



University of Maryland Extension 4-H Youth Development Program Volunteer Refresher



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University of Maryland Extension programs are open to all citizens without regard to 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.

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Refresher Materials



GRANTING AUTHORIZATION TO USE THE 4-H NAME AND EMBLEM

The 4-H Name and Emblem is a Federal mark, protected by 18 U.S.C. 707, and is entrusted by Congress to the Secretary of Agriculture. The Secretary has delegated responsibility for the proper use of the 4-H Name and Emblem to the National Institute of Food and Agriculture (NIFA) and, within NIFA, responsibility resides in the 4-H National Headquarters -USDA.

The 4-H National Headquarters – USDA recently completed a review of existing laws, regulations and policies governing the granting of authorization to use the 4-H Name and Emblem. It was reaffirmed that the primary consideration for granting authorization to use the 4-H Name and Emblem is for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute.

In order to continue proper and effective control of the 4-H Name and Emblem entrusted to it by the Secretary of Agriculture, NIFA and the 4-H National Headquarters – USDA reiterate the primary criteria, established by law and regulation, employed to authorize use of the 4-H Name and Emblem:

1. Primary consideration is given to promoting and enhancing 4-H Youth Development through authorized representatives of the USDA, the Cooperative Extension Services, the land-grant institutions and the National 4-H Council.
2. Authorizations and approvals must be used for the educational and character-building purposes of the 4-H program and to serve the educational needs and interests of 4-H youth.
3. Any use of the 4-H Name and Emblem is forbidden if it exploits the 4-H programs, its volunteer leaders or the 4-H youth participants or the USDA, the Cooperative Extension Services or the land-grant institutions, or their employees. To address this, it is the policy of NIFA and the 4-H National Headquarters-USDA not to provide authorization to: (1) commercial firms, vendors or organizations that would profit from the use of the 4-H Name and Emblem for merchandise, supplies, products, and/ or services, or (2) when intended for or available to the general public with no benefit to the educational goals and objectives of the 4-H Youth Development program. This is applicable for all levels of the Cooperative Extension System.
4. The 4-H Name and Emblem shall not be used to imply endorsement of commercial firms, products, or services.
5. Within their respective geographical areas, Extension Directors/ Administrators may approve the use of the 4-H Name and Emblem for special programs, services, supplies, etc. offered statewide or in more than one county. County Extension Chair and 4-H Agents may do so within their specific county only. NIFA and the 4-H National Headquarters-USDA provides authorization for these items nationwide or when involving more than one state. A state or local 4-H program may contact a company to develop items for their use, as outlined above. The item must clearly identify the local 4-H program. The state or local 4-H program does not need approval from the National 4-H Headquarters to create those items. The state or local 4-H program can approve the use of the Name and Emblem on items that enhance or promote their programs. The use of the 4-H Name and Emblem in more than one state or on a regional or national basis requires the approval of the 4-H National Headquarters-USDA.
6. The National 4-H Supply Service, operated within the National 4-H Council, insofar as possible, is the official primary source of supplies, paraphernalia, and other similar items bearing the 4-H Name and/or Emblem, for all levels of the 4-H program. The Supply Service should be consulted initially by state and local 4-H programs to determine the availability of items.

More information about the 4-H Name and Emblem and how to apply for authorization is available on the 4-H National Headquarters – USDA web site. <http://www.national4-hheadquarters.gov>.

4-H National Headquarters; 1400 Independence Avenue, S.W.; MS 2225; Washington, D.C. 20250
www.national4-hheadquarters.gov



The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.



Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. The educational foundation of 4-H lies in these three mission mandates. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

Each community and state faces diverse needs in these initiative areas. Each 4-H program brings unique resources and priorities to this work. In the cooperative spirit of the Extension Service, collaboration among state 4-H programs on curriculum, training, and evaluation will strengthen each program and enhance the outcomes of each initiative.

Citizenship

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs and expand their role in decision making processes. It's clear that civic engagement provides the foundation that helps youth understand the "big picture" of life and find purpose and meaning. The core areas of Citizenship are:

- Civic Engagement (voice, advocacy, activism)
- Service (community service, service learning, community youth development)
- Civic Education (government principles, processes and structure; personal roles & responsibilities, history & cultural heritage)
- Leadership (leadership, respect, understanding, character development)

Citizenship is interwoven into learning experiences through opportunities to engage with the community and through building relationships with both youth and adults from diverse backgrounds.

Healthy Living

Healthy food and nutrition has been addressed by the program since its inception in 1902. Having a long history of promoting healthy living among youth and their families, 4-H has become a national leader in health-related education. The 4-H Healthy Living Mission Mandate engages youth and families through access and opportunities to achieve optimal physical, social, and emotional well-being. The core areas of Healthy living are:

- Nutrition
- Fitness
- Social-Emotional Health
- Prevention of Injuries
- Prevention of Tobacco, Alcohol, and other Drug Use

Healthy living is interwoven into learning experiences through opportunities to make decisions that lead to positive well-being for the individual and the community in which they live.



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Science

The need for science, engineering, and technology education is essential for today's young people. 4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of discovery and exploration. The core areas of Science are:

- Animal Science & Agriculture
- Applied Mathematics
- Consumer Science
- Engineering
- Environmental Science & Natural Resources
- Life Science
- Technology

Science is interwoven into learning experiences through inquiry based opportunities that connect knowledge, skills, and resources to practical application across multiple settings.

These three mission mandates – citizenship, healthy living, and science – all intertwine and can be integrated across project areas and activities. The content development of the mission mandates is closely tied to the research and teaching of the land grant university system, and provides the educational foundation of 4-H.

4-H Youth Development

MARYLAND 4-H MEMBERSHIP GUIDELINES



University of Maryland Cooperative Extension administers the 4-H youth development program.

The mission of the University of Maryland Cooperative Extension 4-H Youth Development program is to develop youth to reach their fullest potential as capable, competent, caring, and contributing individuals. Each county and Baltimore city in Maryland conducts 4-H youth development programs to accomplish this goal. To affirm Maryland Cooperative Extension's position concerning membership and to establish guidelines in this area to fulfill the above mission, the following philosophy and process statements are provided:

I. MEMBERSHIP POLICIES

- A. Membership is open to all without regard to race, sex, color, sexual orientation, physical or mental disability, religion, ancestry, national origin, marital status, genetic information, political affiliation, and gender identity or expression.
- B. The 4-H enrollment year is January 1 through December 31. In order to receive credit for the completion of one year of membership and be eligible for participation in regional, state, and national competition, a 4-H member must enroll no later than June 30th. In order to enter in the Maryland State Fair, a 4-H member must be enrolled by May 1.
- C. The 4-H age divisions, as of January 1 of the current year:
 - 1. Clover members are 5-7 years.
 - 2. Junior members are 8-10 years.
 - 3. Intermediate members are 11-13 years.
 - 4. Senior members are 14-18 years (Includes youth with disabilities beyond age 18 if enrolled in a high school program.)
- D. The county of residence is the primary county for 4-H enrollment.

II. 4-H Membership across County Lines

- A. Youth and adults are expected to join 4-H in their county of residence or receive approval for membership outside their county of residence. Members may belong to more than one club in order to obtain special project information, participate in special activities, or for convenience of travel even if the club is located in a neighboring county or state. Members must declare official membership in one city or county and one state and may only compete in that city or county or as a representative of that city or county. 4-H membership in two counties simultaneously is not permitted.
- B. Consideration for membership in a county other than the county of residence will be given only in situations where a positive educational experience will result. In this case, the approved request procedures must be followed and the 4-H professionals in either counties or city/county must be in agreement that the change should occur.

III. Multi-Club Membership within the County

- A. Members may belong to more than one club in their county of residence in order to obtain special project information or to participate in special activities.
- B. Members in more than one 4-H club are expected to follow the by-laws and guidelines of each club to which they belong.

4/99; 4/05; draft revision 9/07; Effective 11/13/2007; Edit 11/2014

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.



Volunteer Supervision and Expectations

What is required of volunteers...



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 COUNTSSM 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.

SMCHARACTER COUNTS! Is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.





Maryland 4-H Adult Code of Conduct Agreement

Adult Code of Conduct:

Maryland 4-H expects adults participating in programs to conduct themselves in an acceptable manner and in accordance with the Maryland 4-H Code of Conduct outlined on the reverse of this document. Adults, both parents and volunteers, who engage in unacceptable conduct are subject to sanctions. Adult behaviors that are unacceptable under the Code of Conduct include, but are not limited to:

- Possession, use, or distribution of alcohol and/or illegal or illicit drugs while attending a 4-H program or event
- Use of tobacco, tobacco products or tobacco substitutes, including smokeless tobacco, e-cigarettes, smokeless "vaping" devices, and/or other nicotine delivery devices, in the presence of youth at a 4-H program or event
- Abuse and/or misuse of prescription or non-prescription drugs or substances
- Sexual advances or activities involving youth
- Actions that create a hostile environment such as sexual innuendo, slander, profane language, racial/ethnic slurs or other disparaging remarks or hostile/bullying behavior
- Use of physical punishment for discipline
- Actions that create an unsafe environment, such as irresponsible or potentially hazardous behavior
- Failure to report suspected neglect and/or physical or sexual abuse to appropriate authorities
- Lying, cheating, or other unethical practices
- Physical, verbal, emotional, or mental abuse of, or threats toward, another person
- Theft, destruction, or abuse of property
- Use of electronic devices and/or social media to bully, demean, harass, or threaten another person
- Use of technology to create, post, or transmit to or willingly receive from youth unacceptable content such as that containing profanity, advocacy of use/possession of alcohol or drugs, violence, sexually explicit content, etc
- Promotion of religion or political preferences
- Breach of personal or professional confidentiality

Maryland 4-H Disciplinary Policy and Procedures:

An adult, parent, or volunteer in a 4-H program who engages in conduct that may jeopardize the health or safety of themselves, youth, other people, or the integrity of 4-H may be sanctioned or removed from the program or activity. The appropriate action will be made at the discretion of the University of Maryland Extension (UME) faculty/staff member.

Following the incident of inappropriate conduct, the individual will be notified in writing of the nature of any unacceptable conduct and potential sanctions. In such cases:

- The county/city UME faculty or staff member with overall responsibility for the program will set up a meeting to hear the individual. At the discretion of UME or at the request of the individual, a committee may be appointed by UME to review the matter.
- Following the meeting, the individual will be notified in writing of the outcome of the meeting and any sanction(s) to be imposed.
- Sanctions may be appealed in writing within seven (7) calendar days after the individual receives notice of the decision, to the Area Extension Director (AED). The AED will consult with the appropriate State 4-H Specialist(s) in considering the individual's appeal. The individual will be notified in writing of the decision of the AED.
- The decision of the AED may be appealed in writing to the State 4-H Leader within seven (7) days after the individual receives notice of the decision. The individual will be notified in writing of the State 4-H Leader's decision. The decision of the State 4-H Leader is final.

BEHAVIOR PLEDGE

I have read the Maryland 4-H Code of Conduct and the Maryland 4-H Disciplinary Policy and Procedures. I will support and uphold these principles, and will model positive behavior for all 4-H youth and families. I will support the individual in charge of maintaining appropriate behavior at 4-H programs, events, and activities. I am aware that my actions and decisions affect me and others and that poor actions or decisions may result in restriction or revocation of my access to current and future 4-H programs. I agree to accept the appropriate and logical consequences of my actions as determined by Maryland 4-H and University of Maryland Extension.

Adult/Volunteer Printed Name

Adult/Volunteer Signature

Date



Maryland 4-H Youth 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 COUNTSSM 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 participants 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 other program participants, 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 participate. 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 participate in 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 use illegal or illicit substances such as tobacco, alcohol, or drugs. 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.

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Maryland 4-H Youth Code of Conduct Agreement

Youth Code of Conduct:

Maryland 4-H expects youth participating in programs to behave in an acceptable manner and in accordance with the Maryland 4-H Code of Conduct outlined on the reverse of this document. 4-H participants who engage in unacceptable conduct are subject to discipline. Youth behaviors that are unacceptable under the Code of Conduct include, but are not limited to:

- Possession, use, or distribution of alcohol and/or illegal or illicit drugs
- Possession or use of weapons or dangerous materials
- Possession or use of tobacco products, including smokeless tobacco, e-cigarettes, smokeless “vaping” devices, and/or other nicotine delivery devices
- Misuse of prescription or non-prescription drugs or substances
- Sexual activity
- Lying, cheating, misrepresenting project work, or other unethical practices
- Unauthorized absence from program site
- Physical, verbal, emotional, or mental abuse of, or threats toward, another person
- Theft, destruction, or abuse of property
- Use of electronic devices and/or social media to bully, demean, harass, or threaten another person
- Use of technology to create, transmit, post, or willingly receive unacceptable content such as that containing profanity, advocacy of use/possession of alcohol or drugs, violence, sexual misconduct, nudity, etc

Maryland 4-H Disciplinary Policy and Procedures:

A participant in a 4-H program who engages in conduct that may jeopardize the health or safety of the participant, other people, or the integrity of 4-H will be immediately dismissed from the program or activity. This determination and dismissal will be made at the discretion of the University of Maryland Extension (UME) faculty/staff member or UME volunteer in charge of the program or activity. The dismissed youth participant's parent or guardian will be responsible for providing transportation away from the program or event.

Following dismissal from a program, the 4-H participant and his/her parent or guardian will be notified in writing of the nature of any unacceptable conduct for which sanctions, up to and including suspension or dismissal from 4-H programs or activities, are being considered. In such cases:

- The county/city UME faculty or staff member with overall responsibility for the program will set up a meeting to hear the 4-H participant. The 4-H participant's parent/guardian will be present at this meeting. At the discretion of UME or at the request of the 4-H participant, a committee may be appointed by UME to review the matter.
- Following the meeting, the 4-H participant and his/her parent/guardian will be notified in writing of the outcome of the meeting and any sanction(s) to be imposed.
- Sanctions may be appealed in writing within seven (7) calendar days after the 4-H participant receives notice of the decision, to the Area Extension Director (AED). The AED will consult with the appropriate State 4-H Specialist(s) in considering the 4-H participant's appeal. The 4-H participant and his/her parent/guardian will be notified in writing of the decision of the AED.
- The decision of the AED may be appealed in writing to the State 4-H Leader within seven (7) days after the 4-H participant receives notice of the decision. The 4-H participant and his/her parent/guardian will be notified in writing of the State 4-H Leader's decision. The decision of the State 4-H Leader is final.

BEHAVIOR PLEDGE

I have read the Maryland 4-H Code of Conduct and the Maryland 4-H Disciplinary Policy and Procedures. I am aware that my actions and decisions affect me and others and that poor actions or decisions may result in my loss of privileges for current and future 4-H programs. I will accept the appropriate and logical consequences of my actions, as determined by Maryland 4-H.

4-Her's Printed Name

4-Her's Signature

Date

As the parent/guardian of _____, I have read the Maryland 4-H Code of Conduct and the Maryland 4-H Disciplinary Policy and Procedures. I will support and uphold these principles, and will model positive behavior for my child and other 4-H youth and families. I will support the individual in charge of maintaining appropriate behavior at 4-H programs, events, and activities. I agree to accept the appropriate and logical consequences of my child's actions as determined by Maryland 4-H and the University of Maryland Extension.

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date



Positive Youth Development

How to support and engage youth as a volunteer...



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.



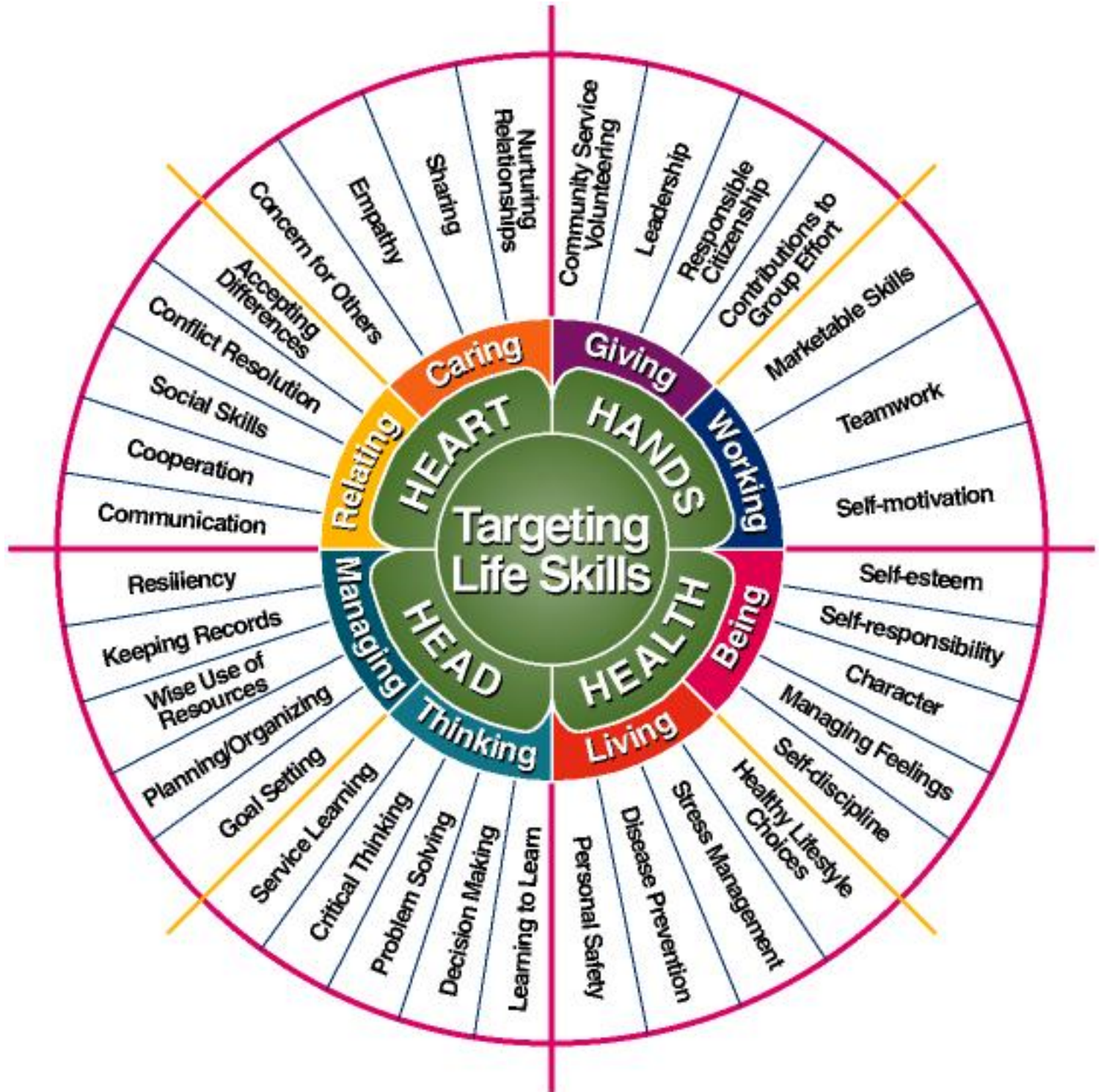
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Essential Element	Definition	Examples	Integrating into Learning
Positive Relationship with Caring Adult	Young people have an adult or two in their lives that they can depend on, have positive interactions with, and feel safe, trusted and nurtured.	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.

4-H Skill Wheel





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
Characteristics	
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.
Social	
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.
Intellectual	
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.
Emotional	
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
Characteristics	
Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image.	Avoid comments that criticize or compare stature, size, or shape.
Social	
Strong desire for status in their peer group.	Establish a climate that is conducive to peer support.
Interested in coeducational activities. Dating increases.	Allow teens to plan coeducational and group oriented projects or activities.
Often want adult leadership roles.	Provide opportunities for teens to plan their own programs.
Want to belong to a group, but also want to be recognized as unique individuals.	Place emphasis on personal development whenever possible.
Intellectual	
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.
Emotional	
Feelings of inferiority and inadequacy are common.	Encourage youth by helping them to see their positive self-worth.
Gaining independence and developing firm individual identity.	Give teens responsibility and expect them to follow through. Provide opportunities that help 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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Risk Management and Volunteer Expectations

How to create a safe and inclusive environment for youth and yourself...

Universal Precautions and Volunteers

Universal precautions is an approach to infection control to treat all human blood and certain human body fluids as if they are known to be infectious for HIV, HBV and other bloodborne pathogens. (Bloodborne Pathogens Standard [29 CFR 1910.1030\(b\)](#) definitions). Volunteers present during a first aid situation or emergency should assist participants or individuals in need to the best of their ability using best practices to protect themselves and others.

Universal precautions apply to blood, other body fluids containing visible blood (such as saliva contaminated with blood), bodily tissues and specific fluids: such as semen, vaginal secretions, 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 involve using barriers to protect against contact and disposal/clean-up process to protect others and include:

- Using personal protective barriers when exposed to body fluids including 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.
- Disposing of contaminated materials in biohazard container or labeled bags (as appropriate). *Gloves should never be re-used.*
- Washing hands with soap and water immediately after exposure-
- Cleaning surfaces and or solid objects contaminated with blood or saliva by thoroughly washing with soap and water and disinfect 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.

Additional best practices include:

- Picking up sharp objects such as broken glass using a broom and dustpan, tweezers or other object.
- Disposing of the sharp objects in a solid container such as a detergent bottle or coffee can rather than a plastic bag. Use a biohazard label or label with a caution notice.
- Seeking medical attention for any significant exposure to blood from another person.
- Completing and submitting an incident report to the local UME faculty/staff member. Records should be maintained according to OSHA standards and shared with the University of Maryland

[https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030#1910.1030\(b\)](https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030#1910.1030(b))
<https://health.maryland.gov/qahealth/substance-abuse/Pages/Good-Samaritan-Law.aspx>

Updated and revised, 2019. J. Morris.
 Reviewed, 2020. UME Volunteer Taskforce

Maryland Tort Claims Act and Volunteers

Maryland has special statutory protection for government units and its employees and **volunteers**. The immunity from suit and not simply immunity from liability for volunteers in State agencies is defined by the Maryland Tort Claims Act (MTCA). It protects volunteers to the same extent as State employees when negligence is defined as “unintentional failure to exercise the care that a prudent or reasonable person usually exercises. It is doing something that a person using ordinary care would not do, or not doing something that a person using ordinary care would do.” Ordinary care is that “caution, attention or skill that a reasonable person would use under similar circumstances.” However, certain actions may remain outside the scope of that protection.

A UME volunteer is a person who is providing a service to or for the State, who **is not paid in whole or in part by the State**, and satisfies all other requirements for designation as a UME volunteer* and is performing within the scope of his or her duties. As such, he/she may be protected by the MTCA if the following requirements are met.

****Requirements include:***

- Screened, vetted and on-boarded as a Certified UME Volunteer or Episodic Volunteer by local UME faculty/staff *according to the UME Volunteer Policies and Procedures and Onboarding Process.*
- Enrolled as a UME 4-H Volunteer in 4-H Online for current program year (4-H Only),
- Original appointment agreement and record of current appointment agreement on file with local UME Office. (4-H volunteers recertified annually through 4-H Online),
- Current position description(s) on file with local UME Office. (Must have been signed within the last 3 years).

A tort is a wrong that harms an individual and can result from a particular action taken by the volunteer, whether or not intentional, or from a failure to act when there is duty to do so. Lawsuits by others seek to recover damages by the injured person. The volunteer and UME may be held liable for the torts for which the State has waived its sovereign immunity. To qualify for personal liability protection, the incident in question must have occurred within the scope of the volunteer’s public duties and committed without malice or gross negligence. Each of these items are discussed in detail below.

Scope of duties – includes all matters within the delegated or instructed authority of the volunteer most often defined by the position description. “Basically, if the individual committed the alleged tort in the course of official State duties, then the State will defend the action and accept the liability, and the individual will be protected.”

The Act does not protect individuals guilty of gross negligence, malicious acts, civil rights or criminal acts regardless of whether they were working within their scope of duties as described in their position description.

Maryland Tort Claims Act and Volunteers

Gross negligence is defined as “carelessness which is in reckless disregard for the safety or lives of others, and is so great it appears to be a conscious violation of other people's rights to safety.” <https://dictionary.law.com/Default.aspx?selected=838>

Malice is defined as “a conscious, intentional wrongdoing such as a civil wrong like libel (false written statement about another)...includes ill-will, hatred or total disregard for the other's well-being.” <https://dictionary.law.com/Default.aspx?typed=malice&type=1>

A volunteer that acts within their scope of duties, taking the proper care and caution to manage risks that may arise in the best way possible and maintaining a professional and dignified attitude should be eligible for protection. Volunteers may have an interest in maintaining their privacy which is a right recognized in the state of Maryland. An individual may recover damages from another person including a volunteer for invasion of privacy. Therefore, the UME privacy disclosure statement should be used when collecting personal information, perceptions or opinions.

The MTCA does not address the issue of court representation, but separate statutory provisions deal with representation of State officers and employees for all types of suits. The Attorney General's office policy is to interpret the MTCA and these statutes in a parallel manner for volunteers. If a volunteer acts within the scope of authorized public duties and without malice or gross negligence, then he or she probably will be entitled to sovereign immunity in a tort action under MTCA and legal representation provided by the state.

Criminal charges are sometimes brought that relate solely to the performance of public duties. If the charges do not produce an adverse decision, the individual may apply through the Attorney General's office to the Board of Public Works for reimbursement of legal fees and costs incurred in defending against the charges. (Gov. Off. on Vol. & the MD Council of Dir. of Vol. Serv., Volunteer Management in MD: Legal Liability & Insurance Issues, Baltimore, MD 1992).

A volunteer should report any potential concerns and/or situations to their local UME faculty/staff member as they arise. Documentation and/or paperwork may be requested which should be completed in a timely manner and follow-up communication may be sent from either the local Extension office or State Program office.

Updated and revised 2019, J. Morris
Reviewed 2020, UME Volunteer Taskforce

Volunteers as Youth Advocates

Child Abuse and Neglect Signs and Reporting

UME 4-H Volunteers help provide a safe and inclusive environment for youth and should serve as advocates to help protect youth from suspected child abuse and neglect. Maryland state law and University policy require all adults to report suspected child abuse or neglect, therefore if a volunteer witnesses or is told about child abuse or neglect they are required to report to their 4-H Team and the appropriate authorities. Below you will find information regarding child abuse law, signs, and reporting requirements applicable to you as a UME Volunteer.

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.

Signs of Child Abuse & Neglect

Physical Abuse Include (but not exclusively)

- 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 (but not exclusively)

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 (but not exclusively)

- 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.

Volunteers as Youth Advocates

Child Abuse and Neglect Signs and Reporting

When to 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 your supervising Extension employee 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.

Do not conduct your own investigation. Listen to what you are told and report the information/observations when you become aware of it.

How to Report:

1. Immediately notify your supervising Extension employee
2. In consultation with your supervising Extension employee,
 - a) **Notify the local Police** (if child is in imminent danger or abuse is happening at current event)
 - b) **Contact Child Protective Services (CPS)**
 - c) **Prepare a written report** to be sent to the Chief of Police and Child Protective Services within 48 hours 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.

Confidentiality: Volunteers are required to maintain confidentiality for any and all medical, financial, insurance and other personal information they are told or that is shared with them during the performance of their duties. Volunteers may be sanctioned/terminated for failure to protect or the unauthorized use of personal information. Information contained in reports and records associated with child abuse/neglect are highly sensitive nature should be treated as personal information and confidentiality must be maintained. Limit information sharing to those who have a need to know and do not share information with suspected or potential abuser, which may include the parent or guardian.

Protection: 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 individual who fails to report suspected child abuse may be subject to disciplinary action.

Adapted from *UMD Child Abuse Neglect Postcard*, 2019. J. Morris.
Reviewed, 2020. UME Volunteer Taskforce