



DISCOVER 4-H CLOVERBUD



PERSONAL DEVELOPMENT
AND LEADERSHIP CLUBS



EXTENSION
UtahStateUniversity



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PERSONAL DEVELOPMENT AND LEADERSHIP CLUBS

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Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).





Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

The 4-H Motto

"To Make the Best Better!"

The 4-H Pledge

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the www.utah4h.org website or get them from the county Extension office).

Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.



A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order—President
- Pledge of Allegiance and 4-H Pledge—Pledge Leader (arranges for club members to give pledges)
- Song—Song Leader (leads or arranges for club member to lead)
- Roll call—Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—Secretary
- Business/Announcements—Vice President
- Club Activity—arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by Refreshment Coordinator
- Clean Up—led by Clean-up Supervisor



Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

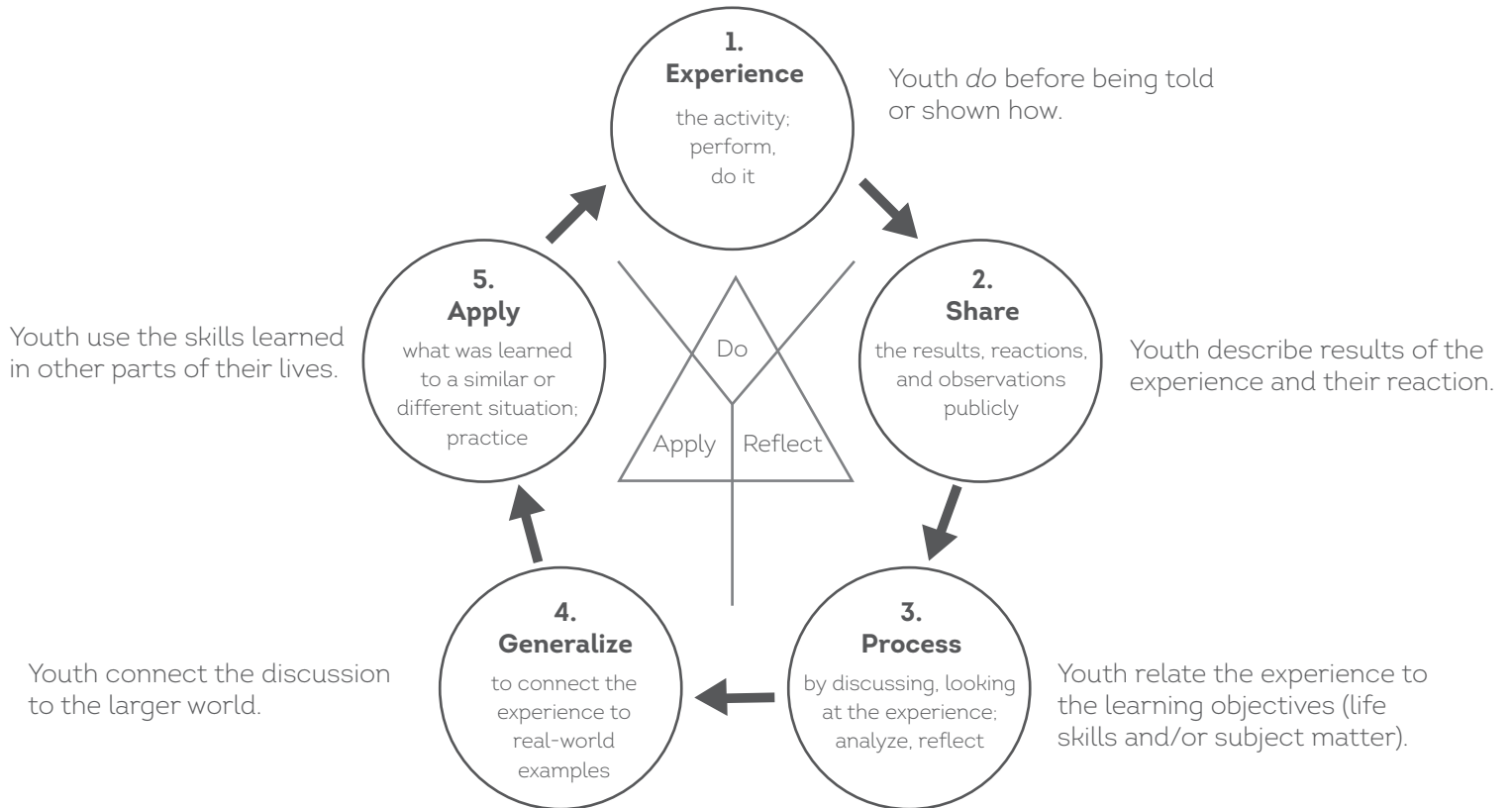
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf)

- Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

Getting Started

1. Recruit one to three other families to form a club with you.
 - a. Send 4-H registration form and medical/photo release form to each family (available at utah4h.org)
 - b. Distribute the Discover 4-H Clubs curriculum to each family
 - c. Decide on a club name
 - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
 - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
 - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
 - a. See *A Typical Club Meeting* section above for a general outline.
 - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
 - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



Other Resources

Utah 4-H website: www.Utah4-h.org

National 4-H website: www.4-h.org

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

References

Information was taken from the Utah 4-H website (utah4h.org), the National 4-H Website (4h.org), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>

PERSONAL DEVELOPMENT AND LEADERSHIP *Meetings*



Club Meeting 1

All About Me 2



Club Meeting 2

Building a Big, Strong, Character 4



Club Meeting 3

I Have Manners 7



Club Meeting 4

I Can Be a Leader 9



Club Meeting 5

Setting Goals 11



Club Meeting 6

Celebrating Others 13



4-H Club Meeting 1

All About Me



Supplies

- Butcher paper sheets large enough for each child to lay on
- Children's Magazines
- Glue
- Scissors

PRIOR TO MEETING

A week or so in advance, ask parents to help their children decide on a three things they can bring that will tell their Cloverbud group a little about themselves. The objects could be pictures or favorite toys, or something that represents a hobby. Remind parents the day before the activity.

INTRODUCTION

This meeting will introduce the children to you and to each other, and help them feel comfortable at Cloverbuds. At this age, children are usually only worried about themselves. This meeting will help the children identify special things about them, but also make them aware that everyone is special.

The Shape of *Me*



ACTIVITY 1

- Have children take turns laying down on sheets of butcher paper and tracing each other's outlines.
- When everyone is done, let them go through magazines and cut out pictures they like and paste them on the outlines of themselves. The pictures could be of sports they play, music they like, their favorite foods, their favorite colors, or anything they think looks fun and exciting.
- When they're done, have them share their collage with the class, or share it during Show and Tell (Activity 2).

Show and *Tell*



ACTIVITY 2

- To get started, share a few things about yourself as an example, and help the children in your club get to know you better. Then, have each child stand up in front of everyone to share their items that they brought.
- After each presentation, let the children ask each other questions. Have the children be thinking of questions to ask during the presentation; you may need to ask a question to get them started. For example "Wow, I didn't know you lived in California! What was your favorite part of living there?"



Reflect

- What kind of pictures did you put in your collage?
- Did you see other collages with similar pictures? What was the same?
- What was one thing on your collage that no one else's collage had?
- Did you learn anything about the other kids in your club from show and tell?

Apply

Every person is unique and special, but we have a lot in common with each other too. It's important to appreciate how we are different.



Belonging

Children should recognize that Cloverbuds is an inclusive and safe environment.



4-H Club Meeting 2

Building a Big, Strong Character!



Supplies

- "Cookies: Bite-Size Life Lessons" by Amy Krouse Rosenthal

INTRODUCTION

In this meeting, children will learn about important character traits. Through group discussion, they will practice recognizing them and applying them in their lives.

"Cookies: Bite-Size Life Lessons"



ACTIVITY 1

Read "Cookies: Bite-Size Life Lessons" by Amy Krouse Rosenthal.

Let's Practice!



ACTIVITY 2

- Read the following scenarios to the group one at a time.
 - Have two children come up and act out the responses. They can read the prompts, or you can tell them what word to act out and have them make up their own responses.
 - Have the rest of the children guess what word they're acting out.
 - If children can't remember what a word means, refer back to the book and read that word again.
- » You want to go outside and play, but it's raining. What's an optimistic response? What's a pessimistic response?
 - o Pessimistic: This stinks! I never get to play outside. It'll probably rain all day.
 - o Optimistic: It's okay, it'll probably stop raining in a few hours. I'll be able to play outside then!
 - » Someone tells you that they really liked your art project. What's a proud response? What's a modest response?
 - o Proud: Thanks! I'm really good at art.
 - o Modest: Thanks, I worked really hard on it. I liked yours too.
 - » Your mom packed two of your favorite treats in your lunchbox! But the boy sitting next to you doesn't have a treat. What's a greedy response? What's a generous response?
 - o Greedy: I really want to eat both of these. He usually has treats, so he'll be okay.
 - o Generous, or Compassionate: I should ask if he wants one! He looks hungry.
 - » You're waiting in line at the drinking fountain and the person in front of you is taking forever. Can you think of a response that would show patience? Can you think of a response that would be polite?
 - o Patience: I can wait until they're done. I'll be okay.
 - o Polite: "Excuse me, can I please have a turn? I'm really thirsty."



- » You're working on a project with someone in your class. They want to decorate your poster one way, and you want it to look another way.
 - o Open-minded: I've never thought of decorating it like that. That's a really neat idea.
 - o Respect: I don't agree, but I respect that you and your ideas...
 - o Cooperate: What if we combine our ideas? You can do this part and I'll do that part.
- » You just had a turn on the swing, but you really, really want to go again, when someone gets off, you get on, even though your friend hasn't had a turn yet. Is that fair? (No, it's unfair.) What would be the fair thing to do?
- » You see someone picking on one of your friends, and you stand up to the bully. What characteristics do you think you'd need to do that?
 - o Possible Answers: Courageous, Loyal, Kind, etc.



Reflect

- How do you feel when you're optimistic? How do you feel when you're pessimistic? Does one feel better than the other?
- Have you ever been courageous, loyal, or trustworthy? How did it make you feel afterwards?
- Have you ever regretted doing something you know you shouldn't have done? How did you feel?
- How can these character traits help you to be a better team member or classmate?

Apply

Have the children think about the character traits discussed and choose one that they want to work on at home. Have them think of something specific that they will do and write it down or draw a picture of what they will do.



Mission Mandates

CITIZENSHIP – How can learning about character traits like respect, loyalty, and honesty help make you a better person in your community?



Belonging

Children should have a positive relationship with their Cloverbud group, and learn about being loyal, respectful, and respected.

Independence

Building strong character traits now will help children to make better choices in the future.

Generosity

Being compassionate and generous can help children learn how to serve others better.



REFERENCES

Rosenthal, A. K. (2006). *Cookies: Bite-Size Life Lessons*. New York, NY: Harper Collins.



4-H Club Meeting 3

I Have Manners



Supplies

- Plates, Cups, Utensils, Napkins, Table cloth
- Food (Snacks or a simple meal such as Lemonade, Sandwiches, Fruit Salad, etc.)
- Play Telephones

PRIOR TO MEETING

Find a table with enough seats for all club members. Put down a tablecloth and layout food to be shared. Wait to set the table with your Cloverbuds.

INTRODUCTION

Good manners at home, school, and in public show respect for others. This meeting will teach children that learning manners can be fun.

Around The *Table*



ACTIVITY 1

- Teach your Cloverbuds how to correctly set the table. Give each of them a plate, cup, fork, knife, spoon, and napkin. Demonstrate how the fork goes on the left side of the plate, the knife on the right side of the plate (with the sharp edge facing in), and the spoon on the right side of the knife. The napkin goes under the fork and the cup goes on the upper right side.
- When everyone is seated, show the children how to place their napkins in their laps.
- Practice asking politely for items to be passed (using “please” and “thank you”).
- Talk about other table manners such as: not talking with food in your mouth, taking small bites of food, using forks and spoons, chewing carefully with mouth closed, not burping, saying thank you to the person who prepared the meal, and waiting until everyone is served before you start eating.

Ring, Ring, *Ring!*



ACTIVITY 2

- Explain and demonstrate to the group the correct way of using and answering the telephone.
- Pair children up and let them practice making phone calls. Have them one child practice dialing properly and asking for their friend on the other end: “Hello, may I please speak to ____.” The other child will practice answering the phone: “Hello” and “I’ll get my mother.” After a few minutes let them switch roles.
- You may also want to review telephone safety—never tell the person on the other end your name, if you are alone, your address or any other personal information.
- Talk about cellphones and when you should and shouldn’t answer a phone. (For example at dinner, in school, or at the movies.) Also discuss times when it’s impolite to text. (You will probably want to discuss some of the character traits from the previous meeting, such as respect, politeness, and self-discipline.)



Mission Mandates

SCIENCE – Cellphones and other technology need to be used at the appropriate times in appropriate ways.



Reflect

- Why is it important to have good manners?
- How does being polite show respect to others?
- Why do you think it's rude to use cellphones or text in some situations?

Apply

- Encourage the children to go home and help set the table using what they learned in Cloverbuds.
- Ask parents to practice answering the phone with their children (some families have certain preferences about how phones are answered). Also ask them to practice things like answering the door or greeting neighbors.



Mastery

Manners are something that can be practiced and mastered over a lifetime.



4-H Club Meeting 4 I Can Be a Leader!



Supplies

- Officer Signs–If you do not already have officer signs for your club, you can print some out here: http://utah4h.org/files/publications/publication/pub__1401399.pdf
- Poster or Whiteboard

INTRODUCTION

Leadership is one of the primary focuses of the 4-H program. These activities are designed to give Cloverbuds opportunities to participate in leadership positions, as well as help them recognize leadership in their daily lives and futures.

Club Officers



ACTIVITY 1

- Teach the group about the importance of leadership offices. Define the responsibilities of the President, Vice President, Secretary, Pledge Specialist, Song Leader, Clean-up Specialist, etc. Each job is important–there isn't one that is more important than another. Every job is needed to make the club work.
- Have the kids take turns wearing the officer signs and doing the job that goes with it.
- This would also be a good opportunity to make sure everyone has the 4-H pledge memorized.

Leadership Qualities



ACTIVITY 2

- Ask your Cloverbud group what they think it means to be a leader. (A leader is someone who guides or directs others.)
- According to an article by Scott D. Krenz, there are five qualities a leader needs:
 - o A Positive Attitude: "A 'leader' says 'Yes, I can!'"
 - o The Ability to Overcome Adversity: "A 'leader' says 'It's not a problem, it's a Challenge!'"
 - o Perseverance: "A 'leader' says 'Never give up, never give up, never give up!'"
 - o Commitment: "A 'leader' says 'I may fail or make mistakes BUT I always learn and move ahead.'"
 - o Excellence: "A 'leader' says 'I will always do my best!'"
- Discuss these qualities with the children. As you go, brainstorm scenarios where these qualities would be necessary.

Source: <http://www.kidznpower.net/leadershipThree.html>

I Can Be A *Leader!*



ACTIVITY 3

- Ask your Cloverbud group about some jobs would like to have in the future. Write them down on a whiteboard or poster. Title your poster "I will be a leader!"
- Discuss with your Cloverbud group how the jobs on your poster require leadership. Some may be more difficult than others. Help them to understand that leadership comes in many different forms and is all around us.



Mission Mandates

CITIZENSHIP – Responsibility and Leadership are important to being a good citizen.



Reflect

- Which leadership office did you enjoy the most?
- Is there one leadership quality you are really good at? Is there one you want to work on?

Apply

- How can you be a leader outside of Cloverbuds? At home? At school?
- How will leadership skills be important when you grow up?



Independence

Children will see how becoming a good leader know will help them succeed in the future.



References

- Krenz, S. D.. (2008). "5 Steps to Helping Your Child Become a Leader." Kidz 'n Power. Retrieved From:
<http://www.kidznpower.net/leadershipThree.html>
- 4-H Club Meetings Cards. Retrieved From:
http://utah4h.org/files/publications/publication/pub__1401399.pdf



Supplies

- Whiteboard or Poster
- Manila Folders
- Paper
- Writing Utensils
- Children's Magazines
- Scissors
- Glue

PRIOR TO THE ACTIVITY

Read the following article from Parent's Magazine about teaching kids to set goals:

<http://www.parents.com/parenting/better-parenting/style/how-to-teach-kids-perseverance-goal-setting/>

INTRODUCTION

Goal setting is very important to Personal Development. Cloverbuds will learn how to set strong goals and follow up on them.

Goal *Setting*



ACTIVITY 1

- Ask children to brainstorm some things they want to do or learn in the future, and write them on a whiteboard or poster. Some responses could be "learn how to play the piano," "get better at sports," "Finish the first grade," or "go on vacation."
- Explain to the children that these are goals. A goal is something you decide you want to accomplish, and that you work hard to meet.
- Point out that some things you wrote down are short-term goals (meaning you want to accomplish them in the near future) and some are long-term goals (meaning it may take a while for you to meet these goals). Explain how sometimes to reach a big goal, we should set smaller goals to get there. For example, if you want to buy a certain toy, you may set smaller goals to do chores and earn money, and then save that money up.

- Give each child a manila envelope and have them open it. On the left side, help them to draw a chart like the example. (For younger children, it may be easier to print out a chart and have them glue it into their folder.)
- Have each child write down 2-3 goals, preferably a combination of long and short term goals (younger children may need help writing things down). Have them create steps for accomplishing each goal, and come up with at least one person that can help them accomplish that goal.

Goals	Steps to Acheive Goals	Who can help me with my goal?
Goal 1:		
Goal 2:		
Goal 3:		

Adapted From: <http://everydaylife.globalpost.com/teach-children-goal-setting-fun-activities-18909.html>



ACTIVITY 2

- Give children scissors and magazines and have them cut out pictures of the goals they wrote down on their chart.
- On the right side of the folder, have children create a collage of their goals to help them visualize achieving them. (You may want to have them create it on a separate piece of cardstock or construction paper and then glue it into the envelope when everything's dried).
- When they're done, the children should be able to open and close their folder like a book. On the front write "My Book of Goals" and decorate and let children decorate the "cover" how they would like. (Note: Younger children may need help figuring out which side is the front and which is the back.)



Mission Mandates

HEALTHY LIVING – Learning to set goals will help children develop life-long a pattern of self-improvement.



Reflect

- Why do you think setting goals is so important?
- How can writing down your goals help you achieve them?

Apply

You can set goals for anything! They can be for school, sports, hobbies, things you want to do, or places you want to visit. If you learn how to make and follow up on goals now, it will help you for the rest of your life.



Independence

Children have the opportunity to choose for themselves what they would like to work towards.

Mastery

Goals help us to recognize what we want to improve and master, as well as help us to learn new things.

References

- Evitt, M. F. (2006). "How to Teach Kids Perseverance and Goal-Setting." Parents Magazine. Retrieved from: <http://www.parents.com/parenting/better-parenting/style/how-to-teach-kids-perseverance-goal-setting/>
- Webb, T. (n.d.) "How to Teach Children Goal Setting With Fun Activities." GlobalPost.com. Retrieved from: <http://everydaylife.globalpost.com/teach-children-goal-setting-fun-activities-18909.html>



4-H *Club Meeting 6* Celebrating Others



PRIOR TO MEETING

Before starting, review this article from Scholastic Teachers: <http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0>

This meeting can be focused several different ways. You can focus on differences and subcultures within your community, cultures from around the world, or even just on the unique features of the children in your club. Discuss with families if there is anything they would like to share with the class about their own traditions and culture.

If you decide to go on a fieldtrip, be sure to let parents know in advance and make the appropriate arrangements.

INTRODUCTION

This meeting will focus on celebrating others!

When discussing differences, be sure to maintain a positive attitude and tone. Acknowledge that it can sometimes be scary to try or learn new things, but help students learn that learning about others is fun and exciting, and that differences should be celebrated.

Our Own *Culture*



ACTIVITY 1

- Ask children what “culture” is. (Culture is knowledge and values shared by a group of people. This could mean our language and how we communicate, traditions, holidays, clothing, relationships with our families what we do for fun, what we believe, etc.)
- Have children brainstorm parts of our own culture. Write headings on a poster or whiteboard such as “Language,” “Holidays,” and “Things we do for fun,” and list what the children say underneath each one. Come up with as many ideas for each category as you can.
- Discuss how some things are unique to our country (like the 4th of July and football), and some are unique to Utah (like Pioneer Day).
- Explain that a lot of times there are cultures within other cultures. Ask the children to think about different communities around them.

You may prompt them by asking about:

- o People who are a certain age (adults, teenagers, even different grade levels at their school)
 - o People with different jobs (Would firemen use certain terms and expressions that teachers wouldn't?)
 - o People with certain hobbies or who play a sports
 - o People with handicaps
 - o People with different religious or political beliefs
 - o People with different likes or dislikes (maybe some people like certain subjects in school like writing or math)
- Ask why it is important for people to have differences. (For example, what if everyone had the exact same job? Nothing would get done.)

Adapted from: <http://multiculturalkidblogs.com/2013/10/11/tips-for-appreciating-different-cultures-in-a-non-diverse-environment-the-european-mama/>



ACTIVITY 2

Visit a local cultural festival. Some annual celebrations in Utah are the Living Traditions Festival in Salt Lake and the Festival of Colors at the Radha Krishna Temple in Spanish Fork, as well as Native American festivals and tribal events across the state.

If you cannot find an event within the distance or timeframe you need, consider one of the following places to visit:

- A local business or office where children can see the how that community communicates. (Is it loud, is it quiet, do the employees wear a certain uniform, do they use special terms or language?)
- A heritage museum or Native American ruins, where children can learn about ancient cultures that lived where they do now.
- A local religious institution (synagogue, mosque, cathedral, etc.) that may allow visits. You discuss and emphasize the similarities between different beliefs.

Alternate *Activity*



ALTERNATE ACTIVITY

Host your own Cultural Celebration. This could focus on culture and traditions within your area, or it could focus on different countries around the world. If it's tradition focused, ask parents and families if there are certain traditions they would like to share. If it's country focused, ask families to present on a certain country that they have experience with (maybe their family is from there, they have lived there before, or they have traveled there.) They could share traditions, clothing, food, music, etc. Encourage them to bring things the children can see, touch, and taste.



Reflect

- What was your favorite part of learning about other cultures?
- What were some similarities you saw between your culture and the others you celebrated?
- What surprised you?

Apply

What are some things you can do if you don't understand someone's background or traditions to learn more about them?



Mission Mandates

CITIZENSHIP – Children will connect with others in their community.



Independence

Children will learn that they can choose to make the world a more understanding and accepting place.

Belonging

Children will understand that they can belong to multiple communities and cultures, and appreciate others they aren't as familiar with.



References

"Golden Rule Across the World's Religions." Scarboro Missions. Retrieved from:

http://www.scarboromissions.ca/Golden_rule/poster_order.php

Gonzalez-Mena, J. and Pulido-Tobiassen, Dora. (1999). "Teaching Diversity: A Place to Begin." Early Childhood Today. Retrieved from:

<http://www.scholastic.com/teachers/article/teaching-diversity-place-begin-0>

Mecking, O. (2013). "Tips for Appreciating Different Cultures in a Non-Diverse Environment." Retrieved from:

<http://multiculturalkidblogs.com/2013/10/11/tips-for-appreciating-different-cultures-in-a-non-diverse-environment-the-european-mama/>



More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Stay *Connected*

Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Discover *Service*

Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>