

NORTH CAROLINA 4-H VOLUNTEER GUIDEBOOK



NC STATE

EXTENSION

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THE 4-H PLEDGE

I pledge...



my **HEAD** to
clearer thinking.



my **HEART** to
greater loyalty.



my **HANDS** to
larger service.



my **HEALTH** to
better living.

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

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WELCOME TO 4-H



WHAT IS 4-H?

4-H is a fun program where you get to “Learn by Doing.” With more than 10,000 established 4-H programs across North Carolina, you can be a part of 4-H wherever you live. All youth between the ages of 5 to 19 are invited to join! In 4-H, you can go to camp, start a business, ride in a bike rodeo, take part in an international exchange, raise an animal, create a blog, give a presentation, participate in a community service project, develop your resume, practice interview skills, learn about healthy eating habits and, build lifelong friendships. **These activities can only happen with the support of volunteers.**

Best of all, membership is FREE! 4-H costs nothing to join, and you are not required to purchase a uniform. Member expenses are minimal and determined by the club itself.

WHY BE A 4-H VOLUNTEER?

Volunteers are always valued in 4-H. As a 4-H volunteer, you have the opportunity to not only witness others grow in talent but see yourself evolve as a leader. You will also be rewarded in many other ways, including:

- **Volunteers develop knowledge and skills in the areas of child and youth development, organizational planning, and personal and group management.**
- **Volunteers can watch the development of 4-H members as they become leaders.**
- **Volunteers can help others and their own families.**
- **Volunteers meet new people and work with outstanding 4-H members and adults.**

WHY ARE VOLUNTEERS NEEDED?

Volunteers are the only way that 4-H can reach youth throughout the state. One person alone could not possibly bring the diverse set of skills to our youth that 4-H volunteers can deliver.

Your talents and skills contribute to a well-rounded 4-H learning experience for all members.

WHAT IS REQUIRED OF VOLUNTEERS?

To be a volunteer in North Carolina 4-H involves the following:

1. **Enroll as a volunteer with North Carolina 4-H in 4HOnline. This includes a background check, reference checks, and Working With Minors training.**
2. **Once approved, you will work with your 4-H Agent for a 4-H Orientation and other training.**

GENERAL OVERVIEW OF 4-H

THE MISSION OF 4-H

The mission of 4-H is to provide meaningful opportunities for all youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission areas – civic engagement and leadership, healthy living, and science. The 4-H youth development program provides opportunities for youth to acquire knowledge, develop skills, form attitudes, and practice behavior that will enable them to become self-directing, productive, and contributing members of society.

4-H YEAR

The 4-H year is based on the calendar year and runs from January 1 to December 31.

4-H EDUCATIONAL PHILOSOPHY

The phrase “Learning by Doing” sums up the educational philosophy of the 4-H program. Youth learn best when they are involved in their educational experiences.

4-H EMBLEM

The 4-H emblem is a four-leaf clover with the letter “H” on each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health—the foundation of all 4-H programs. The county extension office grants authorization of the use of the 4-H name and emblem at the local level through a yearly charter.

— I pledge —

my *head* to clearer thinking,
my *heart* to greater loyalty,
my *hands* to larger service,
my *health* to better living,
for my *club*, my *community*,
my *county*, and my *world*.



GENERAL OVERVIEW OF 4-H

4-H MOTTO

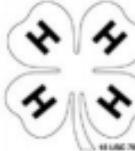
The motto “To Make the Best Better” is intended to inspire young people to continue to learn and grow and to make their best efforts better through participating in educational experiences.

4-H COLORS

- Green—Nature’s most common color symbolizes springtime, life, and youth.
- White — Symbolizes purity and high ideals.

USE OF THE CLOVER - Helpful Hints

- Local 4-H offices (through delegation by their State 4-H office) are responsible for any 4-H Name and Emblem authorization limited to their local area of jurisdiction.
- The official 4-H Emblem is a green four-leaf clover with a white letter “H” in each leaf, and the stem turned to the right. The 4-H Emblem may not be altered in any way.
- The 4-H Emblem should never be screened, shaded, graduated, or appear in a multi-colored hue.
- The official color is 100% PMS 347 green.
- Ask your 4-H Agent for a copy of all rules and guidelines.

Image	Description
	The “H’s” on the green clover can be white, black, or metallic gold.
	The H’s on the black clover should be white.
	The H's on the white clover can be black or green.

NC STATE EXTENSION

Our Mission

NC State Extension transforms science into everyday solutions for North Carolinians through programs and partnerships focused on agriculture and food, health and nutrition, and 4-H youth development.

Our Vision

We are an international model for excellence in non-formal community based education. We are a dynamic and futuristic organization responding to changes in the social, political, economic and technological environments. We engage the land-grant universities with local government and the people. Our educational programs address the contemporary needs and issues most important to our customers and their communities. Our faculty, staff and volunteers are committed to lifelong learning, individual and community empowerment and inclusiveness.

We achieve our vision by:

- Providing relevant, responsive, accessible and inclusive programs that result in positive changes in the lives of our customers,
- Using advanced information technology for educational program delivery, communications, and accessing research-based information,
- Creating a quality work environment that is people-friendly and customer-focused, and
- Demonstrating a deep commitment to personal leadership development and empowering a multicultural society.

Our educational programs focus upon:

- Enhancing agricultural, forest and food systems,
- Strengthening and sustaining families,
- Developing responsible youth,
- Building quality communities, and
- Conserving and improving the environment and natural resources.

NC STATE

EXTENSION

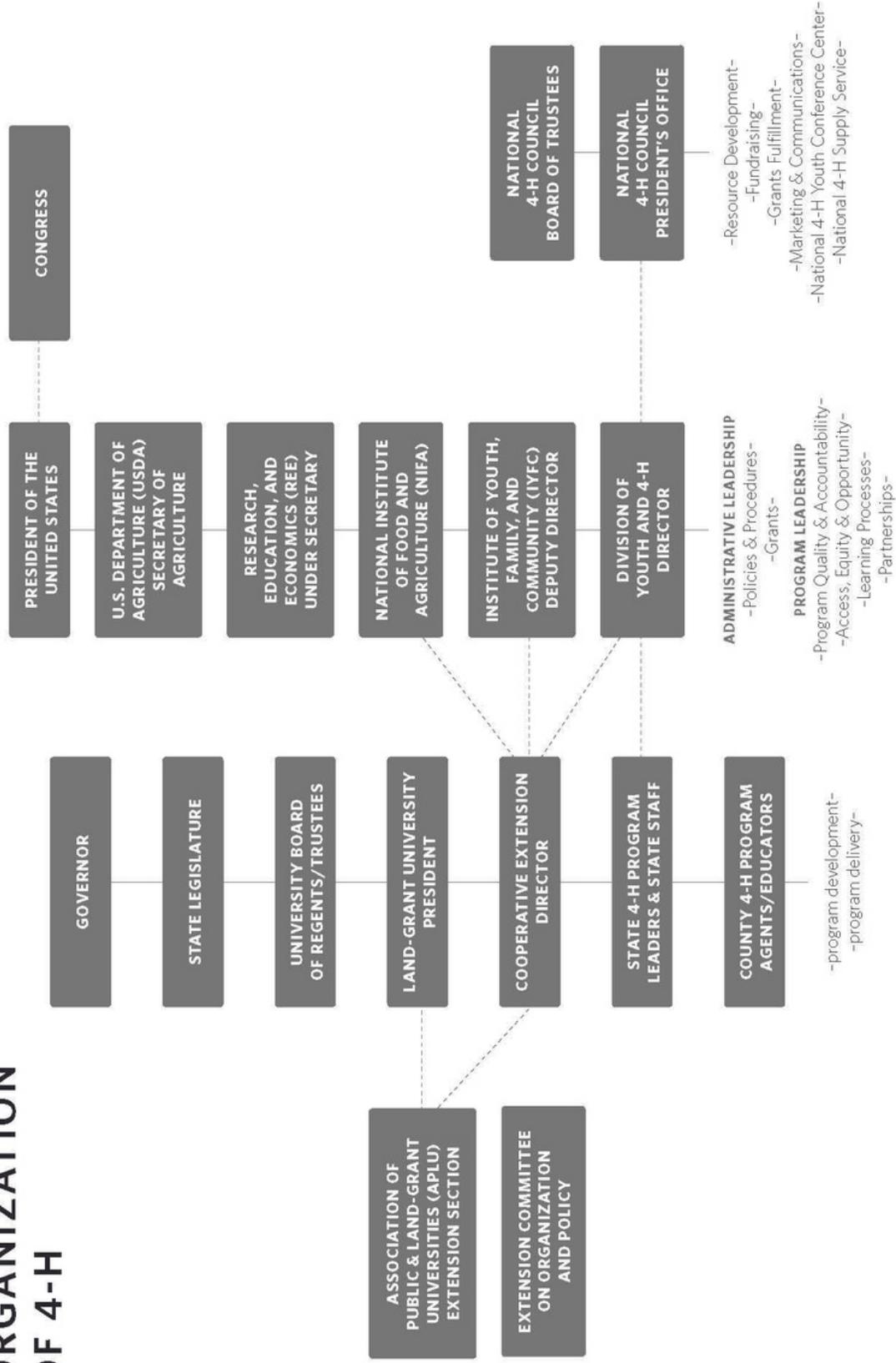


United States Department of Agriculture
National Institute of Food and Agriculture
nifa.usda.gov/program/4-h-national-headquarters



NIFA

ORGANIZATION OF 4-H



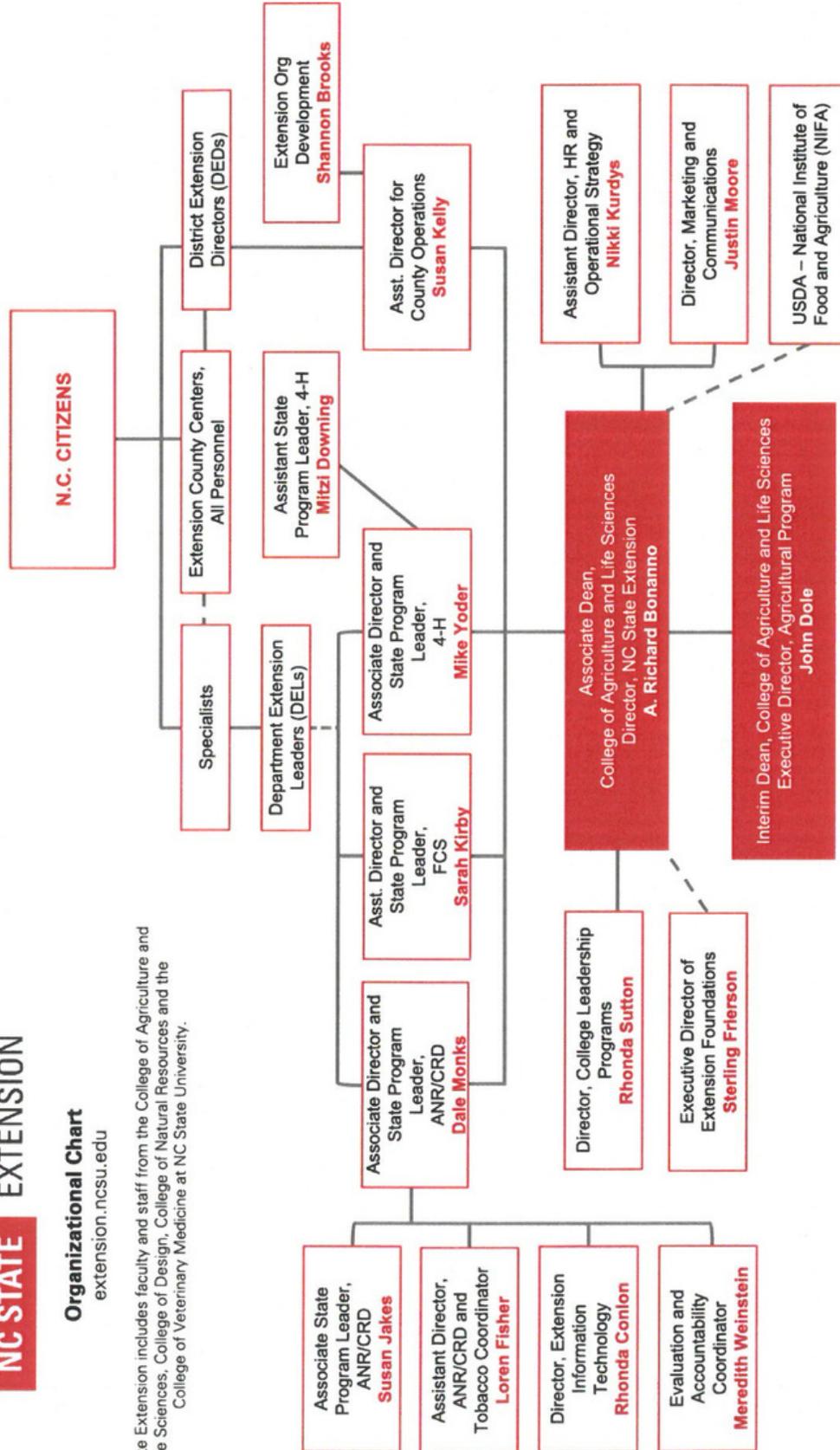
NIFA invests in and advances agricultural research, education, and extension and seeks to make transformative discoveries that solve societal challenges. Learn more by visiting www.nifa.usda.gov or following @USDA_NIFA on Twitter. | USDA is an equal opportunity provider and employer • March 2016

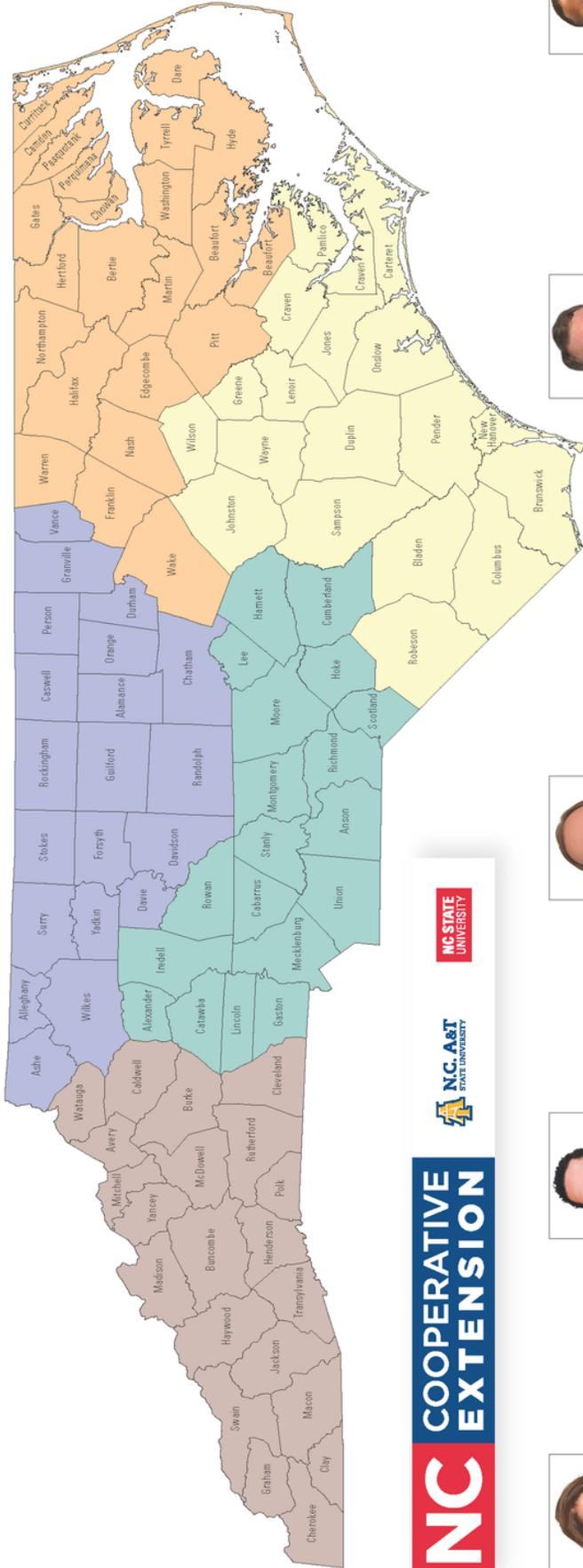
ORGANIZATION OF NC STATE EXTENSION

NC STATE EXTENSION

Organizational Chart extension.ncsu.edu

NC State Extension includes faculty and staff from the College of Agriculture and Life Sciences, College of Design, College of Natural Resources and the College of Veterinary Medicine at NC State University.





NC COOPERATIVE EXTENSION



WEST
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- Avery 828.733.8270
- Buncombe 828.255.5522
- Burke 828.439.4460
- Caldwell 828.757.1290
- Cherokee 828.837.2917
- Clay 828.389.6305
- Cleveland 704.482.4365
- Cherokee Indians 828.554.6931
- Graham 828.479.7979
- Haywood 828.456.3575
- Henderson 828.697.4891
- Jackson 828.586.4009
- Macon 828.349.2046
- Madison 828.649.2411
- McDowell 828.652.7874
- Mitchell 828.688.4811
- Polk 828.894.8218
- Rutherford 828.287.6011
- Swain 828.488.3848
- Transylvania 828.884.3109
- Watauga 828.264.3061
- Yancey 828.682.6186



NORTH CENTRAL (Interim)
Tyrone Fisher 919.961.0996

- Alamance 336.570.6740
- Alleghany 336.372.5597
- Ashe 336.846.5850
- Caswell 336.694.4158
- Chatham 919.542.8202
- Davidson 336.242.2080
- Davie 336.753.6100
- Durham 919.560.0525
- Forsyth 336.703.2850
- Granville 919.603.1350
- Guilford 336.641.2400
- Orange 919.245.2050
- Person 336.599.1195
- Randolph 336.318.6000
- Rockingham 336.342.8230
- Stokes 336.593.8179
- Surry 336.401.8025
- Vance 252.438.8188
- Wilkes 336.651.7331
- Yadkin 336.679.2061



SOUTH CENTRAL
Keith Walters 919.515.8437

- Alexander 828.632.4451
- Anson 704.694.2915
- Cabarrus 704.920.3310
- Catawba 828.465.8240
- Cumberland 910.321.6860
- Gaston 704.922.0301
- Harnett 910.893.7530
- Hoke 910.875.3461
- Iredell 704.873.0507
- Lee 919.775.5624
- Lincoln 704.736.8452
- Mecklenburg 704.336.2082
- Montgomery 910.576.6011
- Moore 910.947.3188
- Richmond 910.997.8255
- Rowan 704.216.8970
- Scotland 910.277.2422
- Stanly 704.983.3987
- Union 704.283.3801



NORTHEAST
Art Bradley, Jr. 919.515.8436

- Beaufort 252.946.0111
- Bertie 252.794.5317
- Camden 252.331.7630
- Chowan 252.482.6585
- Currituck 252.232.2261
- Dare 252.473.4290
- Edgecombe 252.641.7815
- Franklin 919.496.3344
- Gates 252.357.1400
- Halifax 252.583.5161
- Hertford 252.358.7822
- Hyde 252.926.4486
- Martin 252.789.4370
- Nash 252.459.9810
- Northampton 252.534.2831
- Pasquotank 252.338.3954
- Perquimans 252.426.5428
- Pitt 252.902.1700
- Tyrrell 252.796.1581
- Wake 919.250.1100
- Warren 252.257.3640
- Washington 252.793.2163



SOUTHEAST
Dalton Dockery 910.234.2960

- Bladen 910.862.4591
- Brunswick 910.253.2610
- Carteret 252.222.6352
- Columbus 910.640.6605
- Craven 252.633.1477
- Duplin 910.296.2143
- Greene 252.747.5831
- Johnston 919.989.5380
- Jones 252.448.9621
- Lenoir 252.527.2191
- New Hanover 910.798.7660
- Onslow 910.455.5873
- Pamlico 252.745.4121
- Pender 910.259.1235
- Robeson 910.671.3276
- Sampson 910.592.7161
- Wayne 919.731.1520
- Wilson 252.237.0111

TYPES OF 4-H CLUBS

Community Clubs: Community Clubs focus on multiple projects and involve members of a variety of ages and interests. Community clubs normally have monthly general club meetings that can include icebreakers, team-building activities, club business, and educational programs. In addition to the general club meetings, members could participate in separate project meetings with different volunteer project leaders.

Project Clubs: Project Clubs center around a specific 4-H project, in which all members participate. (Example: Robotics Club or Horse Club)

In-School Clubs: In-School 4-H Clubs meet during school hours, but have officers and planned activities beyond school enrichment. These clubs operate much the same as community clubs, but a teacher may serve in the role of club leader. In-School clubs provide the opportunity to reach more of the county's potential audience (youth 5-19), build a relationship with the school system, and demonstrate how 4-H can add to current academic learning.

Afterschool Clubs: Afterschool Clubs are educational programs offered to youth outside school hours, usually in a school or community center, and incorporate 4-H curricula. These are often utilized with childcare facilities.

SPIN (special interest groups): SPIN Clubs include subject matter training programs typically directed by 4-H Volunteers as a one-time or short series of meetings.



4-H AGE REQUIREMENTS

4-H youth development education programs are created and conducted principally for youth in grades K-12. In North Carolina, there are three age levels in which youth can participate in the 4-H program. Age is determined as of January 1st of the current year.

CLOVERBUDS

Ages 5-7

Cloverbuds become official participants when they are five on January 1st of the current year. The Cloverbud program is a **NONCOMPETITIVE**, fun, informal educational program designed to acquaint youth with 4-H. There are **NO** competitive evaluations of a child's exhibit or project.

JUNIOR

Ages 8-13

Juniors are eligible to participate in district and some state competitive activities as well as other events and opportunities.

SENIOR

Ages 14-19

Seniors may participate and/or compete in 4-H activities and events providing they are not over the age of 19 as of January 1st.

Senior members enjoy leadership opportunities that allow them to exercise their developing skills in adult roles.

TYPES OF 4-H VOLUNTEER ROLES

There are multiple opportunities to be involved as a 4-H volunteer in the North Carolina Program. Some roles you could serve in are:

Certified LEVEL 1 Volunteers

Level 1 volunteers work closely with, interact, supervise, instruct, or otherwise come into direct, non-incidental contact with Minors in a Program/Activity/Event. A volunteer who wants to serve in a direct youth service role must select from our three types of Certified Level 1 volunteers (outlined below). Level 1 volunteers are required to have a background screening done once every three years (NC State University manages the screening process at NO cost to the volunteer applicant) and complete the Minor's Regulation Training video annually. These include:

Club Leader

- **Leader:** The individual who provides leadership for the club or a group volunteer who leads / supports a program and provides overall leadership.
- **Co-Leader:** An individual who provides leadership or assistance with an activity or variety of activities in the club/group program but is not the primary leader.
- **Supporter:** An individual serving various roles within the club/group program.

Project Leader

- **Assistant / Coach:** This volunteer provides support in a specific project area for the 4-H program in general. This individual is not associated with a particular club or a group.
- **Club Assistant / Coach:** This volunteer supports the club and/or a group in a specific project area.

Program Volunteers

- **4-H Advisory Council Member:** An individual who serves as a member of their local 4-H Advisory Council.
- **Program Volunteer:** An Individual who acts in various roles in their county, district, and/or state program.

TYPES OF 4-H VOLUNTEER ROLES

LEVEL 2 Volunteers:

Level 2 volunteers work with Extension youth programs in roles that are not linked directly with youth or have limited / supervised youth interaction. A Level 2 volunteer serves in an indirect youth service role, for example, project record/ presentation/ livestock judges, event greeters, etc. Level 2 volunteers are only allowed to serve in roles where they could have direct youth interaction if they are supervised by an Extension employee and / or a Level 1 volunteer. Level 2 volunteers complete the Minor's Regulation Training video annually; however, they do not complete the background screening process.

Activity Volunteer

- Indirect Youth Volunteer: An individual that provides program/event support that does not involve direct youth interaction or has limited/supervised youth interaction under the supervision of an Extension employee and/or Level 1 volunteer.



VOLUNTEER TRAINING

REQUIRED TRAINING

All Level 1 and Level 2 volunteers must complete the following training. This is dictated by *Regulation 01.25.18*. This training must be completed annually.

- Minors Training Video (in 4-H Online),
- Applicable University policies, procedures, and rules,
- Behavioral expectations, including appropriate conduct when working with Minors and related codes of conduct,
- Risk management best practices, procedures, and guidelines for all Program activities,
- Supervision plan for adequate supervision in light of the number and average age of the participants, the Program activities, and whether overnight stays are involved, and
- Emergency planning, including for medical, severe weather, and other public safety emergencies.

In addition, to be a North Carolina 4-H Volunteer, you must complete at least one 4-H training related to each of the topics on this list:

- Ages and Stages
- Experiential Learning Model
- 4-H Essential Elements
- Youth Adult Partnership

There may be online training opportunities during the year. Learn more at:
<https://nc4h.ces.ncsu.edu/nc4h-volunteers/>



4-H ESSENTIAL ELEMENTS

The Essential Elements of 4-H Youth Development are basic principles upon which the 4-H program operates. Incorporating these elements enables the 4-H Program to focus on positive outcomes desired for youth, provide programs for all young people, view youth as central actors in their own development, and consider the development of the whole young person.

All youth need:

- Belonging: to know they are cared about by others in an inclusive and safe environment.
- Mastery: to feel and believe they are capable and successful.
- Independence: to know they are able to influence people and events.
- Generosity: to practice helping others through their own generosity.

ESSENTIAL ELEMENTS

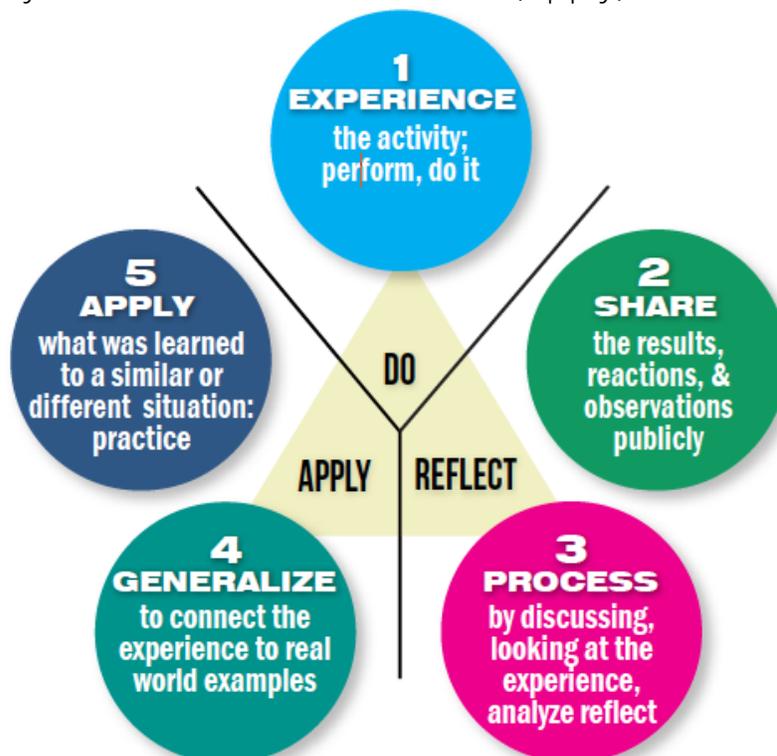
<p><i>I pledge my head to clearer thinking...</i></p> <p>INDEPENDENCE</p> <p>Gaining Character & Confidence</p>	<ul style="list-style-type: none">• Opportunity to See Oneself as an Active Participant in the Future• Opportunity for Self-Determination
<p><i>I pledge my heart to greater loyalty...</i></p> <p>BELONGING</p> <p>Gaining Connection</p>	<ul style="list-style-type: none">• A Positive Relationship with a Caring Adult• An Inclusive Environment• A Safe Emotional and Physical Environment
<p><i>I pledge my hands to larger service...</i></p> <p>GENEROSITY</p> <p>Gaining Caring & Character</p>	<ul style="list-style-type: none">• Opportunity to Value and Practice Service to Others
<p><i>I pledge my hands to larger service...</i></p> <p>MASTERY</p> <p>Gaining Competence</p>	<ul style="list-style-type: none">• Opportunity for Mastery• Engagement in Learning

EXPERIENTIAL LEARNING

In 4-H, supportive, caring adults help youth discover what they are learning with minimal guidance. Part of their experience is to learn and discover on their own and pursue deeper understanding to apply what was learned in other life situations. We encourage youth to seek, and adults to provide, mentoring in life and technical skill development through the use of a five-step experiential learning model. The learn-by-doing approach is the foundation of 4-H and allows young people to be engaged in their own experiences. Through the experiential learning model, young people have the opportunity to discover their own learning through a guided process, rather than being told what they should be learning and how they should feel about the experience. This process can be summed up with three words: DO, REFLECT, APPLY.

Experiential Learning Model

- Youth experience the activity—perform or do it. (Do)
- Youth share the experience by describing what happened. (Reflect)
- Youth process the experience to determine what was most important and identify common themes. (Reflect)
- Youth generalize from the experience and relate it to their daily lives. (Apply)
- Youth apply what they learned to a new situation. (Apply)



POSITIVE YOUTH DEVELOPMENT

Many people used to believe that children and adolescents were problems that had to be fixed. Positive youth development, at that time, was seen as the absence of risky behavior.

Today we know all youth need support, structure, and opportunities to learn.

Positive youth development (PYD) learning experiences will help them to realize their full potential. PYD builds on young people's strengths and recognizes their unique contributions. The focus is on promoting the social, emotional, spiritual, and mental well-being of young people.

PYD approaches help young people maintain safe and healthy behaviors and redirect others to engage in healthier, more positive actions. All 4-H programs are developed within a framework of positive youth development. When adult volunteers in the 4-H organization strive to include activities and opportunities based on the Eight Essential Elements, positive youth development occurs.

The diagram contained in Tufts University Professor Richard Lerner's *The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development*, shows how 4-H can impact youth through positive development outcomes which result in becoming contributing adults.

See the full report of the study at <http://www.4-h.org/about/youth-development-research/positive-youth-development-study/>

4-H'ers are...

4X

more likely to
give back to their
communities

2X

more likely to
make healthier
choices

2X

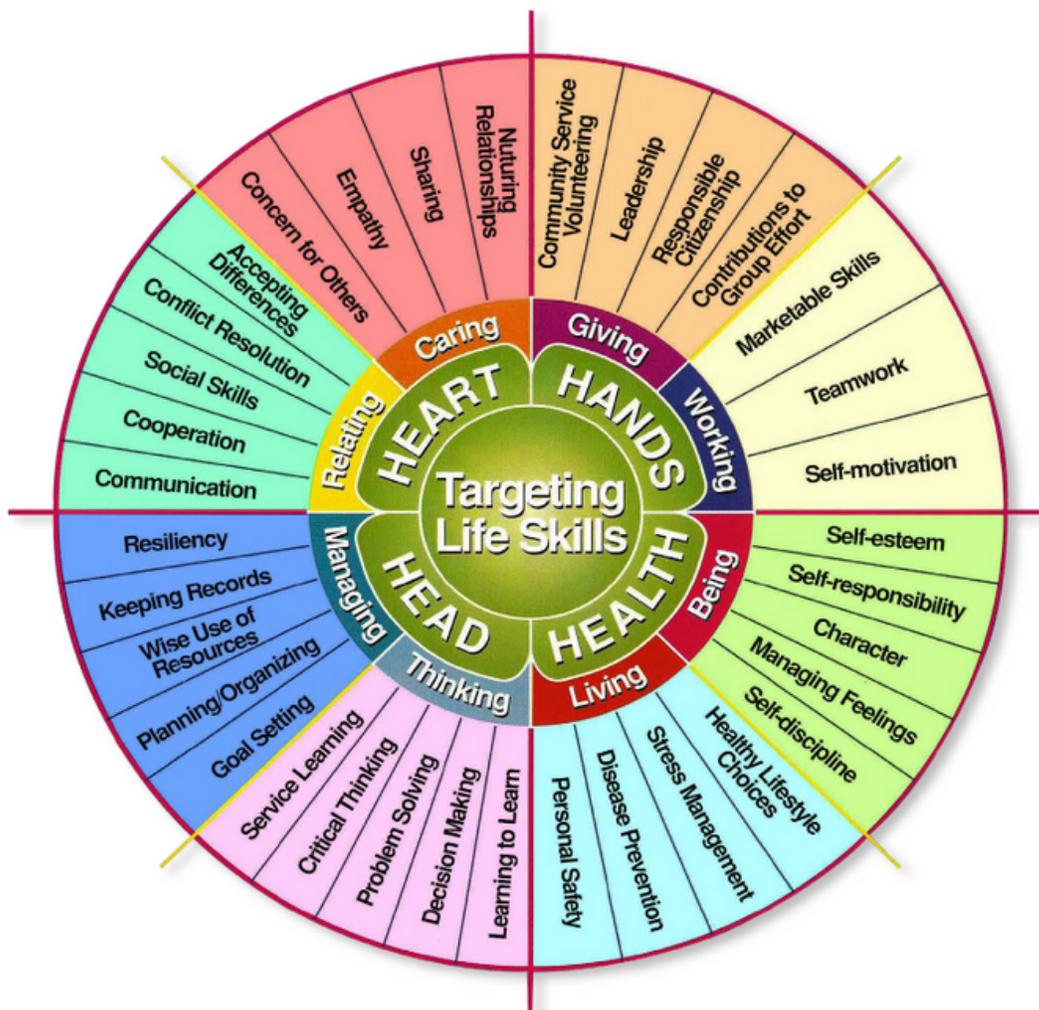
more likely to
participate in
STEM activities

INCORPORATING LIFE SKILLS

Life skills are a basic foundation that prepares young people for success in life. The goal is for every young person to possess the necessary life skills to succeed and lead a productive life.

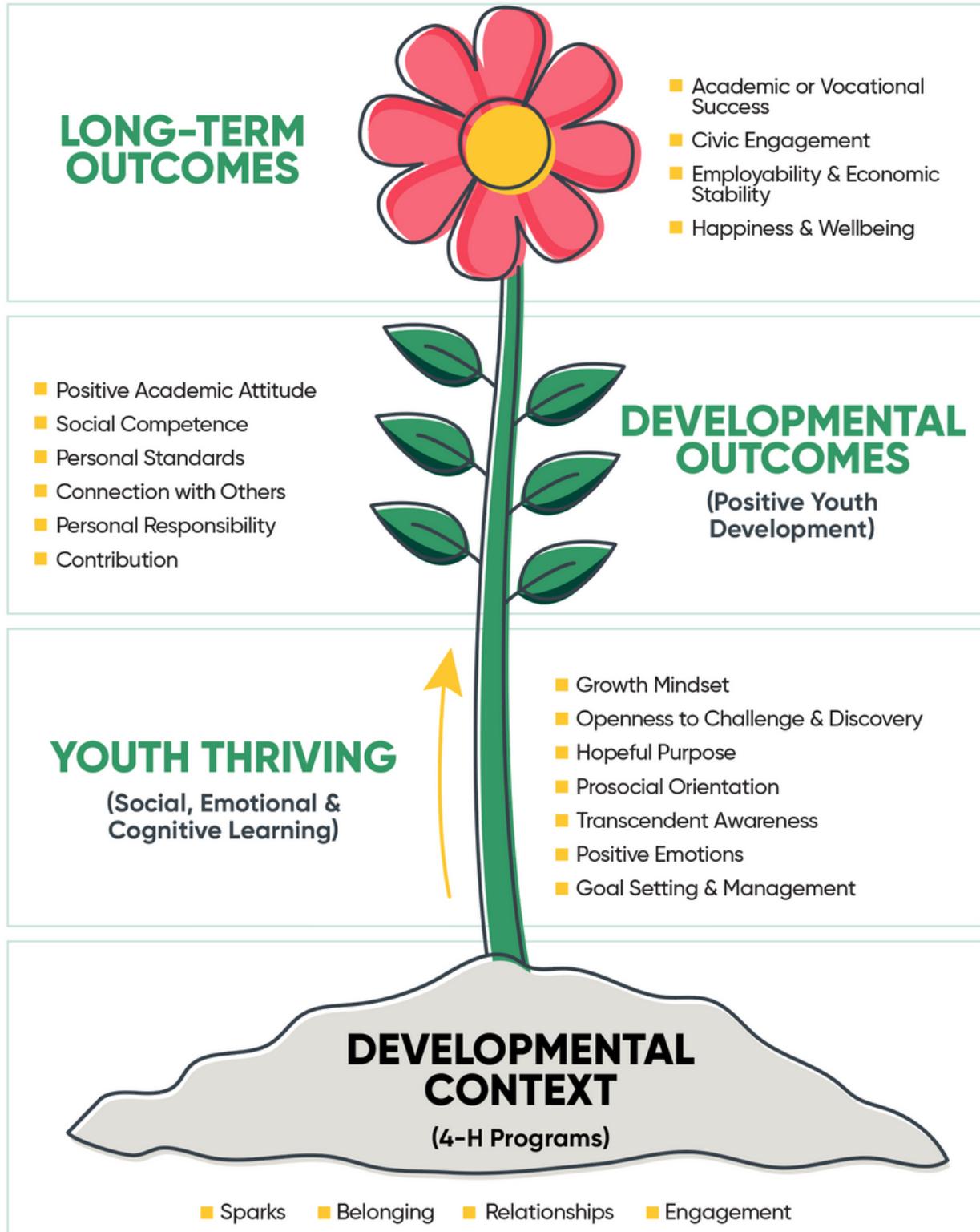
- **HEAD: Knowledge, Reasoning, and Creativity Competencies Thinking:** using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider. Managing: using resources to accomplish a purpose.
- **HEART: Personal/Social Competencies Relating:** establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both. Caring: showing understanding, kindness, concern and affection for others.
- **HAND: Vocational/Citizenship Competencies Giving:** providing, supplying, or causing to happen (social responsibility). Working: accomplishing something or earning pay to support oneself through physical or mental effort,
- **HEALTH: Health/Physical Competencies Living:** Acting or behaving; the manner or style of daily life. Being: living ones life; pursuing ones basic nature; involved in personal development.

Iowa State University 4-H Targeting Life Skills Model



4-H THRIVE MODEL

4-H VOLUNTEERS HELP CHILDREN TO GROW!



Ages & Stages

Ages 5-8

Physical

- Learning to master physical skills using large muscle groups.
- Beginning to develop their small motor skills, like tying their shoes.
- Activities should focus on large motor skills more than small motor skills.

Social

- Developing skills in how to be a friend and may have several "best friends."
- Break them into small groups to encourage them to interact with children they do not usually play with.
- Incorporate some role-playing into activities.
- Include activities that integrate all genders instead of all-boy and all-girl groups.

Emotional

- Youth at this age are very focused on themselves. They have difficulty seeing things from another's point of view.
- Keep a positive attitude around these youth.
- Be supportive and encouraging, especially when they are frustrated.
- Plan activities that promote success and focus more on cooperative activities rather than competitions.

Intellectual

- They base thinking on reality and concrete concepts; they do not think abstractly.
- Only work well on one task at a time. They are interested in the process of the task rather than the end result.
- Activities should be broken into shorter time frames.
- Allow time to explore and answer questions that they have.

Ages & Stages

Ages 9-13

Physical

- LOTS OF ENERGY! They can not sit still for long times.
- Girls will be maturing faster than boys.
- Active learning is encouraged.
- Beginning to be aware of body image.
- Very competitive between boys and girls. Try to keep them from teaming up against each other.

Social

- Want to be in same-sex groups for activities.
- They have difficulty seeing others view points. They like to make others happy though, and will adapt to situations to make this happen.
- Involve older youth as mentors. They look up to older kids as role models.
- Encourage peer group projects rather than individual projects.

Emotional

- Want everything to be fair and equal. They judge in absolutes, with little to no middle ground.
- Do not compare youth to each other, but recognize each child's strengths. Emphasize individual progress as they work on tasks.
- Emotions run high with this age group!
- Try not to embarrass or criticize.
- Let them explore their identity, values, and beliefs by engaging them with more leadership roles.

Intellectual

- Easily motivated and eager to learn new things.
- Hobbies and collections are important at this age.
- Provide simple short directions and keep learning experiences brief.
- Service Learning is important to this age.
- Abstract thinking is starting to emerge, and cause and effect are more understood.
- They can identify an area of need, put a plan together and implement the plan.

Ages & Stages

Ages 14-19

Physical

- Approaching maturity with physical development.
- Concerned with body image (acne, weight, etc.).
- Avoid comments critical about appearance or implying that physical appearance is related to success and happiness.

Social

- Desire STATUS in peer groups. Wants to be recognized as individuals.
- Let them plan their programs and hold them accountable for the success and failure of their plans.
- Emphasize personal development and leadership.

Emotional

- Center on respect, developing confidence, and independence.
- Looking for ways to be unique but still seeking the approval of their peers.
- Creating their own set of values and beliefs. Let them have more responsibility.
- Develop youth/adult partnerships to achieve common goals.

Intellectual

- Mastery of abstract thinking and ability to imagine how their behavior can impact the future.
- They like to show what they know and have learned.
- Does not do well with busy work or meaningless activities that take up time.
- Provide them with real-life problems of them to solve.
- Career exploration is important.

ADAPTING TEACHING TECHNIQUES FOR NEEDS OF YOUTH

In all of these methods, the volunteer will need to be more directive with younger youth. Carefully plan how to involve all youth according to their abilities and interests. With increasing maturity, youth should assume more responsibility for planning and carrying out activities. Adolescents should be responsible for planning and implementing almost the entire program. A volunteer should always be available for support and guidance.

	5-8 Year Olds	9-12 Year Olds	13-15 Year Olds	16-19 Year Olds
Demonstrations	A "show and tell" opportunity gives youth practice in speaking in front of an audience and gives them a chance to take pride and share in their projects.	Have youth follow examples of older youth and volunteers, suggest brief, simple topics, develop self-confidence within peer group.	Provides an excellent opportunity for youth to acquire self-confidence and recognition within peer group. Expand to illustrated talks and regular talks.	Presentations will be for a much wider audience such as district, state, or national groups; serve as role model for younger youth. Teach workshops.
Discussions	Discussions should be kept brief to accommodate short attention spans. This is a good opportunity to practice the 4-H Pledge and sing a group song.	Emphasis should be on a group feeling and participation of all youth. Will require adult leadership and guidance.	Youth will enjoy questioning and exploring; young people will want to know "why", devote time to discussions and questions.	Use discussions extensively; provide alternatives rather than directions, high interest in co-educational activities.
Judging	Games with an emphasis on choosing or making a decision will help youth develop judging skills.	Plan for simple choices, closely related to daily experiences; youth will enjoy simple contests, where competition is not stressed.	Judging can be a significant way of providing success in the peer group.	Youth will have high motivation in subject areas which relate to their career interests.
Trips/Tours	Youth will be excited and interested to visit and learn about businesses and industries, such as a bakery, police station or post office.	Youth will be interested in new experiences and group activities.	Youth will be interested in exploring beyond their own community.	Trips are an excellent incentive instead of medals and ribbons; planning should be largely by youth; high interest in state and national events.
Exhibits	A group exhibit where everyone's work is recognized will build the skills of teamwork and self-confidence.	Pins and ribbons are a big incentive; youth need recognition from adults and older youth.	Youth will enjoy working with the opposite sex who have similar interests. Begin exploring service possibilities.	Suggest activities of a service nature; activities designed for career exploration and development will be of high interest.

POLICIES & PROCEDURES FOR 4-H VOLUNTEERS

4-H has made a commitment to expand our reach through the Promise to America's Kids Vision. This vision asserts that "In 2025, 4-H will reflect the population demographics, vulnerable populations, diverse needs and social conditions of the country. This vision has the elements of inclusion, caring adults, and volunteers and staff reflect the diversity of the population" (4-H National Headquarters, 2015). In 4-H, we strive to ensure that every child feels a sense of genuine belonging. We foster this through building relationships, increasing our awareness and appreciation of cultures, and providing culturally relevant experiences to meet the diverse needs of youth. We encourage our volunteers to join us on this journey to increasing access and opportunities for North Carolina's youth. All volunteers are expected to adhere to the following policies to create a positive, safe and inclusive environment for all participants of the 4-H Youth Development Program.

Equal Opportunity and Access

All 4-H programs must comply with Title VI, Title IX, and Program Accessibility expectations to further the educational purposes of the 4-H Youth Development Programs. Volunteers will make all reasonable efforts to provide public notification and support of the Affirmative Action (AA)statement listed below:

Under Title VI and Title XII of the 1964 Civil Rights Act, as amended, and other federal and state laws and university policies, as well as our personal and organizational beliefs and values, we are collectively committed to the elimination of discrimination on the basis of race, color, national origin, religion, political beliefs, family and marital status, sex, age, veteran status, sexual identity, sexual orientation, genetic information, or disability.

Read more at: <https://evaluation.ces.ncsu.edu/civil-rights/>

POLICIES & PROCEDURES FOR 4-H VOLUNTEERS

North Carolina Tort Claims Act

North Carolina Tort Claims Act is a special legal protection that provides volunteers the immunity from suit, and not simply immunity from liability when acting within the scope of their duties as a North Carolina 4-H Volunteer. If a volunteer's actions cause harm to an individual participating in a program, activity, or event to the degree of a lawsuit, this Act will protect the volunteer.

To qualify for this protection, volunteers must be:

- A fully screened and trained North Carolina 4-H Volunteer,
- Enrolled and approved as an NC 4-H Volunteer in 4-H Online for the current program year by February 1,
- Have a current appointment agreement, background check, and position description(s) on file with the local NC Cooperative Extension Office, and
- Complete any additional requirements per the local or state 4-H program or NC State.

Volunteers must also comply with the following stipulations:

- Work within their scope of duties as listed in their official position descriptions,
- Actions that caused the "harm" cannot be grossly negligent, and
- Actions that caused the "harm" cannot be malicious.

Child Abuse and Neglect Reporting

Volunteers of the North Carolina 4-H Youth Development Program are considered mandatory reporters. For this reason, North Carolina state law and University policy require all adults to report suspected child abuse or neglect to their local 4-H program. Volunteers that suspect a child is being abused, witness, or are told by a child that they are being or were abused are required to file a report. No proof is required, only a suspicion based on observations and/or direct reports from a youth. Depending on the nature of the suspicions and/ or immediacy of the observations, the initial report may be to one of the following authorities:

- Report to the local 4-H program,
- Report to Child Protective Services, or
- Report to Police (911 if it is an emergency) Due to the sensitive nature of these reporting situations, it is essential to maintain a high level of confidentiality. Sensitive information should be narrowly confined to being shared with the 4-H Team overseeing the program and first responders assessing the situation.

POLICIES & PROCEDURES FOR 4-H VOLUNTEERS

Risk Management

Risk management is the identification, assessment, and prioritization of risks. Managing risks allows us to create a positive and safe environment for everyone participating in 4-H programs. All volunteers and their 4-H team should review their programs and activities for risk and safety of the youth we serve and to protect ourselves and the organization from potential risk and liability.

Supervision Ratio

Every 4-H event, program, and activity must be supervised by at least two fully registered 4-H Volunteers. Adult:Youth ratios vary based on the age of the youth. Cloverbud age youth (5-7 yrs.) require two fully registered volunteers with a ratio of one volunteer to every five youth. For all other youth, ages 8 and up, two fully registered volunteers are required, with a ratio of one volunteer to every 10 youth. In a mixed age group, the age of the youngest child will determine the adult-to-youth ratio to be followed. The above supervision ratios are for short and controlled meetings and/or activities. Increased adult supervision is necessary for extended periods of time (especially overnight) or situations with greater risk.

Incident and Accident Reporting

Volunteers should report moderate medical situations or accidents as well as behavior incidents that may require disciplinary action. Reporting guidelines should be followed, and forms should be submitted to the staff member in charge of the event in a timely fashion.

VOLUNTEER EXPECTATIONS

Being a 4-H Volunteer is a privilege, not a right. Individuals that serve on behalf of the 4-H Youth Development Program are required to adhere to the following expectations in order to create a positive, safe and inclusive environment for all participants.

Volunteer Standards of Behavior

All adults participating in any 4-H event, activity, or program are expected to comply with the North Carolina 4-H Volunteer Standards of Behavior. They should act in accordance with the six pillars of Character Counts and positively support the 4-H program by being Trustworthy, Respectful, Responsible, Fair, Caring, and being a good Citizen. Adults should avoid unacceptable behaviors and actions under the Standards of Behavior. Infractions against this are subject to sanctions under the Disciplinary Policy and Procedure and at the discretion of North Carolina 4-H Faculty/Staff.

Confidentiality

Volunteers may have access to certain sensitive information about individuals in performing required duties as a NC 4-H Volunteer. Sensitive information may include an individual's medical, financial, insurance, and/or other personal and confidential information. Volunteers will not use, or share, personal information about others outside the requirements of their NC 4-H Volunteer duties. Volunteers will be held personally liable for failure to protect or distribute unauthorized information. Such behavior is an infraction of a volunteer's appointment agreement and is subject to sanctioning.

NORTH CAROLINA 4-H VOLUNTEER STANDARDS OF BEHAVIOR

Families and other youth-serving organizations place trust in North Carolina Cooperative Extension to provide quality leadership and care for participants in 4-H programs. The opportunity to work with youth is a privileged position of trust that should only be held by those who are willing to commit to upholding behavior that fulfills this trust. For these reasons, the following behavior guidelines are provided for volunteers working in the North Carolina Cooperative Extension 4-H program.

1. Treat others in a courteous, respectful manner, demonstrating behaviors appropriate for a positive role model for youth.
2. Obey the laws of the locality, state and nation.
3. Make all reasonable efforts to ensure that 4-H youth programs are accessible to youth without regard to race, color, national origin, religion, sex, age, disability or political affiliation, and promote a spirit of positivity.
4. Recognize that verbal and/or physical abuse and/or neglect of youth is unacceptable in 4-H youth programs, and report suspected abuse to 4-H officials or the proper authorities.
5. Do not participate in or condone neglect or abuse which happens outside the program to 4-H youth participants, and report suspected abuse to the proper authorities.
6. Operate motor vehicles (including machines or equipment) in a safe and reliable manner and only with a valid operator's license and the legally required insurance coverage.
7. Inform county 4-H staff of any arrests or charges of criminal activity. (Temporary suspension pending resolution of the case may be required.)
8. Notify Extension staff promptly of any incident which may violate 4-H policies or personal rights.
9. Do not require 4-H participants to purchase materials, supplies, equipment, animals, or services from any specific vendor.
10. Teach 4-H youth to provide appropriate animal care and treat animals humanely.
11. Do not consume alcohol or illegal substances while responsible for youth in 4-H activities nor allow 4-H youth participants under supervision to do so.
12. Accept supervision and support from county, district, and state 4-H staff while involved in the 4-H program.

NORTH CAROLINA 4-H VOLUNTEER STANDARDS OF BEHAVIOR (CONTINUED)

North Carolina 4-H Volunteer Agreement

Volunteers are asked to carefully consider the following expectations and confirm a willingness to observe these by signing where indicated. In addition, adults serving as volunteers can expect the following from the North Carolina Cooperative Extension (NCCE).

NCCE AGREES TO:

- Provide orientation training for the position.
- Set educational tone and directions.
- Provide job descriptions.
- Provide assistance, support and encouragement.
- Give recognition for time and energy devoted to the job.
- Inform of coming events and activities.
- Make annual evaluations.
- Provide training opportunities and material to develop understanding and management of the volunteer assignments.
- Provide educational materials to be used for project and club organizations.
- Provide timely information on events, programs, and opportunities for youth at the county, state, and national levels.

VOLUNTEER AGREES TO:

- Complete New 4-H Leader Orientation & Training.
- Be supportive of Extension programs and staff members.
- Participate in County Leader Association meetings and training as appropriate.
- Inform enrolled youth of Extension program opportunities.
- Supply County Extension Office with application updates annually.
- Abide by the North Carolina 4-H Volunteer Standard of Behavior.
- Participate in available training as appropriate to fulfill my duties.
- Watch Child Abuse and Reporting Video.

OPPORTUNITIES FOR VOLUNTEER EDUCATION AND DEVELOPMENT

For you to better serve your members, you need to participate in annual volunteer development and educational opportunities. By participating, you will sharpen your skill set to effectively perform your duties. Volunteers are encouraged to:

- Seek volunteer roles that are mutually beneficial to you and the organization,
- Take on a new volunteer role to help fill a gap, offer a new program, or expand current programs,
- Participate in volunteer development educational opportunities to enhance your skills and knowledge and stay current with policies, procedures, and subject matter, and
- Encourage others to become more involved in 4-H as volunteers!

OPPORTUNITIES FOR VOLUNTEER EDUCATION AND DEVELOPMENT

- Check out the North Carolina 4-H Volunteer website here often for updates and opportunities: <https://nc4h.ces.ncsu.edu/nc4h-volunteers/>. Share the link with other county volunteers.
- Participate in county volunteer training programs. 4-H Agents and teams provide ongoing volunteer development opportunities through 4-H club advisory/county volunteer updates, workshops, clinics, and meetings. Check with your county Extension professional for upcoming volunteer development opportunities and required volunteer training expectations.
- Read the county newsletter(s), 4-H emails, and/or visit the county website. Stay current and up-to-date with the latest rules, guidelines, and programs. Here, you will learn volunteer management tips, access experiences for club members and yourself, and discover new ways to "Make the Best Better!"
- Join volunteers across North Carolina at the North Carolina 4-H Volunteer Leaders' Conference. Mark your calendars for the first weekend in February for a variety of educational, hands-on sessions. Be sure to look at the 4-H volunteer website for more information.

VOLUNTEER RECOGNITION

North Carolina 4-H and NC State Extension celebrate all volunteers for their service. Your sense of volunteer pride and appreciation may come from a tender note from a parent, or a community member, a smile from a child after accomplishing a new task, or receiving your first volunteer certificate or pin.

Many counties hold a volunteer recognition event honoring volunteers for their service. This might be done as a stand alone event or in conjunction with a county-wide achievement celebration!

Years Of Service

Volunteers who attend the awards celebration at Volunteer Leaders' Conference each February are recognized and presented with pins for milestone years of service including 1, 5, 10, 15, 20, 25, 30, 35, 40, 45, and 50. When a volunteer reaches 40 years of service and attends North Carolina 4-H Volunteer Leaders' Conference, they are presented a custom North Carolina 4-H piece of pottery. Other forms of volunteer recognition are county- specific. Check with your local Extension office for details.

North Carolina 4-H Volunteer Leaders' Association

Volunteers are the heart of the North Carolina 4-H program. Their energy and commitment create positive opportunities for young people across the state every day, and without their consistent, dedicated service, many of the 4-H programs available would simply not exist.

The North Carolina 4-H Volunteer Leaders' Association annually sponsors a statewide volunteer recognition program to formally acknowledge the excellent work of these individuals who give their time, talents, and resources to support the youth participating in North Carolina 4-H programs. Talk to your 4-H Agent or visit the NC 4-H Volunteer Website to learn more and apply.



NORTH CAROLINA 4-H VOLUNTEER LEADERS ASSOCIATION

What

- The North Carolina 4-H Volunteer Leaders' Association represents volunteers involved in the 4-H program. The organizational structure provides for leader participation in county, district, and state activities. Programs and functions are determined by volunteers serving in officer roles with 4-H Extension staff members serving in support roles.

Who

- Membership in the Association is open to every 4-H volunteer leader who works directly or indirectly with youth. The educational philosophy is to promote leaders teaming with leaders and growing in leadership through the utilization of leadership skills in practical program planning, implementation, and evaluation.
- If you are a registered North Carolina 4-H Volunteer, **YOU** are a member of the North Carolina 4-H Volunteer Leaders' Association!

Mission

- The mission of the North Carolina 4-H Volunteer Leaders' Association is to provide opportunities to inform, educate, and support each other to better serve the youth of North Carolina.

Tell Me More

- Learn more about the North Carolina 4-H Volunteer Leaders' Association by visiting the [NC 4-H VLA Website](#) or talk to your 4-H Agent! We hope you will seek out ways to become more involved in this Association.



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