

## 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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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 quilt, 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 spectroscopes, 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.

*Brand names appearing in this publication are for product identification purposes only. No endorsement is intended, nor is criticism implied of similar products not mentioned.*

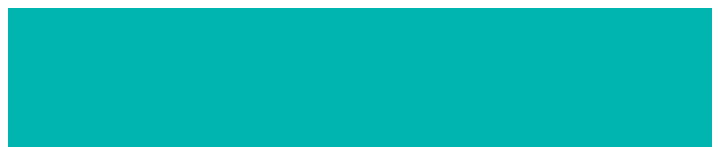
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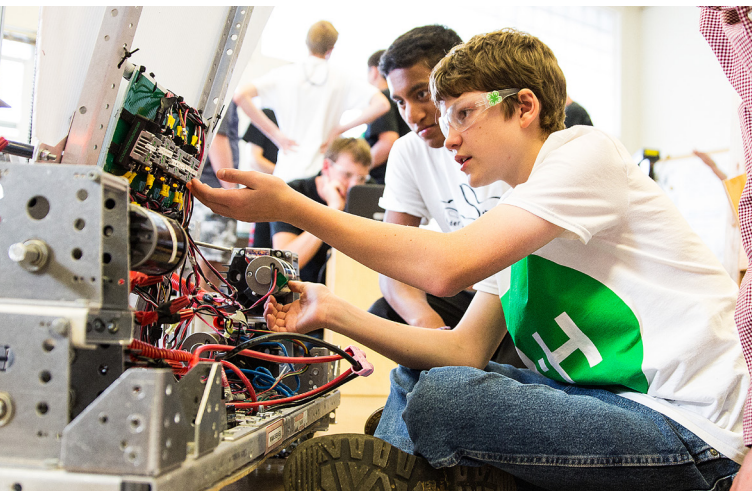
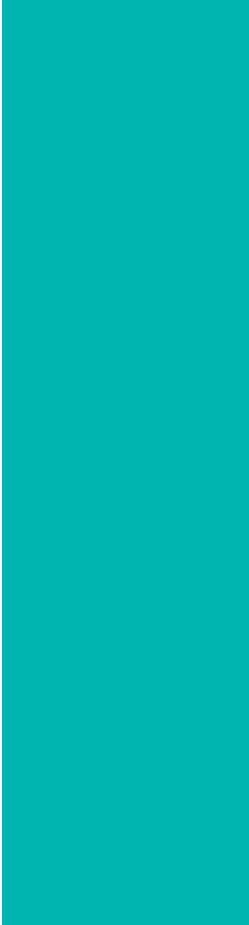
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# The Organization

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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.

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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.



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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."

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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					X		X		X		325-2219	
4 Cary Fisher	X	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	X	X	337-6890	Pres
7 Vickie Lutz	X	X	X	X			X	X		X	X	X	327-7430	Treas.
8 Jim Morris	X			X				X	X		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)

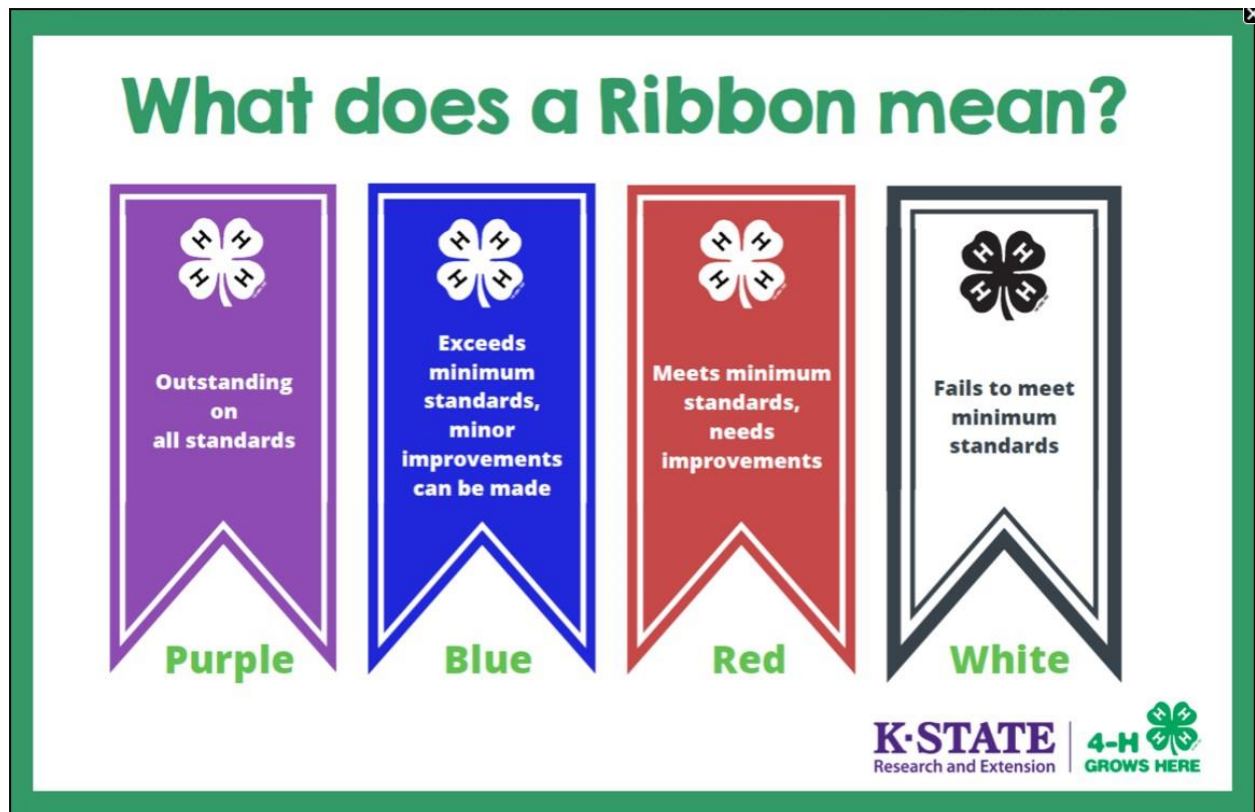
- \* All exhibits receive a ribbon.
- \* Exhibits are judged in comparison with an ideal standard, not to each other.
- \* Exhibits are placed in 4 ribbon groups - purple, blue, red, or white.

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.





# **4-H FAMILY**

# **NOTEBOOK**



## **What is 4-H?**

4-H is an educational out-of-school, volunteer-led, family oriented program for boys & girls, 7 to 19 years old. 4-H is for everyone, regardless of race, color, national origin, sex or handicap. 4-H is for rural and urban youth.

Kansas 4-H provides educational strategies and opportunities for youth and adults to work in partnership as they develop life skills to become healthy, self-directing, contributing members of society. A life skill is an ability that one can use in everyday life. There are five basic life skills the Kansas 4-H program focuses on:

1. A positive self-concept.
2. Sound decision making, along with the ability to apply those decisions.
3. An inquiring mind.
4. Healthy interpersonal relationships.
5. Concern for the community.

## **4-H Motto**

*“To Make The Best Better”*

## **4-H Pledge**

*I pledge my head to clearer thinking,  
My heart to greater loyalty,  
My hands to larger service,  
And my health to better living,  
For my club, my community, my county, and my world.*

## **4-H Membership & Ages**

4-H membership is open to all boys and girls who are 7 years old before January 1 of the current 4-H year, and have not passed their 19<sup>th</sup> birthday before January 1 of the current 4-H year.

Kansas 4-H attracts both rural and urban youth. Interested youth may join by completing the online enrollment (information can be obtained from 4-H club leaders). New members may join 4-H anytime during the year, but they may be limited on their participation due to established deadlines.

Beginning in 2017, Kansas 4-H Youth Development will be asking families to invest in the present and future of the program. With a \$15 annual program-enrollment fee, each child will have access to a wide array of development opportunities at the local, regional, and state level. These structured, hands-on, relevant educational programs will continue the tradition and history of Kansas 4-H in building skills, confidence, and experiences that 4-H youth will carry with them for the rest of their lives.

## **4-H Age & 4-H Year**

Some 4-H events require age limits. 4-H age is determined as the child's age prior to January 1 of the current year. The 4-H year begins October 1 and ends September 30 of the following year. Members must re-enroll each year by December 1 with their club to remain on the district mailing list. Re-enrollment consists of updating your personal information and selecting projects for the year.

## **4-H Enrollment Deadlines**

Youth may join 4-H at any time during the 4-H year (October 1 through September 30), however, participating in some parts of the 4-H program may require enrollment or ownership deadlines. These deadlines are to ensure that exhibits or presentations reflect knowledge and skills gained in the 4-H project experience.

Any 4-H member wishing to participate in the 4-H Club Day contest must be enrolled by December 1. In order to exhibit at the county fair, the enrollment deadline for returning 4-H members is December 1, and for new 4-H members, the deadline is May 1. All 4-H members have the opportunity to add and drop projects. This deadline is May 1. This will allow for mastery in the project(s) for which the 4-H member has enrolled.

## **4-H Newsletter & Website**

The 4-H Newsletter is published monthly and distributed by the Central Kansas District 4-H Extension Offices. Each enrolled 4-H family in the district will receive a copy monthly. The Flash is also available on the District website.

The website for the Central Kansas District is <http://www.centralkansas.ksu.edu> and the website for the Central Kansas District 4-H program is <http://www.centralkansas.ksu.edu/4-H>.

## **Selecting a 4-H Project**

A 4-H project is a learning experience for the 4-H member. Each 4-H member should select at least one project each year and complete the records for the project. In choosing a project, the 4-H'er will consult with his/her parents and 4-H leaders. The 4-H'er should base the project selection on:

1. His/her own interests, needs, and capabilities.
2. His/her family situation.
3. Suitability of the area in which he/she lives.

Once chosen, the member will attend project meetings (if available). These meetings will be conducted by project leaders at the club or district level who will schedule meetings and notify members of these meetings by club announcements or in the district monthly 4-H newsletter. Each member is encouraged to exhibit a completed project from his/her 4-H project at the fair.

Projects may be added or dropped until May 1 of the 4-H year and this information should be submitted through 4HOnline (the online enrollment program).

Early in a member's 4-H career, he/she should consider developing a project plan. This means selecting projects which compliment each other, giving the 4-H'er a deeper understanding of his/her basic project area. The first two years of membership should be used for exploring the youth's interests.

## 4-H Records

4-H records are an educational tool for enhancing the 4-H members' learning. When the 4-H'er joins, he/she will receive a green 4-H record book cover in the new member packet from the organizational leader. The basic records are available on-line at the District website: <http://www.centrankansas.ksu.edu/4-h> under the Awards & Recognition page:

### Record Keeping Materials

#### *Permanent Record*

#### *4-H Personal Page*

The Personal Page is where the 4-H member writes basic information about himself/herself for the current year. The Permanent Records are where the 4-H member summarizes the year's activities and events, both 4-H and non-4-H. Each project has an individual record sheet (Central Kansas District 4-H Project Record) and is available on-line.

Filling out records regularly during the year helps ease the pressure when books are due at the end of the 4-H year (in September). Parents are advised to oversee the member's work but it is best if the book is completed by the member.

Kansas Award Portfolio (KAP) is another form of project records when the 4-H'er wants to apply for Area Champion in an individual project or may be completed instead of the project records and submitted to the Organizational Leader. These forms are also available on-line at the district website. The KAPs for District Champion are due in September.

4-H Records need not be typed by younger members; however, if the 4-H'er is 13 or older it is highly recommended that the records be typed or computer generated.

## Who's Who in 4-H

**4-H member:** A boy or girl participating in an Extension-designed or supported youth program is considered a 4-H member and is encouraged to participate in any other Extension-designed or supported youth program. Club members are ages 7-18 (4-H age).

**Parents:** Parents are very important to the success a child will have in the 4-H program. Parents are encouraged to attend monthly meetings with their child. All club and districtwide events are open and parents are encouraged to attend.

**Organizational Club Leader:** A volunteer who is responsible for the organization of the club; helps with club goal-setting and program planning; promotes participation in club and outside the community programs, and assists club officers.

**Project Leader:** A volunteer who helps teach 4-H projects to 4-H'ers. This person is often a 4-H parent who agrees to provide leadership within a project. This may also be a Teen Leader or a person from the community who has knowledge in a particular subject matter area. Specific responsibilities include: help select project, teach or provide teaching over a named period, and encourage participation in outside-the-community experiences.

**Central Kansas District:** An Extension District which consists of Saline and Ottawa Counties.

**Extension Agents:** Professionals responsible for conducting educational programs for Ottawa/Salina County residents. Central Kansas Extension District (CKD) and Kansas State University employ the Extension Agents. CKD has 7 agents—three agriculture agents, two family & consumer science agents, a horticulture agent, and a 4-H agent. The Salina Extension Office is located in the Science Center on the Kansas State University Polytechnic Campus, 2218 Scanlan Ave, Salina. The phone number is 785-309-5850. The Minneapolis Extension Office is located in the basement of the courthouse in Minneapolis. The phone number is 785-392-2147.

**District 4-H Council:** A group which consists of up to four 4-H member representatives and two adults from each 4-H club in the District. They meet six times a year. The group plans 4-H activities and events for the District and develops the annual 4-H Council budget.

## **Committees**

- There are opportunities for 4-H members and parents to serve on 4-H committees at the club and District level. Committees plan and supervise events and activities, helping members develop a sense of teamwork. Parents and adult supervisors may also serve to help committees be successful.
- Members may volunteer to serve on a committee or they may be appointed.
- All members should serve on at least one committee each year.
- Clubs may have standing committees, which are appointed each year and serve throughout the entire year, such as hospitality, fundraising, membership, and program committees.
- Special committees appointed during the year may plan a club tour, fair booth, or achievement program.

## **4-H EVENTS**

There are numerous 4-H events throughout the year for members of all ages. A few are outlined here. More are outlined monthly in the 4-H Newsletter. All of the events listed here are designed for participation by even the youngest 4-H members.

**Club Meetings:** Traditional monthly meetings with all members, leaders, and parents present for the individual 4-H club.

**Project Groups:** Another form of group within the District based upon one single project subject matter; including Hoofbeats (horse) and K-9 Capers (dog).

**Project Meetings:** Meetings of a small interest group, conducted by a leader, usually separate from the monthly club meeting. These meetings may be club level or districtwide.

**National 4-H Week:** The first full week in October each year is set aside to recognize and promote 4-H. Clubs may have window displays, booths or special promotion of 4-H in the community.

**4-H Celebration of Achievements:** The 4-H Celebration of Achievements is a time to recognize 4-H members for all of their achievements throughout the year. Membership Achievement Pins, Club Seals, Project Medals, and other special awards are given out at this event. A dessert bar is held during this event, which is sponsored by the Salina Downtown Lions Club. This event, typically in November, is held in Minneapolis on even years and in Salina on odd years. Everyone involved in 4-H is encouraged to attend.

**Gavel Games & Model Meetings:** These are parliamentary procedure exercises to teach members about proper parliamentary procedures in a fun format. These exercises are divided by age groups and are judged. The event is usually held in January.

**4-H Club Day:** 4-H Council event, held in February or March, that provides 4-H members the opportunity of developing public appearance skills. Youth are encouraged to give project talks, demonstrations, or sharing talks. If a public presentation is presented, youth may also participate in instrumental or vocal solos or a dance performance. The presentation is evaluated by a judge and presented a purple, blue, red, or white ribbon. Members giving sharing talks will receive an evaluation and a participation ribbon.

**Judging Schools and Contests:** Learning events where 4-H'ers evaluate stated problems and rate the best solutions which are given. The contests & schools are divided by age of the members. Topics covered may include General 4-H Information, Family & Consumer Science, Livestock, Photography, Dairy, Horse, Meat Utilization, and Horticulture. Judging contests and schools may be held together to enable greater participation and teach younger members the proper judging techniques.

**Rookie Camp at Rock Springs 4-H Center:** A 2-day, 1 night experience for 4-H'ers in 1<sup>st</sup> or 2<sup>nd</sup> grade. It is held at Rock Springs 4-H Center near Junction City. The camp is organized by the camp association which includes Butler, Leavenworth, Marion, McPherson, Rice, Sedgwick, and Shawnee counties and the Central Kansas District. Teen 4-H members serve as camp counselors.

**4-H Camp at Rock Springs 4-H Center:** A 4-day, 3-night experience for 4-H'ers in 3<sup>rd</sup> to 7<sup>th</sup> grades, held at Rock Springs 4-H Center near Junction City. Teen 4-H members serve as camp counselors. The same Extension Units are involved as with Rookie Camp.

**Ottawa County Fair and Tri-Rivers Fair:** The annual events where 4-H'ers exhibit an end product of their current 4-H projects for evaluation. Judging is done by conference evaluation method where the 4-H'er visits with the judge. The Ottawa County Fair is held in mid to late July, and the Tri-Rivers Fair is held in early August. Exhibits are awarded purple, blue, red, or white ribbons, based upon the judge's decision. Purple winners are eligible for State Fair if their 4-H age is 9 or older and they meet the special requirements for eligibility in that division.



## OTHER CLUB LEVEL VOLUNTEER POSITIONS

There are several other positions available at the club level. Your club may or may not have anyone in these positions so you may want to check with your club's Organizational Leader(s). These positions are ways for the Organizational Leaders to share the load and may offer you additional resources for answers to your questions.

- **New Family Coordinator:** Welcomes visitors, explains 4-H to new and visiting families, and distributes 4-H information.
- **Project Leader Coordinator:** Organizes project leaders, explains & trains new project leaders, collates needed 4-H materials for members, and distributes materials to members.
- **Record & Awards Trainer:** Keeps members informed of Achievement Awards and requirements to receive the awards, trains members in the fundamentals of completing 4-H records & Kansas Award Profiles.
- **Demonstration Trainer:** Trains members & adults concerning the fundamentals of presenting demonstrations & talks, coordinates 4-H Club Day entries and provides guidance for youth.

### Awards

The object of awards in 4-H is to recognize 4-H'ers for their accomplishments and to help them learn the process of goal setting and evaluation. The awards process is **optional** for each member. Some of the awards are outlined here:

**Record Book Seal:** Annual award given to those members completing a record book and a 4-H checklist. Seals are white, red, blue or purple and reflect the member's 4-H involvement applicable to their age.

**Member Achievement Pins:** There are 10 Member Achievement Pins available for 4-H members with different requirements for each pin. The basis for selection is increasing involvement in the 4-H program. The application forms are available at the District website and members are encouraged to access this information early in the 4-H year to assist them in setting goals necessary to merit the next available pin. Members are allowed to receive only one pin each year.

**District Champion:** Award presented to the members who completed a Kansas Award Portfolio (KAP) for individual projects and are judged to be the top in that project based on comparison and ranking of the portfolio against that of their peers. These awards are presented at the 4-H Celebration of Achievements Program in November.

**Ribbons:** 4-H uses the Danish system of ribbon awards. In this system, the ribbon placings are defined as follows:

- 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 be visible signs of needed improvements
- White – Fails to meet minimum standards



## **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-H<sup>i</sup>

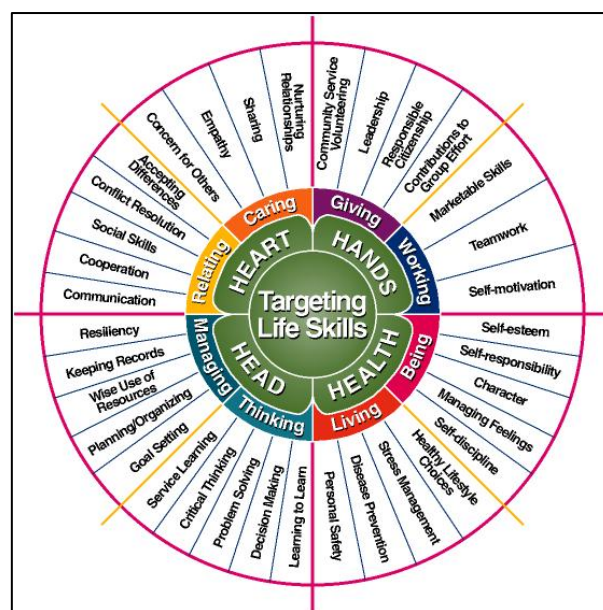
Marilyn N. Norman and Joy C. Jordan<sup>ii</sup>

### 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.

<sup>i</sup> 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>

<sup>ii</sup> 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.

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#### Life Skills Developed Through 4-H

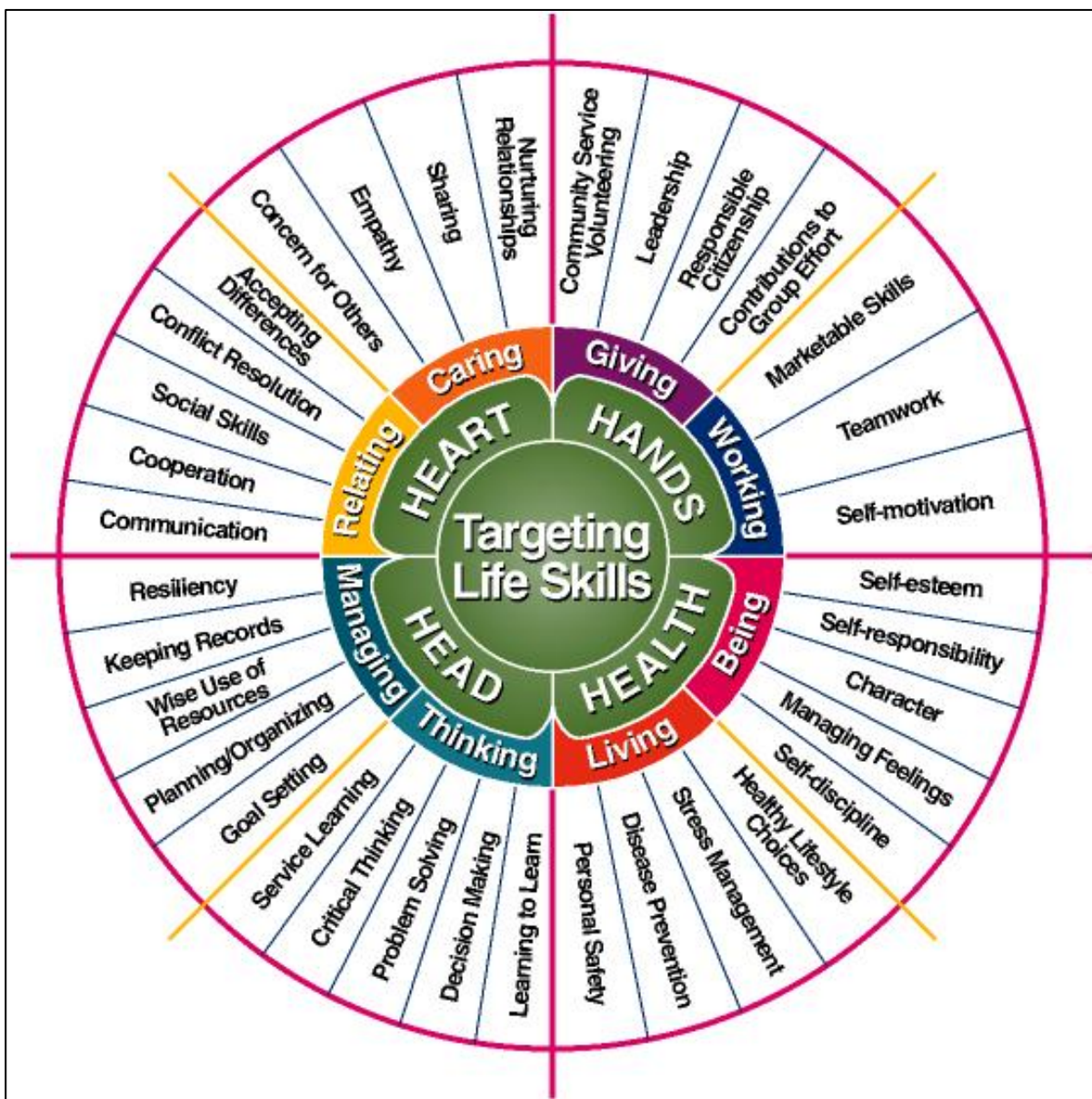
The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

<p><b>HEAD</b> <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><b>HEART</b> <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><b>HANDS</b> <i>Giving</i> Community Service-volunteering Leadership Responsible Contribution to group</p> <p><i>Working</i> Marketable/useful skills Teamwork Self-motivation</p>	<p><b>HEALTH</b> <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

