

COUNTY EXTENSION AGENT'S GUIDE

to managing 4-H and FCH Projects



The Texas 4-H Youth Development Program exposes 4-H members to the academic discipline of Family and Consumer Health through Family and Community Health 4-H projects. These project areas help 4-H members to gain valuable knowledge and skills that they can apply to daily life. These projects also teach leadership, citizenship, and career investigation skills.



FOREWORD

The 4-H FCH 101 Initiative has developed resources and training to support new county Extension agents responsible for delivery of programs, events, and activities related to Family and Community Health projects. This guide aims to help agents understand and manage the 4-H Family and Community Health projects.

The 4-H FCH 101 Initiative:

- Provides a systematic plan for orienting new county Extension agents to their role in leading and overseeing the county 4-H Family and Community Health program.
- Provides a training curriculum and resources to help new agents understand their roles and responsibilities in managing a county 4-H Family and Community Health program.
- Emphasizes the importance of volunteers in the 4-H program, and of the agents' relationships with these volunteers.
- Provides reference materials about rules, guidelines, and critical deadlines for 4-H Family and Community Health projects.

All 4-H FCH 101 materials and additional 4-H resources are available on the
Texas 4-H website at:
<https://texas4-H.tamu.edu/management>

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INTRODUCTION TO 4-H & FAMILY AND COMMUNITY HEALTH PROJECTS

The field of Family and Community Health (FCH) deals with the relationships among individuals, families, communities, and the environment in which they live. FCH is an interdisciplinary field with a focus on relationships and the integration of knowledge.

4-H FCH projects expose young people to academic disciplines through projects on topics such as Food and Nutrition, Fashion and Interior Design, Consumer Education, and Health and Personal Safety.

The field of Family and Community Health (FCH) deals with the relationships among individuals, families, communities, and the environment in which they live.

FCH is an interdisciplinary field with a focus on relationships and the integration of knowledge gleaned from the physical sciences, social sciences, the arts, and philosophy. The field represents many disciplines, including health, apparel design, consumer science, family economics, human development, interior design, nutrition, parenting, resource management, and textiles.

4-H FCH projects expose young people to academic disciplines through projects on topics such as Food and Nutrition, Fashion and Interior Design, Consumer Education, and Health and Personal Safety.

Goals

- Strengthen the well-being of individuals and families across the life span
- Become responsible citizens and leaders in family, community, and work settings
- Promote optimal nutrition and wellness across the life span
- Manage resources to meet the material needs of individuals and families
- Balance personal, family, and work life
- Use critical and creative-thinking skills to address problems in diverse families, communities, and work environments
- Exemplify successful life management, employment, and career development
- Function effectively as providers and consumers of goods and services
- Appreciate human-worth and accept responsibility for one's actions and success in family and work life

What is a 4-H project?

A 4-H project is a series of educational experiences led by a trained adult or teen volunteer. Projects are tools that 4-H uses to help club members gain subject matter knowledge and develop life skills.

In these projects, members learn by doing. Projects help participants develop key life skills — such as setting goals, evaluating products and experiences, keeping records, and learning about character.

4-H FCH projects fall into two broad categories: 1) club, county, and state-supported projects, and 2) self-directed projects.

Club, county, and state projects are supported by educational curricula from the Texas A&M AgriLife Extension Service and may include state-sponsored project experiences.

Self-directed projects are selected and carried out by the 4-H members themselves. They conduct their own research and share what they have learned through presentations, speeches, workshops, field trips, recordbooks, etc.

A 4-H project consists of four types of activities:

- **Hands-on:** Making, producing, selling, practicing, observing, testing, interviewing
- **Organized:** Demonstrations, speeches, workshops, camps, county judging contests, project activities, exhibits
- **Leadership/citizenship:** Conducting, planning, teaching, helping, informing, organizing
- **Community service:** Volunteering, serving, helping, collecting, reflecting, donating

Who can be a 4-H member?

An applicant becomes a 4-H member after completing an individual paper enrollment form, submitting an individual online registration via 4-H CONNECT, or being included in a group enrollment form.

Young people are eligible to participate in the current 4-H year, which runs from September through August, if:

- They are at least 8 years old and in the third grade
- And they have not reached their 18th birthday on or before August 31 of the current 4-H year
- The age divisions within the 4-H program make it possible to offer activities and experiences that are age and developmentally appropriate. [More information on child growth and development is included on page 84.](#)

- **Clover Kids:** Kindergarten through second grade. Children in this age division participate in project-related learning experiences and have forms of recognition that are age appropriate. Clover Kids are not eligible for recognition programs and competitive events.
- **Juniors:** Grades 3, 4 and 5
- **Intermediates:** Grades 6, 7, and 8
- **Seniors:** Grades 9, 10, 11, and 12

Selecting a 4-H project

When guiding a 4-H member to select a project, start by asking questions such as:

- What do you like to do most?
- Do you have or can you get the necessary equipment and space?
- Do you have a way to finance your project ideas?
- Are your parents interested? Does your project fit into their plans?
- Do you have time for this project?
- Is the project suited to your age and ability?
- Are leaders available to help with your work?
- Does the project fit into your community?

Project goals

Once a project has been selected, the 4-H member should set a goal (decide what to do and learn) for the project. Project goals are individual, even though several members may be working on the same project. All members should discuss their ideas with project leaders and/or parent(s). Everyone should understand that it is okay to change or add goals during the year.

This table can help members understand the goal-setting process. Good goals are measurable and have three parts: action, result, and timetable.

Action: How will you do something?	Result: What will you do?	Timetable: When will you do it?
I will learn how to	Make nutritious snacks	Before school starts
I will give	A speech	Before May 1st
I will train	My dog	Before hunting season

Project goals should include:

- **Knowledge goals:** What you want to learn
- **Skill goals:** What you want to raise, make, and/or do
- **Leadership goals:** What you want to do and to teach others
- **Community service goals:** What you want to do for others

After writing a goal, a 4-H member should develop an action plan that outlines the steps needed to accomplish the goal. Examples include practicing, learning a special skill, and researching a topic. This may require “thinking backward,” starting from what the member wants to accomplish to determine the steps for how it will get done.

Why keep project records?

Record keeping is a vital life skill taught through 4-H. It helps 4-H members develop goals and then see if they met those goals at the end of the project. Records also document a member’s history with 4-H, such as leadership, community service projects, workshops attended, and people taught.

Introduce record keeping in a fun, creative manner. Encourage the members to develop systems that work best for them — they could keep records with a wall calendar, a notebook, or a computer. The important thing is that they record their experiences.

4-H programs use recognition to motivate self-improvement and to provide a feeling of accomplishment in members, volunteers, parents, and supporting adults. To be meaningful, recognition should be in proportion to the quality of the work and should result from sincere effort by a 4-H member and/or volunteer.

Recognizing 4-H members

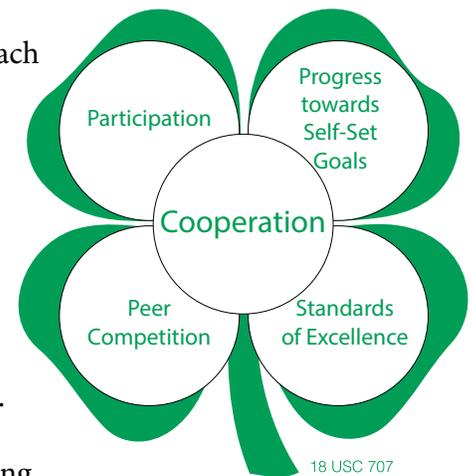
When recognizing 4-H members for achievement, focus not on earning awards but on developing during project work, participating in 4-H club activities, helping other members, and sharing their experiences.

Consider the differences in age-group interests and abilities when deciding the type of recognition to provide:

- **Five (or kindergarten) to 8-year-olds** need special recognition that does not involve peer competition.
- **Nine to 12-year-olds** are strongly motivated by a 4-H pin or ribbon as an award and a pat on the back from a leader or parent/supporting adult for recognition.
- **Twelve to 14-year-olds** are influenced by such awards as money, county medals, and ranks in organizations; they also seek recognition through added responsibility as a junior leader or club officer and admiration by their peers.
- **Fourteen to 19-year-olds** are motivated by trips, scholarships, and recognition given by important people in the community and awarded in a public place, and/or by more adult responsibility being given to them.

National recognition model

The National 4-H Model for recognition promotes a balanced approach to celebrating the progress of groups, youths, adults, families, and parents. Agents using this model recognize improvement equally in five areas: cooperation, participation, peer competition progress toward self-set goals, and standards of excellence. Cooperation overlaps the other four areas.



Recognizing participation in educational experiences

Develop simple criteria for all youth who participated in a 4-H educational experience. The recognition should be part of the learning experience, can be earned several times and is appropriate for each age level. Because this form of recognition is best received immediately following the participation in a learning activity, it should be given at the very basic learning levels of 4-H, specifically the 4-H club/special group meeting or the project group meeting.

Some examples of this type of participation recognition include:

- Participation in a 4-H project group
- Participation in a special 4-H project workshop, tour, field trip, or camps
- Attending a certain number of 4-H club meetings
- Participating in the 4-H club meeting program (pledge, committee report, introducing a guest, etc.)
- Participation in the 4-H club's community service project
- Representing the club at county/district/state 4-H activities

Examples of awards you might use include t-shirts, caps, movie passes, food coupons, gift certificates, membership/participant cards, certificates, participation ribbons or any other creative items.

Recognizing progress toward self-set goals

This type of recognition is one step higher than participation in an educational event because the participation in the educational experience also involves the 4-H member setting goals. Goal-setting should be done with the family and/or in a small group (project) situation. Each 4-H member should have his or her own personal goals. Evaluation of 4-H members' progress toward their goals should involve an adult. Once again, this type of recognition should be given at the 4-H club/special group and 4-H project group level.

Some examples of awards you might use include positive comments to youth, parents or other 4-H members, media coverage, 4-H ribbons, pins, certificates, stickers or other creative ideas.

Recognizing achievement of standards of excellence

The next type of 4-H recognition is comparing a 4-H member's knowledge, skills, abilities and/or accomplishments to an established set of standards. We use standards of excellence in 4-H, but not as much as competition. Your goal as a recognition task force is to make sure that 4-H opportunities are made available to 4-H members that compare their work with set standards. Remember that awards are given only on established standards.

Some examples of Standards of Excellence recognition include:

- Hosting a project/club/county educational presentation activity or other contest in which awards are given based on a blue (100-90), red (89-80) or white (79 and below) scores
- Photography contest with awards based on a blue (100-90), red (89-80) or white (79 and below) score
- Project achievement levels based on completion of preset criteria such as one level of award for participating in 10 learning experiences, a second level of award for participating in seven learning experiences and a third level of award for participating in five learning experiences
- A project show in which 4-H members demonstrate their knowledge in a project, a skill or skills they have learned in their project work, or an exhibit of the results of their project work

Some examples of awards you might use include ribbons, certificates, project equipment or supplies, plaques, project pins or other items.

Recognizing results from peer competition

Recognition for competition among peers is prevalent in 4-H and is an American tradition. In this type of recognition, it is vital that competition rules must be clearly defined and fully enforced. Because this type of recognition is a high risk to individuals (self-image), those involved need to understand that 4-H is a youth development organization and that highly coveted extrinsic awards sometimes become the ends, not the means, for a successful learning experience. In competition among peers, a winner or champion is named.

Some examples of peer competition include:

- County, District or State events such as Food Show, Fashion Show, Stock Shows, Share-The-Fun, Educational Presentations, Judging Contests, Quiz Bowls
- National competitive events
- Recordbooks
- Scholarships

Some examples of awards you might use include medals, trophies, plaques, monetary awards, buckles or other things that you can identify to reward success.

Recognizing cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Some principles to use in cooperation include:

- All young people need to be fully involved in the entire process
- There need to be mutually agreed upon goals
- Attention needs to be given to the way the group works, as well as to the project
- The ultimate goal is not extrinsic recognition, but the satisfaction of being part of a team effort
- All members are recognized

Recognizing parents, supporting adults, and volunteer leaders

To be appreciated and to feel important and needed is a prime motivator in all of us. Encouragement and recognition are essential to maintain active involvement in all volunteer groups. A county recognition plan should also include adult recognition methods.

Individuals differ in the type of recognition they prefer. Some examples of volunteer recognition include:

- Personal letters
- Publicity through media outlets, to their employer or other venues
- Gift Certificates/coupons
- Plaques
- Certificates
- Promotion or new title
- Special learning opportunities

Just like kids, volunteers need to be told that they are doing a good job!

Informal recognition

Sometimes the most meaningful recognition that can be given in 4-H clubs is not pins, medals, ribbons, plaques, etc. Try some of the following recognition methods and watch members, parents and other leaders develop self-confidence and the desire to do more and better work.

- Introduce new members and guests at club meetings and activities
- When a member or leader is sick, send a card. When they come back to the club, be sure to say, "We're all glad you're back!"
- Ask a young member to lead the pledge
- Take pictures of the club and give to appropriate members, leaders and parents
- Simply say "Thank you"
- Give a junior leader a specific responsibility
- Notice small improvements and compliment members
- Give appreciation to leaders for specific efforts
- Pay partial or all expenses for trips won or for chaperons

PROJECT GOAL-SETTING WORKSHEET

My name:

My goal is:

My target date is:

To reach my goal, I will do these three things:

- 1.
- 2.
- 3.

I will know I have reached my goal because:

Two things that will help me stick to my goal are:

- 1.
- 2.

County Extension agents need to understand all 4-H FCH projects and the opportunities and competitive events associated with them, including:

- Project Timeline
- Overview of the Food and Nutrition Project
 - Food Show Essentials
 - Food Show Contest Planning Guide
 - Food Challenge Essentials
 - Food Challenge Contest Planning Guide
 - Quiz Bowl Essentials
 - Quiz Bowl Planning Guide
- Overview of the Fashion and Interior Design Project
 - Fashion Show Essentials
 - Fashion Storyboard Essentials
 - Fashion Show and Fashion Storyboard Contest Planning Guide
 - Duds to Dazzle Essentials
 - Duds to Dazzle Planning Guide
- Overview of the Consumer Education Project
 - Consumer Decision-Making Essentials
 - Consumer Decision-Making Contest Planning Guide
- Overview of the Health & Personal Safety Project
 - Healthy Lifestyles Invitational Essentials
- Educational Presentation Essentials
- Roundup Educational Presentations Planning Guide
- Recordbook Essentials
- Recordbook Judging Planning Guide
- Contest Resources
 - Contest Integrity Checklist
 - Contest Information Checklists
 - Suggestions for Making Comments on Judging Scorecards
 - Tips for Improving Contest Record Forms and Interviews

All current FCH project information and guidelines are available at:
<http://texas4-h.tamu.edu>.

For more resources, visit: <http://fch.tamu.edu> and the FCS agent-only website.
Username: county name
Password: county office zip

Links to third-party websites in this guide and on the FCH website are for the user's convenience only; 4-H FCH 101 does not control and is not responsible for the content or availability of third-party websites.

4-H Project Timeline

This project timeline can help you work with a task force to develop a project calendar. A calendar will help you build in time to promote project activities and for the 4-H members to plan their project experiences. All project calendars can be combined into one county-wide 4-H calendar of activities, contests, and deadlines (be sure to tell your co-workers that you are developing a calendar).

4-H Project Timeline		
Date	Event	Comments
6 months before district contest	Identify task force members	Include adults (project leaders) and 4-H members who have been successful in the project
5 months before	Plan the task force meeting	Send out the announcement
	Hold a task force meeting/project leader training	Be excited. Plan and prepare for the project year (workshops/tours/guest speakers) Plan multi-county workshops Have resources available Plan community service activities Set at least five sequential learning activities (at least 30 minutes each) Plan some activities that correlate to the score sheet (you may need to use last year's score sheet/paperwork)
	Advertise the project	Possible outlets include the 4-H newsletter, 4-H meeting reports, emails from 4-H connect, and social media Talk it Up!
4 months before	Hold the first project meeting	Conduct a hands-on activity led by the project leader Include community service (quick and easy) Members should set goals (youth driven)
	Hold project meetings	The meetings can be club/county and can be self-directed Encourage the members to do record keeping at the end of the meeting Allow the project members to take leadership roles (use junior/teen leaders) Inform the members of all contest/learning opportunities
If project members choose not to compete, they stop here. That is okay - they have had a great experience!		
3 months before	Receive district competition packet	Thoroughly review the district packet for deadlines, contest rules, entry requirements, and details
5-6 weeks before	County entries due	Tell the participants about the deadlines Get the packets out early
5 weeks before	Prepare for the county competition	Use the district score sheet Check the participants' ages
1-3 weeks before	Check grade eligibility	Depends on when the 3 or 6 week period ends

timeline continues on next page

4-5 weeks before district competition	Hold the county competition	Have one! Practice interviews Have qualified judges Use the contest integrity checklist Be organized and prepared Have good-quality recognition Try to mimic the district competition Include a community service opportunity Use the Texas Extension Education Association for prizes and refreshments
2-3 weeks before	District entries due	Ensure that the information is sent in by the deadline (packets and 4-H connect) Use the checklist (if provided in the district packet)
2 weeks before	Prepare for the district competition	
1-3 weeks before	Check grade eligibility	Depends on when the 3 or 6 week period ends
Day of	District Competition	If you are assigned a task as a CEA, please complete that assignment You may need to appoint a parent/leader to whom all participants report after the competition
1 week after	Evaluate the program	This can be formal or informal It could be as simple as: “What went well, and what could be improved for next year?”
Remainder of 4-H year	Continue to meet?	This can maintain interest in the project



4-H FOOD AND NUTRITION PROJECT OVERVIEW

The 4-H Food and Nutrition Project helps 4-H members learn to prepare safe, nutritious meals and snacks and adopt behaviors that can help reduce their risk of developing chronic disease. Major learning experiences focus on nutrition, menu planning, food purchasing, food preparation, food safety, careers, and cultural influences.

OVERVIEW OF THE 4-H FOOD AND NUTRITION PROJECT

Because most districts hold food shows in the fall, the food and nutrition project is usually one of the first projects to start after the new 4-H year begins. Some counties even start the Food and Nutrition Project in the summer because their districts conduct food shows early in the 4-H year. The number of contests available can also enable you to offer food and nutrition project all year. ***Contests should not be the only focus; in fact, some youth choose not to participate in a contest, which is acceptable.***

4-H members interested in participating in the food and nutrition project should be willing to commit the appropriate amount of time to it, depending on their level of involvement. This includes project meeting attendance, involvement in individual learning experiences, and potential participation in contests.

Questions to ask

- What are your goals?
- What do you want to learn in the food and nutrition project?
- Do you want to compete in any food and nutrition contests?
- If so, would you like to compete with a team of other 4-H members or as an individual?

Learning experiences

Workshops

- Cooking methods
- Culinary institutes
- Cultural foods
- Food safety
- Kitchen safety
- Kitchen utensils
- Measuring ingredients
- Menu planning
- MyPlate
- Portion control
- Reading nutrition labels
- Serving sizes
- Shopping strategies
- Sports nutrition
- Substitutions

Food Tours

- Farm
- Farmer's market
- Food bank
- Grocery store
- Health department
- Hospital food service
- Processing and facilities
- Farms and ranches
- Restaurant
- Specialty food store
- Various industries

Community Service

- Bake goods to give out during 4-H week
- Coordinate a canned food drive
- Make goodies for nursing home residents
- Serve food at a local kitchen
- Help at a food bank
- Help with Meals on Wheels delivery
- Teach nutrition lessons at Head Start
- School backpack program
- Develop large-print cookbooks for the visually impaired

Contests

- Food show
- Educational presentations
- Food Challenge
- Recordbook
- Nutrition Quiz Bowl

Careers

- Caterer/Chef
- County Extension Agent
- Event Planner
- Food Distributor
- Food Packager
- Food Technologist
- Grocer
- Grocer Store Manager
- Health Inspector
- Hotel/Restaurant Manager
- Registered Dietitian
- Restaurant Owner/Manager

Food and Nutrition Resources

- Texas 4-H Explore Guides: <https://texas4-h.tamu.edu/school-curriculum/>
- 4-H Winning with Nutrition curriculum: <https://texas4-h.tamu.edu/school-curriculum/>
- AgriLife Extension resources: fch.tamu.edu (agent only login)
- Choose Health: Food, Fun, and Fitness Curriculum: <https://fnec.cornell.edu/for-partners/curricula/chfff/>
- Color Me Healthy (North Carolina State University Cooperative Extension): www.colormehealthy.com
- Field Trip Factory: www.feldtripfactory.com
- Fight Bac: www.fightbac.org
- Food Nutrition & Health Education Resources: <http://Lancaster.unl.edu/food/>
- Healthalicious Cooking: <https://anrcatalog.ucanr.edu/pdf/8449.pdf>
- Nutrition Label reading: <https://www.fda.gov/Food/LabelingNutrition/default.htm>
- MyPlate: www.choosemyplate.gov
- National 4-H curriculum: www.4-hcurriculum.org
- Know Your Nutrients: <https://texas4-h.tamu.edu/projects/food-nutrition/>
- Nutrition Voyage: The Quest to Be Our Best: <https://www.fns.usda.gov/tn/nutrition-voyage-quest-be-our-best>
- Serving Up MyPlate: A Yummy Curriculum: <https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>
- Think Your Drink: <https://www.nationaldairycouncil.org/content/2015/rethink-your-drink>
- U.S. Dietary Guidelines: <https://health.gov/dietaryguidelines/>

State Contest Leadership

- State Food Show: Rebecca Dittmar, Extension Program Specialist for Food Protection Management, rsdittmar@ag.tamu.edu, 979-458-2025
- Nutrition Quiz Bowl: Danielle Krueger, Extension Program Specialist for Nutrition and Food Science, adhammond@tamu.edu, 979-845-0861
- Food Challenge: Julie Gardner, Extension Program Specialist for Youth Healthy Lifestyles, julie.gardner@ag.tamu.edu, 979-845-1484
- Open Family and Consumer Sciences Educational Presentation
 - Dianne Gertson, CEA-FCH, dlgertson@ag.tamu.edu, 281-342-3034
 - Courtney Latour, CEA-FCH, clatour@ag.tamu.edu, 979-864-1558
- Recordbooks: Jana Barrett, Extension Program Specialist for Texas 4-H Youth Development, jcbarrett@ag.tamu.edu, 979-458-0910

Food Show Essentials

The 4-H Food Show gives 4-H members the opportunity for educational and personal development and recognizes members who excel in the 4-H Food and Nutrition Project. The Food Show is an individual contest, not a team event.

In the food show, 4-H members prepare dishes in one of the contest categories and present them to a panel of judges. In the presentations and interviews with the judges, 4-H members exhibit the knowledge and skills gained through the 4-H Food and Nutrition Project — such as preparation steps, nutrients found in the dish, the functions of various ingredients, personal dietary needs, healthy substitutions, and a cost analysis.

Basics

To compete in the food show, a 4-H member prepares a dish in one of the four entry categories — Bread and Cereal, Fruits and Vegetables, Main Dish, and Nutritious Snacks. Refer to appropriate District 4-H Food Show guidelines or ask the District 4-H Specialist about other categories that may be available at the district contest.

After choosing a recipe, the 4-H member should practice preparing the dish several times to learn the preparation steps and the importance of each step. Project leaders can help the members select recipes and practice preparing them.

Entry paperwork is often required for the food show. Check with your district specialist about the entry and paperwork requirements for your district food show.

At the state level, completing the required paperwork is part of the total score. 4-H members must provide information on their project goals, leadership, community service, knowledge and skills gained, project activities, and a project summary — all related to their 4-H Food and Nutrition Project experiences.

To prepare for a food show, the 4-H member should be familiar with the judging process. Depending on the age division, contestants may be judged on their presentations and their answers to judges' questions.

Have the participants review the scorecard for their age division to prepare for the question-and-answer segment of the judging process.

Conducting a food show

A food show requires much planning. Refer to the Food Show planning guide to for detailed assistance.

Space and equipment needed

Rooms

- One large room for group assembly and the awards program
- Judging rooms for each category
- One room for tabulation
- One holding room for parents and leaders

Tables and chairs

- Table and chairs for registration
- Table and chairs for the judges to use during the interview process
- *Optional:* Tables in the assembly/awards room so that participants can display their entries at the awards program
- Possible locations are churches, schools, community centers, county fair buildings, and the county Extension office.

Volunteers needed

- **Judges:** Evaluate 4-H members during the interview process; possible judges are professional chefs or cooks, registered dietitians, FCH teachers, former 4-H members, former 4-H food and nutrition project leaders or club managers, grocery store owners/managers, nutrition majors, elementary school teachers, county judges and commissioners, restaurant owners/managers, Texas Extension Education Association club members, and others with an interest in food and nutrition.
- **Timekeeper:** Keeps time during judging and indicates when contestants have completed their interviews; if necessary, a judge can serve as the timekeeper
- **Tabulators:** Tabulate scores from judges' scorecards
- **Runners:** Take scorecards from the judging room to the tabulation room
- **Registration personnel:** Work at the registration table to greet and check in contestants, judges, parents, leaders, and guests

Resources

- District 4-H Food Show Guidelines (contact your district 4-H specialist)
- State 4-H Food Show Guidelines, Rules, Regulations and Resources: <https://texas4-h.tamu.edu/projects/food-nutrition/>

Food Show Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up the planning committee (4-H members, parents, leaders, etc.) The County Extension Agent assigned to the project serves as the advisor to the committee		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Cleanup • Contest donors • Decorations • Facility • Judges/judging contest • Programs (and recipes for the food show) • Publicity and signs • Show/ceremony format 		
	Set the show dates and time as well as the committee meetings for planning, implementing, and evaluating the show		
	Set the contest entry deadline		
	Choose and reserve the location		
	Determine the facility needs (tables, chairs, PA system, classrooms, room for judges' orientation, etc.)		
	Choose the theme and/or decorations		
	Contact the judges by phone and email; Confirm with a letter		
	Reproduce copies of the rules, scorecards, record forms, and sample interview questions		
	Order/buy the awards and judges' gifts		
	Prepare advance and follow-up publicity/news releases		
	Print the program and recipe books		
	Find people to give the opening address and present special awards; ask contest donors to help		

Date Due	Task	Person Responsible	Date Done
	At least one week before the show, send the judges a letter with sample interview questions and sample entry forms, scorecards, and other resource information (e.g., dietary guidelines)		
	Ensure that the committees handle the assigned tasks and will participate in the show		
	Before the show, ensure that the facility is set up as planned by the committee		
	<i>Optional:</i> Arrange for refreshments		
	Prepare the awards script		
	Orient the judges and participants		
	Facilitate the judging interviews		
	Rehearse the show format (who will speak, who will hand out awards, etc.)		
	Conduct the awards ceremony		
	Clean the facility		
	Have the committee and participants evaluate the planning, implementation, and outcome of the show. Record the suggestions for improvement.		
	Send notes of appreciation to all who helped		
	Send evaluations to participants to help them prepare for next year's show		
	Send information on entering the district show to those who qualify		

Food Challenge Essentials

The 4-H Food Challenge is another way that 4-H members can exhibit the knowledge and skills they gain in the 4-H Foods and Nutrition Project. Agents should review District AND State Guidelines for contest specifics.

The challenge is modeled after competitions such as the Food Network's Iron Chef and Chopped. Teams create dishes using only a predetermined number and amount of ingredients. From these ingredients, team members must develop a recipe and prepare the dish. Teams then make a presentation to a judging panel, explaining the preparation steps, serving size, nutritional value, and cost of the dish

Basics

4-H members form teams of three to four members. Although the teams do not select their food categories before-hand, they can still prepare for the competition. Ample preparation will give them the confidence and skills to do their best. Preparation can include having practice challenges, studying the nutrients in various foods, and practicing how to determine serving size and cost per serving.

The teams must provide their own equipment, as specified in the 4-H Food Challenge guidelines. At the start of the contest, each team is given a set of ingredients and a clue to help them determine what dish to prepare. A "pantry" of additional ingredients may be available for the teams to incorporate into their recipe. Each set of ingredients is based on a recipe that fits one of these: dairy, fruits and vegetables, grains, and protein.

The teams are assigned randomly to categories, which are announced at the start of the contest. Team members will have 40 minutes to research the nutrients in the dish, determine the benefits of these nutrients, analyze the cost of the dish, and prepare the recipe.

The teams then make presentations to the judges. At least three team members must have speaking roles in the presentation. The judges may also ask questions of the team members.

Teams are also judged on the appearance of the food prepared and their presentation skills (including voice, poise, the number of members presenting, and overall effectiveness of communication).

Review the scorecard for the Food Challenge to help the 4-H'ers prepare for the presentation and question-and-answer segment of the judging process.

Conducting the food challenge

The Food Challenge requires much planning. Refer to the Food Challenge planning guide for assistance in planning.

Space and equipment needed

Rooms

- One large room for group assembly, participant orientation, and the awards program (this room can also serve as a holding room for parents and leaders)
- One large room for the preparation phase of the contest
- Judging rooms for team presentations
- One room for tabulation and to serve as the contest headquarters

Tables

- One worktable for each team to use during the preparation phase of the contest
- One table for each team of judges for the team presentations
- One or two tables for registration

Volunteers needed

- **Group leaders:** Monitor the teams during the 40-minute preparation period of the contest; answer questions of teams (without providing help to the teams); and monitor the teams to be sure there is no talking before team presentations
- **Timekeeper:** Keeps time during the preparation phase of the contest, warns teams of the time remaining
- **Judges:** Evaluate each team presentation; will need a panel of two to three judges per age division and/or category
- **Registration personnel:** Work at the registration table to greet and check in contestants, judges, parents, leaders, and guests

Conducting the Food Challenge as a learning experience

4-H clubs and project groups may want to use the Food Challenge as an informal educational activity. It can be a great way to conclude a food and nutrition project meeting or workshop. The members can test their knowledge and skills while also learning about the Food Challenge contest.

Follow these steps to conduct the Food Challenge Learning Experience:

- Provide ample workspace for teams. A kitchen is not necessary if each team has the supplies needed.
- Acquire all the supplies teams will need (or ask each team to bring its own supplies, according to the Food Challenge supply list).
- Select several recipes (more than one team can have the same recipe). The recipes should be simple, have no elaborate ingredients, and not require an oven.
- Divide the group into teams of three to four members. For a learning experience, older members can be on teams with younger members; this gives older members the opportunity to serve in leadership roles.
- Read the rules aloud to the 4-H members.
- Have the teams report to their assigned stations, where each will find a set of ingredients and their supplies.
- At the start signal, give the teams 40 minutes to develop a recipe, prepare the dish, and develop a presentation for the judges.
- Call time after 40 minutes, when all teams must stop their work.
- Have each team make a presentation to the entire group. This will enable the teams to learn from each other as they hear a variety of presentations and see the different dishes prepared.
- Have the teams discuss with each other the challenges and lessons learned through their experience.

Resources

- District 4-H Food Challenge Guidelines (contact your district 4-H specialist)
- State 4-H Food Challenge Guidelines and Resources: <https://texas4-h.tamu.edu/projects/food-nutrition/>

Food Challenge Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up the planning committee (4-H members, parents, leaders, etc.) The County Extension Agent assigned to the project serves as the advisor to the committee		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Cleanup • Contest donors • Decorations • Facility • Judges • Program • Publicity and signs • Recipe/ingredient selection for each category and purchasing ingredients and supplies 		
	Set the contest date and time, plan additional committee meetings to finalize planning, and implement and evaluate the show		
	Set the contest entry deadline and entry fee Announce them through various media Consider setting an entry fee to cover the cost of ingredients		
	Choose and reserve the location		
	Secure contest donors		
	Determine facility needs: <ul style="list-style-type: none"> • A kitchen is not necessary • A large room works with one table per team and ample space to work on all sides of the table • Ensure that electricity in the facility is adequate • Include a judging room for team presentations • Include holding room (or chairs set up in food preparation room) for participants preparing to enter to judging room • Designate a room for the awards program with chairs, a PA system, and an awards table 		
	Choose the theme and/or decorations		
	<ul style="list-style-type: none"> • Contact judges by phone and/or email; confirm with a letter, including contest information • Select 2–3 judges per judging panel (per age division) • The number of participants will determine the number of judges needed 		

Date Due	Task	Person Responsible	Date Done
	Determine the recipes/ingredients and clues for each age division and food category		
	Order/buy all awards and judges' gifts		
	Prepare advance and follow-up publicity/news releases		
	Print the contest program (names of participants, contest schedule, committee members, judges, donors, etc.)		
	Find people to give opening address and to present special awards. Ask contest donors to help.		
	Contact the judges, providing them with contest information, scorecards, and nutrition resources		
	Randomly assign each team to a food category		
	Prepare the judges' packets: <ul style="list-style-type: none"> • Educational resources • Food Challenge Manual/Rules • Placing sheet • Scorecard 		
	Buy ingredients for each team Option: To reduce costs, divide the list of ingredients among the teams.		
	Place the following in brown paper bags or boxes so they are not visible to teams: <ul style="list-style-type: none"> • Clue • Ingredients (along with the list of ingredients and amounts) • Official contest resources • Receipt (can be typed or a copy of the original) • Team worksheet 		
	Before show, ensure that the facility is set up as planned by the committee: <ul style="list-style-type: none"> • Access to water • Chairs • Electricity (extension cords) • Judging rooms • Registration • Tables 		
	Prepare the awards script		
	Secure volunteers to work contest registration: <ul style="list-style-type: none"> • Answer questions • Check each team's supply box according to the official supply box list • Check in teams • Greet judges, leaders, and teams • Help the teams find their preparation tables 		

Date Due	Task	Person Responsible	Date Done
	Orient the judges and participants Examples are provided in the Food Challenge Manual		
	Rehearse the awards program format (who will speak, who will hand out awards, etc.)		
	Have the participants complete the Food Challenge evaluation		
	Have the committees and participants evaluate the planning, implementation, and outcome of the show Record the suggestions for improvement		
	Send notes of appreciation to all who helped		
	Send evaluations to the participants to help them prepare for future contests		
	Send information for entering the district show to the district qualifiers		

Nutrition Quiz Bowl Essentials

A quiz bowl helps 4-H members enhance and demonstrate their knowledge and skills in a competitive setting. A quiz bowl can be used any time of the year. However, be aware of district contest dates and deadlines so you can determine a timeline for the quiz bowl participants in your county. Some districts host the nutrition quiz bowl in conjunction with the food show; others host it at district roundup.

A quiz bowl is not meant to be a memorization process, in which members study and learn the answers to certain questions. Instead, it is a fun way to encourage members to learn foods and nutrition project information.

Basics

The quiz bowl contest involves teams of four members. Two teams compete against each other at one time, answering questions related to the subject matter.

Questions are asked from the materials in the current official reference list for the contest. There are three types of questions: Individual, toss-up, and bonus. Toss-up and individual questions are worth one point each. All bonus questions are worth two points each.

Use an appropriate device to indicate clearly which contestant is the first to respond to a question. Texas 4-H Quiz Bowl contests require four responder boxes for each team (a total of eight for a contest) and a 10-second timer.

Although a quiz bowl can be held without it, electronic equipment does add more excitement and accuracy to the event. Most district offices have the electronic equipment that counties can check out for practice and county competitions.

Conducting the contest

A quiz bowl contest requires much planning. A quiz bowl planning guide is available.

Space and equipment needed

- One room for each bowl division. If you have only a few teams, you may be able to hold games for both age divisions in the same room.
- Tables and chairs
- Table and chairs for registration
- Buzzers with backup
- Flip chart, chalkboard, overhead projector, or smart board
- Score sheets/tabulation charts
- Question lists: one per round and tie breakers (ask your district 4-H specialist)
- Contest bracket
- Pens/pencils for the tabulator
- Awards
- Copy of the official references for the nutrition quiz bowl

Volunteers needed

Coaches of quiz bowl teams should not serve in these volunteer roles.

- **Moderator:** Directs each match, asks all questions, and accepts or rejects any answers
- **Official scorekeeper:** Records all points scored, keeps an official record of team playoffs; announces a running tally after each question
- **Referee/judge:** Holds the original reference material and provides references for protested questions
- **Scoreboard attendant:** Posts team scores on a blackboard, flip chart, or other visual device
- **Timekeeper:** Monitors all intervals and indicates when the time to respond to a question is up

Conducting a quiz bowl as a learning experience

- Select 20 to 30 questions related to the project lesson
- Divide the group into two teams of three to four members each
- Read the rules of play aloud (refer to the Texas 4-H Quiz Bowl Guide).
- Begin by asking each team member one question. Continue asking each team member a question until every participant has had a turn. Questions answered correctly earn the team one point each.
- Ask the remaining questions as tossup questions; any 4-H member may respond and answer them. The participants may respond by using an electronic device, ringing a bell, or raising a hand.
- The first 4-H member to respond must answer the question within 10 seconds. If the question is answered correctly, that team is awarded one point. If the answer is incorrect, that team loses one point.
- At the end of the round (all questions have been asked), the team with the most points win.
- Ask the 4-H members and their parents if they want to enhance the learning experience by developing a quiz bowl team for competition.

Team selection

Project leaders working with 4-H Nutrition Quiz Bowl teams should develop a systematic way to track each 4-H member's progress. Establish written guidelines for selecting teams at the beginning of the project work and practice sessions. Work with the FCH Food and Nutrition Project task force to develop a set of written team-selection guidelines.

If enough people are interested, a county-level qualification event may be held to determine the 4-H members to represent the county in the district quiz bowl. You could conduct a county-level qualification event for:

- Club teams
- Mixed club teams
- Individuals who score the highest at a county-level qualification event, with the top four scores in each age division forming the county teams
- Individuals who score highest on written quizzes to make up the county teams in each age division

Resources

- Texas 4-H Food & Nutrition Quiz Bowl Study Guide: <https://texas4-h.tamu.edu/projects/food-nutrition/>
- Texas 4-H Quiz Bowl Guide
- ADA Complete Food and Nutrition Guide, 5th ed. by Roberta Duyft
- AgriLife Extension publications:
 - Nutrient Needs at a Glance
 - Know Your Nutrients
 - Safe Home Food Storage
- AAFCH Food: A Handbook of Terminology, Purchasing and Preparation, 11th or 12th ed. by AAFCH 2006
- USDA MyPlate: <https://www.choosemyplate.gov>
- U.S. Dietary Guidelines for Americans: https://health.gov/dietaryguidelines/2015/resources/2015-2020/Dietary_Guidelines.pdf
- New Nutrition Facts Label: <https://www.fda.gov/downloads/Food/IngredientsPackagingLabeling/LabelingNutrition/UCM511646.pdf>

Nutrition Quiz Bowl Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up the planning committee (4-H members, parents, leaders, etc.) The County Extension Agent assigned to the project serves as the advisor to the committee		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Cleanup • Contest donors • Facility • Judges/contest officials • Program • Publicity and signs 		
	Set the contest date and time, plan additional committee meetings to finalize planning, and implement and evaluate the show		
	Set the contest entry deadline		
	Choose and reserve the location		
	Determine the facility needs (number of contest rooms, tables, chairs, PA system, etc.)		
	Acquire all the equipment needed for the contest		
	Acquire quiz bowl buzzer sets and make sure that they are in operating order (most district offices have buzzer sets)		
	Develop the question sets for the contest. Question sets from previous district contests may be used. Contact your district 4-H specialist.		
	Contact the judges/contest officials by phone and email; confirm with a letter. Volunteers needed include: <ul style="list-style-type: none"> • Moderator • Official scorekeeper • Referee/judge • Timekeeper 		
	Reproduce copies of rules, scorecards, and question sets		
	Order/buy all awards and judges' gifts		
	Prepare advance and follow-up publicity/news releases		

Date Due	Task	Person Responsible	Date Done
	Print the program and contest bracket		
	Find people to give opening address and to present special awards. Ask contest donors to help		
	Contact the judges/contest officials by letter at least one week before show, giving them sample interview questions and sample of entry forms, scorecards, and other resource information (such as dietary guidelines)		
	Ensure that the committees are handling assigned responsibilities and will participate in the show		
	Before the show, make sure that the facility is set up as planned by the committee		
	Optional: Arrange for refreshments		
	Prepare the awards script		
	Orient the judges/contest officials and participants		
	Facilitate the contest		
	Conduct the awards ceremony		
	Clean the facility		
	Have the committee and participants evaluate the planning, implementation, and outcome of the contest. Record the suggestions for improvement		
	Send notes of appreciation to all who helped		
	Send information for entering the district show to the district qualifiers		



4-H FASHION AND INTERIOR DESIGN PROJECT OVERVIEW

The 4-H Fashion and Interior Design Project

focuses on clothing construction, the consumer aspect of purchasing clothing, and/or the art of designing clothing and accessories. A clothing and textile project helps the 4-H member develop a variety of skills and learn about careers in the fashion and interior design industry.

OVERVIEW OF THE 4-H FASHION AND INTERIOR DESIGN PROJECT

In the 4-H Fashion and Interior Design project participants focus on clothing and home décor, sewing, the consumer aspect of purchasing clothing and home décor items, and/or the art of designing clothing and interior spaces. A Fashion and Interior Design project helps 4-H members develop a variety of skills and learn about careers in the Fashion and Interior Design industry.

Fashion and Interior Design project activities are conducted throughout the 4-H year, based on the availability of project leaders. Competitive events related to these projects are held in the spring and include fashion show, fashion storyboard, Open FCH educational presentations, *Duds to Dazzle*, *Trashion Show*, natural fiber contest, and recordbook judging. A wide variety of community service activities is available to 4-H members interested in fashion and interior design.

Participant time commitments will vary based on the individuals' interests and level of involvement. This includes attending project meetings, seeking individual learning experiences, and preparing for and participating in contests. If a 4-H member wishes to participate in more than one contest, more time would be needed.

Questions to ask

- Are you interested in buying, constructing, or designing clothing or interiors?
- What are your goals?
- Do you want to compete in Fashion and Interior Design contests?
- Are you interested in working alone or with a group?

Learning experiences

Workshops

- Accessories
- Alterations
- Clothing care
- Color consultant
- Crafts
- Culture of clothing
- Do It Yourself projects
- Eco-friendly design
- Elements & principles of design
- Fabric science
- Fiber vs. fabric
- Home Furnishings
- Home Storage
- Knitting and crocheting
- Modeling techniques
- Personal grooming
- Quilting
- Recycling/Repurposing
- Safety in the Home
- Sewing machine basics
- Sewing workshop
- Skill-a-thon
- Storyboards
- Wardrobing

Tours

- Clothing store
- Clothing factory
- Clothing museum
- Custom clothing design shop
- Dry cleaner
- Furniture Store
- Home & Garden Show
- Home Improvement Store
- Interior design studio
- Mass production factory
- Fabric Store
- Professional Seamstress
- Quilt shop or guild
- Resale shop
- Sewing machine dealership
- Merchandiser

Community Service

- Create an educational presentation that can be given at local schools and after-school programs
- Do mending for a shut-in or a nursing home resident
- Create costumes or props for a local theatre
- Teach younger 4-H members a specific skill or construction at a 4-H meeting
- Plan and conduct a fashion show for younger 4-H members
- Hold a clothing drive for a local charity
- Make adaptive clothing for the handicapped or older adults
- Coordinate collection of household items for Habitat for Humanity
- Participate in the statewide community service project (changes yearly)
- Help with a community clean-up day

For more community service ideas and instructions, visit:

<https://texas4-h.tamu.edu/projects/fashion-interior-design/>

Contests

For contest summaries, see the individual Essentials pages.

State and county fairs also have contests that are open to 4-H members but not coordinated by the 4-H program.

- Duds to Dazzle
- FCH Open Educational presentations
- Fashion Show
- Natural Fiber
- Trashion Show
- Recordbook
- Fashion Storyboard

Careers

- Architect
- Buyer/purchaser
- Creative designer
- Design CAD specialist
- Distribution
- Draftsperson
- Fashion designer
- Furniture Designer
- Interior Designer
- Lighting Designer
- Marketing
- Product Developer
- Production & Operations
- Retail sales
- Set designer
- Seamstress
- Textile designer
- Window designer

Leadership

Senior 4-H members can apply to serve as a 4-H Fashion and Interior Design Ambassador. This statewide group promotes the purpose and goals of the Texas 4-H Fashion and Interior Design program. Ambassadors travel to meetings and activities, prepare materials, and provide leadership at activities at their own expense. Members as an ambassador for two-year terms. Application will be due in March 2020.

Resources

- Texas 4-H Fashion and Interior Design: <https://texas4-h.tamu.edu/projects/fashion-interior-design/>
 - *Clothes that Click*
 - *Clothing Capers 4-H Clothing Curriculum*
 - *Writing 4-H Fashion Revue commentary*
 - *Unraveling the Mystery of Design Elements and Principles in Clothing*
- American Sewing Guild: www.asg.org
- Clothing Construction Standards, New Mexico State University: <http://cahe.nmsu.edu/pubs/c/c-214.html>
- Coats & Clark: <http://www.coatsandclark.com/>
- Diystyle: <http://diystyle.net/projects/fashion>
- Dressing Well: <http://www.dressingwell.com/>
- Fabric Link: <http://www.fabriclink.com/>
- Home & Garden TV: <https://www.hgtv.com/>
- Home Sewing Association: www.sewing.org
- Interior Design: <https://www.interiordesign.net/>
- Jo-Ann's Project ideas: <https://www.joann.com/projects/>
- National 4-H Curriculum: www.4-hcurriculum.org
- Sewing with Nancy: www.wpt.org/sewingwithnancy
- Texas Fashion Collection: <https://tfc.unt.edu/>

Specialists

- Angela McCorkle, Extension Program Specialist–Family and Youth; armccorkle@ag.tamu.edu, 979-845-1150
- Open Family and Consumer Sciences Educational Presentation
 - Dianne Gertson, CEA-FCH; dlgertson@ag.tamu.edu, 281-342-3034
 - Courtney Latour, CEA-FCH; clatour@ag.tamu.edu, 979-864-1558
- Recordbooks
 - First point of contact: Your district 4-H specialist
 - Coordinator of the state judging process: Jana Barrett, Extension 4-H and Youth Development Specialist; jcbarrett@ag.tamu.edu, 979-458-0910

Fashion Show Essentials

The 4-H Fashion Show allows members to exhibit their skills in wardrobe selection; clothing construction or comparison shopping; fashion interpretation and understanding of style; good grooming and poise; and modeling garments and the presentation of themselves and their garments, at the county, district, and state levels.

The state 4-H Fashion Show is held during Texas 4-H Roundup.

Basics

The county fashion show is an optional activity open to all 4-H members who have completed a clothing project. Senior 4-H members who have won at the district Fashion Show competition can also compete at the fashion show at state roundup.

The fashion show has three divisions: buying, construction, and natural fiber. The buying division has four categories: business/interview, fantastic fashions under \$25, semiformal to formal, and special interest. The construction division also has four categories: everyday living, refashion, semiformal to formal, and theater/costume. The natural fiber division has two categories: cotton and wool/mohair.

Each district may send one contestant from each of the four in the construction and buying divisions, and one contestant from each of the two categories in natural fiber.

- **Construction:** A 4-H member applies knowledge and skills in garment construction to make a garment to exhibit in the fashion show. The participant may sew, knit, or crochet a garment using new or recycled materials.
- **Buying:** A 4-H member applies knowledge and skills in comparison shopping to select a garment to exhibit in the fashion show.
- **Natural fiber:** A 4-H member applies knowledge of a fiber's characteristics and the use of that fiber in apparel. Garments may be constructed or bought. To be entered in the natural fiber contest, garments must meet the specific fiber requirements.

4-H members must select a category to compete in at the county level and compete in that category throughout the levels of competition. Note: Refer to the District 4-H Fashion Show Guidelines or ask the specialist about other categories that may be available.

Entry paperwork is required for the fashion show. Check with the district specialist about these requirements for your district fashion show.

At the state level, the required paperwork is part of the total score. 4-H members must provide information on their project goals and activities, leadership, and community service, as well as a project summary — all related to their Fashion and Interior Design project experiences.

Conducting a fashion show

A fashion show requires much planning. Many county and district fashion shows also host the Fashion Storyboard contest on the same day as the fashion show. A planning guide is available for your task force.

Space and equipment needed

- One large room for group assembly and the awards program
- One room for judging each category
- Dressing rooms
- One room for tabulation
- One holding room for parents and leaders
- One table for registration
- One table per interview room for judges to use during the interview process
- Possible locations are churches, schools, community centers, county fair buildings, and county Extension offices.

Volunteers needed

- **Fashion show coordinators:** Help coordinate the fashion show, modeling, and awards program
- **Judges:** Evaluate 4-H members during the interview process; possible judges are Texas Extension Education Association members, FCS teachers, former 4-H members, former 4-H clothing project leaders, or club managers, elementary school teachers, professional seamstresses, clothing store owners, Fashion and Interior Design majors, and others interested in fashion
- **Registration personnel:** Work at the registration table to greet and check-in contestants, judges, parents, leaders, and guests
- **Runners:** Take scorecards from the judging room to the tabulation room
- **Tabulator:** Tabulates scores from judges' scorecards
- **Timekeeper:** Keeps time during judging and indicates when the contestants have completed their interviews; if necessary, a judge can serve as the timekeeper

Resources

- District 4-H Fashion Show Guidelines (contact your district 4-H specialist)
- State 4-H Fashion and Interior Design packet: <https://texas4-h.tamu.edu/projects/fashion-interior-design/> (updated and distributed annually):
 - Fashion show entry form
 - Fashion show natural fiber entry form
 - Fashion Storyboard contest information and forms

Specialists

- Angela McCorkle, Extension Program Specialist–Family and Youth; armccorkle@ag.tamu.edu, 979-845-1150
- District 4-H specialist

Fashion Storyboard Essentials

The Fashion Storyboard is an industry-inspired method of displaying 4-H members' original designs. It allows 4-H members to demonstrate their ability to obtain inspiration for designs, conduct design research, collect and record design ideas, use the principles and elements of design to create original designs, and create a visual presentation board based on a specific mood or theme.

The Fashion Storyboard is an optional activity open to all Texas 4-H members who have completed a 4-H Fashion and Interior Design Project with an emphasis in design. The contest is typically conducted in conjunction with the Fashion Show.

4-H members can participate in this contest at the county and district levels. Check with your district 4-H specialist for guidelines. The state contest is held during Texas 4-H Roundup.

Basics

To participate in the 4-H Fashion Storyboard Contest, a 4-H member creates an original design based on the design brief for that year. The storyboard includes original illustrations and flats, as well as additional materials (such as photos from the internet or magazines, paper, fabric swatches, and patterns) that have influenced the design.

Requirements for the Fashion Storyboard are in the state guidelines, which are updated and distributed annually.

Conducting the Fashion Storyboard contest

The Fashion Storyboard Contest is usually held in conjunction with the Fashion Show. For information planning a Fashion Storyboard Contest, refer to the Fashion Show Essentials.

Resources

- State 4-H Fashion and Interior Design Packet (updated and distributed annually):
<https://texas4-h.tamu.edu/projects/clothing-textiles/>
- Unraveling the Mystery of Design Elements and Principles in Clothing

Specialist

- Angela McCorkle, Extension Program Specialist–Family and Youth;
armccorkle@ag.tamu.edu, 979-845-1150

Fashion Show and Fashion Storyboard Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up the planning committee (4-H members, parents, leaders, etc.)		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Cleanup • Decorations • Facility • Finding contest donors • Judges/judging contest • Program • Publicity and signs • Show/ceremony format 		
	Name a county Extension agent to serve as advisor to the committee		
	Decide on show dates and time, as well as committee meetings for planning, implementing, and evaluating the show		
	Set the contest entry deadline		
	Choose and reserve the location		
	Determine facility needs (tables, chairs, PA system, etc.)		
	Decide on the theme and/or decorations		
	Contact the judges by phone and email Confirm with a letter		
	Reproduce copies of the rules, scorecards, record forms, and sample interview questions		
	Order/buy all the awards and judges' gifts		
	Prepare advance and follow-up publicity/news releases		
	Print the program		

Date Due	Task	Person Responsible	Date Done
	Find people to give the opening address and present special awards. Ask contest donors to help		
	Contact the judges by letter at least one week before the show, providing them with sample interview questions and sample entry forms, scorecards, and other resource information (such as the fiber/fabric guide)		
	Ensure that the committees are handling assigned responsibilities and will be participating in the show		
	Before the show, ensure that the facility is set up as planned by the committee		
	Optional: Arrange for refreshments		
	Prepare the awards script		
	Orient the judges and participants		
	Facilitate the judging interviews		
	Rehearse format (modeling, speaker, award handouts, etc.)		
	Conduct the awards ceremony		
	Clean the facility		
	Have the committee and participants evaluate the planning, implementation, and outcome of the show. Record the suggestions for improvement		
	Send notes of appreciation to all who helped		
	Send scorecards to the participants to help them prepare for future competitions		
	Send information about entering the district show to those who qualified		

Duds to Dazzle Essentials

In the Texas 4-H Duds to Dazzle competition, teams of 4-H members will redesign and repurpose discarded garments or textiles into new, viable consumer products.

4-H members in the Fashion and Interior Design project learn about fibers, fabrics, wardrobe selection, clothing construction, comparison shopping, fashion interpretation, style and design, proper grooming, poise in front of others, and personal presentation skills.

Participants in Duds to Dazzle go a step beyond, not only using the knowledge and skills gained in the project but also learning about the clothing and textile industry's effects on the environment, specifically the waste stream.

Basics

4-H members form teams of three to five members. Although the teams do not select their category beforehand, they can prepare for the competition by holding practice challenges and studying contest resources and the design process. They also can study:

- Proper care for textiles
- Safety precautions while sewing and crafting
- Consumer purchasing trends and venues
- Pricing and marketing merchandise for a target audience

Ample preparation will give them the confidence and skills to do their best. Teams must provide their own equipment as specified in the Duds to Dazzle Competition Guide. The contest will begin with items or collections of items at each station, but no pattern.

Assign one of these three categories to each team: wearable, accessory/jewelry, or non-wearable. The teams will use the items provided along with any supply-closet items to design and create a unique product. Each team will have 60 minutes to complete its product.

During that period, the teams must also prepare a five-minute presentation to a panel of judges. At least three team members must speak in the presentation. The judges may also ask questions of the team members.

Review the Duds to Dazzle scorecard to help the participants prepare for the presentation and question-and-answer segment of the judging process.

Conducting a Duds to Dazzle contest

Duds to Dazzle contests require much planning. A planning guide is available.

Space and equipment needed

Stations

- One table and chair(s) for registration
- Multiple tables and chairs for supply box check-in
- One worktable and at least one chair for each team to use during the preparation phase of the contest
- Multiple tables for the supply closet items
- A table and chairs for each team of judges

Rooms

- One large room for group assembly, participant orientation, and the awards program (this room can also serve as a holding room for parents and leaders)
- One large room for the preparation phase of the contest
- Judging rooms for team presentations
- One room for tabulation and to serve as the contest headquarters

Volunteers needed

- **Group leaders:** Monitor the teams during the 60-minute preparation period, answer questions of teams (without helping them), and monitor the teams to be sure that there is no talking before team presentations
- **Judges:** (A panel of two to three judges per age division and/or category) Evaluate each team presentation
- **Registration:** Greet and check-in contestants, judges, parents, leaders and guests
- **Sewing kit check-in:** (One volunteer per station) Examine each team's sewing kit supplies to ensure that the kit includes no extra items
- **Timekeeper:** Keeps time during the contest and alerts the teams about the time remaining

Conducting the contest as a learning experience

4-H clubs and project groups may use a Duds to Dazzle contest as an informal educational activity for the members to practice their construction and design skills. Some considerations:

- Provide enough space, tables, and electrical outlets for the teams to work.
- Acquire all the supplies needed, or ask each team to bring their own supplies, according to the Duds to Dazzle supply list.
- Provide textiles for each team.
- Gather items for the supply closet.
- Divide the group into teams of three to five members. For the learning experience, older and younger members can be on the same team.
- Read the rules to the 4-H members.
- Have them report to their assigned stations, where they will find their materials.
- At the "start" signal, teams have 60 minutes to develop their product and a presentation for the judges.
- All teams must stop work after 60 minutes.
- Have each team make a presentation to the entire group. The teams can learn from each other as they hear a variety of presentations.
- Have the teams discuss with each other the challenges and lessons learned through their experiences through positive peer critiques.

Specialist

- Angela McCorkle, Extension Program Specialist–Family and Youth;
armccorkle@ag.tamu.edu, 979-845-1150
- District resources - Use pilot agents in their respective districts as a resource person for training and implementation:

D1: Amy Wagner, CEA-FCH, Potter

D2: Kathy Carr, CEA-FCH, Bailey

D3: Maranda Revell, CEA-4-H, Wichita

D4: Phyllis Griffin, CEA-4-H, Cooke

D5: Julie York, CEA-FCH, Upshur

D6: Sandy Taylor, CEA-FCH, Howard

D7: Melissa Wright, CEA-FCH, Concho

D8: Micah Holcombe, CEA-4-H, Bell

D9: Dianne Gertson, CEA-FCH, Fort Bend

D10: Angela Fiedler, CEA-FCH, Kerr

D10: Crystal Wiltz, CEA, CEP, Travis

D11: Kayla Kaspar, CEA-4-H, Fayette

D12: Guadalupe Castro, CEA-4-H, CEP Cameron

D12: Dru Benavides, CEA-FCH, Atascosa

Duds to Dazzle Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Facilitate the planning committee meeting (4-H members, parents, leaders, etc.), with the CEA assigned to the Fashion and Interior Design project serving as advisor		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Cleanup • Contest/awards program format • Facility • Judges • Materials selection for each category and items for the supply closet • Program • Publicity and signs 		
	Set the contest date and time, and plan additional committee meetings to finalize planning, implementation, and evaluation		
	Set the contest entry deadline and entry fee. Consider charging an entry fee to cover the cost of awards, supplies, etc.		
	Choose and reserve the location		
	Secure contest donors		
	Determine facility needs: <ul style="list-style-type: none"> • A large room with one table per team and ample space to work around on all sides • Adequate electricity • Judging room for team presentations • Holding room (or chairs set up in the preparation room) for the participants preparing to go into the judging room • Room for the awards program with chairs, PA system, and awards table 		
	Contact the judges by phone and/or email; confirm with a letter, including contest information: <ul style="list-style-type: none"> • 2-3 judges per judging panel are needed • The number of participants will determine the number of judges needed 		
	Determine the materials to give to each team in each age division and category		
	Order/buy all awards and judges' gifts		

Date Due	Task	Person Responsible	Date Done
	Prepare advance and follow-up publicity/news releases		
	Print the contest program (include the contest schedule and names of participants, committee members, judges, donors, etc.)		
	Find people to give the opening address and to present special awards Ask donors or 4-H Council officers to help		
	Contact the judges and give them the contest information, scorecards, and resources		
	Randomly assign each team to a category		
	Prepare judges' packets: <ul style="list-style-type: none"> • Duds to Dazzle Competition Guide • Scorecard • Placing sheet 		
	Prepare resources for each team: <ul style="list-style-type: none"> • A start-up item for each category • Official contest resources • Team worksheet 		
	Before the contest, ensure that the facility is set up as planned by the committee: <ul style="list-style-type: none"> • Tables • Electricity (extension cords) • Chairs • Registration • Judging rooms 		
	Prepare the awards script		
	Secure volunteers to work contest registration: <ul style="list-style-type: none"> • Greet the judges, leaders, and teams • Check in the teams • Check each team's supply box against the official supply box list • Answer questions 		
	Orient the judges and participants; examples are provided in the Duds to Dazzle Competition Guide		
	Rehearse the awards program format (who will speak, who will hand out awards, etc.)		
	Have the participants complete the Duds to Dazzle participant evaluation		
	Have the committee and participants evaluate the contest planning, implementation, and outcome; record the suggestions for improvement		
	Send notes of appreciation to all who helped		

Date Due	Task	Person Responsible	Date Done
	Send the scorecards to the participants to help them prepare for future contests		
	Send information on entering the district or state show to those who qualify		



4-H CONSUMER EDUCATION PROJECT OVERVIEW

The 4-H Consumer Education Project helps 4-H members learn to make wise decisions when shopping. Project activities focus on consumer rights and responsibilities, the economy, the environment, and money management.

OVERVIEW OF THE 4-H CONSUMER EDUCATION PROJECT

Through the 4-H Consumer Education Project, 4-H members learn to make wise decisions when shopping. Project activities focus on consumer rights and responsibilities, the economy, the environment, and money management.

Consumer education projects are usually conducted in winter and summer, based on the availability of project leaders. The term of the project greatly depends upon when the contests, such as the consumer decision-making contest, are conducted.

4-H members interested in the consumer education project should be willing to commit the appropriate amount of time to it, depending on their level of involvement. This includes project meetings and other learning experiences.

Age-appropriate national 4-H curriculum materials are available to provide the educational context for this project. Preparation for the consumer decision-making contest takes a lot of time for studying and practicing, as well as dedication to other team members.

4-H members may participate in the project without competing in the consumer decision-making contest.

Questions to ask

- Do you like money?
- Do you like to make great deals?
- Do you want to compete in any consumer education contests?
- If so, would you like to compete on a team or as an individual?

Learning experiences

Workshops

- Advantages/disadvantages of credit
- Applying for a loan
- Balancing a checkbook
- Comparison shopping
- Developing a budget
- How to get credit
- Making big purchases
- Opening a checking account
- Opening a savings account
- Product comparison
- Understanding interest rates

Tours

- Comparison shopping trip
- Financial Institutions (banks and credit unions)
- Shopping “scavenger” hunt

Community Service

- Develop a budget for a student organization
- Help with financial aid meetings at local schools
- Set up a booth with information on consumer topics
- Speak to community groups about consumer topics
- Volunteer at a consumer credit counseling agency
- Volunteer with the Better Business Bureau

Contests

The contests are summarized on individual essentials page

- Educational presentation: Open Family and Consumer Sciences
- Recordbook: Consumer Education
- Consumer Decision-Making

Careers

- Advertising executive
- Bank teller
- Business owner/entrepreneur
- Consumer journalist
- Consumer law
- Consumer products/ services
- Consumer researcher
- County Extension agent
- Credit counselor
- Financial counselor
- Financial planner
- Insurance agent
- Loan officer
- Market analyst
- Market researcher
- Marketer
- Personal finance teacher
- Product developer

Resources

- Consumer Decision Making Contest Study Guide: <https://texas4-h.tamu.edu/projects/consumer-education/>
- National 4-H Curriculum: <https://4-h.org/parents/curriculum/>
- NEFE High School Financial Planning Program: <https://www.hsfpp.org/>
- Power Pay: <https://powerpay.org/>

Specialists

- **Consumer Decision-Making Contest**
 - Andy Hart, Extension Program Specialist; amhart@ag.tamu.edu, 800-746-6101
 - Luis Saldana, Extension Program Specialist; l-saldana@tamu.edu, 956-968-5581
- **Open Family and Consumer Sciences Educational Presentation**
 - Dianne Gertson, CEA-FCH; dlgertson@ag.tamu.edu, 281-342-3034
 - Courtney Latour, CEA-FCH; clatour@ag.tamu.edu, 979-864-1558
- **Recordbooks**
 - First point of contact: Your district 4-H specialist
 - Coordinator of the state judging process: Jana Barrett, Extension 4-H and Youth Development Specialist; jcbarrett@ag.tamu.edu, 979-458-0910

Consumer Decision-Making Contest Essentials

The 4-H Consumer Decision-Making Contest is a competitive event in which participants are given information about a situation and then make decisions based on four marketplace options.

This contest offers an opportunity for 4-Hers to practice and apply the knowledge and skills that they gained in the consumer education project by comparing their decisions with those of a panel of judges who are knowledgeable about today's marketplace and its various goods and services.

Basics

The consumer decision-making contest is a team event with teams of three or four members. The contest has two parts — ranking consumer options and giving oral reasons for the decisions made. For each class being judged, the contestants study the information provided in the scenario. Then they assume the role of the consumer in the situation and decide which choice is best. The participant first ranks four options in a consumer scenario. Each scenario and its four options are a class, and the contest includes several classes. A study guide (released annually) is available for each class. One product in each class will best meet the consumer needs described or assumed by the situation statement; however, another product will be almost as desirable, and the other two will meet the standards to lesser degrees. Ranking the four items in order, according to how well they meet the needs of the consumer, is called placing. The second part of the contest is giving oral reasons for the decisions made. Individual contestants will explain why they decided on a certain placing. The ability to give oral reasons comes from experience in making comparisons and decisions and from a thorough knowledge of the product information for the class.

Conducting the contest

A consumer decision-making contest requires much planning. A planning guide is available for your task force members.

Space and equipment

- Hormel slide (a manual judging calculator) for determining the point value of each placing. This may also be done online as instructed in the Consumer Decision Making Contest Guide

Rooms

- One large room for group assembly and awards
- One large room to accommodate separate tables for each class
- One room for tabulation
- One room for each reasons class.

Tables

- One table per class to display the four options for each situation and a copy of the scenario for each contestant Possible locations are schools, churches, community centers, county fair buildings, or county Extension office.

For each contestant

- One placing card per contestant for each class to be judged, or one Scantron card or other method used for placing each class
- One name or contestant number tag
- Cards for taking notes in reasons classes
- Contest schedule. Time schedule for giving reasons.

Volunteers needed

- **Class monitor:** Watches the 4-H members as they judge each class, collects placing cards and directs

- contestants to the next class to be judged; between classes, straightens the four options
- **Judges:** Score contestants' presentations of oral reasons
- **Runners:** Take placing cards and reasons scorecards from judging rooms to the tabulation room
- **Situation statement writers and shoppers:** Members of the contest planning committee may help with these responsibilities as long as it does not interfere with the integrity of the contest
- **Study room monitors:** Supervise contestants who are studying before giving oral reasons
- **Tabulators:** Tabulate placing scores and reasons scores
- **Timekeeper:** Keeps time during judging and indicates when contestants should rotate to the next class

Conducting the contest as a learning experience

4-H clubs and project groups can use the consumer decision-making contest as an informal educational activity. It can be a great way to conclude a consumer-education project meeting or workshop. The members can test their knowledge while also learning about the consumer decision-making contest.

Organize the contest in these steps:

- Select the classes for the mock contest and/or learning experience.
- Write a situation statement for each class. The information could include the buyer of the product, buyer's age, budget allowance for the purchase, use of the product after purchase, user's age if different from the buyer's, and any specific product criteria.
- Choose four items in a class with important differences. The items may be drawn from advertisements, catalogs, or Internet sources.
- Label the items in each class: #1, #2, #3, #4. Add a price tag showing the total purchase price for each item.
- Arrange the four items in the class on a table, close enough together to allow for convenient comparison.
- Have judges place the class of products according to the criteria described in the situation.
- After placing, the judges determine the "cuts." The cuts give a numerical rating to the differences in how well the three pairs of products satisfy the criteria. The smaller the difference between the products in a pairing, the smaller the cut. The larger the difference, the larger the cut. The numerical total for the cuts cannot be more than 15. The Hormel slide, or its online equivalent, is used to determine official scores for each class.
- Divide the group into two teams of three to four members.
- Conduct a mock contest. If the 4-H members are new to the contest experience, you may want to talk through the reasons as a group instead of having each 4-H member give a set of oral reasons.

Team selection

Develop a systematic way to track each 4-H member's progress. Establish written guidelines for team member selection at the beginning of the project work. Work with your FCH Consumer Education Project Task Force to develop a set of written team-selection guidelines.

If enough people are interested, you could hold a county-level qualification event to determine which 4-H members will represent the county in the district contest. The qualifying event could be for:

- Club teams
- Mixed club teams
- Individuals, with the top four scorers in each age division forming the county teams
- Individuals who take written quizzes, with the high-scoring individuals in each age division forming the county teams

Resources

- 4-H Consumer Decision Making Contest Study Guide: <https://texas4-h.tamu.edu/projects/consumer-education/>
- Online score calculation: www.judgingcard.com/resources/hormel.aspx

Specialists

- Andy Hart, Extension Program Specialist; amhart@ag.tamu.edu, 806-746-6101
- Luis Saldana, Extension Program Specialist; l-saldana@tamu.edu, 956-968-5581

Consumer Decision-Making Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up the planning committee (4-H members, parents, leaders, etc.)		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Classes (write situations, get options, etc.) • Clean up • Contest/judging format • Decorations • Facility • Program • Publicity and signs • Secure donors • Tabulation/reasons judges 		
	The county Extension agent assigned to the project serves as advisor to committee		
	Set the contest date		
	Select and confirm the location		
	Select classes from the current year's list		
	Write the situations		
	Order/buy the awards and judges' gifts		
	Secure reasons judges and give them study guides		
	Appoint class monitors and runners		
	Appoint tabulators		
	Select the class options and buy/borrow		
	Determine the judging/reasons sequence		

Date Due	Task	Person Responsible	Date Done
	Prepare the contest schedule		
	Prepare registration packets for all team members, containing: <ul style="list-style-type: none"> Contest schedule Nametag with contestant number Notecards for taking notes in reasons class Placing cards/Scantrons Schedule for giving reasons 		
	Prepare situation statements as posters or individual copies at each table		
	Arrange the site for judging, reasons, study, registration, orientation, and awards		
	Arrange the classes, with labels for the options		
	The judges determine the official placing and cuts		
	Organize and prepare the script for the awards presentation. Ask the contest donors to help		
	Send notes of appreciation to all volunteers who helped with the event, including donors and special guests		
	Send the results to media outlets		
	Recognize the winners in next 4-H newsletter and social media		
	Have the committee and participants evaluate the planning, implementation and outcome of the contest. Record the suggestions for improvement.		
	Send information for entering the district contest to those who qualified		



4-H

HEALTH AND PERSONAL SAFETY

PROJECT OVERVIEW

The 4-H Health and Personal Safety Project

teaches 4-H members how to improve their physical, intellectual, emotional, and social health while also teaching best practices related to safety. It focuses on healthy lifestyles, illness and injury prevention, and wellness.

OVERVIEW OF THE 4-H HEALTH AND PERSONAL SAFETY PROJECT

The 4-H Health and Personal Safety Project teaches 4-H members how to improve their physical, intellectual, emotional, and social health while also teaching best practices related to safety. It focuses on healthy lifestyles, illness and injury prevention, and wellness.

The project also addresses safety concerns related to health issues, such as first aid, teen driving, and emergency preparedness.

Health and Personal Safety projects usually occur throughout the 4-H year, based on the availability of leaders, project activities, and youth interest. Members interested in participating in a health project should be willing to commit the appropriate amount of time to it, depending on the level of involvement.

To complement the project, several contests are offered which include: Health & Wellness educational presentation, Safety & Injury Prevention educational presentation, Healthy Lifestyles Invitational contest, and record book competitions. Members may instead choose to focus more on the learning process and the multiple opportunities for community service instead of contest which is acceptable.

Questions to ask

- What are your goals?
- What do you want to learn about health and safety practices?
- What are current youth health and safety issues which can be addressed via this project?
- Do you want to compete in any health project contests?
- If so, would you like to compete with a team or individually?
- What other projects are you involved in that you can incorporate into your health project?

Learning experiences

Workshops

- Assembling a first aid kit
- Balance of nutrition and physical activity
- Basic first aid/CPR
- Water versus energy drinks
- Dangers of alcohol/drugs
- Dental health
- Eating disorders
- Healthy lifestyles
- Healthy snacking
- Importance of immunizations
- Importance of sleep
- Teen driving
- Preventing colds and flu
- Proper hygiene
- Sun safety
- Tobacco & Alcohol use prevention

Tours

- Clinics
- Exercise facilities
- Grocery stores
- Health department
- Health food stores
- Hospitals
- Local health organizations
- Physical Therapy
- Health Organizations
- Nursing homes
- Youth Health facilities
- EMS Services

Community Service

- Assemble and distribute first aid kits
- Conduct a presentation on a health topic
- Conduct a school health workshop
- Help with a health fair
- Offer a basic first aid course
- Organize a team for a health walk
- Volunteer with a hospital or health department
- Provide a presentation for school health councils

Contests

The contests are summarized on individual essentials page

- Educational presentation: Health & Wellness
- Healthy Lifestyles Invitational
- Recordbook: Health & Personal Safety

Careers

- Dental hygienist
- Dietitian
- Doctor
- Emergency medical technician
- Extension agent
- Health care administrator
- Health educator
- Health inspector
- Health specialist
- Human services counselor
- Lab technician
- Nurse
- Nursing home administrator
- Pharmacist
- Physician's assistant
- Radiologist
- Therapist (physical, speech, occupational, etc.)
- Wellness coach

Resources

- AgriLife Extension resources (fch.tamu.edu) Agent only log-in
- AgriLife Passenger & Community Safety: <http://fch.tamu.edu/programs/passenger-community-safety/>
- Alcohol and Drug Awareness Programs: <https://watchurbac.tamu.edu/>
- Centers for Disease Control and Prevention Adolescent & School Health: <https://www.cdc.gov/healthyyouth/index.htm>
- Center for Disease Control and Prevention: <https://www.cdc.gov/handwashing/index.html>
- Color Me Healthy (North Carolina State University Cooperative Extension): <https://www.colormehealthy.com/>
- National 4-H Curriculum: www.4-hcurriculum.org
- National Heart, Lung and Blood Institute: <https://www.nhlbi.nih.gov/health/educational/wecan/tools-resources/curricula-toolkits.htm>
- Texas 4-H Club Health/Safety Officer Handbook: <http://texas4-h.tamu.edu>
- Texas Department of Health: www.dshs.state.tx.us/
- Walk Across Texas!: <http://walkacrosstexas.tamu.edu/>

State Leadership

- Health & Personal Safety: Julie Gardner, Extension Program Specialist for Youth Healthy Lifestyles; julie.gardner@ag.tamu.edu, 979-845-1484

Healthy Lifestyles Invitational Essentials

The 4-H Healthy Lifestyles Invitational gives participants the opportunity to participate in a competitive event using the knowledge and skills they learn from participating in 4-H healthy lifestyles programs. The invitational is conducted during Texas 4-H Roundup, and is open to intermediate and senior 4-H members. 4-H members need not qualify to participate in the contest.

Basics

4-H members may enter the healthy lifestyles invitational as an individual or as a 3-to-4 person team within the same age division. 4-H members who enter as individuals will be grouped randomly with other individuals for the team presentation part of the contest.

The invitational consists of two parts — individual judging, and team presentations.

Participants first work individually to judge/place eight classes, each of which consists of a scenario and four options related to a healthy lifestyles topic. The class topics are announced at the beginning of each 4-H year.

For each class, the individual participant will rank the four options based on the given situation. Some classes may also include a multiple-choice and a true/false quiz. Seven minutes are allowed for each class, with 1 minute between each to allow the contestants to move to the next class.

After individual judging are the team presentations. The order in which the teams present is assigned randomly.

Each team is given a scenario (based on a healthy lifestyles topic) and has 10 minutes to evaluate it, decide on a solution, and prepare a presentation.

Each team will have five minutes to present its solution to the problem/scenario. Participants may not use visual aids during the team presentation.

Conducting a healthy lifestyles invitational

The 4-H Healthy Lifestyles Invitational Contest requires a great deal of planning. The consumer decision-making contest guide can be used as a model for preparing and conducting this invitational contest.

Space and equipment needed

Rooms

- One room for group assembly and awards
- One room large enough for separate tables for each class
- One room for tabulation
- Two rooms for team presentations (one per age division)

Tables

- One table per class to display the four options for each situation and a copy of the scenario for each contestant.

For each contestant

- Cards for taking notes (optional since reasons are not given for any class)
- Contest schedule
- Name tag or contestant number tag
- Pencils
- Time schedule for team presentations
- Universal A Scantron
- Possible locations include schools, churches, community centers, county fair building, or county Extension offices.

Volunteers needed

- **Class monitor/group leader:** Monitors 4-H members as they judge each class and direct contestants to the next class; between classes, straightens the four class options; can be used to monitor teams as they wait to give team presentation (talking is allowed)
- **Judges:** Observe and score team presentations
- **Situation statement writers:** Members of the contest planning committee may help with these responsibilities as long as it does not interfere with the integrity of the contest
- **Tabulators:** Operate the Scantron machine, tabulate placing, and present the scores
- **Timekeeper:** Keeps time during judging and indicates when contestants should rotate to the next class

Resources

- All located at: <https://texas4-h.tamu.edu/project-category/healthy-living/>
- 4-H Healthy Lifestyles Invitational Packet (updated annually)
- Subject-matter resources (determined based on class topics)



4-H SAFETY PROJECT OVERVIEW

The 4-H Safety Project

teaches 4-H members to prevent accidents and injuries by recognizing and correcting safety hazards. This activity can be a stand-alone project or a component of various other 4-H projects.

Participants in the 4-H Safety Project learn to prevent accidents and injuries by recognizing and correcting safety hazards. This activity can be a stand-alone project or a component of various other 4-H projects. Project work can relate to safe equipment designs and procedures for preventing injuries in the home, at work, or in recreational environments.

Topics might include animals, boating, chemicals, electricity, falls, farm or yard machinery, fire, hunting, natural disasters, traffic safety, or workplace equipment. Safety projects are usually conducted throughout the 4-H year, based on the availability of leaders. 4-H members interested in the safety project should be willing to commit the appropriate amount of time to it, depending on the level of involvement.

Because competition is limited to 4-H educational presentation and recordbook competitions, the 4-H members can focus more on the learning process and the many opportunities for community service.

This project may overlap with other projects, such as health, family life, and housing and home environment.

Questions to ask

- What are your goals?
- Do you want to compete in any safety project contests?
- If so, would you like to compete with a team of other 4-H members or as an individual?
- What other projects are you involved in that you can incorporate into your safety project?

Learning experiences

Workshops

- ATV safety
- Bicycle safety
- Boating safety
- Chemical safety
- Child passenger safety
- Elder driving safety
- Fall prevention
- Farm equipment safety
- Fire safety
- Gun safety
- Kick scooter safety
- Pedestrian safety
- Personal safety
- School bus safety
- Snake safety
- Sun safety
- Teen driver safety
- Tractor safety
- Water safety
- Weather safety

Tours

- Business that makes or sells safety equipment
- Fire station
- Tour homes to identify safety hazards

Community Service

- Collect smoke alarms for families in need
- Coordinate a bicycle rodeo
- Distribute literature on home fire drills
- Help at a child safety seat check-up event
- Help coordinate a farm safety day camp
- Help older and/or disabled citizens with accident prevention in the home (cleanup, modifications, etc.)
- Serve on a safety council and/or committee
- Help secure the rollover convincer and help with a demonstration at a school
- Make a safety presentation to community groups
- Place exhibit at a local store on the safe storage and use of household chemicals
- Promote accident prevention with farm equipment
- Promote accident prevention with livestock

Contests

The contests are summarized on individual essentials page

- Educational presentations: Safety and injury prevention
- Recordbook: Safety

Careers

- American Red Cross
- Emergency management coordinator
- EMS
- Environmental safety
- Firefighter
- Occupational Safety and Health Administration
- Meteorologist
- Law Enforcement Officer
- Traffic safety engineer

Resources

- Agricultural Safety and Health: <http://agsafety.tamu.edu/>
- AgriLife Extension resources: FCH.tamu.edu (agent only site)
 - Child Safety Seats
 - Road Wise: A Complete Traffic Safety Program Toolkit
 - Smart Driving
 - Teen Traffic Safety Project Guide
 - Youth Traffic Safety
- ATV Safety Institute: <http://www.atvsafety.org/>
- Extension Disaster Education Network: <https://texashelp.tamu.edu>
- Hunter Education: http://www.tpwd.state.tx.us/learning/hunter_education/
- MADD: <http://www.madd.org/>
- National Ag Safety Database: <http://www.nasdonline.org/index.html>
- Personal Safety: <http://ncpc.org>
- Teens in the Driver Seat: www.t-driver.com
- Traffic Safety: <http://www.nhtsa.dot.gov/>

Specialists

- **Safety and accident prevention educational presentation:**
Bev Kellner, Extension Program Specialist– Passenger Safety; bkellner@ag.tamu.edu, 979-862-1782
- **Recordbooks**
 - First point of contact: Your district 4-H specialist
 - Coordinator of the state judging process:
Farm safety day camp: Susan Reynolds, Executive Director – Programs, Progressive Agriculture Foundation; farmsafetyday@aol.com, 888-257-3529
- **Teen rollover convincer:**
Bev Kellner, Extension Program Specialists – Passenger Safety; bkellner@ag.tamu.edu, 979-862-1782

Educational Presentation Essentials

A 4-H educational presentation is a demonstration of a 4-H member's knowledge and skills in a project area. It is presented in a way that is most comfortable to the 4-H member. It can be accomplished using posters, props (method demonstration), or media presentations (illustrated talk), or by simply speaking, convincing, and educating with words alone (public speaking).

Educational presentations are part of the statewide event known as Roundup. Conduct Roundup at the county level, as well as the district and state levels. Each district determines when to hold its district Roundup.

Texas 4-H Roundup is always the second full week in June; it includes all events such as educational presentations, fashion show, food show, judging contests, public speaking contests, and quiz bowls. Based on the schedule for your district, the list of competitions at the district roundup will vary. Know the schedule of competitions for your district so you can plan for adequate preparation and practice time for your 4-H members.

Basics

Educational presentations are conducted consistently across the state for each category and 4-H age division. Below is a summary of the rules and guidelines that pertain specifically to the educational presentation. These rules are released annually in the Texas 4-H Roundup Rules and Guidelines.

Topic

Educational presentations should address emerging or current issues in each of the contest areas. Some contests provide a list of suggested topics for educational presentations, along with a resource list. Senior contestants are encouraged to research these emerging and/or current areas to develop their presentations.

- **Accuracy information/resources:** With the Internet being used heavily as a source of information for educational presentations, 4-H members must know the difference between research-based and on-research-based information. Contestants must use information that is factual and can be supported through adequate documentation. Reliable websites are those by federal, state, and local governments, independent research organizations, and the Texas A&M AgriLife Extension Service. Internet information that is questionable includes personal sites, chat rooms, and message boards. 4-H members should prepare a list of references (biography, works cited) for their presentation.
- **Subject matter:** The skills and knowledge exhibited in any 4-H contest should be the result of experiences in a project in which the member has participated. A presentation should relate to the contest entered, contain current information, and not be more suited for another contest. It should be appropriate for the member's age and experience. It must give appropriate credit for references used. If there is a question about which category a presentation belongs in, consult the district 4-H specialist, state 4-H office and/or state contest superintendent.
- **Time limits:** Each educational presentation is limited to 12 minutes. An additional nine minutes can be given to allow presenters to set up their equipment before the presentation and to clean up the stage afterward. A penalty of two points per minute or partial minute of overtime will be deducted from the final score. Adults are permitted to help 4-H members with the on-stage arrangements and clean up.
- **Visuals:** The use of charts, photographs, computer graphics/programs, and other visual materials is permitted. The visuals should contribute to the presentation. Each presentation demonstrates the participant's ability to communicate an idea.
- **Judges' questions:** Judges and/or superintendents may ask contestants questions at the end of their presentations. This will be done on the judge's time. Only official judges and superintendents may ask questions of the contestants.
- **Scorecard:** The 4-H Educational Presentation Score Sheet, (revised August 2016), will be used by contest judges in scoring educational presentations regardless of presentation style (method demonstration, illustrated talk, or speech). Separate scorecards are used in public speaking and Share-the-Fun. All score sheets are available on the Texas 4-H and Youth Development publication website.

- **Judges' gifts/handouts:** Gifts (of any kind) may not be presented to the judges in any contest. Contestants may give handouts to judges and the entire audience.
- **Video, audio, and display equipment:** Participants are responsible for all video and audio equipment (and components) used in a contest. Video and audio equipment includes computers, easels, extension cords, speakers, viewing screens, and video projectors.

Categories

An educational presentation can be made on any topic in the disciplines of family and consumer sciences, agriculture, or natural resources. To see a complete list and detailed rules related to each category, refer to the current Texas 4-H Roundup Rules and Guidelines.

Family and community health educational presentations can be presented in health & wellness, open family and consumer sciences, and safety and injury prevention. Refer to the Texas 4-H Roundup Rules and Guidelines for category updates and descriptions of each category.

Developing the presentation

Make developing educational presentations fun for 4-H members. First, help them select a topic in a 4-H project that they are interested and actively participating in. It should be an important issue in our world today. Encourage the members to choose topics that will be challenging so they can grow. As they increase their knowledge and involvement in the 4-H project, they can also expand the presentation focus.

After selecting a topic, the 4-H member should start researching. Research should include only scientific, research-based facts. Outstanding resources for acquiring such resources include local, state, and federal government websites/ publications, firms that conduct unbiased research, and other organizations' and associations' websites/publications that provide research-based information (such as the American Heart Association and American Cancer Society).

The 4-H member should then decide whether to make the presentation alone or with other 4-H members, and whether it will be a speech, a method demonstration, or an illustrated talk. Factors that help them decide the method to use include the resources available (such as a computer with a presentation program) and whether the topic can be demonstrated or is more informational/persuasive and should be delivered as a speech.

Help the 4-H member prepare an outline using the resources collected. Younger 4-H members may have to write out their entire speeches; older members who have been involved in public speaking may just need to prepare a detailed outline. For all participants, practice is the key to success.

Coordinating a Roundup contest

Counties need to hold local 4-H roundups to help members prepare for the competition at the district and state 4-H roundups. Roundup events can be held in the evening or on a weekend, depending on the number of entries.

A county roundup event is typically used as a qualifying process for 4-H members to advance to the district level. To plan for the qualifying competition at the county level, know the number of entries in each contest that can advance to the district contest.

Whether you are having a county roundup to qualify entries for the district level or using it as an opportunity to give feedback and practice time for your 4-H members, consider these factors when planning it:

- Secure a facility and announce the location, date, and time of the event at least three months in advance to give the 4-H members and leaders enough time to prepare.
- Ask the 4-H volunteers and committees to organize the event. Allow them to recruit and train the judges and other event workers. Have a volunteer committee arrange for awards and/or recognition for contestants and for refreshments, greeters, and other logistics.
- Have the judges provide helpful feedback to participants so they can improve their educational presentations before the district competition.
- Use the county 4-H youth leaders by having them host an assembly to recognize those participating.

Benefits of doing an educational presentation

Making an educational presentation builds self-confidence and teaches a 4-H member organizational skills and the ability to relay a message successfully. It can increase the members' public speaking skills and allow them to share their knowledge with a group of other 4-H members and/or adults.

Educational presentations can be fun! They can be done individually or with one to four team members. Supporting adults, such as volunteer leaders and county Extension agents, should help the members identify credible, unbiased research to use in their presentations. When helping with the development of an educational presentation, adults can encourage creativity and enthusiasm.

Resources

- Public Speaking: <https://texas4-h.tamu.edu/projects/public-speaking/>
 - What is an Educational Presentation?
 - Public Speaking: 4-H Style
- 4-H Public Presentation Guide: Method Demonstrations and Illustrated Talks https://texas4-h.tamu.edu/wp-content/uploads/2015/09/publications_public_speaking_presentation_guide.pdf
- Texas 4-H Roundup Rules and Guidelines (released annually) http://texas4-h.tamu.edu/wp-content/uploads/2019_TXRU_Guide-2.11.19.pdf
- Get to the Point with 4-H Presentations (online training module)

Specialists

Educational presentations:

- General
Jana Barrett, Extension Associate; jcbarrett@ag.tamu.edu, 979-845-6533
- Health
Alice Kirk; akirk@ag.tamu.edu, 979-845-2098
- Open Family and Consumer Sciences Educational Presentation
Dianne Gertson, CEA-FCH; dlgertson@ag.tamu.edu, 281-342-3034
Courtney Latour, CEA-FCH; clatour@ag.tamu.edu, 979-864-1558
- Safety and injury prevention
Bev Kellner, Extension Program Specialist; bkellner@ag.tamu.edu 979-862-1782

4-H Roundup Educational Presentation Contest Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set up Roundup task force/event planning committee		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> • Awards • Contest(s) superintendents • Donors • Judges • Programs • Publicity and signs • Registration • Other: 		
	Set the roundup date and time as well as dates for committee meetings for planning, implementing, and evaluating the contest(s)		
	Designate and reserve the facility		
	Set the contest entry deadline		
	Determine whether tables and chairs are available in each room at the facility and plan room setup for specific contest(s)		
	Print and review current year's Texas 4-H Roundup Rules and Guidelines		
	Contact a diverse group of judges by telephone/email and confirm with follow-up. Make sure that the judges have the expectations, rules, a map to the location, and that the other information that will help them be prepared to judge		
	Reproduce copies of rules, scorecards, and evaluation forms and have available on contest day		
	Order all awards and judges' gifts		
	Prepare and print the program		
	Secure all the equipment needed for the roundup event such as projectors, microphone(s), tabulation supplies, etc.		
	Organize and prepare the script for the awards presentations. If your contest has a donor, ask that person to present the awards		

Date Due	Task	Person Responsible	Date Done
	Contact the local newspaper and extend an invitation to attend the event for photo and story coverage		
	The day before roundup, ensure that the facility is set up as planned by the committee		
	Orient the judges before the roundup contest begins		
	Evaluate the planning, implementation, and results. Keep the notes for next year's roundup		
	Send notes of appreciation to all who helped with the event, including donors and special guests		
	Send releases about the results to the news media		
	Recognize the winners from roundup in the next county 4-H newsletter		

4-H Recordbook Essentials

A 4-H recordbook is a member's annual record of growth and accomplishments. It is a historical record of the member's 4-H career. Participants record the projects they have been involved in, what they have learned, and how they have grown personally and in their knowledge. With recordbooks, the members can reflect on their entire 4-H careers even after they have left 4-H career.

Recordbooks are a part of the core life skill of record keeping, which should be taught in every 4-H project. Record keeping teaches responsibility, self-reflection, and accountability. If a project involves monetary transactions, keeping records also teaches basic bookkeeping skills. 4-H members who create recordbooks throughout their 4-H career have the skills to complete college, award, and scholarship applications.

Members should work on their recordbooks throughout the year; they will be evaluated at the county level in late June/early July. District recordbook judging competitions occur in July, and the state judging for senior 4-H members is in August. Know your district judging date to give ample time for the members to edit and correct their recordbooks before the district judging.

Basics

Record books are divided into three levels of based on 4-H age. Recordbook guidelines and suggested systems for documenting project activities, leadership, and community service, awards, and other 4-H project learning experiences are available at: <https://texas4-h.tamu.edu/recordbooks>.

- **Category:** 4-H members may select among 25 categories in which to enter a recordbook. FCH project categories are listed below. Although 4-H members may change categories each year, many stay with the category in which they are most active.
- **4-H story:** Part of the recordbook is the 4-H story, in which the member discusses highlights or points of interest that may not fit into the project report form. The story is a vital part of the record book because it helps the judges get to know the 4-H member.
- **Stories:** Can be written according to a theme or can be chronological histories of 4-H careers. The story should be personal, be written in first person, and express both the good and unfortunate events of the member's life.
- **Recordbooks:** Include photos of members at work during their 4-H careers. The best photos are action shots of the members working with their projects, leading others, and helping in their communities.
- **Project experiences and participation:** Because 4-H members are usually very involved in their 4-H work, they need to limit the amount of information in their recordbooks. 4-H recordbooks cover up to four projects for up to the past 4 years. This means that a 4-H member who has been in a project for seven or eight years will include only information about the past 4 years of experiences. Members who have been in a new project for only one to three years will list all those years. This does not mean that a 4-H member must have four projects or be in all of them for at least 4 years.
- **Leadership:** Members record their experiences in leadership roles they have had — elected/appointed offices, volunteer roles, or promotional leadership at the club (local), county, district, state, national, and even the international level. The recordbook should include information about how being a leader helped others and what effect it had on the 4-H member.
- **Community service:** A recordbook should describe the number of community service projects that a member has been involved with, how many people benefited by the events, and the highlights of community service for the 4-H member.
- **Other 4-H projects:** Because many members are involved in more than four projects, the recordbook includes a section where they can demonstrate successes in other minor projects. Members who have been involved in only four projects are encouraged to list three of them in the first section, and the one in which they have been least involved in the Other Projects section.
- **Recognition and awards:** The recordbook highlights the most significant and special awards received during the years in 4-H.

- **Non-4-H experiences:** The 4-H program has always focused on developing well-rounded 4-H members. They are encouraged to be active in school, church, and civic organizations. One section of the recordbook allows 4-H'ers to describe their involvement in these aspects of life.

Categories

A 4-H recordbook can focus on many areas of family and consumer sciences, agriculture, or natural resources. These categories correspond with Family and Consumer Sciences Projects:

- Consumer Education
- Fashion & Interior Design
- Food & Nutrition
- Health & Personal Safety

Development

Creating a 4-H recordbook is a family affair. 4-H members and their parents/guardians should develop a record-keeping system for recording all the events in which members are involved. The record keeping can be as informal as keeping a calendar on the refrigerator and writing down all activities, or as complex as a computer spreadsheet a family designs. The system should make it easy for the family to extract information for the 4-H recordbook forms. The online system enables members to edit and update their reports as activities and events occur.

After gathering the information, the members choose a category for their recordbooks. The category should be one in which the member has actively participated and can demonstrate growth. The project report form should be completed first, then the 4-H story and photo portfolio. In the story, a member can be creative and address any topics not covered in the report form. Once the recordbook is complete, it should be proofread.

Coordinating a recordbook contest

A county 4-H recordbook evaluation event prepares members for the district competition and, for seniors, the state competition.

Recordbook judging can be held in the evening, on a weekend, or with other county 4-H programs as a recordbook trade. Have the recordbooks reviewed (even those not entered in a competition), and give the reviewers' comments to the 4-H members to use to strengthen their books for clarity and readability. Reviewers' comments should be positive to help the 4-H members feel good about what they have accomplished and learn how they can strengthen their 4-H careers.

Whether a county recordbook judging is held to select qualifying entries for the district level or simply to give feedback to 4-H members, consider these things when organizing the event:

- Secure a facility and announce the location, date, and time of the event at least a month in advance to give the volunteers and leaders enough time to prepare.
- Ask 4-H volunteers and committees to organize the event. Give the volunteers the responsibilities for recruiting and training judges and other event workers, arranging for awards and/or recognition, and taking care of other logistics such as refreshments.
- Ask the judges to give feedback to help the participants improve their recordbooks before the district competition.
- Have county 4-H youth leaders host a recognition assembly for all who participate.

Benefits

A 4-H recordbook helps a member organize both 4-H and non-4-H information that is useful in applying for awards and scholarships. The current 4-H recordbook requirements mirror those of the Texas 4-H scholarship application, making the application process much easier for those who have completed recordbooks. Many county award applications require recordbooks or components of them as part of the award submission process.

4-H members who have completed recordbooks over the years have a vast resource of information for their college applications and other scholarships. Recordbooks are also a source of personal satisfaction, as 4-H members reflect on how they have grown over the years.

Resources

- Recordbook support materials: <https://texas4-h.tamu.edu/recordbooks/>
- Recordbooks
 - First point of contact: Your district 4-H specialist

4-H Recordbook Judging Planning Guide

County: _____

Date of Event: _____

Date Due	Task	Person Responsible	Date Done
	Set the dates for entry submissions		
	Set the date for judging		
	Choose a place for judging		
	Set the schedule		
	Compile the judges' criteria		
	Select the judges		
	Contact the judges and give them the information they need to prepare for the judging assignment		
	Arrange for judging of special awards (if the county/district/state has any special awards beyond placing)		
	Acquire supplies: <ul style="list-style-type: none"> • Adding machine • Comment sheets (sticky notes) • Objectives • Paper clips • Pencil sharpener • Pencils • Ribbons • Score sheets • Stapler • Tabulation sheets/computer for tabulations 		
	Hold the judges' orientation		
	Serve refreshments or a meal		
	Evaluate the event		
	Send thank-you notes to the judges		

Date Due	Task	Person Responsible	Date Done
	Follow up with the participants: <ul style="list-style-type: none"> • Give the score sheets to the participants, with the numerical values removed • If a recordbook will advance to the next level, give the registration information and deadline to the 4-H member • Help with any corrections needed in the recordbook before the next competition 		
	Send a news release with judging results to the news media		
	Recognize the winners from roundup in the next county 4-H newsletter		



4-H CONTEST RESOURCES

The Contest Resources Section has all the information you need as an agent to get your 4-H members started. There are sample program agendas, worksheets, checklists, scorecards, and more! There is also support for recruiting and training both project leaders and adult volunteers.

Contest Integrity Checklist

The Contest Integrity Checklist can be used with any project's designated contest to maintain the quality and integrity of the program. It can also help ensure that each participant is treated fairly. Communicate that the project experience does not exist to serve the contest, but that the contest is a step in the youth development process.

Contest Integrity Checklist

- The contest has written rules, regulations, and guidelines.
- The appropriate task force has reviewed and approved the rules and guidelines.
- The rules and guidelines have been communicated and distributed to all participants at least 60 days before the contest.
- The contest officials have been informed of their duties and expectations at least two weeks before the contest.
- The contest judges and other officials have been notified consistently and effectively.
- All contest judges have received orientation and training.
- An unbiased panel of tabulators has compiled the contest results.
- The contest judges have signed the paperwork necessary to verify the results of the contest.
- Contest recognition was developed in accordance with the National 4-H Recognition Model.
- The contest was evaluated effectively. Participants have an avenue for giving praise and recommendations.

Contest Integrity Checklists

The following checklists may help you prepare information for 4-H contests. This will help ensure that each 4-H member receives adequate and consistent information.

Checklist: County information packet

- Contest details
- County contest logistics (date, time, location, etc.)
- Description of the categories/classes/divisions
- Entry deadline
- Entry forms
- Objectives of the contest
- Resource links
- Sample questions
- Sample scorecard for contest interview
- Tips for completing forms

Checklist: Letter to district participants

- 4-H Connect entry deadline
- Congratulations and encouragement
- Contest logistics (date, time, location)
- List of items to submit for complete entry
- Offer of assistance
- Paperwork deadline

Checklist: Letter to state participants

- 4-H Connect entry deadline
- Additional roundup opportunities
- Congratulations and encouragement
- Contest logistics (date, time, location)
- County-specific logistics
- List of items to submit for complete entry
- Offer of help
- Roundup lodging and transportation information
- Texas 4-H Roundup Rules and Guidelines

Checklist: Letter to judges

- Brief statement of contest objectives
- Contest logistics (date, time, location — include a map)
- Copy of entry paperwork for judges

Checklist: Judge orientation

- Welcome and express gratitude.
- Allow time for the judges to review the paperwork before the interviews start.
- Provide refreshments and/or a small gift.
- Review and explain the contest objectives.
- Review the rules (time limits, etc.).
- Review the suggestions for making comments on the judging scorecards (give feedback to reinforce or enhance learning and skill development).

Suggestions for Commenting on Judging Scorecards

Judges' comments on scorecards can be like air in a balloon. Good, positive, constructive comments can inflate the balloon; destructive, poorly worded comments can quickly deflate or even pop the balloon. Judges' comments can inflate or deflate a 4-H contestant's self-esteem and motivation.

Judges' comments can be the most meaningful part of the contest experience for contestants. A judge's words can mean much more than a score or a placing and can be remembered long after the show is over. Even years later, some former contestants remember specific comments a judge once made. In fact, sometimes the words said or written are remembered more than any other aspect of the contest.

Ideally, the judges' comments should make the participants feel special and rewarded, even if just for their effort to participate. The children should never go home feeling as if they got last place.

However, positive, constructive comments should not be sugar-coated or untruthful. They should be words of genuine encouragement and valuable suggestions for improvement. The true value of positive comments can often be found in how comments are said rather than just what is said. Good intentions can be easily misunderstood.

Even for the best entries, the judges need to point out at least one area that the participants could improve, especially if they are advancing to a higher level of competition.

As a judge, ask yourself if the words you write or say can be easily understood by a child. Be sure to describe clearly what you liked or what can be done to improve. When you make comments, consider the age and developmental stage of the participants. Also consider the resources available to that child. Not all children have the same opportunities and support.

Try to point out aspects specific to the child, the interview, or the paperwork, so that participants feel their presence is validated. Don't let kids feel that their effort didn't matter, or that they were indistinguishable in the mix. All children need to know that they were noticed, have potential, and have value.

When making comments on scorecards:

Try this...	Instead of...
<p><i>You've made good progress in your project; I can see that you've learned a lot about _____.</i></p> <p>Be specific with comments. For example:</p> <ul style="list-style-type: none"> • Smart shopping • Gourmet cooking • Advanced sewing techniques • Creating a "green" home • Preventing skin cancer 	<p>Leaving a section blank. If there are no comments on a score-card, a 4-H member doesn't know what was done well or what could be improved.</p>
<p><i>I really liked the way you _____.</i></p> <p>Fill in the blank with something specific. For example:</p> <ul style="list-style-type: none"> • Presented your dish • Explained your reasons for purchasing this item instead of the others • Used research-based materials in your presentation • Made eye contact during your presentation 	<p>Offering praise and encouragement such as "Good job!" "Great work!" or "Way to go!" but not letting the 4-H members know what specifically they did well.</p>

Try this...	Instead of...
<p><i>Think about adding accessories in the same color family to tie the look together.</i></p> <p>Allow the participants to express their personal tastes and current trends. Keep current trends in mind.</p>	<p><i>Your shoes are too flashy.</i></p> <p>Expressing personal bias toward dress and hairstyles.</p>
<p><i>I know how hard it is to speak in front of an audience. Practice giving your demonstration in front of people whenever you can to gain confidence.</i></p> <p>Offer suggestions for improving their skills.</p>	<p><i>Don't be clumsy.</i></p> <p>Highlighting the things the 4-H member did wrong.</p>
<p><i>Remember that garnish adds to the attractiveness of a dish.</i></p> <p><i>Accessories add to an outfit and make it look complete. Consider how the accessories that you choose affect the look of your outfit.</i></p>	<p><i>Always garnish your dish with parsley. Never wear pearls with jeans.</i></p> <p>Using always and never; there are often legitimate exceptions.</p>
<p><i>Your presentation followed an easy-to-understand outline.</i></p> <p><i>View your visual aids from a distance to make sure they can be read.</i></p> <p><i>Great job tying the main points together in the conclusion.</i></p>	<p><i>Your presentation was too long. You gave too many examples. Your visual aids need larger type.</i></p>
<p>Give praise as well as criticism. Try to “sandwich” suggestions between praise and positive comments.</p>	<p>Focusing on the negative.</p>
<p><i>I was concerned when you said _____. I worried that you didn't want to be in the project and you were only doing it because your mom made you.</i></p> <p>If you are concerned about something, be specific. They may not have realized what they said or did.</p>	<p><i>I can't believe you said that!</i></p> <p>Leaving them guessing about what they said.</p>
<p><i>You can improve your presentation by:</i></p> <ul style="list-style-type: none"> • <i>Adding more detail to your answers</i> • <i>Using larger print on your slides/posters</i> • <i>Using research-based resources</i> <p>If something was done incorrectly, be specific and give concrete solutions to problems you see.</p>	<p><i>NO, NO, NO!</i></p> <p>Just saying that the 4-H'er is wrong.</p>

Tips for Improving Contest Record Forms and Interviews

These tips for producing high-quality project record forms (paperwork) and presenting outstanding interviews are only suggestions, not rules or requirements. The paperwork should be neat, readable, and complete. Forms may be reproduced on the computer if similar font sizes and spacing are used. Remember, the small differences, additions, and details are what move the paperwork from ordinary to outstanding. There is no substitute for high-quality project work, but excellent paperwork is essential for illustrating your experiences in the project. Keep in mind that unless your writing is complete and specific about what you've done, those who read it will not know the amount of hard work you've put into your project. In some ways you want to try to "think" for the person reading your paperwork. The more detailed the report is, the easier it is for the reader to see what you've done.

A large part of your total contest score is based on the paperwork alone. It should reinforce the information that you present in our interview. The time it takes to produce good paperwork is worth the effort for your competition as well as your own personal benefit.

- If possible, type your paperwork. Forms are sometimes available online in a "fillable" format.
- Be unique. Let your personality shine through. Show what sets you apart from the crowd.
- Organize your paperwork well. Your paperwork should "flow." You don't want it to be so complicated that even you get confused, but you do want to include important details. Use an organization technique that is easy for you to follow. There is no one correct way. Ask others to check your paperwork to see if they can follow it, too.
- Try to fill in all blanks on the form as much as possible. For beginners, this may mean telling a story using complete sentences. Those who have a lot of information to include may choose to use more bulleted statements.
- Make sure that the information is correct and fairly detailed. Never be dishonest, but try to get as much "mile-age" from each activity as possible. Different components of an activity can be reported in different areas of the forms.

For example, in a project meeting, you might learn several concepts with two or three activities. So instead of just writing attended project meeting:

- *Add participated in garnishing demonstration or helped with cleanup in the project activities section*
- *And include learned to make radish roses, learned that the history of garnishing plates with parsley came from using parsley as an after-meal breath freshener, and learned the importance of storing food in the refrigerator within two hours of use to prevent bacterial growth in the knowledge and skills section.*
- Complete sentences are not necessary. Use a symbol (for example, * or -) to begin each new thought in a list. One exception is the project summary, where complete sentences will help to tell your ending "story."
- **Project goals** should relate to the objectives of the project. The goals in the record form are yours, so make them your own. Ask yourself, "What do I want to learn?" Your answers lead you to your goals.
- The project summary should reflect the completion of your goals. Did you do what you wanted to do, and learn what you wanted to learn? If so, how did you do it? If not, what changed, and why? In this section include general comments about your project experience. Readers will enjoy the summary even more if it is a little story about your project that starts with an "attention getter" and has a theme throughout the paragraph.
- Answer questions the reader might have about what you are reporting (such as who was involved, what you did, and where and how you did it). Also, spell out any acronyms such as FCH. You may know what they mean, but not everyone will.
- Use numbers wherever you can (such as the number of hours you spent in an activity, and the number of people you led or who were involved). Add up those numbers at the end of each section and include a grand total if you can. Again, it helps the reader understand what you've done.
- Include as much as possible about your leadership and community service. If you don't get a chance to lead or serve the community with a group, start your own activities and relate these to the project area.
- For example, include that you took a leadership role in a project workshop (food workshops go on the food

show forms, and clothing workshops go on the fashion show forms). Or, for community service, write that you donated to a campaign to help the needy (for example, a canned food drive or a coat drive for the fashion show).

- Answer the questions on the forms thoroughly and include what you've learned in the category you've entered (such as everyday living, refashion, semiformal to formal, and theater/costume in clothing construction, or dairy, fruits and vegetables, grains, and protein in the food show). If you're in the "everyday living" category of the fashion show, your answers should make it obvious that your garment was chosen for and will be used as an everyday living outfit. If your category in the food show is Grains, your knowledge and skills should reflect the concepts you learned about grains.
- **Knowledge and skills** are specific things you've learned from your project activities. Connect them to your goals and the project objectives. Make specific statements (instead of "learned about fiber," say "learned that polyester is one of the most versatile fibers made because it can imitate several other fibers").
- Also, show how you've grown by reporting something you did to build on what you did last year or something you've never tried before.
- **Project activities** are what you did to gain your knowledge and skills. They should also be specific and show growth. Use numbers where you can (such as the number of workshops attended, number of articles read, and number of fashion shows participated in).
- Project activities can include a variety of things related to the project, such as meetings, workshops, and community service. But the activities can also be self-directed. For example, in a clothing project, you might include reading magazine articles about fashion trends; watching videos about the fashion industry; watching TV shows like *What Not to Wear*, *America's Next Top Model*, *Project Runway*, or sewing shows; interviewing clothing store owners or workers; conducting Internet research, etc.
- In a food project you might include trying new recipes; reading magazine articles or books about restaurants, cooking techniques, or careers in the food industry; watching cooking shows on TV such as *Hell's Kitchen*, *Iron Chef*, or *Everyday with Rachael Ray*; viewing food safety videos; or conducting Internet research. Don't limit yourself—the possibilities are endless. Just remember to note something you learned from those activities in the knowledge and skills section.
- Think of the **project summary** as a story that tells about your project for the year. Start with an "attention getter" that relates to your project and then talk about what you've done and learned.
- Don't repeat the information that is in other parts of the form, but instead describe how what you have done or learned affects you or has made your life better. Also describe how you will use what you have learned.
- Mention how you accomplished the goals you listed at the beginning of the form. The summary is a good place to be personal, since the rest of the information is pretty much just factual.
- **In the fashion show:** Make sure you know the difference between fiber and fabric. Cotton is a fiber. Jersey, denim, and velvet/velveteen are fabrics made from cotton. Those fabrics may also be made from other fibers such as polyester. Some of your best sources of this information are books, brochures, and the Internet. Learn the specific care requirements for the fibers and fabrics also.
- **In the fashion show:** Use specific terms to describe your garment design (such as empire waistline, princess seams, notched collar, Florentine neckline, flared skirt, straight skirt, palazzo pants, capped sleeves, set-in sleeves, and sheath dress). Also use specific terms for construction techniques such as reinforced seams, finished seams, tailored, French seams, rolled hem, and double-stitched details. To find these terms, look in books, brochures, and catalogues about fashion.
- **In the food show:** Learn specifics about the food and food category you enter in the show. For example: If you enter the fruits and vegetables category, find out general information and characteristics of fruits and vegetables. What nutrients does that food group provide, and what do those nutrients do for your body? Why is it important to include these foods in a balanced diet? What are the preparation principles in the dish? Why do certain actions make the recipe turn out right, and what does each ingredient do for the recipe? These ideas should be reflected (just briefly) in one or all of three places: knowledge and skills, project activities, and project summary.



4-H VOLUNTEER DEVELOPMENT

The Volunteer Development Section offers support for recruiting and training both project leaders and adult volunteers. This includes working with task forces, training and developing project leaders, and recognizing volunteers for their work.

The 4-H program must have volunteers. County Extension agents need to understand the role of volunteers in managing 4-H FCH projects. This includes working with task forces, training and developing project leaders, and recognizing volunteers for their work. This section focuses on:

- Volunteer Roles and Definitions
- FCH Coalition Task Force Sample Agenda
- Project Leader Position Description
- Role of 4-H Project Leaders
- Project Leader Training Sample Agenda
- Organizing a Project Group
- Helping 4-H Volunteers Become Educators
- Teaching Techniques
- Child Growth and Development
- Recognition of Volunteers
- Parental Involvement

Volunteer Roles and Definitions

Volunteers are vital to the Texas 4-H Youth Development Program. Both adult and youth volunteers can help with FCH projects in the various roles described below.

Adult volunteers

Direct volunteer: Any enrolled volunteer who:

- Provides unpaid support for the 4-H program through face-to-face contact
- Provides a learning experience for members
- Has an individual volunteer application on file in the county Extension office
- Has been screened through the Youth Protection Standards process or another approved screening entity
- Has a position description on file
- Examples of direct volunteers are club managers, project leaders, activity leaders, camp counselors, teachers, and coaches.

Project leader: Any enrolled volunteer who provides structured learning experiences or personal guidance in project-related activities to 4-H members enrolled in the project group. Junior leaders help project leaders by taking responsibility for specific tasks as requested by the leader.

Activity leader: Any enrolled volunteer who helps during a structured learning experience and/or provides leadership and personal guidance for 4-H members involved in an activity such as educational presentations, judging events, contests, community service, or fund-raising.

Project leader coordinator: If the club has six or more project leaders, it may be a good idea to have a project leader coordinator who helps the project leaders get information, provides extra training and information on teaching, and/or coordinates all project meetings and activities. Club managers may also serve in this role.

Youth volunteers

4-H members may also serve as volunteers. This gives them the opportunity to exhibit and enhance the leadership skills they have gained through their 4-H projects and share with others what they have learned.

Youth volunteer: Any enrolled 4-H member who has experience and expertise in the project area and exhibits leadership qualities. Youth volunteers typically work under the guidance of an enrolled adult volunteer. Two leadership roles for 4-H members are:

Junior leader: Any 4-H member, age 10 to 19, who has been an active member for at least 1 year and helps an adult volunteer. Junior leadership gives older 4-H members opportunities to help the club/project group and develop leadership skills. Junior leaders may:

- Help plan 4-H activities
- Teach younger or new members
- Recruit members and leaders
- Call members and encourage participation
- Lead by example

Teen leader: Any 4-H member, age 13 to 19, who accepts primary leadership responsibility for a project group or club activity. Teen leaders recruit adult advisors and plan and coordinate activities associated with a project. Their role is the same as that of adult volunteers, but they work under the supervision of an adult.

4-H FCH Coalitions

Assemble a 4-H Family and Community Health Coalition to help you support and implement FCH projects. Serve as the advisor and allow the members to work as a team to increase the quality of learning experiences for 4-H members. Each county should have a 4-H FCH Coalition; however, Some counties have additional project related task forces to assist with project specific activities, events, or contests.

Purpose

- Guide the project by training project/teen leaders and supplying a curriculum, educational tools, and recognition.
- Plan educational events for the project.
- Help plan and conduct the contests affiliated with the project.
- Generate ideas for project group activities (project learning experiences, community service ideas, leadership opportunities).

Key elements

- Coalitions should include adults and young people:
 - Adults: The coalition helps maximize the use of volunteers.
 - Young people: When coordinating project areas, remember that your target audience is young people.
- Goals: Coalition members can help identify goals for a specific project or for all FCH projects.
- Education: The coalition should focus on the educational aspect of each FCH project by developing meaningful educational programs for 4-H members.

Tasks

- Recruit volunteers (youth and adults) for each of the 4-H FCH project areas.
- Host a project leader training for project leaders from each club. This can be done in one day or periodically throughout the year.
- Plan and sponsor a county wide educational event related to the FCH project area. Task force members may know local resource people who can speak or teach a workshop.
- Secure curriculum and educational resources for the project area to share with volunteers and 4-H members.
- Help plan and coordinate county 4-H FCH contests. A coalition or task force can definitely lighten the load for a county Extension agent, while ensuring the integrity of the contests. Coalition or task force members can help secure contest judges, serve as timekeepers, coordinate the awards program, and secure donations and prizes.
- Help with district 4-H FCH educational events and contests. They can serve on district planning committees or help on the day of the contest by serving as judges, timekeepers, or runners.

Development

- Based on the needs of your county program, determine whether it is best to have only a 4-H FCH Coalition or a separate task force for each FCH project.
- A broad representation strengthens the task force. Try to get members from various 4-H clubs, areas of the county, and all FCH project areas, and members who have different tenures as volunteers or 4-H members. Diversity will give balance to your coalition.
- When recruiting task force members, don't just put an announcement in the newspaper and/or newsletter and expect people to show up. Take time to get to know the volunteers and 4-H members. Learn about their interests and then invite them to serve.
- When recruiting adult volunteers, look at the county industry. Some volunteers may have a profession in a certain area that relates to the project. If they have a passion for the subject matter, they will be committed.
- Volunteers can also be identified by the areas of interest they indicate on their volunteer applications.

Coalition and/or Task Force meetings

- At the first meeting, give the group time to get to know one another. Coordinate an icebreaker or get-acquainted activity that will allow them to learn about each other. This activity can also help you learn what each member's interest may be.
- Don't get immediately wrapped up in the tasks that need to be done or the planning of a contest. Education should take precedence over contests. Take time to listen to the members and their ideas related to improving the knowledge and skills of 4-H members.
- Facilitate discussion within the group so that members feel their input is valued and everyone has a chance to share ideas. Some questions to facilitate discussion.
 - How can we enhance the project experience?
 - What tools and resources do we need to enhance the project?
 - How can we market the project to new 4-H members and volunteers?

Sample Agenda

Welcome

Given by the county Extension agent leading the project

Introductions

Ask members to introduce themselves and say why they are a part of group, what their project interests are, and what they would like to see the group accomplish.

Purpose

Give an overview of the responsibilities of the coalition or task force.

Roles and responsibilities

Outline what the expectations are, what accomplishments you (the CEA) would like to see in the projects, and how the members can help.

Develop a calendar/timeline

Based on major activities (contests, deadlines, etc.), have the members develop a timeline of events to show when activities will take place throughout the cycle of the project.

Use the project timeline and contest planning guide provided in the FCH project information section to help you develop the project calendar.

Plan an activity

The coalition or task force should have a role in planning an event (project workshop, community service activity, etc.). This will give them the opportunity to fulfill additional leadership roles and see the importance of the task force.

Throughout the planning process, be sure that notes are kept about what needs to be accomplished, who is responsible for each task, and by when tasks need to be completed.

Develop a communication plan

Gather and discuss ideas for communication.

Develop a process to ensure that all activity and contest information will be distributed to all 4-H members and their families, and to all project leaders.

Review responsibilities and assignments

Make sure that all coalition or task force members know their responsibilities as set out in the planning of a project activity. As soon as possible after the meeting, give each task force member a copy of the calendar/timeline and all other plans that were made. If you can, make copies for members before they leave. Or, email the information to them the next day.

Set the next meeting date

Depending on the timeline and need, set the date for the next meeting. This will keep the members engaged in the project planning process.

Project Leader Position Description

- **Purpose:** To provide structured learning experiences and personal guidance for 4-H members enrolled in the FCH project
- **Advisor:** County Extension agent responsible for oversight but not necessarily delivery and implementation of 4-H FCH projects
- **Length of appointment:** Varies with the project and as agreed upon with the county Extension agent

Responsibilities

- Share your knowledge with members through meetings, tours, individual help, and written resources.
- Conduct project meetings and activities using the “learn by doing” hands-on approach.
- Help 4-H members set goals, plan and carry out activities, and keep records of achievements in the project.
- Become acquainted with the project and the activities and resources related to it.
- Help members with exhibits, demonstrations, and the completion of their project recordbook and/or Member Achievement Plan if applicable.
- Request training and project materials from the club manager or county Extension agent.
- Seek out additional resources and have approved by county Extension agent.
- Attend project leader training programs at least twice a year. (These are offered at the county, district, region and/or state levels.)
- Submit required records and reports on time.
- Provide opportunities for 4-H members to participate in other 4-H activities and events.
- Involve members as junior and teen leaders.
- Be familiar with and adhere to the Texas 4-H Rules and Guidelines.

Qualifications

- Registered as a direct volunteer for the county 4-H program, meeting all associated requirements
- Knowledge of the project subject matter and a willingness to share that knowledge and talent with 4-H members
- Ability to plan and conduct a project activity using project resources
- Ability to communicate with young people and understand their developmental characteristics
- Willingness to maintain contact with parents to help them to support their child(ren) in project work
- Belief in the importance of youth development and the need to provide young people with out-of-school learning opportunities

Benefits of serving as a 4-H project leader

- Gain and/or enhance knowledge and skills in the subject matter area.
- Be a significant part of the educational and developmental process for young people.
- Foster the development and growth of successful youth-adult partnerships.
- See the effect of the 4-H and Youth Development Program in the county.
- Experience personal growth from serving as a project leader.
- Be recognized by others in the community and program.

Resources and support available

- Orientation, training, and support from the county Extension staff
- Project literature for members and leaders
- Various subject matter resources

Potential 4-H FCH project leaders

Parents are valuable resources when it comes to recruiting 4-H project leaders. However, other volunteers can fill the role of project leaders. Examples include:

Texas Extension Education Association (TEEA): This group of volunteers works with Extension to strengthen and enrich families through educational programs, leadership development, and community service. The members are organized into local clubs and are part of a county, district, and statewide association. TEEA is a strong supporter of the 4-H program.

Quilt guilds: Quilt guild members are natural volunteers for the 4-H Fashion and Interior Design Project. These people love to quilt, are usually generous with their time, and have excellent ideas for community service. They have experience with community service projects and can give guidance as to the skill levels required for various projects. They often will serve as volunteers for workshops or will help put together quilt kits, etc. To find quilt guilds in your area, visit: <http://www.quiltguilds.com/texas.htm>.

Retail stores: Many retail stores are happy to give tours of their facilities. On a tour, the manager could show how freight comes in, how the garments must be ironed and displayed, etc. Another fun idea is for 4-H members to dress mannequins for different functions and have a store's employees vote on the team that did the best job. Consumer decision-making scenarios are fun to do in a store situation. Some stores may donate gift certificates for your fashion show.

College students: If you have a university or college in your area that doesn't have a family and consumer sciences department, volunteer to help the career center conduct "mock interviews." There you will find students who have a background and interest in volunteering with youth programs. Many will have 4-H backgrounds. Some college campuses have collegiate 4-H groups as well. College students can be wonderful Food Show and Fashion Show judges.

Retired teachers: Offer to speak to your local retired teachers' association and tell them your needs. They love young people and love to teach. They can make wonderful volunteers.

Master volunteers: Master volunteers gain knowledge and skills in a specific subject matter and are required to return hours of service in support of the Extension program. Master volunteers who may be willing to work with the 4-H and Youth Development Program are Master Gardeners, Master Naturalists, and Master Wellness Volunteers.

Former 4-H members: This group of potential volunteers is often looking for some way to give back to the program. The familiarity they have with the 4-H program is a benefit.

Project Leader Training

The county Extension agent or designated volunteer is responsible for providing training for FCH project leaders before their projects begin. Project leaders must be provided with foundational training for them to be successful in reaching and teaching youth. This is an example agenda for a project leader training.

Sample Agenda

Welcome

Given by county Extension agent or designated volunteer leading the training

Introductions

Ask project leaders to introduce themselves and say why they are project leaders and what they would like to see their project groups or clubs accomplish.

Volunteers as educators

See Helping 4-H Volunteers Become Educators, page 80, and Child Growth and Development, page 82.

4-H opportunities in a project

- Community service/service learning
- Curriculum
- Educational presentations
- Leadership
- Record keeping and recordbooks
- Resources
- Scholarships
- Upcoming events (county, district, and state competitions, tours, workshops, camps, etc.)

4-H subject matter topics

See the subject matter section for ideas for project meetings, workshops, etc. Offer some of these opportunities to your FCH project leaders so they can replicate the learning experiences for 4-H members in their project groups.

4-H competition resources

- Dates and deadlines
- Paperwork required
- Scorecards
- Suggested interview questions

Organizing a Project Group

Project work allows 4-H volunteer leaders to teach, and it enables the members to learn new skills and gain new knowledge. Organize each project group in cooperation with the club's organizational leader and/or the project task force.

Before the project meeting

- Speak with club managers or county Extension agents and develop a list of project meeting ideas.
- Inform 4-H members about the project. At the monthly club meeting, get names, email addresses, and phone numbers of members and parents who are interested in participating. Recruit project members through newsletter announcements.
- Set a date for the project organizational meeting, and invite the 4-H'ers and their parents.
- Encourage 4-H members to set goals before the first lesson.

At the first meeting

- Present outlines of project opportunities; explain when and where the project group will meet and the approximate number of meetings planned.
- Brainstorm ideas for project group activities, tours, and community service.
- Ask parents to serve as helpers.
- Present the first lesson to enable the members to begin project work.

How often to meet

- Plans and activities at the club and county level determine when a project group will begin and finish its activities for the year.
- Meet as often as necessary to complete the project.
- Typically, projects must consist of at least five learning experiences that last from 30 minutes to one hour each.
- Groups may choose from a variety of meeting formats. They might meet once a week or once or twice a month until the project is completed. Or they might have one all-day meeting with five lessons of at least 30 minutes each. Include learning experiences and community service in the project meetings.
- Projects usually are completed before they are exhibited.

Helping 4-H Volunteers Become Educators

Although most 4-H volunteers can become effective teachers, they may need help to gain confidence, become organized, and start the project. They need help from the county Extension agents. 4-H leaders may feel uneasy about teaching. Remind them that teaching is:

- A matter leaders of sharing what they know with members
- Helping members learn (the most important part)
- A flexible process
- Understanding how children learn

Five main steps:

- The agents help the leaders learn the subject matter material.
 - Explain why it is important.
 - Go over it with them.
 - Help them gain a clear picture of their goal.
- The leaders develop overall plans with input from agents:
 - Make sure the plan covers all objectives that members need to achieve in the project for the year.
 - Set dates, assign responsibilities, and arrange meeting places.
 - Check to make sure that the club/group schedule does not conflict with other related events and activities.
- The leaders plan each meeting:
 - Agenda
 - Arrangements
 - Who does what
 - Notify everyone
- The leaders plan the lesson:
 - Purpose
 - Main points to cover
 - Equipment and teaching aids needed
 - Gather references and resources
 - Review information beforehand
- The leaders provide hands-on experiences:
 - Let members practice.
 - Ask members to help.
 - Discuss the material.
 - Let one member show another.
 - Demonstrate, judge, tour, present problems, and allow the members to work on solutions.

Teaching Techniques

Project leaders need to use a variety of teaching methods and techniques to help young people learn. Volunteers should ask themselves what they want to teach and how to help the 4-H members learn and understand.

Teaching techniques

- **Lecture:** This method is useful when new facts or information must be presented; however, it does not allow members to participate in hands-on learning activities. Therefore, it is best to couple a lecture with an activity or end it with discussion.
- **Illustrated talk:** This teaching method is similar to a lecture except that the presenter uses visual aids (posters, drawings, computer presentation).
- **Discussion:** Facilitating a discussion on a specific topic allows 4-H members to express their opinions, share ideas, and discuss their personal experiences. Dividing into small groups may give each member a better opportunity to participate in the discussion. To be effective, the group members must understand what they are to discuss, how much time is allotted for discussion, and how they will report their discussion.
- **Demonstration:** This technique involves showing the group how to do something.
- **Practical application or hands-on:** This is one of the most effective teaching techniques because it enables 4-H members to learn by doing. After a demonstration that shows members how to do something, they are given the opportunity to practice the skills themselves.
- **Experimentation:** Experimentation allows 4-H members to see if their ideas will work. The usual process is for members to develop a hypothesis, predict what will happen under given circumstances, conduct the experiment, and then report the results.
- **Tours and home visits:** This activity allows members to get out and see how others do things. It also allows them to visit places they may never have been, learn about career opportunities, or see how things operate.
- **Exhibits:** This method allows for sharing information through exhibits and demonstrations. It is often useful for 4-H members to share what they have learned through their project experiences.
- **Judging:** In judging, 4-H members learn to make decisions based on certain standards and qualities. Every time you make a decision you are judging. Judging activities can teach 4-H members to make wise decisions based on facts, and to be able to explain why they made their choices.
- **Games:** Games can be used to make learning easier. When you can use games to teach facts and ideas, you will get the interest of the 4-H members, and they are more apt to remember what they have learned. You and the young people you are working with can plan games to play at meetings. Ideas may come from game books or other sources. Perhaps you can adapt some of the games you already know to teach the project subject matter.
- **Guest speakers:** Involving guest speakers with special skills and interests can add to the project meeting.

Child Growth and Development

The role of a 4-H leader comes with great responsibility — helping young people develop into responsible, productive citizens and contributing members of society. You don't have to be an expert in child development to do this, but there are some basic concepts you can learn that will help you communicate and work effectively with youth of all ages. Understanding the common physical, social/emotional, and cognitive development stages of young people will help you know what to expect of children and how to help them develop all of their abilities.

Basic principles

Child development is multi-dimensional. Children develop in three broad areas, which child development experts (Berk, 2008) refer to as “domains” of development:

- Physical development: Changes in body size, shape, appearance, functioning of body systems, perceptual and motor capacities, and physical health
- Social/emotional development: Changes in a child's unique way of dealing with the world (e.g., understanding and expression of emotions, knowledge about others, interpersonal skills, self-awareness, friendships, moral reasoning, and behavior)
- Cognitive development: Changes in intellectual abilities, including learning, memory, reasoning, thinking, problem-solving, creativity, and language development

These domains of development overlap and often interact with each other. What happens in one domain can influence another domain greatly. For example, the toddlers' newly acquired ability to walk (physical development) can influence their potential to learn about new aspects of the environment (cognitive development).

On the other hand, a physical impairment, such as the inability to hear, can affect a child's social/emotional and cognitive development (e.g., language acquisition).

In addition, development can occur unevenly across the various domains. In some children, physical development outpaces social/emotional development, or vice-versa.

Children's development occurs in a predictable (orderly) sequence. While there are always exceptions, children's growth and development normally occurs in a predictable manner across the various domains (i.e., children tend to go through similar changes at certain intervals). Children's later abilities, skills, and knowledge are built upon those acquired at an earlier age (Bredekamp and Copple, 1997). This does not mean, however, that all children will develop in the same way or achieve certain developmental milestones at the same time. Every child is a unique person, with a unique personality, temperament, learning style, and family background.

There will always be variations in development from child to child. Developmental charts that identify key milestones for children at different ages and stages of development are not rigid. They provide parents with an idea of what tends to happen in a child's life within a particular age range. However, parents should know that if a child has not reached a certain developmental milestone at the expected time, it could be a sign of a problem that should be assessed by a pediatrician or specialist.

Children's development is affected by early experiences (NICHD, 2006). Depending on whether they are positive or negative, those experiences can help or hinder healthy development, particularly in a child's early brain development.

Researchers have discovered that there are optimal periods, also known as “sensitive periods” or “windows of opportunity,” for acquiring certain kinds of knowledge and skills (e.g., language development). Good prenatal care, warm and loving parent-child attachments, and positive stimulation from the time of birth provide children with an optimal environment for development.

A longitudinal study conducted by the National Institute of Child Health and Human Development (NICHD, 2006) found that good quality care in the early years, from parents and other caregivers, is associated with better social and thinking skills, better language ability, better math skills, higher levels of school readiness,

and fewer reports of behavior problems.

Children's development occurs in a broader context. Parents are the most influential people in the lives of their children. But outside forces can also play a prominent role. For example, as children grow older, their peers become increasingly influential. Parents must actively monitor and supervise their children at all times, which includes knowing where they are and who they are with.

This does not mean that a child's desire for independence should be squelched; however, parents must find a balance between allowing their children more independence as they grow older and maintaining their own parental authority.

Children's development depends on the interplay between genes and environment. For decades, researchers and practitioners disagreed about which plays a more prominent role in a child's development — heredity (genes) or the environment. Today, there seems to be broad consensus that child development depends on the interplay between genes and environment (Berk, 2008; Bredekamp and Copple, 1997). Genes obviously set limits and boundaries on certain aspects of development (e.g., height, weight, and other physical characteristics), whereas the environment is thought to influence the entire process of development.

A child's environment includes prenatal nutrition, the quality of the parent-child relationship, family structure, neighborhood safety, etc. In fact, genetic makeup and environment are so intertwined that it is very difficult, if not impossible, to determine the precise effect of each.

Ages and stages

Although every child is unique, children typically reach developmental milestones as they grow and mature. The "Ages and Stages" handout on pages 88-89 can help you learn what to expect from children at various ages and stages of development.

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Information is adapted from *Parenting Connections, Child Growth and Development* by Stephen Green, Associate Professor and Extension Specialist – Child Development.

AS A LEADER YOU WILL BE WORKING DIRECTLY WITH 4-H MEMBERS. YOU HAVE AN IMPORTANT ROLE IN HELPING THEM GROW AND DEVELOP. START WHERE MEMBERS ARE IN THEIR DEVELOPMENT AND ENCOURAGE THEM TO GROW PHYSICALLY, SOCIALLY, INTELLECTUALLY AND EMOTIONALLY.

STAGES OF 4-H

YOUTH DEVELOPMENT

Clover Kid

K - 2ND



CHARACTERISTICS	IMPLICATIONS
CHARACTERISTICS	
Learn best if physically active	Provide experiences that encourage physical activity
Have better control of large muscles than small muscles	Use projects that can be completed successfully by beginners
Period of slow, steady growth	Provide opportunities to practice skills
SOCIAL	
Learning how to be friends, may have several "Best Friends"	Small group activities are effective for practicing social skills and allow for individual attention
Beginning to experience empathy for others, but are still selfish	Make-believe and role-play activities help children to understand how others might think
Boys and Girls may enjoy playing together, but prefer same gender groups by the end of this	Engage young children in mixed gender activities

CHARACTERISTICS	IMPLICATIONS
INTELLECTUAL	
Easily motivated and eager to try something new, but have short attention spans	Plan a wide variety of activities that take a short time to complete
More interested in doing activities rather than completing them	Focus activities on the process rather than producing a product
Thinking is concrete; must have seen it, tasted it, heard it, felt it, or smelled it to think about it	Demonstrate activities, use the senses to help clover kids experience things
Naturally curious and want to make sense of their world	Allow for exploration and spontaneity in activities Be flexible
EMOTIONAL	
Sensitive to criticism Don't accept failure well	Find ways to give positive encouragement and assistance, Plan activities in which success
Becoming less dependent upon parents, but still seek adult approval and affection	Offer support and plan small group activities, with an adult supervising every 3-4 youths

CHARACTERISTICS	IMPLICATIONS
CHARACTERISTICS	
Spirited, with boundless energy	Provide active learning experiences
Girls will be maturing faster than boys, some may be entering puberty	Avoid competitions between girls and boys
Large and small muscle development, strength, balance, and coordination are improving	Plan activities that allow youth to move about and use their bodies
INTELLECTUAL	
Interests often change rapidly and do best when work presented in small pieces	Allow for many brief learning experiences and give simple, short directions
Vary greatly in academic abilities, interests, and reasoning skills	Offer activities appropriate for a wide range of abilities so all children have a chance to succeed
Easily motivated and eager to try new things	Provide a variety of different activities

CHARACTERISTICS	IMPLICATIONS
SOCIAL	
Enjoy group activities and cooperation. Feel loyal to group or club	Emphasize group learning experiences and form groups to plan activities together
Prefer to be with members of the same sex	Plan learning experiences to be done with members of the same sex
Admire and imitate older boys and girls	Encourage experiences with and mentoring by older youth
Need guidance from adults to stay on task and to perform at their best	Work closely with this age group and enlist older youth to help you with this task
EMOTIONAL	
Comparisons with other youth is difficult and erodes self-confidence. Prefer recognition and praise for doing good work	Instead of comparing youth with each other, help youth identify their own successes by comparing present and past performances for the individual

Junior

3RD - 5TH





Intermediate

6TH - 8TH



CHARACTERISTICS	IMPLICATIONS
CHARACTERISTICS	
Experience rapid changes in physical appearance, with growth spurts happening early for girls	Be willing to talk about physical changes because new teens are often uncomfortable with and embarrassed by these changes
Have intense sexual feelings and a keen interest in their own bodies	Provide honest information to the questions they have about normal body development
Interested in sports and active games	Encourage active, fun learning experiences
INTELLECTUAL	
Tend to reject solutions from adults	Involve young teens in setting rules and planning activities for your group or program
Beginning to think more abstractly or hypothetically, becoming skilled in the use of logic	Ask questions that encourage predicting and problem solving, help youth find their own solutions
Can take responsibility for planning and evaluation of their own work	Allow them to plan activities and expect follow through, help them evaluate the outcomes

CHARACTERISTICS	IMPLICATIONS
SOCIAL	
Concerned about social graces, grooming and being liked by peers	Encourage learning experiences related to self-discovery, understanding and getting along
Moving away from dependency on parents to dependency on opinions of peers	Parents may need help understanding that this shift is a sign of maturity, not rejection
Becoming interested in activities that involve boys and girls	Provide opportunities for boys and girls to mix without feeling uncomfortable
EMOTIONAL	
Can be painfully self-conscious and vulnerable to bouts of low self-esteem	Plan varied opportunities to achieve and be recognized by others, develop individual skills
Changes in hormones and thinking contribute to mood swings	Accept their feelings, even when they seem extreme, and be careful not to criticize or embarrass
Desire independence, yet need their parents' help	Encourage youth to work with adults and older teens

CHARACTERISTICS	IMPLICATIONS
CHARACTERISTICS	
Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image	Avoid comments that criticize or compare stature, size, or shape
INTELLECTUAL	
Reach high levels of abstract thinking and problem solving	Put youth in real life problem-solving situations, allow them to fully discover ideas, make decisions, and evaluate outcomes
Developing community awareness and concern for others well-being	Encourage civic projects that are a service to others
Increasing self-knowledge; personal philosophy emerges	Allow time for youth to explore their own philosophies
Need life planning guidance as they begin to think about leaving home for college, employment, etc	College visits, field trips to businesses, and conversations with students and working adults can be helpful

CHARACTERISTICS	IMPLICATIONS
SOCIAL	
Strong desire for status in their peer group	Establish a climate that is conducive to peer support
Interested in coeducational activities, dating increases	Allow teens to plan coeducational and group oriented projects or activities
Often want adult leadership roles	Provide opportunities for teens to plan their own programs
Want to belong to a group, but also want to be recognized as unique individuals	Place emphasis on personal development whenever possible
EMOTIONAL	
Feelings of inferiority and inadequacy are common	Encourage youth by helping them to see their positive self-worth
Gaining independence and developing firm individual identity	Give teens responsibility and expect them to follow through, provide opportunities that help them explore their identity, values, and beliefs

Senior

9TH - 12TH



REMEMBER, 4-H CLUB OR PROJECT MEMBERS WILL DEVELOP AT THEIR OWN PACE, BUT THERE ARE SOME CHARACTERISTICS THAT EACH AGE GROUP MAY SHARE. THESE CHARACTERISTICS AND THEIR IMPLICATIONS FOR YOU, AS A VOLUNTEER, MAY BE HELPFUL TO CONSIDER WHEN PLANNING ACTIVITIES.

Recognition of Volunteers

Everyone is motivated by feeling appreciated and important. Recognition in the Texas 4-H Youth Development Program is a tool for motivating self-improvement. It also stimulates a feeling of satisfaction and accomplishment in 4-H members, volunteers, and parents/supporting adults. Like 4-H members, volunteers need to be told that they are doing a good job.

Recognition helps volunteers feel valued and appreciated. They know that their work is honored and that they are making meaningful contributions to society. If recognition is to satisfy, it should come as a result of sincere effort on the part of the volunteer and should be in proportion to the quality of work achieved.

Recognizing volunteers' efforts benefits not only the volunteers but also the organization. When they are recognized, volunteers may improve their performance and continue serving 4-H. Each county should create a plan for recognizing volunteers and parents/supporting adults. Individuals appreciate different types of recognition, so offer several types and learn the individual preferences of volunteers.

Recognition can be formal or informal. Formal recognition is usually given in the Texas 4-H Youth Development Program at certain times of the year, for example, at the conclusion of the project, or at the end of the 4-H year. Formal recognition includes:

- An honor roll of volunteers posted in your reception area
- Annual recognition dinners or parties
- Certificates for designated hours of service
- Gift certificates/coupons
- Personal letters of appreciation (handwritten notes are best and a much better option than email)
- Publicity through media outlets, letters to employers, etc.
- Special awards for long-term volunteers
- Special pins or plaques

Informal recognition methods are often overlooked, but they should be an ongoing part of your program. The best forms of informal recognition are warm, specific thanks and simple respect every day. Informal recognition includes:

- Asking experienced volunteers to help train new volunteers
- Consulting with volunteers in their areas of expertise, allowing them to have a voice in the program plans
- Inviting volunteers to participate in staff meetings, staff training, and social events
- Making sure they know about new developments within the organization
- Paying for volunteers to attend training sessions related to their volunteer positions
- Providing a pleasant, comfortable work environment
- Saying "thank you," which can go a long way

Recognition should be purposeful and meaningful. When interacting with volunteers, enhance their satisfaction and self-esteem by demonstrating that you are familiar with them and their work. The more you know about a person, the more you can personalize the rewards for their volunteer work.

Remember: Recognition is best built on a relationship of respect and appreciation. Never give recognition because of what it will do for you and never give it when it is not deserved. Others will lose respect for the giver, and the receiver will usually feel belittled. Instead, give recognition because you sincerely want to honor others and they deserve it.

Each year, the Texas 4-H Youth Development Program provides awards and recognition for various volunteers (individuals and groups). The awards are presented at the annual Salute to Excellence Banquet during Texas 4-H Roundup. The awards are:

- 4-H Alumni Award
- 4-H Leader's Legacy Award
- Citation for Outstanding Service to 4-H
- Salute to Excellence (two awards given to volunteers in each district)

Parental Involvement

To be successful, a 4-H program must have parental involvement. Although 4-H leaders and Extension agents may interest young people in becoming members, they must have their parents' goodwill and support to remain interested, enthusiastic, and active. Parents strongly influence the attitudes and accomplishments of their children.

The expectations of volunteer leaders, Extension agents, and 4-H members greatly affect the kind and extent of parental cooperation received. Expect little cooperation from parents who are involved only peripherally and uninformed about club activities. We must inform parents about the 4-H program and give them opportunities to participate in club activities.

Parental involvement in 4-H is important to:

- Families: By offering many opportunities for families to do things together, the 4-H program can help develop family unity.
- Leaders: Parents can save the 4-H leader much time and effort. They can help with skills the club leader may lack.
- Members: When parents participate in the 4-H program, members gain support, confidence, assurance, and a feeling of security that they might lack otherwise.
- The parents themselves: Parents who participate feel they are contributing to their community and to the development of children, including their own.

How to involve parents:

- Be specific when asking parents for help and be sure to ask for help that is meaningful.
- Encourage parents to attend club organizational meetings and other project experiences.
- Explain how parents can help.
- Explain the 4-H program.
- Facilitate idea-sharing opportunities.
- General announcements about needs for help are usually less productive than asking a specific person to help with a specific task.
- Give credit to parents for their help.
- Highlight the benefits of program involvement.
- Hold meetings in the homes of 4-H members.
- Hold special parent meetings.
- Include the parents in special activities and events.
- Outline what is expected of a 4-H member.
- Tell the parents what they can expect of adult volunteer leaders.
- Visit them at home and communicate by telephone or email.

What parents can do:

- Attend 4-H meetings and events.
- Encourage record keeping.
- Find other qualified adults to conduct project work and help with 4-H activities.
- Help leaders conduct project work.
- Help members get to meetings and events.
- Help members select, finance, and manage their projects.
- Hold 4-H meetings in their homes.
- Serve on committees to help plan and conduct 4-H events.
- Share special talents such as playing the piano, leading songs, arranging flowers, leading at camp, and creating crafts.



4-H PROGRAM MANAGEMENT

The Program Management Section contains additional tools and resources for managing the 4-H Family and Community Health Program.

This section contains additional tools and resources for managing the 4-H FCH program:

- Importance of Effective Communication
- Eligibility for Extracurricular Activities
- Searching for Educational, Research-based Information on the Internet
- 4-H Evaluation Tools

Importance of Effective Communication

Communication is a process by which we assign and convey meaning in an attempt to create shared understanding. Communication requires that both the sender and the receiver be actively involved in a communication system.

In other words, county Extension agents must clearly articulate their messages. However, it is just as important that the listener hear the message. Use several methods and strategies for conveying messages.

Communication is a critical component of leadership and management. Failure to communicate causes many organizational problems. County Extension agents must share information with members and families involved in 4-H Family and Consumer Sciences projects.

Listed below are communication venues that will help in managing 4-H projects.

- **Packets/letters:** Give the 4-H'ers involved in competitive events a packet/letter with pertinent information about rules, schedules, and entry information. District contest packets are available on the district 4-H website. Modify these for use as county competition packets. Individuals who qualify for state contests need to know that state contest packets are available on the 4-H website. There is also a checklist in the project information section.
- **Newsletter:** Include all important dates and deadlines in the monthly 4-H newsletter. Highlight and boldface important information (especially dates) so that it is more noticeable. Repeat the important items. Some county Extension agents have a short announcement within the newsletter and a list of important dates and deadlines on the last page. Also consider including a monthly 4-H calendar in the newsletter.
- **Email listserv:** To inform and remind parents and families of rules, guidelines, and upcoming activities, develop an email listserv for these individuals. This is a great way to provide “real time” information to the appropriate audience. Emails can be extracted from 4-H CONNECT.
- **Website/blogs:** Keep the information current and relevant. Explore the use of social networking sites such as Facebook and Twitter to keep 4-H members and volunteers informed and updated.
- **Local family and consumer science teachers:** Many 4-H members are also members of Family Career and Community Leaders of America (FCCLA). When appropriate, ask local FCS teachers to share information with students in their classes. This is especially important when announcing project workshops, trainings, and county achievement events.
- **Club managers and project leaders:** The club manager is the information conduit to many 4-H members and families. Always keep club managers informed, especially before an upcoming club meeting. Because county Extension agents rarely attend every club meeting, keeping club managers informed is a must. A good way to do this is by distributing a one-page document of program highlights. Ask the club managers to deliver the information at club meetings.

Summary

No single communication strategy works best all of the time: The key is to use several methods to ensure that everyone receives all the information they need.

Also remember that repetition is good. Repeating information several times increases the chance that everyone who needs it will receive it.

Eligibility for Extracurricular Activities

As an educational agency, the Texas A&M AgriLife Extension Service supports the Texas Education Code and recognizes the academic responsibility of 4-H members. Extension faculty must be dedicated to complying with the provisions of the Texas Education Code. This is a requirement for the Texas 4-H Program to maintain its status as an extracurricular organization.

In all 4-H competitive events, 4-H members must be eligible to compete.
This applies regardless of the day or time during the week the event is held.
Eligibility requirements apply to all 4-H members whether they are enrolled in public, private, or home school.

Eligibility is determined by the school, not the county Extension agent.
Parents should ask the school about their child's eligibility.

At the beginning of each school year, meet with school district officials to determine how to help the 4-H members obtain excused absences to participate in 4-H events, and whether 4-H members are eligible to participate in competitive events. The document Eligibility for Extracurricular Activities contains these key elements:

- **Extracurricular status:** 4-H must be designated as an extracurricular organization in each of the individual school districts in the county.
- **Adjunct faculty appointment:** Local school boards have the opportunity to recognize county Extension agents as adjunct staff members, which enables the school to count the students in attendance for the purposes of the Foundation School Program. Information on adjunct faculty is sent from the state 4-H office in August. The local school board must approve county Extension agents as adjunct staff members and the activities in which students are participating. Follow up with the schools and maintain communication throughout the year.
- **Eligibility information:** Verify the eligibility of members to participate in 4-H competition events/activities.
- **Eligibility information and authorization to receive an excused absence:** Verify the members' eligibility to participate and their authorization to receive excused absences. This would be used for events held during school hours such as livestock shows and county, district, state and national 4-H contests. Because each school's excused absence policy is different, you must communicate with each school annually.
- **For more information, refer to:**
- **Memorandum distributed annually:** Extracurricular Activities and 4-H Eligibility Issues
- **Current year's TEA/UIIL Side by Side document:** Check the TEA website annually. This document is also posted on the agent login part of the Texas 4-H website.

Other key tasks

- Always **check with the school districts** to determine the most effective way to send in the academic eligibility forms (hand carry, mail, email, fax, etc.). Also ask how far in advance the schools want to receive the forms.
- Determine a system for tracking eligibility documents. Do not assume that no response means that all students are eligible.
- Eligibility is determined by the school and the school district rules, not the county Extension agent.
- Refer to Declaration of Eligibility Form and Guidelines. These documents are posted on the county Extension agent page of the Texas 4-H website. See examples on the following page.



Declaration of Eligibility Form



This form could be used when an individual form is needed for each student.

The Extension office completes the top section, then faxes, emails, hand delivers, etc., it to the school.

The principal then completes and signs it, and the school returns it. This form can also be used with home-school students.

Declaration of Eligibility Form

This information is requested in accordance with the requirement of the Texas Education Code in cooperation with the Texas Education Agency and local public school board policies.

County Extension Agent: Complete this section

In accordance with 4-H policy, provided by our Extension office, I respectfully request (check (v) one):

- Eligibility information only
- Eligibility information and authorization to receive an extracurricular absence from school

Name of activity: _____ Date: _____

I hereby certify that: _____ is a member of 4-H in: _____ County and is scheduled to participate in this activity representing 4-H.

The student will be under the supervision of the Texas A&M AgriLife Extension Service faculty or agency's designated volunteer leader.

County Extension Agent: _____ Date: _____

Principal: Please complete this section

Check (v) one:

- I do certify that the student is eligible to participate in the above-mentioned extracurricular activity.
- I do not certify the student because he/she is NOT eligible to participate in the above-mentioned extracurricular activity.

Check (v) one:

- An extracurricular absence will be granted.
- An extracurricular absence will NOT be granted.
- Does not apply

Signed: _____ Date: _____

Name of school: _____

Declaration of Eligibility Form

This information is requested in accordance with the requirement of the Texas Education Agency Code, in cooperation with the Texas Education Agency and local public school board polices.

I hereby certify that the **students on the attached list** are members of 4-H in: _____
County and are scheduled to participate in the following representing 4-H:

They will be under the supervision of Texas A&M AgriLife Extension Service faculty or the agency's designated volunteer staff.

County Extension Agent: _____ Date: _____

Signed: _____ Date: _____
School Official

Name of school:

Sample

A list of students should be attached to this cover sheet. School officials indicate eligibility and return the form to the Extension office via email, mail, fax, etc.

Searching for Educational, Research-Based Information on the Internet

The mission of Texas A&M AgriLife Extension is improving the lives of people, businesses, and communities across Texas through high-quality, relevant education. Education can be in the form of public presentations, online courses, brochures, and websites. Any resource that is used with clientele, whether it is an adult or youth audience, must be unbiased and research-based. This is especially true regarding the internet.

The internet is full of useful information, if used properly. Unfortunately, some of the information posted is not based on research or posted by reputable sources. We must monitor or inspect the content of information websites.

The internet can be a friend or foe. It gives us instant access to a world of information, but much of the information we find there is biased or wrong. How can we make sure a source of information is trustworthy? First, check the ending to the url:

Suffix	Description
.com	A commercial entity, anyone can use these
.org	A non-commercial entity, these can include clubs, associations, and other organizations
.edu	School, college, or university
.gov	Government entities; use of these suffixes is restricted
.net	Network operators
.mil	Military sites

Questions to ask to verify the legitimacy of websites:

- What organization is behind the site?
- Can you verify that the organization is legitimate?
- Can their references listed be verified in other sources?
- Is the information free of grammatical, spelling, and typographical errors?
- Do editors monitor what is published?
- Is the author (or site) credible?
- Is it clear who is responsible for the accuracy of the material?
- Are the charts or graphs with statistical data labeled and easy to read?
- Is the information up to date?

When dealing with the internet, there are no guarantees. Websites do not come with disclaimers that identify them as reputable. We must ask questions of the websites we are visiting to help determine their quality.

Personal websites are published by individuals and may or may not be linked with organizations. The URLs for personal sites may have various endings, including .com and .org. Use these sites with caution.

Business and marketing websites are geared to promote or sell products. They are often distinguished by URL addresses ending in .com and .net.

Additional questions to ask about websites:

- What company or individual is behind the website?
- Can you verify that the company or individual is legitimate?
- Is the information free of grammatical, spelling, and typographical errors?
- If there is any advertising, is it clearly different from the informational content?
- Is the information current?

Evaluation Tools

Evaluation is a systematic approach to assessing the design, implementation, and usefulness of a program. It is an integral part of Extension's program development process, and it is necessary to ensure that programming remains relevant, timely, and effective.

Evaluation is valuable for:

- Determining whether a program is effective in achieving its objectives
- Knowing how lives were changed (effect)
- Determining if best practices and/or behaviors were changed to facilitate better health (behavioral)
- Modifying programs that are not working according to plan or taking advantage of something that is working exceptionally well (improvement)
- Helping develop new efforts
- Demonstrating accountability (reporting to stakeholders)
- Encouraging participants and leaders
- Determining if programs should continue

Types of Evaluation

There are several types of evaluations which can be conducted. The most common types are:

- **Formative** evaluations ensure that a program is appropriate, feasible, and acceptable BEFORE it is implemented. It is usually conducted based when an identified need or issue justifies a NEW program or when an existing program is being modified.
- **Process/Implementation** determines whether scheduled/programmatic activities have been implemented as intended.
- **Outcome/Effectiveness** evaluation measures program effects on the target population in regard to knowledge gain or behavior change. It assesses whether the outcome objectives have been achieved.
- **Impact** Evaluation assesses the program's effectiveness in achieving the ultimate goals outlined for the program/project.

Checklist for planning an evaluation

- What type of evaluation (output or outcome)? If an outcome evaluation, what client change will you be measuring?
- When to collect data? (evaluation strategy)
- How to collect data? (data collection method)
- Who to include in the evaluation? (census or sample)

Resources:

- Centers for Disease Control & Prevention Types of Evaluation:
<https://www.cdc.gov/std/program/pupestd/types%20of%20evaluation.pdf>
- AgriLife Extension Organizational Development Unit:
<https://agrilife.org/od/>
- University of Minnesota Focusing on Evaluation:
https://cyfar.org/ilm_2_1
- Community Tool Box Introduction to Evaluation:
<https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation>

Program Evaluations

County Extension agents have various evaluation options to use with their programming. Agents should work with Regional Program Leaders to determine which evaluation is right for their program based on data collection needs.

Certain programs utilize specific evaluations which include the following:

Youth Health Survey

The *Youth Health Survey* is designed to capture common health indicators across the state, which can strengthen data collection and interpretation of the impact of AgriLife, Healthy Texas, and Texas 4-H programs. The *Youth Health Survey* should be used with as the primary evaluation with the following programs:

- Winning with Nutrition
- Balancing Food and Play
- Choosing Health, Food, Fun and Fitness
- Fuel Up to Play 60
- All Youth Health Curriculum (excluding 4-H Food and Nutrition Project Activities)

The *Youth Health Survey* follows a specific protocol for administration of the Pre- and Post-assessment tools. These can be found at: <https://texas4-h.tamu.edu/school-curriculum/>. Scroll down to the Healthy Lifestyles Curriculum and you will find the links under Youth Core Health Survey tab.

State Leadership: Julie Gardner

Texas 4-H Foods & Nutrition Project Survey

This evaluation tool is designed to evaluate a sample of our Texas 4-H Foods and Nutrition project members. This evaluation is designed to be collected at the District Level Food Show or Food Challenge OR at the conclusion of a local Foods and Nutrition Project.

This is a retrospective post evaluation, which follows specific protocols and submission guidelines. The evaluation and protocol may be found at: <https://texas4-h.tamu.edu/projects/food-nutrition/>.

State Leadership: Julie Gardner

Organizational Development Forms

The Extension Organizational Development unit has created a website that provides one-stop access to a variety of program evaluation forms and information. The website lists several links in the Evaluation section:

- Evaluation Using Scan Forms offers an overview of the ready-to-use scan forms in PDF format for evaluation.
- Basic Instructions and Procedures includes a guide and answers to common questions about using scan forms.
- Download Forms enables you to browse the forms by content area. A specific section is devoted to 4-H program evaluation forms.
- Sending Your Forms explains how to submit scannable forms to the Organizational Development unit for processing.

Evaluations can be accessed at: www.agrilife.org/od
click on “evaluation”

Informal evaluations.

Informal evaluations can be a simple way to collect information from 4-H project participants. You might simply ask, “What went well about the project?” or “What would you change about the project?”

Informal evaluations are a great way to capture testimonials of the impact a program has had on an individual. These testimonials may be used with interpretation and marketing pieces to key stakeholders to tell the “big picture” of our program efforts.

You could also use a simple one-page evaluation that asks participants’ opinions about the project. 4-H project leaders may want to use an informal evaluation to gain feedback about 4-H members’ experiences in the project group. This is an easy way to collect information and suggestions for future project experiences.

An example of an Informal Project Evaluation is given on page 101.

Informal Project Evaluation Example

_____ County

_____ 4-H Project

What did you like most about the 4-H project?

What would you like to change about this 4-H project?

What has this 4-H project done to change your knowledge or things you do on a daily basis?

What should not be changed?

Texas A&M AgriLife Extension Service

AgriLifeExtension.tamu.edu

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