

IDAHO 4-H

# VOLUNTEER MANUAL



# Acknowledgments

This handbook is the culmination of contributions from many individuals. A statewide task force known as the Volunteer Leadership Network with other contributors designed this edition of the manual.

The *Idaho 4-H Volunteer Manual* contains substantial material adapted from the previous edition and handbooks in the following states and agencies: Pennsylvania, Ohio, Canada 4-H, other 4-H resources. We also adapted material from the Kootenai County 4-H Volunteer Handbook.

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University of Idaho  
Extension



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# Welcome to Idaho 4-H!

**Thank you** for choosing to contribute your time and efforts to partner with us in achieving the mission of University of Idaho Extension 4-H Youth Development. Your decision to volunteer demonstrates a willingness to assist our young people in growing into resilient, confident, and contributing adults who care deeply about one another and the world in which they live. Idaho 4-H Youth Development is part of the Extension program of the University of Idaho, which is overseen by county Extension offices statewide to guide and support your efforts as a volunteer.

We hope this handbook will

- provide you with an overview of basic 4-H information
- explain the ideas of **Positive Youth Development** and **Experiential Learning**
- give you a taste of the endless possibilities 4-H offers to our youth

Mostly, we want to welcome you, encourage you to have fun, and help you be successful with this extremely important work upon which you have embarked!

# What is 4-H?

**4-H Positive Youth Development** is one of the oldest youth-serving organizations in the United States. It exists throughout the nation and the world, with approximately six million youth members and half a million adult volunteers. Clubs cropped up in the United States in the early 1900s as young people searched for ways to improve food production and food-preservation practices. Within a few years, the 4-H Program evolved from these grassroots efforts, and continues to grow each year. 4-H now reaches over eighty countries worldwide and over 65,000 young people in the state of Idaho.

The Idaho 4-H organization is part of the Cooperative Extension Program at the University of Idaho and is overseen by 4-H Professionals, or staff members assigned duties to 4-H, in county Extension offices statewide. Because of its strong agricultural roots, 4-H is often associated only with kids raising livestock and competing at county fairs. While these strong values and community ties have absolutely remained consistent through the decades, 4-H also continues to expand to meet the needs of an ever-changing youth population. In addition to cooking, canning, and animal husbandry, more projects in areas such as art, science, and technology have been added as tools for facilitating Positive



Youth Development. More specific information and guidelines can be found at county Extension offices and are outlined in the current *4-H Youth Development Policies and Procedures Manual* found on the University of Idaho Extension/4-H Youth Development website.

An estimated 5,000 adult 4-H Volunteers operate statewide to help the Idaho 4-H Positive Youth Development Program fulfill its mission of empowering youth to reach their full potential through working and learning in partnership with caring adults.

## Child Protection

**The Idaho 4-H Youth Development Program** seeks to provide safe, fun, and educational activities for all participants in the program. Creating a secure environment where minors can both learn and grow is a top priority for the 4-H organization and the University of Idaho. To achieve this goal several steps are in place, which include supervision, screening, background checks, and training at every level of the organization for both staff and volunteers.



Only fully certified volunteers can interact, even briefly, with minors in an unsupervised setting. This certification process includes filling out the *Volunteer Application with University of Idaho 4-H Youth Development*, submitting references, allowing a background check to be conducted, undergoing training, and being interviewed by a 4-H Professional.

Child protection efforts are guided by the key principles outlined in the state of Idaho's Child Protective Act. They are designed to prevent abuse, abandonment, neglect, and mental injury to persons under eighteen years of age. Additionally, anyone observing a child being subjected to such condition or circumstance is required to report the behavior to local law enforcement or the Idaho Department of Health and Welfare at 1-855-552-KIDS (5437).

University of Idaho policy states that this concern must also be reported to one’s supervisor or advisor within twenty-four hours.

## Did you know?

4-H was started, in part, as a youth program in Clark County, Ohio, in 1902 by A.B. Graham.

## Diversity, Equity, and Inclusion

The 4-H Organization is open to everyone regardless of race, color, creed, age, religion, national origin, sex, marital status, disability, public-assistance status, veteran status, sexual orientation, gender identity/expression, or parental status. Volunteers need to make sure that all members feel safe and welcome in the 4-H program.

4-H Volunteers are expected to work with their county 4-H Professionals to find ways to recruit and serve a diverse population of youth to participate in their programs. This should include youth from limited-resourced families—both rural and urban and those from racial or ethnic groups not currently participating, such as Black, Native American, Latinx, or youth in refugee status, and youth from underserved areas.

Clubs that include individuals with special needs should work with the county Extension staff and the University of Idaho to help provide reasonable accommodations if needed. In all cases it is important to meet members where they are in their development and create a challenging environment that allows for growth and success for all youth.





## **The 4 “Hs”: Head, Heart, Hands, Health**

Organized 4-H meetings begin with youth reciting the 4-H pledge. It reminds members of the core values that define everything they do in this organization.

### **The 4-H Pledge**

I PLEDGE

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service,

And my HEALTH to better living,

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

**HEAD:** using one’s mind to form ideas, think critically, imagine, and examine carefully

**HEART:** having strong personal values, a positive self-concept, and exhibiting kindness and concern for others

**HANDS:** volunteering, performing community service, and gaining useful life skills, including literacy in science and technology

**HEALTH:** making healthy choices, using stress-management techniques, and learning disease-prevention methods

**MOTTO:** To Make the Best Better

**SLOGAN:** Learning by Doing

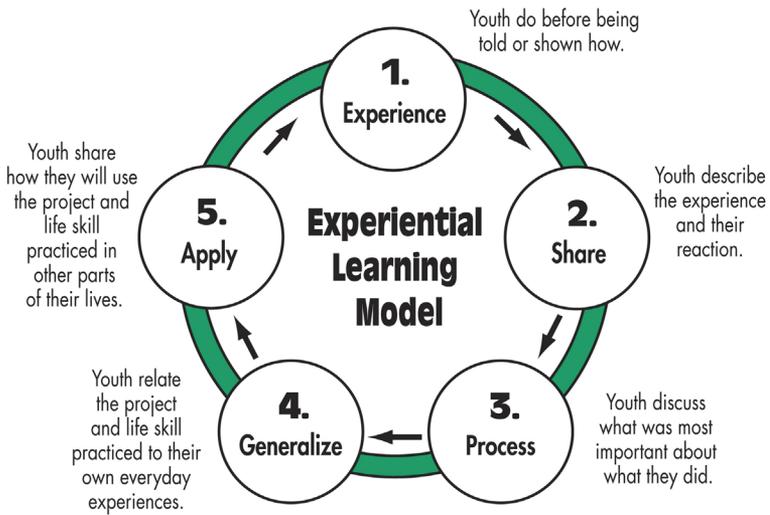
# Positive Youth Development

**Positive Youth Development** is a term frequently referred to in 4-H, but the meaning of this concept is not always clearly defined. Positive Youth Development specifically refers to intentional efforts that promote positive outcomes for youth. It means that every action in Idaho 4-H is designed to help young people—regardless of any differences or challenges they may face—grow into successful, resilient, and contributing adults in their communities, their country, and their world.

Positive Youth Development is accomplished through a variety of supports, relationships, opportunities, and service. Youth work under the guidance of respectful and caring adults who create a safe learning environment. Young people are encouraged to explore their own interests and to discover their strengths by engaging in activities that will challenge them as they grow and mature.

Positive Youth Development is a concept that should drive the efforts of all volunteers working in the Idaho 4-H Program. An obvious question is, How can such a lofty goal be accomplished? That is why the program is built around the Experiential Learning Model.





Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"  
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## Experiential Learning

The National 4-H Headquarters explains that Experiential Learning takes place when youth are involved in an activity, look back at it critically, determine what was useful or important to remember, and then use this information to guide future activities. 4-H uses this hands-on learning approach to teach new topics and help youth develop Life Skills.

An easy way to understand the concept of Experiential Learning is to think about how children learn to ride bicycles. No amount of instruction, diagrams, or reading about riding a bicycle can replace the learning that happens when they sit on the bike, move the pedals, and work the handlebars. The role of the adult throughout the process is to offer support, provide encouragement, and keep things safe for the child. As the cyclists become more proficient, they require a different kind of assistance from the adult mentors. Every activity in 4-H is based on that same principle.

Many volunteers have seen the DO, REFLECT, APPLY image that graphically illustrates the Experiential Learning process. Unfortunately, people often deliver the “DO” or activity stage without intentionally encouraging any deeper learning. They should also have youth evaluate the activity and then generalize the knowledge they gained to use with other activities.

Another way to approach Experiential Learning is to think of the process in reverse and ask what Life Skill—such as the ability to think critically, to have empathy for others, to develop leadership skills, or to make healthy choices—youth could learn from this experience. After the activity, volunteers can also help young people ask open-ended questions about the experience so they can gain deeper understanding and new knowledge to apply to their lives.

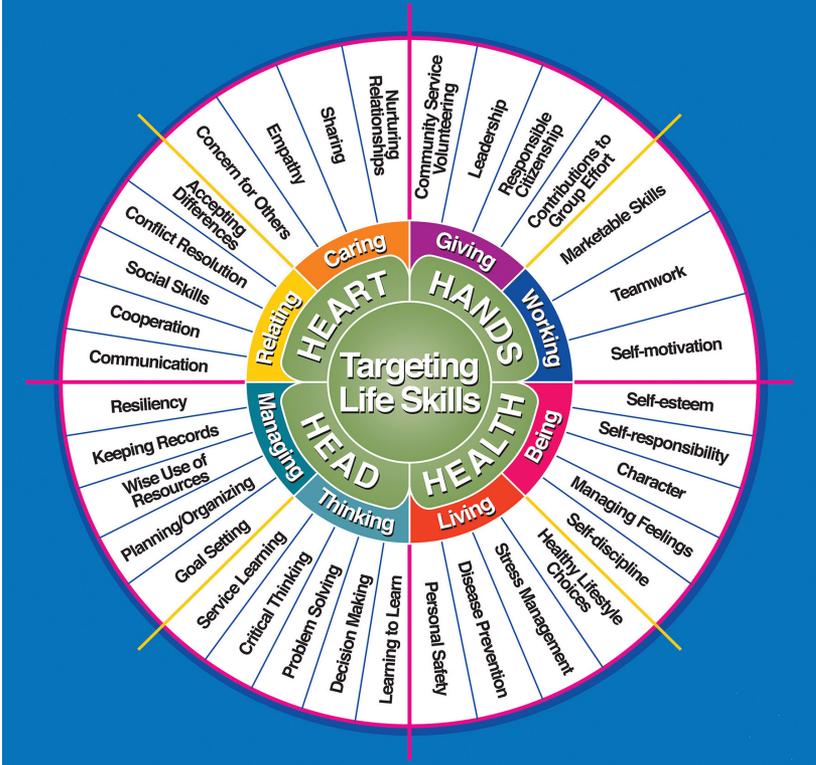
## **Positive Youth Development—Some Questions for Volunteers to Ask Themselves**

1. Have I created an atmosphere of warmth and acceptance for all young people? How can I be sure?
2. Are youth actively involved in setting goals? Are they planning and overseeing activities? How might I strengthen this process?
3. What specifically does it mean for me to accept that each of us has different abilities and learns at our own pace?
4. How can I foster and respect the power of motivation as a tool for learning?
5. Do I encourage youth to evaluate an activity, a project, or their behavior? Do I model this technique and use it myself?

### **Did you know?**

The first 4-H Club was called the “Tomato Club” or the “Corn Growing Club.”

## Targeting Life Skills Model



Used with permission from Iowa State University Extension and Outreach. © Iowa State University Extension Targeting Life Skills Model - 1996, Patricia A. Hendricks.

## Life Skills

4-H provides the opportunity for members to gain project or topic-specific knowledge while addressing the ongoing goal of youth consistently gaining Life Skills. Abilities and traits such as teamwork, self-discipline, stress management, problem solving, resiliency, and conflict resolution are just a few of the Life Skills members can develop as active 4-H participants. Volunteers need to be intentional about helping youth actively participate in the “reflect” and “apply” portions of any Experiential Learning activity. The “Targeting Life Skills” wheel produced at Iowa State University identifies a wide assortment of skills and how those skills are specifically linked to the 4 Hs of Head, Heart, Hands, and Health.

# Ages and Stages

Having a basic understanding about child development can help volunteers more effectively interact with and plan activities for the youth with whom they work. Decades of research has been conducted on how young people grow and mature physically, socially, intellectually, and emotionally. These trends are then broken out in a document adopted by National 4-H known as “Ages and Stages.” While not all youth will fit neatly into the “Ages and Stages” divisions, here are some general guidelines:

- **Youth aged 5–8**, early childhood, need more physical activities, small groups, and a wide variety of relatively brief experiences.
- **Youth aged 9–12**, middle childhood, are still very active, better at participating in group activities, still need short, simple instructions, but need assistance with identifying their own successes.
- **Youth aged 13–15**, young teens, are experiencing rapid physical changes and may be uncomfortable or embarrassed about them. Adults must be willing to talk and listen, provide experiences related to self-discovery or self-understanding, and be sure to include youth in the planning of activities.
- **Teens (ages 16–18)** are often concerned about status with their peers, so adults need to create a climate that invites peer support, that challenges the youth’s problem-solving and abstract-thinking skills, and encourages them to see their positive self-worth.

# 4-H Delivery Methods

With every delivery method the goal of Idaho 4-H Youth Development is to provide hands-on learning opportunities to youth. The various formats depend on the situation and the needs of the area. Below are some of the possible ways that youth may experience 4-H.

**Organized Clubs**—Club is the most common delivery format in Idaho and usually includes a variety of project options. A club setting includes youth-held officer positions and a minimum of five youth members and at least one certified adult volunteer.

**Afterschool Programs**—At times 4-H Volunteers or other adult staff use 4-H curriculum to provide out-of-school-time educational opportunities for youth. These interactions could last a few hours or for several months and address a wide range of topics.

**School Enrichment**—Teachers might use 4-H curriculum and methods during class-time activities. Many of the national level 4-H curricular materials have teaching standards identified so they can be easily incorporated in lesson planning.

**Camps (Overnight and Day)**—4-H materials may be used during camp-type activities when classes are not in session during the school year or summer. These events can be geared towards youth from organized clubs or open to any youth regardless of 4-H status.

**Trips and Exchanges**—A variety of state, regional, national, and international trips exist.

There are also national and international exchanges where members can travel, or families can host an exchange member from another state or country.

### Did you know?

Pocket Pets is a 4-H project for animals such as hamsters, ferrets, and gerbils.

**Events and Activities**—Youth can participate in variety of events and activities from county, state, and national levels. County 4-H Professionals assist volunteers in identifying these opportunities.

## The 4-H Volunteer

As 4-H project areas continue to grow, the 4-H Youth Development Program benefits from the involvement of a variety of volunteers and multiple delivery methods. Regardless of their specific roles,

the communities where they live, or the needs of youth they serve, all volunteers should exhibit certain qualities.

The primary job of any 4-H Volunteer is to be a caring adult committed to helping youth achieve their full potential. The job of a volunteer may involve helping 4-H Members practice project-specific skills, but youth should gain more from the experiences than just learning to perform a task. Every activity has the potential to help members gain valuable Life Skills.

Volunteers need to give youth the opportunity to engage in hands-on learning. These mentors focus on helping 4-H Members learn **how** to think—not **what** to think. They give young people the chance to safely make decisions on their own and seriously reflect on the results of those actions so they can learn from their own choices and mistakes.

Another part of the adult volunteer’s job is to provide recognition and encouragement to each 4-H Member, making sure every young person feels noticed and important. One significant type of recognition that can be given to members is positive attention. Caring adults help members feel important and reinforce that what the youth have done is worthwhile.

Finally, volunteers have a unique opportunity to connect youth to the community in which they live. Community service projects, exchange trips, visits with other clubs, and inviting guest speakers are just some of the endless possibilities that volunteers have to open new horizons for 4-H Youth.

## **Becoming A Certified Volunteer**

Becoming a fully certified 4-H Volunteer is a reasonably easy, but extremely important task. **Any time a volunteer is potentially alone with youth, the volunteer must be certified. This rule is non-negotiable.** The process begins by working with the local 4-H Professional who will follow the current volunteer certification guidelines outlined in the *4-H Youth Development Policies and Procedures Manual*.

The steps for certification include filling out a *University of Idaho 4-H Volunteer Application*, providing references, completing the New Volunteer Orientation modules, consenting to a background check, and being interviewed by the 4-H Professional in the county office. Volunteers are also required to take the Child Protection training and sign the Code of Conduct agreement to verify that they have read and agree to abide by all the behavioral expectations of Idaho 4-H Youth Development. Additional training requirements are dictated by each county and by the projects in which a volunteer is involved.

Each subsequent year, 4-H Volunteers are required to keep their enrollment information and any certifications current. Continued training is also provided for volunteers to help them stay current on 4-H and Youth Development trends, to be aware of program changes, and to engage in general development as a 4-H Volunteer.

## **Mentoring**

Working with one or more experienced 4-H Volunteers while “learning the ropes” can be very helpful. Mentors provide insight from their experiences, serve as a sounding board for ideas, and are a resource to answer questions. Experienced volunteers should also consider ways to mentor newer volunteers as they join the 4-H program. Working alongside other adults can make the act of volunteering less intimidating and far more rewarding.

## **Additional Volunteering Opportunities**

In addition to the traditional Club or Organizational Volunteers, other areas available for service are as Project or Resource Volunteers, chaperones, judges, part of a 4-H Event and Activity Planning Team, or as a 4-H Advisory Board Member. There may even be opportunities to provide service related to international-level exchanges and programming. In short, opportunities to serve as a 4-H Volunteer may only be limited by how much time and effort an individual chooses to put into the program.

# 4-H Clubs

## Roles within the 4-H Club

The traditional 4-H club setting is an excellent place for youth to experience hands-on learning and to master a variety of skills like teamwork, leadership, planning, and record keeping. The Organizational (Club) Volunteer is responsible for overseeing the activities of the club and directly supervising noncertified volunteers. Three general responsibilities of the Organizational Volunteer are to participate in activities, ensure that all members fulfill attendance expectations, and guarantee that club paperwork and finances are taken care of properly.

Youth are to serve as club officers and to lead other youth members in meetings. Under the guidance of the adult volunteers, youth members make motions and vote regarding club activities



The 4-H Meeting Wheel. Courtesy of North Dakota State University.

and obligations. Organizational Volunteers must carefully avoid depriving youth of experience by assuming duties and responsibilities that could be completed by the club members.

## Club Meeting Components

Club meetings help members develop many skills as they plan, implement, and evaluate the activities of their clubs. A successful club meeting traditionally includes a business section, a program/educational piece, and a recreational and social component. The “Club Meeting Wheel” demonstrates the approximate time to devote to each of these sections during the 45–90 minutes of a meeting.

Effective meetings require careful planning and coordination from both the Organizational Volunteers and youth officers who meet at the beginning of the project year to develop a calendar of events. They also meet before and after meetings to develop agendas and then evaluate and assess what happened during the meeting and any changes that need to be made for the future. Club officers and members should be trained in using parliamentary procedures so that meetings run smoothly and all voices can be heard.

### Did you know?

The clover symbol was first used in 1907–8, when it appeared only as a three-leaf clover with no inclusion of the word, “Health.”

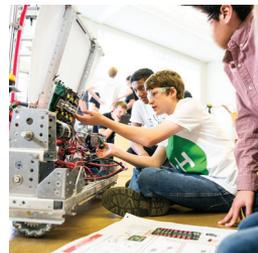
The clover symbol was created by O.H. Benson, who in 1911 suggested adding the fourth “H,” which meant “Hustle.”

Traditionally, most of the meeting time is spent on the education section, which involves such things as guest speakers, demonstrations, presentations, member reports, and topic-specific teaching. The local 4-H Professionals and the *4-H Club Officer Packet* are two resources that explain the necessary elements of meetings.

# 4-H Projects

**4-H allows youth to explore** a wide range of projects and topics designed to support Positive Youth Development. Volunteers need to work with county 4-H Professionals to learn what projects and materials are available to members in their area. In addition, the National 4-H website [4-H.org](http://4-H.org) is a good place to see the scope and range of projects developed and perfected by 4-H Professionals across the nation each year.

It is important for volunteers to understand that they do not need to be experts in a topic to lead youth in a related project area. The 4-H Volunteer just needs to be willing to learn and guide the members through the required activities. Obviously, having a background and interest in the subject area can help bring some additional information to the youth, but even more important is the support and guidance that a caring adult mentor has to offer.



## Project Meetings

In addition to traditional Club Meetings, 4-H Members also attend Project Meetings, which allow them to engage in topic-specific activities like decorating cakes, building robots, or tagging livestock. Just like Organizational Meetings that are youth-driven with adult oversight, Project Meetings should follow a similar structure. The volunteers provide necessary support and encourage youth to master topics and gain Life Skills through Experiential Learning instead of a lecture format. Older, more experienced youth can help guide project activities and can provide support to younger or less experienced members.

Adult volunteers should be familiar with the Idaho 4-H Project Requirements, any additional county requirements, project materials, and any deadlines or activity dates relevant to the project. Project Volunteers help 4-H Members plan out their project year and meet project requirements in a timely manner by devoting time for oral presentations, record book completion, exhibit preparation, and fun!

4-H project and activity meetings do not have to be bound to one location. Meetings can include field trips, games, skill stations, experiments, and other similar and engaging formats. **A certified Volunteer must always be present at these activities to oversee any noncertified volunteers and guarantee that they are NEVER in an unsupervised setting with youth.**

## Activities

Typical clubs are comprised of youth representing a wide range of ages and experience levels. Older or more experienced members make great presenters or assistants, exemplars that can help younger or less experienced ones. Allowing young people to work together builds cohesion in the group and can enhance the learning of even the most skilled member.

Adults need to assist with the planning of activities to make sure they meet the needs of all participants. One way to approach this

## Did you know?

Animal Science is the project that currently involves the most youth in the United States.

Currently there are nearly 6,000,000 youth participating in 4-H in the United States.

target is to have a single topic for an activity, one that addresses various skill levels. The “Ages and Stages” chart provides a good outline of the general needs of different age groups of youth. The topic and brief instructions can first be given to the entire Club and then the members break into

smaller groups by skill or age and work through leveled activities while the volunteers move through the groups and act as facilitators.

Following the experiential part of the activity, the Club gathers again as a whole group to reflect. The members explore simple, open-ended questions about what they learned, experienced, or observed during the activity. Finally, youth discuss how the lessons learned can be applied to their 4-H projects as well as to other areas of their lives.

At the end of the meeting, officers and leaders sit down and assess if the meeting format, activities, etc. met the experiential goal. They should reflect on what worked, what did not work, and what needs to be done differently next time.

## Meeting and Activity Planning Checklist

1. What is the purpose of this activity?
2. What do we want to have accomplished when it is done?
3. Who will be the audience? (Size of group, age range, prior knowledge of topic)
4. What is the physical setup for this activity? (Room arrangement, adequate lighting, temperature control, do we have necessary access to facility)

5. What equipment and materials are needed? Does everything work and are we comfortable using them (especially technology)?
6. What is the subject for this meeting or activity? Are there resources or subject-area experts we can access? Is there information we should review ahead of the event?
7. Have we prepared an agenda? Will the members know what is expected of them?
8. Did we consider how to help the members (and adults) to be comfortable and have fun?
9. Are youth leading this event?
10. Has time to “reflect” and “apply” been built into the event?
11. Is there time for the officers to debrief after the meeting or activity is concluded?

## **Service Learning in 4-H**

Service to the community is an essential element of a quality 4-H experience and a requirement for all members. The 4-H Youth Development Program strives to connect active citizenship with leadership development in youth by encouraging individuals to explore the “service-learning” model. This model combines an assessment of the needs and assets of a community with intentional learning and skill development for the participants. Many leadership skills are practiced and reinforced with service-learning projects.

Service learning is a rich experience for youth because it uses community service as part of a larger framework focused on Positive Youth Development. For example, Club members spending a Saturday cleaning up a local park is a valuable form of service. When youth sit in a meeting with city officials and discuss community needs and problems, the experience becomes a type of learning. However, if those two experiences are brought

together and the youth are involved in outlining community needs, collaborating with Parks and Recreation, and then planning, organizing, and completing a park renovation, it is now an excellent example of service learning.

There are many different types of service 4-H Members can deliver. Whether the club or individuals take on an extended and complicated service-learning project, or just a short-term activity, it is important for members to be actively engaged in serving their communities in some way each year and to continually grow as individuals.

## Oral Presentations

A universal Life Skill that every 4-H Member is expected to practice is public speaking. Members give one presentation annually for every project in which they are enrolled. These can be given at a project, Club, or county meeting. There are three basic types of presentations that members typically use to fulfill this requirement:

- **Illustrated Talks**—For this presentation, members use posters, digital media like PowerPoint, or other props to help show major points or details in their talk. Visual aids are some of the most common options. They help to support inexperienced speakers when delivering their messages.
- **Demonstrations**—This type of presentation allows 4-H Members to physically show how something is done. They need to practice the demonstration in advance to be aware of the time needed. For instance, a baking demonstration may not give youth enough time to cook the dish as part of a presentation; but they can always bring a fully cooked example.
- **Speeches**—There are times when the members have no props or visual aids and just rely on their voices and expressions to share information. Notecards or an outline are frequently used, especially if the information is new or highly technical.

Presentations are an area where members should challenge themselves to learn and grow within their project area. This is also

a great way for members to explore and learn about topics and accomplish personal goals. They also need to record the information about the presentation in their Record Book.

## Record Books

Learning how to keep complete and accurate records is another Life Skill that will benefit members throughout their lives. Whether it is filling out college applications, lease agreements, or even income tax forms, modern life demands that individuals keep correct records. The 4-H Youth Development Program is designed to assist youth in developing those good habits by using 4-H Record Books to document and reflect on the success and challenges of their project year.

It is important that 4-H Members understand that Record Books are a necessary and extremely useful part of every project. Many leaders have found it helpful to take a few minutes during each meeting to have members update their Record Books. This process helps members keep their books current, emphasizes the importance of ongoing record keeping, and prevents many last-minute record book panics. Volunteers work with Club members to complete their Record Books appropriately for their age and skill level.

In addition to annual Record Books, members need to maintain a personal Involvement Report to log their leadership, citizenship, and general participation in activities. Volunteers need to confirm that this portion is up-to-date before signing a completed record book.

### Did you know?

STEAM stands for Science, Technology, Engineering, Arts, and Math.



# 4-H General Information and FAQ

## 4-H Name and Emblem

The 4-H name and the four-leaf clover with the letter “H” on each leaf are unique and federally protected symbols. County 4-H Professionals assist each Club so that they will use the 4-H name and emblem correctly and only in relation to the 4-H program. These staff members are trained in specific rules regarding the use of the 4-H clover and its reproduction and they should review logos and other materials produced by 4-H Clubs to ensure that they are following all the rules.

### Did you know?

The 4-H pledge and motto were adopted in 1927 and the 4-H name and emblem were patented in 1924.

## Risk Management and Liability

4-H Volunteers are considered representatives of the University of Idaho and therefore have certain obligations and protections. It is expected that all 4-H Volunteers will make every effort to ensure they are creating an environment with minimized and/or controlled risks when they are working with members. Certified 4-H Volunteers working for the University of Idaho have liability protection so long as they are not negligent in their duties and are performing duties that are within their job description as agreed to during the enrollment process. Any questions regarding Risk Management or Liability Coverage should be directed to 4-H Professionals at a local Extension Office.

## Financial Management for 4-H Volunteers

Before undertaking any financial task, all 4-H Volunteers should seek guidance from their county 4-H Professionals. There are four key financial documents that Organizational Leaders can access on the University of Idaho Extension 4-H Youth Development website (<https://www.uidaho.edu/extension/4h/documents-records>). These are the Charter Request Form packet, Fundraising Approval

Forms, Annual Financial Summary document, and the Annual Audit Certification form. A 4-H Volunteer should NEVER use a personal social security number for any Club documents. All funds raised in the name of 4-H are considered public funds and must be handled according to the rules outlined in the *4-H Youth Development Policies and Procedures Manual*.

## **Signatures**

An Organizational Volunteer or Project Volunteer, the 4-H Member, and a Parent or Guardian need to sign Record Books to confirm a youth's completion of Club project requirements. The certified Organizational Volunteer has the authority to sign for the Club and may be asked to do so on financial, officer, or other records.

It is important to seek the guidance of the 4-H Professionals regarding contracts and other binding documents as those may require University signatures. When making requests to use schools or other facilities for functions, 4-H Volunteers will often be asked to sign a liability release. However, this must be signed by individuals at the University of Idaho who will also provide the insurance documentation upon request. 4-H Professionals at the county Extension office can assist 4-H Volunteers in obtaining the correct signatures and authorization.

## **Managing Conflict**

An unfortunate reality is that any time several individuals come together in an environment involving money, competition, and personal achievement conflict can occur. There is no single formula that predicts what concerns will arise, but there are ways volunteers should react to these tense situations. The most important concerns for the 4-H Volunteer is to keep the youth safe, follow all laws and rules, and remain calm and nonconfrontational.

The volunteer tells (or informs) the 4-H Professional that a conflict occurred and explains how they addressed it. The 4-H staff Member will then work to further diffuse the current situation, if needed, and to help prevent future conflicts.

## Accident Insurance

All youth members and those volunteers who are enrolled are covered by American Income Life ([www.americanincomelife.com/who-we-serve/4-h-insurance](http://www.americanincomelife.com/who-we-serve/4-h-insurance)) for first dollar coverage of accidents that may occur during a 4-H meeting, activity, or event. This coverage extends to travel directly to and from the 4-H meeting/activity/event. If a volunteer or a member has an accident at a 4-H event, the volunteer should contact the local Extension Office to report the incident, get the necessary paperwork, and be given further assistance. Additionally, 4-H Volunteers unsure of their enrollment status need to check with the county 4-H Professionals.

## Does This Need to Be Reported?

Volunteers sometimes question when and to whom an accident, an incident, or a difficult situation should be reported. It is always best to report even minor concerns with the Organization (Club) Volunteer. For more serious incidents such as accidents or Code of Conduct violations, the county 4-H Professional needs to be contacted. They will assist the volunteer with understanding protocol and obtaining any forms that may need to be submitted.

## Additional Resources

It is not uncommon for 4-H Volunteers to have questions or concerns that arise unexpectedly and require additional support or guidance.

- **Mentors**—New volunteers should work with their county 4-H Professional to establish an experienced 4-H Volunteer as their mentor. During the first years, working as an Organizational or Project Volunteer can be daunting without someone to offer support and answer questions.
- **Extension Office**—4-H Professionals in each county Extension office provide guidance, expertise, training, and needed assistance to help their 4-H Volunteers be successful. These 4-H Professionals also have access to Extension and University

staff and resources dedicated to the Idaho 4-H Youth Development organization.

- **The University of Idaho Extension 4-H Youth Development**—This website contains endless resources, including calendars, documents and forms, and descriptions of programs and projects. It also has a copy of *Idaho 4-H Youth Development Policies and Procedures*.



- **National 4-H Website**—This site (4-h.org) provides endless resources to support both new and experienced volunteers. Project ideas, general information, fact sheets on pivotal topics, major research findings, and much more can be found here.

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## Contact Information: Idaho 4-H Extension Offices

### **Ada County**

5880 Glenwood St.  
Boise, ID 83714  
ada@uidaho.edu  
(208) 287-5900

### **Adams County**

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PO Box 43  
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### **Bannock County**

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bannock@uidaho.edu  
(208) 236-7310

### **Bear Lake County**

21620 US Hwy 30  
Montpelier, ID 83254  
bearlake@uidaho.edu  
(208) 847-0345/0344

### **Benewah County**

711 W. Jefferson Ave.  
Suite 2  
Saint Maries, ID 83861  
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### **Bingham County**

412 W. Pacific St.  
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### **Blaine County**

302 First Ave. South  
Hailey, ID 83333  
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### **Bonner County**

Bonner County  
Fairgrounds  
(Mailing) 4205 N.  
Boyer Ave.  
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(208) 263-8511

### **Bonneville County**

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**Boundary County**

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**Butte County**

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**Camas County**

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**Canyon County**

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**Caribou County**

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**Cassia County**

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 Burley, ID 83318  
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**Clark County**

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 Dubois, ID 83423  
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**Clearwater County**

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**Coeur d'Alene  
Reservation**

402 Annie Antelope  
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**Custer County**

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**Elmore County**

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**Fort Hall Reservation**

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**Franklin County**

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**Fremont County**

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**Gem and Boise County**

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**Gooding County**

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**Idaho County**

Courthouse, Room 3  
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**Jefferson County**

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**Jerome County**

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**Kootenai County**

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**Latah County**

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**Lemhi County**

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**Minidoka County**

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**Nez Perce County**

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**Nez Perce Reservation**

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**Power County**

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**Twin Falls County**

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**Valley County**

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**Washington County**

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