



4-H Club Management

ANNUAL 4-H VOLUNTEER LEADER TRAINING YEAR 1: EFFECTIVE AND SAFE 4-H MEETINGS

Intended Audience:

- 4-H youth and adult volunteer leaders.

Learning Objectives:

4-H youth and adult volunteers will:

- Understand and implement the club charter and renewal process
- Incorporate essential elements of 4-H youth development in their club meetings
- Adopt sound financial management practices in local 4-H clubs
- Create risk free environments with youth and adults.

Target Essential Elements:

Participants will learn that effective and safe 4-H meetings contribute to the essential elements youth need for positive youth development creating a sense of *belonging*.

Time: 90 minutes

- Introduction/Get Acquainted (5-10 minutes)
- Chartering 4-H Clubs/Green Guarantee (30-45 minutes)
- Financial Management (20-30 minutes)
- Risk Management (25-35 minutes)
- Evaluation (10-15 minutes)

FOR THE TRAINER: *This workshop is intended to provide participants with an orientation and awareness to the concepts to having effective and safe 4-H meetings. If additional information is requested or needed, additional workshops can be scheduled. This is the first of 4 year rotation of annual 4-H volunteer leader trainings. There are 4 basic components:*

- *Introduction and Essential Elements of Positive Youth Development introduced;*
- *Elements and responsibilities of the 4-H charter and renewal process;*
- *Financial accountability with 4-H monies;*
- *Awareness of risk management basics*

One volunteer leader from each 4-H club is expected to participate in the full training. Delivery options include: adding this as part of the annual meeting of 4-H club leaders; use this as your lesson for your regular 4-H volunteer leader training, create a special workshop for 4-H club leaders; provide this workshop at a regional or multi-county event; recruit Fall Forum delegate as a teaching partner; co teach with Leader's Board/Federation member, or others. Be aware of when surrounding counties are doing their annual workshop and make this available to the volunteer leaders.

LESSON BEGINS: BACKGROUND

(Start PowerPoint slide 1.)

Please review the agenda, Handout 1. Welcome all participants. Strengthening 4-H clubs, committees and groups to insure that 4-H members have a quality experience is Priority No. 1 for Wisconsin. 4-H Volunteers are the backbone of the 4-H experience.

It is critical that volunteers have the support, tools and training to be able to fulfill their role. The purpose of this training is to reach that goal. Volunteer leaders will gain an understanding of the process and need for annual club chartering and effective club meetings, adopt sound financial management practices and gain strategies for identifying and managing risks when planning or participating in programs and events. The goal is to strengthen 4-H clubs and the educational experience for 4-H members.

WHAT TO DO

Groups are constantly forming and reforming. Many of us remember a time when we were new to a group. We probably felt excited to experience new things and meet new people or we felt nervous and worried because we didn't completely know what was going on.

When we join a group, we want to build a foundation of trust and communication – the cornerstone of any good group. This activity will help us build a sense of community.

Activity 1: Five Things in Common

(Start PowerPoint slide 3.)

Split the group into pairs. Each pair will have 30 seconds to find five things they have in common. At the end of the 30 seconds, put two pairs together and give the foursome a minute to find something all four students have in common. Finally, each group can present the list of things they have in common or you may simply use the questions below to share insight into the activity:

Supplies Needed:

- Agenda
- Nametags
- Sign in sheet
- Flip chart paper and markers
- 4 Handouts (links to all handouts for this lesson are on pg. 6)
- Pens/pencils

A PowerPoint presentation is available to support this training. It is located at: <http://www.uwex.edu/ces/4h/resources/mgt/club.cfm>.

This PowerPoint presentation is used in Section 2: Power Point “Money, Money, Money”: <http://4h.uwex.edu/clubs/documents/ClubFinancialPwrpt10-07.ppt>

Do Ahead:

- Review all materials and prepare handouts.
- Check audio visual equipment.
- For “The Big Event” activity, print roles on individual slips of paper or cards.

Sources:

- Written by Lori Laberee, 4-H Youth Development Agent, Sawyer County; Heather Schmitz, 4-H Youth Development Agent, Rusk County; and Sue Pleskac, 4-H Volunteer Leadership Specialist, UW-Extension.
- WI 4-H Community Club Central: <http://4h.uwex.edu/clubs>.
- WI 4-H Staff Resources, sections on Financial Management and Risk Management: www.uwex.edu/ces/4h/.
- *It's in the Bag/It's in the Backpack*; compiled and developed by John DeMontmollin, Youth

- Did you meet someone new with whom you shared something in common?
- Was it difficult or easy to identify things you shared in common?
- How did you feel when you were able to identify things in common with a) another person? b) a foursome?
- How can we encourage meetings where all members feel welcome?

Ensuring all 4-H members and other participants feel included in your meetings will pay big dividends in building trust and a sense of community. Include get acquainted activities at all meetings to ensure inclusion of everyone.

(Start PowerPoint slide 4.)

Distribute “Essential Elements Bookmark” as a handy reference guide for the essential elements to effective club meetings: 4h.uwex.edu/clubs/documents/bookmark.doc.

Go over the four essential elements of positive youth development and have members identify one thing they do in their 4-H clubs that addresses each element. This can be done in the large group or in small groups. If time permits, have each group brainstorm additional ways that a club could address each element within the 4-H club.

SECTION 1: CHARTERING 4-H CLUBS

(Start PowerPoint slide 5.)

All 4-H clubs, groups or committees that use the name and emblem must be chartered. The 4-H charter grants permission to that group to use the 4-H name and emblem and are then entitled to all the support and privileges that accompany it. The 4-H Youth Development staff person is your link to the county, state and national 4-H program, including its policies and guidelines. The Wisconsin 4-H charter and annual renewal process is key to ensuring your 4-H status is maintained. Charters are issued when a 4-H club, group or committee form and must be renewed annually.

Activity 1: View the Video Clip from Greg Hutchins, Wisconsin State 4-H Youth Development Program Director. It introduces the 4-H Charter and Renewal process, why 4-H charters are needed and the Wisconsin 4-H Green Guarantee.

Activity 2: Review the Charter and Renewal Documents. The pages within the 4-H club, group or committee charter packet are not new documents. These have been required for some time. With the new process there will be increased communication between volunteers and staff and accountability for compliance with IRS, ADA and other laws as well as 4-H state and national policies. The 4-H charter and renewal process saves time and increases efficiency for volunteers and staff. Today, we will review the 4-H charter and renewal process.

- Existing Clubs: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28532>
- New Clubs: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28521>
- Existing Groups & Committees: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28528>
- New Groups & Committees: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28523>

Review the cover sheet, highlighting directions, requirements for a 4-H club, committee or group, and the 4-H Guarantee. Cover each page, highlighting items that must be completed and responding to questions.

By instituting the 4-H Charter and Renewal Process, the communication between volunteers that provide leadership for 4-H clubs, groups, and committees and the 4-H youth development staff will be increased. Volunteers will be able to communicate more effectively with 4-H club members and families, providing them with critical leadership, meeting and event information and schedules, and money handling procedures that will strengthen the local 4-H club.

and Family Educator,
Kenosha County, UW-
Extension:

www.uwex.edu/ces/cty/kenosha/4h/IITB.html.

TALK IT OVER

Reflect:

- What are the requirements for chartering 4-H clubs, groups, or committees?
- Why is chartering important to 4-H clubs, groups or committees? Why is it important to 4-H members and families?

Apply:

- How can you involve 4-H officers, youth leaders and other volunteers in completing the charter and renewal documents? How might this strengthen your 4-H club, group or committee?
- When would be the ideal time for your club, group or committee to do this work?
- How does your 4-H club or committee fulfill the Wisconsin 4-H Green Guarantee?

SECTION 2: FINANCIAL ACCOUNTABILITY

(Start PowerPoint slide 8.)

Whose job is it to understand and make decisions about the 4-H club's or committee's money? The treasurer? The Organizational Leader Team? The Fund Raising Committee? Actually, it is the responsibility of *everyone* to know about the 4-H club's or committee's money.

The members need to know the present balances, where money is located, approve the budget and bills to be paid and vote on fund raising. 4-H money is public money. Let's review the guiding principles that tell us how to handle 4-H monies.

Activity 1: View the PowerPoint, "Money, Money, Money"

(<http://4h.uwex.edu/clubs/documents/ClubFinancialPwrpt10-07.ppt>). Ask for questions or clarifications.

Activity 2: Financial Situations Activity. Use Handout 2. Divide group into teams and distribute one situation to each group. Instruct the participants to discuss the situation with their group and report to the total group recommendations they would make for a change in club money-handling practices.

Distribute the "Financial Accountability" handout, found at 4h.uwex.edu/clubs/documents/FinancialAccountabilityfor4HClubsHandout1007.pdf. Highlight key points and ask for any questions.

TALK IT OVER

Reflect:

- Why is it important to understand how to handle 4-H money?

Apply:

- After today's training, what will you do to ensure 4-H club or committee funds are handled appropriately?
- What other resources are available to help members with financial questions?

ENHANCE/SIMPLIFY (OPTIONAL)

Enhance:

- Consider involving the treasurer as a co-presenter in this portion of the training.
- You may create additional case studies or ask the group to come up with their own situation. Case studies need to remain anonymous of individuals involved.
- If you have more time, view the video, "4-H Money-Handle with Care," and discuss each segment. It is located at: <http://www.uwex.edu/ces/4h/clubs/money.cfm>.
- Share the club budget in your introduction or give a brief report of the expenses throughout the year that a club typically spends for operations.
- Check out the related lesson on "Fund Raising for Your Club" at <http://www.uwex.edu/ces/4h/clubs/meetings.cfm>.

SECTION 3: RISK MANAGEMENT

(Start PowerPoint slide 9.)

Risk is the uncertainty about a future event that threatens your organization's ability to accomplish its purpose. It is the many unexpected things that can happen to the participants, the spectators, the properties and the reputation of 4-H.

Safety is everyone's business. A safe environment helps everyone have a sense of belonging and focuses their energies on the event or activity. Risk management helps us plan to minimize potential negative outcomes for a person, a group or an event. Taking responsibility for risk management can start with you, the participant.

What is Risk Management?

Risk management is the process used to protect assets by minimizing the potential for negative outcomes. It means the 4-H club, group or planning committee anticipates potential risks as the activity is planned and decides to manage those risks. It means *you*, as a participant, have thought about how you can be safe and help others to be safe when you are involved in a 4-H event or activity.

Activity 1: What if . . .

Discuss the following situations as a large group. What if . . .

- You are working with Cloverbuds at Day Camp and a swimming activity is planned. What factors do you need to consider in your preparation?
(Do you have a lifeguard, is there parental permission? Have you set parameters for swim games or how deep the youth can go out into the water? Do you have insurance? Etc.)
- You are leading a 4-H club field trip to a local business. What safety issues come to mind?
(Have you arranged for safe transportation, chaperones, insurance? Have you prepared the youth on behavior and what they will learn? Etc.)
- You are involved in an activity with animals outdoors and a storm comes up. What are your first steps?
(Is there a safe place for youth and the animals to go? Are emergency numbers close at hand? Did you plan for emergencies or inclement weather so you can work the plan? Etc.)

Making sure 4-H members, leaders and supporters are safe at events and activities is an important part of planning a program, activity or event. It helps keep the focus on the educational event and participants feel safe, comfortable and have a sense of belonging. Risk management is the process of minimizing the potential negative outcomes. It targets safety and prevention as part of our event and activity planning.

Activity 2: The Big Event. This activity is part of the "4-H Club Management Lesson Plan: Risky Business: Risk Management Essentials." Handout 1 includes the story, roles and facilitation and is included in this lesson plan. As you introduce this activity, give each person a Role Card.

Recognizing potential experiences that would make a youth or an adult participant feel unsafe is important. Some elements may be visible or invisible to planners. I'm handing out a "Role Card." Don't share the information on the card. Next, I'm going to read a story called "The Big Event." I'd like everyone to stand up. As you listen to the story, I'd like you to sit down if something is shared that would make you feel unsafe.

Read "The Big Event" story. Facilitate the discussion using the handout provided.

TALK IT OVER

Reflect:

- What was shared in the story that caused you to sit down?
- How could you reduce the feelings of being unsafe in a situation?
- What could be done to avoid an unsafe situation?
- Identify risks that could be transferred to another party?

- What risks are assumed by the planning committee?
- What are the responsibilities for youth or adult leaders?

Apply:

- How can you engage youth and adult leaders in working to provide a safe environment?
- Why is providing a safe environment for youth and adults important for learning and having participants feel welcome?

Distribute and review the Band Aid bookmark: (Note: there is a front and back to this bookmark.)

- 4h.uwex.edu/resources/mgt/documents/RiskManagementBand-aidFront7-06.doc
- 4h.uwex.edu/resources/mgt/documents/RiskManagementBand-AidBack7-06.doc

ENHANCE/SIMPLIFY (OPTIONAL)

Enhance:

- Can you think of things that could have potentially happened unexpectedly at a current 4-H event or activity? What happened? What could have been done to prevent the situation? What kinds of things can you do to make sure you are helping make 4-H events safe for you and others?
- Share risk management strategies you have used with a past or upcoming experience. Consider strategies for reducing, avoiding, transferring and assuming risk. What would be the best option for this event? How do you know?
- How can addressing risk management be an educational part of preparing for an activity or event?
- How can you help others plan and implement risk management practices in other activities and events?
- How will you use this information in your next experience?

SECTION 4: CLOSURE

(Start PowerPoint slide 12.)

Volunteers are keys to providing quality 4-H experiences for youth. They strengthen 4-H clubs, committees and groups to provide members opportunities to belong, and to experience mastery, independences and generosity. Volunteers ensure that safe environments are in place for youth and adults. They oversee the proper handling of 4-H finances. Volunteers are the backbone to 4-H clubs, committees and groups.

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. Modify the evaluation to meet your needs. One evaluation is intended for the overall workshop and another is to evaluate the instructor(s).

An option to a written evaluation is to record the reflection questions and discussion. Recruit someone ahead of time to take notes while you are leading the discussion.

ADDITIONAL RESOURCES:

- Overview Annual Leader Training Process and Plan. This document outlines the rationale, process and schedule for the required annual 4-H leader training. <http://www.uwex.edu/ces/4h/resources/teams/documents/OverviewAnnualLdrTrngDraft7108.doc>.
- 4-H Community Club Central: This website provides a variety of support and training materials to strengthen 4-H clubs. <http://www.uwex.edu/ces/4h/clubs/index.cfm>.
- Risky Business: Risk Management Essentials Lesson Plan: <http://www.uwex.edu/ces/4h/pubs/showdoc.cfm?documentid=21781>
- Risk Management for 4-H Volunteers: <http://4h.uwex.edu/resources/mgt/documents/RiskManagementfor4-HVolunteers1.pdf>



Handouts Needed for this Lesson *

The following documents could be available for the group to review:

- Chartering Clubs and Committees/Groups
 - Existing Clubs: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28532>
 - New Clubs: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28521>
 - Existing Groups & Committees:
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 - New Groups & Committees: <http://4h.uwex.edu/pubs/showdoc.cfm?documentid=28523>

The following are the 4 handouts for participants referred to in the lesson plan

- Effective 4-H Club Checklist:
<http://www.uwex.edu/ces/4h/clubs/documents/Effective4HClubsChecklist.pdf>
- Essential Elements of Positive Youth Development Bookmark:
<http://4h.uwex.edu/clubs/documents/bookmark.doc>
- Financial Accountability
 - Club Financial Accountability Handout:
<http://4h.uwex.edu/clubs/documents/FinancialAccountabilityfor4HClubsHandout1007.pdf>
- Risk Management
 - Risk Management Band-aid Bookmark:
<http://4h.uwex.edu/resources/mgt/documents/RiskManagementBand-aidFront7-06.doc>
 - <http://4h.uwex.edu/resources/mgt/documents/RiskManagementBand-AidBack7-06.doc>

** All are accessible on the Wisconsin 4-H Youth Development Website.*

Safe and Effective 4-H Meetings
Annual 4-H Leader Training

Date

Location

Agenda

Charter and Renewal Process: The How's and Why's

Essential Elements of Positive Youth Development: How Does this Look in a 4-H Meeting

4-H Financial Accountability: Handling 4-H Money Properly

Risky Business: Making 4-H Meetings and Events Safe for Members and Families

Questions and Answers

Adjourn

Financial Situations Activity

Instructions: Divide group into teams and distribute one situation to each group. Instruct the participants to discuss the situation with their group and report to the total group recommendations they would make for a change in club money-handling practices.

**Who is financially responsible? What is the best solution for your situation?
What could have prevented the situation?**

Everybody is giving me money

Your club is just starting a new year. At the last meeting, the members voted to have dues of \$5/year. It is just before the meeting and you, as the youth club treasurer, are looking at the last bank statement when seven different people come to you at the same time. They want to pay you now for dues! They all have cash. Some need change. What do you do?

Pay Me, Quick!

Your club is doing a food stand for a community picnic. Sales are going so well that the group is running low on pickles. Good sport Sam agrees to go to the grocery store to buy the needed pickles. When he returns, he says, "The pickles cost \$7 and I need the money back to go to the movies tonight." What do you do?

I Bought this for the Club, Reimburse Me

Before the 4-H club meeting you are surprised by social Susie who says, "This store had a great sale and I bought sports supplies for the club. Now we won't have to worry about the kids leaving their equipment at home. Please give me \$28." You know the club hasn't discussed buying equipment. What do you do? Susie could be a 4-H member or an adult.

Handling 4-H Accounts

Karen, the 4-H Treasurer, lives out of town. She seldom has time to make deposits and therefore has been keeping the club's money in a shoe box under her bed. What do you do?

Fundraising Receipts

The 4-H club treasurer is collecting money from the club candy sale. The treasurer and 4-H members get frustrated when things get mixed up. Some of the problems occur when the treasurer doesn't have a good record keeping system. What would you do?

T-shirt order

The 4-H club secretary and treasurer are giving their monthly reports. The treasurer isn't able to answer specific questions about the club treasury. The club learns that the treasurer and vice president ordered T-shirts without club approval.

Below are listed some considerations for the financial situations. Your group may come up with alternatives.

Financial Situations Activity

Instructions: Divide group into teams and distribute one situation to each group. Instruct the participants to discuss the situation with their group and report to the total group recommendations they would make for a change in club money-handling practices.

**Who is financially responsible? What is the best solution for your situation?
What could have prevented the situation?**

Everybody is giving me money

Your club is just starting a new year. At the last meeting, the members voted to have dues of \$5/year. It is just before the meeting and you, as the youth club treasurer, are looking at the last bank statement when seven different people come to you at the same time. They want to pay you now for dues! They all have cash. Some need change. What do you do?

- *Create order in the room. Either have the members form a line up so you can work with them one at a time or inform them that after the meeting you will accept member dues.*
- *Ask another club officer to assist you.*
- *Write a receipt for all monies received.*
- *Start with people who have the exact change, then take people who need change.*
- *Don't accept money if you don't have the correct change.*
- *Deposit money promptly in the 4-H club bank account.*
- *You could have some pieces prepared before the meeting, such as a check off sheet for all members and the amount of dues they have paid, have receipts prewritten, etc.*

Pay Me, Quick!

Your club is doing a food stand for a community picnic. Sales are going so well that the group is running low on pickles. Good sport Sam agrees to go to the grocery store to buy the needed pickles. When he returns, he says, "The pickles cost \$7 and I need the money back to go to the movies tonight." What do you do?

- *Members should pre-approve 4-H expenditures. In this case, if Sam has asked the volunteer leader in charge, this could stand as emergency permission in this situation. This should be part of the report back to the club.*
- *Ask for a receipt in order to reimburse Sam and a payment approval form should ultimately be completed.*
- *Money could have been given to Sam from the cash drawer, but Sam should have signed for this money and return with a receipt and change and document this with volunteer leader in charge.*
- *It is very important to have a complete plan for fundraisers, including what to do in emergencies.*

I Bought this for the Club, Reimburse Me

Before the 4-H club meeting you are surprised by social Susie who says, "This store had a great sale and I bought sports supplies for the club. Now we won't have to worry about the kids leaving their equipment at home. Please give me \$28." You know the club hasn't discussed buying equipment. What do you do? Susie could be a 4-H member or an adult.

- *4-H members should approve all payments prior to purchase.*
- *The 4-H club should have a budget.*
- *Susie is not guaranteed a reimbursement. It should be brought before the membership at the 4-H club meeting.*

Handling 4-H Accounts

Karen, the 4-H Treasurer, lives out of town. It is difficult for her to make deposits and therefore has been keeping the club's money in a shoe box under her bed. What do you do?

- *Talk to Karen directly about proper handling of the 4-H funds. Discuss with her options for fulfilling her responsibilities as treasurer. This includes handling of 4-H club monies, reporting and record keeping.*
- *Officer training should be provided. A volunteer leader could serve as a mentor or support for 4-H club officers.*

- *Deposit all monies in the 4-H club bank account promptly. Receipts should be given for all money received.*
- *Provide a workshop for the entire club on proper handling of 4-H finances including their responsibilities and club procedures for all 4-H members and volunteer leaders.*

Fundraising Receipts

The 4-H club treasurer is collecting money from the club candy sale. The treasurer and 4-H members get frustrated when things get mixed up. Some of the problems occur when the treasurer doesn't have a good record keeping system. What would you do?

- *A fundraising committee or group should be helping the treasurer with the fundraiser and the responsibilities. Make sure a complete plan for the fundraiser is in place prior to the fundraiser including handling cash, products, returns, and reports back to the 4-H club.*
- *Prior to the fundraising event an adult volunteer leader mentor should meet with the treasurer / fundraising committee to develop a form or system to keep track of the fundraiser.*

T-shirt order

The 4-H club secretary and treasurer are giving their monthly reports. The treasurer isn't able to answer specific questions about the club treasury. The 4-H club learns that the treasurer and vice president ordered T-shirts without club approval.

- *There are two issues in this situation. One is the responsibilities of 4-H club officers and the second is expenditures made without prior approval.*
- *Officer training is critical for club officers to know and understand their responsibilities. A volunteer leader mentor could be assigned to support the 4-H club officers. This person could be part of the organizational leadership team.*
- *4-H members must approve all payments prior to items being ordered or purchased. This includes the club budget and additional expenses that may arise. In this situation, there is no guarantee that the 4-H club will pay for the shirts. This should be put on the next meeting agenda for discussion and action.*
- *Provide a 4-H club workshop on proper handling of 4-H funds and review the procedures and responsibilities for all 4-H members and volunteer leaders.*
- *Clubs may develop a payment request form to track requests for payments/reimbursements. Payments should be made only in response to a written bill, invoice or receipt. All members and leaders need to be aware of the 4-H club money handling practices.*

Additional resources are available on the Wisconsin 4-H Community Club Central Website.
<http://www.uwex.edu/ces/4h/clubs/index.cfm>

The Big Event *An Awareness Exercise*

Instructions: Each participant receives a slip of paper with a phrase describing an individual. Ask them to think about the individual. As the story is read, assume the role of this individual, listening through their ears. Now ask all individuals to stand up. Tell them that as they listen to the story, if there is something that makes them feel unsafe and would prevent them from being fully involved in the event, to sit down. Afterwards, there will be a discussion about what individuals observed and how they felt.

Story: The Big Event

It happens every year: The Happy Clover County Summer Camp. This three-day, two-night experience provides a variety of activities, events and programs for youth in grades Kindergarten through 9. Teens in grades 10-12 serve as counselors and an adult camp committee plans the experience.

Camp is held in Chipper National Forest at the Boy Scout Camp Facility, 120 miles north of Happy Clover County. The facility has a main lodge where meals are served in a large dining hall. Events that include the entire camp happen in the Big Pine Room, located above the dining hall. A restroom is located in the back of the Big Pine Room. Cabins are equipped with five bunk beds that can accommodate 10 campers and a counselor room with one bed. There are two areas where cabins are located, making it easy to house 50 girls and 50 boys. The cabins have hard floors and canvas sides that can be lowered in case of rain. A Nature Center holds a variety of animals and insect species live and stuffed, providing a variety of hands-on educational experiences. A craft hut, snack canteen and nurse cabin round out the buildings on the site. A swim beach is located on Chipper Lake. Fishing boats and kayaks round out water activities available. Horseback riding and an archery range are on the outside edges of a large field set up for soccer or softball games. A volleyball court adjoins a tether ball pole for additional opportunities.

The camp committee has decided that campers will have both planned activities and unplanned recreational time. Planned activities for campers will include swimming, boating, archery, horseback riding, nature sessions with live animals, craft time and the nightly campfires. During craft time, all campers will make a pottery piece and a macramé bracelet. It is expected that every camper participates in each activity so they have a variety of experiences and learn new things. Teens will teach craft sessions and boating. Adults will teach all the rest. Recreation time options will be soccer, softball and volleyball. A camper got injured last year with the tether ball, so that will not be offered this year. Mr. Jeans will serve as the life guard and in charge of swim time. He has done this for 20 years and loves this job. He makes sure all new campers pass his swim test before they can go out in the water above their waists.

Campers complete a registration form and pay a \$50 dollar fee to attend. Scholarships are available to those that cannot afford camp. Awarding the scholarships is done by the camp committee with the Youth Organization Association approving the applications. Campers and counselors are sent a list of other participants so they can arrange for their own transportation to and from camp. Counselors attend an organizational meeting prior to coming to camp so they are ready to serve in their roles. Sometimes a counselor is not able to attend the meeting, but that has been acceptable if they have been to camp before. Food is prepared by an adult volunteer and her sister. They take responsibility for purchasing, cooking and serving the food. Food is served family style, with large bowls of food on each table in the dining hall. Campers are not supposed to bring food with them as it attracts animals.

Nightly campfires are a big hit with everyone. The fire pit is located by the lake. It has bleachers that serve as steps down to the fire pit located at the lake's edge. The fire is beautiful as it reflects off the lake. Activities at the camp fire include songs, ghost stories and games like the annual Pudgy Bunny contest where campers see who can put the most marshmallows in their mouth at one time. It is great fun. Sometimes the counselors sneak out and meet after the campers are asleep. But nothing has ever happened and they seem to like this independence.

Two years ago, a lightening storm came up while campers were boating. Since then, Mr. Jeans has identified a dock on the other side of the lake for boats to go to if there is a storm. That was the same year that there were more boys than girls at camp. The camp committee was very happy with the numbers. It was decided to put the extra boys in one of the remote cabins on the girl's side with one extra counselor. The arrangement worked out very well.

The campers continue to really like all the activities. Once in a while there are some incidents, like when Jimmy Joe got stung by a bee. But he had a bee sting kit with him so all was well.

Camp is always great fun, but it is great when the cars leave or the parents come to pick up campers. Last year it was frustrating when two campers were left without rides, so this year a note will go out to tell parents and guardians if they do not pick up their campers they will not be allowed to attend next year's camp. Counselor Mary Blue was assigned to wait with those kids and after two hours just drove them home herself. The parents were so appreciative; they paid for Mary's gas.

Roles are to be printed on individual slips of paper or on cards. Note: A word file of these roles is available at: <http://www.uwex.edu/ces/4h/resources/mgt/AnnualVolunteerLeaderTraining.cfm>

- Youth with impaired hearing
- Youth who is on the high school tennis team
- Youth who is an officer in the 4-H Club
- Youth who is a new member to the 4-H Club
- Youth who is in the first grade
- Youth who uses a wheel chair
- Youth who speaks only a few words of English
- Youth who reads at the second grade level
- Youth who receives free or reduced lunch
- Youth who is afraid of water
- Youth who has never been away from home
- Youth from a family with a car
- Youth who is the parent of a one-year-old
- Youth who is visually impaired
- Youth who is from a single parent family
- Youth who has had first aid training
- Youth who drives
- Youth who lives in two different households because of custody agreements
- Youth with food allergies
- Adult with impaired hearing
- Adult who is visually impaired
- Adult in a wheel chair
- Adult who drives
- Adult who is a single parent with two children
- Adult who is from racial/ethnic minority in the community
- Adult whose first language is not English
- Adult who can read only at the second grade level
- Adult whose family is on food stamps
- Adult who is a medical professional

For the Facilitator

The Big Event: Risk Management Issues

This document is for the facilitator. Use these points to assist in the identification of potential areas of risk in this case study. This is not an inclusive list. Add items as your discussion progresses.

- Adults planning activities without including risk management strategies
- Orientation and training for youth and adult camp staff may not be present
- Appropriate and recommended ratio of campers to counselors to adult staff
- Location of adult staff at night
- Trained youth and adult staff at all activity stations including the waterfront
- Alternative activities for youth with allergies or special needs
- Identification of Nurse at camp
- Health and consent for treatment forms completed and in place
- Use of avoidance as the reason to remove activities from the schedule
- Confidentiality for those that may need accommodations to participate including the camp fees
- Safety at all activity locations
- Activities planned sensitive to developmental age of youth (ghost stories, crafts, etc.)
- Activities planned safe and not perceived as initiation or hazing
- Traditional activities assessed for their safety and educational value
- Safety precautions reasonable and effective for emergency situations
- Transportation for participants to insure safety and accessibility
- Youth staff or campers placed in situations that are appropriate and safe
- Emergency plans in place and communicated
- Food safety and handling complies with health codes and standards
- Budget and money handling is appropriate and auditable
- Evaluation plan that includes questions of safety

Other Facilitator Notes:

Evaluation

Please complete both pages of this evaluation. This information will be used to improve the educational experience and gather information on what you have learned. Your participation is voluntary. Responses will be combined with all other participants. Your participation serves as consent to participate. If you have any questions, please contact an instructor or Sue Pleskac, 4-H Volunteer Leadership Specialist, at sue.pleskac@ces.uwex.edu.

When responding to the following questions, please circle the number that best describes your experience using the scale below.

1=Not at all 2= Somewhat 3=Not sure 4=Pretty good 5=Very well

Before Training	By participating in this 4-H leader training, ...	After Training
1 2 3 4 5	I can tell you the four essential elements that contribute to effective club meetings	1 2 3 4 5
1 2 3 4 5	I understand the charter process	1 2 3 4 5
1 2 3 4 5	I can explain the “Green Guarantee”	1 2 3 4 5
1 2 3 4 5	I know my club’s financial responsibilities	1 2 3 4 5
1 2 3 4 5	I can name three financial best practices	1 2 3 4 5
1 2 3 4 5	I understand the rules when fundraising under the 4-H name	1 2 3 4 5
1 2 3 4 5	I am aware that our club/committee will need to file 990N tax forms	1 2 3 4 5
1 2 3 4 5	I can explain risk management	1 2 3 4 5
1 2 3 4 5	I understand why risk management is important	1 2 3 4 5
1 2 3 4 5	I know the ratio of chaperones to youth	1 2 3 4 5
1 2 3 4 5	As a leader I know what to do in an emergency	1 2 3 4 5
1 2 3 4 5	I know and understand the rules for transporting youth	1 2 3 4 5

Do you anticipate using the information presented in the future? ___ YES ___ NO

If yes, indicate how you plan to use the information:

How do you plan to share this information with other leaders in your club?

Evaluation Page 2

Please provide feedback on the presenter by checking one box for each category.

	<i>Strongly Disagree</i> 1	<i>Disagree</i> 2	<i>Neither Agree nor Disagree</i> 3	<i>Agree</i> 4	<i>Strongly Agree</i> 5
Spoke clearly					
Knew the subject					
Presented the information in a logical order					
Used appropriate handouts					
Generated a desire to learn about the topic					
Provided information that I can use in my position					
Was well prepared					
Answered questions completely					
Used a mix of teaching methods					
Presented the information in an interesting manner					

Please share any over all comments or suggestions.