The 4-H Youth Development Environment

Heart - Belonging
1. Positive Relationship with a caring adult
2. An inclusive environment
3. A safe environment

Health - Mastery
4. Engagement in learning
5. Opportunity for Mastery

Head - Independence
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination

Hands - Generosity
8. Opportunity to value and practice service for others

4-H is designed to support the positive and successful development of all youth. 4-H volunteer leaders are essential partners in creating a positive environment by focusing on the strengths of youth and providing positive ways for youth to meet their basic needs.

Caring Relationships—Belonging
Youth need to know they are cared about by others and feel a sense of connection to others in the group. This “fellowship” has always been an important part of a 4-H experience. 4-H gives youth the opportunity to feel physically and emotionally safe while actively participating in a group. Current research emphasizes the importance for youth to have opportunities for long-term consistent relationships with adults other than parents. This research suggests that a sense of belonging may be the single most powerful positive ingredient we can add into the lives of children and youth.

Working in clubs through 4-H strengthens and reinforces social skills that will allow youth to coexist and thrive with others in society. Success in life rarely comes to an individual without some type of personal interaction with others. 4-H members learn early on the value of cooperation in their project work and activities.

Constructive Learning Experiences—Mastery
In order to develop their self-confidence youth need to feel and believe they are capable and they must experience success at solving problems and meeting challenges to develop their self-confidence. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. Youth must have access to quality research-based content, opportunity to learn by doing and a safe environment for making mistakes and getting feedback, not just through competition but also as an ongoing element of participation.

Many 4-H alumni report that the enjoyment and sense of mastery they experienced through their most successful 4-H project work laid the seed for future employment.

(Continued on page 8)

Leadership Opportunities—Independence
Youth need to know that they are able to influence people and events through decision-making.
So Now You’re An Officer

Election to an office implies a trust in the individual. In accepting and assuming the responsibility of an office, the member is obligated to do the best job possible. The member must be receptive to suggestions for improvement, be willing to study and learn more about the organization and be aware that the welfare of the organization should be put ahead of that of any individual.

You are a member of a team which includes other officers and an advisor. Each individual contribution determines whether it is a “fantastic” team that everyone wants to be a part of or a “hum-drum” team that most people could care less about. Which kind of team do you want? The choice is yours… the success of the team depends on what you as an individual contribute to the group.

Your office will give you the opportunity to improve your leadership skills and serve Oklahoma 4-H in a new way.

Since Oklahoma 4-H members expressed their trust and confidence in electing you to office, the best way to begin to serve is to learn the characteristics of good officer, as well as the duties of your office. You will be a better team member if you also know the responsibilities of the other officers. The information can help the leadership team work together for the success of the 4-H program.

Officers Are...

Honest, sincere, loyal, friendly – that’s one way to describe good 4-H Officers! They involve others in the decision making process and give everyone a fair opportunity to participate.

Officers represent 4-H to the people in the community, at school, at public events and at home.

Good officers get things done correctly and on time. They are proud of their jobs and always do their best. They work with their advisor to plan and carry out programming.

Officers of represent their local, district and state programs. They are an advertisement of the organization. Their skills and abilities, standards and ideals, grooming, speech and even their smiles, represent the very best in Oklahoma 4-H.

Representing 4-H is one of the most important responsibilities of state and district officers because that responsibility continues each hour of their tenure in office – not just while they are conducting a meeting, reading minutes or presiding at an event. Serving as an officer gives you a real opportunity to grow and develop. In order to make the most of this opportunity, each person musts know how to do his/her job well.


Foster the development of youth and the 4-H program.

Volunteer Certification of ALL Officers

District and State Officers have the potential of working with youth unsupervised, as a teen leader, camp counselor or teen volunteer.

Oklahoma Volunteer Certification process states, “A teen (13-18 years of age) is any young person under the age of 18 who is volunteering for some 4-H responsibility.” 4-H encourages the development and training of teen volunteers. OCES staff and certified adult volunteers should work closely with young people to place them in volunteer roles that are appropriate to their skills and maturity.

As with all certified 4-H volunteers teens should have documentation. If they are fulfilling a specific volunteer role (camp counselor, organizational leader, project leader, etc.), they are to complete and have on file a 4-H Adult and Teen Volunteer Application, Annual Enrollment Form, 4-H Volunteer Agreement and Behavioral Guidance Form. Documentation provides liability protection under OSU policy.

County staff will be asked to provide documentation of certification and continuing education credits necessary for maintaining certification.
Oklahoma Cooperative Extension—4-H Youth Development

Strategic Plan

Vision
The 4-H Vision: Oklahoma is a national leader in developing youths’ abilities to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society. Through 4-H youth development education, youth will:
- Demonstrate communication and leadership skills.
- Value lifelong learning.
- Feel the personal pride that comes from achievement.

Mission
The mission of the 4-H Youth Development program is to provide Oklahoma youth, families and communities with educational programs which will create environments for diverse audiences of youth and adults to reach their fullest potential. In support of this mission we will:
- build internal and external partnerships for programming and resource development
- strengthen families and communities
- use research based knowledge and the land-grant university system and other sources

Achievement of this mission will result in capable, competent and caring citizens.

Program Priorities
Program priorities are defined as major focus areas. These include:
- Enhance Leadership Development
- Enhance Health and Wellness
- Improve Science and Technology Literacy
- Promote Environmental Education

Oklahoma 4-H Today

No other youth development organization impacts Oklahoma like 4-H, developing the minds and hearts of our youth.

By equipping youth with positive character and effective problem-solving and decision-making skills, 4-H is empowering the next generation of leaders and citizens.

- There are 145,940 Oklahoma youth reached by the 4-H program.
- Of these youth, 25,863 are enrolled in 4-H clubs.
- More than 36% of Oklahoma 4-H youth represent minority racial, cultural and ethnic populations.
- Last year, 4,198 volunteers invested their time and talents in 4-H.
- Annually, Extension volunteers devote over 206,000 hours valued at more than $3.5 million.

2005 statistics
http://oklahoma4h.okstate.edu/

Role and functions of an Officer

Serve as a role model for youth and a representative and spokesperson for the 4-H program.
Your job is to uphold the high ideals, values and moral standards of the Oklahoma 4-H program.
Each officer represents 4-H. Your actions represent all 4-H members and reflect upon your local program, your county program, your district program and the state program.

Role and functions include:
- Official representative of Oklahoma 4-H: upon request to legislators, university officials, the media or when opportunities arise.
- As a team, plan and carry out a leadership or community service project that involves members at the club and/or county levels.
- Promote the value of 4-H through opportunities you initiate, as well as upon the request of state, district and agricultural communication staff.
4-H...The Big Picture  Source: Red Taxi Trainers’ Guide

What is 4-H?
4-H is a dynamic, voluntary educational program primarily conducted as an out-of-school learning experience for today’s young people. It opens doors by giving youngsters a wide range of opportunities to:

1. Learn about and how to do interesting things.
2. Have fun with friends while learning to do interesting things like taking care of plants or animals, fixing a bicycle, working on a computer, or sewing a garment.
3. Make new friends, have fun, discover, and develop by learning skills to use now and in the future.
4. Have a chance to try out new abilities and feel valued.
5. Learn to care about ourselves and others.

In 4-H, young people learn about themselves and others through many activities that interest them. They learn, with hands-on experiences, why and how to do things. They also acquire, social skills, learn how to plan, to make decisions, to communicate, and to value themselves as capable people.

How Did 4-H Begin?
4-H began in the early 1890’s as the Boys’ and Girls’ Clubs. These clubs were formed in communities to help young people learn farming and homemaking skills. In 1914, Congress passed the Smith-Lever Act establishing the Cooperative Extension system. 4-H Youth Development is the name given to Boys’ and girls’ clubs when they became a part of the Cooperative Extension System. This System is a combination of the Extension Service of the U.S. Department of Agriculture (USDA), 74 land-grant universities and colleges in the 50 states, Puerto Rico, Guam, the Virgin Islands, American Samoa, Micronesia, the District of Columbia, and 3,150 County Extension Offices.

What is the 4-H Mission?
The mission of the 4-H Youth Development program is to provide experimental learning opportunities for culturally diverse youth and adults to reach their fullest potential, to develop skills that benefit them throughout life, and fosters leadership and volunteerism.

Achievement of this mission will result in capable, competent, and caring citizens.

What Do 4-H’ers Do?
4-H members are involved in projects and activities. A 4-H project is a group of learning activities that 4-H members do to learn about a topic. These topics might include such things as farm animals and pets, nutrition and cooking, bicycles, computer, art, gardening, and many other interests. There are many activities that provide learning experiences such as camping, exhibiting projects, doing demonstrations, and attending or participating in workshops, conferences, tours, trips, or fairs.

4-H members develop personal skills by participating. A 4-H’er can learn self-understanding, how to get along with others, ways to communicate, make decisions, and solve problems. They can learn how to manage resources and discover how to work well with others. 4-H’ers have an opportunity to develop leadership skills by participating in the program.

Who Conducts 4-H?
4-H is conducted through the Cooperative Extension System, and combines the efforts of youth and adult volunteer leaders, state land-grant universities, county and state governments, and the U.S. Department of Agriculture (USDA).

4-H is a cooperative effort supported through public funds at the federal level by USDA Extension Service, from the state level by the land-grant university, and at the county level by county budgets for Extension. 4-H is also supported from the private sector—individuals, business, foundations, and grants—through the national 4-H Council and state 4-H foundations. Local community and school 4-H programs are supported through private funds. Private support helps to expand and strengthen 4-H at all levels.

What is the 4-H Team and Why?
Parents, relatives, neighbors, and others make 4-H happen by becoming volunteers. Those who work in 4-H do so as a team. Volunteers work directly and indirectly with youth. The volunteers want to help youth learn, and then apply their newly developed knowledge, skills, attitudes, and values. 4-H volunteers create a learning environment that stimulates growth. Learn-by Doing is the 4-H way. Through 4-H, young people who work with adults and older youth can learn useful skills and can serve their community and country by putting knowledge to work in real-life situations—even while they are young. Young people learn skills and gain knowledge through experiences—inquiring, exploring, testing, problem-solving, and discovering.
Expectations of Officers

- Officer responsibilities will be a **top priority** during your year in office.
- Commit the time necessary to attend officer and committee meetings, reach planned objectives and to **thoroughly prepare** and participate in required activities/events. A **minimum of two hour** per week must be provided to the State/District 4-H Program.
- Be willing to accept challenge with enthusiasm, perform to a degree higher than is expected of you and put your responsibilities into action without being told or reminded. Keep a positive attitude in all that you do.
- Be informed. Read and respond to e-mail, newsletters, correspondence, phone calls, etc. in a timely manner. Regularly check the Oklahoma 4-H Web page.
- Be responsible by being on time, keeping track of your schedule, taking the initiative on projects and following through with the things you say you will do.
- Willingly accept all of the honors, responsibilities and duties which result from being elected to serve.
- Represent the 4-H program at designated state and/or district events.
- Partake in the planning, preparation (training) and participation of 4-H Day at the Capitol.
- Serve as a positive role model and mentor for younger members at all times.
- Remain enrolled and active at the local and county level.

You are first and foremost a 4-H member.
- Know your facts about 4-H and the Oklahoma Cooperative Extension Service.
- Act and dress with pride. Wear your nametag.
- Personal travel will be necessary to speak, educate and/or provide support to the 4-H program.
- Assume financial responsibility for the purchase of uniform(s), travel and some expenses.
- Instill a cooperative working relationship with all state/district officers and state/district staff.
- Be available for workshops and programs at your local club, county, district and/or at the state level.
- Complete and maintain volunteer certification status in your county as a teen leader.
- Take the initiative to do more than just what is expected of you. Success requires doing more than the minimum.

Guidelines for Official Dress

The major purpose of the 4-H uniform is to provide identity and visibility for the Oklahoma 4-H program. The official Kelly green* tailored blazers will be worn by youth representing Oklahoma 4-H. *Source: Constitution and By-Laws of Oklahoma 4-H, as amended and approved January and May 1995.

While wearing the formal or informal uniform officers are representing Oklahoma 4-H. The image of our program is portrayed in every word, act and deed.

Formal and informal uniforms should be treated with pride and kept clean, ironed and protected by a garment bag. **The lapel of the jacket should not display more than one 4-H pin/medal and the official nametag.**

State Officer Official Dress & Casual Uniforms

The formal dress uniform must be worn to all major 4-H functions, activities or special events.

**Young Men – Formal Uniform:**
- Official green jacket, cleaned and pressed;
- White shirt with sleeves, cleaned and ironed, worn with an undershirt;
- The state 4-H officer tie, tied in a Windsor knot;
- Khaki slacks of appropriate length, clean, pressed and creased;

*Continued on page 6*
Official Uniform continued

(Continued from page 5)

- Brown dress shoes, polished and free of visible wear;
- Socks to match the slacks.

**Young Women – Formal Uniform**

- Official green jacket, cleaned and pressed;
- White shirt with sleeves, clean and ironed;
- The state 4-H officer tie (decided upon by the team and approved by the advisor) tied in a Windsor knot;
- Khaki colored A-line skirt, knee to mid-calf length, clean and pressed, with a slip;
- Brown dress shoes, clean, polished and free of visible wear;
- Nylons, natural color. Officers may also select a informal uniform which should reflect the 4-H identity through use of green and white colors.

The informal uniform may be worn to many events where other participants will be dressed in casual clothing. Decisions regarding uniforms should be made by the team with approval from their advisor.

**Informal Uniforms**

- Orange button-down or polo shirt with Osage 4-H Shield;
- Dress or casual shirt (decided upon by the team and approved by the advisor);
- State 4-H Leadership Team t-shirt (when appropriate) clean and pressed;
- Khaki pants or shorts (fingertips must touch the hem of the shorts when standing with arms down at sides) clean and pressed;
- Shoes that are clean and free of visible wear.

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**Participation in County, District and State Events**

If you plan to attend any district event, courtesy requires that you notify, in advance, the District Program Specialist from that district so they may plan for your involvement. In the case of state events, you should notify the State Specialist in charge. There may be some events where State/District Officers cannot be accommodated. A minimum of one week’s notice is required unless otherwise specified by state or district specialist or event guidelines. In most cases, you will be expected to pay for your own meals and lodging. If unsure about expenses ask, “Who do I need to send my registration to and by when?” This opens the door for them to let you know what you are financially responsible for.

When you contact the District or State Specialist, please be specific about when you will arrive and how long you will stay. If you want to help or be on the program, let them know. The event coordinator may be counting on you for help and may expect you to be there for the entire event, unless you have worked out other arrangements. Be responsible and look for opportunities to assist or serve. Don’t wait to be asked, volunteering is a sign of responsibility and maturity.

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**Scheduling Request**—Complete and Turn in Form before Function

Form on OK 4-H Web page—http://oklahoma4h.okstate.edu/leadership/officers/

Each officer should complete a “District and State Officer Scheduling Request Form” when contacted to do programming outside of their county. *(Example page 18)*

The form has two purposes:

1. Assist you in collecting all of the information needed to fulfill the request.
2. Keep your advisor informed of your official duties.

The completed form must be emailed, mailed or faxed to your advisor prior the event. This form and others are posted on the Oklahoma 4-H Web site.
Officer Duties

Officers who fail to fulfill the duties of their office may be removed from office following the processes outlined in the duties section of the By-Laws.

An officer, who allegedly violates the Oklahoma 4-H Code of Conduct and any other published policies or rules governing 4-H affiliated events and activities as a 4-H member, will forfeit their office following a review.

General Responsibilities for all Officers:
• Serve as a liaison for youth involved in the 4-H Youth Development Programs at the two Land-Grant Universities.
• Be available for workshops and programs at the local club, county, district and/or at the state level.
• Represent the 4-H Program by speaking to civic groups, 4-H groups, and 4-H volunteers throughout the state.
• Seek opportunities to expand the diversity of the 4-H program.
• Maintain active status as a certified volunteer.

President's Responsibilities
a) Preside at all state/district meetings. Provide an agenda for all executive committee meetings.
b) Attend to such duties as are necessary to carry out the state/district 4-H Program.
c) Appoint committees and chair the state/district executive officer committee.
d) Coordinate selected activities of the State / District Leadership Team (state and/or district officers and state ambassadors).

Vice President's Responsibilities
a) Serve in the absence of the president.
b) Perform all duties delegated by the president.
c) Assist president on questions of Parliamentary Procedures.
d) State VP - Serve as state officer liaison to district from which elected.
e) District VP - Serve as officer liaison to counties in their district, as well as county officer activities and 4-H programs.
f) Assist in coordination of state, district and county officers’ activities.

Secretary's Responsibilities
a) Record minutes of all state/district 4-H officer meetings. Type and send minutes (electronically or by mail) within 2 weeks after meeting to executive committee members and the advisor.
b) Keep extension staff and district 4-H officers informed of all business and projects.
c) Conduct the official correspondence of the organization.
d) Perform duties delegated by the president.
e) Work with reporter in maintaining an electronic history of officer team’s accomplishments and activities.

Song Leader's Responsibilities
a) Assist with group singing on a state and district level and at any other special meetings that are a part of the 4-H program in the state/district. Select songs that are appropriate and communicate a positive message.
b) Promote 4-H enthusiasm.
c) State - Attend district Share-the-Fun Contests and coordinate State Share-the-Fun program. Develop theme and write script for “4-H Share the Fun.”
d) District - Coordinate District Share-the-Fun Contests. Develop theme and write script for “4-H Share the Fun.”

Reporter’s Responsibilities
a) Work with secretary in maintaining an annual electronic history of the officer team’s accomplishments and activities. (See page 18 of the Officer Handbook for instructions.)
b) Submit information and materials to 4HUSU.org on behalf of your constituents.
c) State - Work closely with the Oklahoma State University Agricultural Communications Services and other media outlets.
d) State - Provide articles and information for State Newsletters (Focus on Youth and 4-H Foundation Publication) and Oklahoma 4-H website.
e) State - Work actively with 4-H reporters throughout the state to communicate the 4-H story.
f) District - Well-informed of district events, collect material of interest about the district and present it to the state reporter for state 4-H newsletters and/or web site.
g) District - Work to establish a district and county communication system through a district newsletter or web site.
h) District - Work with county reporters, the state reporter and other district reporters to communicate the 4-H story through Oklahoma State University Ag Communications Services and other media outlets.

Langston University Representative’s Responsibilities
a) Assist in coordination of county and state activities.
b) Encourage 1890 program participants to attend and become involved with county and state 4-H events and activities.
c) Attend to duties as are necessary to carry out the Langston 4-H program.
d) Serve as a liaison between the 1860 and 1890 Land Grant University 4-H Youth Development Programs. Amended 4/04
Setting Goals

Each of you are encouraged to set personal, professional and team goals for your term of office (page 9). Goals provide a means to evaluate your effectiveness as an elected official during a term of office.

Examples:

**Personal Goals** are the things you want to do to improve yourself as an individual in your role as an officer.

1. To be involved, as well as a positive role model for the 9-12 year olds in my local club.
2. To improve my organizational skills so I make deadlines and events.
3. To be a better communicator—keeping up with all forms of communications.
4. To become more confident and casual when making a presentation to an audience.

**Professional Goals** are defined as the things you want to accomplish in your elected office.

1. To write and submit articles to the Focus on Youth which promote our teams work or projects.
2. To meet with the team advisor one week prior to a business or committee meeting to review the agenda I have prepared to send out to the team/committee.
3. To train 10 county song leaders to be more effective in their roles.

**Team Goals** are those things you can do or want to learn to make yourself a more successful member of the officer team.

1. Be on time and prepared for meetings and activities.
2. Communicate with others in a timely manner and upon request.
3. Become a active listener.

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**Essential Elements of 4-H continued**

(Continued from page 1)

and action. By exercising independence through 4-H leadership opportunities, youth mature in self-discipline and responsibility, learn to better understand themselves and become independent thinkers.

Youth need to learn that decisions they make need to be considered carefully and acted upon only after the implications of those decisions are explored and weighed. 4-H club projects allow members to make choices about such things as design and coordinating materials not to mention selection of topics that are valuable to them. This gives youth a base of experience on how to make decisions enables youth to face the more important choices that must be made later in life.

**Service to Communities—Generosity**

Youth need to feel their lives have meaning and purpose. By participating in 4-H community service and citizenship activities, youth can connect to communities and learn to give back to others. It's clear that these experiences provide the foundation that helps us understand the "big picture" of life and find purpose and meaning.

Community service projects allow 4-H club members to see that their effort to help others is important and valuable. Youth learn that they do not live in a secluded world, but instead it is indeed a global community, which requires awareness and compassion for others.

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Oklahoma State University, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational service.
My Goals as a 4-H Officer

Each of you are encouraged to set personal, professional and team goals for your term in office. Goals provide a means to evaluate your effectiveness as an elected official during a term of office. Keep goals simple and attainable. Think about who can assist you in developing and achieving your goals. Note their name beside the goal and send/share these goals with that individual.

**Personal Goals** are the things you want to do to improve yourself as an individual in your role as an officer.

1. 
2. 
3. 
4. 

**Professional Goals** are defined as the things you want to accomplish in your elected office.

1. 
2. 
3. 
4. 

**Team Goals** are those things you can do or want to learn to make yourself a more successful member of the officer team.

1. 
2. 
3. 
4. 

I pledge to myself, I will keep these goals visible and consciously work to achieve them during my term of office.

________________________________________________________________________
Name

________________________________________________________________________
Date
State/District 4-H Officers’

Pledge of Office

I, _______________________________, agree to perform the duties and uphold the office I have been elected to serve and agree to the following:

1. Follow and abide by the Oklahoma Code of conduct and any other published policies or rules governing 4-H affiliated events and activities when representing 4-H on the local, county, district, state and national level.
2. To honor and respect the Oklahoma 4-H organization and to conduct myself in such a manner as will reflect positively on the program and the office I hold.
3. To fulfill the duties and obligations of the office which I hold as outlined by the 4-H By-Laws and Constitution of the Oklahoma 4-H Officer Team, as well as the expectations as outlined in this State and District 4-H Officer Handbook. (See ByLaws, Article I, Sec. I-D)
4. To represent the concerns, interests, and ideas of 4-H members and make decisions based on the welfare of the 4-H program and the constituents I represent rather than my own personal interests.
5. To honor the commitments I make in officer meetings as well as to county, state and district staff.
6. To show respect and appreciation for the 4-H members, volunteers, parents and OCES educators and specialists and prove myself to be worthy of their support and trust.
7. To serve as an advocate for the 4-H program, providing positive visibility on the local, county, district and state level.

I agree to accept my responsibilities as a State/District 4-H Officer and will abide by the Pledge of Office and as previously stated. I understand that if I do not fulfill my obligations or conduct myself in a manner appropriate to the position I have been elected to fill, I may face the consequences of my actions and be removed from office as stated in the 4-H By-laws. Realizing that the Pledge of Office as outlined is not “all inclusive,” I understand that the State/District 4-H Program Specialist and Review Board as outlined in the 4-H Constitution and Bylaws reserve the right to interpret policies in the best interest of the 4-H program.

State/District 4-H Officer’s Signature ________________________________ Date ________________

I have read the 4-H Officer Handbook and understand the responsibilities my child has accepted. I will support the Oklahoma 4-H program and my child in fulfilling these duties and responsibilities.

4-H Officer’s Parent/Guardian’s Signature ________________________________ Date ________________

I have provided the officer team both verbal and written descriptions of expectations and responsibilities of being a 4-H officer. I will support, guide and provide education to this young person in their personal and professional development as a 4-H member.

State/District 4-H Program Specialist’s Signature ________________________________ Date ________________

• Green Copy to be turned in to the officer team’s advisor by June 2.
• Pink Copy to be kept by the 4-H officer’s family.
Effective Communications  Source: Communicate Clearly, Robert Heller, 1998

Using the Phone
Do not take using the phone for granted. To be more effective use the following tips:

- Write down in advance what you want to cover and in what order;
- Speak slowly and pace yourself with the other person;
- Always be polite and friendly;
- Smile — a smiling face encourages a smiling voice and invites a positive response.

Within 24 hours always reply to incoming messages from an answering machine, text messaging or voice mail. It is a matter of courtesy.

When leaving a message start with your name, phone number and the time and date of your call. Speak slowly and clearly or your name, number or both may be lost. Be brief and concise with your message. Note the level of importance. End the message by repeating your name and number.

When initiating contact with a person, business or an organization for the first time, do your research. Learn the name of the person you need to speak with so you can ask for them directly. If you are unable to talk with them directly get the name of the individual you leave the message with and make a note of the date and time the message was left.

When making contact, use the person’s name and announce yourself by saying “This is so-and-so” (never “My name is so-and-so”). If the person in question is “in a meeting” or “unavailable,” ask when he or she will be free and say when you will call back. Then phone later and say your call is expected. Have your thoughts written down in a logical sequence so you may effectively use the time being provided.

Written Communications
Documents that are written well, easy to understand and keep to the point are composed by people who have clarified their thoughts before writing. Make your written communications effective by thinking before you write and always writing what you think. Visualize the reader to improve clarity and choice of words.

Correspondence should have a purpose. The first rule is making the purpose or objective clear. The second rule is to include all the information that the reader needs in order to understand your aim. Resist the temptation to write too much — try to fit your letter on one side of a piece of paper. Ask someone you respect to critique any letters dealing with problematic situations or of a sensitive nature.

Choose words carefully and keep them simple and to the point. Use short words and sentences rather than to long. Use active verbs rather than passive. Avoid using complicated, unusual words, jargon, double negatives or abstract terms — they may obscure your meaning. Use natural, unforced diction; in other words, write as you talk, not as you think you should write. Do not revise until you have finished and then cut fearlessly — editing always improves the impact of the written message.

Information Technology
New technology has greatly increased our choices for communicating. E-mail, fax machines, text messaging, voice mail, pagers and the new technology just beyond the horizon, all provide good tools for quickly receiving and relaying information around the world. With this diversity come new challenges and responsibilities.

E-mail is fast, user-friendly and versatile. It can be a valuable means for saving resources such as time, paper, ink and postage. However e-mail can be abused.

The following rules of “netiquette” will enrich the receiving and relaying of information via the intranet.

- Use meaningful subject titles;
- Be as brief as possible by

(Continued on page 12)
Information Technology continued

writing succinctly and to the point;
• Don’t send irrelevant messages;
• Check punctuation, spelling and grammar (reflects back upon you as an individual);
• Use bullets or numbers when possible;
• Read and re-read the content to make sure it conveys the intent for which it is being written;
• Reply in a timely and expedient manner by using the “reply” feature of e-mail. It is a more efficient use of your time as well as your responsibility as a recipient;
• Check e-mail regularly. It isn’t any different than checking the answering machine for the telephone;
• Distinguish business from non-business mail;
• Be selective in the recipients of your e-mails;
• Avoid attaching extra files to your e-mail if you are mailing to a lot of people at once;
• Never use obscene language or insults. Shun any racist or sexist mail.
Fax messages should either have a cover page or the following information should be contained in the actual fax:
Full name of recipient
Phone number and Fax number of recipient
Complete address of recipient
• Full name of the sender
• Phone number and Fax number of sender
• Complete address of sender
• Total number of pages including cover sheet
• Complete instructions as to who is to receive or what is to be done with the materials. (Many people use a single business fax in an office.)
• Note if you wish a reply or confirmation that the Fax was received.

Answering machines, voice mail and text messaging all provide a valuable service for leaving a message when someone is unavailable. By possessing and utilizing these pieces of technology it becomes our responsibility to use them responsibly in replying in a timely manner. Cautiously use the reason “I didn’t receive that message” because someone may be keeping records of when and how

Writing Thank You Notes

Thank-you notes should be sent to thank people for gifts, donations, sponsorship, special help with a project, leadership provided, parties attended, meals eaten, and even having spent the night at someone’s home.

A thank-you letter should have six points. Use this checklist with the goal of making sure that everything on the checklist is taken care of in one letter.

Personal notes should be handwritten. If your handwriting is hard to read, write out the message on scratch paper first. Have it checked for spelling and be sure the six points are included. Then take your time to neatly copy the message on to a nice note card or piece of stationary. It is important that the envelope is also neatly addressed.

Source: Amy Vanderbilt Complete Book of Etiquette

Six Point Check List
2. Who is doing the thanking? (You alone? On behalf of your club or county 4-H? Your family?) If only one person’s writing that

A sincere Thank You can never be said or written enough.
May 5, 2005

Dear Mr. Jones,

Thank you for agreeing to speak at our 4-H Leadership Team Retreat luncheon on June 17, 2005. Lunch will begin at Noon in the atrium of the Noble Research Center on the campus of Oklahoma State University. Your presentation will take place from 12:30-1:15 pm. I will meet you at 11:30 am in the atrium.

As per our conversation, we would like you to share the importance of establishing your credibility as a public figure through ones actions, deeds, poise, etiquette, appearance, language and grammar.

The audience will be composed of State Ambassadors and State and District Officers. Each group has a very high profile in the 4-H program and are responsible for meeting with donors, public officials and most importantly being role models for Oklahoma 4-H members.

Enclosed is a map of the campus. If you wish to bring a guest for lunch please let me know by June 1, 2005. Please feel free to contact me if you have further questions. My email address is cloverkid@hotmail.com or by cell phone at 405-744-8891.

Sincerely,

Jay Ling
4-H Public Relations

The Importance of Introductions and Conversations

Knowing how to introduce other people is important to good manners. If in doubt about an introduction, introduce them.

Who Is Introduced to Whom
1. The youngest person is always introduced to an older person.
2. A person is introduced to someone of a higher position.

The New Informality of Introductions
1. When introducing an individual to a group say, "This is Mary Smith".
2. When introducing an individual to someone say, "Bob, I’d like you to meet Gwen Swift. Gwen, this is Bob Johnson.

Always introduce people in a warm, smiling fashion.

Standing Up to be Introduced
1. In a small group all should stand when someone enters and is introduced.
2. If the group is very large, only those nearest the newcomers should rise and say hello.

The Handshake
Every bit as important as a smile and warm tone of voice is a warm handshake.

The grip should be a firm one, a handshake of substance - not a bone crusher or too long-lasting either. Two or three seconds is long enough.

Don’t let a handshake be lifeless or people will tend to think that the handshake matches the character.

Use of "Ma’am" and "Sir"
This is still used as a sign of respect in many parts of our country.

Just as respectable is the use of "Yes, please", or "No, thank you". Even nicer is for the individual to use the name of the person being addressed: "Yes, Mrs. Jenkins"; "No thank you, Mr. Brown"; "Yes, please, Miss Smith".

Starting a Conversation
It is not easy to approach a stranger and start a conversation. At 4-H events, however, this is much easier because everyone shares a common interest.

When you are with a 4-H member, ask about his or her project, family and other interests. Try to find out as much as you can about them. Most people like to talk about themselves. Share a relevant personal experience to get across points about 4-H.

Other topics of conversation include judging contests, awards the member has won and activities other than 4-H.

When meeting older 4-H members, talk about 4-H, outstanding achievements, school, summer jobs, summer vacation, sports, entertainment, family or plans for the future. Older 4-H members are likely to share many of your interests.

With adults ask who the person is or where he or she lives. You can also ask about their occupation and how they became interested in it.

Always take the initiative to introduce yourself. Don’t assume that everyone knows who you are. Introducing yourself is a good way to break the ice. You might start a conversation by saying:

"Hello, I don’t believe we’ve met. I’m ________ and I’m representing the state (or district) 4-H officers tonight."

"What is your name?"

"I’m _________”

"It’s a pleasure to meet you Mr. ______ I noticed the pin on your lapel. Are you a member of Kiwanis?"

"Yes, I am. ________ “

If appropriate, you can follow this up by an appropriate comment such as:

"We appreciate that Kiwanis helped to support our district leadership conference. This conference helps 4-H members ______. Without your support, some members would not be able to participate in this event."

People tend to feel self-conscious and uncomfortable if they are standing by themselves. If you can make someone feel comfortable and leave them with a positive impression about the 4-H officer team, you have accomplished more than if you had given several impersonal speeches.
Public Speaking

As a representative of 4-H, you may participate on a program. Whether you are introducing a speaker, presenting an award, installing new officers or are giving the keynote address, the following guidelines will be helpful.

**Preparation** – Be prepared. Do not start preparing the night before! Quality requires thought and preparation, sometimes many rewrites on paper, as well as in your mind. A rule of thumb – one typed double spaced page equals approximately 1 minute of talk time.

**Notes** - It is not possible or desirable to memorize every presentation. Memorized presentations often sound over prepared. Notes are “OK,” however do not let them detract from your presentation.

**Microphone** - Test your voice on the microphone before the banquet or meeting. Be sure you know how to adjust the height and volume. If someone uses the microphone before you, check the height before you start to speak.

**Smile** - Show the audience you are genuinely happy to be there.

**Eye Contact** - Maintain eye contact with your audience. This will help you learn to read your audience - an ability you will develop with experience.

**Hands** - Control your hands. Use gestures, as long as they are natural. Otherwise, keep your hands at your sides or behind the podium.

**Giving a Welcome**
- Bring a prepared statement on behalf of the officers team and express your appreciation.
- Let the audience know you are familiar with their purposes and goals.
- Smile; be friendly, enthusiastic, confident and poised.
- Limit your remarks to three to five minutes.
- Where the speaker is from
- Key positions in which the speaker has served and current position
- Facts about honors and awards the speaker has received
- Why the speaker is qualified to talk on the subject and title of speech
- Name - Always say the speaker’s name last
- Lead the applause
- Stay at the podium until the speaker comes forward.

**Presenting an Award**
- Explain briefly why the award is being made and how much the award is deserved.
- Congratulate the recipient and convey everyone’s good wishes.
- When presenting the award, extend your hand to the recipient, smile and try to get a smile in return. (Good time for photo)
- Start the applause.

**Introducing a Speaker**
Introducing a speaker does two things. It breaks the ice between the speaker and the audience and helps make the speaker feel at ease.

Try to get a biographical sketch of the person you are introducing, but don’t read it item by item. Condense the information and make it interesting for the audience. If you can’t get written information in advance, meet briefly with the speaker before the introduction. This will allow you to gather information.

A good introduction is short, complimentary and informative. It includes:

**As a Key Note Speaker**
It will take hours of preparation for a 15 minute address.

The following are some practical points in planning your address.

1. Ask what they want you to speak about. Have them make this choice; it will assist you in preparing your remarks.

2. Know the audience, get background information and use this to prepare your remarks.

3. Sit down with resource materials and leisurely read through it two or three times. Jot down the key ideas and the main theme. Tape this where you will see it every day and think about how you are going to address the topic.

4. Avoid excessive use of quotes. Only use those which drive home a thought or concept.

5. Write the address using your own words. Be sure each of the following have been addressed in the plans.

(Continued on page 16)
Public Speaking continued

(Continued from page 15)

| a. | Review materials and ask yourself: Is it suited for the group? Have you provided the necessary background information? |
| b. | Keep statements factual. Watch the use of general, vague or broad statements. Be specific in your message. |
| c. | Watch the vocabulary. Evaluate the words and decide how you will explain and define them. |
| d. | Determine what visual aids and other materials may be needed. Collect these items as soon as possible and notify your host. |
| e. | Have you provided things to think about or challenge them. |
| f. | Have you provided opportunities for the audience to feel good about themselves and who they represent? |
| 6. | Work on your presentation. a. Prepare and plan carefully. This may be your first and last contact with the audience. A good beginning is important and will pay off in high audience interest. |
| 7. | Carefully review the materials so you clearly understand the message and how to effectively emphasize it. |

Positive Appearance

Presenting a Positive Image

We are a mirror of our own self-opinion. No matter how you are dressed, you are sending a message to those around you.

Give thought to what you wear, what you will be doing, and the message being communicated.

Select clothes that communicate a sense of confidence and authority. People tend to respect those who exhibit pride in their manner and dress.

Grooming cannot be overemphasized. Money has nothing to do with being well groomed. The best-dressed person will not portray that image unless they polish it off with grooming.

Good grooming refers not only to one's clothes, but to oneself. Hair, make-up, nails, deodorant and a clean body all summarize good grooming.

Clothes should be clean, free of stain, well pressed and free of lint; shoes polished or clean and repair work completed.

Movement in your clothes is important to your sense of style. Clothing should allow ones body to move and stand with ease and grace.

Sit with pride. Your spine should be straight, hips flush with the back of the seat, feet parallel and flat on the floor.

Don't flop and squirm into position when sitting. Sit on the edge of the chair; place your hands on the sides, and ease yourself back with a lifting motion.

Crossing your legs is OK. Women are most attractive when knees and feet are close together and ankles crossed.

Positive PR for Officers

When you attend a 4-H function as a representative of your officer team, you may be asked to participate in some way.

Whenever you represent 4-H in any capacity, be sure to arrive early. Use this time to meet and talk to as many 4-H members, parents, leaders and guests as you can. As a “elected official”, it is your job to meet members, leaders and parents—not vice versa. An officer who shows a sincere interest in younger members is a strong motivator.

When several officers are assisting with the same event, be especially attentive about mixing and talking with members. Members may view you as aloof or stuck up if you talk only with the other officers. In fact, they may hesitate to approach you because you are an officer.

Look for opportunities to serve and be of assistance. Don’t wait to be asked. Initiate the question, “May I help in any way?”
Planning a Lesson for a Workshop

A lesson plan on paper looks simple, but the process of getting it there is not.

1. Have the main idea/objective firmly in mind so that you can focus all activities around it.
2. *Study and research* the subject for your own enrichment, as well as for the group's benefit.
3. Ponder or give a lot of thought to what you will be doing.
4. Be willing to spend time in trying out several different ideas in your mind before settling on one.
5. Know yourself, your group, and the location/facilities well enough to make judgments about what will work.
6. Realize that your audience needs to learn at their level, not your level.
7. Transfer the information and ideas to paper. Critically review the information and outline. Critique it with others and make changes. Have back up material/activities/ideas for last minute changes.
8. During discussion and brainstorming, be willing to share, without imposing your ideas.

**REMEMBER** - You are planting seeds you may never see grow or bloom – and that is OK.

**SUGGESTED RESOURCES:**
**Volunteer Development Fact Sheets:**
#846 Planning a Lesson
#841 Understanding Boys and Girls
#842 Teaching Techniques
#862 Learning Styles
#865 Experiential Learning

One of the primary goals of the 4-H program is to help youth develop important life skills that they can use everyday. Life skills are tools youth (and adults) use to cope with daily circumstances, make important decisions and enhance the quality of their daily lives. Life skills help youth become competent, capable and contributing individuals. These skills can be seen in the Targeting Life Skills Model (Hendricks 1996).

When the 4-H program began, the purpose was primarily to teach youth project skills such as how to raise corn, livestock and vegetables as well as how to cook a meal. Today the primary goal of 4-H is youth development. Projects are used as a way for youth to practice and learn life skills. Strong project experiences are essential. Today a variety of methods are used to involve the youth in the experience so they practice important life skills as they explore the project. For example to teach decision making skills youth actually practice decision-making skills and discuss how they applied the skill and how it will effect future decisions.

A well-designed activity will provide opportunities to practice one life skill from each quadrant of the clover. Keeping the number of skills limited and balanced assists youth in processing what they have learned.
District and State Officer
Scheduling Request
for speaking engagements, workshops, M.C. etc…

Date of Request ____________________________ Contact Person ____________________________

Officer’s Name ____________________________ Phone Number ____________________________

Office ____________________________ E-mail ____________________________

Ask the contact person to mail you written confirmation of date, time, location and details as discussed. You may wish to request a map.

Date of Event ____________________________

Event ____________________________

Time ____________________________

Length of Program ____________________________

Location ____________________________

Type of Audience: (check all that apply)

Adult _____ Youth _____

Age range of youth ____________________________

Who is the audience:

4-H _____ Other _____ Specify other _________

Type of Program (check one)

_______ Speech

_______ Workshop

_______ Other ____________________________

Program Topic/Description:

Details of Request

Will you be driving? Yes _____ No _____ If no, who will drive? ____________________________

Who will be riding with you? ____________________________

Other Officers or Ambassadors assisting with request. ____________________________
Leadership Team E-Scrapbook

Our definition of an E-scrapbook: 1) a PowerPoint presentation summarizing your leadership team’s goals, activities and individual officer accomplishments and 2) separate files containing support materials created by the team: meeting agendas, minutes and committee reports; team and individual goals; flyers; speeches; conference/activity schedules or programs, news releases, scanned newspaper articles, etc. This will be your teams legacy to leave the Oklahoma 4-H program.

Each of the following Leadership Teams should complete a scrapbook: SW, NW, SE, NE Districts, Ambassadors and State Officers.

Scrapbook will be shared at Roundup and posted on the Oklahoma 4-H website after Roundup.

Guidelines for setting up E-scrapbook:
PowerPoint
1. Keep the slides simple, yet informative.
2. Provide detail about each project in the “notes” section of the slide.
3. Pictures should reflect size, scope and growth of the program or activity.

Other Files
1. Agendas, Minutes, and Committee Reports of the team.
2. Materials generated to plan, promote, conduct and evaluate activities and events.
3. Newsletters, articles submitted electronically for posting on web sites, newspaper clipping, news releases, flyers
4. Speeches and workshops presented by team members
5. Web-pages managed/maintained by the team.

Report the following:
1. Established team goals and goals accomplished. Explain how the goal was accomplished in the note section of the PowerPoint slide.
2. Activities and project undertaken by your team. Provide a written narration/summary about each in the note section of the PowerPoint slide.
3. Individual Goals accomplished by each member of the team. These goals should be related to the individual’s office or as they relate to team responsibilities or expectations. Provide a written narration about each in the note section of the PowerPoint slide.
4. Choose simple basic fonts.
5. Carefully select background for slide. It needs to readily assessable. Reference where it comes from in the note section on the first slide.

Sample Slides
Sample slides have been prepared to assist in assembling the teams E-scrapbook. These sample slides are an example of how one might report the items noted above. Samples located at the following web address:

http://oklahoma4h.okstate.edu/leadership/officers/

Sample slides illustrate:
Slide 1 – Theme - If the team chose one.
Slide 2 – Team Goals accomplished.
Slide 3 – Individual Officer Goals. Summary of your accomplishments as an officer are to be narrated in the notes section on the slide.
Slide 4 – Individual Projects or Activities accomplished as an officer.
Slide 5 – Activities or Events planned and conducted by the team.
Slide 6 – Back page or conclusion.

Who is Responsible?
The E-scrapbook is the responsibility of the reporter and secretary of each team (as outlined in State and District Officer Handbook) or assigned Ambassador Committee.

Carefully select a font that can be read by other computers.

Suggestions: Send each officer a template/sample slides and let them fill in the text, add pictures and write the narration in the “notes” section. You can edit and proof when they are returned.

What to Turn In and When?
1. Burn a CD with the entire E-scrapbook (PowerPoint and support files). Remember this is an archive of what the team accomplished. Due May 1 to your team Advisor.
2. A second CD, also due May 1 to the State 4-H Office, contains only the slides being used in your report at Roundup. Each team is encouraged to do a “Year in Review” during their District Rally. Each team may also have the opportunities to report to the state. (Details will be provided annually.) Keep reports brief—5 minutes or less.

Mail to:
State 4-H Office
Attention – K. Knoepfli
205 4-H Youth Development Building
Stillwater, OK 74078

Questions: Contact Karla Knoepfli, 405-744-8891 or email kknoepf@okstate.edu

Make A Difference Day

Cassity Green, NW Vice President

Purpose:
Community wide fun-filled activity for families. All proceeds for the Ronald McDonald House.

Impact:
• 200+ participants
• $350 raised and then matched by Wal-Mart for a total of $680 for the Ronald McDonald House
• Experienced teamwork and cooperation in action
<table>
<thead>
<tr>
<th>Competency</th>
<th>Behavioral Indicators</th>
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<tr>
<td><strong>Communication Skills</strong></td>
<td>- Effectively expresses ideas and facts concisely and in an organized manner through oral and written communication.&lt;br&gt;- Works well with 4-H members, parents, volunteers and extension staff.&lt;br&gt;- Practices active listening skills.&lt;br&gt;- Shares information in a timely and diplomatic way.&lt;br&gt;- Uses a variety of positive methods to promote 4-H and Cooperative Extension.</td>
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<td><strong>Interpersonal skills</strong></td>
<td>- Considers and responds appropriately to the needs, feelings and capabilities of others.&lt;br&gt;- Demonstrates good citizenship and treats others with respect and fairness.&lt;br&gt;- Exhibits patience in appropriate situations.</td>
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<td><strong>Flexibility</strong></td>
<td>- Is open-minded to new ideas, change, and new information.&lt;br&gt;- Adapts behavior and methods in response to new information, changing conditions and priorities, demands, unexpected obstacles, or situations.&lt;br&gt;- Demonstrates ability to compromise.&lt;br&gt;- Demonstrates flexibility due to change in conditions, priorities, demands or situations.&lt;br&gt;- Adapts leadership style to variety of situations.&lt;br&gt;- Adapts educational strategy for situation and audience.&lt;br&gt;- Encourages the development and use of imagination in the decision-making process.</td>
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<tr>
<td><strong>Decisiveness</strong></td>
<td>- Exercises good judgment based on situation and surroundings.&lt;br&gt;- Makes sound, well-informed decisions.&lt;br&gt;- Perceives the impact of decisions.&lt;br&gt;- Commits to action to accomplish organizational goals.</td>
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<td><strong>Initiative</strong></td>
<td>- Motivated, self-starter.&lt;br&gt;- Committed to positive ethics in youth development – trustworthiness, respect, responsibility, fairness, caring, and citizenship.&lt;br&gt;- Follows through with projects and commitment.&lt;br&gt;- Works to develop an area of expertise.&lt;br&gt;- Recognizes own strengths and weaknesses and committed to personal improvement.&lt;br&gt;- Demonstrates belief in own abilities and ideas.</td>
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<td><strong>Organizational Skills</strong></td>
<td>- Effectively manages time, resources and people.&lt;br&gt;- Is prompt.&lt;br&gt;- Successfully manages multiple tasks.&lt;br&gt;- Uses conceptual and creative thinking in decision-making.&lt;br&gt;- Uses a proactive approach to problem solving.&lt;br&gt;- Uses a variety of educational tools (newsletters, presentations, tours, judging, news releases, displays, etc.).&lt;br&gt;- Evaluates strength, benefits and quality of educational programs.</td>
</tr>
<tr>
<td><strong>Service Orientation</strong></td>
<td>- Effectively manages, develops and delivers educational programming.&lt;br&gt;- Is concerned with public perception and satisfaction.&lt;br&gt;- Is honest, trustworthy, fair, and dependable.&lt;br&gt;- Appearance and behavior is appropriate and professional.&lt;br&gt;- Works effectively with diverse audiences.</td>
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<td><strong>Teamwork</strong></td>
<td>- Offers assistance and is supportive of others.&lt;br&gt;- Gains satisfaction from group achievement.&lt;br&gt;- Demonstrates ability to work with diverse personalities.&lt;br&gt;- Maintains credibility with others.&lt;br&gt;- Coaches, mentors, and challenges peers and youth.&lt;br&gt;- Inspires, motivates and guides others toward goal(s) accomplishment.&lt;br&gt;- Actively involved and supportive of small group, club and county efforts.</td>
</tr>
<tr>
<td><strong>Institutional Systems</strong></td>
<td>- Understands and appropriately applies procedures, requirements, regulations and policies as related to 4-H and Oklahoma Cooperative Extension.&lt;br&gt;- Supports and works effectively within the organizational and management systems of the local, county, and state 4-H programs.&lt;br&gt;- Supports the non-discrimination statement of the Oklahoma Cooperative Extension Service.&lt;br&gt;- Demonstrates commitment to positive youth development and education.</td>
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