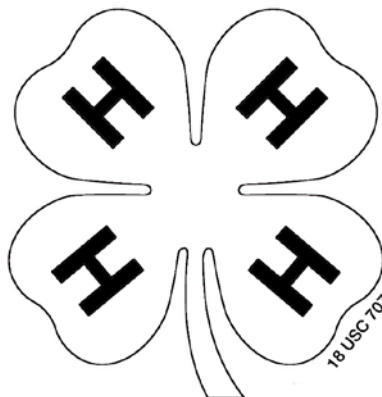


Host Site Facilitator's Guide

2011 North Central Region 4-H Volunteer e-Forum

"4-H Program Management"

Session 2: Thursday, November 17 – 7:30-9:30 p.m. (ET); 6:30-8:30 p.m. (CT); 5:30-7:30 p.m. (MT)



TO: Host Site Facilitator

Welcome to the 2011 North Central Region 4-H Volunteer e-Forum! We are glad you have chosen to host this event on behalf of 4-H Volunteers and Extension Staff in your area. Thank you for your time and efforts to help us make this training opportunity a successful one for all of the participants!

The 2011 e-Forum will take place on three separate evenings: **Monday, November 7; Thursday, November 17; and Tuesday, November 22.** Each session will begin at **7:30 p.m. ET** (6:30 p.m. CT and 5:30 p.m. MT), and is scheduled to last for two hours.

This Facilitator's Guide is designed to help you effectively prepare for the Webinar which will be delivered through Adobe Connect and then to facilitate some local discussion and activities throughout the session. We believe that interaction among the participants at your site will be a very valuable part of the e-Forum. Please familiarize yourself with the information in this Guide prior to the session and prepare any needed supplies to distribute to your participants.

Here are some helpful tips as you prepare to host this program:

- At least **24-48 hours before the session**, download the plug-in and test the settings/software on the computer you will use for the sessions. Make sure that you are able to access the presentation. To download the plug-in and test your computer's settings, visit: www.extension.iastate.edu/testconnect. In addition, you can go to <https://connect.extension.iastate.edu/northcentral4h> before the event, login using the "Guest" option and you will see a welcome slide playing music. If you see the slide and hear music, you should be good to go.
- If you have any **technical difficulties** with downloading or installing the Adobe Connect plug-in, please contact support by calling **515-294-8658**, let them know you are part of this program, and they will be more than happy to assist you.
- **10-15 minutes before the session** is scheduled to begin, connect to the online presentation room at: <https://connect.extension.iastate.edu/northcentral4h>
- If you have any **technical difficulties** with viewing the presentation during the session, contact technical support at **515-294-8658** and let them know you are part of this program.
- **Additional resources** that will be referenced during the session are available for volunteers to download following the session at the North Central Region Volunteer e-Forum 2011 Web site: <http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>
- Please encourage participants to provide their feedback regarding the e-Forum by completing the **evaluation instrument** available at: https://purdue.qualtrics.com/SE/?SID=SV_3Vsu5NgUXWKB1M8

Thank you for your interest and participation!

Sincerely,

North Central Region 4-H Volunteer Specialists

General e-Forum Overview

Purpose of e-Forum

The North Central Region 4-H Volunteer e-Forum will enable 4-H Volunteers to learn from and interact with experts across the 12-state North Central Region. Volunteers will then be able to utilize lessons learned from the e-Forum with 4-H members throughout the year.

The e-Forum format will utilize technology to reach additional volunteers who are traditionally unable to attend face-to-face Forums. Opportunities will be included in the e-Forum sessions for volunteers to interact with one another during facilitated on-site instruction and via online chat with volunteer audiences across the region.

Target Audience

The target audience for the North Central Region 4-H Volunteer e-Forum includes approved 4-H volunteers who work with youth primarily in club or project-based 4-H Youth Development Programs. Participants may include any and all levels of service tenure with the 4-H program. A secondary audience includes the 4-H Extension staff members who work with the volunteers to implement a successful 4-H program for the members. There are no prerequisites for this program.

Overall e-Forum Objectives

At the conclusion of the North Central Region 4-H Volunteer e-Forum, each participant will be able to:

1. Identify at least one way to use techniques obtained from the e-Forum sessions in support of their service to the 4-H program.
2. Accurately state three components of a positive youth development program.
3. Recognize effective 4-H program management techniques that can be incorporated into their work with 4-H members.
4. Describe new and emerging 4-H curriculum in the areas of technology, science, and community service learning.

e-Forum Format and Structure

The North Central Region 4-H Volunteer e-Forum will be taught in three sessions of two hours each, from 7:30-9:30 p.m. Eastern (6:30-8:30 Central, 5:30-7:30 Mountain). The sessions are scheduled as follows:

Session 1: Monday, November 7 – Positive Youth Development

- The Teen Brain: A Work in Progress – Annette Haas, University of Wisconsin-Extension
- Quality Matters: In Chocolate and 4-H Programs – Brenda Shafer, University of Minnesota

Session 2: Thursday, November 17 – 4-H Program Management

- Keeping Your Cool While Working with Youth – Pat McGlaughlin, Sheri Seibold, University of Illinois
- Reducing the Risks of 4-H Club Meetings – Vicki Schwartz, Brenda Young, Ohio State University

Session 3: Tuesday, November 22 – New & Emerging Curriculum

- Get Connected in Your 4-H World – Rachelle Vetter, North Dakota State University
- 4-H Science – Dixie Sandborn, Michigan State University
- Community Service Learning – Steve McKinley, Purdue University

Each session will be delivered to host sites online via Adobe Connect, originated and hosted by Iowa State University Extension. 4-H Volunteers will be invited to attend the live sessions at a host site sponsored by a local 4-H program. 4-H Extension Professionals will serve as host site facilitators and lead local discussions and activities with the 4-H Volunteers. Instructions to connect to the Adobe Connect program are included on p. 2 of this Guide.

Relevant resources will be provided to the 4-H Volunteers at each host site for each session. Additional supplemental resources for e-Forum participants to access will be posted on the North Central Region Volunteer e-Forum 2011 Web site: <http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>.

A Qualtrics Survey will allow participants to comment on the quality and content of each of the e-Forum sessions and provide input on future volunteer training opportunities.

Welcome to Session 2 of the North Central Region Volunteer e-Forum!

The title of this e-Forum session is “4-H Program Management” and includes the following topics and presenters:

Keeping Your Cool While Working with Youth

Presenters: Pat McGlaughlin and Sheri Seibold, University of Illinois

4-H volunteers bring their own skills and experiences in working with youth. When dealing with behavior management, there are many different ways that leaders can plan for and respond to situations to encourage cooperation within a group. A successful, cooperative group meeting is due in great part to proper planning. It also means taking an interest in and using positive behaviors to build relationships with youth. Participants will explore various, useful techniques that can be used when working with youth. Youth want to belong to a group and be valued for their contributions. Participants will learn how to create an environment where the essential elements of positive youth development are met.

Reducing the Risks of 4-H Club Meetings

Presenters: Vicki Schwartz and Brenda Young, Ohio State University

The learning environment of the 4-H club meeting is filled with challenges and risks. Is there adequate adult supervision? How are the members behaving today? Is the facility still a safe location? How do I prepare for 4-H club field trips and service activities? These are all valid questions that, when considered carefully, can help 4-H leaders prepare for the many “what ifs” of what could potentially happen.

The session will focus on risk management as a process to help 4-H leaders prepare for meetings, and to be able to respond to the unexpected challenges that arise in spite of the best plans. Participants will identify potential risks, will determine what risks can be managed, will acquire resources for those decisions, and will conclude that some risks are too great and must be avoided.

Supply List

The following supplies will be needed at your host site for this session

General Supplies

- LCD Projector
- Laptop/Personal Computer
- Speakers for audio
- Internet connection (high-speed connection preferred)
- Extension cord/power strip
- Separate laptop with Internet connection for participants to complete the online survey at the end of the program (optional)
- Registration sheet to record attendance
- Name tag for each person
- Refreshments (optional)

Keeping Your Cool While Working with Youth

- ***Behavior Management: How to Keep Your Cool While Working with Youth Groups Handout*** – please print for each person registered
- ***Situation Category List Handout*** – have one copy for each small group (3-5 people)
- ***Positive Behavior Management Techniques List Handout*** – have one copy for each small group
- ***Keeping Your Cool Scenarios Handout*** – have one copy for each small group
- **Power point slide presentation** – optional to print – distribute at end of session
- **Paper and pencils or newsprint and markers for small groups at each site**

Reducing the Risks of 4-H Club Meetings: 4 handouts. Please print for each person registered

- ***Risk Management: How safe are your club meetings***
- ***4-H Club Event Planning Worksheet***
- ***Ohio 4-H Youth Development Risk Management Checklist*** (from the Ohio 4-H Clubs advisors handbook)
- ***Risk Management in Your 4-H Club (Fact Sheet)***

**Welcome to the 2011 North Central Region
4-H Volunteer e-Forum! (Slide 1)**



4-H Program Management (Slide 2)



Tonight's E-Forum Program (Slide 3)



**Welcome from 4-H National Headquarters (Slide 4)
- Doug Swanson video**



Salute to Excellence Award Winner (Slide 5)



Salute to Excellence Award Winner (Slide 6)



Topic 1: Keeping Your Cool While Working with Youth

Presenters: Pat McGlaughlin and Sheri Seibold, University of Illinois, patm@illinois.edu and sseibold@illinois.edu

Introduction Slide #7

Keeping Your Cool While Working with Youth

Pat McGlaughlin & Sheri Seibold,
University of Illinois



Positive youth development is the ideal we strive for as we work with young people in 4-H clubs/groups. To be successful in our role as volunteers, we need to be knowledgeable about several related topics. This session is going to focus on methods to insure that 4-H members have the opportunity to participate in physically and emotionally safe environments, in welcoming and inclusive environments, and in appropriately structured environments when they participate in 4-H programs. These are three of the essential elements of positive youth development (PYD).

Young people want to cooperate and to be a part of a group. As 4-H volunteers we need to help our youth group identify and develop their own group guidelines to help support the PYD elements we just mentioned. Young people are more likely to accept rules or guidelines if they have been included in the development of those guidelines. Giving them ownership of their behavior and helping them to set their own guidelines encourages the group to monitor their actions and utilize peer pressure in a positive manner to model the appropriate behavior in a group. The purpose of the group guidelines is not to force young people to be good, but to show them how to cooperate together.

Slide #8

Objectives

- ▶ Participants will
 - Understand why group guidelines are important
 - Learn a method to help develop group guidelines
 - Understand the importance of planning for all aspects of the meeting
 - Learn various positive behavior techniques to create a successful and cooperative learning environment



Facilitators: Please distribute the handout – “How to Keep Your Cool While Working with Youth Groups” at this time.

Slide #9

Developing Group Guidelines



Young people want to cooperate and to be a part of a group. As 4-H volunteers we need to help our youth group identify and develop their own group guidelines to help support the PYD elements we just mentioned. Young people are more likely to accept rules or guidelines if they have been included in the development of those guidelines. Giving them ownership of their behavior and helping them to set their own guidelines encourages the group to monitor their actions and utilize peer pressure in a positive manner to model the appropriate behavior in a group. The purpose of the group guidelines is not to force young people to be good, but to show them how to cooperate together. Setting group guidelines can be tied to the 4-H's we know so well – Head, Heart, Hands, and Health. When developing group guidelines, everyone needs to keep a 4 H's in mind, plus one more. The fifth "H" is for hush or a quiet signal.

Slide # 10

Group Guidelines

- ▶ **Head**
A few well thought out and planned rules
- ▶ **Heart**
An adult-youth partnership to reinforce caring, sharing, cooperation & conflict resolution
- ▶ **Hands**
Possible and practical rules and consequences
- ▶ **Health**
Positive rules to promote good behavior
- ▶ **"Hush"**
A sign that tells the group it's time to be quiet and pay attention

Using the first "H", "**HEAD**", good group guidelines are well thought out and planned. The group guidelines should be logical, reasonable, and possible. They also need to be easy to understand, written in a simple language, and non-debatable. Avoid using the words "never" and "always" in the guidelines, as sometimes circumstances may make it impossible to enforce. The fewer guidelines you design, the better and easier they become to enforce.

Good guidelines also consider the "**HEART**" of the group members. Members develop social skills in 4-H, so we want to be sure the group guidelines reinforce caring, sharing, cooperation, and how to resolve conflicts. Also in the heart of guidelines, is the partnership between the adults and the youth.

Developing the guidelines should be a shared responsibility – from creating rules with consequences to the enforcement of the guidelines.

Youth learn best from "**HANDS**"-on learning. It is the same when developing group guidelines – youth learn when they do the work for the group. Only design needed and necessary guidelines, so they work

to promote teamwork and responsibility within the group. Consequences should be developed at the same time as the guidelines. The consequences should be appropriate for the rule and the end result should encourage members to work together toward the group's goals.

The **"HEALTH"** and well being of the group's members should always be at the forefront when planning group guidelines. With that in mind, guidelines should be stated in a positive manner to promote good behavior and maintain each member's self-worth and respect. If consequences need to be enforced, the offender should not be humiliated or embarrassed publicly. Guidelines and rules should also keep members physically safe.

Finally, be sure to consider an additional "H". A signal for hush will help the group focus on important matters when you or someone else needs their attention. This signal can be the volunteer raising his/her hand, a flicker of the lights, a clap of the hands, or some other agreed upon signal. But, it's important to use the signal and WAIT for the group to become quiet.

Slide # 11

Group Guidelines Activity

- ▶ Divide into groups of 3-4
- ▶ Brainstorm 1-2 possible group guidelines
- ▶ Consider consequences for each guideline
- ▶ As a large group, choose 1 guideline to enter into the chat box to share with others
- ▶ Have an alternative in case yours is already shared
- ▶ Take 5 minutes for the small group task



Now we will allow five minutes for you to divide into small groups at your location and brainstorm 1-2 possible group guidelines. Be sure to consider the consequences for each guideline. Then as the large group, pick one guideline to enter into the chat box to share with others. Have an alternate to share in case your idea has already been posted. We will be back with you in about 7 minutes.

Facilitators: Please distribute pens and paper or newsprint and markers to the small groups at your site. Have them record their guidelines on the paper or newsprint.

Please type the group's consensus on one guideline into the chat box. If your idea has already been shared, please enter your alternative guideline.

Slide # 12

Developing Group Guidelines

Promotes cooperation

Discourages negative, disruptive behaviors

Teaches valuable skills



Why is it important to have group guidelines? What are the benefits?

Everyone understands what is expected of them and will agree with the expectations.

How can we help youth follow the guidelines? What can the group leader or member say to someone who has broken the guidelines?

Emphasize that these are the group's guidelines. They helped to develop them.

Reinforce the guidelines without embarrassment of humiliation.

The final step in the group guidelines development process is to have all members sign the guidelines and post them at each meeting. You may need to periodically review the guidelines with the group to reinforce their participation in the process.

So...now we know the importance of setting behavior guidelines for meetings. These are important for creating a safe and properly structured environment. Youth benefit from having some "ownership" and "control" of the groups they are a part of. They also need opportunities to work in cooperation with adults. In positive youth development terms, we want to create a structured environment that provides opportunities for self determination of goals and activities involving a caring adult who helps create welcoming environment and opportunity for master of skills and knowledge.

Now you'll find many different ways 4-H volunteers can plan for and respond to situations to encourage cooperation within a club/group. A successful, cooperative group meeting is due in great part to proper planning. That means planning for starting, transitions, endings, and differences in youth needs. It also means taking an interest in and using positive behaviors to build relationships with each youth. Planning for a meeting ensures that there will be a variety of opportunities for youth to participate as they know what to expect. This also helps reduce the anxiety level of the volunteer.

The handout "How to Keep Your Cool While Working with Youth Groups has four sections – Planning Group Guidelines Together: The Four H's plus One, Planning Ahead, Take an Interest in Each Child, and Create Positive Interactions. This will give you lots of helpful tips to be proactive in your approach to managing behaviors.

Slide # 13**Behavior Management Techniques**

When dealing with behavior management, there are many different ways you can plan for and respond to situations to encourage cooperation within a club or group. A successful, cooperative group meeting is due in great part to proper planning. This means planning for starting, transitions, endings, and differences in youth needs. This also means taking an interest in and using positive behaviors to build relationships with each youth. Our next activity will help you think about some techniques that can be used to handle instances when things don't go exactly as planned.

Slide # 14**Situation Categories**

- ▶ Disruptive Individual
- ▶ Disruptive Group
- ▶ Violence
- ▶ Non-attentiveness
- ▶ Shyness
- ▶ Verbal/Physical Harassment


For our activity purposes this evening, we are asking you to consider six behavior situation categories that most behavior problems can fit into.

There are lots of techniques we can use to effectively manage a youth group. We want to work to promote cooperative, positive behaviors and discourage negative, disruptive behaviors. When we prevent and/or deal effectively with problem behaviors, we have more time to devote to fun learning activities. Preventing problem behaviors can also mean we're teaching youth important life skills.

Slide #15

Techniques to Manage Groups

- › Give choices
- › Use a variety of activities
- › Use humor
- › Set clear expectations
- › Carefully plan and prepare for activities
- › Choose age appropriate activities
- › Plan for transitions
- › Show interest in and get to know each child
- › Emphasize cooperation over competition
- › Show concern
- › Separate the child or children
- › Use natural consequences
- › Ignore the behavior




Here is a list of some of the techniques you should consider when managing groups. In some instances you may need to use a combination of techniques.

Slide # 16

Techniques to Manage Groups

- › Involve youth in planning
- › Tell what "to do" rather than "what not to do"
- › Allow time for practice
- › Demonstrate the task or skill
- › Redirect or distract
- › Surprise them with unexpected response or action
- › Provide rewards
- › Seek help/call 911
- › Other


Slide #17

Positive Behavior Techniques Activity

- › Refer to the "Keeping Your Cool Scenarios" handout
- › Sites will discuss possible solutions for the situations in your club setting
- › Input from groups will be provided via the chat box and polls



You each bring your own skills and experiences in working with youth to your role as a 4-H volunteer. We know no matter how much you plan or what behavior techniques you try, there will invariably be a youth or two who does not follow the guidelines or disrupts the learning or fun. In this next activity we are going to focus on what to do to avoid or deal with problem behaviors.

We have provided you with a Handout called “Keeping Your Cool Scenarios” for you to use as you think about how you would deal with situations such as these in your own club setting. You will discuss the scenarios as a group and provide group input via the chat box and through polls.

Facilitators: Please share the “Situation Category List”, “Positive Behavior Techniques List”, and “Keeping Your Cool Scenarios” to your small groups. They will use these as they complete the activity for Scenario 1, 2, and 3.

Be prepared to type their answer – one situation category from the list on the handout into the chat box. We will work on one scenario at a time and share after each scenario.

Slide #18

Scenario One

- ▶ Cloverdale 4-H Club:
 - Large 4-H club with members of diverse ages
 - Officers effective at engaging members in discussions during business meetings
 - One member usually brings an electronic game with him and plays throughout the meeting
 - The parent of the member usually attends but is frequently distracted by messages coming in on her Smart phone



Please discuss Scenario #1 for 2-3 minutes. First we want you to identify which of the six situation categories best describes this scenario. Enter that response into the chat box. You may want to refer to the handout for that list.

It looks like the responses are coming in and in some cases there may be some overlap in the situation category. It might appear that this would be a “disruptive individual” since he has brought something to the meeting that is distracting other members and disrupting their involvement in the meeting. Actually, in this particular scenario, we would identify this as a non-attentiveness situation. The club member is not paying attention to what is going on in the meeting. Because of that, he is distracting some of the Cloverbud members.

Slide #19

Technique Response One

- ▶ What situation category does this scenario best fit?
- ▶ What technique or techniques would you use to engage this member in the meeting?
- ▶ After reaching a group consensus, please respond to the poll.



Now that we know what the situation category is, your task as the volunteer is to decide what technique you should use to respond to this situation. Again, we will give you a few minutes to discuss this and then we will create a poll that you can review and then identify the behavior category that best describes this situation. You can enter your group consensus into the poll.

POLL Question:

What technique or techniques would you use to respond to this situation?

- **Ignore the behavior**
- **Involve youth in planning**
- **Separate the child or children**
- **Provide rewards**
- **Carefully plan and prepare for activities**
- **Other**
-

The top responses should be:

- Involve youth in planning
- Carefully plan and prepare for activities so youth has less opportunity to get bored
- In this case, you should consider separating the Cloverbuds from the 4-H club members. Involve another leader; older teens; or a parent volunteer in leading a separate Cloverbud activity

This scenario demonstrates that we frequently have multiple options for responding to a situation.

Slide #20

Scenario Two

- ▶ **New Leader – New Club**
 - New volunteer enthusiastically orienting new families to 4-H program opportunities
 - During a hands-on activity prepared to help members explore some basic 4-H projects you notice one of the members sitting in the back room
 - The member is not misbehaving, just not involved

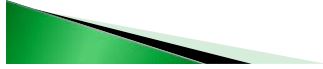


Please discuss Scenario #2 for 2-3 minutes. First we want you to identify which of the six situation categories best describes this scenario. Enter that response into the chat box. Again, you may want to refer to the handout for that list.

It looks like the responses are coming in and it looks like most of you have identified this situation as shyness; which would appear to fit this description.

Slide #21**Technique Response Two**

- ▶ What situation category does this scenario best fit?
- ▶ What technique or techniques would you use to engage this member in the meeting?
- ▶ After reaching a group consensus, please respond to the poll.



Now that we know that this child is shy and struggles with interacting, it is up to you to figure out the best technique to use to respond to this situation.

Again, we will give you a few minutes to discuss this and then we will create a poll that you can review and then identify the behavior category that best describes this situation. You can enter your group consensus into the poll.

POLL Question #2:**What technique or techniques would you use to respond to this situation?**

- **Show interest in and get to know each child**
- **Show concern**
- **Separate the child or children**
- **Involve youth in planning**
- **Call 911**
- **Ignore the behavior**
- **Other**

The top responses should be:

- Involve youth in planning
- Show concern
- Involve youth in planning

Making sure that we are creating a welcoming environment is a great way to help a shy child begin to feel secure with the group and also comfortable in joining into group activities.

Slide # 22**Situation Three**

- ▶ 4-H Club Helping at the Fair
 - 4-H members support the 4-H foodstand during the fair
 - Overhear a group of members saying hurtful things to another member during a break from the foodstand
 - Once the member leaves the group, conversation switches to a different, non-confrontational topic



Now that you are getting experienced, let's just take 1-2 minutes to discuss the last scenario. Again, begin by identifying which of the six situation categories best describes this scenario. Enter that response into the chat box. Remember to refer to the handout for that list.

As the responses come in I will just remind you that it is important to watch for these types of situations and deal with them when they happen so the problem or issue does not grow. It looks like the responses are in and most of you have identified this situation as verbal harassment. Bullying is a growing problem for youth and it occurs in all types of settings so it is important that we be vigilant and address any situations where one child is saying hurtful or cruel things to another child – or about another child.

Slide # 23**Technique Response Three**

- ▶ What situation category does this scenario best fit?
- ▶ What technique or techniques would you use to engage this member in the meeting?
- ▶ After reaching a group consensus, please respond to the poll.



As the club leader, if you see an incident such as the one described in this scenario, what would you choose as the best technique to use to respond to youth who are verbally harassing another child.

Take a few minutes to discuss your thoughts with the rest of the group. As before, we will create a poll that you can review and then identify the behavior category that best describes this situation. You can enter your group consensus into the poll.

POLL Question #3:

What technique or techniques would you use to respond to this situation?

- **Plan activities that allow members to practice social skills**

- **Show interest in and get to know each child**
- **Set clear expectations (rules, actions, etc.)**
- **Plan for transitions to decrease non-planned time**
- **Show concern**
- **Other**
- **All of the above**

The top responses should be:

- Plan activities that allow members to practice social skills
- Show interest in and get to know each child
- Set clear expectations (rules, actions, etc.)
- Plan for transitions to decrease non-planned time
- Show concern
- Other
- All of the above

Thank you for your responses. You are correct, this is a situation probably requires a variety of techniques. The club members who are initiating the harassing or bullying behavior will benefit from group activities that encourage positive social skills including learning to respect one another. By setting clear behavior guidelines all members will also have input into identifying what is appropriate behavior between members. It is also important to show the child who was being targeted with the harassment that you care. They may be experiencing a wide array of emotions and it is important that they know that they have caring adults who are interested in them.

I would also remind you that while this was not an emergency situation, you should always have a way to call for assistance if an emergency does occur.

Slide #24

Plan Ahead

- ▶ Plan activities carefully
- ▶ Have all materials ready
- ▶ Set up the room to match the activity
- ▶ Allow enough time to complete the task
- ▶ Create opportunities for all youth to be involved



When you plan for a successful meeting, you are ensuring that there will be a variety of opportunities for youth to participate in. You are also setting the stage so youth know what to expect. This also helps reduce your anxiety level as a volunteer.

Here are some suggestions to include in your planning:

- Planning is critical and can be applied to multiple aspects of your program. It is important to plan

activities carefully – read, understand, and practice or think through giving directions for new activities. It is also important that you plan for the transition times such as when you are moving from the business meeting to an activity; or when you are moving into the ending of the meeting.

- Identify what resources are needed to complete the activity and make sure you have enough for all of the participants
- Select a location that fits the activity that is planned and then set it up ahead of time so when it is time to begin an activity the resources are readily available
- Schedule enough time to complete activities or learning experiences
- Set up the activities so each child has a choice or part during some part of the activity

Slide # 25

Take an Interest in each Person

- ▶ Shy
- ▶ Forming small groups
- ▶ Youth leaders
- ▶ Early arrivals
- ▶ Early Finishers



As you plan for youth activities, take into consideration each person's interests, learning style, personality, and the environment they come from.

Your handout provides some good tips for supporting the unique differences of youth. Here are some suggestions if you have youth who are:

For those youth who are shy design some ice-breaker activities that involve all youth in a fun, interactive way. Learn the names of all youth and call them by name, ask for their assistance or participation.

If you see cliques forming use devices such as colored names tags or a number sequence to divide members into new groups.

For those natural youth leaders, create opportunities for them to lead group activities

If you have youth who arrive early, set out some paper & pencil word games to keep them busy until the meeting is to start. You may also want to remind them of the meeting start time. Post some wall paper so members can create a mural about a club theme or goal.

For the members who are quick to finish planned activities, designate an area of the room where those members can go and look through project manuals to find ideas of new projects or activities to explore.

Slide # 26

Focus on Positive Interaction

- ▶ Accept each person for who he/she is
- ▶ Separate the child from the behavior
- ▶ Encourage members to be considerate of one another
- ▶ Look for ways youth can contribute to group experiences
- ▶ Promote a cooperative environment

The members of a group want to be accepted. Those who do not feel like they are part of the group will tend to lose interest and create disturbances. To prevent this, it is important to promote acceptance and cooperation among the group rather than competition!

Encourage acceptance of members by:

- Accept each person for who he/she is – try to understand what is going on in the child’s life. Show concern, ask about interests, and give praise and attention.
- Don’t confuse the child with the behavior when approving or disapproving action. Instead of saying, “I’m angry with you,” say “I am upset that you kicked Tommy – that really hurt him.” That allows them to see that you accept them as a child, but do not accept the action.
- Help members of the group be considerate of each other. Encourage open dialog among the members and help them rephrase inappropriate comments if necessary.
- Look for ways that all youth can contribute and feel they have a part in the group. Everyone has special talents or skills to share. We just need to find out what those skills are.
- Promote a cooperative environment rather than a competitive one. Plan activities that require that all members work together. Set goals that compare the individual to themselves rather than to others.

Slide # 27

Ultimate Goal of Behavior Management

- ▶ **Plan** ahead
- ▶ Take an interest in each **Person**
- ▶ Focus on **Positive** interactions

▶ **Self- Management**

Please take time to read the handouts we provided to you this evening. The next slide lists the related resources available to you on behavior management. If you implement some of the strategies and tips included you will be off to a great start on behavior management. Having good positive behavior management strategies in place is an example of one key element in reducing risks in 4-H club meetings.

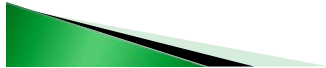
That is the focus of the next segment of tonight's program so we will now turn it over to Vickie Schwartz from Ohio State University...Vickie.

Slide # 28

Related Resources

- ▶ Keeping Your Cool While Working with Youth
 - Lesson Fact Sheet
 - Behavior Situation Categories
 - Quick Reference of Techniques
 - Scenarios
 - Power point for lesson

- VRKC Lesson and Power point – *Behavior Management*- www.4-h.org/volunteerism – separate page that lists VRKC lessons and power points



Topic 2: Reducing the Risk of 4-H Club Meetings

Presenters: Vicki Schwartz and Brenda Young, Ohio State University Extension,
schwartz.4@cfaes.osu.edu and young.9@cfaes.osu.edu

Slide 29



Facilitators: please distribute all handouts for this topic at the beginning of this presentation.

Welcome again, now to part 2 of this evening's programs.

To get us all thinking about risk and our work in 4-H clubs, let me start by asking a few questions. If your answer to these questions is "YES", raise your hand at your location and I will ask the Facilitator to raise the site's "hand" if a majority of your participants say "yes" by raising their hands.

Qn 1: How many of you have conducted a 4-H Club meeting **with other people's children?** (pause for responses)

Qn 2: How many of you hold 4-H club meetings in facilities that **do not belong to you?** (pause for response)

Qn 3: How many of you **include recreation at your club meetings?** (pause for response)

If you replied "yes" to any of these, then this session is for you.

As a result of this next presentation, we hope you

- Gain an awareness that **risk is ever present**
- Realize that risk can and should be managed
- Know that as 4-H volunteers, you need to manage risk to your best abilities
- And ultimately, it is hoped that you will feel more empowered and less overwhelmed as you deal directly with your 4-H club, parents, members, and future plans.

Slide 30

What is risk?

- ▶ Chance that something will go wrong
- ▶ Any hazard - danger of injury, damage, loss
- ▶ Exposing someone to a "hazard"
- ▶ The threat to accomplishing your goals



So just exactly what is risk?

It can be an injury

It could be damage to property and/or loss of resources.

It can be exposing your 4-Hers to hazards

Ultimately Risk is ANYTHING that can prevent the success of achieving your goal.

Slide 31

Risk includes...



...all potential barriers to accomplishing educational goals in program development and implementation

Barriers to your success can be

Lack of Time,

Lack of money,

Existing policies, or lack of policies,

lack of permission or authority to proceed

lack of knowledge,

lack of skill, ...

So with so much risk, ever present, what can you do in 4-H?
And why would you want to do it?

Slide 32

What is Risk Management?

- ▶ A discipline...
 - Dealing with possibilities that a future event will cause harm to people, property, income, organizational goodwill
- ▶ A process
 - Fluid, circular, ever-changing

(Non-profit Risk Management Center)

Why? Well because tonight we want you to become more aware of the Process of Risk Management.

It's a discipline; a way of thinking and planning;

It's a cycle, not a linear process, such that as things change, and/or as you make changes to your plans, you may need to go back to earlier steps of the process. To review and re-assess. To increase the likelihood that you will overcome the obstacles to your success.

Slide 33



HANDOUT 1: RISK MANAGEMENT CYCLE AND PRIORIZATION CHART

I like the Risk Management Process as defined by the Nonprofit Risk Management Center. Let's take a look at each phase of this cycle while discussing a potential 4-H event. Let's pretend that your 4-H club is Planning a Highway Clean-up

As you begin your plans, you need to **establish the context** of the event. The Who, Where, What, When, and How of planning

- Who in your club? Is this for teens only? If your club includes cloverbuds or clover kids, will they be involved? How many adults (advisors and parents) might also be involved.
- Where...what stretch of highway are you considering?
- When do you anticipate doing this? Is it a slow time of use of that road? Or is it a well used highway, perhaps a busy weekend or evening? Is weather a factor with that stretch of highway? Warm weather vs winter weather?

NEXT: Identify as many of the risks of that location/context as you can


- How busy is the highway,
- Adult / youth ratio for supervision
- What's typical trash along this road
- Who's property is it? Do you need to obtain permission of property owner? Do you need to notify the state Dept of Transportation or the Township Trustees?
- What kind of safety gear is needed? Long pants, sleeves, gloves, shoes

THEN: Evaluate the risks and prioritize them to determine

- What risks can you deal with
- What risks are too great to continue with this planned event?

Slide 34

3. Evaluate & Prioritize the Risks

	Low Frequency	High Frequency
Low Severity	Retain	Reduce
High Severity	Share the risk	Avoid 

For evaluating the different risks, it's helpful to classify or categorize the different risks you identify. This helps you determine what risks you can assume? What risks can be assumed BUT need more oversight, and What Risks are too severe for you to even try to manage.

With planning for possibilities you can prevent likelihood of hazard and increase your successes. Let's take a look at risks with this 4-H Club Highway Clean-up that may fit into each of these classifications.

Low Severity risks are those that are not terribly serious, and can likely be managed.

High Severity risks are usually more extreme, need to be considered carefully,

Low Frequency risks don't happen very often, whereas, High Frequency risks can happen often with the event you're considering.

Let's consider some Situations with our Highway cleanup plans. What about injuries?

Cuts & Scrapes can be a **LOW SEVERITY, LOW FREQUENCY** type of injury, and you can manage this risk by providing work gloves for the participants, requiring closed toed shoes (no flip flops), taking soap & water with you, and a first aid kit, perhaps with extra band-aids.

Getting poison ivy can also be a **LOW SEVERITY** risk, but depending on the stretch of road, if the roadsides are heavily covered with Poison Ivy, the number of kids exposed to it may be great, a **HIGH FREQUENCY**. Again, this Low Severity risk can be managed by requiring participants to wear long pants and long sleeves and gloves.

Getting hit by a car would be a **HIGH SEVERITY, but with planning, a LOW FREQUENCY**. Plan for success by cleaning a road that is not the highest travelled road in the area; **Share the risk** with parents by informing them of the risks, and requiring signed permission forms for their children to participate. Borrow and wear the reflective vests, place cones and adults at beginning and end of the stretch being cleaned, to notify drivers and keep an eye on participants.

If the road you are planning to clean is a highly traveled road, or your club can only do its service when that road has lots of traffic, then getting **hit by a car** may become a **HIGH SEVERITY AND HIGH FREQUENCY RISK**. If that's true, then do not do the clean up. Consider other service activities.

Slide 35



Assuming the plans for the roadside cleanup continue, then, once you've prioritized the risks, it's time to implement the risk management techniques previously identified.

Implement the risk mgmt techniques to Reduce, Retain, or Share the risks; and don't accept the risk that's too great

For our discussion, obtain necessary permission for the clean-up; require permission forms from parents, require participants to wear long sleeved clothing, long pants, proper shoes; Borrow reflective vests and markers. Have some basic first aid supplies handy, make sure you have adequate adult supervision, and proceed with care.

Monitor and update the event as you proceed. Things that may necessitate a sudden change in the plans could be the weather conditions: perhaps it becomes stormy and dangerous. Adults cancel out such that you don't have enough supervision. Maybe the local community planned a parade for that date; or some members arrive without the necessary parental permission forms. You may continue with the event, but those few members should not participate.

THEN establish the context again. Every change alters the situation. You may need to revisit all phases of the process.

Slide 36



Now it's time for you to consider some risks.

HANDOUT 1: Divide the participants into 2 groups at your site. One group will begin with the Rabbit demonstration, Picture 1 on the left, and the other group will begin with the 2 clover buds at the edge of the pond, Picture 2, on the right. Using the Risk Management Process and the Prioritization table,

- What kind of risk can you see in these pictures.
- What's risk that can be managed, reduced, retained, or shared
- Is there risk that should be avoided?

We'll allow 2 minutes for each group to identify the risks of their picture, and then 2 minutes for you to share your thoughts there at your site.

In the chat box, as you are sharing the risks you see, it would be helpful if someone at your site can send me a message in the chat box about the risks you have identified. We'll start with Picture 1, and then repeat the process with Picture 2.

Feedback on Picture 1

Feedback on Picture 2

Anticipated feedback

Picture 1: The rabbit demonstration is to indicate that even cute, fuzzy rabbits have a risk. They bite; the outdoor facility and the weather,

Picture 2: Water has obvious risk. Is anyone else there to supervise? Can these boys swim? How clean is the water? What if they drink some? How can they clean their hands after playing in the pond water?

Slide 37



Let's take a look at 2 more situations. Keeping the same 2 groups at your site, let's have one group discuss the archer picture on the left, while the other group discuss the adult/youth activity on the right.

- What kind of risk can you see in these pictures.
- What are the risks that can be managed, reduced, retained, shared
- Is there risk that should be avoided?

Again, we'll allow 2 minutes for each group to identify the risks of their picture, and then 2 minutes for you to share your thoughts there at your site, and then I'd like to again let me know in the chat box your discoveries, questions, and concerns.

Feedback on Picture 1

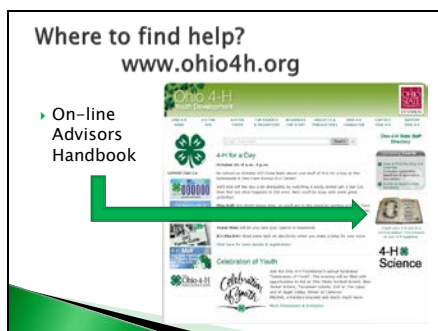
Feedback on Picture 2

Anticipated feedback

Picture 3: Archery lesson. Proper equipment? Proximity of other people? Is the man a certified instructor with 4-H? Is he a properly screened volunteer?

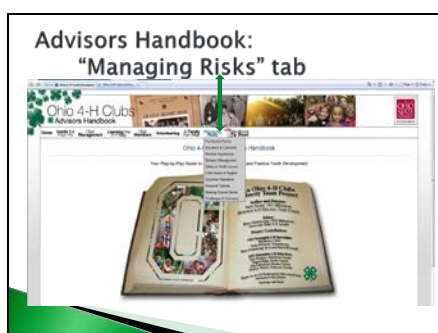
Picture 4: The picture with one youth and one adult reminds participants that one-on-one situations should be minimized or avoided. If this is an advisor helping a member with their recordkeeping, is the volunteer an approved 4-H volunteer? Could this be at a public place like the library, or school? If this is a county judging interview, has the 4-H professional considered the risks of the situation?

Slide 38



Each state has resources for the 4-H volunteers, advisors, and leaders. So we encourage you to explore your local resources before you plan your next 4-H event. In Ohio, our resources are available in the On-line Advisors Handbook, found at the Ohio 4-H website. It's an easy address to remember...ohio4h.org.

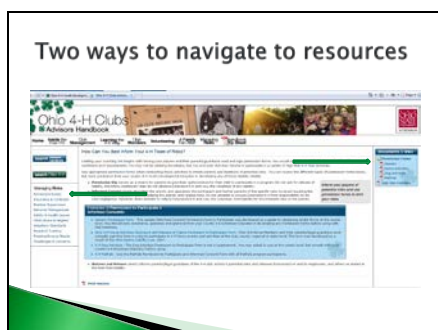
Slide 39



Once you are at the Advisors Handbook, go to the tab called "Managing Risks"

That's where a variety of risk management resources are available. We'll take a quick tour of these resources.

Slide 40



There are usually 2 ways to get to the resources. Use the directory in the left hand bar, or the right hand "Document & Links". They both are designed to help 4-H volunteers be successful.

Permission Forms

- Generic

Insurance

- Accident – American Income Life

- Club \$1

- Event – 25 cents per person for day.

- Volunteer Liability

Health and Safety

- Worksheet

- Checklist

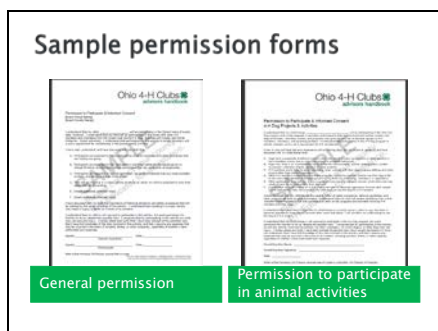
- Photo Release

- Transportation Policy and Form

- Restricted Release Form

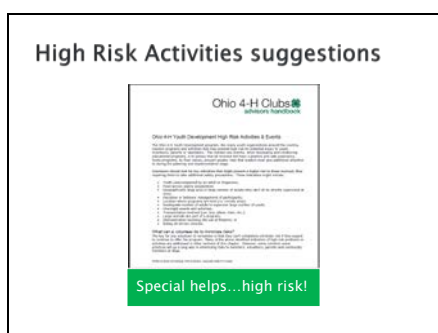
- Food Preparation Policy

Slide 41



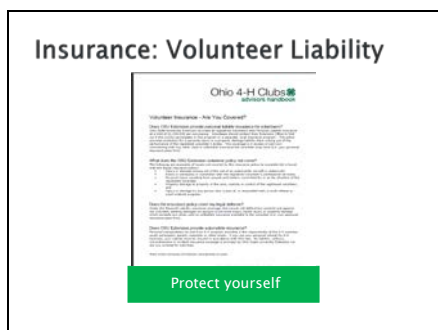
Ohio resources include these samples of permission forms for general 4-H club activities and for animal activities.

Slide 42



Ohio even has information with a special focus on high risk club activities.

Slide 43



How Can You Protect Yourself and Your Club?

Protect yourself and your activities. Check with your state office to learn if 4-H volunteers are covered by any type of Volunteer Liability Insurance. Some land grant universities do provide some kind of coverage, usually secondary in nature, which means your Personal Insurance is primary for activities that you may be involved with and may be taking place at your home. Consider contacting your insurance company to confirm that you are covered even for your volunteer activities.

Automobile insurance will be your coverage should you choose to transport members. For some club events, such as field trips, you may require parental permission forms to participate as well as to ride with an advisor.

Should your club activities include driving your members, take a look at the Permission to Transport Child/charge form.

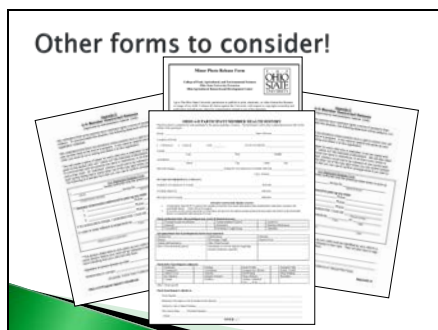
Slide 44



In addition to liability insurance for you as volunteers, you may wish to purchase Accident Insurance for Special 4-H Activities and/or for your club's annual efforts. American Income Life is a potential insurer for this kind of coverage. **For the Special Activities Insurance**, the insurance coverage begins for as little as 15 cents per day, per person. This insurance coverage extends to all members who are with the group, and is usually accepted by local medical providers. This coverage is a low cost service and easy to administrate. No names are required, just numbers and dates. **ON the other hand, the Annual Accident Insurance** may better fit your club's plans. The Annual Group Accident Policy is an accident policy for all of your group's events. Best of all, you can apply for a year of coverage with a single form. This policy can be renewed annually and is only \$1 per year, per regular member and \$2 for horse members! The Annual Group Accident Policy covers individual 4-H clubs, or country wide 4-H programs. If you decide on an annual coverage, keep in mind that ALL your members must be covered. This may be a perfect expense for club dues and/or for the club treasury.

Depending on your club's plans, you may also find it helpful to have additional information and permissions.

Slide45



For field trips, you may want to have parents provide you a health form and medical release. **Remember the confidential nature of this information.**

Many 4-H clubs do newsletters and have websites. Consider a photo release in which parents grant permission for their child's picture to be used. Please do not reveal complete names, addresses, and contact information for 4-H members. There are cyber-stalkers!

We know that many of our members have parents who no longer live with each other. So for safety's sake, you may want the custodial guardian to provide permission for other adults to pick up their children from 4-H club events.

And if your club has any kind of public event involving the preparation and sale of foods, please make sure you are following the laws in your state for such activities.


Slide 46



Careful planning is the best tool! Included with the materials for this lesson, you may find the Event Planning Worksheet and the Ohio 4-H Youth Development **Risk Management Checklist** as useful tools to help you consider all the possibilities, all the “what if’s” of your upcoming 4-H event.

Slide 47

**If & When...
...something goes wrong**



Have a response plan

- Deal with any emergencies
- Document the facts
- Who, when, where, what, how
- Do not admit liability
- Notify county 4-H professionals, your “supervisors”

In spite of your best efforts, there may be a time when something goes wrong! So have a plan for how your club will respond to the situation.

With cell phones, parents and emergency squads can be contacted more easily.

Document the facts as quickly as you can. Just the facts!

- Who was there,
- Who saw it happen,
- Where did it happen,
- What time of day?
- What were the weather conditions (if it was an outside accident)
- Did you have permission, did you have a health form to treat accordingly.....

Do not admit liability. Only share the facts. If it becomes a legal issue, THEN liability will be determined.

Notify all your 4-H ‘supervisors’. It is important for them to know BEFORE they read it in the local newspaper!

Slide 48

Crisis Communication

- ▶ Notify your county staff...they are your support!
- ▶ County staff can share with State Office
- ▶ University legal counsel is possible resource



County Staff can be your backup so be sure to call them as soon as you can!

If needed, they will notify the appropriate members of the state 4-H office who can in turn notify the university legal counsel.....only if necessary!


Since your 4-H club is in the network of county 4-H, State 4-H and the University, it is in your best interest to put them **in the loop** should something go wrong.

Slide 49

Conclusion

- ▶ Risk is ever present
- ▶ Risk Management is continual & cyclical

“Risk management is the ongoing process of assessing that potential deviation and finding ways to minimize the chance that bad surprises will occur and increase the chance of good surprises.”



Herman & Jackson, (2004), p 1, No Surprises. Harmonizing Risk and Reward in Volunteer Management.

Let's keep in mind that Risk is ever present.

But with good planning, we can minimize the chance of bad surprises will occur and increase the chance of good surprises.”

So let's return to the opening questions. As we did at the beginning, if your answer to these questions is “YES”, raise your hand at your location and I will ask the Facilitator to raise the site's “hand” if a majority of your participants say “yes” by raising their hands.

As a result of this presentation,

Qn1: How many of you are going to make some changes in how you conduct 4-H club meetings **with other people's children?** (pause for response)

Qn2: If your 4-H club meets in facilities that **do not belong to you, how many of you will** investigate those sites more closely for safety?

Qn 2a: Will any of you find new locations for club meetings?

Qn 3: How many of you will give added thought to the **recreation that is included at your club meetings?** (pause for response)

If you replied “yes” to any of these, then our time with you has been valuable.

We wish you the greatest of safety and the best of success as you help our 4-H youth!

Invitation to 2012 NCRVF (Slides # 50 - 64)



Invitation to 2012 NCRVF

Wichita, Kansas, October 11-14
Rod Buchele, 4-H Volunteer Specialist



E-Forum Resources (Slide #65)

Facilitators: please encourage participants to visit this Web site to obtain additional information.

E-Forum Resources

- ▶ To access resources presented in the e-Forum sessions, please visit:
<http://www.uwex.edu/ces/4h/ncrvd/NCRVF2011.cfm>



E-Forum Survey (Slide #66)

Facilitators: please encourage participants to complete this online survey to share their thoughts about the e-Forum. If you have a laptop available in the meeting room, participants could complete the survey before they leave.

E-Forum Survey

- ▶ We welcome your feedback from tonight's e-Forum session.
- ▶ An electronic survey is available at:
https://purdue.qualtrics.com/SE/?SID=SV_3Vsu5NqUXWKB1M8
- ▶ Your responses will help us to better plan future programs for 4-H Volunteers.
- ▶ Please respond by December 1st.



E-Forum Sessions (Slide #67)

2011 North Central 4-H Volunteer E-Forum Sessions

- ▶ **Positive Youth Development (Monday, November 7)**
 - Quality Matters: In Chocolate and 4-H Programs—Brenda Shafer, University of Minnesota
 - The Teen Brain: A Work in Progress—Annette Haas, University of Wisconsin—Extension
- ▶ **4-H Program Management (Thursday, November 17)**
 - Keeping Your Cool While Working with Youth—Pat McGlaughlin, Sheri Seibold, University of Illinois
 - Reducing the Risks of 4-H Club Meetings—Vicki Schwartz, Ohio State University
- ▶ **New & Emerging Curriculum (Tuesday, November 22)**
 - Get Connected in Your 4-H World—Rachelle Vetter, North Dakota State University
 - 4-H Science—Dixie Sandborn, Michigan State University
 - Community Service Learning—Steve McKinley, Purdue University

All programs will be held from 7:30-9:30 p.m. (ET).



Thank you, Host Site Facilitators, for your assistance with this session of the 2011 NCRVe-F!!