



# Plan, Prepare...PARTY



## Appendix

### Table of Contents

Selecting Activities for Your Audience	2-3
Budgeting	4-6
Choosing a Venue	7
Delegating and Sustaining Volunteers	8-11
Effective Marketing	12-13
Exit Tickets	14
Debriefing Forms	15
Resources	16



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## Age Appropriate Activities

<p><b>Ages 18 Months-4</b> Experiment with clay and color, paints and do handprints, play with water and forms, wiggle, play follow the leader, dance, play hide-and-seek, let the child "help" -- at the store, preparing dinner.</p>	<p><b>Ages 5-7</b> Bake and frost cut out cookies, fly a kite on a windy day, go on a walk and collect interesting rocks, leaves or other items, feed the ducks at the park, make a present for someone special, play UNO, Crazy 8s, or Old Maid, play badminton or croquet, go for a walk and find interesting places to practice "balancing," have a peanut butter and jelly sandwich picnic, visit a pet store and decide which is the oddest pet, cloud watch on a bright summer day.</p>	<p><b>Ages 8-10</b> Start a scrapbook with a page for pictures of favorite things, go on a camera scavenger hunt to find odd objects to photograph, make greeting, get well, or holiday cards for special people, make a bug cage and catch lightning bugs together, visit the zoo at feeding time, read a selected book out loud and tape record it, play miniature golf or go bowling, play Monopoly, Life, Sorry, or hangman, go on a field trip to the museum - focus on one exhibit and discuss it, go for a bike ride, make a lemonade or a hot cocoa stand - learn basic business principles, go to the library together, participate in seasonal activities - go apple picking, carve a pumpkin, make a snowman, go puddle jumping, paint Easter eggs.</p>
<p><b>Ages 11-13</b> Watch a TV program and identify negative stereotypes, look up your state on the Internet: what is the major industry?, build and paint a bird house - watch for occupants, rent rollerblades and learn to skate safely, make a list of people you admire - look them upon the Internet, take a long ride on public transportation to the end of the line, visit the SPCA and offer to walk the dogs, mow the lawn or wash the car together, play computer and video games together, participate in a community service activity to show the importance of giving back, plan or plant a garden or visit community garden and offer to help.</p>	<p><b>Ages 14-16</b> Research what happened on the day and year each of you was born, figure out how to program your VCR, visit the fish market, meat market or other place where food is not prepackaged, check out the classified advertisements and discuss what each job requires in terms of education and experience, go out for dinner at an ethnic restaurant - who else is eating there? What is your favorite dish? explore a new radio station together - discuss ads and target audience, plan and shop for ingredients to cook dinner together</p>	<p><b>Ages 14-16 Continued</b> Explore a new radio station together-discuss ads and target audience, plan and shop for ingredients to cook dinner together, try mastering something difficult- juggling, cooking a soufflé, water color painting, go to a concert featuring a favorite performer, watch a professional or semi-professional sporting event, talk about what's in today's newspaper, buy ten shares of stock in an inexpensive company the child will recognize and watch it make or lose money.</p>

### Adolescents and Teens

For teens, listen carefully to what they tell you about their interests, and let them suggest activities. An adolescent may want to share his/her favorite music with you, or create a collage of photographs of friends. A teen may want to show you his/her skateboarding skills, or his/her expertise with a certain computer program. Let the teen take the lead, so long as the activity is appropriate and permitted by the parent or caregiver.



## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

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**Adapting / Modifying Activities:** In many situations you will find that adaptations must be made to allow a child with a developmental disability to fully participate in a recreation or leisure activity. The general idea is to make only those adaptations that are necessary to facilitate participation. Finding that balance between challenge and frustration is the key. For example, it will not be challenging for the child who wants to learn to ride a bike to be pushed in a wagon. On the other hand, if the child lacks the physical skills necessary to ride a bike, some adaptations will have to be made. There are four areas of adaptations that we will explore in this section: compensatory techniques, adapted equipment, method, and rules.

**Compensatory techniques:**

Think about ways that a person can compensate for a lack of skill or ability in recreation and leisure. Have you ever had your hands full and carried your car keys in your mouth? A child who is unable to use one or both hands may be able to perform a task using his or her mouth. When one body part doesn't function completely, the child may use that body part as a functional assist. For example, try picking up a large playground ball with just one hand. You will find that you can pick the ball up by assisting with your foot, your chest, and your chin. The child with impaired vision or hearing may need you to provide them with additional cues or physical contact to perform a task. Blind skiers use sighted guides to call out position and direction so that they may ski safely. People with impaired mobility may perform skills that are usually done standing up, while seated in a chair, such as bowling.

**Adapted Equipment:**

There are many kinds of adapted equipment available, ranging from expensive complicated pieces of equipment to the very simple and inexpensive. Adapted recreation and leisure equipment can be found in catalogs, some sporting goods stores, and at a few recreational areas/facilities. One handed fishing rods, pool cue supports, one handed knitting and embroidery aids, playing card holders and shufflers, large print books and cards, books on cassette tape, mouth sticks, batting tees, bowling ball ramps, and quick release bowling balls are just some of the equipment that is available. There are a few easy and inexpensive things that you can adapt yourself. For children with limited grip strength, it is often helpful to build up the handle of a piece of equipment. By using tape or foam tubing, you can enlarge the grip on a tennis racquet, ping pong paddle, baseball bat, golf club, paint brush, and writing or eating utensils. Velcro strapping can be used to help secure equipment to a child. Playing card holders can be made by cutting slots in a tissue box, to help the child with limited grip strength or arm function. You can make a mouth stick by taping a pencil, brush, crayon, or marker to a chopstick. Page turning is made easy by simply using the eraser on the end of a pencil. For the child with impaired reaction time and coordination, use large objects. For example, use balloons, large playground balls, or beach balls for throwing, catching, and kicking. There is a terrific non-skid material called "Dycem" that can be used to keep coloring books from sliding around on the table, secure a wood project when sanding, and facilitate holding just about anything. It can be cut into strips or shapes and affixed to materials; it is very helpful to persons with tremors or limited hand or arm function.

**Method:**

By changing the way a skill or activity is performed, a child can have the opportunity to participate. Usually ice-skating is done with regular ice skates or even double runner skates. By pushing a folding chair around on the ice, a child with impaired balance may be able to skate. In many schools and leagues, the batting tee is used to help teach batting skills. Basketball can be played from a wheelchair? If a child cannot throw a ball with one hand, try using two hands. Think about simple changes like using an overhead or underhand toss,



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

trying the activity while seated, or using a different kind of ball, bat, glove, or racquet.

## **Rules:**

One of the simplest adaptations you can make is to change the rules of the game. Change the scoring, the size of the playing field, the distance between bases, and the hoop height. Allow more chances at bat, eliminate strikeouts, allow more than one bounce of the ball for tennis or Ping-Pong, and give an extra turn. Encourage participation for the sake of enjoying the game. There are many non-traditional games and activities where there is no winner or loser. Remember that participation in any activity is for fun, to learn and demonstrate a new skill, to build self-esteem, and to learn how to play with others.

## **How to Event Budget Like A Pro**

February 11, 2013

Budgeting for an event isn't easy. As well as the initial venue costs there are many more additional costs to consider, including catering and entertainment and the scramble to make savings or minimize contingency pay-outs, among other things! Careful and calculated planning is an absolute must for your next event, no matter how big or small it might be.

Getting your budget right means the difference between a stress-free event and one marred by missing equipment or the thought of the extra payments you may need to come up with afterwards. This is why I've compiled a short but detailed checklist that should give you a helping hand when deciding what to put in your preliminary budget plan.

### **First, the planning:**

**1) Identify all areas of expenditure-** Events are about much more than venue hire, and having it all identified and categorized is an ideal way to clear your head, get organized and calculate as accurate a projected expense as possible. Even smaller elements like pens, paper and flip charts all add up in the end and need to be accounted for to avoid any shortfalls. Here are a few of the main factors in event costing for you to include:

- payments to speakers, entertainment and other 3<sup>rd</sup> parties
- printing costs for leaflets, running orders and other paper elements
- additional equipment such as AV, projectors and staging sets
- decorative and theming elements such as table decorations
- promotional and marketing costs
- catering costs
- event insurance

**2) Set a realistic total budget and ROI measurement-**After noting down all possible areas of expenditure, you'll end up with your estimated total budget. Take into account the cost of your venue, the time it'll take to organize and implement your event and the additional costs of smaller things like snacks, leaflets and more to establish your total budget, then look at what you hope to achieve from the event and how this will be measured. For ticketed and profit orientated events carefully consider the entry price tag to ensure maximum attendance and minimize losses; too high a ticket price risks scaring away potential attendees by reaching too high.



## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

**3) Put aside a contingency budget**-Sometimes, no matter how hard and how accurately you budget, something will happen to incur additional costs that you couldn't originally account for. From medical costs and cancellation fees to broken equipment and extra transportation, there's a whole roster of things that you could end up footing the bill for. Typically allow an extra 10 to 15% of total budget for contingency funding.

**4) Download some helpful apps**-Whether at your desk or on the go, chances are you'll need to keep track of your event plans and budget throughout the day, which is where mobile apps come in. You might want to carry out some preliminary tests on a few different ones before you make your final choice, so here are a few ideas to get you started:

- **Account Tracker:** Account Tracker has received 5 star reviews from almost every customer in the iTunes store, and rightly so. Incorporating expense management, account tracking, multi-currency support, bill reminders and the ability to export reports and budgets to CSV and PDF files, this app provides a good all round service to users.

- **Money Owl:** Money Owl takes a slightly less formal approach to event budgeting, coupling budget management capabilities and graphs to monitor spending with the ability to link photos and videos to your expenses so you can visualize your spending.

- **Event Budget:** Event Budget works in much the same way as Account Tracker, allowing you to compare your real expenses to your estimated budget, export expenditure reports and share your budget with others by email, all in one handy app.

**Then comes the saving:** Managing the funds for an event doesn't stop at the initial budgeting; there are plenty of savings to be made during its lead up as well.

**1) Avoid spur of the moment purchases**-When you're caught up in the excitement of finally making all of the purchases for your event, it can be easier than you think to see something that you 'just have to have'. Extra decorations, bits of stationary and even food are all additional elements that can stack up and leave your budget looking a little scarier by the end of it.

**2) Search for alternative venues**-The term 'alternative venues' refers to places you might not otherwise have singled out as locations for upcoming events. Public attractions such as cinemas, zoos, museums and out of season sports venues are often places not many other event planners have considered booking, leaving you room to make an enquiry that could save you a valuable chunk of your budget. Just bear in mind that utilizing these premises out of hours and out of high season is the best option, meaning you can often book them at a fraction of the cost. Mondays, Fridays and Bank, Summer or Christmas holidays are often the best times to book, as venues will be glad of the money due to lower visitor numbers.

**3) Conduct a site inspection**-Every event planner knows that conducting a site inspection is the best way to find out whether a particular venue is all it claims to be on the web. However, many don't know site visits can also provide great potential for a reduced hire rate. Taking time out of your busy schedule to actually visit a venue in person tells the owner that you're ready to make a commitment and aren't just shopping around.

**4) Order 10% less food than you originally wanted**-Organizing the catering for an event can end up like organizing the food for Christmas – a lot of event planners order far too much. You never know who might not show up or who just isn't that hungry on the day, so ordering less food than you'd originally planned for helps reduce not only wastage and leftovers, but the initial cost of ordering too much.

**5) Record all expenses**-Keeping a close eye on every expense – no matter how big or small it may seem – throughout the whole lead up to your event ensures that you're constantly in the loop, becoming immediately





## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

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aware of any drastic changes to your budget or anomalous expenditures sooner rather than later. Being on the ball and nipping any unexpected costs in the bud as soon as they occur should be one of every event planner's priorities.

**6) Monitor those in charge of spending-**This might seem like an extreme move, but the truth is you never know what your employees could do, whether unintentionally or on a whim. You'd be surprised where your money could go if you don't keep an eye on who's spending it, so best practice is to set targets for when each payment should be made, always request receipts and invoices and check whether the correct amount has been paid out on its designated date. Trusting expenditure solely to an employee might be easier, but make sure they regularly report their progress back to you. Just imagine arriving at your venue to find they've hundreds of balloons and not an ounce of food.

Budgeting correctly doesn't just help you prepare for the worst case scenario; the savings you make along the way can play their part in covering any unpredictable costs that could occur during your event. After all, you never know when the Great British weather might bring a flood!



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

The USU Policy for Cost Recovery can on the USU Extension website by going to [http://extension.usu.edu/employee/files/uploads/CostRecovery01\\_14.pdf](http://extension.usu.edu/employee/files/uploads/CostRecovery01_14.pdf)

Utah State University Extension - Budget and Cost Recovery Worksheet			
Title of Event/Activity:			
Date of Event/Activity:			
Faculty Member in Charge:			
Expected Number of Participants:			
USU Banner Index for Deposits and Expenditures:			
	Expenses	Explanation	Cost
Materials	Copies		
	Paper (for handouts)		
	Postage		
	Other		
Logistics	Room rental		
	Bus rental/transportation		
	Compressed video rental		
	Advertising		
	Agency support/services		
Equip-ment	AV rental		
	Other		
	Other		
Meals	Beverages (coffee/tea/soda/water)		
	Paper goods (plates, cups, napkins)		
	Breakfast(s)		
	Lunch(es)		
	Dinner(s)		
	Snack(s)		
	Other		
Speaker Costs	Mileage		
	Lodging		
	Per diem		
	Honoraria		
Other Personnel	Temporary/hourly		
	Overload/overtime		
	Other		
<b>Total Direct Costs:</b>			\$0.00
<b>Credits from outside sources:</b>			
<b>Net Cost for Event/Activity Program:</b>			\$0.00
<b>Cost per Participant:</b>			\$0.00
Budget prepared by: _____		Date prepared: _____	

Keep a copy of this worksheet for your files.



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel



## How to Choose the Perfect Venue

by Courtney Schurtz

You have an event you want to have, chosen a date, now what about a venue? There are so many options these days, from conference centers, hotels, to outdoor venues. It really all depends on what type of event you will have, but below are some major factors to think about when picking a location.

### Size

The number one factor is the size of the location and the number of people you expect to have at your event. If you have 15 attendees, then you will not want a huge banquet hall. If you are expecting 500 people, then you will definitely need a large facility.

### Catering

If you plan on having catering at an event, you should find out whether a venue has an on-site caterer or if all catering must be done through an outside vendor. Before choosing a venue, consider which option is more convenient for you.

### Budget

Before looking at venues, set up a budget of what you can afford. There are different price ranges depending on the location. If you have a price point set up ahead of time, you will automatically narrow down your selection. When compiling a budget, consider fees such as rental, service, audio/visual, catering, decorations as well as the cost of additional vendors, entertainment or presenters.

### Venue Location

Location of a venue is a big factor. It needs to be easy for attendees to find and be sure that there is enough parking for your guests. If you are not providing catering for your event, then consider the proximity to restaurants.

### Atmosphere

Are you looking for a professional environment? A casual environment? Or perhaps a party environment? Each event venue has its own atmosphere, so be sure to pick the right one for your event. Also, pick a location where the staff is friendly and readily available to assist you.

### Special Needs

If you need any audio/visual equipment, be sure that the venue has any of these available, and if that is an additional cost. If you will have attendees register, be sure that the location has a registration area large enough to accommodate your needs.

Ultimately, choose a venue that fits all of your needs. Every event is different, as is every location. Good luck on your event planning experience!





# A Healthy Volunteer Program: Recruiting & Sustaining Volunteers

Annette Lamb, Wayne County 4-H Volunteer  
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<http://eduscapes.com/sessions/volunteers>

*An influx of quality volunteers can energize your 4-H program. In this engaging, interactive workshop, you'll learn to identify characteristics of effective volunteers, locate enthusiastic participants, persuade them to get involved, and keep them motivated. This quick-paced session will provide dozens of ideas for jumpstarting your volunteer program.*

According to the Bureau of Labor and Statistics (2014), the rate of volunteering is at its lowest point since 2002. However 62.6 million people volunteer and you only need a few of those. About a quarter of adults volunteer including 22.2 percent of men and 28.4 percent of women. Look around you. One in four are willing to volunteer ... you just need to find the right ones!

## Reasons for Volunteering

What foods satisfy hunger? Each person enjoys different toppings on their pizza. In the same way, people who choose to volunteer have different personal needs and interests. Their reasons for volunteering vary. A 4-H survey found that "having an impact on the life skills of youth" was a major reason that people become 4-H volunteers.

*Why do people volunteer? Why do you volunteer? Circle a few major reasons you volunteer.*

- |   |  |
|---|--|
| Impact the life skills of youth           | Inspire and empower youth                            |
| Meet new people                           | Share what you have learned                          |
| Develop your leadership skills            | Make a difference                                    |
| Leave a legacy                            | Help the local community                             |
| See smiling faces                         | Being valued and appreciated                         |
| Opportunity to "give back"                | Enjoy mentoring                                      |
| Fun                                       | Support my children                                  |
| Aligned with my values                    | It's a cause I believe in                            |
| Have a positive impact on next generation | Teach enduring life skills                           |
| Build the next generation of leaders      | Teach young people in an area of personal passion    |
| Feel pride in helping others              | Develop new and current skills                       |
| Understand your community better          | Share skills through hands-on experiences with youth |
| Chance to improve people skills           | Opportunity to meet new people                       |
| Chance to promote a hobby or interest     |  |

*Why do people choose not to volunteer? What keeps you from volunteering. Circle major reasons.*

- |                             |                                 |
|-----------------------------|---------------------------------|
| Family obligations          | Work obligations                |
| School obligations          | Distance and transportation     |
| Needs don't fit my schedule | I don't have time               |
| I'm busy when they want me  | Health issues                   |
| Financial issues (gas)      | Perceived lack of useful skills |



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## Categories of Volunteers

What makes a great sandwich? Most sandwiches have a filling with something to hold it together. The same happens with 4-H. You don't just need "volunteers". You need specific categories of people to address particular needs.

### **Bun Volunteers: Hold things together.**

- Know 4-H, love the 4-H philosophy
- Enjoy leadership roles
- Want to have a big impact on future generations
- Believe in promoting life skills
- Want a long-term commitment
- Want to build relationships
- Use their connections, enthusiasm, organizational skills

### **Veggie Volunteers: Create a nourishing environment.**

- Know 4-H, enjoy involvement
- Prefer working directly with youth
- May not want to lead, but enjoy being involved
- Want to make a difference, one child at a time
- Enjoy learning and sharing
- Use their enthusiasm to keep your programs going

### **Meat Volunteers: Add flavor and depth.**

- Know content, love sharing knowledge
- Possess specific skills and have a passion for their interest area
- Like to share and have an impact
- Enthusiastic about content
- Many or may not have experience with youth
- Use their experience and help them develop teaching skills
- Start with on boards, one-short events

## Key Ideas

Minimize **Junk Food Volunteers**. Sometimes you go without the meat and just learn it on your own. These people sound like they want to help, but they don't follow-through

## Potential Volunteers

What's at the salad bar? You need to identify your potential pool of volunteers. Below you'll find some of the types of people who might volunteer. *Think about a few of these categories you could target.*

- |                       |                   |                  |
|-----------------------|-------------------|------------------|
| Moms                  | Dads              | Uncles           |
| Aunts                 | Grandparents      | Church goers     |
| Concerned Citizens    | Community members | 4-H young alumni |
| Local business people | 4-H older alumni  | 4-H staff        |
| Retirees              | Teens             |                  |

Professional Experts: Medical, Law, Natural resources, Info & Tech, Business & corporate, Farmers & ranchers, Artists & musicians, Plumbers & mechanics, Educators, Govt workers  
Hobby experts: animal husbandry, art & music, hunters & anglers, wood workers, electronics & robotics, chefs & bakers, gardeners, LEGO builders, sewing, sports

Just because a person is a parent, doesn't mean they'll be a great volunteer. However, most can be trained.

- Guard:** hovers and wants to protect their own child  
Assign them tasks that don't directly involve their child
- Disciplinarian:** wants to control others and ensure they "do it right"  
Review the 4-H philosophy and model a mentoring approach
- Dictator:** wants to do everything for a child rather than helping them learn  
Help them how to be an effective teacher and facilitator

**Socialite:** wants to have fun talking with other adults, so ignores children  
Assign them the registration area or greeter duties

**Uninvolved:** they show up but don't do anything  
Provide very specific direction and tasks



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## Your Volunteer Needs

What are your wants versus your needs? You may want to start some great new programs, but first you need volunteers to handle what you're currently doing.

What volunteers do you have now, what types of volunteers do you need, and where are your gaps?

**Why** are volunteers needed?

What specific **skills** are needed?

What are the **responsibilities** of the volunteer?

How will the volunteer be **supported** (i.e., staff, budget, resources, materials)

What is the **time commitment**?

*What types of volunteers do you currently have? What types of volunteers do you need?*

*Where are the gaps?*

It's necessary to identify the specific **role, tasks,** and required **skills.** For instance, you may be looking for a Bicycle Safety Project Leader who assists with enrollment, establishes goals, organizes a bike rodeo, and supervises junior leaders. This volunteer may need organizational, planning, and supervision skills.

## Examples of Volunteer Roles

**Club Advisor:** Plan projects, organize events, lead group activities, and work with youth.

**Teen Volunteer:** Serve as teen leader planning, organizing and working with youth.

**Episodic Volunteer:** Teach a special program, judge at County Fair, or assist youth with projects.

**Advisory Board Volunteer:** Assist in short and long range planning.

**Virtual Volunteers:** Develop programs, build websites, and communicate through social media.

## Examples of Volunteer Tasks

Arrange for tours or field trips (i.e., contact sites, arrange for transportation, supervise youth)

Assist with enrollment (i.e., register youth, maintain mailing lists, contact participants)

Assist youth with projects (i.e., teach a class, work one-on-one with children, serve as mentor)

Coordinate club operation (i.e., establish goals, build schedules, organize volunteers)

Communicate with youth and families (i.e., make phone calls, email parents, write articles)

Encourage youth (i.e., attend 4-H events, supervise children, cheer for youth, ask questions)

Lead youth (i.e., coordinate group activities, supervise projects, assist with homework)

Organize events (i.e., clean-up day, pet show, bike rodeo, emergency safety, quilt walk)

Organize programs (i.e., after-school program, summer workshop series, reading group)

Organize county fair events (i.e., register youth, coordinate judging, arrange for awards)

Plan events (i.e., organize activities, arrange for volunteers, collect materials)

Recruit supporters (i.e., youth, parents, volunteers, community support)

Promote events [i.e., create posters, contact the media, write news articles, post on Facebook]

Serve on board (i.e., establish goals, develop policies, conduct short and long-term planning)

Serve as camp counselor, chaperone, judge or other specific, short-term role

Serve as a community liaison [i.e., attend meetings, give presentations, communicate through email]

Support club activities (i.e., assist at events, provide transportation, organize materials)

Teach classes and workshops (i.e., develop curriculum, adapt existing curriculum)

## Examples of Volunteer Skills

**Communication Skills** (i.e., speaking, listening, writing, and non verbal skills)

Information Delivery & Dissemination Skills (i.e., use of technology including word processing, email, social media)

**Marketing & Public Relations Skills** (i.e., writing press releases, invitations, news articles, Facebook and Twitter posts)

**Educational Design and Development Skills** (i.e., differentiating instruction, developing age-appropriate activities, incorporating a variety of learning styles, designing cooperative and collaborative activities, applying subject matter knowledge, evaluating and revising programs)



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

**Expert Skills** (i.e., agriculture/animal science, environmental/nature science, business and citizenship, arts, healthy living, STEM: science, technology, engineering, math, youth leadership)

**Interpersonal Skills** [i.e., acceptance, caring, compassion, empathy, ethics, flexibility, honesty, morality, patience, relationship building)

**Organizational Skills** (i.e., delegating, goal-setting, planning, organizing, recruiting, managing time, developing partnerships)

**Program Management Skills** (i.e., strategic planning, financial planning, upholding 4-H mission, risk management, liability issues, record keeping, collaboration)

**Technology Skills** [i.e., productivity, art, communication, web development, and social media tools)

**Youth Development Skills** [i.e., ability to motivate, enthusiasm, leadership, empower others, use age-appropriate approaches, develop life skills, develop partnerships, appreciate diversity)

For ideas, go to <http://web.extension.illinois.edulstate4hlvolunteers/roledescriptions.cfm>

## Recruiting Volunteers

Where can I find the best? You need to go to the right place. Target your search. For fresh vegetables you go to the farmer's market. For a first aid class, try a local EMT. For a sewing class, try the local quilting bee. Recruiting involves identifying individuals who are enthusiastic and ready to grow.

## Identify Recruitment Approaches

People come to you.

Go directly to personal contacts and ask.

As friends of friends. Use Facebook friends.

Ask parents about people they know.

Ask "influencers" who might know people such as church members or business people.

Ask in local paper focusing on skill sets needed.

Ask on social media such as Facebook, website, or email.

Reach out at local events (i.e., school and church promotions, county fair, parent meetings)

Identify other locations to make connections with new people [i.e., hobby meetings, business association events)

## Top Approaches

According to a 2010 4-H survey, volunteers are most likely to come from the following places:

1. Word of mouth (vast majority)
2. Friend of volunteer
3. Church or other organizations
4. Email or newspaper advertising
5. Social media

## Prepare for Recruitment Opportunities

### Stories and Testimonials

Prepare your personal testimonial. How has 4-H impacted your life?

Gather testimonials from 4-H youth and volunteers who have enjoyed their experiences.

Think about the following questions and create stories you could share:

What's your most memorable experience as a volunteer?

Why do you volunteer?

What have you learned by volunteering?

How has being involved in 4-H helped you?

How has 4-H changed your life?

What would your life be like without 4-H?

What's the best 4-H class or programs you were involved in?

Did you learn something that changed the way you see the world?

Did you meet someone during your 4-H experiences that impacted you?

Did you have a particularly fun experience?



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## Elevator Speeches

An elevator speech is a very short story (30-60 seconds, 100-200 words) that expresses the value of volunteering. They can take place at a county meeting, library, school event, church, grocery store, the RV park, high school teen events or anywhere with potential volunteers. Elevator speeches generally have four parts:

**Hook** The introduction should include who you are and your connection with the person.

**Talking Points.** Match a few key ideas and examples with the target audience.

**Ask** Invite the person to attend an event, email you about options, or volunteer for a specific task.

**Follow-through.** If possible, run into this person again, remind them about the conversation, and encourage them to act.

Consider the following elements:

**Audience Focus.** Be ready with a short statement for all your target audiences. How do you approach a teenager differently than a professional? How do you address a working mother versus an empty nester?

**Personal Connection.** Think about key volunteer opportunities that are often overlooked by particular groups. Use those in your speech. Match the task with the potential volunteer.

**Examples.** Have a short statement about a life skill and an example from 4-H.

**Be Ready.** As you think of ideas, keep an elevator speech file. Jot down ideas that could be used in conversations. Remember, you don't literally need to be in an elevator.

Be ready with FAQs

Why do you volunteer? What's your story?

What types of tasks do you have in mind?

What type of time commitment?

*Spend a few minutes brainstorming "talking points" that could be used as part of an elevator speech.*

## Communications in Recruitment

Regardless of the communication, the key is to be friendly and sincere.

The Bump

Use your elevator speech plus stories as needed.

The Call

Introduce yourself

Explain your purpose in calling.

Describe value in volunteering

Focus on personal benefits

Identify a reasonable, specific need

Ask for commitment

Thank the new volunteer

The Blast

Email is like phone call, but you have time to think about your answers

Post on Facebook groups (i.e., birder's group, hiking club page, 4-H page)

Write a newspaper article about specific volunteer needs

## Match Assignments with Volunteers

Match assignments to potential volunteer types.

Set a positive tone.

Share basics of 4-H philosophy such as the pledge.

Provide volunteers with a few choices of assignments.

Provide clear directions and make expectations clear.

Help volunteers get to know each other

Trace progress and clarify roles

Reassure volunteers that we all learn together and it's not necessary to be an expert.





# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

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## Sustaining Volunteers

How can I stay healthy? It's all about lifestyle. The same is true of a healthy 4-H volunteer program. It can't be a one-shot approach, it needs to be ongoing.

## Evaluate your Program

Observe strengths and weaknesses. Promote strengths and provide encouragement and suggestions in weak areas.

Ask open ended questions and encourage volunteers to share their ideas. Volunteers need to feel included.

Is the volunteer clear about their role and the expectations?

Is the volunteer happy with their task and staff happy with their performance?

Does the volunteer feel actively involved without being stressed by overcommitment?

## Track Volunteer Status

Check to see who stays and who leaves. Follow through to find out why people leave.

## Nurture Volunteers

Provide oral and written thanks.

Give small gifts like t-shirts and snacks.

Provide food at meetings. Hold working lunches and dinners.

Recognize volunteers for their contributions through awards.

## Transform Volunteers

Turn one-shots volunteers into regular volunteers

Turn parents into volunteers after their children are gone

Turn young alumni into volunteers immediately

Expand the roles of volunteers (banker on board to classes in financial planning)

## Make It Work

**Retain** - keep your volunteers busy and ready for the next adventure.

**Redirect** - help volunteers feel challenged and keep them interested with new adventures

**Refocus** - help volunteers move into areas where their skills can be best used

**Reimagine** - create new programs and opportunities that expand use of volunteers

## Resources

Brochures you can use at <http://www.4-h.org/VEARtoolkit/>

Volunteering in the United States, 2013 (February 25, 2014). Bureau of Labor and Statistics. Available:

<http://www.bls.gov/news.release/volun.nr0.htm>





## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

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### Quotes on Volunteering

*Select the quote that best/its with your philosophy of volunteerism. You need to be able to convey your philosophy of volunteering in order to convince others of its worth. Which quote would you put on a brochure about volunteering? Why?*

How can I be useful, or what service can I be? There is something inside me, what can it be? - *unknown*

Service to a just cause rewards the worker with more real happiness and satisfaction than any other venture of life - *Carrie Chapman Catt*

Consciously or unconsciously, everyone of us does render some service or other. If we cultivate the habit of doing this service deliberately, our desire for service will steadily grow stronger, and will make, not only our own happiness, but that of the world at large - *Mohandas Gandhi*

One drop of water helps to swell the ocean; a spark of fire helps to give light to the world. None are too small, too feeble, too poor to be of service. Think of this and act. - *Hanna More*

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has. - *Margaret Mead*

The best way to find yourself is to lose yourself in the service of others. - *Mohandas Gandhi*

I don't know what your destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve. - *Albert Schweitzer*

Those who can, do. Those who can do more, volunteer. - *unknown*

We make a living by what we get, but we make a life by what we give. - *Winston Churchill*

If you want to touch the past, touch a rock. If you want to touch the present, touch a flower. If you want to touch the future, touch a life - *unknown*

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not. - *Dr. Seuss*

I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do. - *Edward Everett Hale*

You give but little when you give of your possessions. It is when you give of yourself that you truly give. - *Kahlil Gibran*

I've learned that you shouldn't go through life with a catcher's mitt on both hands. You need to be able to throw something back. - *Maya Angelou*

The work an unknown good man has done is like a vein of water flowing hidden underground, secretly making the ground green. - *Thomas Carlyle*

We cannot always build the future for our youth, but we can build our youth for the future. - *Franklin Delano Roosevelt*



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## Flyer Sample

Sheri Anderson, USU 4-H Youth Development and Marketing

Brand your flyer with the 4-H clover

**#3 What title of event**

**THE POWER OF THREE**  
SUCCESSFUL 4-H EVENT FLYERS

LOCATION: Moab, Utah | TIME: 7:00pm | COST: Free

**#2 Why**

**#3 What basic information**

**INVITE INFORM ENGAGE**

- 1 WHO:** Identify your target audience and make sure pictures and messages are geared toward them. *The target audience of the flyer is not always the same as the target audience of the event.*
- 2 WHY:** Include 3 reasons (benefits) of why they should attend, in 3 words or less.
- 3 WHAT:** Give information in a short, active voice. Keep it simple, not long, flowery words. *include the when, where + call to action (registration)*

**EXTENSION**  
Utah State University

extension.usu.edu  
utah4h.org

Utah State University is an affirmative action/equal opportunity institution.

**#1 Who** Pictures and language should be appropriate for your target audience. Quality photos make your audience want to know more. Poor photo choices cause people to lose interest before they read anything at all.

**YOU HAVE 3 SECONDS TO CAPTURE AND KEEP THEIR ATTENTION!**



# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

## How to Get Your Story in the News

Sheri Anderson, USU 4-H Youth Development and Marketing

### Identify a Newsworthy story that is:

Emotional – “9-year-old 4-Her raises pig, gives money to child battling cancer”

Impactful – “Food bank receives donated meat from 4-H Participants”

A “Hot topic” – “Utah Teens Tackle Health Care Problems”

Unique, special, or different – 4-H program teaches dogs to be comfortable in water”

### Contact the news by:

Building a positive relationship with reporters and staff.

Adding your event on community calendars

Sending news tip via phone, web page or e-mail

### Using active key words in subject lines that catch the reader’s attention

“Just do it”!

### Share your story outside of your county by:

- **Contacting Sheri Anderson or the State Office with any Press Release worthy stories.**
  - Press Release worthy stories have high financial, social, or emotional impact.
- Sharing links to stories picked up by the media with the state office.
  - The State office will post stories to the 4-H website for more publicity.

4-H Marketing Words		
<b>Discover</b> <ul style="list-style-type: none"> <li>● Create</li> <li>● Build</li> <li>● Fun</li> <li>● Mastery</li> <li>● Discover your talents</li> <li>● Learn</li> <li>● Engage</li> <li>● Discover your passion</li> <li>● Explore</li> </ul>	<b>Improve</b> <ul style="list-style-type: none"> <li>● Confidence</li> <li>● Become</li> <li>● Independence</li> <li>● Mastery</li> <li>● Master (new skills)</li> <li>● Make (your mark)</li> <li>● Reach (your full potential)</li> <li>● Empower (your understanding)</li> <li>● Invest (in the future)</li> <li>● Gain (new leadership)</li> <li>● Making the best better</li> </ul>	<b>Mentor</b> <ul style="list-style-type: none"> <li>● Lead</li> <li>● Leadership</li> <li>● Help</li> <li>● Create the Future</li> <li>● Working</li> <li>● Make tomorrow’s leaders</li> </ul>
<b>Belong or Connect</b> <ul style="list-style-type: none"> <li>● Team</li> <li>● Unity</li> <li>● Unite</li> <li>● Network</li> <li>● Club</li> <li>● There’s a place for you</li> <li>● Relate</li> <li>● Include</li> <li>● Involve</li> <li>● Associate</li> <li>● Engage</li> <li>● Make new friends</li> </ul>	<b>Serve</b> <ul style="list-style-type: none"> <li>● Give Back</li> <li>● Community Impact</li> <li>● Generosity</li> <li>● 4-H Gives Back</li> <li>● 4-Hers Give More</li> <li>● Reach</li> <li>● Share your world</li> <li>● Celebrate your devotion</li> <li>● Share your experience</li> </ul>	<b>4-H Motto:</b> Making the Best Better  <b>The 4-H’s:</b> Head- Managing, Thinking Heart-Relating, Caring Hands-Giving, Working Health-Being, Living



## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

### Exit Ticket

What I learned:

What will I use, and how:

What could be improved?

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## Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

After Party Debriefing	
Was the event what you had envisioned it to be?	
Did you feel as though your opinions and ideas were valued in the pre-planning portion of the event?	
Was the amount budgeted for the event sufficient?	
Was the time given to plan and prepare for the event sufficient?	
How was the location?	
Were there enough adult volunteers?	
Were there enough youth volunteers?	
Were the volunteers involved throughout the event?	
Overall, how were the activities received?	
Was there enough time for activities to be completed?	
Did the guests seem rushed/bored?	
Overall, was the event enjoyed by the guests?	
Was there enough food for all of the guests?	
Did the guests seem to enjoy the food?	
Were the guests engaged in the activities?	
Was the desired goal for the event achieved?	
Was the amount of time given for the event sufficient?	
Were the invites/flyers/PSA's/ Social Media helpful in drawing in participants?	
What was your favorite part of the event?	
What was your least favorite part of the event?	
What could be done to improve the next event?	
What would you leave the same?	
Additional Comments	





# Event Planning Guide Appendix

Michelle Simmons and Suzanne Prevedel

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## Resources

<http://www.respiteforme.com/75-age-appropriate-activities.html>

<http://blogs.uca.edu/outreach/2012/09/27/6-things-to-consider-when-choosing-an-event-location/>

<http://eventjuice.co.uk/how-to-event-budget-like-a-pro/>

[http://extension.usu.edu/employee/files/uploads/CostRecovery01\\_\\_14.pdf](http://extension.usu.edu/employee/files/uploads/CostRecovery01__14.pdf)

<http://eduscapes.com/sessions/volunteers>

<http://blogs.uca.edu/outreach/2012/09/27/6-things-to-consider-when-choosing-an-event-location/>

Anderson, Sheri. *Successful 4-H Event Flyers*. 2013

Anderson, Sheri. *How to Get Your Story In the News*. 2013

Anderson, Sheri. *4-H Marketing Words*. 2013

Planning an Activity (Any Activity) presented by Leila Steckelberg, Chatcolab, Northwest Leadership Laboratory, 1998