

Idaho 4-H Ambassador Handbook

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To learn more about Idaho 4-H Youth Development programs visit
<http://www.uidaho.edu/extension/4h>



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Acknowledgment

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Introduction

Congratulations!

As an Ambassador, you are a special person, with an important mission to fulfill . . . to tell the 4-H story. As an Ambassador Advisor, you have the privilege of working with and advising the young people in your county 4-H Ambassador program. You are a special person in their lives.

Through your Ambassador experience you will improve your communication skills, learn public relations techniques and gain many ideas on how to tell the 4-H story to others.

You'll want to share what you've gained with others so they can enjoy and benefit from 4-H, too. You'll have a lot to boast about. 4-H has a proud 100-year history of offering opportunities to youth and adults all over the world.

Good luck. You have a great story to tell!



Ambassador Program Overview

For many years it has been recognized that the best spokespersons for the 4-H program are capable, older 4-H members. Nothing sells the program better than 4-H members doing excellent work where the public and key people can see, hear and examine what they are doing.

The purpose of the Idaho 4-H Ambassador program is to promote 4-H to youth, parents, 4-H members, leaders and the general public through education, information, recruitment and financial support. A 4-H Ambassador is a teen member representative of the Idaho 4-H program, who speaks on behalf of the larger 4-H membership. The ambassadors help others understand how 4-H affects the lives of young people and how it addresses key youth issues in the community and state.

The program benefits the 4-H organization as well as the ambassadors themselves. When these young leaders tell the 4-H story to key audiences, the program gains a positive public image, and the youths improve their leadership and presentation skills.

Purpose

The Idaho 4-H Ambassador Program aims to project a clear and accurate image of the Idaho 4-H Youth Development Program. The ambassador program has several specific goals:

- To tell and show key audiences what the 4-H Youth Development Program is and who it impacts, so that these audiences will understand the impact of 4-H on the lives of young people and will see how it addresses key youth issues in the community and state.
- To develop leadership and communication skills among the 4-H'ers selected to make ambassador presentations.
- To make families and youths more aware of 4-H and the benefits it offers.
- To inform elected officials about the 4-H program and get them involved.
- To tell current and potential donors about 4-H and give them opportunities to support the program efforts that interest them.
- To change or improve the 4-H image among selected audiences.

To be effective, a 4-H Ambassador Program should include:

- **Training:** teaching ambassadors how to make presentations, how to represent the organization and how to serve
- **Planning:** developing both the plan and commitment to it.
- **Team-centered activities:** sponsoring elections, meetings, recognition, etc.
- **Program/team management:** making assignments, records, schedules, arrangements, etc.



Idaho 4-H Ambassador Requirements

Ambassador-in-Training:

Ambassadors-in-training are first year participants who want to become 4-H Ambassadors. This provides an opportunity to learn about the requirements and responsibility of becoming an Ambassador. An applicant must have shown leadership at the County level and needs to be interested in improving public speaking skills and making presentations.

Qualifications to become an Ambassador In Training.

1. Completed two or more years of 4-H project work.
2. Be in ninth grade or above.
3. Letter of recommendation from an Authorized Adult.

Letter of recommendation needs to be from an authorized adult: Extension Educator, 4-H Program Assistant, or County Volunteer Ambassador Coordinator.

4. Attend the fall Ambassador Training as a first-timer. Application available at <http://www.4h.uidaho.edu/>
5. Complete three approved activities:
 - Talk to a local Authorized Adult. Confirm with them, which of the activities will be completed. Leave a copy of planned activities with the authorized adult in the County Extension Office.
 - Give a talk to one 4-H group.
 - Serve in a leadership capacity that benefits the county 4-H program. For example:
 - Serve on a county committee such as the County 4-H Endowment Fund Development Committee, 4-H Marketing Committee or planning committee for a county activity or event.
 - Promote 4-H by making a display or writing a news article.
 - Take on a Public Relations job such as thanking five donors for their support of 4-H.
 - For additional ideas, refer to "Ideas for Becoming Involved."
 - **Submit a record showing completion of activities by September 30 following the fall training.**

When this has been approved, you are eligible to be a Junior Ambassador. Ambassador-in-training and Junior Ambassador may be completed in the same year.

Junior Ambassador:

To be eligible, you must have completed the requirements for Ambassador-in-Training. (You may take Junior Ambassador more than one year. Vary the activities you complete each year)

1. Meet with an Authorized Adult and submit a new plan for each year that you are a Junior Ambassador. Leave a copy with an authorized adult in the County Extension Office.
2. Make at least one presentation that is evaluated and turn in a feedback form, from someone in the audience. Attach to the list of activities completed you submit.
3. Serve in a leadership capacity that benefits the County, District or State 4-H program.
4. Complete four additional 4-H promotional activities. These can be additional presentations, leadership committees, or in the area of public relations.
5. Submit list of activities completed by **September 30**.

Senior Ambassador:

To be eligible you must have completed the requirements for Junior Ambassador.

Provide documentation by September 30 that you have completed the following requirements:

1. Make at least five presentations to groups.
2. Make at least one media effort (newspaper, radio, TV) that promotes 4-H.
3. Make at least five one-on-one contacts to promote 4-H.
4. Presentations and one-on-one contacts can be in a variety of areas such as donor support, leader and member recruitment, or appreciation.
5. Serve the county, district and/or state in a leadership capacity.
6. Receive a letter of recommendation from an Authorized Adult.
7. Complete interview at fall training. Receive appointment by Ambassador Committee to confirm your status as Senior Ambassador.

To Maintain Status as Senior Ambassador:

Complete the senior ambassador requirements each year. Attending fall training and interview is optional after the first year for Senior Ambassador. Plan and Report (6 SA) showing completion of Senior Ambassador requirements is due by **September 30**. Check with County Extension Educator or Assistant for submission deadline, if your recognition will be included in county achievement and/or recognition event.

Submitting your record.

AIT, Junior and Senior Ambassadors annual Plan and Report (6) showing record of completed activities is due by September 30. Be sure **a signed copy is on file in the county extension office** and noted on your 4-H record. Send a signed copy to State Volunteer Ambassador Coordinator, Andy Smyth, 30503 W Peckham, Wilder, ID 83676 and a copy to Claudine Zender, Idaho 4-H Youth Development, PO Box 443015, Moscow, ID 83844-3015.

Note:

Ambassadors completing Junior & Senior requirements are encouraged (and may be requested) to assist with conducting program activities at annual fall Ambassador Retreat. Presenting information on Ambassadors and submitting proposals and conducting or assisting with workshops at state events (i. e. teen conference, leaders' forum) district, or local forums is encouraged.

The Annual Fall Ambassadors Retreat includes first timers and repeat attendees. Space is limited, so preference for repeat attendees will be given (but not limited) to those who have completed AIT, Junior, or Senior Ambassador Requirements.

Ideas for things I want to do:

Designing a County Ambassador Program

With every decision, the program takes on individual character and sharpens its focus. It is important that the decisions reflect the unique needs of your county. Your decision-making will be more effective if you take these steps:

- Make the important decisions first.
- Try to get a broad base of support for each decision.
- Be sure the decision can be implemented.
- Always keep your objectives in mind.
- Secure a budget of \$_____.

Among those who should participate in planning are the county Extension agent, key adult volunteers and 4-H members. Use the Idaho 4-H Ambassador Handbook as reference as you deal with these questions. Link your 4-H Ambassador Program with the County 4-H Advisory Council so that efforts are coordinated and complement each other. Of course, you can reverse your decisions and redirect the program later. Sometimes this is an excellent choice.

Program objectives

To determine the focus of your county ambassador team, study your county to identify its specific needs and/or challenges. What concerns can the 4-H Ambassador Program address? As best you can, state what the problem is or what you want to improve.

The focus may be to:

- Help older youths develop leadership and communication skills.
- Overcome a limited public image.
- Help the public understand the full scope of the 4-H program.
- Address a need for a group that advocates for the needs, interests and concerns of youth in the community.
- Reverse a decline in 4-H enrollment and recruit new members from more diverse backgrounds.
- Address a combination of two or more problems.

Be sure to base your focus on your county's needs.

Designing a County 4-H Ambassador Program

As you develop your 4-H Ambassador program, you will need to make several decisions. Leaders must decide on such matters as the program's objectives, activities, organizational structure, team size, leadership, team selection, training, equipment needs, recognition, budget/financing and dress/uniform.

Suggested Activities

A county 4-H Ambassador Program may organize one or more of several kinds of activities:

- Promotion: selling an event or program
- Reporting: telling the 4-H story
- Fund Development: raising money, promoting an idea or event.
- Assisting: helping with activities.
- Recruiting: finding and “selling” potential members, leaders and donors for 4-H.
- Service: helping others in worthwhile activities.

Organizational Structure

Each county should tailor its program to its own needs, resources and preferences. Example organizational structures include:

Direct

Counties recruit and train a selected number of 4-H’ers who immediately become the 4-H Ambassador Team.

Two-phase

Selected 4-H members first undergo a leadership/presentation training program. Team members are chosen from those who successfully complete the training.

Two-tier

Selected younger 4-H members are chosen to be team members but serve their first year in an apprentice status. In the second year, they advance to full ambassador status, or, a county may choose to have two ambassador programs, one for juniors and one for seniors.

4-H Council

Selected 4-H’ers from an existing 4-H Council are trained and then assigned to make specific presentations or help with specific activities on an ad hoc basis.

In forming your ambassador program, consider the decision areas listed on the following work sheet; other areas will surface as the program progresses.

County Ambassador Program Worksheet

Objectives: These do not need to be set in concrete but should be stable enough to guide the program for at least 1 year. List them in order of priority. Suggest two (2) to four (4) objectives.

Activity options: As you consider the problem or challenge and your objectives, identify a few potential activities that an ambassador team could participate in to reach the objective, to solve or alleviate a problem. List your best ideas, but do not consider them binding. This is a way to decide what the team's tasks might be.

Organizational structure: Refer to the section on full membership, two-phase, two-tier and 4-H Council options. Other possibilities or combinations may also serve your needs.

Team size: When the team is complete, how many members will it have? Can the basic 4-H enrollment support this number over the next 5 years? Will the budget support a team this size?

Leadership: A 4-H Ambassador Team needs capable and competent adult volunteer leaders. Leading an ambassador program takes time and talent! Whom will the team recruit to coordinate the ambassador program with the help of the county Extension agent?

Selection: How will you introduce the 4-H ambassador idea, and recruit and select members? List a few steps that might work.

Training: To accomplish your objectives, what skills or knowledge will the program need to improve on or learn? List the greatest needs, then note if help or resources are available locally. If not, from where can you get the help you need?

Equipment: What special aids will your ambassadors need to do their job well? You might write “yes,” “no” or “don’t know” next to the following items. _____ Name tags _____ Business cards _____ Notebook _____ Stationery _____ Uniform (shirts, jackets, etc.) _____ Ambassador pins List other support items you think will be important.

Recognition: Think of ways to bring recognition to the team and to the team members individually.

Budget/fund-raising: How much will it cost to accomplish your goals? Begin developing a budget, and look at possible funding sources.

Other Concerns/Ideas:

Teens: How to Make It Happen

Here are some suggestions on how to follow through with your responsibility as a 4-H Ambassador or Ambassador-in-Training:

1. Take the initiative to contact your Extension Educator. Make an appointment to discuss how you can use your Ambassador training to benefit yourself and the 4-H program in your county.
2. Tell the Extension Educator of your experiences at the Ambassador training. Share the ideas for promoting 4-H in your county with the extension staff.
3. Work with the staff in making a plan of action. Include: a) Goals b) Specific audiences to reach c) Dates make it clear to the staff what you feel comfortable in doing and how much time you can devote to the program.
4. Ask about resources that may be available. Discuss the use of visual aids, availability of equipment and any costs involved.
5. If there is more than one Ambassador or Ambassador-in-Training in your county, try to have everyone get together for a meeting with the staff. Don't wait to be called, or for someone else to call. Take the initiative to get the ball rolling.
6. Don't over commit yourself. It is important to follow through and keep the commitments you make.
7. If you need help, you may contact Andy Smyth, Volunteer Coordinator for the Ambassador program: phone 208/482-7220 or Joey Peutz, Extension Educator, Payette county: phone 208/642-6022 (joeyp@uidaho.edu or Claudine Zender, Extension Associate/4-H at 208/885-7700.

Make the most of your experience for yourself and your 4-H program. The Ambassador experience will be what you make it. The best to you in your ventures!

TIPS

- Take pictures/slides of you in action.
- Be sure to communicate that 4-H is part of the Idaho Cooperative Extension System and the University of Idaho (Land Grant University).
- Be sure to identify yourself as an "Idaho 4-H Ambassador."

Ambassadors in Action: List for Your Involvement

County Level

Make presentations on 4-H to:

- Civic groups
- School groups
- Community groups
- Donor groups
- Parent groups

Recruit 4-H members with presentations in places such as:

- Schools
- Community Centers
- Activities

Assist with training adult & youth volunteer leaders, for example:

- Project subject matter
- Records
- Officers
- Activities (i.e. Fashion Revue)

Develop support materials for extension 4-H programs.

- Slide presentations
- Displays
- Teaching materials

Promotional materials

Help in your Extension office

- Answer questions on 4-H
- Help with mailings
- Help with activities
- Promote support for extension & 4-H

Prepare media presentations for:

- Radio
- TV
- Newspapers
- Websites
- Parades

Conduct community service projects with

- 4-H members
- Other counties
- 4-H leaders/faculty

Assist with fund raising projects

- Team up to make donor contact
- Deliver appreciation recognition (i.e. plaques, certificates)

Provide leadership for activities, such as:

- National 4-H Week
- Camp
- Fair
- Talent Shows
- Leader Banquets
- Committees (projects, activities, recognition)

Create awareness of 4-H, for example:

- Displays
- Gimmicks (T-shirts, buttons, business cards)
- Promote project/activities

District/State Level

Represent Extension/4-H/University at:

- Ag days
- 4-H Endowment Fund activities.
- 4-H leader groups
- state/district/county 4-H activities
- statewide/regional conferences • other state or regional organizations

Serve on:

- State 4-H/Extension Advisory & Development Committees
- State 4-H Activity Planning Committees, such as:
 - o Leader Forums
 - o Ambassador weekend
 - o Teen Conference

Provide leadership for statewide activities, such as:

- 4-H Teen Conference & activities
- 4-H Alumni search

Meet with donors

- Encourage support
- Discuss 4-H program benefits
- Express appreciation

Ambassador Tools

Public Speaking

The tool that you will use most often as a 4-H Ambassador is public speaking. You don't have to be extroverted or witty to give an effective speech, but you do need to be interested in your subject and willing to prepare thoroughly. Many organizations in your area need speakers for their programs. They want to hear about 4-H. Local service and business clubs, such as Lions, Rotary and Kiwanis have weekly luncheon or dinner meetings with informative or educational programs, which means program chairs have to recruit 50 speakers a year. Many church groups also need speakers for their regular meetings.

To find out about these groups, watch your local newspaper for reports on club meetings and ask your chamber of commerce for a list of local organizations. Your adult advisor can help you schedule speaking engagements and find speaking resources. Also check out the new Building Bridges communications curriculum which includes information on public speaking. The following tips should also help make your public presentations successful.

Know your audience

- Age
- Background
- Interests
- Understanding of 4-H

Plan the logistics of your talk

- Have a clear goal.
- Find out how long your talk should be.
- Check out the facility where you will give your talk.

Select a topic

- Start early.
- Ask others for ideas.
- Gather more information than you'll need (to inspire confidence).
- Make a list of topics.
- Choose an appropriate topic.

Writing your speech

Introduction

- Start your presentation with a bang to get attention and arouse interest.

Body

- Should bring out main points. • Main points should be clear, easy to follow and well developed.

Conclusion

- Should tie speech together. • Should give audience a lasting impression.

Organizing and practicing your speech

- Put main ideas on 3x5 cards; use one card for each bit of information; write on one side only.
- Time your speech.
- Tape record or video your speech, review it and make changes as necessary.
- Practice alone and then in front of others; correct your grammar; explain unfamiliar terms.
- Prepare visuals that are clear, easy to see and meaningful.

Giving your speech

- Take the podium confidently and with a smile.
- Relax; remember that your audience is interested in you and what you have to say about 4-H.
- Look your audience in the eye; focus on three or four people who seem to be having a good time.
- Stand straight with feet flat on the floor.
- Speak slowly and clearly in your normal speaking voice.
- Raise and lower your voice for emphasis on important points.
- Use gestures naturally.
- Be enthusiastic, convincing and sincere.

Answering questions

- Know your topic; anticipate likely questions the audience may ask.
- Let the audience know ahead of time that there will be an opportunity to ask questions.
- Look at the person who is asking the question. Make sure you understand the question when asked; ask for clarification if necessary.
- Once the question is clear, repeat it so all can hear the question.
- When answering the question, talk to the entire audience, not just the questioner.
- Answer the question as best you can, but do not make your answer too long.
- After giving your answer, seek feedback from the questioner: Is that clear? Does that answer it?
- Prepare some people in the audience to ask questions, in case no one asks a question.
- If you don't know an answer, say so.

Wrapping it up

- Thank audience members for their attention.
- Send a follow-up thank-you note to the host for your speaking opportunity.
- Evaluate your presentation. Ask a communications professional and your adult advisor to critique your talks. Make changes before you give your next talk.
- Record your presentation on your Ambassador Activity Report and Leadership records.

News Writing

Though reporting and news writing are skills that take years to perfect, this section should help you — with practice — to write acceptable 4-H news stories.

What is news?

- Timely or current information.
- Close to home.
- Important to the reader.
- Unusual.
- Of human interest.

What facts should you report?

Most news stories can be summed up by what is known in journalism as the “five W’s and an H.”

- *Who?* Who said it? Who is the subject of the story?
- *What?* What happened?
- *When?* When did it or will it happen?
- *Where?* Where did it happen?
- *Why?* Why did it happen? Why is it important?
- *How?* How did it happen?

How to write news and feature stories

News stories have a definite structure — they get to the point fast. The most important facts of the story should be presented in the first sentence or two (the “lead”), with details following in order of importance. This way of organizing facts is called the “inverted pyramid.” It is important because readers who don’t have the time or desire to read the whole story can get the most important information by glancing at the beginning. Also, when a newspaper doesn’t have enough room to print the whole story, it can easily shorten it by chopping off the end — without losing the most important facts.

Feature stories seldom follow this inverted-pyramid format of the straight news story. Feature story format is more flexible. Study some feature stories to research the styles used by professional writers. Whether you’re writing a news story or a feature, the rules of good writing apply:

- Stick to the facts. Avoid opinions.
- Use short sentences.
- Use short paragraphs.
- Use active verbs.
- Use short, simple words.
- Be accurate. Double check your facts. Check spellings and grammar. Verify quotes.

Publishing your 4-H story

When you’re ready to submit your story for publication, type it in the standard format preferred by newspaper editors. At the top of the page, type your name, title (4-H Ambassador) and telephone number, so the editor knows where the story came from and how to get more information if necessary. Leave the top third of the page blank so the editor can mark the copy for a headline, size of type, etc. Double or triple space your stories. If you will be submitting several stories to the same newspaper, ask the editor how he or she prefers to have the stories prepared. If you prepare your articles on a computer, you may be able to submit them as e-mail attachments.

Know your local newspaper

It’s also a good idea to study the newspapers in your local area. Read them regularly to get a feel for the types of articles they print and the styles they prefer. You’ll also want to get to know the staff and the newspaper’s deadlines.

Learn how to interview

To write news and feature articles, you will need to learn interviewing skills. For example, to write an article about a 4-H volunteer with an interesting hobby or a 4-H member with a unique project, you'll need to talk to them for background information and quotes. Here are some hints to improve your interviewing techniques:

- Come prepared. Find out as much as you can about your subject ahead of time.
- Prepare questions in advance.
- Ask for a limited amount of time.
- Be relaxed. Be respectful. Be yourself.
- Listen actively.
- Ask *questions*. Don't make statements and expect reactions.
- Open the interview with some small talk and less important or easy questions. Save the tough questions, if any, for later.
- Always be ready to digress from your prepared questions.
- The best questions are usually spontaneous, in response to what you're hearing.
- Be absolutely open about your ignorance. Ask for clarification. Don't pretend to understand.
- Note a thorough description of your subject and surroundings.
- Close by asking, "Is there anything else I should have asked?"
- Ask permission to call back for more information or clarification.
- Don't try to write down too much during the interview. Instead, take key word and phrase notes. Then go over your notes immediately after the interview or as soon thereafter as possible.
- Hang onto your notes.
- Even if you use a tape recorder, take notes.
- Always thank interviewees for their time.

Wrapping it up

- After an article appears in the newspaper, thank the editor and anyone responsible for placing your 4-H story. A follow-up thank-you note works well. Periodically thank them in person.
- Evaluate your news stories and features. Ask a newspaper professional and your adult advisor to critique your work. Make necessary changes before you prepare your next article.
- Record your articles on your Ambassador Activity Report.

Radio Contacts

Radio can be a dynamic tool for telling your 4-H story and recruiting new members and volunteers. Basically, there are three ways to promote 4-H on radio: local radio news, radio talk shows and public service announcements (PSA). Start by studying the various formats used on stations in your area. Are there programs where you can possibly talk about 4-H? Do the stations accept PSAs? When do the PSAs run? Then set an appointment to meet with the station manager, news director or program director to discuss how you can meet the station's needs for local information.

Preparing for a radio program

- Find out what kinds of questions you'll be asked.
- Find out how long you'll be on the air.
- Make notes of things you don't want to forget
- Try to make your answers interesting. Avoid one-word answers.

Using a microphone

- Stand or sit in a comfortable position.
- Have the microphone 6 to 12 inches from your mouth. If you talk very loudly, you may need to have the microphone farther from you.
- Always stay the same distance from the microphone when talking.
- Always face the microphone. Be sure to turn away from the microphone when clearing your throat or coughing.
- Don't blow into the microphone to see if it "works."
- Keep your hands off your chin and away from your mouth.
- Keep your notes from rubbing against the microphone or microphone stand; don't tap on the microphone or table.
- Don't twist the microphone cord.
- Don't chew gum or candy.
- Watch for the director's signals to start, stop, etc.
- Remain quiet a few seconds before and after the program.
- Be relaxed and confident.

Writing a public service announcement (PSA)

- Choose a topic and theme.
- Determine the length; 10, 30 and 60 seconds are most common. Plan on two words per second.
- Read your PSA aloud several times. Measure the length. Simplify difficult words and phrases.
- Don't clutter your PSA with too many ideas or details.
- Round off numbers when possible.

Wrapping it up

- After your 4-H PSA plays on the radio or after you appear on a radio talk show, thank the station. A follow-up thank-you note works well. Periodically thank them in person.
- Evaluate your PSAs and radio appearances. Ask a radio professional and your adult advisor to critique your work. Make necessary changes before you publicize 4-H on the radio again.
- Record your radio work on your Ambassador Activity Report or Leadership records.

Sample PSAs

The following radio "spot" scripts are 10, 30 and 60 seconds in length, when read by a professional announcer. However, if you ask your local radio stations, 4-H Ambassadors may be able to provide the "voices." Fill in the blank spaces with local information. Feel free to change the wording to meet your needs. Most radio stations want typed scripts, usually double or triple spaced, so they can mark for emphasis on certain words and phrases. Stations will seldom retype — they will toss!

10 seconds

- Now's the perfect time to get involved in 4-H! It's National 4-H Week and your _____ County Extension Office at _____ is waiting for you to call. Get involved...join 4-H. That number again is _____. Call today.
- From pets to bicycles to gardening to photography...whatever you want, you'll find it in 4-H. Call your _____ County Extension Office at _____ to join. That number is _____. Join 4-H today.
- 4-H is a family affair. So why not investigate 4-H...as a family? It's National 4-H Week and your _____ County Extension Office is waiting for your call at _____. Get into 4-H

today.

- 4-H is a family affair. So why not investigate 4-H...as a family? It's National 4-H Week and your _____ County Extension Office is waiting for your call at _____. Get into 4-H today. That number is _____.
- It's national 4-H week...the perfect time to join 4-H. Whether you want to be a member or a volunteer leader, contact your _____ County Extension Office at _____ for more information. Join today!
- National 4-H Week is October _____. Isn't it time you found out about 4-H for your family? Call your _____ County Extension Office at _____ for information. Make 4-H a family affair. Call _____ today.

30 seconds

- 4-H isn't just for kids. 4-H is for families, too. 4-H gives families a chance to learn and grow together. 4-H teaches families skills and values. So get involved. Explore 4-H. Call your _____ County Extension Office at _____ for information on 4-H. It's the best way to get kids growing and make your family the best it can be. 4-H...for kids...for families! Call _____ today to sign up your family for 4-H.
- We're proud to salute National 4-H Week, October _____. 4-H teaches kids skills they can use for life. Explore new ideas and learn about careers. Learn responsibility and good citizenship. 4-H produces leaders and develops self-confidence. Call your _____ County Extension Office at _____ for information...to involve your family in 4-H...during National 4-H Week! Call _____ today to sign up your family for 4-H.

60 seconds

- 4-H is for kids from kindergarten to high school. How would you like to learn about computers, taking care of a pet, cooking and sewing, photography, public speaking, good grooming, rocketry, camping, gardening, veterinary science and how to be a good citizen? You can learn all these things...and more...in 4-H! 4-H is the youth program of University of Idaho. No matter what you're interested in, chances are, you can learn more about it in 4-H. And while you're "into" 4-H, you'll be making new friends, going new places and having lots of fun, too. And it's all in 4-H. 4-H lets you be the best you can be. So get involved today. All it takes is a phone call to your _____ County Extension office at _____. They'll tell you all about the things you can learn in 4-H and how you can get involved. It's your chance to be part of something special. Remember, call your _____ County Extension Office at _____ and get into 4-H today.

Television

The average American spends several hours a day watching television, so television can be a dynamic tool for telling your 4-H story and recruiting new members and volunteers. Basically, there are two types of television: commercial TV stations, which are usually located in larger cities, and cable TV stations. Cable companies are required to reserve channels for education and local government use. They must provide a free, first-come, first-served public access channel, which means if you want to go on the air, you can!

Like radio, you can promote 4-H on television through local TV news, TV talk shows and public service announcements (PSA). Start by studying the various formats used on stations in your area. Are there programs where you can possibly talk about 4-H? Do the stations accept PSAs? When do the PSAs run? Then set an appointment to meet with the station manager, news director or program director to discuss how you can meet the station's needs for local information.

Becoming a reliable TV news source

A credible news source is an asset to a TV news staff.

- Know the deadlines. Make sure the media outlet has the story early in the week or workday.
- Suggest an interesting, unusual, timely or significant angle to your story.
- Be a source of story ideas. Send a weekly, biweekly or monthly tip sheet of ideas to the media. Write a paragraph about the possible news stories, giving the facts and names of potential contacts.

Preparing for a TV program

- Find out what kinds of questions you'll be asked.
- Find out how long you'll be on the air.
- Make notes of things you don't want to forget.
- Try to make your answers interesting. Avoid one-word answers.

Appearing on TV

- Stand or sit in a comfortable position.
- If there is more than one camera, direct your attention to the camera with the red tally light on.
- Stay away from very dark or very light colors; stick to conservative grays, browns and blues. A colored shirt or dress is better than a white one. Avoid loud plaids, large patterns or gaudy colors. Don't wear jewelry that makes a noise when you move.
- Talk slowly and clearly. Pretend you are carrying on a conversation with the camera operator. Keep your hands off your chin and away from your mouth.
- Don't chew gum or candy.
- If you use visuals, make sure they are easy to see. Keep them large and simple; make sure there is good contrast between words and illustrations and the background.
- Watch for the director's signals to start, stop, etc.
- Remain quiet a few seconds before and after the program.
- Be relaxed and confident.

Preparing a public service announcement (PSA)

- Choose a topic and theme. You can use the Volunteer Recruitment PSA available in the State 4-H office and county offices.
- Determine the length; 10, 30 and 60 seconds are most common.
- Most commercial stations prefer to make their own PSAs with the information you provide. Check with the station's public service director to find out the best way to get your PSA on the air.
- You are much more likely to get a PSA on cable TV. You can use stills or video. Check with the station manager on how you can make your own PSA. Get training on how to make videos, including the basics of planning, editing, lighting, camera handling and sound.

Wrapping it up

- After your 4-H news story or PSA plays on TV or after you appear on a TV talk show, thank the station. A follow-up thank-you note works well. Periodically thank them in person.
- Evaluate your news items, PSAs and TV appearances. Ask a TV professional and your adult advisor to critique your work. Make necessary changes before you publicize 4-H on TV again.
- Record your TV work on your Ambassador Activity Report or Leadership records.

Taking 4-H publicity photos

You've heard that a picture is worth a thousand words. A 4-H publicity photo is worth a thousand words to your county 4-H program. But where do you begin? Why not start with the 4-H photography project, which features three levels, from beginning to advanced photography. You will learn about cameras and film, photo composition, lighting, action pictures, portraits — all the tools you'll need to take publicity photos for your local newspaper and 4-H program. Following is a summary of how to take and submit 4-H publicity photos.

Getting started

- Always use a 35mm camera. Digital cameras are fine for photos on Web pages but do not have the clarity needed for printing and publications. Take good care of your photo equipment. Store your camera in a cool, dry place. Keep your lens and camera clean. Use fresh batteries.
- The best film for newspaper photos has traditionally been black-&-white, but most newspapers now take color. Use 100 or 200 ASA color print film. Store your film in a cool, dry place. If your newspaper accepts digital photos, take your publicity photos with a digital camera.
- Study newspaper photos. Which ones attract your attention? Why? Try to take similar photos for 4-H.
- Include people in your news photos. Pets are popular, too.
- Include action. Have people do something (pet an animal, not just look at it).
- Take lots of photos. Practice, practice, practice.

Shooting basics

- Keep circling the subject to find the best shooting angle to avoid distracting backgrounds.
- Tall subjects (people and trees) usually look best when photographed vertically, i. e., taken with the camera turned on its side.
- Keep the horizon level. If the horizon is tilted, it looks like the subject will fall out of the picture.
- If photographing small subjects, like babies and pets, get down to their eye level to take the picture.
- Get close. Go for people's "eyes." Try to capture their expressions.
- Smile and relax. It will relax your photo subjects and make better pictures. Treat everyone like royalty.
- Include the 4-H emblem or other signs to set the scene. If you include a sign saying "County Fairgrounds" in the background, people will know immediately where the picture was taken.
- Focus carefully. Make sure the film is advancing. Check often for proper exposure.
- Hold your camera steady. Camera shake is the main cause of poor photos.
- Use the whole roll of film and then process immediately. Remember, these are news photos.

Working with the newspaper

- The best print sizes to submit are 4x6 or 5x7, but most local papers will accept smaller prints.
- Gently write your name on the back of each photo. Don't press too hard or you could damage the picture.
- Tape the cutline to the back of the photo so that the editor can read the caption while looking at the photo. Don't paper clip cutlines to photos.
- If mailing a photo, sandwich it between pieces of cardboard and write "Photo Enclosed" on the envelope. Better yet, deliver the photo to the editor.
- Meet the editor's deadline.
- Thank the editor for considering and using your prints.

Photo journalism

Writing the cutline

You may submit your 4-H news photographs by themselves or with a story, but all pictures should have an explanatory "cutline," the written explanation that goes with the picture. Cutlines vary in length and purpose. "Mug" shots may require only the name of the subject. Cutlines for pictures of award ceremonies should name everyone in the picture from left to right and explain the awards being presented. Candid action photos should also be explained. Some rules for cutlines:

- Write short, clear and complete sentences.
- In addition to making sure names are spelled correctly, make sure they match up with the people in the photo.
- Identify people by the position they occupy in the picture, e.g., "John Doe (left).

Wrapping it up

- After a 4-H photo appears in the newspaper, thank the editor and anyone responsible for placing it. A follow-up thank-you note works well. Periodically thank them in person.
- Evaluate your news and feature photos. Ask a newspaper photographer and your adult advisor to critique your work. Make necessary changes before you take your next photos.
- Record your photos on your Ambassador Activity Report or Leadership records.

Creating a PowerPoint presentation

A PowerPoint presentation is very versatile and an effective way to captivate and impress your audience. It can be used to present almost any message to almost any audience as often as you like. Following are some things to keep in mind to create an effective 4-H PowerPoint presentation.

Planning a PowerPoint presentation

- Determine purpose and topic of your presentation. Check with your county office. They may have some PowerPoint presentations already developed that could be used.
- Know your audience.
- Outline your message; use the “storyboard” technique. Like any speech or formal demonstration, your presentation should have an introduction, body and close.
- Keep it lively; change slides often. Keep it short; no more than 10 minutes.
- Update your PowerPoint presentation periodically.

Producing the slides

- Select an exciting design for your slides, including your title slide. The slides should be consistent throughout your presentation.
- The title slide should grab attention and give insight to the rest of your presentation. It should include your name and the name of your county 4-H program.
- If you use photos, close-ups of people, places and things are best. Check your county 4-H office for file photos that can be scanned. Shoot new digital photos as needed.
- Add appropriate clip art, word art, charts, and other objects to your PowerPoint presentation as needed.
- You can add pizzazz to your PowerPoint presentation with some animation and sound – but don’t overdo it! Know what your audience would like.
- Pay attention to fonts. Pick a typeface that is readable. Use no more than two typefaces in your presentation.
- Choose an effective color background for your slides. Never use a bright, garish color for the background; save it for an accent color.

Producing the script

- Keep the wording simple.
- Read it aloud and make changes.
- Cue sound effects and background music.
- Beware of shuffling papers and background noise when taping a script.

Presenting your PowerPoint presentation

- If you can, check out the room several days before the show: Can you darken the room during your show? Where are the electrical outlets? Where will you place your LCD projector and laptop computer? Is there a screen?
- If you can’t see the room in advance, at least get to the room an hour before your show so you have time to set up.
- Use an LCD projector and laptop computer that you know well.
- Make sure the LCD projector is in perfect working order; bring a spare projection lamp.
- If the room does not have a screen, bring one large enough so everyone can see your slides. You can also use a white or light-colored wall as a screen in an emergency.

- Bring a long extension cord and three-prong electrical adapter (just in case).
- Try to practice in the room before you present your PowerPoint presentation; make sure all your slides are in order.
- Dress appropriately for the occasion. First impressions are important.
- Relax and present the show with enthusiasm. Make eye contact. Convey to the audience the value of your message. Most important, be yourself!

Wrapping it up

- Thank the audience for their attention.
- Thank your host for the opportunity to share your 4-H story.
- Send a follow-up thank-you note to the host for your speaking opportunity.
- Evaluate your PowerPoint presentation. Ask a communications professional and your adult advisor to critique it. Make changes before you give your next presentation.
- Record your presentation on your Ambassador Activity Report or Leadership records.

Displays, Posters, Exhibits

Visuals include posters, displays and exhibits. A visual puts you in contact with those who want to know more about 4-H. To be most effective, an exhibit or display should be staffed so you can interact with the audience. Whenever possible, add live animals or real objects to attract attention. For more information on visuals, contact your county 4-H office. Following are some ideas on how to create effective 4-H visuals for your Ambassador program.

Elements of successful visual designs

- A big idea that compels attention.
- Well-related shapes, colors, or lettering.
- A creative method or technique.
- Know your audience.
- Know the purpose of your visual.

Start with an idea

- Too many ideas create confusion. One main focus is best.
- Avoid conflicting ideas.
- Use large, bold areas of flat tones with interesting shapes. Color selection is not as important as good contrast for legibility.
- The title should be brief and bold. What key word or two will get the attention of your audience?
 - Have your story read from left to right.
- Check on the dimensions available for your visual.

Make rough sketches

- Determine amount and size of lettering.
- Determine placement of shapes.

Plan your visual on paper

- Use paper or a computer to design your display, exhibit or poster.
- Make as many drawings as you have ideas. Your first idea may not be your best.
- Experiment with arrangements. A combination of ideas may work best.

Start with a good design

- Don't include too much information.
- Arrange the information for best viewing. The best height is a line five feet above the ground. Keep your key elements within two feet above and two feet below that line.

Make a scale model

- Show it to others for feedback.
- Change it as necessary.

Simplify your subject

- Timely.
- Personal.
- Single idea.
- Include the 4-H Clover because the public wants to know who stands behind the exhibit. It's also good visibility for 4-H.
- Use an active verb in the theme.

Letter your visuals

- Separate words from the rest of the design.
- Print words horizontally. Words printed vertically are harder to read.
- Use the same style of lettering throughout your visual.
- Practice spacing before making your final copy.

Create the final visual

- Take your time.
- Have all supplies on hand.

Wrapping it up

- After you show the visual to the public, thank the host for the opportunity to share your 4-H story.
- Send a follow-up thank-you note to the host.
- Evaluate your visual. Ask a communications professional and your adult advisor to critique your work. Make changes before you prepare your next visual.
- Record your visual on your Ambassador Activity Report or Leadership records.

Support for Ambassador Programs

Those wanting to start, revise or expand ambassador programs can get help from county Extension offices and from the Idaho 4-H Youth Development Program state office. The state and counties promote and help county 4-H ambassador programs by:

- ✓ Helping counties get started.
- ✓ Training volunteers so they can manage the county programs effectively and give effective presentations.
- ✓ Providing materials, information and presentation ideas.

The state 4-H office also provides support in several forms:

Training:

Statewide training for county ambassador teams is conducted annually. The training helps counties that are starting or expanding county-level 4-H ambassador programs. County 4-H coordinators will receive registration information at least 2 months before the event. Counties interested in organizing an ambassador program are encouraged to select and organize their teams and bring them to the event. Team advisers and agents are encouraged to provide further training throughout the year.

Consultation with state program advisers:

If you have questions about the management and organization of the Idaho 4-H Ambassador Program, contact either the state volunteer coordinator or the Idaho 4-H faculty members who serve as advisers to the program:

Andy Smyth
Volunteer Coordinator
30503 W. Peckham Rd.
Wilder, ID 83676
andy@smythfarms.com
208-482-7220

Joey Peutz
Extension Educator
PO Box 10
Payette, ID 83661
joey@uidaho.edu
208-642-6022

Claudine Zender
Extension Associate
PO Box 443015
Moscow, ID 83844-3015
czender@uidaho.edu
208-885-7700

4-H Idea Exchange

All counties with 4-H ambassador programs are invited to complete the “Idaho 4-H Ambassador Program Idea Sharing” form, which is on page 41 of this handbook. Information will be shared at the statewide Ambassador training. A file will be kept at the State 4-H office to share with counties seeking ideas for building a strong ambassador program.

Web-based Resources

The Internet is one of the most efficient ways to find information. If you will be helping market the 4-H and Youth Development Program, learn how to use the Internet to get information. The Idaho 4-H web site is <http://www.uidaho.edu/extension/4h>

If you do not have access to a computer, contact your county Extension Educator. All Idaho county offices have Internet capabilities and can help you obtain this information.

4-H History

Because rural America was changing rapidly in the early 1900s, educators began looking for ways to link learning to the needs of rural families. Young people were leaving farms to seek jobs in towns and cities. Adult farmers were reluctant to try new techniques of crop production. Agricultural leaders began seeking ways to teach agricultural producers how to improve their crop production.

Early History of 4-H

It's important to know some history of 4-H, which celebrated its 100th birthday in 2002. Idaho 4-H will celebrate 100 years in 2012. Here are some highlights of national 4-H:

- Early 1900's – Corn clubs and agricultural clubs for boys were organized by public school educators. Tomato canning clubs for girls soon followed.
- 1911 – Four-leaf clover with an “H” on each leaf was adopted at a meeting of boys and girls club leaders in Washington, D.C.
- 1914 – Congress authorized creation of the Cooperative Extension Service with passage of the Smith-Lever Act.
- 1922 – First National 4-H Congress held in Chicago.
- 1927 – National 4-H Pledge and 4-H Motto were approved by state 4-H leaders at the first National 4-H Club Camp in Washington, D.C.
- 1936 – National 4-H enrollment passed the million mark for the first time.
- 1945 – First National 4-H Week observed.
- 1948 – International Farm Youth Exchange (IFYE) began taking 4-H around the world.
- 1959 – National 4-H Center opened in suburban Washington, D.C.
- 1969 – 4-H work began in urban areas.
- 1974 – National Collegiate 4-H Organization approved.

Beginnings of Club Work In Idaho

Prior to 1911

1. No state-wide boys and girls club program.
2. Some schools in different parts of the state organized clubs independent of an organized program.

1911

1. School garden programs organized state-wide. 66 school gardens.

1912

1. School garden program continued. 466 gardens.
2. State-wide boys and girls club program organized.
3. Grace M. Shepherd, State Superintendent of Public Instruction, in charge of boys and girls club work.
4. County superintendents in charge of counties.
5. USDA and College of Agriculture of the University of Idaho cooperated.
6. Extension Department of the College of Agriculture prepared bulletins on potato culture and sewing for club members.
7. 30 potato clubs and 19 sewing clubs organized with 570 members.
8. District contests and exhibits held in the different school districts. Winning exhibits to county fairs.
9. County fair prize exhibits sent to state fair.
10. 10. State club camp held at state fair.

1913

1. Senator Brady gave \$3000 for the employment of a boys and girls club field man by the state Department of Public Instruction.
2. Idaho State Bankers Association assisted with the travel expense of the boys and girls club field man.
3. Canning poultry clubs were added.
4. Portland Union Stock yards gave prizes for pig clubs.

1914

1. Potato, corn, poultry, pig, bread, sewing and canning clubs organized with membership of 6,565 boys and girls.
2. In the fall the State Board of Education transferred the boys and girls club program from the State Department of Public Instruction to the newly organized Extension Division of the College of Agriculture.

References Idaho State Department of Public Instruction bi-annual reports for the years 1911-12 and 1913-14.

Basic 4-H Facts

Motto

To Make the Best Better

Emblem

The 4-H emblem is a four-leaf clover with a letter “H” on each leaf, standing for head, heart, hands and health.

Colors

The 4-H colors are green and white. Green symbolizes nature’s most common color and represents life, springtime and youth. White symbolizes purity.

Pledge

I pledge: My head to clearer thinking, My heart to greater loyalty, My hands to larger service and My health to better living, for my club, my community, my country and my world.

Creed

I believe in 4-H for the opportunity it will give me to become a useful citizen. I believe in the training of my Head for the power it will give me to think, to plan and to reason. I believe in the training of my Heart for the nobleness it will give me to become kind, sympathetic and true. I believe in the training of my Hands for the dignity it will give me to become useful, helpful and skillful. I believe in the training of my Health for the strength it will give me to enjoy life, resist disease and make for efficiency. I believe in my country, my state and my community and in my responsibility for their development. In all these things I believe, and I am willing to dedicate my service to their fulfillment.

4-H year

October 1 to September 30

Age of 4-H members

4-H age is the age of the individual member on January 1 of the current 4-H year. Age classifications are: Clover Buds 5 to 7 years old, Junior 8 to 11 years old Intermediate 12 to 14 years old Senior 14 to 19 years old.

Who we are

4-H prepares young people to step up to the challenges in their community and the world. Using research-based programming around positive youth development, 4-H youths get the hands-on, real world experience they need to become leaders. Through America’s 109 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youths, 540,000 volunteers, 3,500 professionals, and more than 60 million alumni, 4-H helps shape youths to move our country and the world forward in ways that no other youth organization can.

4-H is open year-round to youths ages 5-18 without regard to race, creed, gender, marital status, handicaps or disadvantages, economic or ethnic backgrounds.

FAQ: Frequently Asked Questions about 4-H

General 4-H

What is 4-H?

4-H is a non-formal educational program and an organization for youth. It is open to everyone regardless of race, religion, color, gender, national origin, handicap or place of residence.

Who is in charge of 4-H?

Nationally, is managed by the Families, 4-H and Nutrition unit of the Cooperative State Research, Education and Extension Service of the U.S. Department of Agriculture. At the State level, 4-H is sponsored by the Cooperative Extension Service of the Land-Grant Universities in each State and Territory. The people in charge locally are the Extension Agents/Educators in each county. County staff are members of the faculty of the University. Funding for 4-H is provided through a partnership between the U.S. Department of Agriculture, the State University and County Commissioners.

How many people are in 4-H?

2011 Idaho's 4-H Enrollment:

Statewide Youth in 4-H Programs	33,163
Statewide Volunteers	3,825
Hispanic Youth Participation	4,980
Rural Youth	19,209
Non-Rural Youth	13,954

What is the State 4-H website?

The Idaho 4-H website is a valuable information and resource tool for 4-H members, volunteers, parents and staff. You will find project curriculum, a calendar of events, information on events, conferences and camps, links to other national 4-H websites and much more.

<http://www.uidaho.edu/extension/4h>

Does belonging to 4-H really make a difference?

National studies show that 4-H youths achieve higher marks in school and are more likely to attend college and contribute to their communities at higher rates than their peers. Research specific to Idaho youths shows that 4-H members are far less likely to engage in risky negative behaviors such as alcohol, drug, or tobacco use. Idaho 4-H members are more likely to be involved in service projects that help others and in school and community leadership roles, and express a willingness to speak with parents or guardians about important issues such as drugs, alcohol, or sex.

Where can I get answers to questions about 4-H on a national level, including national 4-H policy?

Please check the **National 4-H Headquarters website: <http://www.4-h.org/>**. You will find a wealth of information and numerous links to other 4-H sites.

When is National 4-H Week?

The National 4-H Week is first full week of October.

Where can I order 4-H supplies?

The 4-H Mall, <http://www.4-hmall.org>, is your one-stop shopping spot for 4-H apparel, 4-H gifts, 4-H educational resources, 4-H stickers, 4-H certificates, and just about any other 4-H Supply that you can think of! The 4-H Source Book is a catalog provided by the National 4-H Supply Service.

Copies are available at county Extension offices or you can sign up for a free copy on their website. Any 4H member, volunteer, staff member or parent can place orders with the National 4-H Supply Service.

Join: Members & Volunteers

How can I become a 4-H Member or Volunteer?

Call the county Extension office or a local 4-H leader if you know one. Talk to someone you know who belongs to 4-H. Find out if there is room in a club near you. If not, it's easy to start a new club with some of your friends or other interested young people and one or two adults willing to help. Check with the Extension office to find out what projects and activities are available. To learn more or to find contact information for your local Extension office or go to **Join 4-H**, www.4-h.org/GetInvolved.

What is a 4-H Volunteer?

A 4-H Volunteer is anyone who contributes their time, energy, or talent to 4-H and is not paid by Extension for their contributions.

What do I need to do to become a volunteer?

You will need to complete an application form. These are available at your county Extension office or on the Idaho 4-H website, <http://www.uidaho.edu/extension/4h>. All volunteers who work directly with youth are required to go through a screening process

4-H Clubs

Can I limit the number of members in my club?

Yes. However, the limit needs to be clearly communicated (preferably in writing) to members, parents and the county Extension office. Once a limit is set, the volunteer needs to be consistent. Problems with discrimination can arise if a volunteer allows one or two members to join, but turns away other youth after the size limit is reached

How big should my club be?

This depends on the age of members, the places they have to meet, and the leadership available. The ideal club is big enough to have fun together, but small enough for everyone to feel a part of the group. The average club is typically 10-20 members, with two or three leaders. A recommended minimum size is 6 members.

How do I find members for my club?

Leaders and their children may pull a group together from their immediate group of friends or classmates (this is usually the best way to recruit). You can place an article in the local paper, the county 4-H newsletter or sometimes a school's newsletter. County offices have recruitment brochures, posters, bookmarks, etc. that you could hand out at schools (with permission), afterschool day care or other organized groups.

How many leaders should a club have?

That depends on the size of the club and how old the members are. Many clubs have an organizational leader and several project and activity leaders

Does my club have to elect officers?

It is recommended that clubs elect officers. Learning how to run a business meeting and taking on various leadership roles is an important life skill. Clubs may have officers and whatever committees they need to run the business and activities of the club. The club may have more or fewer officers, depending on its own needs. It is a good idea to wait for several meetings to elect officers so members know each other. Clubs with very young members or few members may choose not to have officers.

Does my club need to have by-laws?

Depending on the size of your club and the length of time the club has been in existence, you may find it helpful to have a simple set of by-laws. This is especially helpful if your club starts setting up certain club requirements, such as number of meetings required, terms of office, types of officers and committees. Your Extension office will have examples of club by-laws you may use.

Should my 4-H club have dues?

This depends on their need for money. There are no state or national 4-H dues. If a club wants money for some activities or a meaningful project, it usually charges dues or conducts money-making activities. Check with your county Extension office for specific fund raising guidelines. Members should never be excluded from 4-H because they are unable to pay dues.

How many meetings do we have to have?

The State 4-H Office does not require a specific number of club meetings; however, counties may require a specific number. A club can require a certain number of meetings, but this should be clearly communicated in writing to members and parents.

Can we hold our project meetings with our club business meetings?

Yes! This especially works well with small clubs that work on only one or two projects. Community clubs often have business meetings separate from the various project meetings.

Are we required to have a checking account?

No. However, if the club has more than \$100, it is a good idea. Many banks will provide free checking to non-profit groups. 4-H clubs having a checking or savings account are required to have an IRS employer identification number (EIN).

Is our club required to have an audit each year?

No. However, individual 4-H clubs are required to complete the Annual Summary Financial Report (#91631) and submit it to their County Extension Office no later than November 1. Each 4-H club is encouraged to annually form an audit committee composed of one or more youth and one or more leaders to review all monies received and spent. Procedures for conducting a club audit can be found in the Idaho 4-H Treasurer's Book (#91630). The emphasis at the club level should be on providing basic money management education to members as well as assuring the proper use of the club funds.

Where can I link our club Web page?

First, contact your County Extension office and 4-H Educator for permission to use the 4-H Name and Emblem on your Web page. Then ask your 4-H Educator about linking your site to your local Extension Service's Web page so visitors in your area can learn about your club. The National 4-H Web may link to your club's site; check out <http://members.aol.com/fourhweb/misc/feedback.htm>.

Wherever you link, we suggest following N4HYTLT safety guidelines to protect youths' identities.

4-H Projects

How do I find out what 4-H projects are available?

All statewide projects are listed on the Idaho 4-H website. The “Idaho 4-H Today” publication lists all statewide projects and provides additional information on statewide 4-H events. Some County Extension offices also provide additional projects that are not state supported.

What if kids want to take projects that I know nothing about?

Many beginning projects are easy enough that adults can learn along with the youth. Volunteers often share that they end up learning more than the members! Volunteers also have the option of limiting to the number and kinds of projects they want to offer. You can also call the County office for assistance in finding a club with that project or maybe a parent, grandparent, etc. would be willing to oversee that particular project.

Can I make copies of the CCS project materials? Do they have a copy write?

CCS project materials are copy write protected. Some worksheets may be copied for use in 4-H programs. However, copying entire project manuals is discouraged.

Does each member have to give an oral presentation for every project they take? Each member is required to give an oral presentation (speech, demonstration, or illustrated talk) related to each project they are enrolled in.

What if a 4-H member is unable to attend the county fair to exhibit their project?

All 4-H projects require that the member exhibit their project at a public place. Exhibits may be in a mall, library, school, bank, fair, or other place where the public can see them. Be sure to check with your County Extension office for any additional requirements for determining or selecting an exhibit site other than the county fair.

How do I determine if a project is complete?

A project is complete when it has met the requirements stated in the record book or manual and has been approved by the project leader. A project requirement can be waived only under extenuating circumstances and with the written approval of the project leader and county extension educator. November 1 is the final date for project completion.

4-H Leaders

Am I required to attend leader training?

The State 4-H office requires that all new leaders attend an orientation. There is no state requirement for annual training. However, it is highly recommended that volunteers take advantage of the many training opportunities at the local, district and state level. Check with your county Extension office for any county based training requirements.

Will I have insurance coverage?

Liability insurance coverage is provided for screened and certified volunteers. Volunteers can also be covered under the accidental insurance coverage for 4-H clubs. See the handbook section on “Getting Started With a 4-H Club”.

How can I share ideas with other 4-H volunteers?

Contact your local Extension office to learn about training sessions and both formal and informal volunteer meetings at the county, district and state levels. An online discussion group for community club and project leaders is available by contacting jmkemp@uidaho.edu. You can also submit articles for “Leaders Corner”, the statewide volunteer newsletter.

Do I have to take new leader training each year?

New leader training is planned as an orientation for new volunteers each year. Often, these new leader trainings are required for all new volunteers. Check with your county Extension office to see what the training requirements are for 4-H volunteers.

Where can I find 4-H clip art?

Three great websites for 4-H clip art are: Florida 4-H Clip Art & Graphics Gallery; Clipart from North Carolina 4-H; California 4-H Clip Art.

4-H Parents

We live just across the county line but my kids go to school in XYZ County. Can we belong to the same club as my child’s classmate?

Yes. However, your child cannot participate in the same project in another county.

How can parents support their 4-H'er?

4-H parents make sure their 4-H'er gets to meeting and has supplies, equipment, and materials for projects. 4-H parents give support and engender confidence by teaching their child to accept both defeat and success. Parents assist with club projects and activities. Be sure that all parents receive a copy of “Welcome to the World of 4-H: Framing 4-H for Families, An Introduction” #92007 (<http://www.4h.uidaho.edu/default.aspx?pid=101152>).

How can parents help 4-H leaders?

Recognize that leaders are unpaid volunteers. They should offer help in any way they can. They can attend a 4-H meeting or offer to hold meetings in their homes.

How do you encourage parents to help?

Ask them. Be specific about jobs with which the 4-H group needs help. Think positively. People who expect help will probably get it. Offer a choice of jobs. People have different amounts of available time, interests, skills, and abilities. Ask 4-H members to invite their parents to become involved.

4-H Glossary

4-H Leaders' Association: an organization of adult 4-H volunteers working together to develop and provide leadership for the county 4-H program and its members. This group provides program support, including fundraising, supporting county 4-H events, and advising the county 4-H educator.

4-H Program Assistant: a staff member, usually hired by the county, who works with the county 4-H program under the supervision of the Idaho Extension staff.

4-H Camp: a program where youth from counties attend several days at one of the Idaho 4-H Camps with other youth and volunteer counselors from their district.

4-H Code of Conduct: written expectations of 4-H participants, volunteers, parents and staff. Available in the Policy and Procedures.

4-H Members: .all youth, ages five through age 19, who are enrolled in a specific 4-H program.

Activity Leader: .assists with activities such as camp, community service, field trips, etc.

Brainstorming: a teaching method in which a group lists creative ideas to meet a need without judging them initially.

Business Meeting: follows a specific agenda and procedure. A business meeting should be held at least once a month during a club meeting.

Camp Counselor: a 4-H teen who attends 4-H camp and are responsible for daily activities and supervision of campers. They must apply to be counselors and attend any required training.

Citizenship Washington Focus: . a week-long educational experience held in Washington D.C. that allows participants the opportunity to learn about our legal system, use leadership skills and exchange ideas with youth from other states.

Cloverbuds: a program for 4-H member ages 5 to 7; cloverbuds do not participate in any competitive events or activities.

Club Name: reflects the purpose of the club, often relating to the projects in which the club participates or the geographic area the club represents. Members vote on the club name.

Community Club: . a club which chooses several projects to explore during the year.

County 4-H Staff: may include county 4-H educator, 4-H program coordinator, 4-H program assistant and 4-H secretary. The staff's job is to plan, implement and evaluate the county 4-H program.

Day Camp: a non-resident camp program where youth attend for part of the day and participate in various activities and projects.

Demonstration: a presentation which shows how to make something, how to perform a skill, how to repair something or how something works.

CSREES USDA: (Title that was dropped in 2009) Cooperative State Research, Education and Extension Service, United States Department of Agriculture. The Federal partner of 4-H programs. Currently called NIFA (National Institute of Food and Agriculture)

Expansion and Review Committee: an organized group of adult and youth volunteers whose primary purpose and mission is to provide direction for 4-H program development and recruitment at the county level. **Fair Manager/Chair/Superintendent/Committee member:** serve in a variety of roles to assist with the planning and implementation of the annual fair.

Family Club: a club whose members are members of one family. Sometimes referred to as Home Clubs.

Idaho State 4-H Advisory Council: is an organization composed of volunteers, youth, and staff which meet four times per year to advise the state 4-H department.

Illustrated Talk: a presentation through which the presenter communicates ideas with the aid of charts, posters, slides, PowerPoint, computer, etc.

International 4-H Youth Exchange, IFYE: a program designed for teens or college age alumni to serve as ambassadors to other countries.

Know Your Government, KYG: a citizenship program for junior high age youth highlighting the legislative and judicial branches of Idaho government. Held in Boise over President's weekend.

National 4-H Council: a not-for-profit educational organization whose purpose is to provide private support for 4-H programs nationwide.

National 4-H Conference: an annual conference, held at the National 4-H Center, which brings together teens from all over the country; it is designed to involve 4-H members and adults in program development on a national level.

National 4-H Congress: a national event, held each year, which recognizes state award winners from each state.

National 4-H Council Grants: grants available through National 4-H Council in a variety of subject matter areas.

National 4-H Youth Directions Council, N4-HYDC: youth-led, youth-driven initiative dedicated to giving youth a greater voice in decision-making and program implementation at all levels of the 4-H system.

NIFA (National Institute of Food and Agriculture)- United States Department of Agriculture's division partner of 4-H programs.

Organizational Leader: provides overall club leadership; coordinates members, parents and involvement of other leaders. Responsible for club and member enrollment.

Project Club: a club which emphasizes one or more subject matter projects.

Project/Club Leader: .coordinates club's work within specific project area.

Project Plan: an outline of goals and objectives that indicate a beginning and an end to the 4-H project.

Recognition: the private or public acknowledgement of the acceptance or achievement of a 4H'er by others.

Resource Leader: may help with certain events or activities.

School Enrichment Programs: experiential learning programs and activities that supplement the regular school curriculum.

School Enrichment/After School Volunteer: a volunteer who assists with programs within the classroom or after school (school age child care) programs.

Smith-Lever Act: passed by Congress in 1914 to create the Cooperative Extension Service; enabled land grant universities to extend research and practical education to people where they live.

Special Interest/Short Term programs: a series of activities related to a particular topic, often consisting of one to four lessons.

State Leader Forums: conferences for adult 4-H volunteers from all over the state which rotate around the districts and include educational workshops, speakers, sharing and recognition.

State 4-H Specialists: individuals who provide leadership to specific statewide 4-H programs and subject matter areas in order to support the county 4-H program.

State 4-H Staff: may include 4-H department chairperson, specialists, program associate, administrative assistant and secretaries. The state 4-H staff's job is to provide support to the county program.

Teen Leader: older, experienced 4-H members who assist the club leaders. These 4-H'ers are usually between the ages of 13 and 19 and are selected because of their interest in, or knowledge of, the project areas of the club and sometimes referred to as Junior Leaders.

USDA: United States Department of Agriculture, which administers the Cooperative Extension program at the national level.

Youth-At-Risk Risk...national initiative designated by the Extension Service, United States Department of Agriculture as an area of major 4-H program focus for the 1990's.

Idaho 4-H Ambassadors Idea Sharing

County _____ District _____ Adult adviser _____

Ideas for speeches/presentations: (include topic and audience)

- 1.
- 2.
- 3.
- 4.

Ideas for community service

- 1.
- 2.

- 4.

Ideas for raising funds for 4-H

- 1.
- 2.
- 3.
- 4.

4-H Ambassador Youth Job Description

Advisor: County or District Ambassador Advisor (alternate contacts: County Extension Educator, Teen Club Advisor, State 4-H Ambassador Coordinator)

Benefits of Position:

- Recognition as 4-H Ambassador.
- Training that increases self-confidence, personal growth and development.
- Opportunity to meet new people and satisfaction from contribution to 4-H program.
- Public relations and marketing experience.

Major Goals:

- Initiate and carry out 4-H marketing and public relations, promotion and information role.
- Develop and give leadership to 4-H activities and programs.
- Showcase 4-H to current and prospective donors.

For example, ways to complete these goals might be:

- Represent 4-H to other organizations.
- Promote 4-H through speaking and mass media.
- Meet with current 4-H supporters and potential donors.
- Speak on behalf of 4-H to recruit new members and volunteers.
- Participate in planning, organizing and conducting 4-H activities/events.

Skills & Qualifications:

- Completed two years of 4-H and in ninth grade or above, active 4-H member in club and county program. Enthusiastic about 4-H, willing to attend annual fall ambassador orientation and training.

Term:

- Annual, renewable
- Depending on experience & time to participate, may serve annually as a Junior or Senior Ambassador, following completion of Ambassador-in-Training requirements.

Time involved:

- Time to attend training and complete activities

Training: (for Ambassadors-in-Training, Junior & Senior Ambassadors)

- Two-day training annually, held Friday through Sunday in the fall. District or local training scheduled as needed and available.

Office Privileges:

- Work out details with county extension educator

Results expected:

- Work with Idaho Extension faculty, program assistants and volunteers in recruiting members and volunteers and promoting the 4-H program throughout their own and neighboring counties.
- Work with the State 4-H Faculty and 4-H Endowment Fund Board of Trustees to make donor contacts.
- Increased visibility of 4-H program and accomplishments.
- Teen volunteer managers who give leadership to 4-H events and activities.

Measures to Determine Accomplishment of Goals:

- Initiative shown and responsibilities completed.
- Number of contacts, presentations made, and donor contacts.
- Record of fulfilling Ambassador contract for contacts, presentations, results related to marketing and visibility.
- Leadership of activities, initiative & willingness to help with a variety of individual and group responsibilities.

Updated 11/11/11

4-H Ambassador Adult Advisor Job Description

ADVISOR

County Extension Agent, State 4-H/Youth Specialist*, Volunteer Coordinator**.

BENEFITS of POSITION

- Enjoyment from working with teens to further their personal development.
- Satisfaction with accomplishments of Ambassadors. Value from donor support being maintained &/or increased.

MAJOR GOALS

- Facilitate opportunities for youth ambassadors to promote 4-H programs and develop leadership skills.
- Provide a network of adult advisors for Ambassadors at the county and district levels.
- Encourage and support youth initiative in making contacts and presentations on behalf of 4-H.

For Example: (ways to complete these goals might be)

- Contribute ideas to planning and developing ambassador training, evaluate and recommend changes.
- Assist and facilitate attendance at trainings by ambassadors. Meet regularly with ambassadors.
- Maintain contact with county extension office, 4-H leaders association/advisory committee. Be alert and facilitate opportunities for ambassadors to make presentations and provide leadership in local and county activities.

SKILLS NEEDED

- Interest in teens and the 4-H Program.
- Time and willingness to work with teens to develop a 4-H public relations program.
- Ability to communicate with youth and adults.

TERM

- Minimum of one year, preferred two years.

TIME INVOLVED

- In addition to training sessions, about five hours monthly.

TRAINING

- Opportunity to attend annual training for Ambassadors
- Resources to learn background and understand Idaho 4-H Program

OFFICE PRIVILEGES

- Work out details with County Extension Educator

RESULTS EXPECTED

- Opportunities for presentations will be communicated to Ambassadors
- Training, consulting and monitoring as needed for Ambassadors
- Regular contacts with Ambassadors
- Coordinate and facilitate resources for Ambassadors

MEASURES to DETERMINE ACCOMPLISHMENT of GOALS

- Ambassadors who complete their contract
- Donor and 4-H supporter contacts and presentations by Ambassadors
- Results of recruiting and public relations efforts by Ambassadors

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