

# TEXAS A&M AGRI LIFE EXTENSION



## Managing 4-H and FCS Projects

*A Guide to County Extension Agents*



## Foreword

The Texas 4-H Youth Development Program projects expose 4-H members to the academic discipline of family and consumer science and help them gain valuable skills and knowledge that they can apply to daily life. These projects also teach leadership skills.

The 4-H FCS 101 Initiative has developed resources and training to support new county Extension agents in Family and Consumer Sciences and 4-H Youth Development. This guide aims to help agents understand and manage the 4-H Family and Consumer Science projects.

The 4-H FCS 101 Initiative:

- Created a systematic plan for orienting new county Extension agents to their role in leading and overseeing the county 4-H Family and Consumer Science program
- Developed a training curriculum and resources to help new agents understand their roles and responsibilities in managing a county 4-H Family and Consumer Science program
- Emphasizes the importance of volunteers in the 4-H program and of the agents' relationships with these volunteers
- Provides reference materials about rules, guidelines, and critical deadlines for 4-H Family and Consumer Science projects

All 4-H FCS 101 materials and additional 4-H resources  
are available on the Texas 4-H website at  
*[texas4-h.tamu.edu/agent\\_fcs101](http://texas4-h.tamu.edu/agent_fcs101)*

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# Introduction to 4-H Family and Consumer Science Projects

The field of Family and Consumer Sciences (FCS) deals with the relationships among individuals, families, communities, and the environment in which they live.

FCS is an interdisciplinary field with a focus on relationships and the integration of knowledge gleaned from the physical sciences, social sciences, the arts, and philosophy. The field represents many disciplines, including apparel design, consumer science, family economics, human development, interior design, nutrition, parenting, resource management, and textiles.

4-H FCS projects expose young people to academic disciplines through projects on topics such as clothing, food, consumer education, family life, health, home environment, housing, nutrition, safety, and textiles.

## Goals

- Strengthen the well-being of individuals and families across the life span
- Become responsible citizens and leaders in family, community, and work settings
- Promote optimal nutrition and wellness across the life span
- Manage resources to meet the material needs of individuals and families
- Balance personal, family, and work life
- Use critical- and creative-thinking skills to address problems in diverse families, communities, and work environments
- Exemplify successful life management, employment, and career development
- Function effectively as providers and consumers of goods and services
- Appreciate human worth and accept responsibility for one's actions and success in family and work life

## What is a 4-H project?

A 4-H project is a series of educational experiences led by an adult volunteer. Projects are tools that 4-H uses to help club members gain subject matter knowledge and develop life skills.

In these projects, members learn by doing. Projects help participants develop key life skills such as setting goals, evaluating products and experiences, keeping records, and learning about character.

4-H FCS projects fall into two broad categories: 1) club, county, and state-supported projects, and 2) self-directed projects.

**Club, county, and state projects** are supported by educational curricula from the Texas A&M AgriLife Extension Service and may include state-sponsored project experiences.

**Self-directed projects** are selected and carried out by the 4-H members themselves. They conduct their own research and share what they have learned through presentations, speeches, workshops, field trips, recordbooks, etc.

A 4-H project consists of four types of activities:

- **Hands-on:** Making, producing, selling, practicing, observing, testing, interviewing
- **Organized:** Demonstrations, speeches, workshops, camps, county judging contests, project activities, exhibits
- **Leadership/citizenship:** Conducting, planning, teaching, helping, informing, organizing
- **Community service:** Volunteering, serving, helping, collecting, reflecting, donating

## Who can be a 4-H member?

An applicant becomes a 4-H member after completing an individual paper enrollment form, submitting an individual online registration via 4-H CONNECT, or being included in a group enrollment form.

Young people are eligible to participate in the current 4-H year, which runs from September through August, if:

- They are at least 8 years old and in the third grade
- And they have not reached their 19th birthday on or before August 31 of the current 4-H year

The age divisions within the 4-H program make it possible to offer activities and experiences that are age and developmentally appropriate. More information on child growth and development is included on page 82.

- **Clover Kids:** Kindergarten through second grade. Children in this age division participate in project-related learning experiences and have forms of recognition that are age appropriate. Clover Kids are not eligible for recognition programs and competitive events.

- **Juniors:** Grades 3, 4 and 5
- **Intermediates:** Grades 6, 7, and 8
- **Seniors:** Grades 9, 10, 11, and 12

## Selecting a 4-H project

When guiding a 4-H member to select a project, start by asking questions such as:

- What do you like to do most?
- Do you have or can you get the necessary equipment and space?
- Do you have a way to finance your project ideas?
- Are your parents interested? Does your project fit into their plans?
- Do you have time for this project?
- Is the project suited to your age and ability?
- Are leaders available to help with your work?
- Does the project fit into your community?

## Project goals

Once a project has been selected, the 4-H member should **set a goal** (decide what to do and learn) for the project. Project goals are individual, even though several members may be working on the same project.

All members should discuss their ideas with project leaders and/or parent(s). Everyone should understand that it is okay to change or add goals during the year.

This table can help members understand the goal-setting process. Good goals are measurable and have three parts: action, result, and timetable.

<b>Action:</b> How you will do something?	<b>Result:</b> What will you do?	<b>Timetable:</b> When will you do it?
I will learn how to I will give I will train	Make nutritious snacks A speech My dog	Before school starts Before May 1 <sup>st</sup> Before hunting season

Project goals should include:

- **Knowledge goals:** What you want to learn
- **Skill goals:** What you want to raise, make, and/or do
- **Leadership goals:** What you want to do and to teach others
- **Community service goals:** What you want to do for others

After writing a goal, a 4-H member should develop an action plan that outlines the steps needed to accomplish the goal. Examples include practicing, learning a special skill, and researching a topic. This may require “thinking backward,” starting from what the member wants to accomplish to determine the steps for how it will get done.

## Why keep project records?

Record keeping is a vital life skill taught through 4-H. It helps 4-H members develop goals and then see if they met those goals at the end of the project. Records also document a member’s history with 4-H, such as leadership, community service projects, workshops attended, and people taught.

Introduce record keeping in a fun, creative manner. Encourage the members to develop systems that work best for them—they could keep records with a wall calendar, a notebook, or a computer. The important thing is that they record their experiences.

See the Texas 4-H Youth Development record-keeping system for resources.

## Maximizing Recognition in 4-H

4-H programs use recognition to motivate self-improvement and to provide a feeling of accomplishment in members, volunteers, parents, and supporting adults. To be meaningful, recognition should be in proportion to the quality of the work and should result from sincere effort by a 4-H member and/or volunteer.

### Recognizing 4-H members

When recognizing 4-H members for achievement, focus not on earning awards but on developing during project work, participating in 4-H club activities, helping other members, and sharing their experiences.

Consider the differences in age-group interests and abilities when deciding the type of recognition to provide:

- 5- (or kindergarten) to 8-year-olds need special recognition that does not involve peer competition.
- 9- to 12-year-olds are strongly motivated by a 4-H pin or ribbon as an award and a pat on the back from a leader or parent/supporting adult for recognition.
- 12- to 14-year-olds are influenced by such awards as money, county medals, and ranks in organizations; they also seek recognition through added responsibility as a junior leader or club officer and admiration by their peers.
- 14- to 19-year-olds are motivated by trips, scholarships, and recognition given by important people in the community and awarded in a public place, and/or by more adult responsibility being given to them.

### National recognition model

The National 4-H Model for recognition promotes a balanced approach to celebrating the progress of groups, youths, adults, families, and parents. Agents using this model recognize improvement equally in five areas: cooperation, participation, peer competition progress toward self-set goals, and standards of excellence. Cooperation overlaps the other four areas.

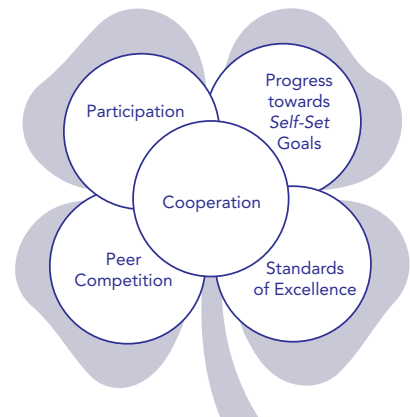
### Recognizing participation in educational experiences

Develop simple criteria to recognize all 4-H'ers who participate in an educational experience. Make recognition a part of the learning experience; allow it to be earned several times; and ensure that it is appropriate for each age level.

Because recognizing participation is most effective immediately after the learning activity, give it at the very basic learning levels of 4-H—the 4-H club/special group meeting or the project group meeting. For example, you could acknowledge a member's participation in:

- A 4-H project group
- A 4-H project workshop, tour, field trip, or camp
- A certain number of 4-H club meetings
- A county/district/state 4-H activity
- The 4-H club meeting program (such as leading the pledge, giving a committee report, introducing a guest)
- The 4-H club's community service project

Examples of awards you might use are caps, certificates, food coupons, gift certificates, membership/participant cards, movie passes, participation ribbons, and T-shirts.



### Recognizing progress toward self-set goals

Because it involves the 4-H member setting goals, progress recognition is one step higher than that for participation in an educational event.

4-H'ers should set goals with their families and/or in small group (project) situations. All 4-H members should have personal goals. Involve an adult in evaluating 4-H members' progress toward their goals. Again, give this type of recognition at the 4-H club/special group and project group levels.

4-H members and families can set goals and keep records in a variety of ways. Encourage them to find the method that works best for them. For more information about the record-keeping process, see the *Family Guide for Recordbooks* at [texas4-h.tamu.edu/youth\\_recordbooks](http://texas4-h.tamu.edu/youth_recordbooks).

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## Recognizing achievement of standards of excellence

The next type of 4-H recognition is comparing a 4-H member's knowledge, skills, abilities and/or accomplishments to an established set of standards. 4-H uses standards of excellence to motivate members but not as much as it uses competition.

Give the members opportunities to compare their work with set standards in activities such as:

- A project/club/county educational presentation activity or other contest in which awards are given based on a blue (100–90 points), red (89–80), or white (79 and below) score
- A photography contest with awards based on a blue (100–90), red (89–80), or white (79 and below) score
- Completion of preset criteria such as one level of award for participating in 10 learning experiences, a second level of award for participating in seven learning experiences, and a third level of award for participating in five learning experiences
- A demonstration of knowledge in a project, a skill, or skills they have learned in their project work, or an exhibit of the results of their project work

Examples of appropriate awards: Certificates, plaques, project pins, ribbons, and project equipment or supplies.

## Recognizing results from peer competition

Recognition for competition among peers is prevalent in 4-H. In competition among peers, a winner or champion is named.

The rules must be clearly defined and fully enforced. Because competition brings a high risk to individuals (in their self-image), those involved need to understand that 4-H is a youth development organization and that highly coveted extrinsic awards sometimes become the ends, not the means, for a successful learning experience.

Examples of peer competition:

- County, district, or state events such as an educational presentation, fashion show, Food Challenge, food show, judging contest, quiz bowl, or Share the Fun.
- National competitive events
- Recordbooks
- Scholarships

Examples of awards: Medals, trophies, plaques, monetary awards, buckles, or other things that you can identify to reward success.

## Recognizing cooperation

Learning and working together promote high achievement. Cooperation may take advantage of all the skills represented in the group as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Principles to use in cooperation include:

- All the young people need to be fully involved in the entire process.
- The goals need to be agreed upon mutually.
- Attention needs to focus on the way the group works as well as to how the project is going.
- The ultimate goal is not extrinsic recognition but the satisfaction of being part of a team effort.
- All members are recognized.

## Recognizing parents, supporting adults, and volunteer leaders

Volunteers need to be told that they are doing a good job. Everyone is motivated by the desire to be appreciated and to feel important and needed. Because encouragement and recognition are essential to maintain active involvement in all volunteer groups, a county recognition plan should also commend adults.

Individuals differ in the type of recognition they prefer. Examples of volunteer recognition:

- Certificates
- Gift certificates/coupons
- Notification sent to their employers
- Personal letters



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- Plaques
  - Promotion or new title
  - Publicity through media outlets
  - Special learning opportunities

For more volunteer recognition resources, visit <http://texas4-h.tamu.edu>.

## **Informal recognition**

Sometimes the most meaningful recognition is not a pin, medal, or plaque. Try some of the following recognition methods and watch members, parents, and other leaders develop the self-confidence and desire to do more and better work.

- Ask a young member to lead the pledge.
- Give a junior leader a specific responsibility.
- Introduce new members and guests at club meetings and activities.
- Notice small improvements and compliment members.
- Offer appreciation to leaders for specific efforts.
- Pay partial or all expenses for trips won or for chaperones.
- Send cards to members or leaders who miss a meeting because of illness. When they return, be sure to say, "We're all glad you're back."
- Simply say "Thank you."
- Take photos of the club and give copies to appropriate members, leaders, and parents.

## Project Goal-Setting Worksheet

My name: \_\_\_\_\_

My goal is:

My target  
date is:

To reach my  
goal, I will do  
these three  
things:

- 1.
- 2.
- 3.

I will know I  
have reached  
my goal  
because:

Two things  
that will help  
me stick to  
my goal are:

- 1.
- 2.

## FCS Project Information

County Extension agents need to understand all 4-H FCS projects and the opportunities and competitive events associated with them, including:

- Project Timeline
- Overview of the Food and Nutrition Project
- Food Show Essentials
- Food Show Contest Planning Guide
- Food Challenge Essentials
- Food Challenge Contest Planning Guide
- Quiz Bowl Essentials
- Quiz Bowl Planning Guide
- Overview of the Clothing and Textiles Project
- Fashion Show Essentials
- Fashion Storyboard Essentials
- Fashion Show and Fashion Storyboard Contest Planning Guide
- Duds to Dazzle Essentials
- Duds to Dazzle Planning Guide
- Overview of the Consumer Education Project
- Consumer Decision-Making Essentials
- Consumer Decision-Making Contest Planning Guide
- Overview of the Family Life Project
- Overview of the Health Project
- Healthy Lifestyles Invitational Essentials
- Overview of the Housing and Home Environment Project
- Overview of the Safety Project
- Educational Presentation Essentials
- Roundup Educational Presentations Planning Guide
- Recordbook Essentials
- Recordbook Judging Planning Guide
- Contest Resources
  - ✧ Contest Integrity Checklist
  - ✧ Contest Information Checklists
  - ✧ Suggestions for Making Comments on Judging Scorecards
  - ✧ Tips for Improving Contest Record Forms and Interviews

All current FCS project contest information and guidelines are available at  
<http://texas4-h.tamu.edu>.

For more resources, visit <http://fcs.tamu.edu> and the FCS agent-only website.  
Username: county name  
Password: county office zip code

Links to third-party websites in this guide and on the FCS website are for the user's convenience only;  
4-H FCS 101 does not control and is not responsible for the content or availability of third-party websites.

## 4-H Project Timeline

This project timeline can help you work with a task force to develop a project calendar. A calendar will help you build in time to promote project activities and for the 4-H members to plan their project experiences.

All project calendars can be combined into one countywide 4-H calendar of activities, contests, and deadlines (be sure to tell your coworkers that you are developing a calendar).

4-H Project Timeline		
Date	Event	Comments
6 months before the district contest	Identify task force members.	Include adults (project leaders) and 4-H members who have been successful in the project.
5 months before	Plan the task force meeting.	Send out the announcement.
5 months before	Hold a task force meeting/project leader training.	Be excited. Plan and prepare for the project year (workshops, tours, guest speakers). Plan multi-county workshops. Have resources available. Plan community service activities. Set at least five sequential learning activities (at least 30 minutes each). Plan some activities that correlate to the score sheet (you may need to use last year's score sheet/paperwork).
5 months before	Advertise the project.	Possible outlets include the 4-H newsletter, 4-H meeting reports, emails from 4-H Connect, and social media Talk it up!
4 months before	Hold the first project meeting.	Conduct a hands-on activity led by the project leader. Include community service (quick and easy). Members should set goals (youth driven).
4 months before	Hold project meetings	The meetings can be club/county and can be self-directed. Encourage the members to do record keeping at the end of the meeting. Allow the project members to take leadership roles (use junior/teen leaders). Inform the members of all contest/learning opportunities.
<b>If project members choose not to compete, they stop here. That is okay—they have had a great experience!</b>		
3 months before	Receive district competition packet.	Thoroughly review the district packet for deadlines, contest rules, entry requirements, and details.
5–6 weeks before	County entries due.	Tell the participants about the deadlines. Get the packet out early.
5 weeks before	Prepare for the county competition.	Use the district score sheet. Check the participants' ages.
1–3 weeks before	Check grade eligibility.	Depends on when the 3- or 6-week period ends

4–5 weeks before District competition	Hold the county competition.	Have one! Practice interviews. Have qualified judges. Use the Contest Integrity Checklist. Be organized and prepared. Have good-quality recognition. Try to mimic the district competition. Include a community service opportunity. Use the Texas Extension Education Association for prizes and refreshments.
2–3 weeks before	District entries due	Ensure that the information is sent in by the deadline (packets and 4-H Connect). Use the checklist (if provided in district packet).
2 weeks before	Prepare for the district competition.	—
1–3 weeks before	Check grade eligibility.	This will depend on when the 3 weeks/6 weeks ends.
—	District competition	If you are assigned a task as a CEA, please complete that assignment. You may need to appoint a parent/leader to whom all participants report after the competition
1 week after	Evaluate the program.	This can be formal or informal. It could be as simple as “What went well, and what could be fixed for next year?”
—	Continue to meet?	This can maintain interest in the project.

## Overview of the 4-H Food and Nutrition Project



The 4-H Food and Nutrition Project helps 4-H members learn to prepare safe, nutritious meals and snacks and adopt behaviors that can help reduce their risk of developing chronic disease. Major learning experiences focus on nutrition, menu planning, food purchasing, food preparation, food safety, careers, and cultural influences.

Because most districts hold food shows in the fall, a food show is usually one of the first projects to start after the new 4-H year begins. Some counties even start the Food and Nutrition Project in the summer because their districts conduct food shows early in the 4-H year. The number of contests available can also enable you to offer food and nutrition project all year.

4-H members interested in participating in the food and nutrition project should be willing to commit the appropriate amount of time to it, depending on their level of involvement. This includes project meeting attendance, involvement in individual learning experiences, contest preparation, and participation in one or more contests.

### Questions to ask

- What are your goals?
- Do you want to compete in any food and nutrition contests?
- If so, would you like to compete with a team of other 4-H members or as an individual?

### Learning experiences

#### Workshops

- Cooking methods
- Culinary institutes
- Cultural foods
- Food safety
- Kitchen safety
- Kitchen utensils
- Measuring ingredients
- Menu planning
- MyPlate
- Portion control
- Reading nutrition labels
- Serving sizes
- Shopping strategies
- Sports nutrition
- Substitutions

#### Food tours

- Farm
- Farmer's market
- Food bank
- Grocery store
- Health department
- Hospital food service
- Mass production cooking facility
- Restaurant
- Specialty food store
- Various industries

#### Community service

- Bake goods to give out during 4-H Week
- Coordinate a canned food drive
- Develop large-print cookbooks for the visually impaired
- Help at a food bank
- Help with Meals on Wheels delivery
- Make goodies for nursing home residents
- Serve food at a local kitchen
- Teach nutrition lessons at Head Start

### Contests

These contests are summarized on individual Essentials pages:

- Food show
- Educational presentations
- Nutrition Quiz Bowl
- Recordbook
- Food Challenge
- Recipe Rally

### Careers

- Caterer
- Chef
- Cook
- County Extension agent
- Event planner
- Food distributor
- Food packager
- Food technologist
- Grocer
- Grocery store manager
- Health inspector
- Hotel/restaurant manager
- Registered dietitian
- Restaurant owner/manager

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## Leadership

The 4-H Healthy Lifestyles Ambassador Program offers senior 4-H members an opportunity to help guide and expand the 4-H Healthy Lifestyles Program. Youth ambassadors are trained and then lead educational programs related to healthy living. They also help with events and activities at the state and national levels.

Applications are accepted each spring.

## Resources

- 4-H Pizza Garden: [http://www.florida4h.org/projects/ag\\_literacy\\_group.shtml](http://www.florida4h.org/projects/ag_literacy_group.shtml)
- 4-H Winning with Nutrition curriculum (sports nutrition) [texas4-h.tamu.edu](http://texas4-h.tamu.edu)
- AgriLife Extension resources: [fcs.tamu.edu](http://fcs.tamu.edu)
  - ❏ *Cooking Safely is a Matter of Degrees*
  - ❏ *Monthly Observations*
  - ❏ Variety of food and nutrition presentations
- Choose Health: Food, Fun, and Fitness Curriculum: [texas4-h.tamu.edu/healthy\\_lifestyles/](http://texas4-h.tamu.edu/healthy_lifestyles/)
- Color Me Healthy (North Carolina State University Cooperative Extension): [www.ces.ncsu.edu](http://www.ces.ncsu.edu)
- Field Trip Factory: [www.fieldtripfactory.com](http://www.fieldtripfactory.com)
- Fight Bac: [www.fightbac.org](http://www.fightbac.org)
- Food: Nutrition Safety and Cooking: <http://Lancaster.unl.edu/food/>
- Healthalicious Cooking: [texas4-h.tamu.edu/healthy\\_lifestyles/](http://texas4-h.tamu.edu/healthy_lifestyles/)
- Label reading: [www.fda.gov/downloads/food/ingredientspackaginglabeling/ucm275396.pdf](http://www.fda.gov/downloads/food/ingredientspackaginglabeling/ucm275396.pdf)
- MyPlate: [www.choosemyplate.gov](http://www.choosemyplate.gov)
- National 4-H curriculum: [www.4-hcurriculum.org](http://www.4-hcurriculum.org)
- *Nutrient Needs at a Glance*: [AgriLifebookstore.org](http://AgriLifebookstore.org)
- Nutrition Voyage: The Quest to Be Our Best: [teamnutrition.usda.gov/resources/nutritionvoyage.htm](http://teamnutrition.usda.gov/resources/nutritionvoyage.htm)
- Serving Up MyPlate: A Yummy Curriculum: [teamnutrition.usda.gov/resources/servingupmyplate.htm](http://teamnutrition.usda.gov/resources/servingupmyplate.htm)
- Texas 4-H Lesson Plans (available at [texas4-h.tamu.edu/healthy\\_lifestyles/](http://texas4-h.tamu.edu/healthy_lifestyles/)):
  - ❏ Measuring dry ingredients
  - ❏ Measuring liquid ingredients
  - ❏ Knives and chopping
  - ❏ Food preparation
  - ❏ Food substitutions
  - ❏ Garnishing
  - ❏ Cost analysis
- Think Your Drink: [www.eatsmart.org](http://www.eatsmart.org)
- U.S. Dietary Guidelines: [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
- Yea! 4-H After School Learning Adventure Curriculum



## Specialists

- **State Food Show**
  - ❏ Shawnte Clawson, Extension Program Specialist, [sfclawson@ag.tamu.edu](mailto:sfclawson@ag.tamu.edu), 806-677-5600
  - ❏ Sharon Robinson, Extension Nutrition Specialist, [s-robinson@tamu.edu](mailto:s-robinson@tamu.edu), 979-847-9227
- **Nutrition Quiz Bowl:** Jenna Anding, Extension Program Leader for Nutrition and Food Science, [janding@ag.tamu.edu](mailto:janding@ag.tamu.edu), 979-847-9227
- **Food Challenge:** Courtney Dodd, Extension 4-H Youth Development Specialist, [cfdodd@ag.tamu.edu](mailto:cfdodd@ag.tamu.edu), 979-845-6533
- **Open Family and Consumer Sciences Educational Presentation**
  - ❏ Dianne Gertson, CEA-FCS, [dlgertson@ag.tamu.edu](mailto:dlgertson@ag.tamu.edu), 281-342-3034
  - ❏ Courtney Latour, CEA-FCS, [clatour@ag.tamu.edu](mailto:clatour@ag.tamu.edu), 979-864-1558
- **Recordbooks**
  - ❏ **First point of contact:** Your district 4-H specialist
  - ❏ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H and Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533

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## Food Show Essentials

The 4-H Food Show gives 4-H members the opportunity for educational and personal development and recognizes members who excel in the 4-H Food and Nutrition Project. The Food Show is an individual contest, not a team event.

In the food show, 4-H members prepare dishes in one of the contest categories and present them to a panel of judges. In the presentations and interviews with the judges, 4-H members exhibit the knowledge and skills gained through the 4-H Food and Nutrition Project—such as preparation steps, nutrients found in the dish, the functions of various ingredients, personal dietary needs, healthy substitutions, and a cost analysis.

### Basics

To compete in the food show, a 4-H member prepares a dish in one of the four entry categories—dairy, fruits and vegetables, grains, and protein. Refer to the district 4-H Food Show guidelines, or ask the district specialist about other categories that may be available at the district contest.

After choosing a recipe, the 4-H member should practice preparing the dish several times to learn the preparation steps and the importance of each step. Project leaders can help the members select recipes and practice preparing them.

Entry paperwork is often required for the food show. Check with your district specialist about the entry and paperwork requirements for your district food show.

At the state level, completing the required paperwork is part of the total score. 4-H members must provide information on their project goals, leadership, community service, knowledge and skills gained, project activities, and a project summary—all related to their 4-H Food and Nutrition Project experiences.

To prepare for a food show, the 4-H member should be familiar with the judging process. Depending on the age division, contestants may be judged on their presentations and their answers to judges' questions.

Have the participants should review the scorecard for their age division to prepare for the question-and-answer segment of the judging process.

### Conducting a food show

A food show requires much planning. A planning guide is available for your task force members to use.

### Space and equipment needed

#### Rooms

- 1 large room for group assembly and the awards program
- Judging rooms for each category
- 1 room for tabulation
- 1 holding room for parents and leaders

#### Tables and chairs

- Table and chairs for registration
- Table and chairs for the judges to use during the interview process
- **Optional:** Tables in the assembly/awards room so that participants can display their entries at the awards program

Possible locations are churches, schools, community centers, county fair buildings, and the county Extension office.

### Volunteers needed

- **Judges:** Evaluate 4-H members during the interview process; possible judges are professional chefs or cooks, registered dietitians, FCS teachers, former 4-H members, former 4-H food and nutrition project leaders or club managers, grocery store owners/managers, nutrition majors, elementary school teachers, county judges and commissioners, restaurant owners/managers, Texas Extension Education Association club members, and others with an interest in food and nutrition.



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- **Timekeeper:** Keeps time during judging and indicates when contestants have completed their interviews; if necessary, a judge can serve as the timekeeper
  - **Tabulators:** Tabulate scores from judges' scorecards
  - **Runners:** Take scorecards from the judging room to the tabulation room.
  - **Registration personnel:** Work at the registration table to greet and check in contestants, judges, parents, leaders, and guests

## Resources

- *District 4-H Food Show Guidelines* (contact your district 4-H specialist)
- *State 4-H Food Show Guidelines, Rules and Regulations:* [fcs.tamu.edu](http://fcs.tamu.edu) (updated and distributed annually)
- *Altering Recipes for Good Health*
- *Cooking Basics for Dummies*, 3rd edition
- *Dietary Guidelines for Americans, 2010*
- Fight Bac
- MyPlate
- *Nutrient Needs at a Glance*

## Specialists

- Shawnte Clawson, Extension Program Specialist, [sfclawson@ag.tamu.edu](mailto:sfclawson@ag.tamu.edu), 806-677-5600
- Sharon Robinson, Extension Nutrition Specialist, [s-robinson@tamu.edu](mailto:s-robinson@tamu.edu), 979-847-9227
- District 4-H specialist

## Food Show Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set up the planning committee (4-H members, parents, leaders, etc.). The county Extension agent assigned to the project serves as the advisor to the committee.		
	Appoint subcommittee(s) for the following: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Cleanup</li> <li>• Contest donors</li> <li>• Decorations</li> <li>• Facility</li> <li>• Judges/judging contest</li> <li>• Program (and recipes for the food show)</li> <li>• Publicity and signs</li> <li>• Show/ceremony format</li> </ul>		
	Set the show dates and time as well as the committee meetings for planning, implementing, and evaluating the show.		
	Set the contest entry deadline.		
	Choose and reserve the location.		
	Determine the facility needs (tables, chairs, PA system, classrooms, room for judges' orientation, etc.).		
	Choose the theme and/or decorations.		
	Contact the judges by phone and email; confirm with a letter.		
	Reproduce copies of the rules, scorecards, record forms, and sample interview questions.		
	Order/buy the awards and judges' gifts.		
	Prepare advance and follow-up publicity/news releases.		
	Print the program and recipe books.		
	Find people to give the opening address and present special awards. Ask contest donors to help.		

Date to be done	Task to be done	Person responsible	Date completed
	At least 1 week before the show, send the judges a letter with sample interview questions and sample entry forms, scorecards, and other resource information (e.g., dietary guidelines).		
	Ensure that the committees handle the assigned tasks and will participate in the show		
	Before the show, ensure that the facility is set up as planned by the committee.		
	<b>Optional:</b> Arrange for refreshments.		
	Prepare the awards script.		
	Orient the judges and participants.		
	Facilitate the judging interviews.		
	Rehearse the show format (who will speak, who will hand out awards, etc.).		
	Conduct the awards ceremony.		
	Clean the facility.		
	Have the committee and participants evaluate the planning, implementation, and outcome of the show. Record the suggestions for improvement.		
	Send notes of appreciation to all who helped.		
	Send evaluations to participants to help them prepare for next year's show.		
	Send information on entering the district show to those who qualify.		

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## Food Challenge Essentials

The 4-H Food Challenge is another way that 4-H members can exhibit the knowledge and skills they gain in the 4-H Foods and Nutrition Project.

The challenge is modeled after competitions such as the Food Network's *Iron Chef*. Teams create dishes using only a predetermined number and amount of ingredients. From these ingredients, team members must develop a recipe and prepare the dish.

The teams then make a presentation to a judging panel, explaining the preparation steps, serving size, nutritional value, and cost of the dish.

### Basics

4-H members form teams of three to five members. Although the teams do not select their food categories beforehand, they can still prepare for the competition. Ample preparation will give them the confidence and skills to do their best. Preparation can include having practice challenges, studying the nutrients in various foods, and practicing how to determine serving size and cost per serving.

The teams must provide their own equipment, as specified in the 4-H Food Challenge guidelines. At the start of the contest, each team is given a set of ingredients and a clue to help them determine what dish to prepare. A "pantry" of additional ingredients is also available for the teams to incorporate into their recipe. Each set of ingredients is based on a recipe that fits one of these: dairy, fruits and vegetables, grains, and protein.

The teams are assigned randomly to categories, which are announced at the start of the contest. Team members will have 40 minutes to research the nutrients in the dish, determine the benefits of these nutrients, analyze the cost of the dish, and prepare the recipe.

The teams then make presentations to the judges. At least three team members must have speaking roles in the presentation. The judges may also ask questions of the team members.

Teams are also judged on the appearance of the food prepared and their presentation skills (including voice, poise, the number of members presenting, and overall effectiveness of communication).

Review the scorecard for the Food Challenge to help the 4-H'ers prepare for the presentation and question-and-answer segment of the judging process.

### Conducting the Food Challenge

The Food Challenge requires much planning. A planning guide is available for you and your task force members.

#### Space and equipment needed

##### Rooms

- 1 large room for group assembly, participant orientation, and the awards program (this room can also serve as a holding room for parents and leaders)
- 1 large room for the preparation phase of the contest
- Judging rooms for team presentations
- 1 room for tabulation and to serve as the contest headquarters

##### Tables

- 1 worktable for each team to use during the preparation phase of the contest
- 1 table for each team of judges for the team presentations
- 1 or 2 tables for registration

#### Volunteers needed

- **Group leaders:** Monitor the teams during the 40-minute preparation period of the contest; answer questions of teams (without providing help to the teams); and monitor the teams to be sure there is no talking before team presentations
- **Timekeeper:** Keeps time during the preparation phase of the contest, warns teams of the time remaining

- **Judges:** Evaluate each team presentation; will need a panel of two to three judges per age division and/or category
- **Registration personnel:** Work at the registration table to greet and check in contestants, judges, parents, leaders, and guests

## Conducting the Food Challenge as a learning experience

4-H clubs and project groups may want to use the Food Challenge as an informal educational activity. It can be a great way to conclude a food and nutrition project meeting or workshop. The members can test their knowledge and skills while also learning about the Food Challenge contest.

Follow these steps to conduct the Food Challenge:

- Provide ample workspace for teams. A kitchen is not necessary if each team has the supplies needed.
- Acquire all the supplies teams will need (or ask each team to bring its own supplies, according to the Food Challenge supply list).
- Select several recipes (more than one team can have the same recipe). The recipes should be simple, have no elaborate ingredients, and not require an oven.
- Divide the group into teams of three to five members. For a learning experience, older members can be on teams with younger members; this gives older members the opportunity to serve in leadership roles.
- Read the rules aloud to the 4-H members.
- Have the teams report to their assigned stations, where each will find a set of ingredients and their supplies.
- At the start signal, give the teams 40 minutes to develop a recipe, prepare the dish, and develop a presentation for the judges.
- Call time after 40 minutes, when all teams must stop their work.
- Have each team make a presentation to the entire group. This will enable the teams to learn from each other as they hear a variety of presentations and see the different dishes prepared.
- Have the teams discuss with each other the challenges and lessons learned through their experience.

## Resources

- *District 4-H Food Challenge Guidelines* (contact your district 4-H specialist)
- *State 4-H Food Challenge Guidelines* (updated and distributed annually in September): [texas4-h.tamu.edu](http://texas4-h.tamu.edu)
- *Altering Recipes for Good Health*
- *Cooking Basics for Dummies*, 3rd edition
- *Dietary Guidelines for Americans*, 2010
- FightBac
- MyPlate
- *Nutrient Needs at a Glance*

## Specialists

- Courtney Dodd, Extension 4-H Youth Development Specialist, [cfodd@ag.tamu.edu](mailto:cfodd@ag.tamu.edu), 979-845-6533
- District 4-H specialist



## Food Challenge Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Facilitate the planning committee meeting (4-H members, parents, leaders, etc.); the CEA assigned to food and nutrition project serves as the advisor.		
	Appoint subcommittees/contact persons for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Cleanup</li> <li>• Contest/awards program format</li> <li>• Decorations</li> <li>• Facility</li> <li>• Judges</li> <li>• Program</li> <li>• Publicity and signs</li> <li>• Recipe/ingredient selection for each category and purchasing ingredients and supplies</li> </ul>		
	Set the contest date and time, plan additional committee meetings to finalize planning, and implement and evaluate the show.		
	Set the contest entry deadline and entry fee; announce them through various media. Consider setting an entry fee to cover the cost of ingredients.		
	Choose and reserve the location.		
	Secure contest donors.		
	Determine facility needs: <ul style="list-style-type: none"> <li>• A kitchen is not necessary.</li> <li>• A large room works with one table per team and ample space to work on all sides of the table.</li> <li>• Ensure that electricity in the facility is adequate.</li> <li>• Include a judging room for team presentations.</li> <li>• Include holding room (or chairs set up in food preparation room) for participants preparing to enter to judging room.</li> <li>• Designate a room for the awards program with chairs, a PA system, and an awards table.</li> </ul>		
	Choose the theme and/or decorations.		
	<ul style="list-style-type: none"> <li>• Contact judges by phone and/or email; confirm with a letter, including contest information:</li> <li>• Select 2–3 judges per judging panel (per age division).</li> <li>• The number of participants will determine the number of judges needed.</li> </ul>		

Date due	Task	Person responsible	Date done
	Determine the recipes/ingredients and clues for each age division and food category.		
	Order/buy all awards and judges' gifts.		
	Prepare advance and follow-up publicity/news releases.		
	Print the contest program (names of participants, contest schedule, committee members, judges, donors, etc.).		
	Find people to give opening address and to present special awards. Ask contest donors to help.		
	Contact the judges, providing them with contest information, scorecards, and nutrition resources.		
	Randomly assign each team to a food category.		
	Prepare the judges' packets: <ul style="list-style-type: none"> <li>• Educational resources</li> <li>• Food Challenge Manual/Rules</li> <li>• Placing sheet</li> <li>• Scorecard</li> </ul>		
	Buy ingredients for each team. Option: To reduce costs, divide the list of ingredients among the teams.		
	Place the following in brown paper bags or boxes so they are not visible to teams: <ul style="list-style-type: none"> <li>• Clue</li> <li>• Ingredients (along with the list of ingredients and amounts)</li> <li>• Official contest resources</li> <li>• Receipt (can be typed or a copy of the original)</li> <li>• Team worksheet</li> </ul>		
	Before show, ensure that the facility is set up as planned by the committee: <ul style="list-style-type: none"> <li>• Access to water</li> <li>• Chairs</li> <li>• Electricity (extension cords)</li> <li>• Judging rooms</li> <li>• Registration</li> <li>• Tables</li> </ul>		
	Prepare the awards script.		
	Secure volunteers to work contest registration: <ul style="list-style-type: none"> <li>• Answer questions</li> <li>• Check each team's supply box according to the official supply box list</li> <li>• Check in teams</li> <li>• Greet judges, leaders, and teams</li> <li>• Help the teams find their preparation tables</li> </ul>		

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Date due	Task	Person responsible	Date done
	Orient the judges and participants. Examples are provided in the Food Challenge Manual.		
	Rehearse the awards program format (who will speak, who will hand out awards, etc.).		
	Have the participants complete the Food Challenge evaluation.		
	Have the committees and participants evaluate the planning, implementation, and outcome of the show. Record the suggestions for improvement.		
	Send notes of appreciation to all who helped.		
	Send evaluations to the participants to help them prepare for future contests.		
	Send information for entering the district show to the district qualifiers.		



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## Quiz Bowl Essentials

A quiz bowl helps 4-H members enhance and demonstrate their knowledge and skills in a competitive setting. A quiz bowl can be used any time of the year. However, be aware of district contest dates and deadlines so you can determine a timeline for the quiz bowl participants in your county. Some districts host the quiz bowl in conjunction with the food show; others host it at district roundup.

A quiz bowl is not meant to be a memorization process, in which members study and learn the answers to certain questions. Instead, it is a fun way to encourage members to learn foods and nutrition project information.

### Basics

The quiz bowl contest involves teams of three or four members. Two teams compete against each other at one time, answering questions related to the subject matter.

Questions are asked from the materials in the current official reference list for the contest. There are three types of questions: Individual, toss-up, and bonus. Toss-up and individual questions are worth 1 point each. All bonus questions are worth 2 points each.

Use an appropriate device to indicate clearly which contestant is the first to respond to a question. Texas 4-H Quiz Bowl contests require four responder boxes for each team (a total of eight for a contest) and a 10-second timer.

Although a quiz bowl can be held without it, electronic equipment does add more excitement and accuracy to the event. Most district offices have the electronic equipment that counties can check out for practice and county competitions.

### Conducting the contest

A quiz bowl contest requires much planning. A quiz bowl planning guide is available.

### Space and equipment needed

- 1 room for each bowl division. If you have only a few teams, you may be able to hold games for both age divisions in the same room.
- Tables and chairs
- Table and chairs for registration
- Buzzers with backup
- Flip chart, chalkboard, overhead projector, or smart board
- Score sheets/tabulation charts
- Question lists: one per round and tie breakers (ask your district 4-H specialist)
- Contest bracket
- Pens/pencils for the tabulator
- Awards
- Copy of the official references for the nutrition quiz bowl

### Volunteers needed

Coaches of quiz bowl teams should not serve in these volunteer roles.

- **Moderator:** Directs each match, asks all questions, and accepts or rejects any answers
- **Official scorekeeper:** Records all points scored, keeps an official record of team playoffs; announces a running tally after each question
- **Referee/judge:** Holds the original reference material and provides references for protested questions
- **Scoreboard attendant:** Posts team scores on a blackboard, flip chart, or other visual device
- **Timekeeper:** Monitors all intervals and indicates when the time to respond to a question is up

### Conducting a quiz bowl as a learning experience

- Select 20 to 30 questions related to the project lesson.
- Divide the group into two teams of three to four members each.

- Read the rules of play aloud (refer to the *Texas 4-H Quiz Bowl Guide*).
- Begin by asking each team member one question. Continue asking each team member a question until every participant has had a turn. Questions answered correctly earn the team one point each.
- Ask the remaining questions as tossup questions; any 4-H member may respond and answer them. The participants may respond by using an electronic device, ringing a bell, or raising a hand.
- The first 4-H member to respond must answer the question within 10 seconds. If the question is answered correctly, that team is awarded one point. If the answer is incorrect, that team loses one point.
- At the end of the round (all questions have been asked), the team with the most points wins.
- Ask the 4-H members and their parents if they want to enhance the learning experience by developing a quiz bowl team for competition.

## Team selection

Project leaders working with 4-H Nutrition Quiz Bowl teams should develop a systematic way to track each 4-H member's progress. Establish written guidelines for selecting teams at the beginning of the project work and practice sessions. Work with the FCS Food and Nutrition Project task force to develop a set of written team-selection guidelines.

If enough people are interested, a county-level qualification event may be held to determine the 4-H members to represent the county in the district quiz bowl. You could conduct a county-level qualification event for:

- Club teams
- Mixed club teams
- Individuals who score the highest at a county-level qualification event, with the top four scores in each age division forming the county teams
- Individuals who score highest on written quizzes to make up the county teams in each age division

## Resources

- *ADA Complete Food and Nutrition Guide*, 3rd ed. by Roberta Duyft
- AgriLife Extension publications
  - ✧ *Food and Nutrition Quiz Bowl Supplement*
  - ✧ *Nutrient Needs at a Glance*
  - ✧ *Safe Home Food Storage*
  - ✧ *State 4-H Food and Nutrition Quiz Bowl Study Guide* (updated annually): [fcs.tamu.edu](http://fcs.tamu.edu)
  - ✧ *Texas 4-H Quiz Bowl Guide*
- *Food: A Handbook of Terminology, Purchasing and Preparation*, 11th ed. by A AFCS 2006 (can be ordered at [www.aafcs.org](http://www.aafcs.org))
- MyPlate
- *Tournament Builder* (available at the district office)
- *U.S. Dietary Guidelines for Americans, Executive Summary*

## Specialists

- Jenna Anding, Extension Program Leader for Nutrition and Food Sciences, [janding@ag.tamu.edu](mailto:janding@ag.tamu.edu), 979-847-9228
- Shawnte Clawson, Extension Program Specialist, [sfclawson@ag.tame.edu](mailto:sfclawson@ag.tame.edu), 806-677-5600

## Nutrition Quiz Bowl Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set up planning committee (4-H members, parents, leaders, etc.). The county Extension agent assigned to the project serves as advisor to the committee.		
	Appoint subcommittees for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Cleanup</li> <li>• Contest donors</li> <li>• Facility</li> <li>• Judges/contest officials</li> <li>• Program</li> <li>• Publicity and signs</li> </ul>		
	Set the contest date and time, plan the committee meetings to finalize planning, and implement and evaluate the contest.		
	Set the contest entry deadline.		
	Choose and reserve the location.		
	Determine the facility needs (number of contest rooms, tables, chairs, PA system, etc.).		
	Acquire all the equipment needed for the contest.		
	Acquire quiz bowl buzzer sets and make sure that they are in operating order (most district offices have buzzer sets).		
	Develop the question sets for the contest. Question sets from previous district contests may be used. Contact your district 4-H specialist.		
	Contact the judges/contest officials by phone and email; confirm with a letter. Volunteers needed include: <ul style="list-style-type: none"> <li>• Moderator</li> <li>• Official scorekeeper</li> <li>• Referee/judge</li> <li>• Timekeeper</li> </ul>		
	Reproduce copies of rules, scorecards, and question sets.		
	Order/buy all awards and judges' gifts.		
	Prepare advance and follow-up publicity/news releases.		

Date due	Task	Person responsible	Date done
	Print the program and contest bracket.		
	Find people to give opening address and to present special awards. Ask contest donors to help.		
	Contact the judges/contest officials by letter at least 1 week before show, giving them sample interview questions and sample of entry forms, scorecards, and other resource information (such as dietary guidelines).		
	Ensure that the committees are handling assigned responsibilities and will participate in the show.		
	Before the show, make sure that the facility is set up as planned by the committee.		
	Optional: Arrange for refreshments.		
	Prepare the awards script.		
	Orient the judges/contest officials and participants.		
	Facilitate the contest.		
	Conduct the awards ceremony.		
	Clean the facility.		
	Have the committee and participants evaluate the planning, implementation, and outcome of the contest. Record the suggestions for improvement.		
	Send notes of appreciation to all who helped.		
	Send information for entering the district show to the district qualifiers.		

## Overview of the 4-H Clothing and Textiles Project



In the 4-H Clothing and Textiles Project, participants focus on clothing construction, the consumer aspect of purchasing clothing, and/or the art of designing clothing and accessories. A clothing and textiles project helps 4-H members develop a variety of skills and learn about careers in the clothing and textiles industry.

Clothing and textiles projects are conducted throughout the 4-H year, based on the availability of project leaders. Competitive events related to these projects are held in the spring and include fashion show, fashion storyboard, clothing educational presentations, Duds to Dazzle, Trashion Show, natural fiber contest, and recordbook judging. A wide variety of community service activities is available to 4-H members interested in clothing and textiles.

Participant time commitments will vary based on the individuals' interests and level of involvement. This includes attending project meetings, seeking individual learning experiences, and preparing for and participating in contests. If a 4-H member wishes to participate in more than one contest, more time would be needed.

### Questions to ask

- Are you interested in clothing buying, construction, or design?
- What are your goals?
- Do you want to compete in any clothing and textiles contests?
- Are you interested in working alone or with a group?

### Learning experiences

#### Workshops

- Accessories
- Alterations
- Clothing care
- Color consultant
- Crafts
- The culture of clothing
- Elements and principles of design
- Fabric science
- Fiber vs. fabric
- Knitting and crocheting
- Modeling techniques
- Personal grooming
- Quilting
- Sewing machine basics
- Sewing workshop
- Skill-a-thon
- Storyboards
- Wardrobing

#### Tours

- Clothing store
- Clothing factory
- Clothing museum
- Custom clothing design shop
- Dry cleaner
- Fabric store
- Mass production factory
- Merchandiser
- Professional seamstress
- Quilt shop or guild
- Resale shop
- Sewing machine dealership

#### Community service ideas

- Create an educational presentation that can be given at local schools and after-school programs
- Create costumes for a local theater.
- Do mending for a shut-in or a nursing home resident
- Hold a clothing drive for a local charity
- Make adaptive clothing for the handicapped or older adults
- Participate in the statewide community service buying project (changes yearly)
- Plan and conduct a fashion show for younger 4-H'ers
- Teach younger members a specific skill or construction at a 4-H meeting

For more community service ideas and instructions, visit [fcs.tamu.edu/clothing/4h/community-service/index.php](https://fcs.tamu.edu/clothing/4h/community-service/index.php)

### Contests

For contest summaries, see the individual Essentials pages. State and county fairs also have clothing and textile contests that are open to 4-H members but not coordinated by the 4-H program.

- Duds to Dazzle
- Educational presentations
- Fashion Show
- Fashion Storyboard
- Natural Fiber
- Quilt Challenge
- Recordbook
- Trashion Show

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## Careers

- Buyer/purchaser
- Creative designer
- Design CAD specialist
- Distribution
- Dry cleaner
- Fashion designer
- Marketing
- Product developer
- Production and operations
- Retail sales
- Seamstress
- Textile designer

## Leadership

Senior 4-H members and adults can apply to serve on the 4-H Clothing and Textiles Advisory Board. This state-wide group promotes the purpose and goals of the Texas 4-H Clothing and Textiles program.

Board members review the 4-H Clothing and Textiles program and recommend program direction and special activities to the Extension specialists. Members of the board travel to meetings and activities, prepare materials, and provide leadership at activities at their own expense. These adult and youth volunteers also recommend changes in the existing program and help set priorities for project materials and program development.

The board is instrumental in the development of project curricula, takes leadership roles in the state 4-H clothing and textile contests, and helps find financial support for the program.

Members of the advisory board serve 2-year terms. Application deadlines are in June and December each year.

## Resources

- AgriLife Extension resources ([fcs.tamu.edu](http://fcs.tamu.edu)):
  - Clothing care
  - Safety: Flammability and pesticides
  - Stain removal
  - Water quality and laundry
- American Sewing Guild: [www.asg.org](http://www.asg.org)
- *Clothes that Click*: <http://texas4-h.tamu.edu>
- *Clothing Capers 4-H Clothing Curriculum*: <http://texas4-h.tamu.edu>
- *Clothing Construction Standards*, New Mexico State University: [http://cahe.nmsu.edu/pubs/\\_c/c-214.html](http://cahe.nmsu.edu/pubs/_c/c-214.html)
- Coats & Clark: <http://www.coatsandclark.com/>
- Diystyle: <http://diystyle.net/projects/fashion>
- Dressing Well: <http://www.dressingwell.com/>
- Fabric Link: <http://www.fabriclink.com/>
- FCS website: <http://fcs.tamu.edu/clothing/4h/index.php>
- Fiberworld: <http://www.fiberworld.com/>
- Home Sewing Association: [www.sewing.org](http://www.sewing.org)
- National 4-H Curriculum: [www.4-hcurriculum.org](http://www.4-hcurriculum.org)
- Sewing patterns: [www.sewingpatterns.com](http://www.sewingpatterns.com)
- Sewing with Nancy: [www.wpt.org/sewingwithnancy](http://www.wpt.org/sewingwithnancy)
- Singer resources: [www.singerco.com/resources/](http://www.singerco.com/resources/)
- Texas Fashion Collection: <http://www.tfc.unt.edu/>
- Textile Web: <http://www.textileweb.com/>
- The Costume Page: <http://www.costumepage.org/>
- *Unraveling the Mystery of Design Elements and Principles in Clothing*: <http://www.extension.iastate.edu/Publications/4H313.pdf>
- Writing 4-H Fashion Revue Commentary: <http://cru.cahe.wsu.edu/CEPublications/em4224e/EM4224E.pdf>
- Yea! 4-H Afterschool Learning Adventure Curriculum

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## Specialists

- Angela McCorkle, Extension Program Specialist–Family and Youth, armccorkle@ag.tamu.edu, 979-845-1150
- **Clothing and Textile Educational Presentation**
  - ✧ Jill Martz, jill.martz@ag.tamu.edu, 979-862-8819
  - ✧ Greg Myles, gmyles@ag.tamu.edu, 979-952-9263
- **Recordbooks**
  - ✧ **First point of contact:** Your district 4-H specialist
  - ✧ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H and Youth Development Specialist, dlocke@ag.tamu.edu, 979-845-6533





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## Fashion Show Essentials

The 4-H Fashion Show allows members to exhibit their skills in wardrobe selection; clothing construction or comparison shopping; fashion interpretation and understanding of style; good grooming and poise; and modeling garments and the presentation of themselves and their garments, at the county, district, and state levels.

The state 4-H Fashion Show is held during Texas 4-H Roundup.

### Basics

The county fashion show is an optional activity open to all 4-H members who have completed a clothing project. Senior 4-H members who have won at the district Fashion Show competition can also compete at the fashion show at state roundup.

The fashion show has three divisions: buying, construction, and natural fiber. The buying division has four categories: business/interview, fantastic fashions under \$25, semiformal to formal, and special interest. The construction division also has four categories: everyday living, refashion, semiformal to formal, and theater/costume. The natural fiber division has two categories: cotton and wool/mohair.

Each district may send one contestant from each of the four in the construction and buying divisions, and one contestant from each of the two categories in natural fiber.

**Construction:** A 4-H member applies knowledge and skills in garment construction to make a garment to exhibit in the fashion show. The participant may sew, knit, or crochet a garment using new or recycled materials.

**Buying:** A 4-H member applies knowledge and skills in comparison shopping to select a garment to exhibit in the fashion show.

**Natural fiber:** A 4-H member applies knowledge of a fiber's characteristics and the use of that fiber in apparel. Garments may be constructed or bought. To be entered in the natural fiber contest, garments must meet the specific fiber requirements.

4-H members must select a category to compete in at the county level and compete in that category throughout the levels of competition. **Note:** Refer to the *District 4-H Fashion Show Guidelines* or ask the specialist about other categories that may be available.

Entry paperwork is required for the fashion show. Check with the district specialist about these requirements for your district fashion show.

At the state level, the required paperwork is part of the total score. 4-H members must provide information on their project goals and activities, leadership, and community service, as well as a project summary—all related to their clothing and textiles project experiences.

### Conducting a fashion show

A fashion show requires much planning. Many county and district fashion shows also host the Fashion Storyboard contest on the same day as the fashion show. A planning guide is available for your task force.

### Space and equipment needed

- 1 large room for group assembly and the awards program
- 1 room for judging each category
- Dressing rooms
- 1 room for tabulation
- 1 holding room for parents and leaders
- 1 table for registration
- 1 table per interview room for judges to use during the interview process

Possible locations are churches, schools, community centers, county fair buildings, and county Extension offices.



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## Volunteers needed

- **Fashion show coordinators:** Help coordinate the fashion show, modeling, and awards program
- **Judges:** Evaluate 4-H members during the interview process; possible judges are Texas Extension Education Association members, FCS teachers, former 4-H members, former 4-H clothing project leaders, or club managers, elementary school teachers, professional seamstresses, clothing store owners, clothing and textiles majors, and others interested in fashion
- **Registration personnel:** Work at the registration table to greet and check in contestants, judges, parents, leaders, and guests
- **Runners:** Take scorecards from the judging room to the tabulation room
- **Tabulator:** Tabulates scores from judges' scorecards
- **Timekeeper:** Keeps time during judging and indicates when the contestants have completed their interviews; if necessary, a judge can serve as the timekeeper

## Resources

- *District 4-H Fashion Show Guidelines* (contact your district 4-H specialist)
- State 4-H clothing and textiles packet: [fcs.tamu.edu](http://fcs.tamu.edu) (updated and distributed annually):
  - ✧ Fashion show entry form
  - ✧ Fashion show natural fiber entry form
  - ✧ Fashion Storyboard contest information and forms

## Specialists

- Angela McCorkle, Extension Program Specialist–Family and Youth, [armccorkle@ag.tamu.edu](mailto:armccorkle@ag.tamu.edu), 979-845-1150
- District 4-H specialist



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## Fashion Storyboard Essentials

The Fashion Storyboard is an industry-inspired method of displaying 4-H members' original designs. It allows 4-H members to demonstrate their ability to obtain inspiration for designs, conduct design research, collect and record design ideas, use the principles and elements of design to create original designs, and create a visual presentation board based on a specific mood or theme.

The Fashion Storyboard is an optional activity open to all Texas 4-H members who have completed a 4-H Clothing and Textiles Project with an emphasis in design. The contest is typically conducted in conjunction with the Fashion Show.

4-H members can participate in this contest at the county and district levels. Check with your district 4-H specialist for guidelines. The state contest is held during Texas 4-H Roundup.

### Basics

To participate in the 4-H Fashion Storyboard Contest, a 4-H member creates an original design based on the design brief for that year. The storyboard includes original illustrations and flats, as well as additional materials (such as photos from the internet or magazines, paper, fabric swatches, and patterns) that have influenced the design.

Requirements for the Fashion Storyboard are in the state guidelines, which are updated and distributed annually.

### Conducting the Fashion Storyboard contest

The Fashion Storyboard Contest is usually held in conjunction with the Fashion Show. For information on planning a Fashion Storyboard Contest, refer to the Fashion Show Essentials.

### Resources

- *State 4-H Clothing and Textiles Packet* (updated and distributed annually):  
[texas4-h.tamu.edu/projects/storyboard/index\\_storyboard.php](http://texas4-h.tamu.edu/projects/storyboard/index_storyboard.php)
- *Unraveling the Mystery of Design Elements and Principles in Clothing*

### Specialist

- Angela McCorkle, Extension Program Specialist, [armccorkle@ag.tamu.edu](mailto:armccorkle@ag.tamu.edu), 979-845-1150

## Fashion Show and Fashion Storyboard Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set up the planning committee (4-H members, parents, leaders, etc.).		
	Appoint subcommittees for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Cleanup</li> <li>• Decorations</li> <li>• Facility</li> <li>• Finding contest donors</li> <li>• Judges/judging contest</li> <li>• Program</li> <li>• Publicity and signs</li> <li>• Show/ceremony format</li> </ul>		
	Name a county Extension agent to serve as advisor to the committee.		
	Decide on show dates and time, as well as committee meetings for planning, implementing, and evaluating the show.		
	Set the contest entry deadline.		
	Choose and reserve the location.		
	Determine facility needs (tables, chairs, PA system, etc.).		
	Decide on the theme and/or decorations.		
	Contact the judges by phone and email; confirm with a letter.		
	Reproduce copies of the rules, scorecards, record forms, and sample interview questions.		
	Order/buy all the awards and judges' gifts.		
	Prepare advance and follow-up publicity/news releases.		
	Print the program.		

Date due	Task	Person responsible	Date done
	Find people to give the opening address and present special awards. Ask contest donors to help.		
	Contact the judges by letter at least 1 week before the show, providing them with sample interview questions and sample entry forms, scorecards, and other resource information (such as the fiber/fabric guide).		
	Ensure that the committees are handling assigned responsibilities and will be participating in the show.		
	Before the show, ensure that the facility is set up as planned by the committee.		
	Optional: Arrange for refreshments.		
	Prepare the awards script.		
	Orient the judges and participants.		
	Facilitate the judging interviews.		
	Rehearse format (modeling, speaker, award handouts, etc.)		
	Conduct the awards ceremony.		
	Clean the facility.		
	Have the committee and participants evaluate the planning, implementation, and outcome of the show. Record the suggestions for improvement.		
	Send notes of appreciation to all who helped.		
	Send scorecards to the participants to help them prepare for future competitions.		
	Send information about entering the district show to those who qualified.		

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## Duds to Dazzle Essentials

In the Texas 4-H Duds to Dazzle Clothing and Textile Competition, teams of 4-H members will redesign and repurpose discarded garments or textiles into new, viable consumer products.

4-H members in the clothing and textile project learn about fibers, fabrics, wardrobe selection, clothing construction, comparison shopping, fashion interpretation, style and design, proper grooming, poise in front of others, and personal presentation skills.

Participants in Duds to Dazzle go a step beyond, not only using the knowledge and skills gained in the project but also learning about the clothing and textile industry's effects on the environment, specifically the waste stream.

### Basics

4-H members form teams of three to five members. Although the teams do not select their category beforehand, they can prepare for the competition by holding practice challenges and studying contest resources and the design process. They also can study:

- Proper care for textiles
- Safety precautions while sewing and crafting
- Consumer purchasing trends and venues
- Pricing and marketing merchandise for a target audience

Ample preparation will give them the confidence and skills to do their best.

Teams must provide their own equipment as specified in the *Duds to Dazzle Competition Guide*. The contest will begin with items or collections of items at each station, but no pattern.

Assign one of these three categories to each team: wearable, accessory/jewelry, or non-wearable. The teams will use the items provided along with any supply-closet items to design and create a unique product. Each team will have 60 minutes to complete its product.

During that period, the teams must also prepare a 5-minute presentation to a panel of judges. At least three team members must speak in the presentation. The judges may also ask questions of the team members.

Review the Duds to Dazzle scorecard to help the participants prepare for the presentation and question-and-answer segment of the judging process.

### Conducting a Duds to Dazzle contest

Duds to Dazzle contests require much planning. A planning guide is available.

### Space and equipment needed

#### Stations

- 1 table and chair(s) for registration
- Multiple tables and chairs for supply box check-in
- 1 worktable and at least one chair for each team to use during the preparation phase of the contest
- Multiple tables for the supply closet items
- A table and chairs for each team of judges

#### Rooms

- 1 large room for group assembly, participant orientation, and the awards program (this room can also serve as a holding room for parents and leaders)
- 1 large room for the preparation phase of the contest
- Judging rooms for team presentations
- 1 room for tabulation and to serve as the contest headquarters

#### Volunteers needed

- **Group leaders:** Monitor the teams during the 60-minute preparation period, answer questions of teams (without helping them), and monitor the teams to be sure that there is no talking before team presentations

- **Judges (A panel of two to three judges per age division and/or category): Evaluate each team presentation**
- **Registration:** Greet and check in contestants, judges, parents, leaders and guests
- **Sewing kit check-in:** (One volunteer per station): Examine each team's sewing kit supplies to ensure that the kit includes no extra items
- **Timekeeper:** Keeps time during the contest and alerts the teams about the time remaining

## Conducting the contest as a learning experience

4-H clubs and project groups may use a Duds to Dazzle contest as an informal educational activity for the members to practice their construction and design skills. Some considerations:

- Provide enough space, tables, and electrical outlets for the teams to work.
- Acquire all the supplies needed, or ask each team to bring their own supplies, according to the Duds to Dazzle supply list.
- Provide textiles for each team.
- Gather items for the supply closet.
- Divide the group into teams of three to five members. For the learning experience, older and younger members can be on the same team.
- Read the rules to the 4-H members.
- Have them report to their assigned stations, where they will find their materials.
- At the "start" signal, teams have 60 minutes to develop their product and a presentation for the judges.
- All teams must stop work after 60 minutes.
- Have each team make a presentation to the entire group. The teams can learn from each other as they hear a variety of presentations.
- Have the teams discuss with each other the challenges and lessons learned through their experiences through positive peer critiques.

## Resources

These contest resources will be provided:

- *Hand Stitching* (15.105). SEW-lutions Guidelines, Your Guide to Successful Sewing, [http://www.sewing.org/files/guidelines/15\\_105\\_running\\_stitch\\_basting.pdf](http://www.sewing.org/files/guidelines/15_105_running_stitch_basting.pdf)
- *Laundry on Your Own*: Texas A&M AgriLife Extension Service Bookstore, <http://www.agrilifebookstore.org/Default.asp>
- *Pricing* (CDFS-1326-95). Ohio State University Fact Sheet, <http://ohioline.osu.edu/cd-fact/1326.html>
- *Safety Guide*, <http://texas4-h.tamu.edu/files/2014/08/D2D-safety-final.pdf>
- *Simple Seaming Techniques* (11.110). SEW-lutions Guidelines, Your Guide to Successful Sewing, [http://www.sewing.org/files/guidelines/11\\_110\\_simple\\_seaming\\_techniques.pdf](http://www.sewing.org/files/guidelines/11_110_simple_seaming_techniques.pdf)
- *Unraveling the Mystery of Design Elements and Principles in Clothing* (4H 313): Iowa State University Extension, <http://www.extension.iastate.edu/publications/4h313.pdf>

For more information and resources on the Duds to Dazzle contest, visit the Texas 4-H website at: [http://texas4-h.tamu.edu/project\\_clothing/dudstodazzle](http://texas4-h.tamu.edu/project_clothing/dudstodazzle).

## Specialists

- Charlene Belew, Extension Program Specialist, [c-belew@tamu.edu](mailto:c-belew@tamu.edu), 432-336-8585
- Angela McCorkle, Extension Program Specialist, [armccorkle@ag.tamu.edu](mailto:armccorkle@ag.tamu.edu), 979-845-1150

## District resources

Use pilot agents in their respective districts as a resource person for training and implementation:

D1: Amy Wagner, CEA-FCS, Potter

D2: Kathy Carr, CEA-FCS, Bailey

D3: Maranda Revell, CEA-4-H, Wichita

D4: Phyllis Griffin, CEA-4-H, Cooke

D5: Emily Rice, CEA-FCS, Polk



D5: Alyssa Puckett, CEA-4-H, Polk  
D6: Joanna Pack, CEA-FCS, Andrews  
D7: Sandy Taylor, CEA-FCS, Runnels  
D8: Micah Holcombe, CEA-4-H, Bell  
D9: Dianne Gertson, CEA-FCS, Fort Bend  
D10: Angela Fiedler, CEA-FCS, Kerr  
D11: Kayla Kaspar, CEA-4-H, Fayette  
D12: Dru Benavides, CEA-FCS, Atascosa



## Duds to Dazzle Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Facilitate the planning committee meeting (4-H members, parents, leaders, etc.), with the CEA assigned to the clothing and textiles project serving as advisor.		
	Appoint subcommittees for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Cleanup</li> <li>• Contest/awards program format</li> <li>• Facility</li> <li>• Judges</li> <li>• Materials selection for each category and items for the supply closet</li> <li>• Program</li> <li>• Publicity and signs</li> </ul>		
	Set the contest date and time, and plan additional committee meetings to finalize planning, implementation, and evaluation.		
	Set the contest entry deadline and entry fee. Consider charging an entry fee to cover the cost of awards, supplies, etc.		
	Choose and reserve the location.		
	Secure contest donors.		
	Determine facility needs: <ul style="list-style-type: none"> <li>• A large room with one table per team and ample space to work around on all sides</li> <li>• Adequate electricity</li> <li>• Judging room for team presentations</li> <li>• Holding room (or chairs set up in the preparation room) for the participants preparing to go into the judging room</li> <li>• Room for the awards program with chairs, PA system, and awards table</li> </ul>		
	Contact the judges by phone and/or e-mail; confirm with a letter, including contest information: <ul style="list-style-type: none"> <li>• 2–3 judges per judging panel are needed.</li> <li>• The number of participants will determine the number of judges needed.</li> </ul>		
	Determine the materials to give to each team in each age division and category.		
	Order/buy all awards and judges' gifts.		



Date due	Task	Person responsible	Date done
	Prepare advance and follow-up publicity/news releases.		
	Print the contest program (include the contest schedule and names of participants, committee members, judges, donors, etc.).		
	Find people to give the opening address and to present special awards. Ask donors or 4-H Council officers to help.		
	Contact the judges and give them the contest information, scorecards, and resources.		
	Randomly assign each team to a category.		
	Prepare judges' packets: <ul style="list-style-type: none"> <li>• <i>Duds to Dazzle Competition Guide</i></li> <li>• Scorecard</li> <li>• Educational resources</li> <li>• Placing sheet</li> </ul>		
	Prepare resources for each team: <ul style="list-style-type: none"> <li>• A start-up item for each category</li> <li>• Official contest resources</li> <li>• Team worksheet</li> </ul>		
	Before the contest, ensure that the facility is set up as planned by the committee: <ul style="list-style-type: none"> <li>• Tables</li> <li>• Electricity (extension cords)</li> <li>• Chairs</li> <li>• Registration</li> <li>• Judging rooms</li> </ul>		
	Prepare the awards script.		
	Secure volunteers to work contest registration: <ul style="list-style-type: none"> <li>• Greet the judges, leaders, and teams</li> <li>• Check in the teams</li> <li>• Check each team's supply box against the official supply box list</li> <li>• Answer questions</li> </ul>		
	Orient the judges and participants; examples are provided in the <i>Duds to Dazzle Competition Guide</i> .		
	Rehearse the awards program format (who will speak, who will hand out awards, etc.).		
	Have the participants complete the <i>Duds to Dazzle</i> participant evaluation.		
	Have the committee and participants evaluate the contest planning, implementation, and outcome; record the suggestions for improvement.		

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Date due	Task	Person responsible	Date done
	Send notes of appreciation to all who helped.		
	Send the scorecards to the participants to help them prepare for future contests.		
	Send information on entering the district or state show to those who qualify.		

## Overview of the 4-H Consumer Education Project



Through the 4-H Consumer Education Project, 4-H members learn to make wise decisions when shopping. Project activities focus on consumer rights and responsibilities, the economy, the environment, and money management.

Consumer education projects are usually conducted in winter and summer, based on the availability of project leaders. The term of the project greatly depends upon when the contests, such as the consumer decision-making contest, are conducted.

4-H members interested in the consumer education project should be willing to commit the appropriate amount of time to it, depending on their level of involvement. This includes project meetings and other learning experiences.

Age-appropriate national 4-H curriculum materials are available to provide the educational context for this project. Preparation for the consumer decision-making contest takes a lot of time for studying and practicing, as well as dedication to other team members.

4-H members may participate in the project without competing in the consumer decision-making contest.

### Questions to ask

- What are your goals?
- Do you want to compete in any consumer education contests?
- If so, would you like to compete on a team or as an individual?

### Learning experiences

#### Workshops

- Advantages/disadvantages of credit
- Applying for a loan
- Balancing a checkbook
- Comparison shopping
- Developing a budget
- How to get credit
- Making big purchases
- Opening a checking account
- Opening a savings account
- Product comparison
- Understanding interest rates

#### Tours

- Comparison shopping trips
- Financial institutions (banks and credit unions)
- Shopping “scavenger” hunt

#### Community service

- Develop a budget for a student organization
- Help with financial aid meetings at local schools
- Set up a booth with information on consumer topics
- Teach/speak to community groups about consumer topics
- Volunteer at a consumer credit counseling agency
- Volunteer with the Better Business Bureau

### Contests

The contests are summarized on individual Essentials pages.

- Consumer Decision-Making
- Educational presentation: Open Family and Consumer Sciences
- Recordbook: Consumer Education

### Careers

- Advertising executive
- Bank teller
- Business owner/ entrepreneur
- Consumer journalist
- Consumer law
- Consumer products/ services
- Consumer researcher
- County Extension agent
- Credit counselor
- Financial counselor
- Financial planner
- Insurance agent
- Loan officer
- Market analyst
- Market researcher
- Marketer
- Personal finance teacher
- Product developer

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## Resources

- AgriLife Extension resources: [fcs.tamu.edu](http://fcs.tamu.edu)
  - ✧ Fraud
  - ✧ Money management
  - ✧ Saving and investing
  - ✧ Starting a business
- Consumer Decision Making Contest Study Guide: [texas4-h.tamu.edu/project\\_consumer/cdm/](http://texas4-h.tamu.edu/project_consumer/cdm/)
- FCS Toolbox lesson: [texas4-h.tamu.edu/volunteer\\_fcs/](http://texas4-h.tamu.edu/volunteer_fcs/)
- National 4-H Curriculum: [www.4-hcurriculum.org/](http://www.4-hcurriculum.org/)
- NEFE High School Financial Planning Program: <http://fcs.tamu.edu/money/your-money/hsfpp/>
- Power Pay: <https://powerpay.org/>

## Specialists

- **Consumer Decision-Making Contest**
  - ✧ Andy Hart, Extension Program Specialist, [amhart@ag.tamu.edu](mailto:amhart@ag.tamu.edu), 800-746-6101
  - ✧ Luis Saldana, Extension Program Specialist, [l-saldana@tamu.edu](mailto:l-saldana@tamu.edu), 956-968-5581
- **Open Family and Consumer Sciences Educational Presentation**
  - ✧ Dianne Gertson, CEA-FCS, [dlgertson@ag.tamu.edu](mailto:dlgertson@ag.tamu.edu), 281-342-3034
  - ✧ Courtney Latour, CEA-FCS, [clatour@ag.tamu.edu](mailto:clatour@ag.tamu.edu), 979-864-1558
- **Recordbooks**
  - ✧ **First point of contact:** Your district 4-H specialist
  - ✧ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H and Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533

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## Consumer Decision-Making Contest Essentials

The 4-H Consumer Decision-Making Contest is a competitive event in which participants are given information about a situation and then make decisions based on four marketplace options.

This contest offers an opportunity for 4-H'ers to practice and apply the knowledge and skills that they gained in the consumer education project by comparing their decisions with those of a panel of judges who are knowledgeable about today's marketplace and its various goods and services.

### Basics

The consumer decision-making contest is a team event with teams of three or four members. The contest has two parts—ranking consumer options, and giving oral reasons for the decisions made.

For each class being judged, the contestants study the information provided in the scenario. Then they assume the role of the consumer in the situation and decide which choice is best.

The participant first ranks four options in a consumer scenario. Each scenario and its four options are a class, and the contest includes several classes. A study guide (released annually) is available for each class.

One product in each class will best meet the consumer needs described or assumed by the situation statement; however, another product will be almost as desirable, and the other two will meet the standards to lesser degrees. Ranking the four items in order, according to how well they meet the needs of the consumer, is called placing.

The second part of the contest is giving oral reasons for the decisions made. Individual contestants will explain why they decided on a certain placing. The ability to give oral reasons comes from experience in making comparisons and decisions and from a thorough knowledge of the product information for the class.

### Conducting the contest

A consumer decision-making contest requires much planning. A planning guide is available for your task force members.

### Space and equipment

- Hormel slide (a manual judging calculator) for determining the point value of each placing. This may also be done online as instructed in the *Consumer Decision Making Contest Guide*.

#### Rooms

- 1 large room for group assembly and awards
- 1 large room to accommodate separate tables for each class
- 1 room for tabulation
- 1 room for each reasons class.

#### Tables

- 1 table per class to display the four options for each situation and a copy of the scenario for each contestant
- Possible locations are schools, churches, community centers, county fair buildings, or county Extension office.

#### For each contestant

- 1 placing card per contestant for each class to be judged, or one Scantron card or other method used for placing each class
- 1 name or contestant number tag
- Cards for taking notes in reasons classes
- Contest schedule
- Time schedule for giving reasons

### Volunteers needed

- **Class monitor:** Watches the 4-H members as they judge each class, collects placing cards and directs contestants to the next class to be judged; between classes, straightens the four options
- **Judges:** Score contestants' presentations of oral reasons

- **Runners:** Take placing cards and reasons scorecards from judging rooms to the tabulation room
- **Situation statement writers and shoppers:** Members of the contest planning committee may help with these responsibilities as long as it does not interfere with the integrity of the contest
- **Study room monitors:** Supervise contestants who are studying before giving oral reasons
- **Tabulators:** Tabulate placing scores and reasons scores
- **Timekeeper:** Keeps time during judging and indicates when contestants should rotate to the next class

## Conducting the contest as a learning experience

4-H clubs and project groups can use the consumer decision-making contest as an informal educational activity. It can be a great way to conclude a consumer-education project meeting or workshop. The members can test their knowledge while also learning about the consumer decision-making contest.

Organize the contest in these steps:

- Select the classes for the mock contest and/or learning experience.
- Write a situation statement for each class. The information could include the buyer of the product, buyer's age, budget allowance for the purchase, use of the product after purchase, user's age if different from the buyer's, and any specific product criteria.
- Choose four items in a class with important differences. The items may be drawn from advertisements, catalogs, or Internet sources.
- Label the items in each class #1, #2, #3, #4. Add a price tag showing the total purchase price for each item.
- Arrange the four items in the class on a table, close enough together to allow for convenient comparison.
- Have judges place the class of products according to the criteria described in the situation.
- After placing, the judges determine the "cuts." The cuts give a numerical rating to the differences in how well the three pairs of products satisfy the criteria. The smaller the difference between the products in a pairing, the smaller the cut. The larger the difference, the larger the cut. The numerical total for the cuts cannot be more than 15. The Hormel slide, or its online equivalent, is used to determine official scores for each class.
- Divide the group into two teams of three to four members.
- Conduct a mock contest. If the 4-H members are new to the contest experience, you may want to talk through the reasons as a group instead of having each 4-H member give a set of oral reasons.

## Team selection

Develop a systematic way to track each 4-H member's progress. Establish written guidelines for team member selection at the beginning of the project work. Work with your FCS Consumer Education Project Task Force to develop a set of written team-selection guidelines.

If enough people are interested, you could hold a county-level qualification event to determine which 4-H members will represent the county in the district contest. The qualifying event could be for:

- Club teams
- Mixed club teams
- Individuals, with the top four scorers in each age division forming the county teams
- Individuals who take written quizzes, with the high-scoring individuals in each age division forming the county teams

## Resources

- *4-H Consumer Decision Making Contest Study Guide:* [texas4-h.tamu.edu/projects\\_consumer/cdm/](http://texas4-h.tamu.edu/projects_consumer/cdm/)
- Online score calculation: [www.judgingcard.com/resources/hormel.aspx](http://www.judgingcard.com/resources/hormel.aspx)

## Specialists

- Andy Hart, Extension Program Specialist, [amhart@ag.tamu.edu](mailto:amhart@ag.tamu.edu), 806-746-6101
- Luis Saldana, Extension Program Specialist, [l-saldana@tamu.edu](mailto:l-saldana@tamu.edu), 956-968-5581

## Consumer Decision-Making Contest Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set up the planning committee (4-H members, parents, leaders, etc.).		
	Appoint subcommittees for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Classes (write situations, get options, etc.)</li> <li>• Cleanup</li> <li>• Contest/judging format</li> <li>• Decorations</li> <li>• Facility</li> <li>• Program</li> <li>• Publicity and signs</li> <li>• Secure donors</li> <li>• Tabulation/reasons judges</li> </ul>		
	The county Extension agent assigned to the project serves as advisor to committee.		
	Set the contest date.		
	Select and confirm the location.		
	Select classes from the current year's list.		
	Write the situations.		
	Order/buy the awards and judges' gifts.		
	Secure reasons judges and give them study guides.		
	Appoint class monitors and runners.		
	Appoint tabulators.		
	Select the class options and buy/borrow.		
	Determine the judging/reasons sequence.		

Date due	Task	Person responsible	Date done
	Prepare the contest schedule.		
	Prepare registration packets for all team members, containing: <ul style="list-style-type: none"> <li>• Contest schedule</li> <li>• Nametag with contestant number</li> <li>• Notecards for taking notes in reasons class</li> <li>• Placing cards/Scantrons</li> <li>• Schedule for giving reasons</li> </ul>		
	Prepare situation statements as posters or individual copies at each table.		
	Arrange the site for judging, reasons, study, registration, orientation, and awards.		
	Arrange the classes, with labels for the options.		
	The judges determine the official placing and cuts.		
	Organize and prepare the script for the awards presentation. Ask the contest donors to help.		
	Send notes of appreciation to all volunteers who helped with the event, including donors and special guests.		
	Send the results to media outlets.		
	Recognize the winners in next 4-H newsletter and social media.		
	Have the committee and participants evaluate the planning, implementation and outcome of the contest. Record the suggestions for improvement.		
	Send information for entering the district contest to those who qualified.		



## Overview of the 4-H Family Life Project

In the 4-H Family Life Project, participants learn about family issues such as caring for young children, working with older adults, preparing for marriage, and relating to others.

Family life projects are usually conducted throughout the 4-H year, based on the availability of leaders. Members interested in the family life project should be willing to commit the appropriate amount of time to it, depending on the level of involvement.

Because competition is limited to 4-H educational presentation and recordbook competitions, 4-H members can focus more on the learning process and the multiple opportunities for community service.



### Questions to ask

- What are your goals?
- Do you want to compete in any family life contests?
- If so, would you like to compete with a team or individually?
- What other projects are you involved in that can be incorporated into your family life project?

### Learning experiences

#### Workshops

- Adoption
- Aging simulation
- Alzheimer's/dementia
- Babysitting
- Child care
- Child development
- Child-proofing a home
- Communication patterns
- CPR/first aid
- Family history
- Genealogy research
- Healthy habits in the home
- Intergenerational differences
- Internet safety
- Military families
- Personality profiles
- Teen dating
- Working with special-needs children

#### Tours

- Adult day care
- After-school centers (YMCA/Y WCA)
- American Red Cross
- Day-care centers/youth centers
- Head Start classroom
- Nursing homes

#### Community service

- Coordinate a toy drive for a child care center
- Help elderly families with cleanup needs
- Help with a childhood immunization clinic
- Sponsor a children's book drive
- Sponsor a story hour for young children
- Visit the residents of a nursing home
- Volunteer to read to children at Head Start or a child-care center

### Contests

- Educational presentation: Open Family and Consumer Science
- Recordbook: Family Life

### Careers

- Anthropologist
- Case manager
- Child development specialist
- Early intervention specialist
- Education/teacher
- Genealogist
- Gerontologist
- Licensed day care provider
- Psychologist
- Recreation director
- Social worker
- Sociologist

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## Resources

- AgriLife Extension resources ([fcs.tamu.edu](http://fcs.tamu.edu))
  - Aging
  - Child care
  - Parenting
- National 4-H curriculum: [www.4-hcurriculum.org](http://www.4-hcurriculum.org)

## Specialists

- **Open Family and Consumer Sciences Educational Presentation**
  - Dianne Gertson, CEA-FCS, [dlgertson@ag.tamu.edu](mailto:dlgertson@ag.tamu.edu), 281-342-3034
  - Courtney Latour, CEA-FCS, [clatour@ag.tamu.edu](mailto:clatour@ag.tamu.edu), 979-864-1558
- **Recordbooks**
  - **First point of contact:** Your district 4-H specialist
  - **Coordinator of the state judging process:** Darlene Locke, Extension 4-H and Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533
- **4-H Healthy Lifestyles Invitational:** Courtney Dodd, Extension 4-H Youth Development Specialist, [efdodd@ag.tamu.edu](mailto:efdodd@ag.tamu.edu), 979-845-6533

## Overview of the 4-H Health Project



The 4-H Health Project teaches 4-H members how to improve their physical, intellectual, emotional, and social health. It also focuses on community health resources and largely focuses on healthy lifestyles, illness and injury prevention, and wellness. Also addressed are safety concerns related to health issues, such as first aid and emergency preparedness.

Health projects usually occur throughout the 4-H year, based on the availability of leaders. Members interested in participating in a health project should be willing to commit the appropriate amount of time to it, depending on the level of involvement.

Because competition is limited to the 4-H educational presentation, Healthy Lifestyles Invitational, and record-book competitions, the members can focus more on the learning process and the multiple opportunities for community service.

This project may overlap with other projects, such as food and nutrition and safety, which offers many opportunities for the members.

### Questions to ask

- What are your goals?
- Do you want to compete in any health project contests?
- If so, would you like to compete with a team or individually?
- What other projects are you involved in that you can incorporate into your health project?

### Learning experiences

#### Workshops

- Assembling a first aid kit
- Balance of nutrition and physical activity
- Basic first aid/CPR
- Benefits of water
- Dangers of alcohol/drugs
- Dental health
- Eating disorders
- Healthy lifestyles
- Healthy snacking
- Importance of immunizations
- Importance of sleep
- Increasing physical activity
- Preventing colds and flu
- Proper hygiene
- Sun safety
- Tobacco prevention

#### Tours

- Clinics
- Exercise facilities
- Grocery stores
- Health department
- Health food stores
- Hospitals
- Local health organizations
- (American Heart Association, American Cancer Society)
- Nursing homes

#### Community service

- Assemble and distribute first aid kits
- Conduct a presentation on a health topic
- Help with a diabetes workshop
- Help with a health fair
- Offer a basic first aid course
- Organize a team for a health walk
- Volunteer with a hospital or health department
- Volunteer with Walk Across Texas

### Contests

These contests are summarized on individual Essentials pages:

- Educational presentation: Health
- Healthy Lifestyles Invitational
- Recordbook: Health

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## Careers

- Dental hygienist
- Dietitian
- Doctor
- Emergency medical technician
- Extension agent
- Health care administrator
- Health educator
- Health inspector
- Health specialist
- Human services counselor
- Lab technician
- Nurse
- Nursing home administrator
- Pharmacist
- Physician's assistant
- Radiologist
- Therapist (physical, speech, occupational, etc.)
- Wellness coach

## Leadership

The 4-H Healthy Lifestyles Ambassador Program offers senior 4-H members an opportunity to empower youth to lead and promote the purpose and goals of the healthy lifestyles program.

The group leads and oversees the healthy lifestyles program by helping develop activities, project materials, and special events, and by recommending program direction. The Ambassadors serve a 2-year term. Applications are due in April each year.

## Resources

- AgriLife Extension resources ([fcs.tamu.edu](http://fcs.tamu.edu))
  - ❏ Cancer
  - ❏ Diabetes
  - ❏ Family health
  - ❏ Health fair planning sheet
  - ❏ *Health Hints* newsletter
- Center for Disease Control and Prevention: [www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)
- Color Me Healthy (North Carolina State University Cooperative Extension): [www.ces.ncsu.edu](http://www.ces.ncsu.edu)
- Journal of American Medical Association (JAMA)
- Journal of School Health
- National 4-H Curriculum: [www.4-hcurriculum.org](http://www.4-hcurriculum.org)
- *Texas 4-H Club Health/Safety Officer Handbook*: <http://texas4-h.tamu.edu>
- Texas Department of Health: [www.dshs.state.tx.us/](http://www.dshs.state.tx.us/)
- Walk Across Texas: <http://walkacrosstexas.tamu.edu/>

## Specialists

- **Health educational presentation:** Alice Kirk, Extension Program Specialist, [akirk@ag.tamu.edu](mailto:akirk@ag.tamu.edu), 979-458-2098
- **Recordbooks**
  - ❏ **First point of contact:** Your district 4-H specialist
  - ❏ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H and Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533
- **4-H Healthy Lifestyles Invitational:** Courtney Dodd, Extension 4-H Youth Development Specialist, [cfodd@ag.tamu.edu](mailto:cfodd@ag.tamu.edu), 979-845-6533

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## Healthy Lifestyles Invitational Essentials

The 4-H Healthy Lifestyles Invitational gives participants the opportunity to participate in a competitive event using the knowledge and skills they learn from participating in 4-H healthy lifestyles programs.

The invitational is conducted during Texas 4-H Roundup, and is open to intermediate and senior 4-H members. 4-H members need not qualify to participate in the contest.

### Basics

4-H members may enter the healthy lifestyles invitational as an individual or as a 3- to 4-person team within the same age division. 4-H members who enter as individuals will be grouped randomly with other individuals for the team presentation part of the contest.

The invitational consists of two parts—individual judging, and team presentations.

Participants first work individually to judge/place eight classes, each of which consists of a scenario and four options related to a healthy lifestyles topic. The class topics are announced at the beginning of each 4-H year.

For each class, the individual participant will rank the four options based on the given situation. Some classes may also include a multiple-choice and a true/false quiz. Seven minutes are allowed for each class, with 1 minute between each to allow the contestants to move to the next class.

After individual judging are the team presentations. The order in which the teams present is assigned randomly. Each team is given a scenario (based on a healthy lifestyles topic) and has 10 minutes to evaluate it, decide on a solution, and prepare a presentation.

Each team will have 5 minutes to present its solution to the problem/scenario. Participants may not use visual aids during the team presentation.

### Conducting a healthy lifestyles invitational

The 4-H Healthy Lifestyles Invitational Contest requires a great deal of planning. The consumer decision-making contest guide can be used as a model for preparing and conducting this invitational contest.

### Space and equipment needed

#### Rooms

- 1 room for group assembly and awards
- 1 room large enough for separate tables for each class
- 1 room for tabulation
- 2 rooms for team presentations (one per age division)

**Tables:** 1 table per class to display the four options for each situation and a copy of the scenario for each contestant.

#### For each contestant

- Cards for taking notes (optional since reasons are not given for any class)
- Contest schedule
- Name tag or contestant number tag
- Pencils
- Time schedule for team presentations
- Universal A Scantron

Possible locations include schools, churches, community centers, county fair building, or county Extension offices.

### Volunteers needed

- **Class monitor/group leader:** Monitors 4-H members as they judge each class and direct contestants to the next class; between classes, straightens the four class options; can be used to monitor teams as they wait to give team presentation (talking is allowed)
- **Judges:** Observe and score team presentations

- 
- **Situation statement writers:** Members of the contest planning committee may help with these responsibilities **as long as it does not interfere with the integrity of the contest**
  - **Tabulators:** Operate the Scantron machine, tabulate placing, and present the scores
  - **Timekeeper:** Keeps time during judging and indicates when contestants should rotate to the next class

## Resources

- All located at [texas4-h.tamu.edu/healthy\\_lifestyle](http://texas4-h.tamu.edu/healthy_lifestyle):
  - ✧ 4-H Healthy Lifestyles Invitational Packet (updated annually)
  - ✧ Sample classes from previous invitational contests
  - ✧ Subject-matter resources (determined based on class topics)

## Specialist

- Courtney Dodd, Extension 4-H Youth Development Specialist, [cfdodd@ag.tamu.edu](mailto:cfdodd@ag.tamu.edu), 979-845-6533

## Overview of the 4-H Housing and Home Environment Project



Participation in the 4-H Housing and Home Environment Project allows members to learn and apply the principles of design and function to make a home more attractive, safe, and comfortable for all family members. The project also teaches the importance of efficient energy usage as it relates to housing, home equipment, and waste management.

Housing and home environment projects are usually conducted throughout the 4-H year, based on the availability of leaders. 4-H members should be willing to commit the appropriate amount of time to the project, depending on the level of involvement.

Because competition is limited to 4-H educational presentation and recordbook competitions, the members can focus more on the learning process and the many opportunities for community service. This project may overlap with other projects such as clothing and textiles, consumer education, health, and safety.

### Questions to ask

- What are your goals?
- Do you want to compete in any housing and home environment contests?
- If so, would you like to compete with a team or as an individual?
- What other projects are you involved in that you can incorporate into your housing and home environment project?

### Learning experiences

#### Workshops

- ADA compatibility
- Chemical-free cleaning
- Controlling allergy triggers
- Controlling asthma triggers
- Design elements
- Do-it-yourself home repairs
- Energy conservation
- Going green
- Home furnishings
- Home furnishings restoration
- Home storage
- Indoor air quality
- Recycling
- Safety in the home
- Water conservation

#### Tours

- Antique store
- Construction site or company
- Flooring store
- Furniture restoration shop
- Furniture store
- Garden store/landscape design company
- Home and garden show
- Home improvement store
- Hotel
- Interior design studio
- Paint store

#### Community service

- Refinish furniture for community centers
- Collect fabric to be recycled into curtains/drapes
- Sponsor a home painting/fix-up week
- Help with a community cleanup day
- Host a "Go Green" campaign
- Help the elderly with household repairs
- Coordinate collection of household goods for Habitat for Humanity
- Write news articles about historical homes in the area

### Contests

Contests are summarized on individual Essentials pages.

- Educational presentations: Open Family and Consumer Sciences
- Recordbook: Housing and home environment

### Careers

- Architect
- Draftsperson
- Facility designer
- Furnishings buyer
- Furniture designer
- Interior designer
- Lighting designer
- Photo stylist
- Set designer
- Window designer

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## Resources

- AgriLife Extension resources: [fcs.tamu.edu](http://fcs.tamu.edu)
  - Efficiency
  - Home maintenance
  - Home furnishings
- Housing resources, North Carolina State University Cooperative Extension: [www.ces.ncsu.edu/depts/fcs/housing.html](http://www.ces.ncsu.edu/depts/fcs/housing.html)
- Housing resources, Mississippi State University Extension Service: [msucares.com](http://msucares.com)
- Nationwide housing and home environment resources: [www.extension.org](http://www.extension.org)

## Specialists

- **Project resources and support:** Angela McCorkle, Extension Program Specialist, [armccorkle@ag.tamu.edu](mailto:armccorkle@ag.tamu.edu), 979-845-1150
- **Open Family and Consumer Sciences Educational Presentation**
  - Dianne Gertson, CEA-FCS, [dlgertson@ag.tamu.edu](mailto:dlgertson@ag.tamu.edu), 281-342-3034
  - Courney Latour, CEA-FCS, [clatour@ag.tamu.edu](mailto:clatour@ag.tamu.edu), 979-864-1558
- **Recordbooks**
  - **First point of contact:** Your district 4-H specialist
  - **Coordinator of the state judging process:** Darlene Locke, Extension 4-H Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533



## Overview of the 4-H Safety Project

Participants in the 4-H Safety Project learn to prevent accidents and injuries by recognizing and correcting safety hazards. This activity can be a stand-alone project or a component of various other 4-H projects.

Project work can relate to safe equipment designs and procedures for preventing injuries in the home, at work, or in recreational environments. Topics might include animals, boating, chemicals, electricity, falls, farm or yard machinery, fire, hunting, natural disasters, traffic safety, or workplace equipment.

Safety projects are usually conducted throughout the 4-H year, based on the availability of leaders. 4-H members interested in the safety project should be willing to commit the appropriate amount of time to it, depending on the level of involvement.

Because competition is limited to 4-H educational presentation and recordbook competitions, the 4-H members can focus more on the learning process and the many opportunities for community service.

This project may overlap with other projects, such as health, family life, and housing and home environment.



### Questions to ask

- What are your goals?
- Do you want to compete in any safety project contests?
- If so, would you like to compete with a team of other 4-H members or as an individual?
- What other projects are you involved in that you can incorporate into your safety project?

### Learning experiences

#### Workshops

- |                          |                         |                      |
|--------------------------|-------------------------|----------------------|
| • ATV safety             | • Farm equipment safety | • Snake safety       |
| • Bicycle safety         | • Fire safety           | • Sun safety         |
| • Boating safety         | • Gun safety            | • Teen driver safety |
| • Chemical safety        | • Kick scooter safety   | • Tractor safety     |
| • Child passenger safety | • Pedestrian safety     | • Water safety       |
| • Elder driving safety   | • Personal safety       | • Weather safety     |
| • Fall prevention        | • School bus safety     |                      |

#### Tours

- Business that makes or sells safety equipment
- Fire station
- Tour homes to identify safety hazards

#### Community service

- |   |   |
|---|---|
| • Collect smoke alarms for families in need   | • Help secure the rollover convincer and help with a demonstration at a school      |
| • Coordinate a bicycle rodeo  | • Make a safety presentation to community groups                                    |
| • Distribute literature on home fire drills   | • Place exhibit at a local store on the safe storage and use of household chemicals |
| • Help at a child safety seat check-up event  | • Promote accident prevention with farm equipment                                   |
| • Help coordinate a farm safety day camp  | • Promote accident prevention with livestock  |
| • Help older and/or disabled citizens with accident prevention in the home (cleanup, modifications, etc.) | • Serve on a safety council and/or committees                                       |

### Careers

- |                                    |   |
|------------------------------------|---|
| • American Red Cross               | • Law enforcement officer                       |
| • Emergency management coordinator | • Meteorologist                                 |
| • EMS                              | • Occupational Safety and Health Administration |
| • Environmental safety             | • Traffic safety engineer                       |
| • Firefighter                      |   |

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## Contests

Contests are summarized on individual Essentials pages.

- Educational presentations: Safety and injury prevention
- Recordbook: Safety

## Resources

- Agricultural Safety and Health: <http://agsafety.tamu.edu/>
- AgriLife Extension resources: [fcs.tamu.edu](http://fcs.tamu.edu)
  - ✧ Child Safety Seats
  - ✧ Road Wise: A Complete Traffic Safety Program Toolkit
  - ✧ Smart Driving
  - ✧ Teen Traffic Safety Project Guide
  - ✧ Youth Traffic Safety
- ATV Safety Institute: <http://www.atvsafety.org/>
- Extension Disaster Education Network: [www.texashelp.tamu.edu/](http://www.texashelp.tamu.edu/)
- Hunter Education: [http://www.tpwd.state.tx.us/learning/hunter\\_education/](http://www.tpwd.state.tx.us/learning/hunter_education/)
- MADD: <http://www.madd.org/>
- National Ag Safety Database: <http://www.nasdonline.org/index.html>
- Personal Safety: <http://ncpc.org>
- Pesticide Safety Program: <http://www.epa.gov/pesticides/safety/>
- Teens in the Driver Seat: [www.t-driver.com](http://www.t-driver.com)
- Traffic Safety: <http://www.nhtsa.dot.gov/>

## Specialists

- **Safety and accident prevention educational presentation:** Myrna Hill, Extension Program Specialist–Passenger Safety, [mrhill@ag.tamu.edu](mailto:mrhill@ag.tamu.edu), 979-862-1782
- **Recordbooks**
  - ✧ **First point of contact:** Your district 4-H specialist
  - ✧ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533
- **Farm safety day camp:** Susan Reynolds, Executive Director–Programs, Progressive Agriculture Foundation, [farmsafetyday@aol.com](mailto:farmsafetyday@aol.com), 888-257-3529
- **Teen rollover convincer:** Myrna Hill and Bev Kellner, Extension Program Specialists–Passenger Safety, [bkellner@ag.tamu.edu](mailto:bkellner@ag.tamu.edu), 979-862-1782

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## Educational Presentation Essentials

A 4-H educational presentation is a demonstration of a 4-H member's knowledge and skills in a project area. It is presented in a way that is most comfortable to the 4-H member. It can be accomplished using posters, props (method demonstration), or media presentations (illustrated talk), or by simply speaking, convincing, and educating with words alone (public speaking).

Educational presentations are part of the statewide event known as Roundup. Conduct Roundup at the county level, as well as the district and state levels. Each district determines when to hold its district Roundup.

Texas 4-H Roundup is always the second full week in June; it includes all events such as educational presentations, fashion show, food show, judging contests, public speaking contests, and quiz bowls. Based on the schedule for your district, the list of competitions at the district roundup will vary.

Know the schedule of competitions for your district so you can plan for adequate preparation and practice time for your 4-H members.

### Basics

Educational presentations are conducted consistently across the state for each category and 4-H age division. Below is a summary of the rules and guidelines that pertain specifically to the educational presentation. These rules are released annually in the *Texas 4-H Roundup Rules and Guidelines*.

### Topic

Educational presentations should address emerging or current issues in each of the contest areas. Some contests provide a list of suggested topics for educational presentations, along with a resource list. Senior contestants are encouraged to research these emerging and/or current areas to develop their presentations.

- **Accuracy of information/resources:** With the Internet being used heavily as a source of information for educational presentations, 4-H members must know the difference between research-based and non-research-based information. Contestants must use information that is factual and can be supported through adequate documentation. Reliable websites are those by federal, state, and local governments, independent research organizations, and the Texas A&M AgriLife Extension Service. Internet information that is questionable includes personal sites, chat rooms, and message boards. 4-H members should prepare a list of references (biography, works cited) for their presentations.
- **Subject matter:** The skills and knowledge exhibited in any 4-H contest should be the result of experiences in a project in which the member has participated. A presentation should relate to the contest entered, contain current information, and not be more suited for another contest. It should be appropriate for the member's age and experience.  
It must give appropriate credit for references used. If there is a question about which category a presentation belongs in, consult the district 4-H specialist, state 4-H office and/or state contest superintendent.
- **Time limits:** Each educational presentation is limited to 12 minutes. An additional 9 minutes can be given to allow presenters to set up their equipment before the presentation and to clean up the stage afterward. A penalty of 2 points per minute or partial minute of overtime will be deducted from the final score. Adults are permitted to help 4-H members with the on-stage arrangements and cleanup.
- **Visuals:** The use of charts, photographs, computer graphics/programs, and other visual materials is permitted. The visuals should contribute to the presentation. Each presentation demonstrates the participant's ability to communicate an idea.
- **Judges' questions:** Judges and/or superintendents may ask contestants questions at the end of their presentations. This will be done on the judge's time. Only official judges and superintendents may ask questions of the contestants.
- **Scorecard:** The *4-H Educational Presentation Score Sheet*, 4-H 3-5.041 (revised August 2005), will be used by contest judges in scoring educational presentations regardless of presentation style (method demonstration, illustrated talk, or speech). Separate scorecards are used in public speaking and Share-the-Fun. All score sheets are available on the Texas 4-H and Youth Development publication website.

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- **Judges' gifts/handouts:** Gifts (of any kind) may not be presented to the judges in any contest. Contestants may give handouts to judges and the entire audience.
  - **Video, audio, and display equipment:** Participants are responsible for all video and audio equipment (and components) used in a contest. Video and audio equipment includes computers, easels, extension cords, compact disc players, viewing screens, and video projectors.

## Categories

An educational presentation can be made on any topic in the disciplines of family and consumer sciences, agriculture, or natural resources. To see a complete list and detailed rules related to each category, refer to the current *Texas 4-H Roundup Rules and Guidelines*.

Family and consumer science educational presentations can be presented in clothing and textiles, health, open family and consumer sciences, and safety and injury prevention. Refer to the *4-H Roundup Rules and Guidelines* for category updates and descriptions of each category.

## Developing the presentation

Make developing educational presentations fun for 4-H members. First, help them select a topic in a 4-H project that they are interested and actively participating in. It should be an important issue in our world today. Encourage the members to choose topics that will be challenging so they can grow. As they increase their knowledge and involvement in the 4-H project, they can also expand the presentation focus.

After selecting a topic, the 4-H member should start researching. Research should include only scientific, research-based facts. Outstanding resources for acquiring such resources include local, state, and federal government websites/publications, firms that conduct unbiased research, and other organizations' and associations' websites/publications that provide research-based information (such as the American Heart Association and American Cancer Society).

The 4-H member should then decide whether to make the presentation alone or with other 4-H members, and whether it will be a speech, a method demonstration, or an illustrated talk. Factors that help them decide the method to use include the resources available (such as a computer with a presentation program) and whether the topic can be demonstrated or is more informational/persuasive and should be delivered as a speech.

Help the 4-H member prepare an outline using the resources collected. Younger 4-H members may have to write out their entire speeches; older members who have been involved in public speaking may just need to prepare a detailed outline. For all participants, practice is the key to success.

## Coordinating a Roundup contest

Counties need to hold local 4-H roundups to help members prepare for the competition at the district and state 4-H roundups. Roundup events can be held in the evening or on a weekend, depending on the number of entries.

A county roundup event is typically used as a qualifying process for 4-H members to advance to the district level. To plan for the qualifying competition at the county level, know the number of entries in each contest that can advance to the district contest.

Whether you are having a county roundup to qualify entries for the district level or using it as an opportunity to give feedback and practice time for your 4-H members, consider these factors when planning it:

- Secure a facility and announce the location, date, and time of the event at least 3 months in advance to give the 4-H members and leaders enough time to prepare.
- Ask the 4-H volunteers and committees to organize the event. Allow them to recruit and train the judges and other event workers. Have a volunteer committee arrange for awards and/or recognition for contestants and for refreshments, greeters, and other logistics.
- Have the judges provide helpful feedback to participants so they can improve their educational presentations before the district competition.
- Use the county 4-H youth leaders by having them host an assembly to recognize those participating.

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## Benefits of doing an educational presentation

Making an educational presentation builds self-confidence and teaches a 4-H member organizational skills and the ability to relay a message successfully. It can increase the members' public speaking skills and allow them to share their knowledge with a group of other 4-H members and/or adults.

Educational presentations can be fun! They can be done individually or with one to four team members.

Supporting adults, such as volunteer leaders and county Extension agents, should help the members identify credible, unbiased research to use in their presentations. When helping with the development of an educational presentation, adults can encourage creativity and enthusiasm.

## Resources

- AgriLife Extension publications: [texas4-h.tamu.edu](http://texas4-h.tamu.edu)
  - ✧ *4-H Public Presentation Guide: Method Demonstrations and Illustrated Talks*
  - ✧ *Get to the Point with 4-H Presentations* (on-line training module)
  - ✧ *Public Speaking: 4-H Style*
  - ✧ *Texas 4-H Roundup Rules and Guidelines* (released annually)

## Specialists

Educational presentations:

- **Clothing and textiles**
  - ✧ Greg Myles, [gmyles@ag.tamu.edu](mailto:gmyles@ag.tamu.edu), 979-952-9263
  - ✧ Jill Martz, [jill.martz@ag.tamu.edu](mailto:jill.martz@ag.tamu.edu), 979-862-8819
- **General**
  - ✧ Darlene Locke, Extension 4-H Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533
  - ✧ Jana Barrett, Extension Associate, [jcbarrett@ag.tamu.edu](mailto:jcbarrett@ag.tamu.edu), 979-845-6533
- **Health:** Alice Kirk, [akirk@ag.tamu.edu](mailto:akirk@ag.tamu.edu), 979-845-2098
- **Open Family and Consumer Sciences Educational Presentation**
  - ✧ Dianne Gertson, CEA-FCS, [dlgertson@ag.tamu.edu](mailto:dlgertson@ag.tamu.edu), 281-342-3034
  - ✧ Courtney Latour, CEA-FCS, [clatour@ag.tamu.edu](mailto:clatour@ag.tamu.edu), 979-864-1558
- **Safety and injury prevention:** Myrna Hill, Extension Program Specialist, [mr-hill@tamu.edu](mailto:mr-hill@tamu.edu), 979-845-3885

## 4-H Roundup Educational Presentations Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set up Roundup task force/event planning committee.		
	Determine who is responsible for: <ul style="list-style-type: none"> <li>• Awards</li> <li>• Contest(s) superintendents</li> <li>• Donors</li> <li>• Judges</li> <li>• Programs</li> <li>• Publicity and signs</li> <li>• Registration</li> <li>• Other:</li> <li>• Other:</li> </ul>		
	Set the roundup date and time as well as dates for committee meetings for planning, implementing, and evaluating the contest(s).		
	Designate and reserve the facility.		
	Set the contest entry deadline.		
	Determine whether tables and chairs are available in each room at the facility and plan room setup for specific contest(s).		
	Print and review current year's <i>Texas 4-H Roundup Rules and Guidelines</i> .		
	Contact a diverse group of judges by telephone/email and confirm with follow-up. Make sure that the judges have the expectations, rules, a map to the location, and that the other information that will help them be prepared to judge.		
	Reproduce copies of rules, scorecards, and evaluation forms and have available on contest day.		
	Order all awards and judges' gifts.		
	Prepare and print the program.		
	Secure all the equipment needed for the roundup event such as projectors, microphone(s), tabulation supplies, etc.		

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Date due	Task	Person responsible	Date done
	Organize and prepare the script for the awards presentations. If your contest has a donor, ask that person to present the awards.		
	Contact the local newspaper and extend an invitation to attend the event for photo and story coverage.		
	The day before roundup, ensure that the facility is set up as planned by the committee.		
	Orient the judges before the roundup contest begins.		
	Evaluate the planning, implementation, and results. Keep the notes for next year's roundup.		
	Send notes of appreciation to all who helped with the event, including donors and special guests.		
	Send releases about the results to the news media.		
	Recognize the winners from roundup in the next county 4-H newsletter.		



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## 4-H Recordbook Essentials

A 4-H recordbook is a member's annual record of growth and accomplishments. It is a historical record of the member's 4-H career. Participants record the projects they have been involved in, what they have learned, and how they have grown personally and in their knowledge. With recordbooks, the members can reflect on their entire 4-H careers even after they have left 4-H career.

Recordbooks are a part of the core life skill of record keeping, which should be taught in every 4-H project. Record keeping teaches responsibility, self-reflection, and accountability. If a project involves monetary transactions, keeping records also teaches basic bookkeeping skills. 4-H members who create recordbooks throughout their 4-H career have the skills to complete college, award, and scholarship applications.

Members should work on their recordbooks throughout the year; they will be evaluated at the county level in late June/early July. District recordbook judging competitions occur in July, and the state judging for senior 4-H members is in August.

Know your district judging date to give ample time for the members to edit and correct their recordbooks before the district judging.

### Basics

Recordbooks are divided into three levels of based on 4-H age. An online system ([www.4hreports.com](http://www.4hreports.com)) is available for 4-H members to document project activities, leadership, and community service, awards, and other 4-H project learning experiences.

- **Category:** 4-H members may select among 30 categories in which to enter a recordbook. FCS project categories are listed below. Although 4-H members may change categories each year, many stay with the category in which they are most active.
- **4-H story:** Part of the recordbook is the 4-H story, in which the member discusses highlights or points of interest that may not fit into the project report form. The story is a vital part of the recordbook because it helps the judges get to know the 4-H member.  
Stories can be written according to a theme or can be chronological histories of 4-H careers. The story should be personal, be written in first person, and express both the good and unfortunate events of the member's life. Recordbooks also include photos of members at work during their 4-H careers. The best photos are action shots of the members working with their projects, leading others, and helping in their communities.
- **Project experiences and participation:** Because 4-H members are usually very involved in their 4-H work, they need to limit the amount of information in their recordbooks. 4-H recordbooks cover up to four projects for up to the past 4 years. This means that a 4-H member who has been in a project for 7 or 8 years will include only information about the past 4 years of experiences. Members who have been in a new project for only 1 to 3 years will list all those years. This does not mean that a 4-H member must have four projects or be in all of them for at least 4 years.
- **Leadership:** Members record their experiences in leadership roles they have had—elected/appointed offices, volunteer roles, or promotional leadership at the club (local), county, district, state, national, and even the international level. The recordbook should include information about how being a leader helped others and what effect it had on the 4-H member.
- **Community service:** A recordbook should describe the number of community service projects that a member has been involved with, how many people benefited by the events, and the highlights of community service for the 4-H member.
- **Other 4-H projects:** Because many members are involved in more than four projects, the recordbook includes a section where they can demonstrate successes in other minor projects. Members who have been involved in only four projects are encouraged to list three of them in the first section, and the one in which they have been least involved in the Other Projects section.
- **Recognition and awards:** The recordbook highlights the most significant and special awards received during the years in 4-H.



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- **Non-4-H experiences:** The 4-H program has always focused on developing well-rounded 4-H members. They are encouraged to be active in school, church, and civic organizations. One section of the recordbook allows 4-H'ers to describe their involvement in these aspects of life.

## Categories

A 4-H recordbook can focus on many areas of family and consumer sciences, agriculture, or natural resources. These categories correspond with Family and Consumer Sciences Projects:

- Clothing and Textiles
- Consumer Education
- Family Life
- Food and Nutrition
- Health
- Housing and Home Environment
- Safety

## Development

Creating a 4-H recordbook is a family affair. 4-H members and their parents/guardians should develop a record-keeping system for recording all the events in which members are involved. The record keeping can be as informal as keeping a calendar on the refrigerator and writing down all activities, or as complex as a computer spreadsheet a family designs. The system should make it easy for the family to extract information for the 4-H recordbook forms. The online system enables members to edit and update their reports as activities and events occur.

After gathering the information, the members choose a category for their recordbooks. The category should be one in which the member has actively participated and can demonstrate growth.

The project report form should be completed first, then the 4-H story and photo portfolio. In the story, a member can be creative and address any topics not covered in the report form. Once the recordbook is complete, it should be proofread.

## Coordinating a recordbook contest

A county 4-H recordbook evaluation event prepares members for the district competition and, for seniors, the state competition.

Recordbook judging can be held in the evening, on a weekend, or with other county 4-H programs as a recordbook trade. Have the recordbooks reviewed (even those not entered in a competition), and give the reviewers' comments to the 4-H members to use to strengthen their books for clarity and readability. Reviewers' comments should be positive to help the 4-H members feel good about what they have accomplished and learn how they can strengthen their 4-H careers.

Whether a county recordbook judging is held to select qualifying entries for the district level or simply to give feedback to 4-H members, consider these things when organizing the event:

- Secure a facility and announce the location, date, and time of the event at least a month in advance to give the volunteers and leaders enough time to prepare.
- Ask 4-H volunteers and committees to organize the event. Give the volunteers the responsibilities for recruiting and training judges and other event workers, arranging for awards and/or recognition, and taking care of other logistics such as refreshments.
- Ask the judges to give feedback to help the participants improve their recordbooks before the district competition.
- Have county 4-H youth leaders host a recognition assembly for all who participate.

## Benefits

A 4-H recordbook helps a member organize both 4-H and non-4-H information that is useful in applying for awards and scholarships. The current 4-H recordbook requirements mirror those of the Texas 4-H scholarship application, making the application process much easier for those who have completed recordbooks. Many county award applications require recordbooks or components of them as part of the award submission process.

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4-H members who have completed recordbooks over the years have a vast resource of information for their college applications and other scholarships. Recordbooks are also a source of personal satisfaction, as 4-H members reflect on how they have grown over the years.

## Resources

- Recordbook support materials: [texas4-h.tamu.edu/youth\\_recordbooks/](https://texas4-h.tamu.edu/youth_recordbooks/)

## Specialists

- **Recordbooks**
  - ✧ **First point of contact:** Your district 4-H specialist
  - ✧ **Coordinator of the state judging process:** Darlene Locke, Extension 4-H Youth Development Specialist, [dlocke@ag.tamu.edu](mailto:dlocke@ag.tamu.edu), 979-845-6533

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## 4-H Recordbook Judging Planning Guide

County: \_\_\_\_\_ Date of event: \_\_\_\_\_

Date due	Task	Person responsible	Date done
	Set the dates for entry submissions.		
	Set the date for judging.		
	Choose a place for judging.		
	Set the schedule.		
	Compile the judges' criteria.		
	Select the judges.		
	Contact the judges and give them the information they need to prepare for the judging assignment.		
	Arrange for judging of special awards (if the county/district/state has any special awards beyond placing).		
	Acquire supplies: <ul style="list-style-type: none"><li>• Adding machine</li><li>• Comment sheets (sticky notes)</li><li>• Objectives</li><li>• Paper clips</li><li>• Pencil sharpener</li><li>• Pencils</li><li>• Ribbons</li><li>• Score sheets</li><li>• Stapler</li><li>• Tabulation sheets/computer for tabulations</li></ul>		
	Hold the judges' orientation.		
	Serve refreshments or a meal.		
	Evaluate the event.		
	Send thank-you notes to the judges.		

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Date due	Task	Person responsible	Date done
	Follow up with the participants: <ul style="list-style-type: none"> <li>• Give the score sheets to the participants, with the numerical values removed.</li> <li>• If a recordbook will advance to the next level, give the registration information and deadline to the 4-H member.</li> <li>• Help with any corrections needed in the recordbook before the next competition.</li> </ul>		
	Send a news release with judging results to the news media.		
	Recognize the winners from roundup in the next county 4-H newsletter.		

### Contest Integrity Checklist

The Contest Integrity Checklist can be used with any project's designated contest to maintain the quality and integrity of the program. It can also help ensure that each participant is treated fairly.

Communicate that the project experience does not exist to serve the contest, but that the contest is a step in the youth development process.

### Contest Integrity Checklist

- ☐ The contest has written rules, regulations, and guidelines.
- ☐ The appropriate task force has reviewed and approved the rules and guidelines.
- ☐ The rules and guidelines have been communicated and distributed to all participants at least 60 days before the contest.
- ☐ The contest officials have been informed of their duties and expectations at least 2 weeks before the contest.
- ☐ The contest judges and other officials have been notified consistently and effectively.
- ☐ All contest judges have received orientation and training.
- ☐ An unbiased panel of tabulators has compiled the contest results.
- ☐ The contest judges have signed the paperwork necessary to verify the results of the contest.
- ☐ Contest recognition was developed in accordance with the National 4-H Recognition Model.
- ☐ The contest was evaluated effectively. Participants have an avenue for giving praise and recommendations.

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## Contest Information Checklists

The following checklists may help you prepare information for 4-H contests. This will help ensure that each 4-H member receives adequate and consistent information.

### Checklist: County information packet

- Contest details
- County contest logistics (date, time, location, etc.)
- Description of the categories/classes/divisions
- Entry deadline
- Entry forms
- Objectives of the contest
- Resource links
- Sample questions
- Sample scorecard for contest interview
- Tips for completing forms

### Checklist: Letter to district participants

- 4-H Connect entry deadline
- Congratulations and encouragement
- Contest logistics (date, time, location)
- List of items to submit for complete entry
- Offer of assistance
- Paperwork deadline

### Checklist: Letter to state participants

- 4-H Connect entry deadline
- Additional roundup opportunities
- Congratulations and encouragement
- Contest logistics (date, time, location)
- County-specific logistics
- List of items to submit for complete entry
- Offer of help
- Roundup lodging and transportation information
- *Texas 4-H Roundup Rules and Guidelines*

### Checklist: Letter to judges

- Brief statement of contest objectives
- Contest logistics (date, time, location—include a map)
- Copy of entry paperwork for judges

### Checklist: Judge orientation

- Welcome and express gratitude.
- Allow time for the judges to review the paperwork before the interviews start.
- Provide refreshments and/or a small gift.
- Review and explain the contest objectives.
- Review the rules (time limits, etc.).
- Review the suggestions for making comments on the judging scorecards (give feedback to reinforce or enhance learning and skill development).

## Suggestions for Commenting on Judging Scorecards

Judges' comments on scorecards can be like air in a balloon. Good, positive, constructive comments can inflate the balloon; destructive, poorly worded comments can quickly deflate or even pop the balloon. Judges' comments can inflate or deflate a 4-H contestant's self-esteem and motivation.

Judges' comments can be the most meaningful part of the contest experience for contestants. A judge's words can mean much more than a score or a placing and can be remembered long after the show is over. Even years later, some former contestants remember specific comments a judge once made. In fact, sometimes the words said or written are remembered more than any other aspect of the contest.

Ideally, the judges' comments should make the participants feel special and rewarded, even if just for their effort to participate. The children should never go home feeling as if they got last place.

However, positive, constructive comments should not be sugar-coated or untruthful. They should be words of genuine encouragement and valuable suggestions for improvement. The true value of positive comments can often be found in how comments are said rather than just what is said. Good intentions can be easily misunderstood.

Even for the best entries, the judges need to point out at least one area that the participants could improve, especially if they are advancing to a higher level of competition.

As a judge, ask yourself if the words you write or say can be easily understood by a child. Be sure to describe clearly what you liked or what can be done to improve. When you make comments, consider the age and developmental stage of the participants. Also consider the resources available to that child. Not all children have the same opportunities and support.

Try to point out aspects specific to the child, the interview, or the paperwork, so that participants feel their presence is validated. Don't let kids feel that their effort didn't matter, or that they were indistinguishable in the mix. All children need to know that they were noticed, have potential, and have value.

When making comments on scorecards:

Try this... ..	Instead of.....
<p><i>You've made good progress in your project; I can see that you've learned a lot about _____.</i></p> <p>Be specific with comments. For example:</p> <ul style="list-style-type: none"><li>• <i>Smart shopping</i></li><li>• <i>Gourmet cooking</i></li><li>• <i>Advanced sewing techniques</i></li><li>• <i>Creating a "green" home</i></li><li>• <i>Preventing skin cancer</i></li></ul>	<p>Leaving a section blank. If there are no comments on a scorecard, a 4-H member doesn't know what was done well or what could be improved.</p>
<p><i>I really liked the way you _____.</i></p> <p>Fill in the blank with something specific. For example:</p> <ul style="list-style-type: none"><li>• <i>Presented your dish</i></li><li>• <i>Explained your reasons for purchasing this item instead of the others</i></li><li>• <i>Used research-based materials in your presentation</i></li><li>• <i>Made eye contact during your presentation</i></li></ul>	<p>Offering praise and encouragement such as "Good job!" "Great work!" or "Way to go!" but not letting the 4-H members know what specifically they did well.</p>
<p><i>Continue to explore different styles to find the most flattering looks for you.</i></p> <p><i>Practice projecting a strong speaking voice.</i></p>	<p><i>You should lose some weight if you want to wear that style.</i></p> <p><i>Your voice is too high-pitched for public speaking.</i></p>
<p>Evaluate the product or presentation, not the person. Focus on the 4-H members' work, not their personal traits.</p>	<p>Making personal criticisms of the 4-H member, especially of things that are difficult to change.</p>

Try this... ..	Instead of.....
<i>Think about adding accessories in the same color family to tie the look together.</i>	<i>Your shoes are too flashy.</i>
Allow the participants to express their personal tastes and current trends. Keep current trends in mind.	Expressing personal bias toward dress and hairstyles.
<i>I know how hard it is to speak in front of an audience. Practice giving your demonstration in front of people whenever you can to gain confidence.</i>	<i>Don't be clumsy.</i>
Offer suggestions for improving their skills.	Highlighting the things the 4-H member did wrong.
<i>Remember that garnish adds to the attractiveness of a dish.</i>	<i>Always garnish your dish with parsley.</i>
<i>Accessories add to an outfit and make it look complete. Consider how the accessories that you choose affect the look of your outfit.</i>	<i>Never wear pearls with jeans.</i>
	Using <i>always</i> and <i>never</i> ; there are often legitimate exceptions.
<i>Your presentation followed an easy-to-understand outline. View your visual aids from a distance to make sure they can be read. Great job tying the main points together in the conclusion.</i>	<i>Your presentation was too long. You gave too many examples. Your visual aids need larger type.</i>
Give praise as well as criticism. Try to “sandwich” suggestions between praise and positive comments.	Focusing on the negative.
<i>I was concerned when you said _____. I worried that you didn't want to be in the project and you were only doing it because your mom made you.</i>	<i>I can't believe you said that!</i>
If you are concerned about something, be specific. They may not have realized what they said or did.	Leaving them guessing about what they said.
<i>You can improve your presentation by:</i> <ul style="list-style-type: none"> <li>• Adding more detail to your answers</li> <li>• Using larger print on your slides/posters</li> <li>• Using research-based resources</li> </ul>	<i>NO, NO, NO!</i>
If something was done incorrectly, be specific and give concrete solutions to problems you see.	Just saying that the 4-H'er is wrong.





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## Tips for Improving Contest Record Forms and Interviews

These tips for producing high-quality project record forms (paperwork) and presenting outstanding interviews are only suggestions, not rules or requirements.

The paperwork should be neat, readable, and complete. Forms may be reproduced on the computer if similar font sizes and spacing are used.

Remember, the small differences, additions, and details are what move the paperwork from ordinary to outstanding. There is no substitute for high-quality project work, but excellent paperwork is essential for illustrating your experiences in the project.

Keep in mind that unless your writing is complete and specific about what you've done, those who read it will not know the amount of hard work you've put into your project. In some ways you want to try to "think" for the person reading your paperwork. The more detailed the report is, the easier it is for the reader to see what you've done.

A large part of your total contest score is based on the paperwork alone. It should reinforce the information that you present in your interview. The time it takes to produce good paperwork is worth the effort for your competition as well as your own personal benefit.

- If at all possible, *type* your paperwork. Forms are sometimes available online in a "fillable" format.
- **Be unique.** Let your personality shine through. Show what sets you apart from the crowd.
- Organize your paperwork well. Your paperwork should "flow." You don't want it to be so complicated that even you get confused, but you do want to include important details. Use an organization technique that is easy for you to follow. There is no one correct way. Ask others to check your paperwork to see if they can follow it, too.
- Try to fill in all blanks on the form as much as possible. For beginners, this may mean telling a story using complete sentences. Those who have a lot of information to include may choose to use more bulleted statements.
- Make sure that the information is correct and fairly detailed. Never be dishonest, but try to get as much "mileage" from each activity as possible. Different components of an activity can be reported in different areas of the forms.

For example, in a project meeting, you might learn several concepts with two or three activities. So instead of just writing attended project meeting:

- ✧ Add *participated in garnishing demonstration* or *helped with cleanup* in the project activities section
- ✧ And include *learned to make radish roses, learned that the history of garnishing plates with parsley came from using parsley as an after-meal breath freshener, and learned the importance of storing food in the refrigerator within 2 hours of use to prevent bacterial growth* in the knowledge and skills section.
- Complete sentences are not necessary. Use a symbol (for example, \* or –) to begin each new thought in a list. One exception is the project summary, where complete sentences will help to tell your ending "story."
- **Project goals** should relate to the objectives of the project. The goals in the record form are yours, so make them your own. Ask yourself, "What do I want to learn?" Your answers lead you to your goals.
- The project summary should reflect the completion of your goals. Did you do what you wanted to do, and learn what you wanted to learn? If so, how did you do it? If not, what changed, and why? In this section include general comments about your project experience. Readers will enjoy the summary even more if it is a little story about your project that starts with an "attention getter" and has a theme throughout the paragraph.
- Answer questions the reader might have about what you are reporting (such as who was involved, what you did, and where and how you did it). Also, spell out any acronyms such as FCS. You may know what they mean, but not everyone will.
- Use numbers wherever you can (such as the number of hours you spent in an activity, and the number of people you led or who were involved). Add up those numbers at the end of each section and include a grand total if you can. Again, it helps the reader understand what you've done.
- Include as much as possible about your leadership and community service. If you don't get a chance to lead or serve the community with a group, start your own activities and relate these to the project area. For example, include that you took a leadership role in a project workshop (food workshops go on the food show forms, and clothing workshops go on the fashion show forms). Or, for community service, write that you donated to a campaign to help the needy (for example, a canned food drive for the food show or a coat drive for the fashion show).

- Answer the questions on the forms thoroughly and include what you've learned in the category you've entered (such as everyday living, refashion, semiformal to formal, and theater/costume in clothing construction, or dairy, fruits and vegetables, grains, and protein in the food show). If you're in the "everyday living" category of the fashion show, your answers should make it obvious that your garment was chosen for and will be used as an everyday living outfit. If your category in the food show is Grains, your knowledge and skills should reflect the concepts you learned about grains.
- **Knowledge and skills** are specific things you've learned from your project activities. Connect them to your goals and the project objectives. Make specific statements (instead of "learned about fiber," say "learned that polyester is one of the most versatile fibers made because it can imitate several other fibers"). Also, show how you've grown by reporting something you did to build on what you did last year or something you've never tried before.
- **Project activities** are what you did to gain your knowledge and skills. They should also be specific and show growth. Use numbers where you can (such as the number of workshops attended, number of articles read, and number of fashion shows participated in).  
Project activities can include a variety of things related to the project, such as meetings, workshops, and community service.  
But the activities can also be self-directed. For example, in a clothing project, you might include reading magazine articles about fashion trends; watching videos about the fashion industry; watching TV shows like *What Not to Wear*, *America's Next Top Model*, *Project Runway*, or sewing shows; interviewing clothing store owners or workers; conducting Internet research, etc.  
In a food project you might include trying new recipes; reading magazine articles or books about restaurants, cooking techniques, or careers in the food industry; watching cooking shows on TV such as *Hell's Kitchen*, *Iron Chef*, or *Everyday with Rachael Ray*; viewing food safety videos; or conducting Internet research. Don't limit yourself—the possibilities are endless. Just remember to note something you learned from those activities in the knowledge and skills section.
- Think of the **project summary** as a story that tells about your project for the year. Start with an "attention getter" that relates to your project and then talk about what you've done and learned.  
Don't repeat the information that is in other parts of the form, but instead describe how what you have done or learned affects you or has made your life better. Also describe how you will use what you have learned.  
Mention how you accomplished the goals you listed at the beginning of the form. The summary is a good place to be personal, since the rest of the information is pretty much just factual.
- **In the fashion show:** Make sure you know the difference between fiber and fabric. Cotton is a fiber. Jersey, denim, and velvet are fabrics made from cotton. Those fabrics may also be made from other fibers such as polyester. Some of your best sources of this information are books, brochures, and the Internet. Learn the specific care requirements for the fibers and fabrics also.
- **In the fashion show:** Use specific terms to describe your garment design (such as empire waistline, princess seams, notched collar, Florentine neckline, flared skirt, straight skirt, palazzo pants, capped sleeves, set-in sleeves, and sheath dress).  
Also use specific terms for construction techniques such as reinforced seams, finished seams, tailored, French seams, rolled hem, and double-stitched details. To find these terms, look in books, brochures, and catalogues about fashion.
- **In the food show:** Learn specifics about the food and food category you enter in the show. For example: If you enter the fruits and vegetables category, find out general information and characteristics of fruits and vegetables. What nutrients does that food group provide, and what do those nutrients do for your body? Why is it important to include these foods in a balanced diet? What are the preparation principles in the dish? Why do certain actions make the recipe turn out right, and what does each ingredient do for the recipe? These ideas should be reflected (just briefly) in one or all of three places: knowledge and skills, project activities, and project summary.

## Volunteer Development

The 4-H program must have volunteers. County Extension agents need to understand the role of volunteers in managing 4-H FCS projects. This includes working with task forces, training and developing project leaders, and recognizing volunteers for their work. This section focuses on:

- Volunteer Roles and Definitions
- Using a Task Force
- Task Force Sample Agenda
- Project Leader Position Description
- Role of 4-H Project Leaders
- Project Leader Training Sample Agenda
- Organizing a Project Group
- Helping 4-H Volunteers Become Educators
- Teaching Techniques
- Child Growth and Development
- Recognition of Volunteers
- Parental Involvement

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## Volunteer Roles and Definitions

Volunteers are vital to the Texas 4-H Youth Development Program. Both adult and youth volunteers can help with FCS projects in the various roles described below.

### Adult volunteers

**Direct volunteer:** Any enrolled volunteer who:

- Provides unpaid support for the 4-H program through face-to-face contact
- Provides a learning experience for members
- Has an individual volunteer application on file in the county Extension office
- Has been screened through the Youth Protection Standards process or another approved screening entity
- Has a position description on file

Examples of direct volunteers are club managers, project leaders, activity leaders, camp counselors, teachers, and coaches.

**Project leader:** Any enrolled volunteer who provides structured learning experiences or personal guidance in project-related activities to 4-H members enrolled in the project group. Junior leaders help project leaders by taking responsibility for specific tasks as requested by the leader.

**Activity leader:** Any enrolled volunteer who helps during a structured learning experience and/or provides leadership and personal guidance for 4-H members involved in an activity such as educational presentations, judging events, contests, community service, or fund-raising.

**Project leader coordinator:** If the club has six or more project leaders, it may be a good idea to have a project leader coordinator who helps the project leaders get information, provides extra training and information on teaching, and/or coordinates all project meetings and activities. Club managers may also serve in this role.

### Youth volunteers

4-H members may also serve as volunteers. This gives them the opportunity to exhibit and enhance the leadership skills they have gained through their 4-H projects and share with others what they have learned.

**Youth volunteer:** Any enrolled 4-H member who has experience and expertise in the project area and exhibits leadership qualities. Youth volunteers typically work under the guidance of an enrolled adult volunteer. Two leadership roles for 4-H members are:

**Junior leader:** Any 4-H member, age 10 to 19, who has been an active member for at least 1 year and helps an adult volunteer. Junior leadership gives older 4-H members opportunities to help the club/project group and develop leadership skills. Junior leaders may:

- Help plan 4-H activities.
- Teach younger or new members.
- Recruit members and leaders.
- Call members and encourage participation.
- Lead by example.

**Teen leader:** Any 4-H member, age 13 to 19, who accepts primary leadership responsibility for a project group or club activity. Teen leaders recruit adult advisors and plan and coordinate activities associated with a project. Their role is the same as that of adult volunteers, but they work under the supervision of an adult.



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## Using a Task Force

Assemble a 4-H Family and Consumer Sciences Task Force to help you and to support FCS projects. Serve as the advisor to the task force and allow the task force members to work as a team to increase the quality of learning experiences for 4-H members.

Each county should have at least one FCS Project Task Force. Some counties have one task force to help coordinate all 4-H FCS projects; others have individual task forces for each project.

### Purpose

- Guide the project by training project/teen leaders and supplying a curriculum, educational tools, and recognition.
- Plan educational events for the project.
- Help plan and conduct the contests affiliated with the project.
- Generate ideas for project group activities (project learning experiences, community service ideas, leadership opportunities).

### Key elements

- Task forces should include adults and young people:
  - ✧ **Adults:** The task force helps maximize the use of volunteers.
  - ✧ **Young people:** When coordinating project areas, remember that your target audiences are young people.
- **Goals:** Task force members can help identify goals for a specific project or for all FCS projects.
- **Education:** The task force should focus on the educational aspect of each FCS project by developing meaningful educational programs for 4-H members.

### Tasks

- Recruit volunteers (youth and adults) for each of the 4-H FCS project areas.
- Host a project leader training for project leaders from each club. This can be done in one day or periodically throughout the year.
- Plan and sponsor a countywide educational event related to the FCS project area. Task force members may know local resource people who can speak or teach a workshop.
- Secure curriculum and educational resources for the project area to share with volunteers and 4-H members.
- Help plan and coordinate county 4-H FCS contests. A task force can definitely lighten the load for a county Extension agent, while ensuring the integrity of the contests. Task force members can help secure contest judges, serve as timekeepers, coordinate the awards program, and secure donations and prizes.
- Help with district 4-H FCS educational events and contests. They can serve on district planning committees or help on the day of the contest by serving as judges, timekeepers, or runners.

### Development

- Based on the needs of your county program, determine whether it is best to have one FCS project task force or a separate task force for each FCS project.
- A broad representation strengthens the task force. Try to get members from various 4-H clubs, areas of the county, and all FCS project areas, and members who have different tenures as volunteers or 4-H members. Diversity will give balance to your task force.
- When recruiting task force members, don't just put an announcement in the newspaper and/or newsletter and expect people to show up. Take time to get to know the volunteers and 4-H members. Learn about their interests and then invite them to serve on the task force.
- When recruiting adult volunteers, look at the industry in the county. Some volunteers may have a profession in a certain area that relates to the project. If they have a passion for the subject matter, they will be committed.
- Volunteers can also be identified by the areas of interest they indicate on their volunteer applications.

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## Task force meetings

- At the first meeting, give the group time to get to know one another. Coordinate an icebreaker or get-acquainted activity that will allow them to learn about each other. This activity can also help you learn what each member's interest may be.
- Don't get immediately wrapped up in the tasks that need to be done or the planning of a contest. Take time to listen to the members and their ideas.
- Facilitate discussion within the group so that members feel their input is valued and everyone has a chance to share ideas. Some questions to facilitate discussion.
  - ❏ How can we enhance the project experience?
  - ❏ What tools and resources do we need to enhance the project?
  - ❏ How can we market the project to new 4-H members and volunteers?





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## Task Force Sample Agenda

### Welcome

Given by the county Extension agent leading the project

### Introductions

Ask task force members to introduce themselves and say why they are a part of the task force, what their project interests are, and what they would like to see the group accomplish.

### Purpose

Give an overview of the responsibilities of the task force members.

### Roles and responsibilities

Outline what the expectations of the task force are, what accomplishments you (the CEA) would like to see in the projects, and how the task force members can help.

### Develop a calendar/timeline

Based on major activities (contests, deadlines, etc.), have the task force members develop a timeline of events to show when activities will take place throughout the cycle of the project.

Use the project timeline and contest planning guide provided in the FCS project information section to help you develop the project calendar.

### Plan an activity

The task force should have a role in planning an event (project workshop, community service activity, etc.). This will give them the opportunity to fulfill additional leadership roles and see the importance of the task force.

Throughout the planning process, be sure that notes are kept about what needs to be accomplished, who is responsible for each task, and by when tasks need to be completed.

### Develop a communication plan

Gather and discuss ideas for communication. Develop a process to ensure that all activity and contest information will be distributed to all 4-H members and their families, and to all project leaders.

### Review responsibilities and assignments

Make sure that all task force members know their responsibilities as set out in the planning of a project activity. As soon as possible after the meeting, give each task force member a copy of the calendar/timeline and all other plans that were made. If you can, make copies for members before they leave. Or, email the information to them the next day.

### Set the next meeting date

Depending on the timeline and need, set the date for the next task force meeting. This will keep the members engaged in the project planning process.



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## Project Leader Position Description

**Purpose:** To provide structured learning experiences and personal guidance for 4-H members enrolled in the FCS project

**Advisor:** County Extension agent responsible for 4-H FCS projects

**Length of appointment:** Varies with the project and as agreed upon with the county Extension agent

### Responsibilities

- Share your knowledge with members through meetings, tours, individual help, and written resources.
- Conduct project meetings and activities using the “learn by doing” hands-on approach.
- Help 4-H members set goals, plan and carry out activities, and keep records of achievements in the project.
- Become acquainted with the project and the activities and resources related to it.
- Help members with exhibits, demonstrations, and the completion of their project recordbook and/or Member Achievement Plan.
- Request training and project materials from the club manager or county Extension agent.
- Attend project leader training programs at least twice a year. (These are offered at the county, district, region and/or state levels.)
- Submit required records and reports on time.
- Provide opportunities for 4-H members to participate in other 4-H activities and events.
- Involve members as junior and teen leaders.
- Be familiar with and adhere to the *Texas 4-H Rules and Guidelines*.

### Qualifications

- Registered as a direct volunteer for the county 4-H program, meeting all associated requirements
- Knowledge of the project subject matter and a willingness to share that knowledge and talent with 4-H members
- Ability to plan and conduct a project activity using project resources
- Ability to communicate with young people and understand their developmental characteristics
- Willingness to maintain contact with parents to help them to support their child(ren) in project work
- Belief in the importance of youth development and the need to provide young people with out-of-school learning opportunities

### Benefits of serving as a 4-H project leader

- Gain and/or enhance knowledge and skills in the subject matter area.
- Be a significant part of the educational and developmental process for young people.
- Foster the development and growth of successful youth-adult partnerships.
- See the effect of the 4-H and Youth Development Program in the county.
- Experience personal growth from serving as a project leader.
- Be recognized by others in the community and program.

### Resources and support available

- Orientation, training, and support from the county Extension staff
- Project literature for members and leaders
- Various subject matter resources



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## Role of 4-H Project Leaders

4-H project leaders provide structured learning experiences and personal guidance to 4-H members enrolled in specific projects. Project leaders often plan and organize project clubs or groups of 4-H'ers within a club who are interested in the same project.

### Responsibilities:

- Obtain a list of 4-H members in the club who are interested in the project.
- Become acquainted with the project and the activities associated with it.
- Develop a project plan based on:
  - ✧ Project educational objectives
  - ✧ Level of members' knowledge and experience
  - ✧ Members' specific interests
  - ✧ Resources available
- Conduct project meetings and activities.
- Help members set goals and keep records of their achievements in the project.
- Provide positive, structured learning experiences for members enrolled in the project.
- Provide opportunities for 4-H members to participate in 4-H activities and competitive events.
- See that the members and supporting parents/adults receive recognition.

### Potential 4-H FCS project leaders

Parents are valuable resources when it comes to recruiting 4-H project leaders. However, other volunteers can fill the role of project leaders. Examples include:

**Texas Extension Education Association (TEEA):** This group of volunteers works with Extension to strengthen and enrich families through educational programs, leadership development, and community service. The members are organized into local clubs and are part of a county, district, and statewide association. TEEA is a strong supporter of the 4-H program.

**Quilt guilds:** Quilt guild members are natural volunteers for the 4-H Clothing and Textiles Project. These people love to quilt, are usually generous with their time, and have excellent ideas for community service. They have experience with community service projects and can give guidance as to the skill levels required for various projects. They often will serve as volunteers for workshops or will help put together quilt kits, etc. To find quilt guilds in your area, visit <http://www.quiltguilds.com/texas.htm>.

**Retail stores:** Many retail stores are happy to give tours of their facilities. On a tour, the manager could show how freight comes in, how the garments must be ironed and displayed, etc. Another fun idea is for 4-H members to dress mannequins for different functions and have a store's employees vote on the team that did the best job. Consumer decision-making scenarios are fun to do in a store situation. Some stores may donate gift certificates for your fashion show.

**College students:** If you have a university or college in your area that doesn't have a family and consumer sciences department, volunteer to help the career center conduct "mock interviews." There you will find students who have a background and interest in volunteering with youth programs. Many will have 4-H backgrounds. Some college campuses have collegiate 4-H groups as well. College students can be wonderful Food Show and Fashion Show judges.

**Retired teachers:** Offer to speak to your local retired teachers association and tell them your needs. They love young people and love to teach. They can make wonderful volunteers.

**Master volunteers:** Master volunteers gain knowledge and skills in a specific subject matter and are required to return hours of service in support of the Extension program. Master volunteers who may be willing to work with the 4-H and Youth Development Program are Master Gardeners, Master Naturalists, and Master Wellness Volunteers.

**Former 4-H members:** This group of potential volunteers is often looking for some way to give back to the program. The familiarity they have with the 4-H program is a benefit.

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## Project Leader Training Sample Agenda

You are responsible for providing training for FCS project leaders before their projects begin. This is an example agenda for a project leader training.

### Agenda

#### Welcome

Given by county Extension agent leading the project

#### Introductions

Ask project leaders to introduce themselves and say why they are project leaders and what they would like to see their project groups or clubs accomplish.

#### Volunteers as educators

See *Helping 4-H Volunteers Become Educators*, page 80, and *Child Growth and Development*, page 82.

#### 4-H opportunities in a project

- Community service/service learning
- Curriculum
- Educational presentations
- Leadership
- Record keeping and recordbooks
- Resources
- Scholarships
- Upcoming events (county, district, and state competitions, tours, workshops, camps, etc.)

#### 4-H subject matter topics

See the subject matter section for ideas for project meetings, workshops, etc. Offer some of these opportunities to your FCS project leaders so they can replicate the learning experiences for 4-H members in their project groups.

#### 4-H competition resources

- Dates and deadlines
- Paperwork required
- Scorecards
- Suggested interview questions

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## Organizing a Project Group

Project work allows 4-H volunteer leaders to teach, and it enables the members to learn new skills and gain new knowledge. Organize each project group in cooperation with the club's organizational leader and/or the project task force.

### Before the project meeting

- Speak with club managers or county Extension agents and develop a list of project meeting ideas.
- Inform 4-H members about the project. At the monthly club meeting, get names, email addresses, and phone numbers of members and parents who are interested in participating. Recruit project members through newsletter announcements.
- Set a date for the project organizational meeting, and invite the 4-H'ers and their parents.
- Encourage 4-H members to set goals before the first lesson.

### At the first meeting

- Present outlines of project opportunities; explain when and where the project group will meet and the approximate number of meetings planned.
- Brainstorm ideas for project group activities, tours, and community service.
- Ask parents to serve as helpers.
- Present the first lesson to enable the members to begin project work.

### How often to meet

- Plans and activities at the club and county level determine when a project group will begin and finish its activities for the year.
- Meet as often as necessary to complete the project.
- Typically, projects must consist of at least five learning experiences that last from 30 minutes to 1 hour each.
- Groups may choose from a variety of meeting formats. They might meet once a week or once or twice a month until the project is completed. Or they might have one all-day meeting with five lessons of at least 30 minutes each. Include learning experiences and community service in the project meetings.
- Projects usually are completed before they are exhibited.

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## Helping 4-H Volunteers Become Educators

Although most 4-H volunteers can become effective teachers, they may need help to gain confidence, become organized, and start the project. They need help from the county Extension agents.

4-H leaders may feel uneasy about teaching. Remind them that teaching is:

- A matter leaders of sharing what they know with members
- Helping members learn (the most important part)
- A flexible process
- Understanding how children learn

### Five main steps:

- The agents help the leaders learn the subject matter material.
  - ✧ Explain why it is important.
  - ✧ Go over it with them.
  - ✧ Help them gain a clear picture of their goal.
- The leaders develop overall plans with input from agents:
  - ✧ Make sure the plan covers all objectives that members need to achieve in the project for the year.
  - ✧ Set dates, assign responsibilities, and arrange meeting places.
  - ✧ Check to make sure that the club/group schedule does not conflict with other related events and activities.
- The leaders plan each meeting:
  - ✧ Agenda
  - ✧ Arrangements
  - ✧ Who does what
  - ✧ Notify everyone
- The leaders plan the lesson:
  - ✧ Purpose
  - ✧ Main points to cover
  - ✧ Equipment and teaching aids needed
  - ✧ Gather references and resources
  - ✧ Review information beforehand
- The leaders provide hands-on experiences:
  - ✧ Let members practice.
  - ✧ Ask members to help.
  - ✧ Discuss the material.
  - ✧ Let one member show another.
  - ✧ Demonstrate, judge, tour, present problems, and allow the members to work on solutions.

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## Teaching Techniques

Project leaders need to use a variety of teaching methods and techniques to help young people learn. Volunteers should ask themselves what they want to teach and how to help the 4-H members learn and understand.

### Teaching techniques

- **Lecture:** This method is useful when new facts or information must be presented; however, it does not allow members to participate in hands-on learning activities. Therefore, it is best to couple a lecture with an activity or end it with discussion.
- **Illustrated talk:** This teaching method is similar to a lecture except that the presenter uses visual aids (posters, drawings, computer presentation).
- **Discussion:** Facilitating a discussion on a specific topic allows 4-H members to express their opinions, share ideas, and discuss their personal experiences. Dividing into small groups may give each member a better opportunity to participate in the discussion. To be effective, the group members must understand what they are to discuss, how much time is allotted for discussion, and how they will report their discussion.
- **Demonstration:** This technique involves showing the group how to do something.
- **Practical application or hands-on:** This is one of the most effective teaching techniques because it enables 4-H members to learn by doing. After a demonstration that shows members how to do something, they are given the opportunity to practice the skills themselves.
- **Experimentation:** Experimentation allows 4-H members to see if their ideas will work. The usual process is for members to develop a hypothesis, predict what will happen under given circumstances, conduct the experiment, and then report the results.
- **Tours and home visits:** This activity allows members to get out and see how others do things. It also allows them to visit places they may never have been, learn about career opportunities, or see how things operate.
- **Exhibits:** This method allows for sharing information through exhibits and demonstrations. It is often useful for 4-H members to share what they have learned through their project experiences.
- **Judging:** In judging, 4-H members learn to make decisions based on certain standards and qualities. Every time you make a decision you are judging. Judging activities can teach 4-H members to make wise decisions based on facts, and to be able to explain why they made their choices.
- **Games:** Games can be used to make learning easier. When you can use games to teach facts and ideas, you will get the interest of the 4-H members, and they are more apt to remember what they have learned. You and the young people you are working with can plan games to play at meetings. Ideas may come from game books or other sources. Perhaps you can adapt some of the games you already know to teach the project subject matter.
- **Guest speakers:** Involving guest speakers with special skills and interests can add to the project meeting.

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## Child Growth and Development

The role of a 4-H leader comes with great responsibility—helping young people develop into responsible, productive citizens and contributing members of society.

You don't have to be an expert in child development to do this, but there are some basic concepts you can learn that will help you communicate and work effectively with youth of all ages. Understanding the common physical, social/emotional, and cognitive development stages of young people will help you know what to expect of children and how to help them develop all of their abilities.

### Basic principles

**Child development is multidimensional.** Children develop in three broad areas, which child development experts (Berk, 2008) refer to as “domains” of development:

- **Physical development:** Changes in body size, shape, appearance, functioning of body systems, perceptual and motor capacities, and physical health
- **Social/emotional development:** Changes in a child's unique way of dealing with the world (e.g., understanding and expression of emotions, knowledge about others, interpersonal skills, self-awareness, friendships, moral reasoning, and behavior)
- **Cognitive development:** Changes in intellectual abilities, including learning, memory, reasoning, thinking, problem-solving, creativity, and language development

These domains of development overlap and often interact with each other. What happens in one domain can influence another domain greatly. For example, the toddlers' newly acquired ability to walk (physical development) can influence their potential to learn about new aspects of the environment (cognitive development).

On the other hand, a physical impairment, such as the inability to hear, can affect a child's social/emotional and cognitive development (e.g., language acquisition).

In addition, development can occur unevenly across the various domains. In some children, physical development outpaces social/emotional development, or vice-versa.

**Children's development occurs in a predictable (orderly) sequence.** While there are always exceptions, children's growth and development normally occurs in a predictable manner across the various domains (i.e., children tend to go through similar changes at certain intervals). Children's later abilities, skills, and knowledge are built upon those acquired at an earlier age (Bredekamp and Copple, 1997). This does not mean, however, that all children will develop in the same way or achieve certain developmental milestones at the same time. Every child is a unique person, with a unique personality, temperament, learning style, and family background.

There will always be variations in development from child to child. Developmental charts that identify key milestones for children at different ages and stages of development are not rigid. They provide parents with an idea of what tends to happen in a child's life within a particular age range. However, parents should know that if a child has not reached a certain developmental milestone at the expected time, it could be a sign of a problem that should be assessed by a pediatrician or specialist.

**Children's development is affected by early experiences** (NICHD, 2006). Depending on whether they are positive or negative, those experiences can help or hinder healthy development, particularly in a child's early brain development.

Researchers have discovered that there are optimal periods, also known as “sensitive periods” or “windows of opportunity,” for acquiring certain kinds of knowledge and skills (e.g., language development). Good prenatal care, warm and loving parent-child attachments, and positive stimulation from the time of birth provide children with an optimal environment for development.

A longitudinal study conducted by the National Institute of Child Health and Human Development (NICHD, 2006) found that good quality care in the early years, from parents and other caregivers, is associated with better social and thinking skills, better language ability, better math skills, higher levels of school readiness, and fewer reports of behavior problems.

**Children's development occurs in a broader context.** Parents are the most influential people in the lives of their children. But outside forces can also play a prominent role. For example, as children grow older, their peers become

increasingly influential. Parents must actively monitor and supervise their children at all times, which includes knowing where they are and who they are with.

This does not mean that a child's desire for independence should be squelched; however, parents must find a balance between allowing their children more independence as they grow older and maintaining their own parental authority.

Children's development depends on the interplay between genes and environment. For decades, researchers and practitioners disagreed about which plays a more prominent role in a child's development—heredity (genes) or the environment. Today, there seems to be broad consensus that child development depends on the interplay between genes and environment (Berk, 2008; Bredekamp and Copple, 1997). Genes obviously set limits and boundaries on certain aspects of development (e.g., height, weight, and other physical characteristics), whereas the environment is thought to influence the entire process of development.

A child's environment includes prenatal nutrition, the quality of the parent-child relationship, family structure, neighborhood safety, etc. In fact, genetic makeup and environment are so intertwined that it is very difficult, if not impossible, to determine the precise effect of each.

## Ages and stages

Although every child is unique, children typically reach developmental milestones as they grow and mature. The following information can help you learn what to expect from children at various ages and stages of development.

5 to 8 Years	
Characteristics	Implications
<b>Physical characteristics</b> <ul style="list-style-type: none"><li>• Are learning how to use their bodies by mastering physical skills</li><li>• Are skilled at using scissors and small tools</li><li>• Can use large muscles better than small muscles</li><li>• Long arms and legs may give a gawky, awkward appearance</li></ul>	<ul style="list-style-type: none"><li>• Have them do small and large muscle activities.</li><li>• Use active learning experiences.</li><li>• Plan activities that encourage physical activity—running, moving, cutting with scissors, painting, assembling, etc.</li><li>• They are messy with meals, arts/crafts, so be ready to help.</li></ul>
<b>Social/emotional characteristics</b> <ul style="list-style-type: none"><li>• Are at a period of slow, steady growth</li><li>• Want to be with friends</li><li>• Girls tend to want to play with girls, boys with boys</li><li>• Are sensitive to criticism; don't accept failure well; seek a sense of security in groups, organized play, and clubs</li></ul>	<ul style="list-style-type: none"><li>• Make-believe activities allow them to imagine how others think and feel.</li><li>• Plan activities that can be done alone or in small groups. Try to rotate the members of small groups.</li><li>• Involve both sexes in activities.</li><li>• Give positive encouragement and help. Plan activities that promote success instead of individual activities with a winner and a loser.</li></ul>
<b>Cognitive (intellectual)</b> <ul style="list-style-type: none"><li>• Longer attention spans</li><li>• Can't multi-task well</li><li>• Problem-solving ability improves</li><li>• Speaking and listening improves and vocabularies double</li></ul>	<ul style="list-style-type: none"><li>• Focus on process, not the final product.</li><li>• Plan short activities.</li><li>• Give one to two tasks at a time.</li><li>• Allow for exploration and inquiry.</li></ul>

9–11 years	
Characteristics	Implications
<b>Physical characteristics</b> <ul style="list-style-type: none"><li>• Girls generally as much as 2 years ahead of boys</li><li>• Increased body and strength and hand dexterity</li><li>• Improved coordination and reaction time</li><li>• Lots of energy</li></ul>	<ul style="list-style-type: none"><li>• Provide active learning experiences.</li><li>• Avoid competition between boys and girls.</li></ul>



9–11 years (continued)	
Characteristics	Implications
<b>Social/emotional characteristics</b> <ul style="list-style-type: none"> <li>• Begin to see parents and authority figures as fallible human beings</li> <li>• Rituals, rules, secret codes, and made-up languages are common</li> <li>• Increased interest in competitive sports</li> <li>• Show independence by disobedience, backtalk, and rebelliousness, but still want guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Work closely with this group.</li> <li>• Hold initiations and installation ceremonies for new members and officers.</li> <li>• Do some activities that allow children to work together.</li> <li>• Give children a voice in the decision-making process.</li> </ul>
<b>Cognitive (intellectual)</b> <ul style="list-style-type: none"> <li>• Fantasize and daydream about the future</li> <li>• May develop special interest or hobbies</li> <li>• Can understand concepts without having direct hands-on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a wide range of activities to ensure success.</li> <li>• Encourage children to ask questions and research answers.</li> <li>• Allow children to explore special interests.</li> </ul>

Early Adolescence–Teenage Years	
Characteristics	Implications
<b>Physical</b> <ul style="list-style-type: none"> <li>• Tend to sleep longer</li> <li>• Tend to be more clumsy and self-conscious</li> <li>• Tend to compare themselves to peers</li> </ul>	<ul style="list-style-type: none"> <li>• Offer varied opportunities to achieve and to have their competence recognized by others.</li> <li>• Allow them to have down time.</li> </ul>
<b>Social/emotional</b> <ul style="list-style-type: none"> <li>• Moodiness and parent-child conflict may increase</li> <li>• Often spend more time with peers than family members</li> <li>• Greater need for autonomy</li> <li>• May struggle with sense of identity</li> <li>• Looking for a sense of independence, but still want help from parents</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage learning experiences related to getting along with others as well as getting to know themselves.</li> <li>• Encourage them to work with adults and other teen members on a project.</li> <li>• Provide activities that foster social interaction.</li> <li>• Develop an environment in which teens support each other.</li> <li>• Form planning committees for events.</li> <li>• Use peer pressure in a positive manner.</li> </ul>
<b>Cognitive (Intellectual)</b> <ul style="list-style-type: none"> <li>• Develop heightened level of self-consciousness</li> <li>• Become very cause oriented</li> <li>• Tend to exhibit a “justice” orientation</li> <li>• Self-regulation improves</li> <li>• Become better at everyday decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage a greater development of leadership skills.</li> <li>• Provide opportunities in the community.</li> <li>• Let young people take responsibility for decision making.</li> <li>• Use activities that allow them to explore and identify their philosophies.</li> <li>• Encourage interest in national and world problems.</li> </ul>

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## Recognition of Volunteers

Everyone is motivated by feeling appreciated and important. Recognition in the Texas 4-H Youth Development Program is a tool for motivating self-improvement. It also stimulates a feeling of satisfaction and accomplishment in 4-H members, volunteers, and parents/supporting adults. Like 4-H members, volunteers need to be told that they are doing a good job.

Recognition helps volunteers feel valued and appreciated. They know that their work is honored and that they are making meaningful contributions to society. If recognition is to satisfy, it should come as a result of sincere effort on the part of the volunteer and should be in proportion to the quality of work achieved.

Recognizing volunteers' efforts benefits not only the volunteers but also the organization. When they are recognized, volunteers may improve their performance and continue serving 4-H.

Each county should create a plan for recognizing volunteers and parents/supporting adults. Individuals appreciate different types of recognition, so offer several types and learn the individual preferences of volunteers.

Recognition can be formal or informal. Formal recognition is usually given in the Texas 4-H Youth Development Program at certain times of the year, for example, at the conclusion of the project, or at the end of the 4-H year. Formal recognition includes:

- An honor roll of volunteers posted in your reception area
- Annual recognition dinners or parties
- Certificates for designated hours of service
- Gift certificates/coupons
- Personal letters of appreciation (handwritten notes are best and a much better option than email)
- Publicity through media outlets, letters to employers, etc.
- Special awards for long-term volunteers
- Special pins or plaques

Informal recognition methods are often overlooked, but they should be an ongoing part of your program. The best forms of informal recognition are warm, specific thanks and simple respect every day. Informal recognition includes:

- Asking experienced volunteers to help train new volunteers
- Consulting with volunteers in their areas of expertise, allowing them to have a voice in the program plans
- Inviting volunteers to participate in staff meetings, staff training, and social events
- Making sure they know about new developments within the organization
- Paying for volunteers to attend training sessions related to their volunteer positions
- Providing a pleasant, comfortable work environment
- Saying "thank you," which can go a long way

Recognition should be purposeful and meaningful. When interacting with volunteers, enhance their satisfaction and self-esteem by demonstrating that you are familiar with them and their work. The more you know about a person, the more you can personalize the rewards for their volunteer work.

**Remember:** Recognition is best built on a relationship of respect and appreciation. Never give recognition because of what it will do for you and never give it when it is not deserved. Others will lose respect for the giver, and the receiver will usually feel belittled. Instead, give recognition because you sincerely want to honor others and they deserve it.

Each year, the Texas 4-H Youth Development Program provides awards and recognition for various volunteers (individuals and groups). The awards are presented at the annual Salute to Excellence Banquet during Texas 4-H Roundup. The awards are:

- 4-H Alumni Award
- 4-H Leader's Legacy Award
- Citation for Outstanding Service to 4-H
- Salute to Excellence (two awards given to volunteers in each district)

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## Parental Involvement

To be successful, a 4-H program must have parental involvement. Although 4-H leaders and Extension agents may interest young people in becoming members, they must have their parents' goodwill and support to remain interested, enthusiastic, and active. Parents strongly influence the attitudes and accomplishments of their children.

The expectations of volunteer leaders, Extension agents, and 4-H members greatly affect the kind and extent of parental cooperation received. Expect little cooperation from parents who are involved only peripherally and uninformed about club activities. We must inform parents about the 4-H program and give them opportunities to participate in club activities.

Parental involvement in 4-H is important to:

- **Families:** By offering many opportunities for families to do things together, the 4-H program can help develop family unity.
- **Leaders:** Parents can save the 4-H leader much time and effort. They can help with skills the club leader may lack.
- **Members:** When parents participate in the 4-H program, members gain support, confidence, assurance, and a feeling of security that they might lack otherwise.
- **The parents themselves:** Parents who participate feel they are contributing to their community and to the development of children, including their own.

### How to involve parents

- Be specific when asking parents for help, and be sure to ask for help that is meaningful.
- Encourage parents to attend club organizational meetings and other project experiences.
- Explain how parents can help.
- Explain the 4-H program.
- Facilitate idea-sharing opportunities.
- General announcements about needs for help are usually less productive than asking a specific person to help with a specific task.
- Give credit to parents for their help.
- Highlight the benefits of program involvement.
- Hold meetings in the homes of 4-H members.
- Hold special parent meetings.
- Include the parents in special activities and events.
- Outline what is expected of a 4-H member.
- Tell the parents what they can expect of adult volunteer leaders.
- Visit them at home and communicate by telephone or email.

### What parents can do

- Attend 4-H meetings and events.
- Encourage record keeping.
- Find other qualified adults to conduct project work and help with 4-H activities.
- Help leaders conduct project work.
- Help members get to meetings and events.
- Help members select, finance, and manage their projects.
- Hold 4-H meetings in their homes.
- Serve on committees to help plan and conduct 4-H events.
- Share special talents such as playing the piano, leading songs, arranging flowers, leading at camp, and creating crafts.

## Program Management

This section contains additional tools and resources for managing the 4-H FCS program:

- Importance of Effective Communication
- Eligibility for Extracurricular Activities
- Searching for Educational, Research-based Information on the Internet
- 4-H Evaluation Tools

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## Importance of Effective Communication

Communication is a process by which we assign and convey meaning in an attempt to create shared understanding. Communication requires that both the sender and the receiver be actively involved in a communication system. In other words, county Extension agents must clearly articulate their messages. However, it is just as important that the listener hear the message. Use several methods and strategies for conveying messages.

Communication is a critical component of leadership and management. Failure to communicate causes many organizational problems. County Extension agents must share information with members and families involved in 4-H Family and Consumer Sciences projects.

Listed below are communication venues that will help in managing 4-H projects.

**Packets/letters:** Give the 4-H'ers involved in competitive events a packet/letter with pertinent information about rules, schedules, and entry information. District contest packets are available on the district 4-H website. Modify these for use as county competition packets. Individuals who qualify for state contests need to know that state contest packets are available on the 4-H website. There is also a checklist in the project information section.

**Newsletter:** Include all important dates and deadlines in the monthly 4-H newsletter. Highlight and boldface important information (especially dates) so that it is more noticeable. Repeat the important items.

Some county Extension agents have a short announcement within the newsletter and a list of important dates and deadlines on the last page. Also consider including a monthly 4-H calendar in the newsletter.

**Email listserve:** To inform and remind parents and families of rules, guidelines, and upcoming activities, develop an email listserve for these individuals. This is a great way to provide “real time” information to the appropriate audience. Emails can be extracted from 4-H CONNECT.

**Website/blogs:** Keep the information current and relevant. Explore the use of social networking sites such as Facebook and Twitter to keep 4-H members and volunteers informed and updated.

**Local family and consumer science teachers:** Many 4-H members are also members of Family Career and Community Leaders of America (FCCLA). When appropriate, ask local FCS teachers to share information with students in their classes. This is especially important when announcing project workshops, trainings, and county achievement events.

**Club managers and project leaders:** The club manager is the information conduit to many 4-H members and families. Always keep club managers informed, especially before an upcoming club meeting.

Because county Extension agents rarely attend every club meeting, keeping club managers informed is a must. A good way to do this is by distributing a one-page document of program highlights. Ask the club managers to deliver the information at club meetings.

### Summary

No single communication strategy works best all of the time: The key is to use several methods to ensure that everyone receives all the information they need.

Also remember that repetition is good. Repeating information several times increases the chance that everyone who needs it will receive it.

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## Eligibility for Extracurricular Activities

As an educational agency, the Texas A&M AgriLife Extension Service supports the Texas Education Code and recognizes the academic responsibility of 4-H members. Extension faculty must be dedicated to complying with the provisions of the Texas Education Code. This is a requirement for the Texas 4-H Program to maintain its status as an extracurricular organization.

In all 4-H competitive events, 4-H members must be eligible to compete. This applies regardless of the day or time during the week the event is held. Eligibility requirements apply to all 4-H members whether they are enrolled in public, private, or home school.

Eligibility is determined by the school, not the county Extension agent. Parents should ask the school about their child's eligibility.

At the beginning of each school year, meet with school district officials to determine how to help the 4-H members obtain excused absences to participate in 4-H events, and whether 4-H members are eligible to participate in competitive events. The document *Eligibility for Extracurricular Activities* contains these key elements:

- **Extracurricular status:** 4-H must be designated as an extracurricular organization in each of the individual school districts in the county.
- **Adjunct faculty appointment:** Local school boards have the opportunity to recognize county Extension agents as adjunct staff members, which enables the school to count the students in attendance for the purposes of the Foundation School Program. Information on adjunct faculty is sent from the state 4-H office in August. The local school board must approve county Extension agents as adjunct staff members and the activities in which students are participating. Follow up with the schools and maintain communication throughout the year.
- **Eligibility information:** Verify the eligibility of members to participate in 4-H competition events/activities.
- **Eligibility information and authorization to receive an excused absence:** Verify the members' eligibility to participate and their authorization to receive excused absences. This would be used for events held during school hours such as livestock shows and county, district, state and national 4-H contests. Because each school's excused absence policy is different, you must communicate with each school annually.

For more information, refer to:

- **Memorandum distributed annually:** *Extracurricular Activities and 4-H Eligibility Issues*
- **Current year's TEA/UIL Side by Side document:** Check the TEA website annually. This document is also posted on the agent login part of the Texas 4-H website.

### Other key tasks

- Always **check with the school districts** to determine the most effective way to send in the academic eligibility forms (hand carry, mail, email, fax, etc.). Also ask how far in advance the schools want to receive the forms.
- Determine a system for tracking eligibility documents. Do not assume that no response means that all students are eligible.
- Eligibility is determined by the school and the school district rules, not the county Extension agent.
- Refer to *Declaration of Eligibility Form and Guidelines*. These documents are posted on the county Extension agent page of the Texas 4-H website. See examples on the following page.



## Declaration Of Eligibility Form



*This form could be used when an individual form is needed for each student.*

*The Extension office completes the top section, then faxes, emails, hand delivers, etc., it to the school.*

*The principal then completes and signs it, and the school returns it. This form can also be used with home-school students.*

### Declaration of Eligibility Form

*This information is requested in accordance with the requirement of the Texas Education Code in cooperation with the Texas Education Agency and local public school board policies.*

#### County Extension Agent: Complete this section

In accordance with 4-H policy, provided by our Extension office, I respectfully request (check (√) one):

☐ Eligibility information only

☐ Eligibility information and authorization to receive an extracurricular absence from school

Name of activity \_\_\_\_\_ Date: \_\_\_\_\_

I hereby certify that \_\_\_\_\_ is a member of 4-H in

\_\_\_\_\_ County and is scheduled to participate in this activity representing 4-H.

The student will be under the supervision of the Texas A&M AgriLife Extension Service faculty or agency's designated volunteer leader.

County Extension Agent \_\_\_\_\_ Date: \_\_\_\_\_

#### Principal: Please complete this section

Check (√) one:

☐ I do certify that the student is eligible to participate in the above-mentioned extracurricular activity.

☐ I do not certify the student because he/she is NOT eligible to participate in the above-mentioned extracurricular activity.

Check (√) one:

☐ An extracurricular absence will be granted.

☐ An extracurricular absence will NOT be granted.

☐ Does not apply

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name of school: \_\_\_\_\_

## Declaration of Eligibility Form

This information is requested in accordance with the requirement of the Texas Education Agency Code, in cooperation with the Texas Education Agency and local public school board policies.

I hereby certify that the **students on the attached list** are members of 4-H in \_\_\_\_\_  
County and are scheduled to participate in the following representing 4-H:

\_\_\_\_\_  
They will be under the supervision of Texas A&M AgriLife Extension Service faculty or the agency's designated volunteer staff.

County Extension Agent \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
School Official

Name of school  
\_\_\_\_\_

### Sample

A list of students should be attached to this cover sheet. School officials indicate eligibility and return the form to the Extension office via email, mail, fax, etc.

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## Searching for Educational, Research-Based Information on the Internet

The mission of Texas A&M AgriLife Extension is improving the lives of people, businesses, and communities across Texas through high-quality, relevant education. Education can be in the form of public presentations, online courses, brochures, and websites. Any resource that is used with clientele, whether it is an adult or youth audience, must be unbiased and research-based. This is especially true regarding the Internet.

The Internet is full of useful information, if used properly. Unfortunately, some of the information posted is not based on research or posted by reputable sources. We must monitor or inspect the content of information websites.

The Internet can be a friend or foe. It gives us instant access to a world of information, but much of the information we find there is biased or wrong. How can we make sure a source of information is trustworthy? First, check the ending to the url:

Suffix	Description
.com	A commercial entity; anyone can use these
.org	A non-commercial entity; these can include clubs, associations, and other organizations
.edu	School, college, or university
.gov	Government entities; use of these suffixes is restricted
.net	Network operators
.mil	Military sites

Questions to ask to verify the legitimacy of websites:

- What organization is behind the site?
- Can you verify that the organization is legitimate?
- Can the references listed be verified in other sources?
- Is the information free of grammatical, spelling, and typographical errors?
- Do editors monitor what is published?
- Is the author (or site) credible?
- Is it clear who is responsible for the accuracy of the material?
- Are the charts or graphs with statistical data labeled and easy to read?
- Is the information up to date?

When dealing with the Internet, there are no guarantees. Websites do not come with disclaimers that identify them as reputable. We must ask questions of the websites we are visiting to help determine their quality.

Personal websites are published by individuals and may or may not be linked with organizations. The urls for personal sites may have various endings, including *.com* and *.org*. Use these sites with caution.

Business and marketing websites are geared to promote or sell products. They are often distinguished by url addresses ending in *.com* and *.net*.

Additional questions to ask about websites:

- What company or individual is behind the website?
- Can you verify that the company or individual is legitimate?
- Is the information free of grammatical, spelling, and typographical errors?
- If there is any advertising, is it clearly different from the informational content?
- Is the information current?



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## Evaluation Tools

Evaluation is a systematic approach to assessing the design, implementation, and usefulness of a program. It is an integral part of Extension's program development process, and it is necessary to ensure that programming remains relevant, timely, and effective.

Evaluation is valuable for:

- Determining whether a program is effective in achieving its objectives
- Knowing how lives were changed (effect)
- Modifying programs that are not working according to plan or taking advantage of something that is working exceptionally well (improvement)
- Helping develop new efforts
- Demonstrating accountability (reporting to stakeholders)
- Encouraging participants and leaders

### Checklist for planning an evaluation

- **What** type of evaluation (output or outcome)? If an outcome evaluation, what client change will you be measuring?
- **When** to collect data? (evaluation strategy)
- **How** to collect data? (data collection method)
- **Who** to include in the evaluation? (census or sample)

For more information about evaluation, visit [agrilife.org/od/evaluation](http://agrilife.org/od/evaluation).

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## Program Evaluations

County Extension agents have various evaluation options to use with their programming.

The Extension Organizational Development unit has created a website that provides one-stop access to a variety of program evaluation forms and information. The website lists several links in the Evaluation section:

- **Evaluation Using Scan Forms** offers an overview of the ready-to-use scan forms in PDF format for evaluation.
- **Basic Instructions and Procedures** includes a guide and answers to common questions about using scan forms.
- **Download Forms** enables you to browse the forms by content area. A specific section is devoted to 4-H program evaluation forms.
- **Sending Your Forms** explains how to submit scannable forms to the Organizational Development unit for processing.

Evaluations can be  
accessed at:  
**agrilife.org/od**

Click on “evaluation”

### Customer satisfaction surveys

Customer satisfaction is the degree to which the customer’s expectations of the product match its actual performance. In Extension programming, the product is an educational program.

It is important to measure customer satisfaction, as it is a measure of the ability of Extension programs to successfully meet the needs of program participants. It also helps demonstrate the worth and effectiveness of Extension to its stakeholders and helps maintain their support.

The customer satisfaction program of the Texas A&M AgriLife Extension Service is designed to address basic questions, outlined below, to ensure that the agency continues to provide timely, relevant, and effective educational programs to the citizens of Texas.

- How satisfied are they with the product/education they received?
- Are we meeting their expectations?
- What are we doing right and/or wrong?
- How can we improve to keep their support?
- Did the product help them make a decision about their own situation?

Customer satisfaction survey forms are available online in PDF files. An evaluation form has been specifically designed for youth audiences, ages 13 to 18. After program participants complete the forms, mail them to the Extension Education Unit for processing and analysis. A summary of the result will then be sent back to you.

More information on Extension’s customer satisfaction survey is available at [agrilife.org/od](http://agrilife.org/od).

**Informal evaluations.** Informal evaluations can be a simple way to collect information from 4-H project participants. You might simply ask, “What went well about the project?” or “What would you change about the project?”

You could also use a simple one-page evaluation that asks participants’ opinions about the project. 4-H project leaders may want to use an informal evaluation to gain feedback about 4-H members’ experiences in the project group. This is an easy way to collect information and suggestions for future project experiences.

An example of an informal project evaluation is on page 95.

## Informal Project Evaluation

\_\_\_\_\_ County  
\_\_\_\_\_ 4-H Project

**What did you like most about the 4-H project?**

**What would you like to change about this 4-H project?**

**What did you not like about this 4-H project?**

**What should not be changed?**

**Texas A&M AgriLife Extension Service**

*AgriLifeExtension.tamu.edu*

More Extension publications can be found at *AgriLifeBookstore.org*

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, religion, national origin, age, disability, genetic information, or veteran status.

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