \_\_\_\_\_ Producer \_\_\_\_\_  
Air Time \_\_\_\_\_  
Show \_\_\_\_\_ Producer \_\_\_\_\_  
Air Time \_\_\_\_\_  
Other Contacts \_\_\_\_\_ Show/Title \_\_\_\_\_  
\_\_\_\_\_ Show/Title \_\_\_\_\_

NEWSPAPER \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
Publication Date \_\_\_\_\_ Deadline \_\_\_\_\_  
City Editor \_\_\_\_\_  
Department \_\_\_\_\_ Editor \_\_\_\_\_  
Reporter \_\_\_\_\_  
Department \_\_\_\_\_ Editor \_\_\_\_\_  
Reporter \_\_\_\_\_  
Other Contacts \_\_\_\_\_ Department/Title \_\_\_\_\_  
\_\_\_\_\_ Department/Title \_\_\_\_\_  
Photo Policy \_\_\_\_\_

Update this information frequently.

Update this information frequently.

Resource Person - Mary Stone, Director Consumer and Community Relations, Li-Lo, Inc.

In introducing the topic of public relations the following exercise was used:

Directions: Write down the first thing that comes to mind when the following names are read:

1. Maytag
2. Ted Turner
3. Gender Gap
4. Pita
5. Girl Scouts
6. Pikes Peak
7. Pepsi

### Public Relations

\*Images of things are shaped by information communicated, how we perceive and relate to what we already know.

\*Educating the public in favor of your organization.

### Discussion of Successful Public Relations Efforts:

1. One agent was quoted as an expert on wallpaper in Living section of the newspaper. Also mentioned her 4-H work.
2. Increased enrollment in camp by promoting through a variety of efforts.
3. Making money on a few acres - promoted through 320 people.
4. Blind 4-H clubs - planted shrubs - theft of shrubs received the most publicity
5. Hurricane - worked with Save Our Beaches and planted Christmas trees on dunes. Protects from hurricanes and promotes cooperation with other agencies.
6. Annual citizenship tour in Baton Rouge - went to Medical Center (related to health project) Director of the Center had good P.R.(TV and press coverage)
7. Chamber of Commerce active in inviting business into county - sent magazine out with 4-H article
8. Community- teen members recycled newspapers and made logs from the paper during National 4-H Week. News media covered and many calls came in asking for booth in mall.
9. Program in school district - school enrichment promoting 4-H through the program 60 teachers signed up to use and many were amazed to find out the variety of materials
10. Articles on new agents coming into the county helps establish rapport in community. Qualifications are listed in the paper.
11. Junk car campaign - chamber of commerce and other organizations donated money and helped promote
12. Joint project with Kiwanis and nursing home
13. Poultry club - front page article on poultry competitions
14. Working with school - invited staff to breakfast meeting to inform them about 4-H and the opportunities
15. Yellow Daisy Festival at Stone Mountain - 100,000 people came through - 4-H was involved
16. Gardening projects - grew to include many individuals

Have you ever been in a situation where you had to teach someone something when you were not good at it yourself? It is an uncomfortable situation. Unless you know the organization intimately you are not able to be successful at promoting organization. Questions to ask:

Are you familiar with mission and the goals of your program?

Do you have statistical information at your fingertips? Prepare fact sheet on your organization.

Luck is where preparation meets opportunity. If you don't take advantage of it someone else will.

As a 4-H youth worker you must become expert on the following:

- youth needs
- other youth agencies
- youth statistics
- population for potential programs
- volunteer training and recruiting
- youth leadership
- subject matter information

Need to have the above to answer why doing certain program. More used by media if they know.

Different Publics - structures your efforts to audience

- 4-H youth and other youth
- volunteers
- organization
- parents
- businesses
- community leaders
- legislators (funders)
- educators
- local officials
- 4-H alumni
- senior citizens

Exercise - Develop 5 questions to ask "a public" to ascertain their knowledge of the 4-H program.

In public relations you are in a competitive situation. You must compete with everyone else who wants publicity.

\*Need points of difference to help sell 4-H. Program strengths:

- education in an informal setting
- total family involvement
- life skills
- variety of projects
- teaches work ethics
- recognition (incentives and awards)
- boys/girls together
- strong subject matter programs
- leadership development opportunities
- to join is FREE but participation can cost
- land grant affiliation/research based information

Kind of Image

1. Non profit organization since set up to do good public won't complain
  2. Different images with different people
- Exercise: In conclusion, participants were asked to submit some public relations concerns for discussion the following day.

8/31/83

Tips on Public Relations

- \*Amateur focuses on my story
- \*Professional focuses on audience
- \*Tell media what you want to tell regardless of what they ask

CONCERNS EXPRESSED BY PARTICIPANTS

1. Competing for publicity on major TV station and newspaper.
  - a. Options to paper:
    - Extension Service Newsletter
    - Neighborhood Papers
    - Bulletin BoardYour audience may be more likely to read local papers.
  - b. In dealing with larger papers, TV station:
    - Always Have Fact Sheet About Organization
    - Prepare press packet.
    - To establish relationship - repeat contact necessary
    - More like to achieve goals if specific
    - Take time to compliment media efforts through a phone call or letter
    - Be familiar with programming of TV station; review television programs (different types offered)
    - Ask the media for their concerns
    - Improving publicity by established rapport with station - people to contact (1) director of consumer affairs; (2) news director
    - Know deadlines /interests (personal)/prior 4-H experience
    - Find out producer of program,
    - Find out the TV station's community service goals
    - Be prepared to sell 4-H in 5 minutes or less - good points of 4-H on tip of tongue

Other Sources of Publicity

1. Business men may be consultants to you - contact
2. Businesses in area to feature 4-H in brochures
3. Tap on other sources - print shops in businesses
4. Give enough information to businesses/to give businesses a chance to respond appropriately
5. Companies want to be seen/want to enjoy good reputation
6. Speaker's Bureau - organize group of individuals to promote your organization.

Exercise: Throughout the morning individuals had an opportunity to participate in several exercises. Directions: Exercise 1:

Three individuals were given an assignment to interview workshop participants using some "controversial" questions prepared ahead of time. The purpose of the exercise is to make individuals aware of the importance of knowing your organization well. Sample questions included - Why should 4-H be funded by the government when other youth organizations are not? With all the juvenile delinquency throughout the country, how can you defend the use of funds to support 4-H'ers exhibiting cakes and cookies at the fair?

Directions: Exercise 2:

Newspapers were given to participants. The purpose of the exercise was to read through the papers and identify topics. These would be topics that 4-H could relate to. (i.e. someone donates books to nursing home/ a 4-H club could have made that a community pride project)



SUMMARY-NATIONAL 4-H WORKSHOP, PORTLAND

"Communicating With Elected Officials"

Effective communication with elected officials is essential for all Extension programs. The following ideas are helpful in developing a marketing plan for elected public officials.

- \* All communication with elected officials should be coordinated by one person in each county and state office. This coordination eliminates duplication of efforts and maximizes the impact of Extension's educational message.
- \* Get to know the elected officials secretary and aide staff. These staff members are literally the eyes and arms of the elected officials. It is imperative to get to know these people on a personal basis and to communicate the details of your program through the elected officials aide staff.
- \* The elected official usually has time to hear only the highlights of a program. Communication should be professional and brief. Business should be accompanied with written information and should be kept to a minimum of 10 to 15 minutes.
- \* If possible involve a group of officials together. In an informal meeting this can be done with county commissioners or the state representatives in your area.
- \* Often times county officials are communicated more often with state and federal officials, this is a mistake. Constant communication needs to occur with state and federal officials. Remember, that's where the bulk of Extension's funding comes from.
- \* Invite elected officials to Extension educational events. Often times if the official can't come they will send a representative from the office.
- \* Send newsletters and other pertinent information to elected officials. Occasionally include information about elected officials in your newsletters, make sure that information is of a non-political nature.
- \* Collect news clippings of programs, zerox them, and send them to elected officials periodically.
- \* Send elected officials a calendar of events for them to visit. When an elected official visits an event make sure that they are given proper recognition.
- \* Involve elected officials in events such as; 4-H Fair, judging events, farm tours, home economics programs, and other pertinent special events.
- \* Communicate year round with elected officials. Do not wait to visit them until it is budget time. Elected officials often suspect a monetary motive if the only time you visit them is when you need money.
- \* Seek advice year round from elected officials. Involve them on advisory councils and in important decisions when possible.

- \* Utilize elected officials to help you in your budget lobbying. State and federal officials can write letters to county officials to support local requests and vice versa.
- \* Ask elected officials if Extension staff can serve on appropriate committees that they are involved in. This makes the cooperation and communication two way rather than the Extension Service always telling or informing elected officials about situations.
- \* Develop one page briefing sheets for elected officials on overall impact of program and special program efforts. They do not have time to read lengthy reports.
- \* Share positive letters with elected officials so they know that clientele are supportive of program efforts.
- \* Invite elected officials to advisory council meetings. Make sure they have some information or presentation involved in the advisory council and that they are not sitting there passively.
- \* The most important thing to remember in communicating with elected officials is to keep the communication constant and consistent. Use a blend of written and oral communication and always be positive in communications.

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**POLITICS: YOU CAN'T LIVE WITH IT AND YOU CAN'T LIVE WITHOUT IT**  
By Skip Liebertz

It's a real pleasure to be here with you this evening. I have a great deal of respect for what you all do and I'm continually impressed with the results you get in the communities you serve.

This talk is particularly relevant to me personally because just 10 days ago I was on Maryland's eastern shore, in a town called Easton, as a trainer for the Democratic Party, training U.S. Senatorial candidates in how to organize and manage a campaign that would get them elected. We had about 25 candidates there which the Democratic Party thought had some kind of chance of getting elected.

I was asked to be a trainer because of prior experiences I've had in politics but it was fascinating to observe how politicians work and see what a direct influence they have on our lives. We had several late-night discussions on issues involved in the upcoming elections and the future of the Extension Service came up at least twice in those conversations.

Those kinds of conversations, I believe, make me more effective in my role as a public servant. I think you'll understand why by the time I finish this evening.

I'd like to start this evening with one of my favorite quotes. This quote is hanging in my office. It goes:

"If you look upon yourself as above the battle of politics, you merely show that you are a poor politician."

Before I got here, Bill offered me the advice that I should be "brief and entertaining, but mostly brief," so I'd like to share a few points quickly.

Another good friend told me that the best after dinner speech a person can give is, "Well, folks, this dinner is on me." It's short, it's to the point, and it gives the participants something valuable.

I'm going to try and do that here this evening but on a little more theoretical basis. I personally believe that to be really successful in the profession each of you has chosen, you need to understand politics and politicians and be comfortable in political environments.

The most compelling reason for this belief is that you are in that environment anyway, so why not recognize the fact and deal with it.

Before I get into some of the other reasons for this involvement, however, I'd like to explore those words: politics and politicians.

Help me for a minute by shouting out some of the words you feel describe politics...

Okay, how about politicians...

As with most groups, many of the words you associate with politics and politicians are negative. I think that's very interesting.

Webster's New Collegiate Dictionary defines politics as the "art or science of government, the art or science concerned with guiding or influencing governmental policy or the art or science concerned with winning and holding control over government."

That doesn't seem very negative to me!

They describe a politician as "one versed in the art or science of government or one actively engaged in conducting the business of a government."

I think the American people generally have developed an image or attitude about politics and politicians that is very unfair to both.

It's easy to understand why that has happened, with some of the people who have been elected to office.

One of my favorite quotes comes from President Lyndon Johnson who, at a political news conference said that "there are millions of ways to make money, but only one honest way." And when he was asked "how?" he replied that he didn't know.

One of the standard jokes in political circles during the Presidential campaign which pitted George McGovern against Richard Nixon was that the best thing about the campaign for the country was that only one of them could be elected.

I love the story about Teddy Roosevelt being interrupted several times during a campaign speech by a fellow who kept hollering, "I'm a Democrat."

Roosevelt finally stopped his speech and asked the guy why he was a Democrat.

They guy replied that his grandfather was a Democrat, his father was a Democrat, so he was a Democrat.

Roosevelt then asked, "Suppose your grandfather was a jackass and your father was a jackass, what would you be?"

And the guy responded, "A Republican."

There are hundreds of these kinds of stories about politics and politicians which have contributed to this negative image we have, but I submit to you that politics, in the main, are honest, well-fought battles for public offices which often result in the best person being elected.

While I fully understand how arguable that statement is, I'd further state that people in jobs such as your are totally immersed in a political environment and, if you choose not to deal with it, you will be less successful than your skills and job performance might otherwise allow.

I'd like to illustrate this point very briefly, with an experience from my own career. I was hired as a community school coordinator at Laurel Hill

Elementary School in the early 1970's. At that time, I held several beliefs about myself and my job. I believed that if I worked hard and did a good job, community schools would prosper at Laurel Hill and the Eugene School District and my career would flourish.

I worked my tail off with 60-hour weeks and tons of enthusiasm, but I was disappointed with the results. I happened to be involved in a city council race at the time and we had a party strategist talk to campaign workers to get us pumped up. Three things that person said I found notable:

1. It doesn't matter how honest and hard working your candidate is unless your constituents know that this is the fact.
2. Your candidate will not continue to be successful unless more and more people know about her commitment and success.
3. Finally, if you want a project to grow beyond the one-person operation that it currently involves, you have to influence the folks who can make those changes.

My personal bias is that those three rules are one of the best set of guidelines of success in business or government that I've seen.

They have influenced me a great deal and I think if you study most any individual who you believe is successful, you'll find that those three simple guidelines have been followed. Sometimes not consciously, but they've been followed.

As I was able to go back to Laurel Hill and make them work for me, they've had a real impact on my career. I think this simple recognition of the power and application of "political processes" allows a person to go beyond what their skills and job performance might dictate. I don't view that as negative.

Most people I know in the extension business have a problem very similar to one that we in the public education field have: we complain bitterly about the effects of politics on our daily lives, but speak proudly of our dis-association from them.

A good friend of mine who is deeply involved in national politics says he is very proud of talented educators as they sit above the battle of politics on their tall white horses and deeply saddened when they go into the car sales business because their jobs are cut because politicians didn't understand why they were important.

I think you folks are sometimes in similar positions. While you might find politics and politicians personally distasteful, their actions have a very direct influence on the job you have to do and the people you try to serve.

While my purpose here today is not to change your personal attitudes about politics or politicians, I do hope that I can help you understand how deeply involved you already are in politics and how interdependent you are on politicians. If you choose to ignore the implications of those relationships, that's your business.

I would like to share with you three very important reasons why I think it would be valuable for those of you in extension work to get involved with politics and politicians.

I. The first reason is that there is a heck of a lot that all of us can learn from politicians.

To cite some examples, I think politicians conduct some of the most innovative fund raisers I've ever seen. I don't know whether each of you is required to conduct local fund raisers to support your work, but my glimpses in the crystal ball indicate that we all will be in years ahead.

My good friend Bill Boldt is right in the middle of a campaign to raise money to improve Multnomah County Extension offices and in Salem, my Community School program is actively raising money to have additional evening supervisors so that we can keep more school buildings open for the public.

The average State Senate race raises over \$30,000 and the average House race raises over \$10,000. They know how to raise money and we could learn from them.

I don't want to whip a dead horse here, but one other example of things we can learn from politicians is how to network.

This is a critical skill in your work and mine, but seldom do I see the kinds of computerized individualized resource banks like I see in most semi-sophisticated political campaigns. Again, we've got a lot to learn.

II. The second point I'd like to offer in support of your involvement with politicians and politics is the fact that they have a great deal to say about how many of you will be available to do the good things you do and how long you'll be able to do it. Especially in the extension service, where you rely on so many governmental entities, you should realize what a direct effect politics and politicians have on your daily lives. When the feds, state officials or local government units begin to cut, you become a target. I've never heard a politician ever express any major concern over the work you do, but I have heard many use the world's greatest cop-out: "I really support what you're doing, but we just don't have the dollars to support it."

III. The final point I'd like to make in regards to this case for getting you involved is the simple fact that you can influence politics and politicians and help them make better decisions in relationship to your program. You have a master in this regard right here in this room in the person of Bill Boldt. Bill's been a good friend for many years and I watched with interest his move to the Chair in Multnomah County.

I have many contacts in the political community and I've gotten regular reports of how Bill has positively influenced Multnomah County or City of Portland elected leaders regarding the extension service and its budget.

We have lots of opportunities placed before us almost every day. It's my opinion that many of those opportunities come to us through politics and politicians but, we miss them through our own narrow-mindedness.

I believe that all of us are in a business where we need to take advantage of every opportunity we get to promote our work and the goals of our organization. There are a number of ways we can seize these opportunities through politics. I'll share a few.

1. Look upon political fund raisers as opportunities to meet community leaders and discuss your program informally.
2. Look upon involvement in political campaigns as opportunities to improve your own organizational skills and shoot for roles that will help you with your personal growth plans.
3. Look upon political gladhanding as a class in "how to" and "how not to" keep your contact list or personal network growing. You may hate the "hail fellow well met" backslapping that goes on in politics, but you can learn a lot by watching it, and how people react to it, to help you develop a style that you are personally comfortable with. The key is remembering that in the business you're in, you have to do the same kind of things (like meeting new folks on a regular basis), so why not get good at it.
4. Look upon political strategy sessions as opportunities to learn new networking and group processing techniques.
5. Finally, look upon the politicians you help to get elected as new friends who can help you with the important work you have to accomplish.

Have a super conference in Portland!

4b/7

A MANAGEMENT TOOL FOR DETERMINING THE EFFECTIVENESS OF YOUR ORGANIZATION'S PUBLIC RELATIONS PROGRAM

Internal Audit of the Organization

Effectiveness of the Organization's Community Relations

Circle yes or no for each of the following questions:

1. Are you and your staff completely familiar with your organization and its history?

yes - no

2. Do you know who the key decision makers are within your organization?

yes - no

3. Can you list and discuss the products and services which make your organization unique?

yes - no

4. Can you identify who or what is your competition and what the potential is for your organization's growth?

yes - no

5. Are you aware of what your organization has done recently in the area of program promotion?

yes - no

6. Does your organization maintain a PR file and make clippings of news articles?

yes - no

7. Does your organization set aside a specific budget for PR programming?

yes - no

8. Is your staff well schooled (trained) in the use of media and other PR techniques?

yes - no

9. Do you and your staff evaluate each program and discuss how you might increase publicity?

yes - no

1. Do you know how the community feels about your organization now?

yes - no

2. Have you determined how your organization can best meet the needs of the community?

yes - no

3. Have you outlined organizational plans to enhance community relations?

yes - no

4. Can you identify the audience(s) you wish to reach within the community?

yes - no

5. Have you involved key community leaders in your program development process? Have you recognized them for their efforts?

yes - no

6. Is everyone on your staff involved in some form of community relations?

yes - no

7. Has someone in your organization established personal contact with the appropriate individuals at each newspaper, radio, and TV station in your area?

yes - no

8. Do you have a coordinator for news media contacts within your organization?

yes - no





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