

Central Kansas District Quiz Bowl Rules

1. All team members must register between 12:30 p.m. and 1:00 p.m.
2. Teams may answer a question at any time after the moderator begins reading the question. (*Please see #8 for rules on answering the question before it is fully read and the possible penalty given.*) However, once the buzzer is sounded by a team, no consultation (spoken or written) may go on among team members. Consultation among members of the opposing team may continue. Consultation among team members may occur only before they hit the buzzer. If a team buzzes in and they continue talking, they will be warned the first time. The second time, points for that question will automatically go to the opposing team.
3. After a team member buzzes in, the first answer they state will be the answer accepted by the judge, even if answered correctly following the first answer given. The opposing team will then be given a chance to answer the question.
4. When a team buzzes in after the question is fully read and gives the wrong answer, the question will not be repeated for the other team.
5. Multiple choice questions can be answered in one of two ways. A team member may say A, B, C, D or the "word answer." However, if a team member incorrectly pairs the wrong letter "A, B, C, D" with the word answer, it will be an incorrect answer.
Example: Knitting would fall under what 4-H project?
A. Visual Arts C. Clothing Construction
B. Fiber Arts D. Citizenship.

A correct answer would be: An incorrect answer would be:
B. A. Fiber Arts
B. Fiber Arts or
Fiber Arts
6. A round in the Junior Division will consist of 10 questions. Questions 1-5 will be worth 10 points. Questions 6-10 will be worth 15 points.
7. A round in the Senior Division will consist of 15 questions. Questions 1-10 will be worth 5 points. Questions 11-15 will be worth 15 points.
8. If the moderator is interrupted by a team buzzing in before a question is fully read, the moderator will say "interrupt" and allow the individual recognized to answer the question. If the individual gives an incorrect answer, the team will lose 5 points. The moderator will then re-read the question fully for the opposing team.
9. Once the moderator finishes reading the question, teams will have 10 seconds to buzz in and 10 additional seconds to answer the question. If no one buzzes in after 10 seconds, no points will be awarded, and the moderator will proceed to the next question. Some questions may have a longer time allowed (30 seconds) to answer. If so, the moderator will state this before the question is read.
10. A team member must wait to be recognized before answering the question. A team member cannot hit the buzzer and answer without being recognized. If this happens, no points will be awarded, even if the correct answer is given. The other team will then have the chance to answer the question for points.
11. The Overall Club Champion will be determined by the club's win/loss record. If there is a tie, the total points scored will be used to break the tie. Prizes for 1st, 2nd, and 3rd places in both the Junior and Senior Divisions and the Overall Club Award will be presented after the conclusion of the final rounds.

12. Supervision will be expected from parents, sponsors, leaders, etc.
13. Any and all final decisions will be made by the judge during the round.
14. Participants will not be allowed to watch any rounds until they are finished participating in all rounds.
15. Pictures will be allowed for purposes of documentation for record books, club reporter, etc. However, no videos will be allowed.
16. No one will be allowed to write any questions down or document questions in any other way.
17. Any misbehavior from the audience will not be tolerated. Individuals will get one warning and then be asked to leave. Audience will in no way try to give an answer to a participant during a round.
18. Any objections to the question/answer must be made by the team members and only before the moderator/judge moves on to the next question.
19. Participants will each be given a sheet of paper and a pencil that they may use during each round, i.e., unscrambling letters to form a 4-H related word.
20. Substitution of a member from the same club will be allowed. The team age category will be determined by the oldest member of the team. If an individual between the ages of 7-12 is placed on a Senior Team, for future Quiz Bowls, that individual will remain on a Senior Team.
Examples: Ages 7, 9 and 12 = Junior Team
 Ages 13, 17 and 18 = Senior Team
 Ages 10, 12 and 13 = Senior Team
21. Teams will be allowed to choose a fun, short name for their team. Be creative! Of course, names including the name of the club or county/district area are also okay.
Examples: Boots & Jeans 2 Bucks & A Doe
 3 Little Lambs North Saline #1
 The Green Machine Jolly 4-H'ers Team 1
22. A team can be made up of members from different clubs. However, they must designate which club will receive the points. If a team is made up of 2 4-H'ers from one club and one 4-H'er from another club, the club with the 2 4-H'ers will receive the points. Points cannot be divided up between two or more clubs.
23. Any exceptions/changes to the rules will be handled by the Quiz Bowl Committee.
24. Tie breaker questions will be awarded 5 points, if answered correctly.
25. If a team receives a BYE in the rounds, that team will still play, receive points for correct answers and receive a win. This will allow the team members to become familiar with the buzzers and will also allow for learning to occur.
26. It will be determined based on how many teams sign up whether the rounds will be round robin or double elimination. All rules apply to both. In round robin, all teams will play each team once. In double elimination, each team will play until they have lost twice.
26. DON'T TAKE THIS TOO SERIOUSLY. HAVE FUN!! THIS IS A GREAT OPPORTUNITY FOR 4-H'ers TO COME TOGETHER IN A SEMI-COMPETITIVE SETTING AND LEARN ABOUT 4-H. BE SURE TO ENCOURAGE MEMBERS ON YOUR TEAM AND EVEN MEMBERS ON OTHER TEAMS.

Questions could come from anything that is listed on any of these websites.

Central Kansas District 4-H

<https://www.centrankansas.k-state.edu/4-h/>

Central Kansas District

<https://www.centrankansas.k-state.edu/>

K-State Bookstore – 4-H Youth Development >> Clubs

Click on the pdf button to view officer booklets. Not all booklets can be viewed.

<https://www.bookstore.ksre.ksu.edu/Category.aspx?id=1&catId=261&Page=2>

4-H Name and Emblem 4-H Professional's Handbook (Revised 2017)

<https://nifa.usda.gov/sites/default/files/resource/Professionals-Handbook-2017.pdf>

Kansas 4-H Youth Development

<https://www.kansas4-h.org/>

Kansas 4-H Foundation

<https://www.kansas4hfoundation.org/>

Rock Springs 4-H Center

<https://rocksprings.net/>

National 4-H

<https://4-h.org/>



4-H

**PROJECT
SELECTION
GUIDE**



K-STATE
Research and Extension



Exploring your interests through 4-H project work is an excellent way to discover new skills and potential careers. While projects can vary depending on your local program and availability, this guide offers a starting point for each of the official state 4-H projects. Resources for each project can be ordered through your county or district extension office.

Enjoy your 4-H project experience!

Beef

Learn about raising, caring for and managing beef cattle as you start with a bucket calf and work toward building your own herd. You'll learn about different breeds and anatomy of beef cattle; how to feed, groom and show your animal; how to judge beef cattle for market and/or breeding; how to produce high-quality beef; and how to use data and technology in an efficient beef-cattle operation.

Beef Bucket Calf

This project is open to 7- to 12-year-olds. Calves may be purchased or orphaned but are to be bottle/bucket fed.

Market Beef

Select, raise and show a market steer or heifer.

Breeding Beef

Select, raise and show a breeding heifer. Learn the value of performance data to make breeding decisions.

Learning by Doing

Exhibit at local beef shows, State 4-H Livestock Sweepstakes, (includes livestock judging, quiz bowl, Skillathon, and meats judging), Kansas State Fair State Beef Show, and the Kansas Junior Livestock Show.

Citizenship

Take an active role in your community, country and world while learning about yourself and those around you. This project will encourage you to meet people and work with groups while learning about local, state and national governments. You also can make new friends from other countries and cultures through exchange programs.

Learning by Doing

Volunteer in your community; attend Citizenship in Action in Topeka; attend Citizenship Washington Focus in Washington, D.C.; participate in exchange trips or host youth from another country.

Clothing and Textiles

Learn to create and sew your own clothing and accessories while exploring the world of fashion in Clothing Construction. Or, develop your sense of style and value through Buymanship. These projects build your confidence in managing your wardrobe or may launch a career in fashion.

Clothing Construction

The clothing construction project will teach you the basics, such as sewing a shirt or putting in a zipper. Learn to select appropriate fabrics, use patterns, sew quality seams and care for your garments. In advanced units, you can learn how to take the design of your choice and customize it for the perfect look, color and fit.

Buymanship

Buymanship will help you understand your wardrobe; plan a clothing budget; select colors and styles that complement your body shape, proportion and balance; choose different shades of colors; compare fiber, care requirements, cost, brand and style; and analyze clothing advertisements.

Learning by Doing

Make fair exhibits; make items for community service; participate in Fashion Revue to model clothing construction or buymanship items.

Communications

4-H is famous for helping youth improve their communication skills. Being a better speaker, writer or record keeper will help you throughout your life. The communications project will help you interpret verbal and nonverbal information, develop effective public speaking skills, enhance written and spoken communication, defend a point, design a presentation, and more.

Learning by Doing

Discuss your other 4-H projects in an illustrated talk or demonstration to club members, write a thank-you note, run for a club office, complete a record book, or present a speech.

Dairy Cattle

Learn about raising and managing dairy animals by selecting, grooming and showing a heifer calf or yearling heifer. Along the way, you'll learn about dairy cattle breeds and anatomy, judging and presenting oral reasons, animal health and welfare, and safe practices for handling milk and milk products. Members with mature cows learn about animal feeds and nutrition, milk production, and careers in the dairy industry. Specific projects include dairy bucket calf, dairy heifer and dairy cow.

Learning by Doing

Participate in Kansas All-Breeds Junior Dairy Show, Judging Contest, Skillathon and Dairy Quiz Bowl.

Dairy Goats

The dairy goat project is great for smaller properties since goats are typically easy to train and handle. Goat milk can be consumed by the family, fed to bucket calves or fed to other market animals. You might start with one doe, raise kids and eventually create your own dairy goat herd. Throughout the project, you can learn about breeds and anatomy of dairy goats, proper care and welfare of animals, record keeping and more.

Learning by Doing

Participate in local and state dairy goat shows or join a regional dairy goat organization.

Dog Care and Training

Whether you have a dog or hope to own one, this project will help you learn more about your family's best friend, from basic care and grooming to advanced training commands. Learn about different dog breeds and choose the best breeds for your family. Explore dog behavior, body language and obedience training while learning about proper nutrition to keep your dog happy and healthy.

Learning by Doing

Show your dog at local shows and the Kansas State Fair 4-H Dog Show. Members without dogs may participate in quiz bowls and other activities that do not require dog ownership, such as the Kansas 4-H Dog Conference.

Energy Management

Through the Electric/Electronics, Small Engines and Power of the Wind projects, you will begin to grasp how we power the world today, as well as think about how to meet future energy needs.

Electric/Electronics

Learn general electrical concepts as you experiment with making light switches and circuits, test voltages and even build motors. Study energy use, magnetism, electronics and transistors. Later, you can determine your family's electrical usage; measure electric usage of appliances; test grounded outlets; explore electronics; build simple radios, microphones, computers and other equipment; and explore careers in electronics and engineering.

Small Engines

Learn how small engines work as well as how to service them safely. You'll start by learning the parts and cycles of engines and exploring the importance of clean air to an efficiently running engine. Later, you will learn to troubleshoot, repair and rebuild an engine; understand rules and regulations for small engines; and explore starting a small engine business or career.

Power of the Wind

Learn how wind can be used for sailing, lifting, pumping water and creating electricity. You'll get to design and build a wind-powered boat and wind turbines; discover where and why the wind blows; and explore the wind in art and literature.

Entomology

If you've ever chased butterflies, caught a ladybug for a closer look or started a bug collection, the entomology project may be a great fit. You'll learn the anatomy of an insect; make an insect net; and collect, pin, label and exhibit an insect collection. Later, you'll study how insects move, learn about insecticides and explore insect behavior.

Learning by Doing

Plant a butterfly garden, catch and observe a spider in its web, conduct an insect survey and start an insect collection for exhibit at the fair.

Environmental Science

Our growing environmental science curriculum helps you not only learn about your environment, but also explore ecosystems; understand conservation; learn how water can be responsibly preserved, protected, used and reused; expand recycling efforts; and understand your ecological footprint.

Learning by Doing

Organize a park, highway, or waterway cleanup; research an environmental topic of your choice and make a video or do a project talk; locate credible research on climate change to decide what you believe and why.

Exploring 4-H

This project is for first- and second-year members. It's a great way to explore 4-H projects without officially committing. Members will be exposed to numerous project areas with the guidance of older members and adult volunteers.

Family Studies

Learn about growing and maintaining a healthy family by learning about child development, building family strengths and managing a household.

Child Development

Learn how children grow and develop physically, socially, mentally and emotionally. Observe how people express emotions, identify characteristics of friends, learn socially accepted manners and customs, and observe child behavior.

Family

Learn behaviors that develop friendships, develop respect for others and their belongings, understand the need for rules; express feelings in a positive way, cope with change and stress, learn physical changes of adolescence, study the effects of employment on family and lifestyle, and learn to use consensus and compromise.

Consumer Skills

Responsible financial management is an important factor in successful families. Learn to determine differences between needs and wants, develop a savings plan for a specific goal, practice comparison shopping, learn to manage a checking account, recognize target advertising, identify consumer rights and learn the value of employment.

Learning by Doing

Partner with a peer to explore and discover solutions to today's consumer topics, create an intergenerational community-service project, and establish a baby-sitting service.

Fiber Arts

If you've ever wondered how to crochet a scarf, embroider a pillowcase or make a quit, this project can help you learn these skills and more. Fiber Arts focuses on skills passed down through generations to provide basic family needs, such as apparel, home furnishings and decorations.

Crochet

Learn single crochet, double crochet and many other stitches; advance to hairpin lace.

Knitting

Learn casting on, knit and purl stitches.

Needle Arts

Learn embroidery, cross-stitch, needlepoint, candle wicking, crewel, lacework and applique techniques.

Patchwork and Quilting

Learn to stitch, tie and design quilts.

Rug Making

Create latch hook and braided rugs.

Spinning

Make a hand spindle or prepare wool fibers.

Weaving

Learn parts of a loom or figure yarn needs for items.

Ethnic Arts

Learn textile art methods from different cultures that have been passed on throughout history.

Macramé

Create ornamental knotting; learn terms, tools, techniques and cords.

Learning by Doing

Create items for fair exhibits or to donate to hospitals, shelters or nursing homes.

Foods and Nutrition

In this project, you will have fun learning how to cook the basics and then advance to gourmet and international meals. Develop baking skills, learn about food preservation, explore the heritage of many foods and understand consumer buying skills. Learn how to make healthy snacks and modify recipes to fit a healthy lifestyle.

Learning by Doing

Enter a foods exhibit in the fair, plan and prepare snacks and meals for your family, incorporate exercise into daily life, and learn about food safety through activities like working in a club concession stand.

Geology

If you enjoy learning about interesting rocks or fossils, then dig into this project. Discover the types of minerals, rocks and fossils in your area and other geological formations across Kansas and in other states.

Learning by Doing

Geology field trips to various Kansas locations and collect, identify and display specimens.

Health and Wellness

Health, exercise and recreation are vital parts of your daily lives. In these projects you can focus on physical activity, healthy eating, exercise, sports and recreation, or first aid.

Bicycle

Learn and practice bicycle safety, identify parts of a bicycle, learn bicycle maintenance and repair, and practice safe riding at night and in adverse conditions.

Health

Learn basic first aid and create your own first aid kit; learn to choose nutrient-rich "power foods" for snacks; learn how to improve personal strength, flexibility and endurance; and design your personal fitness plan.

Outdoor Recreation

Go enjoy the great outdoors. Learn about hiking, camping, finding shelter and backpacking; observe and care for nature; find your way using a compass, GPS, or landmarks. Apply the "Leave No Trace" ethic when backpacking and hiking.

Adventures

Learn about different types of recreation identify personal areas of strength; and learn the benefits of recreation for your body and mind.

Home Environment

Interior design is all about making a house into a home. This project will help you experiment with colors, textures, light, sound and space to create the perfect feeling. You also can explore a career in interior design.

Learning by Doing

Plan a room makeover, visit a design center and interview an interior designer.

Horses

If you love horses and want to learn how to safely handle, care and ride a horse that you own or lease at least 75 percent of the time the horse project is for you. In this project you will learn basic coat colors, breeds and horse anatomy; study horse health; participate in judging contests, quiz bowl and hippology; and give presentations. If you want to exhibit a horse in the District Show or State Fair, Achievement Level I is required to participate. Achievement Level I focuses on safe handling of horses. Then once completed Achievement Level I, Achievement Levels II, III, and IV can be taken to advance your educational knowledge of horses. 4-H Horse Identifications are due May 1 into the local Extension Office.

Learning by Doing

Visit a stable or farm; participate in the State Horse Judging Contest, State Horse Quiz Bowl, Horse Panorama, horse presentations and hippology; and exhibit at district and state horse shows.

Horseless Horse

If you love horses and do not own or lease a horse then the Horseless Horse project is for you. In this project, you can learn about horses, participate in judging contests, quiz bowl, hippology, give presentations, and can assist another 4-H member at horse shows and trail rides. In the Horseless Horse project a borrowed 4-H Identified horse can be shown locally in showmanship, only.

Learning by Doing

Visit a stable or farm; participate in the State Horse Judging Contest, State Horse Quiz Bowl, Horse Panorama, horse presentations and hippology; and attend district and state horse shows.

Leadership

Learn what it takes to be a leader through skills including understanding yourself, considering others' feelings, being responsible, communicating, making decisions, and managing and working with groups.

Learning by Doing

Join a Gavel Games team to run a meeting; volunteer for a committee; chair a committee; run for an office; attend Campference or the Kansas Youth Leadership Forum.

Meat Goats

The 4-H Meat Goat project is quickly growing as demand increases for meat products. You'll learn how to select, raise and care for a meat goat; study breeds and anatomy; learn how to fit and show meat goats; recognize diseases; keep records; select breeding stock; learn key components in developing a goat herd; and evaluate feed ingredients.

Learning by Doing

Participate in Meat Goat Day at K-State, Livestock Sweepstakes, Kansas Junior Livestock Show and the State Meat Goat Show at the Kansas State Fair.

Performing Arts

Those who enjoy being in the spotlight on stage or being creative off stage may enjoy this project. Learn to express yourself in front of a crowd.

Learning by Doing

Express yourself by creating and presenting a theatrical play or musical performance; participate in camp's talent show, create a puppet show; create costumes, sets and props; and enter your local Club Days or other contests.

Pets

Whether you love fish, hamster or cats or other pets, these projects can help you learn more about your household friends and what different pet species need to stay healthy.

Pets

Identify hazards for pets around your home, and learn about your pet's feeding and care. Learn the symptoms and treatment of diseases as well as taxonomic classification.

Cats

Learn how to choose a cat, practice cat grooming techniques, study cat senses, begin to understand cat behavior, study cat diseases affecting people and learn about cat genetics.

Learning by Doing

Design a toy for your pet; create a commercial or a pet store scavenger hunt.

Photography

Capture your friends, family and important events through photography.

Level 1

Learn how a camera works, basic photo composition, organize a photo story and how to use a simple camera.

Level 2

Learn shutter speeds and f-stops, the Rule of Thirds, and how to capture a point in time.

Level 3

Use filters and a light meter and create still-life photos. See the differences between normal, wide angle, telephoto and zoom lenses.

Learning by Doing

Document your family or club activities through photos; enter

a photo contest or fair exhibit; enter the photography judging contest at the Kansas State Fair.

Plant Science

Plant Science projects focus on raising a garden, growing flowers, forestry and field crops. This includes planning, planting, experimenting, understanding soils, seeds, insects, plant care, harvesting, weed identification and control, processing, exploring careers, and the relationship between trees, people and communities.

Horticulture

Learn when, where and what to plant; learn the difference between cool and warm-season vegetables; learn plant parts and how they are used; learn how to use basic garden tools; study seed varieties and starting seeds indoors; study preventative pest controls; learn about specialty harvests and selling your produce; study plant pollinations; study food industry careers; and learn about biotechnology.

Field Crops

Experiment with soil testing, grow and harvest crops, plant a wheat variety test plot, and learn about herbicides and fertilizers.

Forestry

Learn to identify trees, determine differences between trees and shrubs, learn about different trees and tree parts, graft a bud to a living tree, discover health benefits of trees, investigate forest changes and learn about forest health and learn forest conservation techniques.

Learning by Doing

Participate in the Kansas 4-H State Wheat Expo; Crops Identification Contest at the Kansas State Fair; and Horticulture Judging Contest.

Poultry

This project is designed to help you learn about chickens and other poultry. You will learn poultry breeds and anatomy and how to care for and handle your birds. Learn how eggs are formed, how to select and judge broilers, make an egg candler, pecking orders; lead younger members in egg experiments; process chickens for food; and learn about biotechnology and poultry careers.

Learning by Doing

Participate in the Poultry Judging Contest at the Kansas State Fair.

Rabbits

The rabbit project will allow you to learn to raise and care for your rabbits. Identify main breeds of rabbits and their anatomy, learn feeding and watering practices, learn to groom and show a rabbit, and care for newborn rabbits. It is best to enroll in the fall to prepare for receiving your first rabbit.

Learning by Doing

Join a 4-H Rabbit Judging Team; start with a doe and grow your project by selling rabbits.

Reading

This project encourages you to harness your love of reading to learn more about your 4-H projects, research new topics or entertain yourself. As Dr. Seuss wrote, "The more that you read,

the more things you will know. The more that you learn, the more places you'll go."

Learning by Doing

Get a library card for your local public library, share a book review with others, and read with younger kids at an elementary school or after-school program.

Self-Determined

The self-determined project is just that—you decide what you do or study. Is there something you have a passion for that is not listed? This is your opportunity to create your own project. Research a sport, hobby or career—the sky is the limit.

Learning by Doing

Identify and pursue a personal passion or interest; set goals and evaluate the completion of your goals; and share your hobby, interest or activity with others.

Sheep

In this project, 4-H members can enroll in either market or breeding. Throughout your 4-H years, you will learn to identify sheep breeds and anatomy, manage and train sheep for show, learn safety and management practices for maintaining a flock, identify symptoms and treatment of diseases, study nutritional requirements, study technology's impact on sheep production, and explore career opportunities in the sheep industry.

Market Lamb

Select, raise and show a market lamb; member must obtain ownership of the animal; market ewes should not be returned to a breeding flock.

Breeding Sheep

Select, raise and show a breeding ewe or purchase a flock of breeding ewes.

Learning by Doing

Exhibit at a local sheep show the Livestock Sweepstakes, or Kansas Junior Livestock Show.

Shooting Sports

If you want to learn to shoot an air rifle, shotgun or bow and arrow, you should check out the 4-H shooting sports project. This project teaches gun safety, care and safety of shooting sports equipment, hunting practices, and provides an opportunity to test your skills. To participate, youth must be 8 years of age as of January 1 of the current year.

Check with your county or district extension office about a certified program. Local certified shooting sports coordinators and instructors are required for each discipline. Disciplines include BB gun, air rifle, air pistol, archery, shotgun, hunting skills, muzzle loading, small bore rifle, small bore pistol, and western heritage.

Learning by Doing

Demonstrate safe use of air rifle, shotgun, bow, etc., through practice, talks, demonstrations and exhibits. Exhibit shooting sports skills at local and district events. State matches for the different disciplines are held in the fall and spring, or participate in the Instructors Junior Apprentice Training Program (ages 14 and

older).

Space Tech

Build model rockets, robots and explore space with telescopes. Discover the world of unmanned aerial systems, to safely and legally fly a drone. Learn about computers and how to repair network devices. SpaceTech projects offer you the thrill of exploring the field of science and technology.

Rocketry/Aerospace

Discover how a model rocket works, study equipment and procedures for a safe launch, build and launch your own model rockets.

Astronomy

Study the different kinds and uses of telescopes, build a simple telescope, learn planet order by making a key ring bead system, build spectrosopes, distort light with lenses and prisms, and how to set up public viewings.

Robotics

Learn about robot arms, legs, wheels or under-water propulsion; explore sensors, analog and digital systems; build basic circuits; design a robot; and program a robot to do a task.

Unmanned Aerial Systems

Explore the world from above the trees and discover new frontiers with Unmanned Aerial Systems (UAS). This project provides the opportunity to safely expand your understanding of UAS and the world around them. You can explore the uses and applications of UAS, including how they link to other projects such as geology, robotics, electronics, crop science and more.

Computers

Learn the basic components of a computer; identify the similarities and differences in office software applications; learn Internet safety. As you get older, learn to build, maintain and re-pair computers. Learn programming languages and network security.

Learning by Doing

Teach your new SpaceTech skills to others; launch a rocket; build a robot and enter it at the county and state fair.

Swine

If you want to learn about raising, caring for and managing a market or breeding hog, enroll in the swine project where you will study pork production from farrow to finish. Throughout the project you will identify different swine breeds and anatomy; types of feeds; identify symptoms, causes, and treatments of swine diseases; study breeding systems and performance data; and explore career opportunities in the swine industry.

Market Swine

Select, raise and show a market hog.

Breeding Swine

Select, raise and show a breeding gilt. As you grow in the project, you might manage your own breeding herd and sell market hogs to others.

Learning by Doing

Exhibit at a local swine show or participate in K-State's Youth Swine Day; Kansas Junior Livestock Show; or the Kansas State Fair Swine Show.

Visual Arts

Encourage your creative skills in learning how to draw, paint and work with different media. Explore art techniques, study art history and culture, or challenge yourself to discover new artistic talents. The visual arts project teaches artistic skills and the elements and principles of design. Projects include ceramics, leather and more, depending on your local 4-H program.

Learning by Doing

Practice drawing, painting and printing techniques in paint, pencil, chalk, charcoal or mixed media; learn sculpture techniques; make something from wood, leather, paper or clay; weave a basket or wall hanging; etch glass or metal; make jewelry and wire sculptures; create mosaics or nature crafts; discover new media. Enter your best work in the fair and teach others the new skills you've learned.

Wildlife

Kansas wildlife is an important part of the state's heritage and environment, ranging from buffalo to birds and fish to deer. In this project you'll learn about wildlife behavior, habitat requirements, how wildlife species fit into nature's scheme, how they are managed and how they relate to humans. Some local units also offer sport fishing as an additional project.

Learning by Doing

Enter a sport fishing contest; create wildlife habitat; participate in the Hunting, Fishing and Fur Harvesting School; and enter the Wildlife Habitat Evaluation Contest.

Woodworking

Whether you want to build a bookshelf or a whole house, you'll need similar skills, tools, fasteners and joints. In this project you'll learn how to accurately measure and mark boards, use various tools, safety practices, identify types of lumber, and select wood based on grain. As you get older, you'll learn to use power tools, discover technology in tools and explore career opportunities.

Learning by Doing

Select and build an item to exhibit at the fair; use your new skills to volunteer or help a neighbor; and teach others something you learn in the woodworking project.

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Kansas State University Agricultural Experiment Station and Cooperative Extension Service

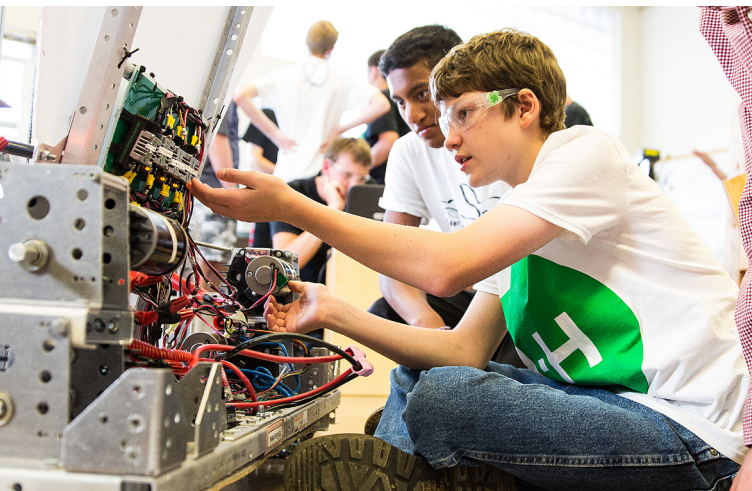
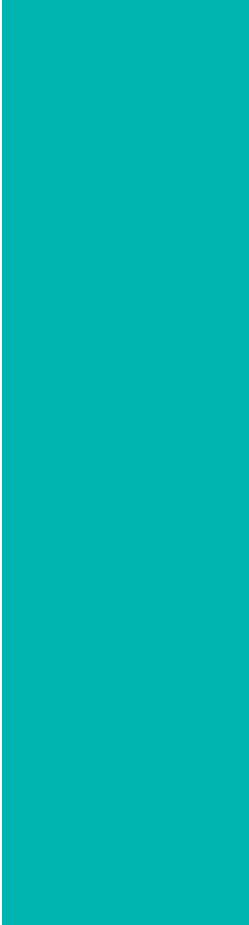
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K-STATE
Research and Extension





Projects are listed in alphabetical order. If this is your first year in 4-H, we advise that you not enroll in more than one or two projects. After a year or more in 4-H, please consider the time and commitments carefully before you enroll in more than four projects.

BEEF

Breeding
Bucket Calf (youth ages 7-12)
Market

CITIZENSHIP**CLOTHING & TEXTILES**

Buymanship
Clothing Construction

CLOVERBUD PARTICIPANT

(youth ages 5-6)

COMMUNICATIONS**DAIRY**

Dairy Cattle
(includes calf, heifer, and cow)
Dairy Goats

DOG CARE & TRAINING**ENERGY MANAGEMENT**

Electric/Electronics
Renewable Energy
Small Engines

ENTOMOLOGY**ENVIRONMENTAL SCIENCE**

Exploring Your Environment
Water

EXPLORING 4-H

(not offered in the Central Kansas District at this time)

FAMILY STUDIES

Child Development
Consumer Skills
Family

FIBER ARTS

Crochet
Ethnic Arts
Knitting
Macramé
Needle Arts
Patchwork & Quilting
Rug Making
Spinning
Weaving

FOODS AND NUTRITION

Foods and Nutrition
Foods Preservation

GEOLOGY**HEALTH & WELLNESS**

Bicycle
Health/Fitness
Outdoor Adventures
Recreation

HOME ENVIRONMENT**HORSE****LEADERSHIP****MEAT GOATS**

Breeding
Market

PERFORMING ARTS**PETS**

(includes Cat & Hand Pets)

PHOTOGRAPHY**PLANT SCIENCE**

Field Crops
Forestry
Horticulture

POULTRY**RABBITS****READING****SELF-DETERMINED**

Project #1: _____
Project #2: _____
Project #3: _____
CO₂ Cars _____

SHEEP

Breeding
Market

SHOOTING SPORTS

(National and State 4-H policy states that the member's 4-H age must be 8 years of age or older in order to participate in this project. Age 9 or older is a requirement for competition.)

Archery

Air Rifle

BB Gun

Hunting Skills

Shotgun

The following Shooting Sports disciplines are not offered in the Central Kansas District at this time.

Air Pistol

Muzzle Loading

Small Bore Pistol

Small Bore Rifle

STEM

Astronomy

Computers

Robotics

Rocketry/Aerospace

Unmanned Aerial Systems (UAS)

SWINE

Breeding

Market

VISUAL ARTS**WILDLIFE**

Sport Fishing

Wildlife

WOODWORKING

If you enroll in project(s) not offered in the Central Kansas District, your enrollment will be sent back to you for you to unenroll from the projects not offered at this time.

The Organization

Materials in this section were adapted from materials prepared by Fred Bruny, Patricia Eisenmann, Ralph Jordan, Larry Lotz, Diane Mast, Alice Miskell, and Diane (Wolfe) Johnson for Ohio Extension 4-H. Origins of 4-H in Kansas was taken from "An Historical Progression of 4-H Club Work in Kansas" by Glenn M. Busset, former State 4-H Leader.

Origins of 4-H in Kansas

The year was 1901. Bearded farmers in bib overalls stood listening to the speaker wearing a white shirt and flat straw hat, who told how much better corn could be produced by using high quality seed.

As the farmers shifted restlessly about in their rubber boots, the perspiring professor of agronomy addressing the Farmer's Institute wondered wearily just how much he was accomplishing. His gaze slid to the farm boys in their drab, homemade shirts standing shyly behind their fathers. Maybe, just maybe, this was the way.

He found himself offering, as others had already offered in the Midwest, and the South, to give a small package of select seed corn to each boy, who would agree to plant the seed and make an exhibit at the next Farmer's Institute. Time would tell—others had reported success with boys and a few girls, where attempts to arouse interest otherwise had failed.

Something did happen. It happened on a scale that no one anticipated. The shy farm boys planted the corn, cared for it lovingly. . . and, when Institute time came around again, they appeared with their exhibits, along with proud, interested parents, grandparents, near relatives, and neighbors.

Something had happened that was to become one of the most potent factors in the improvement of the Kansas farm and home. Few recognized what they saw as the beginning of a new movement that was destined to spread across the entire state, enter farm homes, and influence the lives of thousands of rural boys and girls and their parents as well.

On that day, all that the delighted committees in charge of the Farmer's Institute saw was the crowd of girls and boys waiting to place their exhibits. Several years were to pass before it was finally realized that a vital spark had been unwittingly struck.

During these intervening years, the avid interest of the farm youngsters was considered only as a logical avenue for passing along information to the parents.

Surprise, delight, and some dismay marked the response of the farm boys to the corn "demonstrations." The boys were there, and the interest proven, but no one seemed to know what to do with them. Without much correlation, interested organizations and groups such as railroads, banks, county fair committees, livestock breed associations, civic clubs, and garden and farm clubs offered their support.

The success of the corn seed experiment quickly brought on sponsored projects in beef, pigs, poultry, garden, sewing, canning, and bread making. Perhaps the "Capper Clubs" which provided credit to farm boys and girls wanting a poultry, pig, or calf project are best remembered in Kansas.

Eight years before the spatter of revolver shots that ushered in World War I, 47 Kansas counties listed "Corn Clubs" with a membership of nearly 5,000. Project clubs, usually on a countywide basis, seemed the logical way to handle this new phenomenon of farm youth conducting "demonstrations."

In 1907, Kansas State College was host to a state meeting of these clubs, with a program including corn judging, placing of exhibits, and livestock judging.

The girls got into the act officially in 1910, with "home economics" clubs. This was club work, as differentiated from earlier individual participation, but it was a club only for convenience of the sponsor, not the member. These clubs bore little resemblance to the present 4-H clubs in Kansas.

The Smith-Lever Act of 1914 (the first Kansas county agent was employed in 1912 and there were eight in Kansas and four more agents serving "districts" before Smith-Lever was enacted), the slow expansion of the "new-fangled clubs," and the demands from Europe for food, all occurred close together.

Before the new clubs had found their direction, they were in the midst of the war effort. By motorcycle, Model T, and horse and buggy over mud roads, the newly appointed emergency agents urged increased food production. "Can to can the Kaiser," "Eat more potatoes—ship the wheat," were the battle cries in the new garden and canning clubs. The first state club leader was appointed in Kansas in 1914.

The Four-Leaf Clover

The 4-H clover emblem is a symbol of growth for millions of 4-H members and 4-H alumni in the USA. The emblem has become a familiar symbol to Americans for nearly three quarters of a century.

During the early 1900s, what is now 4-H was given various names—boys' and girls' clubs, agricultural clubs, home economics clubs, corn clubs, tomato clubs, cotton clubs, canning clubs, etc.

The first emblem design used for boys' and girls' clubs was a three-leaf clover, introduced in 1907 by O. H. Benson of Iowa. The emblem was being used at that time on placards, posters, badges, canning labels, etc. In 1909, this emblem was used on pins and the three H's stood for Head, Heart, and Hands.

Around 1908, Benson and others began using a four-leaf clover design. Benson said that the H's should stand for "head, heart, hands, and hustle . . . head trained to think, plan, and reason; heart trained to be true, kind, and sympathetic; hands trained to be useful, helpful, and skillful; and the hustle to render ready service, to develop health and vitality . . ."

At a meeting in Washington, D.C., in 1911, club leaders adopted the present 4-H design, a green four-leaf clover with a white H on each leaf. O. B. Martin, South Carolina, suggested that the four H's stand for Head, Heart, Hands, and Health to represent the equal training of the head, heart, hands, and health of every child.

The term 4-H was first used in a federal publication written in 1918 by Gertrude Warren. In the early 1920s, a group at a conference in Washington, D.C., discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club Work became known as 4-H. Also in 1924, the 4-H clover emblem was patented. At the end of the 14-year patent term in 1939, Congress passed a law to protect the use of the 4-H name and emblem. The law was slightly revised in 1948.

The 4-H emblem is still protected by Congress from commercial or unauthorized use. The four-leaf clover circles the globe and represents 4-H similar youth organizations in the U.S. and in many other countries.

The Pledge

Each month, members of 4-H Clubs repeat these words at the beginning of their meeting:

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.

The pledge was officially adopted in 1927 by the 4-H members and leaders attending the first National 4-H Club camp in Washington, D.C. Otis Hall, State 4-H Leader from Kansas, wrote the pledge. When the Executive Committee of the Land-Grant College Association asked Dr. R. A. Pearson, president of Iowa State College, and Dr. A. C. True of the Federal Extension Service to write a pledge for 4-H, they submitted the one written by Hall.

The 4-H pledge has been changed only once since 1927. At the request of several states and on the recommendation of 4-H members attending National 4-H Conference (formerly National 4-H Club camp), the pledge was changed in 1973 to include "my world."

The 4-H members and leaders attending National 4-H Club camp in 1927, also adopted the 4-H motto: "To Make the Best Better." The motto was proposed by Miss Carrie Harrison, a botanist in the Bureau of Plant Industry. Like the 4-H pledge, the motto has remained the same through the years. Both carry a great deal of meaning for millions of 4-H members.

4-H Today

4-H is the youth education program of the Cooperative Extension Service, which is conducted jointly by the U.S. Department of Agriculture, the state land grant university (Kansas State University), and your county government.

The Cooperative Extension Service was established to educate, to interpret and encourage the practical use of the knowledge that comes from scientific research. The name, Extension, comes from the mission of the agency, to "extend knowledge to the public."

When the Cooperative Extension Service was set up by the Smith-Lever Act in 1914, it primarily served farm families, but Extension's assignment then, as now, was to disseminate useful information to all people. Today, the Cooperative Extension Service and its 4-H programs serve people in towns, cities, and rural areas with information on agriculture, home economics, community development, personal development, and related subjects.

4-H Extension work is conducted in all 105 counties in Kansas by county Extension agricultural agents, county Extension home economics agents, and county Extension 4-H agents. They plan youth programs with county 4-H Advisory Committees comprised of local 4-H volunteers. Programs are based on local needs. Since people's needs vary, 4-H programs differ from county to county and from state to state.

You, the volunteer leader, are the backbone of the 4-H program. Extension agents and 4-H leaders work together to target problems they want to affect. Agents provide training for you, and you, in turn, teach youth. This way, you extend and multiply the teaching skill and knowledge of the limited number of professional Extension workers.

The 4-H program is for all youth—rural and urban—from all racial, cultural, economic, and social backgrounds. Kansas girls and boys are involved in 4-H in a variety of ways: as members of organized 4-H clubs, as participants in special interest groups, and as enrollees in short-term projects. 4-H also reaches youth through school programs called school enrichment, through television, camping, and other educational methods, as well as in programs planned to meet specific needs of youth in the communities where they live.

Girls and boys "learn by doing" in 4-H. Today, 4-H'ers take an active part in learning group skills taught in club and group meeting settings and in technical skills taught in project and enrichment programs. Kansas has identified the teaching of basic life skills as the ultimate educational goal of the 4-H program. The skills involved are:

1. Developing an inquiring mind.
2. Learning to make decisions.
3. Developing a concern for the community.
4. Getting along with others.
5. Developing self-confidence.

The 4-H project has always been a vital part of the 4-H program. Often, knowledge gained from a 4-H project leads to a career choice. Flexibility is the key to today's 4-H projects—flexibility in the kinds of learning offered and in the variety and size of projects. In rural areas, many 4-H'ers work with livestock, crops, poultry, forestry, marketing, and farm machinery. Both girls and boys learn new farming methods, do experimental research, and have fun in the process.

Projects popular with city, suburban, and rural young people alike are community development, arts and crafts, electricity, environmental protection and conservation, home gardening, photography, wood-working, entomology, small engines, pet care, and personal development. Older girls and boys find satisfaction and challenge in projects in career studies, money management, consumer education, and leadership. In Kansas, there are more than 70 projects to choose from, including self-determined projects.

Club Officers and Committees

The officer and committee system is really a good way of dividing jobs and club responsibilities among members in an orderly manner. 4-H'ers learn to be businesslike by making business meetings run as smoothly as possible.

Club Officers and Duties

Successful club meetings depend on leadership from good officers. Depending on the program, a club may wish to add officers or committees. A large club may want to add assistants for some officers. Whatever system you use, remember that the club leader must work closely and regularly with key officers. Here are a few suggestions for club officers and their duties.

President—Prepares agenda and presides at club meetings. Knows and follows parliamentary procedure. Appoints necessary committees. Works with leaders to see that each meeting runs smoothly.

Vice President—Assumes duties of president in his/her absence. Serves as chairperson of the program planning committee and conducts that part of each club meeting.

Secretary—Keeps complete and accurate minutes of results of each business meeting. Writes all club correspondence for president's signature. Keeps club roll and any other club records up-to-date.

Treasurer—Handles all club money. Prepares a budget and keeps accurate and up-to-date financial records. Collects and deposits dues—if the club decides to have them.

Reporter—Writes news stories about meetings and special events for the local newspapers. Prepares announcements for local radio stations, and keeps the club scrapbook, if the club has one.

Historian—Keeps historical record of club activities and accomplishments including pictures, newspaper articles, letters of thanks or congratulations, etc.

Recreation Leader or Social Chairperson—Plans and leads recreation at each meeting. Helps plan special events and parties.

Song Leaders—Provides leadership for singing at meetings. Teaches new songs and encourages all to participate.

Standing Committees

Standing committees are those committees most clubs need to conduct the work and activities of the club throughout the year. An example of a standing committee is listed below. Decide what standing committees your club needs.

Finance—Assists club treasurer, plans and conducts moneymaking activities (if these are desired by the club), and audits treasurer's records annually.

You, and all officers of 4-H groups, are representatives. You represent not only the local group, but the whole 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent the Kansas 4-H members. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at the 4-H meetings. Those who are not acquainted with 4-H judge it by its officers.

Checklist for vice-presidents

- ___ I consult with the president on plans or special work to be done.
- ___ I preside at the meeting in the absence of the president.
- ___ I represent my group at other events in the absence of the president.
- ___ I work with the leaders and other officers on committees and other group activities.
- ___ I serve as chair of the program committee to help plan group meetings and activities.
- ___ I check with those responsible for the program to see if they are ready or need assistance.
- ___ I introduce the program participants.
- ___ I remember to thank the people who are on the program.

Guidelines for program chair

The vice-president of the group serves as chair of the program committee, introduces the program participants, and thanks the people who present the program.

Introducing the program participants

Introduction of the participants can be very brief. You will want to include:

1. Presenter's name
2. A little about his or her background
3. The title or subject matter of the presentation

A good example—

Lynn Oakland is our club's guest speaker this evening. He is one of our city firemen and is president of the county Audubon society. Tonight he will speak to us about purple martins. Now I present Mr. Oakland.

Thanking the people who present the program

Thank you speeches are to be 30 seconds to 1 minute in length. Do not write notes for the thank you speech. Listen to the speech for worthwhile qualities. Express thanks for one or two of the following:

1. thought
2. preparation
3. useful information
4. special news to the group
5. a long journey to your meeting

A good example—

We would like to thank Mr. Oakland for the exciting program about purple martins. It has been especially interesting to learn about the community these birds develop. We appreciate your informative talk.

Helping your group plan meetings

If you will involve all of the members of your club in the program planning, you will find that more members will be actively involved in making your programs work and that everyone in your club will be more enthusiastic about coming to your meetings.

To do this, you must first agree as a group upon some things that you would like to accomplish together. We refer to these desired outcomes as goals.

In identifying group goals, you must incorporate individual member's goals. Youths, parents and leaders all have ideas about what they would like to accomplish during the year, and they need a chance to express them. There are many interesting ways to survey the members of your group.

The following ideas are from *Steps In 4-H Program Planning*, "Gathering Ideas," page 4.

Idea-gathering exercises

Fish Bowl

A few people (about six) sit in a circle of chairs in the middle of the room and talk about the things they would like to do or to have done in 4-H. The rest of the members listen to what is being said. Only the people in the circle talk. Any other member who wants to participate in the conversation must tap one of the people in the circle on the shoulder and take that person's place in the "fish-bowl." Appoint someone to record what is being said for the planning committee.

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Checklist for presidents

- I consult with the leaders ahead of time to prepare for each meeting.
- I notify the leader and the vice-president several days before the meeting if I am going to be absent.
- I conduct the business meetings according to parliamentary procedure and in a courteous and tactful manner.
- I introduce guests and am careful to see they are involved in the groups' activities.
- I help the other officers to carry out their assignments.
- I encourage everyone to participate in the meeting.
- I make sure everyone gets to serve on a committee at some time during the year.
- I delegate responsibilities rather than trying to do it all myself.
- I give others credit for jobs they do.
- I thank those who participate in the program or those who help to make arrangements.
- I avoid dominating the meeting by giving too many personal opinions.
- I represent my group proudly at other meetings and events.
- I try to attend as many 4-H meetings and activities as possible and am prompt and enthusiastic.

When a group forms

Involving everyone in the club is the fastest way of ensuring enthusiasm.

When a group forms, group-building and trust-building must take place.

If one new person is added to a group, it becomes a new group. Or if one person is missing from a group, it also becomes a new group. Since one new person or one missing person may very well be the case at every meeting, it would make sense that some kind of group-building occur at the beginning of each meeting.

Some kind of quick, get-acquainted activity is appropriate and probably can be done in five to 10 minutes. Those few minutes helping the group become established will make the rest of the time more productive.

Seating arrangements can contribute to group building.

Putting members in a circle guarantees that some interaction will occur—if not verbally, then non-verbally.

After several weeks of sitting in a circle and making SOME eye contact, even the shyest person will be more likely to have something to share verbally.

RESEARCH HAS SHOWN YOUTH PERCEIVE MEETINGS TO BE SUCCESSFUL OR UNSUCCESSFUL IN DIRECT PROPORTION TO HOW OFTEN THEY SPEAK DURING THE MEETING.

If your group is large, breaking into small groups of eight to 10 persons at some time during the meeting to share ideas will be important so that everyone will have an opportunity to talk.

If your group often has difficulty with one person monopolizing the conversation or calling attention to himself or herself, an exercise entitled "Who's got the ball?" will help members remember to speak one at a time.

Rules for meeting together and talking together need to be established at the first meeting and reviewed briefly for the next two or three meetings.

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Checklist for secretaries

- I arrive at the meeting place ahead of time.
- I discuss items of business with the leaders and the president.
- I sit next to or near the president during the business meeting.
- I inform the president and leaders if I am going to be absent.
- I work cooperatively with other officers.
- I call roll and keep an accurate record of attendance.
- I read minutes of the previous meeting and make corrections if necessary.
- I take accurate notes of the events of each meeting.
- When called upon by the president, I state any unfinished business left from the previous meeting.
- I assist the president during the meeting by writing the motions as stated and restating the motion if necessary.
- I read correspondence directed to our group and write letters sent from the group.

- I maintain a record of all officers and committees on Page 6 of the secretary's record book.
- I cooperate with the reporter by giving information the reporter needs to prepare articles for the newspaper.
- I use the notes taken at each meeting and rewrite an accurate and precise record of all minutes of previous meetings in the secretary's book.

How to prepare for the meeting

- Arrange all correspondence (letters, cards) received since the last meeting in convenient order and take to the meeting.
- Be sure you have an up-to-date roll of members for convenient checking of attendance. It is part of your job to keep accurate membership records.
- Have a list of standing and special committees with the duties of each.
- Check the minutes of the last meeting for old business such as tabled or postponed motions. Be prepared to call old business to the attention of the club.
- If you cannot attend the meeting of your club, notify the president who will designate a member as the acting secretary. Your "Secretary's Record Book" will be needed in the meeting so give it to someone who will take it to the meeting.

After the meeting

- Write the minutes in the space provided as soon as possible after the meeting. Write them first on scratch paper and then in your secretary's book. Minutes should be neat, legible and written in ink.

ENROLLMENT OF MEMBERS

CLUB ROLL

Name of Member	Attendance record, meetings												Phone	Officers	
	1	2	3	4	5	6	7	8	9	10	11	12			
1 Karen Adams					X	X	X	X	X	X	X	X		337-4867	
2 Sue Backer	X		X		X		X		X		X			325-2343	
3 Bruce Denton	X	X												325-2219	
4 Cary Fisher	X	X					X	X	X	X	X	X		325-2140	1. Pres
5 Robert Green				X								X	X	325-2295	
6 Sally Long	X	X	X		X		X	X	X	X	X	X		337-6890	Pres
7 Vickie Lutz	X	X	X		X		X	X	X	X	X	X		327-7430	Treas.
8 Jim Morris	X											X		325-3151	

What a demonstration is
(and what it is not)

A demonstration is simply showing and telling how to do something. Have you ever shown someone how to milk a cow, bake cake, sew on a button, service an air cleaner or a small engine? If so, then you've given a demonstration. A demonstration is showing by doing or by putting words into action.

A demonstration is a teaching method. Some members may choose to teach by using the illustrated talk method. The demonstration and the illustrated talk are both excellent teaching methods. As a leader, you will need to help members understand the difference between the two methods.

One method is of no greater importance or value than the other. The question the member needs to answer is, "Which method will be the most effective in teaching what I would like to teach?"

Demonstration

1. A demonstration is doing and explaining.
2. A demonstration is showing how.
3. In a demonstration you make something or do something. (There may be an end product, for example, a salad.)
4. Purpose: To teach.

Illustrated Talk

1. An illustrated talk is talking.
2. An illustrated talk is telling how.
3. In an illustrated talk you show pictures, charts, models, equipment, and other types of visual aids.
4. Purpose: To teach.

Members occasionally confuse a project talk with an illustrated talk. An illustrated talk is not a project talk. They do not accomplish the same purpose. The following illustration may be used in aiding members to understand the differences:

Demonstration

Illustrated Talk

Project Talk

- | | | |
|-----------------------|-----------------------|-----------------------------|
| 1. Shows how. | 1. Tells how. | 1. Tells about. |
| 2. Purpose: To teach. | 2. Purpose: To teach. | 2. Purpose: To inform. |
| 3. Age: Any member. | 3. Age: Any member. | 3. Age: 13 years and under. |

Visuals may be used in project talks as in illustrated talks, but they are not required.

A 4-H Member of Character...

- 1. Trustworthiness – includes honesty, promise keeping and loyalty.**
 - Plans and completes goals
 - Adheres to enrollment and entry deadlines
 - Develops project exhibits that show originality and creativity

- 2. Respect – includes courtesy and proper treatment of people and things.**
 - Listens and follows advice of leaders
 - Helps others in the project and gives positive feedback (encouragement)

- 3. Responsibility – includes the pursuit of excellence, accountability and perseverance.**
 - Enrollment and entry deadlines observed
 - Willingly plans and makes exhibits for project
 - Cleans up when done
 - Works at fairgrounds to prepare and clean up for fair
 - Voluntarily participates in varied 4-H activities
 - Works independently with leader/parent guidance

- 4. Fairness – involves consistently applying rules and standards approximately for different age groups and ability levels.**
 - Accepts winning and losing with grace
 - Follows rules and regulations for showing
 - Recognizes each project has different rules and standards

- 5. Caring – promoting the well being of people and things in a person's world. It denotes action and not just feelings.**
 - Willingly assists wherever needed
 - Exhibits projects which are well planned and constructed
 - Shares knowledge with others
 - Demonstrates positive behavior towards others
 - Demonstrates kindness and concern to for others

- 6. Citizenship – includes making the home community and county a better place to live for themselves and others.**
 - Shows leadership with younger 4-Hers
 - Models good sportsmanship
 - Works at fair and other 4-H activities
 - Is involved in community activities

Adapted from "What is the Real Purpose of 4-H Non-Livestock Projects" by Carol Parmenter, University Outreach and Extension 4-H Youth Specialists, University of Missouri

4-H uses the Danish system of judging

Danish System

(K-State Research and Extension
Post Rock Extension District)

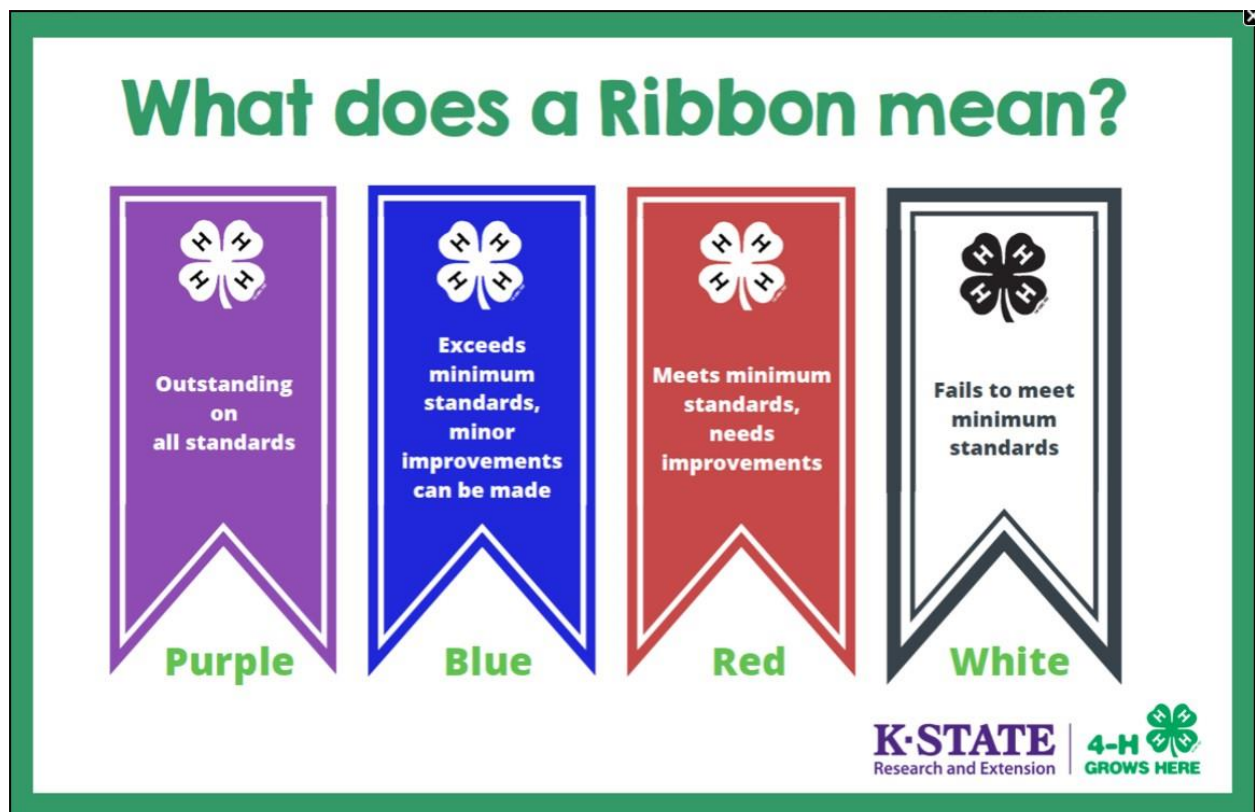
- * All exhibits receive a ribbon.
- * Exhibits are judged in comparison with an ideal standard, not to each other.
- * Exhibits are placed in 4 ribbon groups - purple, blue, red, or white.

Purple - outstanding on all standards.

Blue - exceeds the minimum standard; may have minor flaws where improvements can be made.

Red - meets all minimum standards; may show visible signs of needed improvements.

White - meets minimum standards; obvious improvements needed.





WELCOME TO 4-H:

A New Family's Guide



K-STATE
Research and Extension

WELCOME TO 4-H

4-H members and leaders live across Kansas, in all 50 states and in 82 other countries around the world. Members are 7-18 years old, and live in cities, towns and farms. There are more than 17,000 4-H members in community clubs across Kansas, and we're glad to welcome you and your family as our newest members.

4-H is focused on youth having fun and learning with their friends. We understand that you may have many questions your first few years in the program, so we developed this guide to help. Also, you can always call your 4-H community club leader or your local extension agent for help.

The basic philosophy of 4-H is to strengthen the mental, physical, moral and social development of boys and girls, thereby, helping develop effective citizens and leaders. We do this through participation in projects, events and other various activities.



EMBLEM, COLORS, PLEDGE, MOTTO:

The four-leaf clover is the official 4-H emblem. The four H's stand for **head**, **heart**, **hands** and **health**. Our colors are green — signifying life, springtime and youth — and white, signifying fresh and clean.



HEAD



HEART



HANDS



HEALTH

THE 4-H PLEDGE IS:

I PLEDGE

My Head to clearing thinking,
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,

For my club, my community, my country and my world.

The 4-H motto is “To make the best better.” Our members and volunteers learn the pledge and use it in their daily lives. The motto is there to remind us to always strive for improvement, to continually set goals and give every effort your best.

HOW DID 4-H BEGIN?

4-H began in the early 1900s. Girls participated in canning clubs, and boys participated in corn and pig clubs. In 1914, Congress passed an act establishing Cooperative Extension and 4-H across the country. Corn, poultry and garden clubs existed in Kansas as early as 1905.

4-H has certainly changed since its early days. While we are proud of our rich history, we've expanded to include members from more than just rural backgrounds. We've evolved to meet the needs of today's youth, and develop learning experiences for boys and girls of all ages.

4-H MEMBERSHIP AND PROGRAMS

4-H members must be at least 7 years old and not have had their 19th birthday by January 1 of the current year. Members live in towns, in the country and on farms, and is open to all youth regardless of race, color, national origin, sex, sexual orientation or disability. The 4-H year runs from October 1 thru September 30.

Available 4-H programs include:

- **4-H Community Clubs:** A group of youth with one or more leaders under the sponsorship of K-State Research and Extension. Most clubs hold monthly meetings with a planned program. Club activities can include demonstrations, project work, community service and social events.
- **4-H Cloverbuds:** A group of 5- and 6-year-olds who learn cooperatively. Some 4-H Cloverbuds may meet monthly to non-competitive activities that are developmentally and age appropriate.
- **SPIN Clubs:** A SPecial INterest Club is a group of youth with one or more leaders under the sponsorship of K-State Research and Extension. This is a short term group, meeting only 6-8 times, and they focus on one topic of interest.
- **School Enrichment:** A learning experience presented or coordinated by extension personnel with school officials as part of school classroom activities.



WHO HELPS IN 4-H?

At its roots, 4-H is a family program. Parents and family help members with project work and other activities. 4-H members are also helped by volunteer leaders. Each club needs one or more adult leaders. These leaders teach, organize the club, help officers, assist at meetings and orient new parents.

There are various kinds of leaders in 4-H:

- **Community Club Leaders:** Responsible for the general club organization.
- **Project Leader:** Helps members with their project work.
- **Junior Leaders:** 4-H teens who work with an adult leader to give leadership to activities, events and/or projects.
- **Parents:** Show interest and concern for their children by attending meetings, serving as leaders, helping in club activities and serving on committees.

All **screened** volunteers go through a screening process and attend an orientation training. This process ensures protection for both 4-H members and adult volunteers.

WHAT DO YOU DO IN 4-H?

In 4-H, youth learn by doing. Youth learn useful skills, teamwork and how to serve your community and country. Here are examples of activities:

Project work: Choose at least one project or area of interest per year.

Demonstrations: Learn to share what you have learned with others.

Recreation: Play games and make new friends.

Community service: Improve your community.

County contests: Choose to enter contests and compete against other members.

Exhibits: Show your best project work at the county fair.

Camps: Participate in a day camp, overnight camp, or camps on the K-State campus.

Exchanges: Learn about the life of other 4-H members from across the state and across the country.

State Events: Strengthen your leadership and citizenship skills while making friends from across the state.

CLUB MEETINGS

4-H members are given the opportunity to learn and practice decision making in group situations. Members are expected to attend their club's gatherings, and parents are encouraged to attend as well, as 4-H is a family affair.

There are generally two types of club gatherings. However, each club is unique and there are many ways a club might decide to structure their meetings.

- I. Club meetings: Members plan and carry out what they want to do as a group. A good club meeting has four parts with defined activities:
 - a. Opening: Call to order, Pledge of Allegiance and 4-H Pledge
 - b. Business: Roll call, secretary's report, treasurer's report, committee reports, old business, and new business
 - c. Education: Program, demonstrations and guest speakers
 - d. Fun: Recreation, songs, skits, refreshments and entertainment
2. Project Meetings: Members work together on their projects. Meetings can include guest speakers, field trips and activities.

WHAT DO CLUB OFFICERS DO?

4-H Club officers are elected by members. Each officer has a specific job.

President	Presides over the business meeting, keeping members involved and discussions organized.
Vice President	The vice president leads in the president's absence, introduces guests, and is the program chair.
Secretary	The secretary writes meeting notes, keeps attendance records, maintains the secretary's book and keeps track of all communications.
Treasurer	The treasurer takes care of the club money, pays bills, keeps an accurate account of the club's finances and reports at each club meeting and prepares the annual financial review.
Reporter	The reporter sends news stories to local newspapers and/or radio stations and plans social media platforms.
Recreation	The recreation leader leads games and other fun activities.
Song Leader	The song leader leads the group in singing.
Committee Chairs	Your club may have several committees, depending on the club size and focus. Committees may include: program, membership, recreation, community service, fundraising and social events.

PROJECT WORK

As a 4-H member, youth choose at least one project to complete. Choose a project that fits into your family, community and lifestyle. Projects provide the basis of the 4-H program by offering various education experiences. Carrying out a project helps members learn by doing, make sound decisions, and master a subject matter. There are more than 35 different projects options, and several levels, allowing a member to advance their skills.

4-H competitive events and fairs provide opportunities to have their project work judged against a set of standards. Exhibit evaluations are meant to be a positive and motivating part of the total 4-H experience. The exhibit is not an end in itself, nor does it illustrate all of the learning that has taken place during the 4-H year.



DANISH SYSTEM

The Danish system of judging is a method of evaluation in which a 4-H exhibit or process is evaluated against a set of standards and awarded on the degree to which the standard has been met. The standards of excellence are often printed on a judge's scorecard, and allows for the 4-H exhibit to be judged on one's own merit, and not in comparison with others in the class. The following ribbons apply:

WHITE: Fair, denotes much improvement needed. Fails to meet minimum standards.

RED: Good, some improvements needed. Meets minimum standards.

BLUE: Excellent, minor improvements needed. Exceeds minimum standards.

PURPLE: Superior, outstanding on all standards.

Remember that when you exhibit at the county fair, you are asking for the judge's opinion. The judge's opinion is just that: an opinion, and it can vary from judge to judge and day to day. It is an opportunity to explain what you have learned, and it is an opportunity to learn from an expert. Each project is a success, no matter what color the ribbon may be!

CAMPS

Many 4-H members attend camps to take part in educational and recreational experiences as they learn about nature and living with other people. Most importantly, 4-H'ers have fun at camp!

- **4-H Camps:** Youth may attend 4-H Camp at the Rock Springs 4-H Center, south of Junction City. Older teens are also given the chance to serve as counselors to the younger campers. Activities include hiking, fishing, campfires, flag ceremonies, swimming, crafts, recreation and more! Camping opportunities vary by local unit; contact your local Extension Agent to find out more.
- **Discovery Days:** For older teens, this leadership conference is a chance to experience college life on the Kansas State University campus, exploring career interests and strengthening your leadership and communication skills. Enjoy plenty of chances to meet teens from across the state while you live in the dorms, attend “classes,” and socialize at the dance and ice cream social.
- **General Camps:** There are many other camping opportunities available to 4-H members including horse, space, outdoor adventures, and day camps. Ask your community club leader or extension agent if interested in other camping opportunities.

RECORD KEEPING

You will be encouraged to keep a record and a story for each area of project work to help you keep track of what you are learning and helps develop your business sense. Completed records are signed by your parents and leader at the end of the 4-H year.

A good record will reflect accomplishments and therefore serve as the basis for awards, trips and other forms of recognition, as well as teaching a desirable habit for keeping track of financial and business matters. Members are encouraged to work on records throughout the year as they complete project work, often at project meetings. Records should include all 4-H activities throughout the year.

There are three different types of record forms:

- **Personal Page:** Contains space for a picture of the member, project list and the 4-H story. A new personal page is issued each year.
- **Permanent Record:** A summary of all projects, exhibits, offices held, events attended and other participation for the entire year. Only one permanent record is necessary for all the years as a 4-H member.
- **Project Award Applications:** are used for each project in which a 4-H'er is enrolled. The form provides space for setting goals, knowledge and skills learned, work accomplished, leadership, photos and other project information. New forms are issued each year for each project.

Record Book requirements may vary among local units. Please contact your local Extension Agent or club leader to learn more.

4-H members may submit completed Achievement Applications to the local K-State Research and Extension office for champion and other awards and recognition consideration. Award applications need to be submitted along with the record book. Members who complete their record books are invited to attend the 4-H Achievement event each year in the fall where presentations of various awards and achievements are made.



Other forms of recognition include:

Achievement Pins: Awarded to 4-H'ers who meet the pin and turn in a completed record book. **Ten** pins are awarded in a series. Applications are available online: <https://www.centrankansas.k-state.edu/4-h/awards-recognition/index.html>

Project Award Pins: Members must complete their 4-H record book and a Project Award Nomination Form to be eligible for a project award pin. Winners in various projects are eligible to compete at the area and state levels (some age restrictions apply).

Key Award: Recognizes 4-H members who have an exemplary record of accomplishments. Applicants must be at least 16 years old, completed four or more years and meet the other nine requirements.

The greatest and most lasting rewards a 4-H member can receive are:

- Satisfaction from a job well done.
- Pride in his or her accomplishments.
- Recognition from leaders, parents and other 4-H members.
- Knowledge and skill gained through the project.

WHY SHOULD A 4-H'ER SAY THANK YOU?

Members who receive recognition should view it as both a badge of honor and a symbol of the broad interests of their friends in the 4-H program. Say “thank you” to your 4-H friends, including trophy donors, livestock buyers, project and club leaders, parents, judges, etc. A personal letter is the most satisfying and lasting way to say “thanks.” Remember, it’s not **WHAT** you say, but **HOW** you say it that counts. Your note need not be long, but it should be sincere.

PARENTS, HOW CAN YOU BEST HELP YOUR 4-H'ER?

You may help boys and girls get more from their 4-H experience in several ways:

1. Counsel your 4-H'er in the selection of a suitable project by showing interest, but do not complete the work for them. Make sure the work they start is completed.
2. Encourage your child to attend meetings regularly and attend with him/her so you'll be able to help the child remember upcoming activities.
3. Offer your home occasionally for a club or project meeting.
4. Become a registered volunteer and share your knowledge, special skills and hobbies as a club leader or project leader.
5. Keep informed of local 4-H information.



AS EACH 4-H YEAR BEGINS, REMEMBER...

- 4-H youth are more important than the project exhibit itself.
- Learning how to do a project is more important than the project itself. To “learn by doing” through a useful project is fundamental in any sound educational program, and is characteristic of the 4-H program.
- There is more than one good way of doing most things.
- Our job is to teach 4-H members how to think, not what to think.
- Winning isn't always measured by the results of the ribbon or judging event, but by the character of the 4-H'er, parent and leader.

FOR MORE INFORMATION, PLEASE CONTACT:

FOR INFORMATION IN SPANISH, PLEASE CONTACT:

Aliah Mestrovich Seay
Extension Specialist, New Youth and Adult Audiences
4-H Youth Development
K-State Research and Extension
Telephone: 620-430-4774
E-mail: aliah@ksu.edu

**4-H EMPOWERS KIDS WITH THE SKILLS TO
LEAD FOR A LIFETIME.**

K-STATE
Research and Extension



Kansas State University Agricultural Experiment Station and Cooperative Extension Service.
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The Essential Elements of 4-H Youth Development

The National 4-H Curriculum Collection is designed to engage youth in learning opportunities that promote positive youth development. In 4-H, the critical components of a successful learning experience are a sense of Belonging, Independence, Mastery, and Generosity. Across each curriculum, the 4-H Essential Elements (Belonging, Independence, Mastery, and Generosity) are embedded through the learning experience. In each facilitator's guide, opportunities are provided to put the Essential Elements into practice. It is your role, as the facilitator, to foster growth of the Essential Elements through the learning experience.

Belonging

Youth need to know they are cared about by others and feel a sense of connection to others in the group. As the facilitator, it is important to provide youth the opportunity to feel physically and emotionally safe while actively participating in a group. Create a safe and inclusive environment and foster a positive relationship with youth learners. Use discussion questions that encourage youth to learn from each other, synthesize and use ideas collaboratively.

Independence

Youth need to know that they are able to influence people and events through decision-making and action. They learn to better understand themselves and become independent thinkers. Throughout each curriculum, youth are given opportunities to develop and reflect upon thoughts and responses to the challenges, explorations, and investigations. Youth begin to understand that they are able to act as change agents with confidence and competence as a result of their learning.

Mastery

In order to develop self-confidence youth need to feel and believe they are capable and they must experience success at solving problems and meeting challenges. Youth need a breadth and depth of topics that allow them to pursue their own interests. Introduce youth to expert knowledge and guide them toward their own sense of mastery and accomplishment.

Generosity

Youth need to feel their lives have meaning and purpose. Throughout each curriculum, youth are encouraged to broaden their perspectives, find relevance in the topic area and bring ideas back to their community.

Adapted from 4-H Essential Elements of 4-H Youth Development, Dr. Cathann Kress, 2004.



Targeting Life Skills In 4-Hⁱ

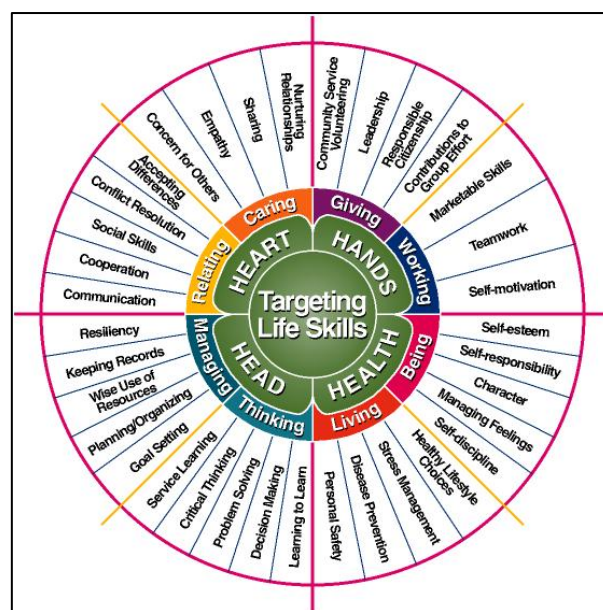
Marilyn N. Norman and Joy C. Jordanⁱⁱ

Life Skills

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

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

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



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

The 4-H Framework

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

ⁱ This document is 4-H S FS101.9, one of a series of the Florida 4-H Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. This material is based upon work supported by the Cooperative Research, Education, and Extension Service, US Department of Agriculture, and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747. This 4-H 101 Handbook was developed by the 4-H 101 Design Team chaired by Andrea Hutson, USDA/Army Youth Development Project, CSREES/Virginia Tech University. It was adapted for Florida by Marilyn N. Norman and Joy C. Jordan, State 4-H Program. Please visit the 4-H Website at <http://4h.ifas.ufl.edu>

ⁱⁱ Marilyn Norman, Associate Professor in Family Youth and Community Sciences, and State 4-H Program Leader, and Joy C. Jordan, Associate Professor in Family, Youth and Community Sciences, Institute of Food and Agricultural Sciences, University of Florida, Gainesville.

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

4-H Focus of Youth Competencies

HEAD: Knowledge, Reasoning and Creativity Competencies

Thinking: using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

HEART: Personal/Social Competencies

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

HAND: Vocational/Citizenship Competencies

Giving: providing, supplying, or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health/Physical Competencies

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.

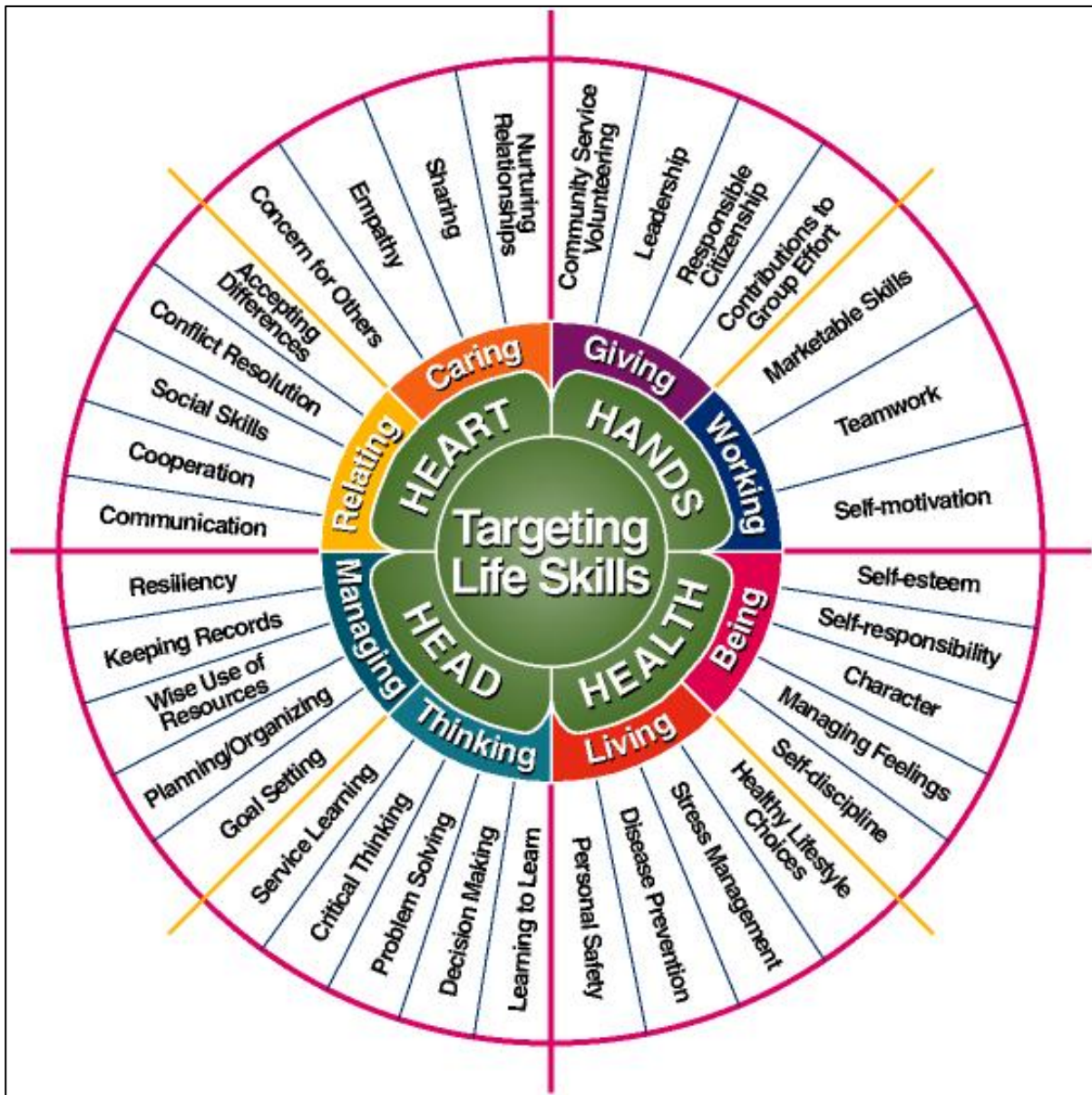
Life Skills Developed Through 4-H

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

<p>HEAD <i>Thinking</i> Learning to learn Decision-making Problem solving Critical thinking Service learning</p> <p><i>Managing</i> Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency</p>	<p>HEART <i>Relating</i> Communications Cooperation Social Skills Conflict Resolution Accepting Differences</p> <p><i>Caring</i> Concern for others Empathy Sharing Nurturing relationships</p>	<p>HANDS <i>Giving</i> Community Service-volunteering Leadership Responsible Contribution to group</p> <p><i>Working</i> Marketable/useful skills Teamwork Self-motivation</p>	<p>HEALTH <i>Living</i> Healthy life-style choices Stress Management Disease Prevention Personal Safety</p> <p><i>Being</i> Self Esteem Self responsibility Character Managing feelings Self Discipline</p>
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The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure as a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers, and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Targeting Life Skills Model for 4-H



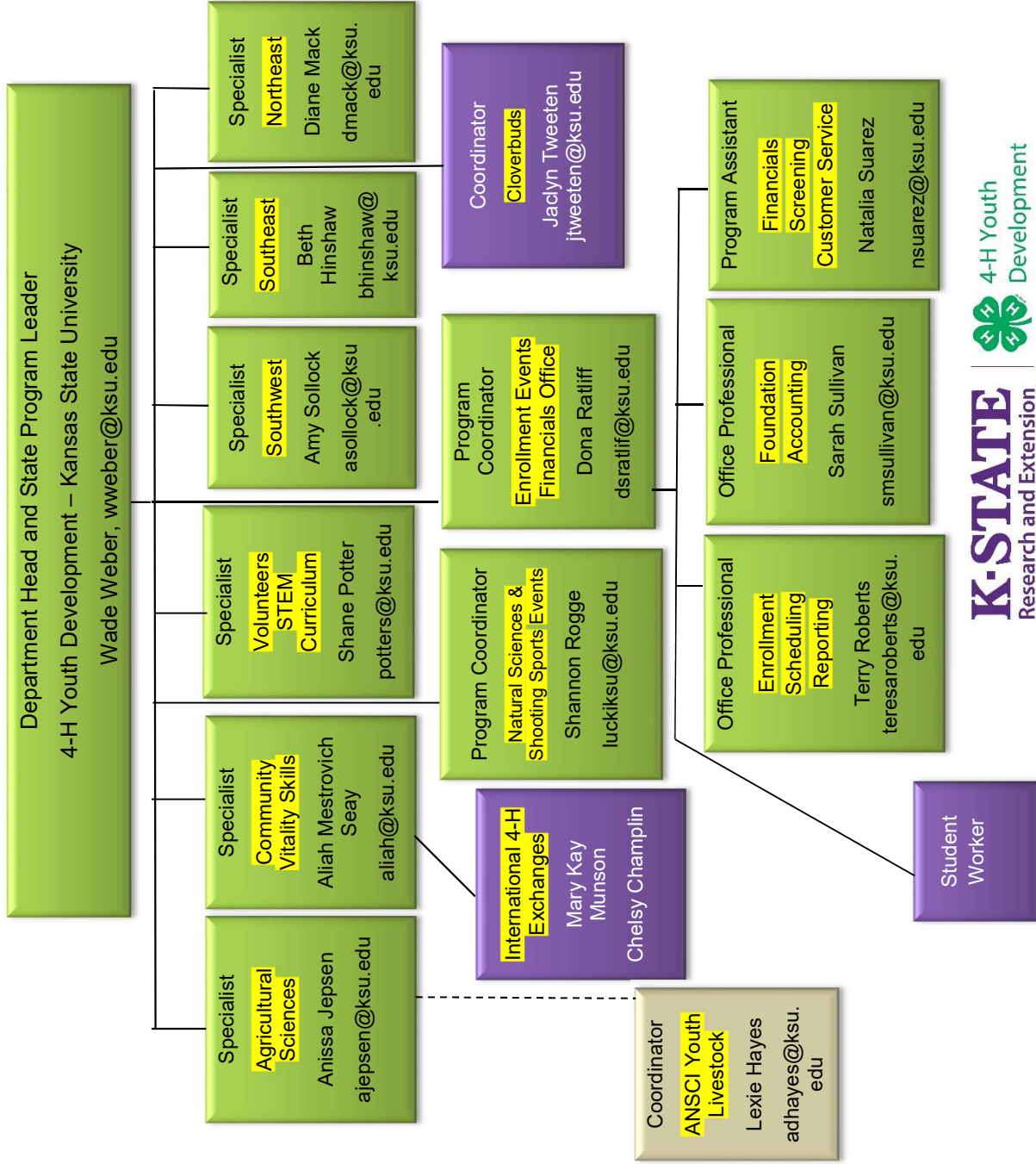
Hendricks, P. (1998) *“Developing Youth Curriculum Using the Targeting Life Skills Model”*
<http://www.extension.iastate.edu/4H/skls.eval.htm>

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Kansas State 4-H Youth Development Staff Organizational Chart



Purple boxes are part time positions.
Green boxes are full time positions.

Central Kansas District 4-H Lingo

(See also the 4-H Family Notebook and Upcoming 4-H Events for explanations of additional 4-H Terminology)

4-H Sunday – One Sunday set aside each year to call attention to and emphasize the spiritual H (heart) of 4-H. Each club decides how to observe 4-H Sunday. Some clubs attend church together, have a part in the church service, a 4-H family picnic, or other activity.

Ottawa County 4-H Foundation and Saline County 4-H Development Fund – Both Ottawa and Saline County have private groups which provide camp scholarships, college scholarships, and grants. Saline County’s primary fundraising drive is in October; Ottawa County’s Fund Drive is in March.

Area/Regional Awards Judging (Sr. KAPs only – 13 years and older) – Usually during January, committees of volunteers and Extension agents meet to select the top two applications in each award program (KAP—see Handbook) and those are sent on to state awards judging in March.

Club Constitution and Bylaws – An agreed upon, written document for each 4-H club. It spells out the name, purpose, membership expectations, offices, officer duties, and general rules for club operations. A suggested constitution and bylaws are provided through the Extension office.

Club Exchange Meeting – Clubs may invite another club from their district to join them in a meeting at their regular meeting location or meet for a social activity with another club or conduct a combined meeting.

Club Seal – These seals are available each year to clubs who have successfully completed the goals and activities they set for themselves and recorded in their Annual Club Summary which is submitted in late September to the 4-H agent. Seals are presented at the 4-H Celebration of Achievements in November and may be displayed on the club charter.

Club Tour – A club outing usually designed to let members observe what other members are doing in projects prior to or during the County Fair. Members may visit, as a group, the homes of other members to view the projects and culminate with a group celebration or members may bring projects to a meeting site and share projects there.

Community Service Committee – Clubs may choose to participate in a community service. The committee helps design ways of carrying out the plans made by the club and should include 4-H members and adult volunteers.

Conference Judging – This judging is designed to increase the value of 4-H exhibit judging experience for the 4-H members. The process involves an experienced and knowledgeable judge interviewing the 4-H member while evaluating the project exhibit. Parents may observe but are asked not to speak during conference judging, which is how fair exhibits are judged.

District Horse Show – District Horse Shows are a preliminary qualifier for the State Fair 4- Horse Show. 4-H’ers 9 years old and older, compete in performance classes to qualify for the State Fair Horse Show. The District Horse Show is held in Salina.

4-H Enrollment – 4-H enrollment takes place online and must be completed online for each 4-H member and cloverbud. In order to get the enrollment information, potential members should attend a club meeting in order to receive the details on the enrollment process.

Central Kansas District 4-H Lingo

Central Kansas District Extension Board – Elected in the November elections in odd years, these members (4 from each county in the District) have the responsibility to hire and supervise the Extension agents, to develop and oversee the Extension Council budget, and to set priorities for Extension programming.

Extension Office – The office housing the KSU Extension faculty who work in a county. The office is supplied with teaching materials and equipment to teach adults and youth. The Central Kansas Extension District has offices in Salina and Minneapolis.

Horse ID's – Horse ID's must be at Extension Office on or before May 1 annually in order to participate in the Fair Horse Shows or District Horse Shows.

Kansas 4-H Foundation – A non-profit organization which works to provide additional resources for the 4-H program. It sponsors scholarships, funding for programs, and other assistance on the state level.

Kansas Junior Livestock Show – 4-H'ers can enter beef, sheep, swine and meat goats in this competitive show and the sale is held in Wichita or Hutchinson, usually in September.

Kansas State University – This land grant college has the responsibility for taking university research and educational techniques to the people of the state. The 4-H program is the university's outreach to Kansas youth.

Kansas 4-H Leaders' Forum/Kansas 4-H Leadership Weekend – 4-H volunteers from across the state may attend this two-day event held in conjunction with the Youth Leadership Forum at Rock Springs in November. Numerous educational sessions are presented to help participants upgrade their skills, and informal sessions allow for the exchange of valuable ideas. Participants are responsible for their own expenses but may receive assistance from district funds and first time participants may be eligible for a state scholarship.

Officers – Members of a 4-H club who handle the steering, recording, and accounting of club meetings and activities. They are elected to their position by their peers, generally in September. Officers needed vary with numbers and ages of club members, but may include: President, Vice President, Secretary, Treasurer, Reporter, Historian, Recreation Leader, Song Leader, and Parliamentarian. Some clubs may also elect Jr. Officers.

Parents' Committee – A group of parents within the 4-H club who meet to recruit and provide training for Organizational Leaders, Project Leaders, and other volunteers needed to make the club run smoothly. In small clubs, the Parents' Committee may consist of all the parents in the club. In large clubs, a representative group of parents may be selected.

Parents' Night – A celebration honoring parents is traditional for some clubs. Often skits or spoofs are staged by or for parents. Sometimes parents and 4-H'ers exchange roles for a meeting. This activity is optional for clubs.

4-H Program Development Committee (PDC) – A body of 12 members, six from each county in our District, annual appointed by the Executive Board. They are responsible for establishing a priority of educational needs for the district's youth and working with Extension staff to design ways in which those needs can be met.

Central Kansas District 4-H Lingo

Public Fashion Revue – July or early August – A time for 4-H'ers who are enrolled in clothing to model garments for an audience. This event is held as part of the county fair. It is held during the Ottawa County Fair but prior to the Tri-Rivers Fair.

Rock Springs 4-H Center – The statewide camp and conference center located near Junction City, Kansas. This facility is funded by the Kansas 4-H Foundation and is available for a variety of recreational and educational activities to both Extension and non-Extension groups.

Scholarships – College: Kansas 4-H scholarships are available to current or past 4-H members who are seeking to further their education after high school. General criteria include: high academic standing, 4-H achievement and leadership, and for some—financial need. Most applications are due in January to the Extension Office. Information and applications are on the state website through a link at the district website. College scholarships (from local Foundations) are due March 1.

4-H Event Scholarships: District 4-H Council Scholarships may be available to current 4-H members who are planning to attend various 4-H camps, forums, conferences, etc. The amounts, availability, and deadlines may vary from year to year. More details are available in the newsletter or online at the district website prior to each event. The 4-H Council Scholarship form is available online at the district website under 4-H Youth Development (under 4-H 'er Forms and Documents) or may be obtained from the Extension Office or printed in the newsletter.

State Specialists – KSU faculty members based on the K-State campus who have responsibility for providing support material and interpreting research and current educational principles to county/district based faculty. There are specialists in all Extension departments.

Trips and Awards Committee – A committee of disinterested adults to select youth as recipients of various district-sponsored awards and trips. Every effort is made to see that the selection process is unbiased.

Volunteer Registration Orientation – This orientation is a component of the Volunteer Management System in 4-H, consisting of an online application, background check, check against the Kansas child abuse and neglect registry, screening and orientation. The 2-hour orientation sessions are held several times throughout the year, with the location (Salina or Minneapolis) based upon registration numbers. Youth need to be at least 13 years of age for it to count towards their Volunteer Registration Status.

Weigh-ins / Check-ins:

Steer – Market steers must be weighed and tagged in early spring in order to be shown at state shows.

Meat Goats & Sheep – Market meat goats and sheep must be weighed and tagged in late spring in order to be shown at state shows.

Swine – Swine must be tagged in late spring in order to be shown at state shows.

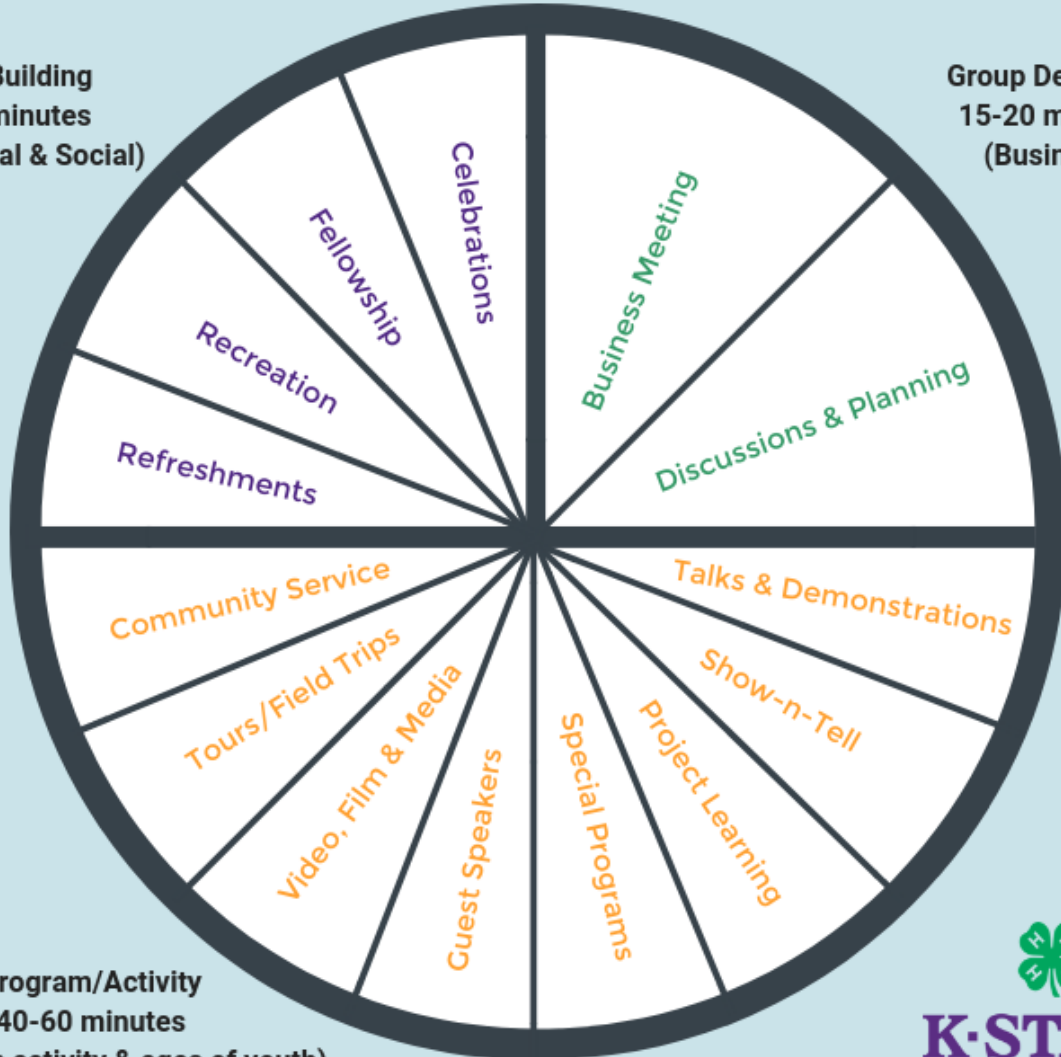
Watch the 4-H newsletter for details.



THE 4-H CLUB MEETING

Group Building
15-20 minutes
(Recreational & Social)

Group Decisions
15-20 minutes
(Business)



Program/Activity
40-60 minutes
(varies with activity & ages of youth)

