

UNIVERSITY OF  
MARYLAND  
EXTENSION



# Maryland 4-H Chaperone Packet

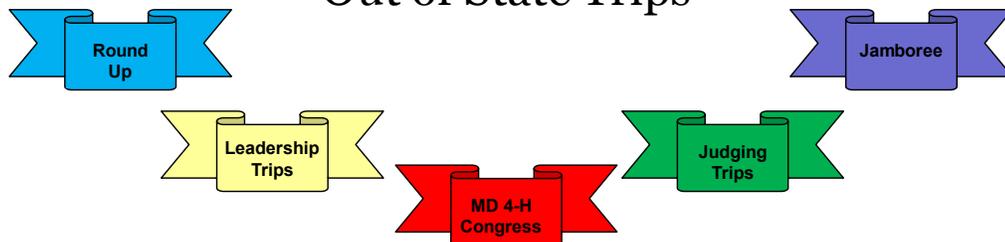
UNIVERSITY OF  
MARYLAND  
EXTENSION



## Maryland 4-H Chaperone

### Training

Adult Chaperones for 4-H Overnight Events and  
Out of State Trips





## Maryland 4-H Adult Code of Conduct

A goal of the Maryland 4-H Program is to provide opportunities for children and youth to build character. Maryland 4-H supports the CHARACTER COUNTS<sup>SM</sup> six pillars of character: **TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, AND CITIZENSHIP**. In order to ensure Maryland 4-H programs provide positive environments for all individuals to learn and grow, 4-H Adults agree to abide by these expectations of behavior:

- ☘ I will be **TRUSTWORTHY**. I will be worthy of trust, honor, and confidence. I will be a model of integrity by doing the right thing even when the cost is high. I will be honest in all my activities, and I will not cheat, lie, knowingly give false information, or be dishonest in any other way. I will follow through on commitments I make and responsibilities I accept. I will not engage in illegal or unethical behavior.
- ☘ I will be **RESPECTFUL**. I will show respect, courtesy, and consideration to everyone, including youth participants, other adults/volunteers, those in authority, and myself. I will act and speak respectfully. I will not use vulgar or abusive language or cause physical, mental, or emotional harm. I will dress in a manner that is appropriate, tasteful, and respectful for youth. I will take care of property and facilities and will not intentionally cause harm or damage. I will appreciate diversity in skill, ability, gender, ethnicity, family, and personal beliefs. I understand that Maryland 4-H does not tolerate statements or acts of discrimination or prejudice.
- ☘ I will be **RESPONSIBLE**. I will be responsible, accountable, and self-disciplined in the pursuit of excellence. I will live up to high expectations so I can be proud of my work and conduct. I accept my personal responsibility to be informed of and follow policies, rules, and procedures of Maryland 4-H and 4-H events or activities in which I am involved. I will be accountable for my choices and actions and I will take responsibility for any mistakes or misconduct in which I participate.
- ☘ I will be **FAIR**. I will be just, fair, and open-minded. I will assist with events by following the rules, not taking advantage of others, and not asking for special exception or consideration. I will demonstrate good sportsmanship and will accept the final outcome of events and contests.
- ☘ I will be **CARING**. I will be caring in my relationships with others. I will be kind and show compassion for other people and living things. I will treat others the way I want to be treated. I will show appreciation for the efforts of others. I will help members of my group to have a good experience by striving to include everyone.
- ☘ I will be a **GOOD CITIZEN**. I will be a contributing and law-abiding member of the organization, community, and society. I will not abuse illegal or illicit substances. I will refrain from using tobacco, tobacco products, or tobacco substitutes in the presence of youth at 4-H events. I will not act in a manner that is threatening, harassing, demeaning, or violent toward others, and I will not use technology or media to promote such actions. I will be respectful to the environment and contribute to the greater good. I will promote a spirit of inclusion by welcoming individuals from all backgrounds in my club and community. I will positively represent Maryland 4-H by holding myself to the standards of the 4-H Pledge and Motto.

<sup>SM</sup>CHARACTER COUNTS! Is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.



# Affirmative Action

## AA Statement

*The University of Maryland Extension programs are open to any person and will not discriminate against anyone because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry, national origin, marital status, genetic information, political affiliation, and gender identity or expression.*







# Essential Elements

Essential elements are critical to effective youth development programs. These elements help youth become competent, contributing citizens. Created from traditional and applied research characteristics that contribute to positive youth development, they help professionals and volunteers who work with youth view the whole young person, rather than focus on a single aspect of life or development. These elements focus on social, physical, and emotional well-being, and are necessary for positive youth development. Each individual element is important. However, it is the combination of these elements that create an environment that promotes positive youth development. It is important to be aware of these elements when designing activities because they help professionals and volunteers ensure that experiences, programs, and activities intentionally offer opportunities for hands-on, experiential learning in environments where youth feel safe, can master new skills and abilities, and develop the confidence they need to contribute to their local communities in a positive way.

### **PYD Connection**

4-H promotes positive youth development by giving youth opportunities to get involved and develop to their full potential. Positive youth development is a framework that highlights the things youth need to become successful. It focuses on strengths instead of limitations and is associated with the five Cs - competence, confidence, character, connection, and caring. Researchers have suggested that a sixth C, contribution (to oneself and others) comes about when the 5 Cs are present in a young person's life.

### **Using Essential Elements in Activities**

Using essential elements in activities is important to positive youth development in a number of ways. They reinforce sustained youth-adult relationships and emphasize mastering skills that can be used in the real world. If these experiences take place in safe and inclusive environments, youth are more likely to become involved civically. Supportive communities can undergird young people's sense of worthiness and competence, and help them contribute to the well-being of the larger community.

*Prepared by Javiette Samuel (Tennessee State University) and Pamela Rose (Oregon State University).*

*See chart on next page.*



4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225;  
Washington, D.C. 20250  
[www.national4-hheadquarters.gov](http://www.national4-hheadquarters.gov)



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Essential Element	Definition	Examples	Integrating into Learning
Positive Relationship with Caring Adult	Young people have an adult or two in their lives that they can depend on, have positive interactions with, and feel safe, trusted and nurtured.	A volunteer/educator who provides a listening ear, follows through on commitments to youth, and really gets to know a young person through their interaction.	Keep the ratio of adults to youth low. Have adults actively engaged in learning with youth. Provide time for informal conversation and learning along with structured activities to build trust.
A Safe Environment	An environment is created where young people feel safe to express themselves, and are free from exposure to injury, abuse, or ridicule.	Young people are educated and provided examples of boundaries, how to perform activities safely, and ways to get assistance when needed. Reflective listening is utilized.	Provide intentional opportunities for individual ideas within a group discussion so all voices can be heard. Insure that youth are never alone with just one adult. Empower adult and youth participants to self-regulate negative comments, actions, and attitudes.
An Inclusive Environment	Young people feel welcomed into an environment regardless of their background, beliefs, ideas, and culture.	Provide t-shirts for everyone to feel a sense of group identity, honor special celebrations in young people's lives, and conduct team building activities.	Conduct get-acquainted activities. Greet each other by name during learning activities. Recognize individual members for their actions and/or accomplishments.
Engagement in Learning	Young people are actively engaged in different learning environments and are challenged to pursue their own learning.	Youth research areas of interest related to their project and present it back to their group.	Provide different methods for learning to take place including experiential learning and scientific inquiry. Use varying forms of media in presenting or seeking information and communicating with young people.
Opportunity for Mastery	Mastery is achieving a certain level of expertise of a subject matter so that you are able to share it with others.	Adults listen, observe, and interact with youth to discover their passions and/or what they want to excel in and assist with opportunities for mastery in area.	Expose youth to multiple skills, events, and learning opportunities to gain a breadth of what is possible. Build in opportunities for youth to sharpen or advance their skills and practices beyond the basics.
Opportunity to see Oneself as an Active Participant in the Future	Youth can look ahead, vision, and see themselves doing great things, creating a positive outlook on the future.	As a group, envision what your group is doing or has accomplished in one year. Have youth brainstorm ways to run the meetings more effectively in the future.	Engage youth in visioning opportunities. Have youth relate skills they are learning now to future career opportunities. Tie skills learned to leadership roles in their future.
Opportunity for Self-Determination	Young people are able to set their own goals, determine how they will get there, and who they want to become as an individual.	Youth share their goals of learning for the year and adults look to ways to support them in the attainment of their goals.	Build individual goal setting into educational activities. Assist youth in determining the desired goals and outcomes of the educational program or activity, and plan action steps for how to make it happen.
Opportunity to Value and Practice Service for Others	The opportunity to give back to others in meaningful ways.	Youth plan and conduct a community service project, assist other members in their groups, and youth share ideas for how to improve their 4-H program.	Address an issue in community through civic service. Have youth bring items of value to share with others. Challenge youth to give back to their community as a follow up to what they have been learning.

# Maryland 4-H Youth Code of Conduct

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# REPORTING Child Abuse & Neglect

As members of the University of Maryland community it is important to protect children from abuse or neglect. For this reason, Maryland state law and University policy require all adults to report suspected child abuse or neglect. This information card is intended to provide a brief overview of the child abuse law, signs, and reporting requirements.

## What is Child Abuse & Neglect?

Child **ABUSE** is *physical or mental injury or any act of sexual molestation or exploitation of a child under age 18*. Child **NEGLECT** is *failure to give proper care and attention to a child under age 18, including leaving a child unattended*.

### A child may be abused or neglected by any

- Parent,
- Person who cares for, has custody of, or responsible for supervising a child, or,
- Household or family member.

### Child abuse or neglect exists when circumstances indicate

- That a child's physical or mental health or welfare is being harmed,
- At substantial risk of being harmed or,
- There is sexual abuse of a child, whether physical injuries are sustained or not.

## What Are Signs of Child Abuse or Neglect?

### Signs of Physical Abuse Include

- Unexplained bruises: or a pattern of bruises.
- Cuts and burns to the body
- Rope marks or burns
- Fractures/broken bones
- Welts, abrasions
- Bite marks or puncture wounds

### Signs of Sexual Abuse Include

- Injury/reported pain/ itching in genital area
- Sexual knowledge or behavior inappropriate for child's age.
- Verbalization of sexual involvement or victimization
- Sexually inappropriate and/or suggestive behavior
- Difficulty sitting or walking

### Signs of Neglect Include

- Pattern of poor hygiene
- Untreated serious medical problems
- Obvious malnourishment
- Child left unattended or without supervision
- Inadequate clothing for weather
- Child has a pattern of exhibiting withdrawn, shy, sad, fatigued behavior in addition to one or more of the indicators noted above.

# When Do I Report?

You are required to report child abuse or neglect when

- You observe acts of child abuse or neglect,
- You observe signs of child abuse or neglect even if you did not witness the acts,
- You are told of child abuse or neglect by another person who has direct knowledge,
- You are told directly by a victim of child abuse or neglect, regardless of age, or
- You are told of past abuse by an adult survivor.

Immediately contact University Police (911 or 301.405.3333) if you observe any person physically or sexually abusing a child. You must report other non-emergency situations within 48 hours of learning of the abuse or neglect. You are not required or encouraged to gather more information or investigate – just report the information when you become aware of it.

# How Do I Report?

1. Immediately notify your supervisor
2. In consultation with your supervisor,
  - a) **Notify University's Chief of Police** 301.405.3555
  - b) **Contact Child Protective Services (CPS)** - Prince George's County Child Protective Services 301.909.2450; after hours 301.699.8605
  - c) **Prepare a written report** to be sent to the Chief of Police and Child Protective Services within 48 hours (report form available at [www.president.umd.edu/policies/VI-150\(A\).doc](http://www.president.umd.edu/policies/VI-150(A).doc)) that includes, if known:
    - Name and age of the victim when the incident occurred,
    - Identity (name) of the alleged abuser and the relationship to the child, and
    - Details related to the alleged abuse or maltreatment.

Information contained in reports and records are of a highly sensitive nature and are considered private and confidential. Do your best to protect the privacy of individuals involved and limit information to those who have a need to know.

Any individual who in good faith makes or participates in making a report of suspected child abuse or neglect is immune from civil liability or criminal prosecution and is protected from any institutional reprisal that might otherwise result from compliance with the reporting laws or policies. Any employee who fails to report suspected child may be subject to disciplinary action.

# Resources:

## Department of Public Safety

*Emergency:* 911 or 301.405.3333

*Non-Emergency:* 301.405.3555

**Counseling Center:** 301.314.7651

**Health Center:** 301.314.8180



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STUDENT AFFAIRS



## **Universal Precautions**

Universal precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions. Universal precautions also apply to tissues and to the following fluids: cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, and vomitus unless they contain visible blood. Universal precautions do not apply to saliva except when visibly contaminated with blood or in the dental setting where blood contamination of saliva is predictable.

Using personal protective barriers when exposed to body fluids includes vinyl or latex gloves, disposable cloth towels, wads of gauze or paper towels. When removing protective gear correctly do not touch the contaminated side of the item. Dispose contaminated materials in biohazard container or labeled bags. Gloves should never be re-used. Washing hands and contaminated areas with soap and water immediately after exposure is a best practice procedure when exposed.

All persons should seek medical attention for any significant exposure to blood of another person. An incident report should be file with the University of Maryland through the county extension faculty. Records are to be maintained according to OSHA standards.

Cleaning surfaces and or solid objects contaminated with blood or salvia should be thoroughly washed with soap and water and disinfected with a 30 second contact of household bleach diluted with water at a strength of 1:10 (National Safety Council, 1997). Allow to air dry or wipe with a disposable cloth. This solution has a 24-hour shelf life and must be mixed fresh daily.

Unlike HIV virus, the hepatitis virus can survive at least a week in dried blood.

To pick up sharp objects such as broken glass use a broom and dustpan, tweezers or other object. Dispose of the sharp objects in a solid container such as a detergent bottle or coffee can with a biohazard label not a plastic bag.



# Ages and Stages of 4-H Youth Development

Jamie Tomek, Extension Assistant

Mary Jo Williams, State 4-H Youth Development Specialist

Missouri 4-H Youth Development Programs

As a leader you will be working with 4-H members. You can have an important role in helping 4-H members grow and develop. Start where members are in their development and encourage them to grow physically, socially, intellectually and emotionally.

## Early childhood

Characteristics	Implications for volunteers
Characteristics	
Learn best if physically active.	Provide experiences that encourage physical activity: running, playing games, painting, etc.
Have better control of large muscles than small muscles.	Use projects that can be completed successfully by beginners. Craft projects could end up messy.
Period of slow, steady growth.	Provide opportunities to practice skills.
Social	
Learning how to be friends. May have several "best friends."	Small group activities are effective for practicing social skills and allow for individual attention.
Beginning to experience empathy for others, but are still selfish.	Make-believe and role-play activities help children to understand how others might think or feel.
Boys and girls may enjoy playing together, but prefer same gender groups by the end of this developmental period.	Engage young children in mixed-gender activities.
Intellectual	
Easily motivated and eager to try something new, but have short attention spans.	Plan a wide variety of activities that take a short time to complete.
More interested in doing activities rather than completing them.	Focus activities on the process rather than producing a product.
Thinking is concrete. Must have seen it, heard it, felt it, tasted it, or smelled it in order to think about it.	Demonstrate activities. Use the senses to help youths experience things.
Naturally curious and want to make sense of their world.	Allow for exploration and spontaneity in activities. Be flexible.
Emotional	
Sensitive to criticism. Don't accept failure well.	Find ways to give positive encouragement and assistance. Plan activities in which success can be experienced. Facilitate cooperation, not competition.
Becoming less dependent upon parents, but still seek adult approval and affection.	Offer support and plan small group activities, with an adult supervising every 3-4 youths.

Remember, 4-H club or project group members will develop at their own pace, but there are some characteristics that each age group may share. These characteristics and their implications for you, as a volunteer, may be helpful to consider in planning a project group or club activity.

## Middle childhood

Characteristics	Implications for volunteers
Characteristics	
Spirited, with boundless energy.	Provide active learning experiences.
Girls will be maturing faster than boys; some may be entering puberty.	Avoid competitions between girls and boys.
Large and small muscle development, strength, balance, and coordination are increasing.	Plan activities that allow youth to move about and use their bodies.
Social	
Enjoy group activities and cooperation. Feel loyal to group or club.	Emphasize group learning experiences and form groups to plan activities together.
Prefer to be with members of the same sex.	Plan learning experiences to be done with members of the same sex.
Admire and imitate older boys and girls.	Encourage experiences with and mentoring by older youth.
Need guidance from adults to stay on task and to perform at their best.	Work closely with this age group and enlist older youth to help you with this task.
Intellectual	
Interests often change rapidly and do best when work presented in small pieces.	Allow for many brief learning experiences and give simple, short directions.
Vary greatly in academic abilities, interests, and reasoning skills.	Offer activities appropriate for a wide range of abilities so that all children have a chance to succeed.
Easily motivated and eager to try new things.	Provide a variety of different activities.
Emotional	
Comparisons with other youth is difficult and erodes self-confidence. Prefer recognition and praise for doing good work.	Instead of comparing youth with each other, help youth identify their own successes by comparing present and past performances for the individual.

## Young teens

Characteristics	Implications for volunteers
<b>Characteristics</b>	
Experience rapid changes in physical appearance, with growth spurt happening earlier for girls than boys.	Be willing to talk about physical changes because new teens are often uncomfortable with and embarrassed by their changing bodies.
Have intense sexual feelings and a keen interest in their own bodies.	Provide honest information to the sexual questions they have. Prepare opportunities to help youth discuss body development as a natural, normal process. Listen to their fears without judging or trivializing.
Interested in sports and active games.	Encourage active, fun learning experiences.
<b>Social</b>	
Concerned about social graces, grooming, and being liked by peers.	Encourage learning experiences related to self-discovery, self-understanding, and getting along with others. Be patient with grooming behaviors that may seem excessive.
Moving away from dependency on parents to dependency on opinions of peers.	Parents may need help in understanding that this shift is a sign of growing maturity, not rejection of family.
Becoming interested in activities that involve boys and girls.	Provide opportunities for boys and girls to mix without feeling uncomfortable — seems to work best if youth plan activities themselves.
<b>Intellectual</b>	
Tend to reject solutions from adults in favor of their own.	Involve young teens in setting rules and planning activities for your group or program.
Beginning to think more abstractly and hypothetically. Can think about their own thinking and are becoming skilled in the use of logic and cause-and-effect.	Ask questions that encourage predicting and problem solving. Help youth to find solutions on their own by providing supervision without interference.
Can take responsibility for planning and evaluation of their own work.	Allow young teens to plan activities and expect follow through. Help them to evaluate the outcome.
<b>Emotional</b>	
Can be painfully self-conscious and critical. Vulnerable to bouts of low self-esteem.	Plan many varied opportunities to achieve and have their competence recognized by others. Concentrate on developing individual skills.
Changes in hormones and thinking contribute to mood swings.	Remember that early adolescents are known for their drama and feelings that seem extreme to adults. Accept their feelings and be careful not to embarrass or criticize.
Desire independence, yet need their parents' help.	Encourage youth to work with adults and older teens.

## Teens

Characteristics	Implications for volunteers
<b>Characteristics</b>	
Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image.	Avoid comments that criticize or compare stature, size, or shape.
<b>Social</b>	
Strong desire for status in their peer group.	Establish a climate that is conducive to peer support.
Interested in coeducational activities. Dating increases.	Allow teens to plan coeducational and group oriented projects or activities.
Often want adult leadership roles.	Provide opportunities for teens to plan their own programs.
Want to belong to a group, but also want to be recognized as unique individuals.	Place emphasis on personal development whenever possible.
<b>Intellectual</b>	
Reach high levels of abstract thinking and problem solving.	Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate outcomes.
Developing community consciousness and concern for the well-being of others.	Encourage civic projects that are a service to others.
Increasing self-knowledge; personal philosophy begins to emerge.	Allow time and plan activities for youth to explore and express their own philosophies.
Need life planning guidance as they are beginning to think about leaving home for college, employment, etc.	College visits, field trips to businesses, and conversations with college students or working adults can be helpful activities.
<b>Emotional</b>	
Feelings of inferiority and inadequacy are common.	Encourage youth by helping them to see their positive self-worth.
Gaining independence and developing firm individual identity.	Give teens responsibility and expect them to follow through. Provide opportunities that help teens explore their identity, values, and beliefs.

Source: Volunteers...the foundation of youth development Internet site:

<http://muextension.missouri.edu/dldc/4H-Volunteers>



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