



## Ohio State University Extension

### Our Vision

Ohio State University Extension is broadly recognized throughout the state as a premier educational network. It is a dynamic organization strengthening individuals, families and communities in partnership with the Federal Extension System. As Extension educators, we...

Concentrate on critical economic, environmental, leadership, and youth/family development issues.

Engage people in their own learning and subsequent actions.

Address emerging needs by developing programs that anticipate social and economic changes.

Apply valid, reliable research and information.

Unite and extend the broad base of university resources.

Maximize available resources by organizing and leading coalitions.

Educate without discrimination and employ people representing the diversity in the state's population.

Recruit and develop volunteers to multiply Extension's efforts.

Link local needs with researchers.

Teach with appropriate and effective educational techniques and methods.

Value teamwork; recognize and support the contributions of one another.

### Our Values

As Extension educators, we are dedicated to the following values for our organization:

We believe in an emphasis on excellence in educational programming.

We believe in programs that help people solve problems.

We believe in useful, practical programs.

We believe in helping people help themselves.

We believe in quick responses to clientele concerns.

We believe in the unbiased delivery of information.

We believe in credibility with clientele.

We believe in honesty and integrity in our work.

We believe in a philosophy of teamwork.

### Our Mission

*To help people improve their lives through an educational process using scientific knowledge focused on identified issues and needs.*





## 4-H Facts

### Definition and Purpose of 4-H

4-H is a voluntary, educational program designed to meet the needs and interests of boys and girls who are age 9, or in the third grade as of January 1, and who have not passed their 19th birthday as of December 31 of the calendar year (January 1 to December 31). Many counties also elect to offer 4-H Cloverbuds for youth ages 5 to 8. Participation and membership are open to all such youth without regard to race, color, national origin, age, handicap, sex, religion, or Vietnam-era veteran status.

The purpose of 4-H is to provide learning experiences and opportunities for boys and girls which will help them grow and develop to the fullest of their potential. Projects, programs, and activities are tools used to help members in this regard. They should be adapted, in so far as possible, to fit the needs and interests of each person, or group of persons.

Overall guidelines for developing and conducting 4-H youth development programs are:

- Start with people where they are
- Learn by actual participation
- Base projects on real life, adult-like experiences
- Make effective use of volunteer leadership to expand the total effort
- Assure that projects are related to agriculture, home economics, and natural resources

### 4-H Educational Goals

Although 4-H is flexible and should be adapted to the needs and interests of individuals and the local situation, it is also a national program. All 50 states and many countries throughout the world are actively involved in 4-H. National goals and objectives, which are guides for the total 4-H program are to help young people become self-directing, productive and contributing members of society. More specifically, its objectives are to help young people to:

- Acquire skills and knowledge in subject matter areas (e.g., agriculture, home economics, science and technology)
- Develop a positive self-image
- Learn to respect and get along with people
- Develop leadership skills and fulfill leadership roles
- Develop and practice responsible environmental skills
- Learn and use accepted practices for mental, physical, emotional, and social health
- Explore and evaluate career and job opportunities
- Use leisure time productively
- Participate in community affairs
- Develop volunteers as individuals and leaders for 4-H and the community

### Distinctive Features of 4-H

**4-H is a real life experience.** Members learn how to do jobs and make decisions similar to those that are important in adult life.

**4-H can be a family affair.** Others in the family can participate if they want to. Sometimes parents, brothers, sisters, and friends can be reached and taught through 4-H members.

**4-H is adaptable.** Programs can and should be “tailor made” to fit each individual, each home, and each community.

**4-H is decision making.** 4-H’ers learn to stand on their own feet, to think for themselves, and to explore and consider alternatives.

**4-H provides for ownership.** Making, buying, and selling are all part of 4-H. Each project “belongs” to the member.

**4-H is based on science and fact.** The resources of The Ohio State University, Ohio’s Land Grant College, are used for the development and carrying out of projects and programs.

**4-H is part of a community.** A 4-H group becomes involved with improving economic and social conditions where the members live. Members learn citizenship by taking community responsibility.

**4-H is “learning by doing.”** It’s an action program. 4-H’ers watch others, they study, they experiment, and they “do and practice” themselves.





## 4-H Facts

### *The 4-H Emblem, Motto, and Pledge*

The emblem is a four leaf clover with an “H” in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. They form the foundation for all 4-H programs. Here is a brief explanation of what each of the four “H’s” mean:

**Head** — learning to think and make decisions, understanding the “why,” gaining new and valuable knowledge.

**Heart** — being concerned with the welfare of others, accepting responsibilities of citizenship, determining values and attitudes by which to live, learning how to work with others.

**Hands** — learning new skills, improving skills already known, developing pride in ability to work, and respect for it.

**Health** — practicing healthful living, protecting your own well being and that of others, making constructive use of leisure time.

The motto is “To Make the Best Better.” This refers, again, to each individual. It means that each person will do the “best” that he or she possibly can in whatever is attempted, then will try to improve the next time so his or her original “best” become even “better.” 4-H’ers stretch their abilities and capacities to greater achievements, not to the breaking point, but within their own potential.

### *Ohio 4-H Mission:*

4-H Youth Development Education creates positive environments for culturally diverse youth and adults to reach their fullest potential as capable, competent, caring and contributing citizens.

In support of this mission we will:

- provide formal and non-formal community-focused experiential learning
- develop skills and values that benefit youth throughout life
- enhance career exploration
- foster leadership and volunteerism in youth and adults
- build internal and external partnerships for programming and funding
- strengthen families and communities
- use research-based knowledge and the land grant university system

### *Ohio 4-H Values*

Ohio 4-H initiated a strategic planning process in the autumn of 1991. Throughout 1992, input was gathered from Ohio 4-H members, volunteers, donors and sponsors, and professionals including district 4-H advisory committees and the State Extension 4-H Advisory Committee. The following Ohio 4-H values, mission, and vision were finalized in 1993.

We believe that:

1. Youth development is the focus of everything we do and 4-H encourages individuals to reach their potential through:
  - active involvement in self-determination of their learning activities
  - quality experiences that stimulate the life-long learning of values and skills
  - relationships that empower people to voluntarily help themselves and each other
  - hands-on and experiential learning that allows learning by doing
  - explore opportunities
  - growth through successes and failures
  - providing supportive and nurturing environments
2. Partnerships are essential to successful youth development for:
  - creating caring environments
  - developing resources
  - delivering innovative and educational programs
  - developing mentorships
  - accessing and applying research-based knowledge.
3. Volunteerism is fundamental to:
  - develop and implement programs
  - develop adult and youth leadership
  - help youth to value volunteerism
  - achieve the 4-H mission and vision
4. Diversity strengthens the ability of 4-H to:
  - develop positive values among program participants in today’s global society
  - develop and deliver quality educational experience
  - learn and share with one another
  - provide opportunities for program involvement regardless of race, color, creed, religion, sexual orientation, national origin, sex, age, handicap, or Vietnam-era veteran status

### *Ohio 4-H Vision*

Ohio 4-H is the state’s premier leader in developing youth to become positive, productive citizens and catalysts for effective change to improve our diverse society.





## 4-H Fact Sheet



4-H is a non-formal educational, youth development program offered to individuals age 5 to 19. Youth are involved in hands-on, experiential learning that allows learning by doing. All 4-H programs focus on active involvement and quality experiences which stimulate lifelong learning of values and skills.



Nearly 300,000 Ohio youth were enrolled in 4-H youth development programs and activities in 2001. The 4-H program utilizes four primary delivery methods to educate youth. These methods include community clubs, school enrichment, special emphasis, and camping programs.



Three types of learning experiences are emphasized in 4-H youth development programs and activities:

- hands-on (making, producing, practicing, observing, etc.)
- organized activities (demonstrations, workshops, field trips, camps, etc.)
- leadership / citizenship (conducting, planning, assisting, informing, organizing, etc.)



The State 4-H Office provides leadership to the youth development component of OSU Extension. In 1996, the State 4-H Office supported 108 County Extension 4-H Youth Development agents, who trained and supported more than 28,000 adults and youth volunteers working with over 212,840 Ohio youth between the ages of 5 and 19. The positive partnerships between volunteers and 4-H professionals serve to help 4-H Youth Development achieve its mission of "creating positive environments for diverse youth and adults to reach their fullest potential as capable, competent, caring, and contributing citizens." Additionally, the entire OSU Extension organization (specifically the State 4-H Office) has emphasized coalition building at both the state and local levels in order to more effectively address community issues and concerns facing youth. In 1991, the OSU Extension National Center for Coalitions was established on the campus of The Ohio State University to support community-based coalitions throughout the state.



The Ohio 4-H program is coordinated by County, District and State 4-H Youth Development professionals, who are staff members of Ohio State University Extension. 4-H Youth Development is represented by more than 100 4-H Youth Development Agents working in each of the 88 Ohio counties.



4-H offers learning experiences in more than 200 subject matter areas. Some of these subject matter areas include: health, family life, photography, aerospace science, bicycles, natural resources, safety, horticulture and nutrition.



4-H programs have branched out into urban areas. Last year, more than 28 percent of all Ohio 4-Hers were living in towns and cities with populations between 10,000 and 50,000. More than 16 percent were living in cities and suburbs with populations greater than 50,000.



Volunteers are an essential part of the overall 4-H program. Approximately 30,000 youth and adult volunteers participate in the Ohio 4-H program this year. 4-H volunteers have the opportunity to contribute their time, energies, talents, and knowledge to help develop 4-H youth in a positive, educational way.



One out of every six people in Ohio has been or is currently involved with 4-H youth development programs either as a member, parent, volunteer, or donor. There are currently 45 million 4-H alumni nationwide.



## Working With Teens

### Working With Teens

Anyone who's chaperoned a group of teenagers at a conference, advised an extracurricular club or organization, or watched a high school sports tournament, knows that adults have varying degrees of success in working with teenagers. Some adults seem to have a magic touch... the kids they work with always have a good time, get along with each other, pay attention, behave, have fun, and more often than not, shower that adult with thanks and encourage their friends to get involved in the program next year!

But then there are adults who get the opposite reaction. At teen conferences, they're the program leaders whose groups are cutting up during assemblies and running around in the halls after curfew. At camps, they're the directors whose counselors sneak out of the cabins at night to go drinking or skinny-dipping. At community centers, they're the ones who can never get anyone to sign up for the sessions they offer... and the kids who do come end up bad-mouthing them to their friends.

What's the difference between adults who are successful in working with teens and those who aren't? Are there some secrets for success for working effectively with teens? If so, what are they, and how can adults do a better job in working with adolescents? These are the questions addressed in this section to help you and your volunteers be more effective in working with teens.

### What Success In Working With Teens Looks Like

The ways adults and teens work most effectively together vary with the situation, the task at hand, and the personalities of those involved. One of the "basics" for teens and adults to work effectively together is for everyone to understand, and agree to accept or take steps to change, the type of relationship they have. Most such relationships fall someplace on this continuum.

#### Adult Control

The major characteristic of this relationship is that power stays with the adult; adults plan and structure the program and experiences in which teens participate.

#### Consultation with Teens

In this type of relationship teens are consulted in planning and implementation, but adults have veto power and expect agreement.

#### Partnership with Teens

Teens sharing a degree of real power and responsibility. Adults and teens mutually agree on functions, and teens sometimes by-pass adults.



### Ten Tips For Success In Working With Teens

Regardless of whether adults or teens have more control in the relationship, there are some secrets of success for adults to be effective in working with teens. Caring, respect, enthusiasm, honesty and high expectations, fairness, guidance and encouragement, meeting teens needs, responsibility, confidence, and openness are all very important.

**Caring** – Care about teens, be dedicated, and put that care and dedication into action.

**Respect** — Respect teens, and expect them to respect you.

**Enthusiasm** — Be enthusiastic and have a sense of humor.

**Honesty** — Let them know what's expected (and have high expectations!).

**Fairness** — Be aware of what's really going on; be fair and reasonable in evaluating.

**Guidance and Encouragement** — Give them guidance, training, and encouragement.

**Meet Their Needs** — Learn their needs, wants, and expectations, and try to provide for them.

**Responsibility** — Involve them and give them real responsibilities.

**Confidence** — Demonstrate a positive attitude of confidence and trust in them.

**Openness** — Be open to suggestions and constructive criticism about yourself.

#### Delegation of Power To Teens

Involves negotiation between adults and teens resulting in teens assuming absolute authority over some aspects of the program.

#### Teen Control

Teens do the planning and make the decisions. Adults serve only in an advisory capacity, and many serve to legalize the programs.

There isn't one best way to work with teens. Professional and volunteers working with teens need to take stock of their own situation, the purposes of their programs, their own strengths and weaknesses, and the personalities of the teens with whom they work to decide at which point on the continuum their relationship with teens should fall.

However, a number of studies have indicated that a major factor in whether teens decide to stay in 4-H or drop out is the degree of control maintained by their advisors. Teens tend to drop out of the clubs and groups where the advisors do everything. Conversely, teens tend to continue membership in clubs and groups in which advisors relinquish and delegate roles and responsibilities in keeping with the needs and interests of the teens involved.

## 4-H Carteens Introduction

### The Facts

Traffic accidents are the number one cause of death among American teens.

There was one crash for every 5.9 licensed 16- to 20-year-old drivers in Ohio in 1999. Lack of driving experience is the most significant factor in the high number of teen crashes.

In the 16- to 20-year-old driver age group, there were 306 fatalities and 37,996 injuries associated with 180,321 crashes in Ohio in 1999.

Source: 1999 Traffic Crash Facts, Ohio Department of Public Safety

### 4-H Carteens programs utilize a variety of teaching methods:

- peer teaching
- discussion groups
- video's
- scenarios/role playing
- real-life examples from traffic offenders and accident victims

**Skill Stations:** learning laboratories in which youth apply specific subject matter knowledge during hands-on activities.

**Topics include:** DUI, reckless driving, Ohio traffic laws, traffic signs, seatbelt safety, speeding.

### History of CARTEENS

Ohio 4-H Carteens and other vehicular safety education activities have proven to be a valuable tool in educating Ohio's teen drivers and saving lives on Ohio roads. In addition, communities are strengthened by bringing together teens and adults representing local agencies and organizations that are working to address this need.

The Ohio State University Extension's 4-H Carteens Program is a traffic safety program for first time juvenile traffic offenders. The program's primary goal is to reduce the number of repeat juvenile offenders. Therefore, the participants attend only one session. Program topics include drinking and driving, seatbelt safety, consequences of unsafe driving, and tips for safer driving. The Car in Carteens stands for "Caution And Responsibility" while Teens refers to the teenagers who help prepare and present the program.

Ohio 4-H has a significant opportunity to positively change behavior in young people's driving habits. 4-H reaches thousands of 4-H members in Ohio in grades 8-12 — and many others who are referred to 4-H vehicular safety programs by the juvenile court system.

The original Carteens Program began in Brown County, Ohio, in 1987 with the support network of Becky Cropper (Brown County 4-H Agent), volunteer teens, the juvenile probate court, and the Ohio Highway Patrol.

Since 1987, Ohio 4-H Carteens volunteers have taught traffic safety education programs to first-time teen traffic offenders.

Participants are involved in an interactive program which demonstrates the effect of poor decision making when operating or riding in a motor vehicle. Teens serve as planners, facilitators, peer counselors, and teachers for the 4-H Carteens sessions. They also gain leadership, public speaking, and organizational skills.

A parent or guardian may be required to attend the 4-H Carteens session with their teen traffic offender.

To date, 40 Ohio counties have 4-H Carteens programs. Data collected from 4-H Carteens participants indicate a significant reduction in second-time traffic offenses, increased use of safety belts, reduced drinking and driving, and an increased use of caution when driving.

More than 80 percent of the 1999 participants said they planned to use more caution when driving and will increase their use of seat belts.

Many Ohio counties have received an award of honor from the National Safety Council Youth Division in recognition of their 4-H vehicular safety program impact.



## Overview of Grant

### Objectives

1. 120 teen volunteers, as a result of teaching vehicular safety to first-time teen traffic offenders, will demonstrate an increase in their public speaking effectiveness and presentation skills, and increase their knowledge of traffic laws, by 50 percent as measured by direct observation and pre-post tests.
2. 1,000 first-time teen traffic offenders participating from the 40 targeted counties will increase their knowledge of traffic laws and consequences of poor decision making, by 50 percent, as measured by pre-post tests.
3. 1,000 first-time teen traffic offenders participating from the 40 targeted counties will increase safety belt use, decrease instances of drinking and driving, decrease instances of riding with impaired drivers, decrease average speed to or below the posted speed limit, by 50 percent, as measured by a post-test six months after participating in the 4-H Carteens program.

### Introduction

For more than a century, Ohio State University Extension (OSU Extension) has helped people help themselves through educational programs and activities in each of Ohio's 88 counties. Faculty and staff located in county Extension offices recruit and engage adult and teen volunteers who provide leadership to educational programs for youth in local communities. Over the years, extensive county needs assessments conducted by Ohio State University Extension repeatedly identified teen vehicular safety as a priority need in Ohio's communities. In response to this need, several vehicular safety initiatives, including 4-H Carteens, the Mock Crash, and Ohio Teen B.R.I.D.G.E.S. (Building Responsibility In Drivers through Growth in self-Esteem and Safety) have been implemented and sustained in numerous Ohio counties.

### CARTEENS

Ohio 4-H Youth Development faculty, staff, and volunteers currently provide programming for teen vehicular safety on a county-by-county basis. Specific objectives of the Ohio 4-H vehicular safety program include: reducing the number of repeat traffic offenders, decreasing the number of teen traffic offenders, and increasing teen awareness of traffic/vehicular safety. A primary program supporting these objectives, in Ohio, is the 4-H Carteens program.

The 4-H Carteens program is a traffic safety education program for first-time juvenile traffic offender's. Teen traffic offender's attending this program are typically sited for speeding, stop sign violations, reckless operation, and other, similar moving violations. In Carteens, teen volunteers teach traffic education safety programs to first-time teen traffic offenders, while also building offenders' self-esteem and interpersonal skills. A collaborative effort of OSU Extension, the Probate Court System, the Ohio Highway Patrol, and numerous civic organizations, businesses, and individuals, the Carteens program topics include excessive speed, driving under the influence, seat belt safety use, consequences of unsafe decisions, dealing with peer pressure, understanding traffic laws, and recognizing and reacting to traffic signs and signals.

Forty counties in Ohio (45 percent of all counties) have the 4-H Carteens program. Thirteen of those 40 are also targeted counties of the Ohio Department of Public Safety.

The 4-H Carteens program has previously established and revised an action plan to address teen vehicular safety issues. Over the past twelve months a team of Ohio State University Extension Professionals (4-H Youth Development) have been meeting to develop plans for enhancing the educational component of the 4-H Carteens program. Out of these discussions came the idea of developing skill stations for participating counties in order to introduce experiential learning into the program. Teen traffic offenders are "sentenced" to the program by the Probate Court judge where teen volunteers teach with assistance of Highway Patrol officers, emergency medical technicians, or other local law enforcement representatives. 4-H Carteens participants are involved in active dialogue, skits and role-playing which demonstrate the effects of poor decision making operating or riding in a motor vehicle.

