

Chapter 6

The 4-H Project Manual

Jodi Black, State Extension Associate, 4-H/Animal Sciences
Dennis Elliott, Extension Specialist, 4-H Youth Development
Robert Horton, Ph.D., Extension Specialist, 4-H Educational Design and Delivery
Duane Plymale, District Specialist, 4-H Youth Development

Background and Development

The role of the 4-H project manual has long been viewed as a teaching resource used by project leaders to direct member project instruction, as well as inspire group-centered experiential learning. In this situation, the project manual is often accompanied by a lesson plan to facilitate this group-centered approach. However, due to a steady decrease in the number of talented adults willing to direct member project learning, a renewed interest has taken place in Ohio to modify the 4-H project manual for self-instruction. In this effort, Ohio has moved ahead in its refinement of the project manual as a self-study teaching tool.

To support this concept, two unique components have been incorporated into the design of Ohio's self study project literature:

Experientially Based Activities – Clusters of self-study learning activities are written to reinforce the concepts and principles contained in the text. These clusters direct learning on an individual basis as well as serve as benchmarks for evaluating achievement of desired learning outcomes.

Member's Project Guide – The Member's Project Guide is designed to facilitate the self-study of a project area in a consistent approach throughout Ohio's 4-H project system. The following is a breakdown of the Member's Project Guide into its four main components.

Project Background – Includes information on the desired age and competency level of a member taking project, time limit to complete project, if project can be repeated, and what project(s) to take after completion of the project.

Project Guidelines – Breaks the project experience into basic elements including recommended levels of involvement within each element. These elements include Units of Study, Project Activities, Structured Learning Experiences, Leadership/Citizenship Activities, and Record Keeping/Evaluation.

- Project Planning – Facilitates the planning of the member's project experience in an easy to follow four-step approach.
- Selection of study units within project.
- Planning of activities within selected study units.
- Planning of structured learning experiences.

- Planning of leadership/citizenship experiences.

Project Review – Acknowledges the need for the member and parent or volunteer to review project experiences and evaluate the knowledge gained and skills learned. A special project award is also identified for those members completing this review process.

Implications for Volunteer Training

This shift in the perception of the project manual as a self-study teaching tool has also led to the modification of Ohio's Project Leader training process. Project leaders are encouraged to enhance rather than direct the learning of members. Lesson plans are also written to accompany the new self-study project literature. These offer supplemental project instruction that members can only get in a group setting. Training materials are also being developed to support the modified role of the 4-H project leader.

Implication for Future 4-H Project Literature

Although ongoing research needs to be conducted regarding the impact of self-study project manuals on the learning of 4-H members, some generalization can be made about its importance within the 4-H program. These include:

- A role for parents to interact with their child in the planning, conducting, and review of the project experience.
- A standard by which learning outcomes are identified and evaluated.
- An opportunity to recognize members who plan and carry out their project.
- A more realistic role for the project leader to play; that is to enhance rather than direct the project learning of members.

Another long-term benefit of self-study project manuals appears to be their role in supporting self-directed learning. A well written series of 4-H project literature programmed for self-study may eventually develop certain desirable traits in members, such as habits of seeking information, asking questions, and having a favorable attitude toward self discovery. If individual initiative and independent study skills are desirable outcomes for 4-H project experience, then greater allowances for programming member materials for self-study should be considered by extension educators.

The 4-H Group

Three types of 4-H groups can be organized locally: Community 4-H Clubs, Special Emphasis Groups and School Enrichment Groups.

Community/Project Club – Two or more youth who meet regularly under the direction of a 4-H advisor to conduct club business, plan the club program and enroll individually or as a group in one or more 4-H projects.

School Enrichment Group – A short-term program taught by a classroom teacher volunteering as a 4-H leader during school hours. The group focuses on hands-on experiences that are designed to enhance classroom instruction. In addition, the school enrichment group provides real life applications for the knowledge gained, increased understanding of difficult concepts, and the development of students as young adults.

Special Emphasis Group – This short-term group offers a series of hands-on activities designed to meet the interests and needs of the youth within their community. This is the most flexible of the 4-H groups, because it can be offered to various numbers of young people in many settings on a multitude of topics.

In many communities 4-H special emphasis groups meet largely at schools, community centers or churches. These groups are organized and have meetings conducted by county Extension staff and/or volunteers. They focus on one or more topics through activities such as latch-key programs, juvenile diversion programs, sports clinics, etc.

Special emphasis groups can also be organized by individual volunteers as small, intimate gatherings that meet in homes or local businesses. These groups typically attract youth from surrounding 4-H clubs or within the community, as a way of focusing on a particular area of specialty such as woodworking, aquariums, cultural arts, foods, clowning, photography, computers, and much more.

Developing Literature for Statewide Distribution

Extension professional who are interested in developing 4-H project literature for statewide adoption should refer to the policy and guideline section of this handbook.

4-H and the Public Schools

(See Policy and Procedures Section of this Handbook)

4-H Camps as Learning Laboratories

Camping is and will continue to be an important laboratory for developing youth in the Ohio 4-H program. Organized camping is cooperative group living in a natural environment that focuses on the individual's social, spiritual, mental, and physical development (4-H Camping Handbook). It is an effective, extensive and intensive delivery system. Organized camping is an American invention that has spread throughout the world. Out door living by young people in groups, isolated from home distractions, dedicated to free and joyous experiences with educational value, with leaders especially selected and trained has helped thousands of young people grow and develop (Eells, 1986).

Why has camping been such an effective teaching method?

Learning is concentrated into one brief action-packed periods.

All elements of the camper's existence are coordinated to encourage the personal development that is the goal of the camp.

Camp is a great equalizer. At camp it makes little difference if the camper came from a wealthy or supportive family, an active or dynamic club, or a progressive county. All campers take part on an equal basis.

Youth from difficult home situations may, for the first time, be exposed to a wholesome, supportive living situation.

Over-dependent youth are encouraged by the camping situation to assume more personal independence and responsibilities.

Over-demanding and "spoiled" youth are influenced by the group living situation to learn to cooperate and share.

Our camps represent a tremendous investment of non-appropriated funds and Extension program areas.

These programs and facilities are learning resources developed by Ohio State University Extension professionals and the learners are Ohio State University Extension clientele. Volunteer leaders and camp staff are Ohio State University Extension cooperators delivering professional work. The results should reflect the organizational philosophy of research-based programming that will help people improve their lives.

Camp administration will report all youth participants by counties to the State 4-H office. The recent development of initiative and ropes courses has attracted adult groups interested in leadership and teamwork development. Single parent and family life camps are growing in popularity and offer the opportunity for family life education. At camps we have an opportunity to demonstrate renewable resources, sustainable agriculture, water quality and conservation practices and methods on land that is at our disposal and could be seen by thousands of young people, their parents, and other audiences invited to the camps.

The benefits of camping will not happen spontaneously. It is important for camp directors to capitalize on the advantages of camping in planning and conducting these learning laboratories.

Definition – 4-H camping is a creative educational experience in group living that is conducted in and uses the outdoors.

Ohio 4-H Camping Objectives

1. To develop self-esteem.
2. To develop responsibility for their own decisions and actions away from home and parents.
3. To meet and learn to get along with other young people with different backgrounds.
4. To live with significant positive role models.
5. To develop skills or hobbies for wise use of leisure time that can best be learned at camp.
6. To develop leadership skills and explore group action.
7. To develop a better understanding and appreciation of nature and the out-of-doors.
8. To develop personally by establishing standards and values that they believe in enough to live by.

Roles and Responsibilities of Camp Directors

1. Know the capabilities and limitations of the campsite.
2. Know the capabilities and limitations of the permanent staff.
3. Plan the camp program (for their county camp and camps).
4. Promote the camp program.
5. Send a letter to inform campers and parents of camp expectations and needs.
6. Supervision of the county 4-H camp program and county personnel (paid and volunteer) who conduct the program/
7. Coordinate the programs, permanent staff, and facilities of the campsite through the camp manager.
8. Select, train, and recognize the camp counselors.
9. Confirm resource people in writing.
10. Conduct the program and participate with campers.
11. Make provisions for evaluation of camp.

12. Make provisions for the health, safety, and welfare of campers including insurance and health histories.
13. Determine the cost per camper allowing for camp fee, insurance costs, and money for program resources, etc.
14. Be knowledgeable of the camp emergency plans on various emergency situations and how to execute these plans.
15. Uphold the policy on use of illegal drugs, alcohol, and tobacco.

As camp programs grow along with the complexity of the 4-H professional's role, it becomes increasingly difficult to keep all these responsibilities. Many agents successfully use volunteers or paid camp directors to achieve many of the above jobs. This is very desirable as long as we remember our ultimate responsibility to see that it gets done. It is the responsibility of the 4-H professional to train or document the expertise and experience of these staff members.

4-H Camp Survival Checklist

Counselors and Volunteer Staff

Get camp dates out to all audiences as soon as they are available.

Letters to invite camp counselor applications.

Set dates and requirements for camp counselor training.

1. Complete a minimum of eight hours of instruction in: philosophy, history, purpose of camp, expectation, job descriptions, responsibilities, and characteristics of campers.
2. Complete a minimum of 16 hours of instruction on site: getting acquainted with each other and site; developing working relationships, learning and practicing camp activity skills and sharing program ideas.
3. Complete and review directed readings: Camp Counselor Handbook, one other book.
4. Be certified by ARC in first aid, CPR, lifeguarding or some other program skill. (Optional)

Conduct training and keep records.

1. Send out letters with date, time, and place.

2. Get acquainted.
3. Provide nametags until everyone knows each other.
4. Review camp policies and emergency procedures.
5. Use training package as a beginning.

Select enough counselors and adult volunteers to supplement the camp paid staff to meet or exceed the following ratios of:

1 staff to 8 campers age 9-14
1 staff to 10 campers age 15-18

According to the ACA Standards, 80 percent of staff needed to meet these ratios must be 18 years of age or older as of the first day of camp. ACA Standards require all staff to be two years older than the oldest campers they supervise.

Use adult volunteers to share the load and teach special skill sessions.

Familiarize the staff with the planned program.

Hold daily staff meetings for program evaluation, sharing and asking for help.

Any recognition of staff should be held after camp, to avoid supervision problems.

If Counselors-in-Training are used, there should be a planned series of learning experiences (possible conducted by a volunteer).

Waterfront and swimming programs must be supervised by a qualified lifeguard (American Red Cross Lifeguard, YMCA Lifeguard, Lifeguard BSA, or equivalent certification).

Administration

Camp emergency plan and camp policies are displayed in several key places and communicated in a variety of ways.

A qualified person (at least ARC First Aid) is available 24-hours per day for first aid.

Campers are examined by a registered nurse (or adult following a written procedure approved by a doctor) upon arriving at camp.

Health and accident insurance are confirmed or provided.

All medications are locked in first aid cabin.

Health cards are available on all people in camp, including health history, allergies, medications, conditions requiring restrictions or considerations, immunizations and permission to seek emergency medical treatment.

All programs are under the direction of persons with written evidence of qualifications and performance.

Safety procedures are written with authoritative sources.

Camp should be long enough for groups to form (ACA suggests five days).

Each camp board should develop a strategic marketing plan.

The camp promotion plan should include several of the following:

1. Letter to all potential audiences.
2. Counselor awareness visits.
3. Television and radio spots by campers and counselors.
4. Cards or letters from counselors.
5. Displays, slide sets.
6. Newspaper articles and pictures.

All volunteers (including counselors) and staff will sign the Youth Protection and Standards of Behavior.

Program

The program should be planned with input from parents, campers, advisors, permanent staff and counselors. A written statement of objectives and strategies is needed. The program is planned for the campers.

The program should center on things that can be done better at camp than anywhere else.

The program uses the outdoors.

The program relates the campers to the environment in a meaningful way.

Progression in knowledge and skills is built into the program.

There are a variety of exciting options.

Campers have an opportunity to learn and practice life skills.

Opportunities for campers to develop socially (getting along):

1. Develop conversation skills through cabin topics, table discussion, small group discussion, and group planning.
2. Show consideration for others by example of leaders and topics of flag and signature ceremonies.
3. Learn to make new friends through get-acquainted programs, learning names (name tags), counselors learning everyone's names in cabin and using them, and group participation.
4. Campers feel comfortable relating to others by cabin and group assignments creating new mixes and seeking out campers from a diverse background.
5. Discussion groups teach principles of getting along with others.

Opportunities for campers to develop self-esteem (self-awareness, self-reliance, self-confidence):

1. Celebrate success and use praise for individuals and groups, some camps create dozens of excuses to give campers awards and/or recognition.
2. No put-down rules or activities relating to self and others help remind campers to be polite.
3. Campers develop skills that build self-esteem.
4. Using camper input in program plans.
5. Campers have an opportunity to challenge themselves physically and emotionally.
6. Progression in programming.

Opportunities for campers to participate in decision making:

1. Campers make decisions about their own experience (free time).
2. Planning for participation in campfires and evening programs is a group experience.
3. Cabin groups set housekeeping and other rules.
4. Campers select programs according to age and experience.

Opportunities for campers to develop responsibility:

1. They are responsible for managing their money, clothing, belongings, and hygiene.

2. They set their own goals.
3. They keep the living environment and rest rooms clean and neat.
4. They are responsible for their own time and keeping a schedule.
5. They set and enforce limits to live by.

Opportunities for campers to develop leadership:

1. They are involved in planning, conducting, and evaluating as much of the program as possible.
2. Each one has at least one significant responsibility for the camp.
3. They see counselors learn and apply leadership behaviors.
4. They try leadership roles in protected environment.

The program is flexible, capturing teachable moments.

The counselors are actively conducting the camp.

Pre-camp communication/meeting with permanent staff to coordinate plans.

Agents have teaching roles.

Evaluation

Include input from several sources: campers, parents, counselors, and permanent staff.

Selecting and Training Counselors

County Extension agents should assume the responsibility of selecting counselors. When selecting counselors, consider certain qualifications that may be divided into personal qualities and professional qualifications. An interview or screening process is recommended before final selection is made to determine the suitability of counselors.

Personal Qualities

1. Have a real interest and enjoy working with boys and girls.
2. Have an interest in and enjoy being in the out-of-doors.
3. Cooperativeness.
4. Emotionally mature.

5. Good health and vitality.
6. Possess tolerance, consideration, and fair mindedness.
7. Good sense of humor.
8. Good personal habits and a set of values.
9. Intelligence.
10. Resourcefulness and creativeness.

Professional Qualifications

1. Has a basic understanding of boys and girls.
2. Understand proper methods of working with boys and girls.
3. Has counseling and leadership skills.
4. Has knowledge in camping skills (outdoor education, inspirational programs, campfires, etc.)

4-H Camp Counselor Age-Ratio Goals

In terms of effective counseling and programs, legal and liability requirements, older age counselors should be included in Extension camps. The American Camping Association recommends that 80 percent of the counselors and program staff be 18 years of age or older, and that younger counselors be at least two years older than the camper group with which they are working. For campers ages 9 to 14, the ACA recommends one counselor to eight campers; and for campers ages 15 to 18, one counselor to ten campers. None of the personnel standards (including the ones concerning counselors) are among the 14 required for ACA accreditation. All personnel standards are considered flexible and a camp must meet a minimum of 75 percent of them to be accredited.

To ensure the safety of 4-H campers, to conduct quality camping experiences, to protect ourselves in liability cases, and to prepare for legislation that may be forthcoming (concerning age and counselor-camp ratio) adults should be involved in the camping program. The transition will take time and work with county 4-H committees, camp boards and camping clientele to set realistic goals for involving more adults in the camping program.

Ohio recommends that 4-H camp counselors be a minimum of 16 years of age, and at least two years older than the campers with whom they are working. In addition, 80 percent of the counselors and program staff (to include camp directors, agents, deans of men and women, special in-depth session resource persons, other full-time adults, and all

teaching staff paid by the camp) should be 18 years of age or older. Cooks, maintenance personnel and other permanent staff not directly involved with camp programming should not be included. The counselor-camper ratio should be a maximum of one counselor to ten campers.

Younger 4-H'ers (ages 14 to 15) can be involved as junior counselors CIT's (Counselors-In-Training), but should not have sole responsibility for a cabin.

To ensure smooth 4-H camp operation if there are emergencies or hospital trips, it is recommended that four to six full-time older adults be involved in the camping program (agents, deans of men and women, or other adults not assigned to youth cabins). Adults are not necessary in the sleeping cabins, however, should be in easy access of counselors in cases of emergency.

Counselors are the center for determining the educational destiny of the camp. The well-trained camp counselor is one who knows what his or her job is, how to do it, and how to work with the rest of the camp staff.

Counselor Training

Some of the following should be essential in a Counselor Training program.

County Training Programs

- a. Counselor selection and criteria (several months before camp)
- b. Why 4-H camp?
- c. Planning and evaluating county 4-H camp.
- d. How the camp is operated—policy, procedures, and rules.
- e. Responsibility of staff—job descriptions and staff relationships (appropriate methods and behaviors for relating to campers and staff).
- f. 4-H camping—history, trends, scope, purpose, philosophy, and relation to total 4-H program.
- g. Qualities of a good counselor.
- h. Counseling and leadership skills, including group dynamics.
- i. Speaking and listening to campers with respect.
- j. Understanding of boys and girls and focusing programs on campers rather than other staff or themselves.

- k. Positive discipline techniques that forbid corporal punishment.

Training Before Camp Opens

- a. Housekeeping and emergency procedures.
- b. Camping and program skills
 - o Outdoor education
 - o Campfire
 - o Creative arts
 - o Inspiration
 - o Citizenship
 - o Recreation and song leading
 - o Swimming and waterfront

In-Camp Training

- o Staff meetings
- o Individual conferences
- o Reference material and/or library
- o Camp evaluation
- o Counselor self-analysis

Roles and Responsibilities of Camp Boards

Most Ohio 4-H camps are owned by not-for-profit corporations and operated by board so directors. Many county Extension agents serve on these boards. When agents are being nominated to serve, the names of nominees should be cleared through the District Directors before being placed on the ballot. These boards include:

1. Provide a campsite with facilities necessary to conduct successful 4-H camping programs.
2. Develop, monitor and adjust a budget for maintaining good financial standing.

3. Set policies for the use and maintenance of the facility and equipment in accordance with 4-H philosophies.
4. Hire and supervise a staff to maintain the facility and provide such services as are deemed appropriate for the camp.

Ten Guiding Principles for Directors and Counselors

1. Have a complete program planned in advance, but allow for deviations.
2. Make promises sparingly and keep them faithfully, now matter what it costs you.
3. Praise good work done. If criticism is merited, criticize helpfully, never spitefully and always in private.
4. Be interested in others. Learn their names. Let everyone you met feel that you regard him or her as a person of importance.
5. Preserve an open mind on all debatable questions. Discuss but never argue. Make no commitments on anything not pertaining to camp.
6. Be cheerful. Your attitude will be reflected by the participants.
7. Discourage gossip. Make it a rule to say nothing of another unless it is something good.
8. Be careful of another's feelings. Wit and humor at the other fellow's expense may hurt where least expected.
9. Activity is the rule of good camp experience. Be alert to waning interest. Have activities going at all times and change them before the group tires of them. Good activities can be killed by overdoing them.
10. Do your best work, be patient, keep your disposition sweet, forget self and you will be respected and you will be respected and rewarded. Pay no attention to ill-natured remarks, simply do your best.

Camp Discipline-Behavior Management

Following are some principles on camp rules:

1. The rule must be necessary for the health, safety, welfare, right, and interests of the camper and the camp. If just tradition or if not necessary, do not make a rule. Too many rules make camp operation cumbersome. Check wit local regulations pertaining to your camping site.

2. Once the rule has been established it must be communicated. It is essential that the reason for the rule be made clear at the time the rule is stated. All staff should live by the rules to demonstrate appropriate behavior.
3. The rule must be enforced. If a rule is necessary and it is clearly explained, and the rule is violated, then you must act. Some use a three stage system: first offense—a reminder, confront the camper, this behavior is not acceptable, try doing instead; second offense—separate camper from the activity for awhile, discuss the problem caused by this behavior and state the camp director will need to deal with this if it does not stop, warning; third offense—turn it over to camp director for possible call to parents and/or removal from the program. In case of a serious matter the reminder and/or warning may be bypassed.
4. Rules should be evaluated. Did the camper know the rule, did the camper understand the reason for the rule, did he or she understand that you were serious and intended to enforce the rule?

Youth resent rules and those who enforce them, yet they admire persons of conviction, those who are willing to stand by their beliefs and words. They respect leaders who are reasonable and fair, those to whom you can talk about things and the reasons why they are that way.

4-H Day Camping and a New State Law

Any day camp that lasts more than two weeks must be registered with the Ohio Department of Human Services. If you are planning a program that will last over two weeks contact the State 4-H office for information on this requirement.

Day camping is an educational tool for reaching many new audiences. It is still relatively new in Ohio 4-H programming. As 4-H membership grows and new audiences are reached, the need for day camping increases.

Day camping is an organized out-of-doors experience in group living on a day-time basis. It is generally conducted in a close-to-home situation so that the camper may sleep and eat morning and evening meals at home, yet during the day participate in a program related to living in and enjoying the out-of-doors. In planning a day camp program or any educational program, discussion should center on its purpose—what do you hope to accomplish.

Day camping should be fun and adventurous. In addition to fun, it should also provide experience in:

- Accepting and getting along with other people
- Making new friends

- Understanding and appreciation of nature and the out-of-doors
- Learning new skills
- Wise use of leisure time
- Democratic group and community living
- Living in a climate of trust, love, security, and being wanted
- Motivation to gain sense of personal worth and to recognize the need for self-improvement

Day camp objectives should be in writing, serve as a guide in determining the program, and as a basis for continual evaluation.

To learn more about day camping, see *4-H Day Camping*, Ohio State University Extension, publication available at the State 4-H office.

Ohio State University Extension and Junior Fairs

Young people need to be engaged in positive activity that helps them develop a sense of responsibility and build self-esteem. The Junior Fair is a successful learning laboratory to enhance youth development using a hands-on approach. Ohio State University Extension is strongly committed to continued 4-H member participation in Junior Fairs. The following model memorandum of understanding regarding Junior Fairs was developed to facilitate the improvement of working relationships among the key organizations that make the Junior Fairs possible. (See *Policy and Procedures for FFA – 4-H Youth, Memorandum of Understanding*, Appendix 1.)

Model Memorandum of Understanding

Junior Fairs serve as an important educational laboratory that provide:

A vehicle for educational methods:

- Teaching to enhance the learning experience of the individual and volunteer 4-H advisors of the local club.
- Evaluation, both non-competitive and competitive.
- Showcase for demonstrations and educational activities

Recognition of 4-H members:

- Exhibits, display, demonstrations
- Awards for participation and excellence

Visibility of 4-H program

Opportunity to show the public what 4-H is all about

Public relations for Ohio State University Extension

4-H is one of several youth organizations involved or potentially involved in the Junior Fair.

Ohio Revised Code states an employee of Ohio State University Extension shall be an ex officio member of their respective Board of Directors of the Agricultural Society.

A strong tradition of leadership from Ohio State University Extension for Junior Fairs exists in many counties.

The Junior Fair is one of the major components of most county and independent fairs.

The Agricultural Society is legally responsible for all activities conducted during a fair.

This includes responsibility for all financial management of Junior and Senior Fair.

The Agricultural Society does not manage or conduct Ohio State University Extension 4-H program nor does Ohio State University Extension 4-H manage the Agricultural Society or conduct the Junior Fair. Ohio State University Extension personnel serve as a resource for the total fair as well as leadership for the 4-H involvement in Junior Fairs.

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Roles Of Ohio State University Extension-Related To Fairs

1. Be supportive of, and provide a positive attitude towards fairs.
2. Design educational opportunities for 4-H members.
3. Maximize the opportunities of the Junior Fair environment to teach and demonstrate improved ideas and practices.
4. Provide Leadership and organizational counsel/advice on:
 - a. Ideas and organizational guidelines for the Agricultural Society.
 - b. Junior Fair Committee and assisting with Junior Fairboard.
 - c. Adult and youth training in leadership skills, organization, communications, and public relations, etc.
 - d. Designing and managing programs to encourage 4-H members and volunteers to excel, to learn, to grow, and to have fun through:
 - ◆ Non-competitive and competitive events.
 - ◆ Incentives for youth to develop desire, confidence, new knowledge and skills, and personal development.
 - ◆ Involvement of volunteers, Junior Leaders and Junior Fair Board members
5. Responsibilities of the Ohio State University Extension Staff:
 - a. Provide leadership with Senior Fairboard for organizations of a Junior Fair system of which 4-H is a part. Help to build the Junior Fair program with the Senior Fairboard.
 - b. Serve as one of the advisors to the Junior Fairboard. Serve on the Junior Fair Committee of the Senior Fairboard.

- c. Be responsible for the 4-H portion of the Junior Fair Book including appropriate classes and activities that meet the objectives of the 4-H program but are conducted at the fair. This portion of the book will be submitted to the Senior Fairboard for approval.
- d. Recommend judges and types of recognition such as ribbons, trophies, and trips. Assist with the preparing the Junior Fair Budget request, and guidance on financial management and accountability; however, this should not include custodial responsibility for any funds generated in support of Junior Fair Activities.
- e. Work with the junior Fairboard to assign livestock stall spaces, youth and 4-H booth spaces. Communicate information to members, advisors, and parents.
- f. Organize and manage the program specifically for 4-H and assist through leadership and guidance with those events.
- g. Assist in developing 4-H portion of the Junior Fair report.
- h. Assist as appropriate with other Junior Fair and/or Senior Fair activities as time and expertise permit.

Role Of Senior Fairboards

1. Be Responsible for the overall management for the Fair.
2. Appoint and maintain a Junior Fair Committee to work with all youth groups involved in fair activities through an active Junior Fairboard.
3. Provide Financial management of all activities relates to junior Fair including collection, deposit, and payment of any funds as appropriate for:
 - a. Judges and other Junior Fair Employees
 - b. Ribbons, trophies, premiums, and other awards
 - c. Junior Fair sales (including Livestock Sales)
 - d. Facilities and maintenance
 - e. Financial Management of the Junior Fair
4. Final approval of all rules related to junior Fair activities, shows, and sales, etc., as recommended by Junior Fair Committee and junior Fairboard.
5. Approve and support Junior Fair activities such as parades, Junior Fair Day, Queen/King Contest, Livestock sales, etc.
6. Involve Ohio State University Extension personnel in decisions that affect participation of 4-H youth and adults such as fair passes, premiums, exhibit housing, show schedules, and facility usage.
7. Provide and maintain adequate facilities for the Junior Fair events.
8. Maintain control of scheduling, maintenance and improvements of the fair facilities on a year-round basis even though 4-H members and adults may have been instrumental in constructing or improving those facilities.
9. Understand and appreciate the objective of the different junior Fair youth groups participating.

Role of Junior Fair Committee

The Junior Fair Advisory Committee is appointed by the Senior Fairboard and includes Senior Fair Board members, Ohio State University Extension personnel, County School Superintendent, and representatives of other youth who participate in the Junior Fair Division.

1. Committee members work with the Junior Fairboard to develop the Junior Fair Division of the fair and report directly to the county or independent Senior Fairboard.
2. It is essential for the Junior Fair Committee to develop a cooperative working relationship with all youth groups participating in the Junior Fair Division.
3. The junior Fair Committee should work closely with the Junior Fairboard to develop recommendations for all operations of the Junior Fair Division.
4. Provide support to Junior Fairboard and liaison with senior Fairboard.

Role of the County Junior Fairboard

1. The junior Fairboard is organized with representation from Junior Fair youth group participants and is responsible for planning, conducting, and evaluating a Junior Fair Division of the fair. The Junior Fairboard in consultation with the Junior Fair committee will submit plans, budget, and financial accounting for audit to the Senior Fairboard.
2. The junior Fairboard is responsible and accountable to the Senior Fairboard.
3. The junior Fairboard may have advisors representing the various youth groups participating. This is an excellent Job for a volunteer middle manager. In some counties a Junior Fair coordinator hired by the Senior Fairboard fills this role.

Task to be Done			
What	Who	When	How
Order Trophies	Junior Fair Committee – Chair	By 5/1	From Gossard’s (see File 8.6-C for procedure)
Order Trophies			
Order Ribbons			
Secure Donors			
Select Judges			
Prepare Fair Book			
Confirm and Orient Judges			
Obtain and process Entries			
Set-up Record Books			
Pre-Fair publicity			
Work with Newspaper			
Work With Radio and Television			
Get Exhibit rules to members and advisors			

<p>Inform participants of Special Judging Schedules</p> <p>Keep Office Secretary informed of things to be done</p> <p>Set up exhibit areas and assign exhibit space:</p> <ul style="list-style-type: none"> Hogs Beef Cattle Dairy Sheep Horses Small Animals Dogs Goats Rabbits Poultry Engineering Crops and Gardens Conservation Clothing Style Review Nutrition Home Furnishings Creative Arts Family Life Health Projects Special Interest Projects <p>Communication</p> <p>Demonstration</p> <p>King and Queen Contests</p> <p>Others:</p> <p>Livestock sale management</p> <p>Contact Livestock Buyers</p> <p>Sale publicity before and after the fair</p> <p>Pay premiums</p> <p>Set up and staff the Junior Fair office</p> <p>Arrange for and distribute passes</p> <p>Pay judges and other expenses</p> <p>Identify exhibits and exhibitors</p> <p>Order and distribute exhibitors numbers where needed</p>			
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Pre-fair orientation of fair helpers Thank those who helped			
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Basic Information Check List

For the new 4-H professional – getting to know your fair

When is the County Fair? _____

Junior Fair Boards

Do you have one? _____

When does it meet? _____

Who are the members? _____

What youth groups are involved? _____

What are the boards functions? _____

How are members selected? _____

Who is responsible for seeing that the board function effectively? _____

What is the 4-H agents role with the board? _____

Agricultural Society Board of Directors
(Senior Fairboard)

Who are the key members I need to work with?

What is the relationship between the board and Ohio State University Extension Agents?

What can I do to improve the relationship?

When does the board meet?

Am I invited to attend meetings?

What does the Fairboard expect of me? What can I expect of them?

Is there a written memorandum of understanding?

What board policies affect the junior Fair and 4-H exhibitors?

Exhibit Rules

Are they written? Do I have copies handy?

Are people aware of the exhibit rules?

How are they informed?

Who is informed of the rules?

Who makes the rules?

Who enforces the rules?

What are the penalties for violation?

Schedule of Events

Is it written?

Do I have a copy handy?

Who determines what events are scheduled?

Are people aware of the schedule?

How are people informed?

Who is informed?

Problems

What problems need my attention for improving this year's fair?

Problem	Possible Problems	Who Can Help

Suggesting for Contacting and Working with Judges

One of the contacts made each year is with judges needed for the fair or other events. The following comments have been pulled together after talking to several people who have been involved in judging.

Contact judges well in advance of the contest --- 4 to 6 months. There are few, if any, full time judges. They all have other jobs with full schedules.

When making contact, be sure to give date, time, and place of event. Also indicate the size of the job to be done, the teaching objectives, and the time to allot. If the contact is made by phone. Follow-up with a letter to confirm conversation and ask for a written reply for the file. This is the best time to discuss finances. Any special requirements or unusual concerns should be mentioned before getting a commitment.

Write the judges again one to two weeks before an event and send a copy of rules of the show, any special awards that need to be considered, a reminder of date, time, place (specific meeting spot at the fairgrounds) and an admission ticket if needed. A map showing the location of the fairgrounds is helpful to a judge who is not familiar with you area.

The judge will probably arrive early --- assign someone to meet the judge and show the judge to the building or room where the activity will take place.

The person in charge should make sure the judging area is set up ready to go at least one-half hour before the scheduled starting time. All supplies needed --- Judges book, ribbons, special awards --- should be available and ready to use. If several people are helping, they should be instructed on the show procedure and their responsibilities.

Introduce the judge to those assisting. Explain the show procedure, number of placing needed, special awards, etc.

Start on time!! Explain to audience the how's and why's of judging.

Introduce Judge publicly.

Call classes and indicate to judge when all exhibitors are present.

Line the top placing animals so they can be moved out easily when the judge is ready to make comments. Immediately following the judge's comments is a good time to publicly recognize the high placing exhibitors.

If the show takes a break for a meal, see that someone is host for the Judge. Pop or lemonade is a welcome sight during a break between classes.

Let the judge grade and/or place the exhibits. Don't ask the judge to interpret rules made by the Fairboard or some other committee.

When the judging is complete, have the judge sign any official books or records, complete financial obligations, thank him or her for their assistance.

You are on review when you work with judges. Make a good impression.

Evaluation

Planning for next year's fair begins at this year's fair. By being mobile visible, and a listener you can pick up many suggestions for improving next years' event. A small note pad carried with you or a sheet posted in the Junior Fair Office could be used to jot down suggestions and ideas.

Several source of information are available to help evaluate the fair and the activities that took place. These include the Junior Fairboard, Senior Fairboard, Ohio State University Extension personnel, members, parents, 4-H committee, 4-H standing committees or ad hoc committees, and newspaper, TV, and radio people. You can probably think of more.

Things to look for in evaluation may include timelines of events, confusion because of inadequate information, poor communication due to sound systems, quality of judges, timelines of supplies, record standing of rules and many more.

Staff and Human Relations Practices

At the County Fair

1. Be visible.
2. Be knowledgeable.
3. Never lose you cool.
4. Listen.
5. Have time for people.
6. Don't be afraid to get your hands dirty.
7. Provide advice.
8. Let people do their jobs.
9. Be Friendly.
10. Be fair --- people are individuals.
11. Plan on long hours --- County fair don't operate 8 to 5.
12. Carry a fair book.
13. Avoid being forced into immediate decisions without complete information.

Fairs can be FUN ---- If you are ready

Preparation For the Ohio State Fair

1. Read the State Fair Handbook when it arrives from the State 4-H Office and keep it handy.
2. Become Familiar with entry deadlines and procedures.

3. Become familiar with eligibility rules governing various activities.
4. Establish procedures in advance for selecting participants in activities.
5. Inform advisors and/or members and judges of procedures in advance.
6. Inform members of entry deadlines in area where entries are open to 4-H members on a non-selected basis.
7. Be sure members know that you or one of the other agents must sign their entry form.
8. Remember! When you sign the entry blank you are certifying that the animals being exhibited are part of the members 4-H project. Never sign a blank entry form!
9. Provide information on procedures, schedule, judging score sheets, passes, heavy equipment letter, parking, etc., to members participating in activity classes as provided in the State Fair handbook.
10. Secure an adequate number of entry forms and Junior Division Fair book (if possible) for members entering non-activity areas.
11. Provide publicity for participants via newspaper and radio both before and after their participation.
12. Get entries in on time!
13. Count tickets and parking passes when they arrive (you should have one ticket per participant and one parking pass and one ticket per four participants --- for drivers. If you need more tickets, or parking passes, contact the State Fair in writing and explain the needed increase.

Planning and Conduction Junior Fair Livestock Shows

1. Junior Fair Livestock shows should support management and production practices that are sound for the industry. (Desirable weight and age, daily rate of gain, animal well-being, etc.).
2. Unsound economic practices should be discouraged; purchasing feeder calves specific for show with unrealistic prices, holding or shrinking of project animals, feeding costly uneconomic rations, unrealistic selling prices, etc.
3. Spectators should be able to easily identify that the show is a Junior Fair activity with 4-H and FFA participating. Stall cards, picture backdrop, show arena and barn decorations should have 4-H and FFA front and center. Junior Fair barns should be neat and clean. Contests to encourage clean barns are appropriate.
4. Participation in livestock shows and sales should be optional on the part of the 4-H member. You can be a successful 4-H member and complete your project without showing.
5. Safety of exhibitors and spectators is most important. Be alert for safety factors; large animals and small exhibitors, animals in heat, adequate and safe stall space, availability of emergency first aid, etc.
6. If possible have a Junior Show (4-H and FFA). If this is done, both groups must be involved in developing plans, rules, and regulations.

7. Showmanship classes by age of exhibitor should be an important part of Junior Fair Livestock Shows. They support 4-H objectives.
8. Fair time is a busy time and schedules are tight, but a special effort should be made for county staff in all shows. You need to be visible. Appropriate dress is most important in conveying a proper image.
9. A show announcer that is knowledgeable about livestock and 4-H is a must. While the judge is making the decision there is a real opportunity to tell the 4-H story to the listening audience. Also people that are showing (including winners) like to hear their name and club. A good announcer alerts exhibitors of upcoming classes and provides a rough time schedule. The announcer also gives the judge a proper introduction at the beginning of the show and reminds the audience periodically of who is judging the class.
10. A bulletin board for each department is a must. Post the judging schedules, messages, notices, results, etc.
11. Classes, rules, and procedures need to be evaluated annually. These must appear in print in the Fair Board. If it does not appear in print in the Fair Board do not plan on enforcing the rule or regulation. If there is a change after the book is printed, you should delay the action one year in order for it to appear in print. Advisors and parents must be informed of classes, rules, and procedures.
12. There should be a written statement in the Fair book on how grievances and disagreements will be handled. For suggestions see Protests and Appeals, State Fair Junior Division Book. Because of potential legal challenges, representation from the Fair Board should be involved.
13. Encouraging potential buyers to participate in Junior Fair Livestock Sales is O.K. providing it is done in a professional and ethical manner with no threats or pressure of withdrawal of business.
14. Ribbons, trophies, and awards should be ordered early enough to assure delivery for presentation during the show. All awards should be presented at the time of the show. Awards given late lose their meaning. An addition to winners, every member participating in the class should be recognized (participation ribbons, medallions, etc.). Check awards two to three days prior to the show to make sure they are available and in order. Donors and sponsors should be recognized at the time of the presentation. Awards should be appropriate and of good lasting quality.
15. Fair premiums and ribbons should be paid and presented on fair judging only.
16. Recommendations for judges should come from an interested or advisory group (representation from the species involved, 4-H, FFA, and Fair Board). These recommendations (name, address, phone number, and priority listing) should be given to the Fair Board and the Fair Board should contact and hire the judge. Your chance of getting the judge you want is much better if the contact is made early. If contacted early, a follow-up two weeks prior to the show is important. A list of judges as suggested by counties is available for some species so contact the District of State 4-H staff (if you need names). This is not a recommended, approved or certified list of judges.

Ideas for Making Junior Fairs more Educational

Demonstrations – The best promotion tool any youth program has is young people showing or telling what they have done or learned. Find donors to provide scholarships or other incentives for everyone giving demonstrations at the fair. Demonstrations teach the general public what youth are doing, teach the presenter speaking skills and motivate the presenter to learn their subject or skill really well.

Judging activities give participants an opportunity to apply what they have learned and improve decision-making skills. Try an activity where the members place four pictures, bicycle riders, articles of clothing, wood working projects, extension cords, tools, menus, crops, vegetables, or elect the best buy on firm, camera, bicycle, tool, clothing, food items, fertilizer. This event highlights decision-making, judgment, and consumerism. If you add oral reasons for placing you add a communications experience also.

Praise is a powerful tool. Train Junior Fair Board and volunteer leaders to “catch people being good” and thank them. Many counties have Blue Ribbon Kid Award or Grand Champion Person Awards that consist of a button or ribbon the Junior Fair Board or some designated group have to award when people are “caught” being good.

Interview evaluation of junior fair projects (and skillathons) gives the judge a chance to probe and find out what the member really knows about the project or has learned. This may not fit the philosophy of a contest which is designed simply to produce the best product or market livestock; however, if the fair is interested in youth development it makes sense to provide interview opportunities for all who wish to participate, including livestock members. To encourage participation, offer attractive recognition vs making the interview required. A more important reason to offer interview evaluation is the development of important life skills, like decision-making and one-to-one communications. Most participants will interview many times in their adult life for jobs and/or promotions. This learn-by-doing experience helps them prepare for future interviews.

Still exhibits in the livestock barns and show arenas can teach the public a lot about the species, the enterprise, or the youth organizations participating. This is a great opportunity to let them know all about our products, programs, and participants.

Stall or pen cards should include the name and club of the exhibitor and the species, breed, sex and weight of the animal.

Recreation such as Barn Olympics and Dances can teach good sportsmanship as well as healthy alternatives to more passive ways to be entertained.

Carcass shows are excellent ways to improve the educational value of market livestock programs, especially if you can include photos of the live animals with exhibits of the carcass data, etc.

Showmanship activities give young people a chance to excel based on their knowledge and abilities. This can be used in all animal shows. Some counties require fitting the animal in the ring, provide animals for all participants, or include a knowledge test on identification of tools, retail/wholesale cuts or nutrition information.

Judge or evaluator selection is a good place to improve learning at the fair. Select judges or evaluators who have a reputation of giving feedback to participants and explaining what they like to see. Make it clear that you hold the teaching responsibility of this job of equal or greater importance to the placing of animals, projects, or participants. Provide written feedback to participants whenever possible. Some fairs involve the Junior Fair Board in selecting and contracting judges, which teaches organization and communications. Adequate training and orientation is needed to insure that judges and evaluators perform well.

Scheduling of judging and evaluation events is a key factor. There must be enough time for the judge to talk with each participant. Whether in interviews, performance, or project placing, the judge cannot give reasons and individual feedback without time. You may need more judges or more days, but the educational payoff will be worth it.

Show announcing can be a great learning experience for those doing the announcing. Improve this by providing training with the help of local professional announcers or speech teachers. Improve the learning of the general public by having Junior Fair Board members research the aspects of the show to announce during down times. Perhaps the judge or junior fair committee could develop a written set of criteria being used and it could be explained periodically throughout the event.

Make signs and exhibits to explain the award system, criteria for judging, hours and/or money invested and other information on the enterprise, industry, economics, nutrition, skills, attitudes, breeds, etc. These can help the public learn what is involved in these programs. This is especially needed in the livestock area.

Workshops help participants get ready for the fair. Some counties ask judges to conduct a workshop several months before the fair as a part of their duties. This helps participants prepare for competition and learn how to plan for success.

Recognition is an important part of the fair. Young people need praise for their achievements and work. Parades can include all who wish to participate. Winner's Boards can list the names of persons who have participated or achieved a certain level of performance. They should be neat, well lighted, and located in a prominent place.

Meals are planned and served in some counties to raise money for buildings or programs thus teaching participants how to raise money to support a community need.

Alumni/Parent/Volunteer shows help teach adult supporters the current criteria for judging, especially if they include demonstrations or explanations by the official judge.

Clean Awards for barns, buildings, grounds, etc. help to teach participants the importance of housekeeping in developing an image for marketing. Another way to use this type event is to go to the other organizations of your donors to recruit the judges. They will learn a lot about 4-H and possibly increase their support.

Friend of 4-H Awards can be presented at the Fair. By readying their accomplishments and the judging criteria, you reinforce the desired behaviors.

Skill Tests in bicycle riding or repair, woodworking, art, food preparation, animal grooming, electricity, small engine, welding, knot tying, can really show off skills of participants and motivate individuals for additional study.

Scripts for announcers at Style Reviews, King/Queen Contests and other events should include information that will help the audience learn more about the event, subject matter or enterprise.

Media Packets for radio, television and newspaper can be developed by the Junior Fair Board and include the information that is important for the public to know. Have a different theme each day or each year, such as self-confidence, decision-making, responsibility, achievement, or leadership.

Exhibits or public service announcements could be used to transmit a message on energy conservation, litter, waste management, recycling, water quality, economic education, careers, programs, etc.

Trash barrel decorating contests help highlight the importance of the environment.

Buckeye 4-H Ambassador or Teen Leader can be scheduled to answer questions about 4-H participation in the Junior Fair, or 4-H in general, at an information booth.

Beautification projects on the fairgrounds teach citizenship and can teach gardening, repair, or painting skills.

Petting Zoos can be a great place to teach public relations skills, public speaking, animal science subject matter, and the economics of animal enterprises.

Bowl-type contests can be developed on the dairy bowl or horse bowl model to increase the learning in any of the areas of knowledge in your fair.

Tour other fairs or exhibits to get exciting new ideas to improve your fair.

Posters could be required for all exhibitors to include information on the hours spent, money spent, value added, money saved, knowledge gained, skills learned etc. related to their projects.

Have fitting and showing demonstrations between classes or during meal breaks or other down times.

Signs with messages about responsibility, teamwork, cooperation, sportsmanship, etc. can be made to improve peripheral communications.

Wrote a letter to each trophy winner with instructions on pictures, sale, thank you to donor, news articles, radio interviews, etc. taped to each trophy—teach organization.

Develop more equity between the awards and rewards for all Junior Fair participants. By organizing volunteer or Junior Fair Board members to seek donors now, you increase the value of recognition in areas that have been under-recognized in the past.

Animal welfare information should be developed into posters exhibited in all animal barns to help the public understand the excellent care your animals are receiving.

Skill Contests or Exhibitions for projects that have been traditionally displayed at county fairs by still displays and posters could be greatly improved by setting up contests on demonstration opportunities that allow or require 4-H members to show what they have learned. Examples are: saddle horse grooming and cleaning, woodworking rodeo, photography event requiring loading the film and taking pictures which are developed immediately and displayed during the event.