



SECTION 4

4-H BASICS



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4-H BASICS

The 4-H program is America's largest youth-serving organization, serving nearly 6 million young people across the U.S. In Utah, 4 H is delivered by Utah State University Extension—a community of 29 county extension offices that provides experiences where young people learn by doing.

The 4-H idea is simple: help young people and their families gain the skills needed to be proactive positive forces in their communities and navigate to adulthood as productive, contributing members of society. This process is referred to as positive youth development (see Section 3: Positive Youth Development [PYD]).

For more than one hundred years, 4-H has welcomed young people of all beliefs and backgrounds, giving young people a voice to express who they are and how they make their lives and communities better. Through life-changing 4-H programs, nearly 12,000 youth a year in Utah experience PYD.

The following information are the basic standards that unite and define the Utah 4-H program.

UTAH 4-H MISSION STATEMENT

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H VISION

A world in which youth and adults learn, grow, and work together as catalysts for positive change.

THE FOUR H'S

Head, Heart, Hands, and Health are the four H's in 4-H, and they are the four values members work on through fun and engaging programs.

- **Head** - managing, thinking
- **Heart** - relating, caring
- **Hands** - giving, working
- **Health** - being, living

EMBLEM

The official 4-H emblem is a green four-leaf clover with a white H on each leaf standing for Head, Heart, Hands, and Health. The stem of the clover is always to the right. The 4-H emblem is one of the most highly recognized logos in the world. For guidelines on how to properly use the 4-H emblem, please refer to

http://www.csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf



SLOGAN

"Learn by Doing"



MOTTO

“To Make the Best Better”

PLEDGE

The 4-H Pledge is commonly said at the beginning of 4-H club meetings, conferences, and events.

I pledge my head to clearer thinking,

My heart to greater loyalty,

My hands to larger service,

and my health to better living,

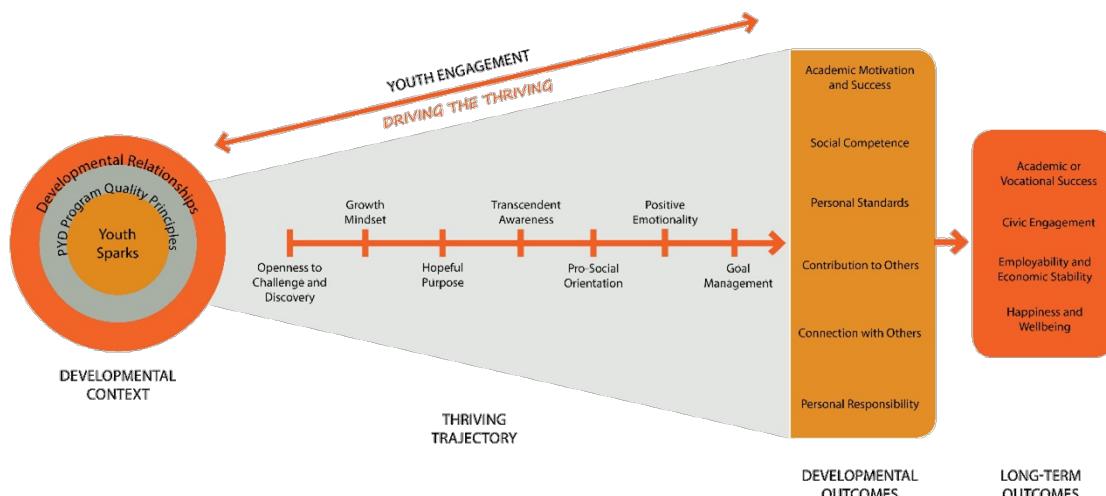
for my club, my community, my country, and my world.

When presenting the pledge...

1. Members stand at attention with their hands at their sides.
2. When they say “my head to clearer thinking,” the right hand is quickly raised to the forehead, fingers straight, and the thumb touching the temple.
3. “My heart to greater loyalty”—the right hand is placed over the heart.
4. “My hands to larger service”—both hands are extended in front of the body, palms upward.
5. “And my health to better living, for my club, my community, my country, and my world,”—arms are lowered to the sides.

POSITIVE YOUTH DEVELOPMENT (PYD)

The purpose or goal of Utah 4-H is positive youth development (PYD). Section 3 contains in-depth information about principles and models of PYD. In brief, PYD is about helping youth navigate successfully to adulthood, using their interests, talents, skills, knowledge, and aspirations. PYD is more than being free from problem behaviors—it’s about thriving. 4-H capitalizes on youth’s interests (i.e., sparks) and engages them in healthy environments. Through relationships with caring adults (i.e., volunteer leaders), youth develop talents, knowledge, and skills which lead to short-term goals such as academic success, social competence, character, connection with others, and personal responsibility. These short-term goals then lead to further academic or vocational success, civic engagement, employability and economic stability, and general well-being.





4-H PATHWAYS

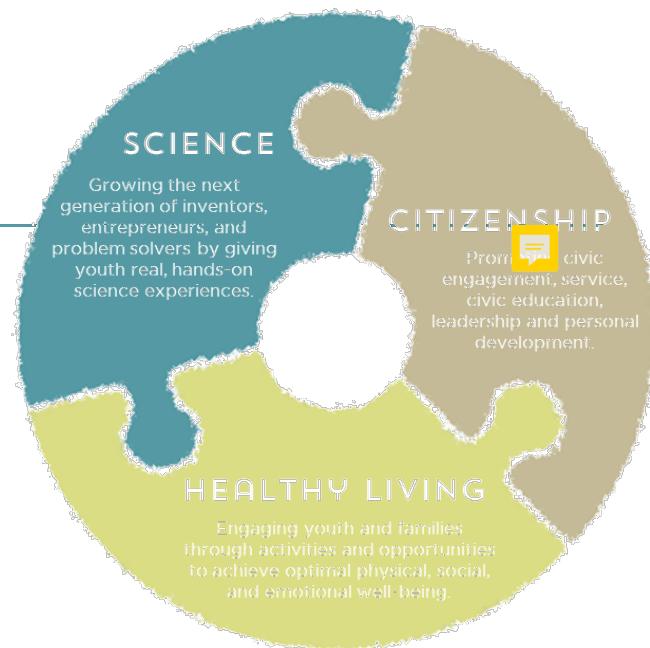
Our role as positive youth development professionals is to help youth experience PYD. PYD starts with “spark.” Youth engage in activities they are interested in. To capitalize on spark, Utah 4-H must intentionally create opportunities for youth to find their interests, learn more, practice skills, and ultimately pursue a career or vocation in their area of interest. This progression from discovering an interest to making the decision to pursue a career or vocation is referred to as the 4-H Pathway.

The 4-H Pathway starts with **Exploration**. 4-H staff provide introductory, one-time activities and events designed to expose youth to areas of interest. Events like Farm Field Day, Baby Animal Day, or water fairs are examples of exploration activities. If youth find their spark, they may decide they want to pursue a project area to **Learn** more. Youth may learn more by engaging in project-based learning opportunities such as camps and events. From these learning experiences, youth may decide they would like to be fully engaged in a specific project area. 4-H clubs help youth **Practice** more in depth of what they have learned. Finally, youth may decide they have found their passion and want to **Experience** more. Youth may seek additional training, job shadowing, internships, employment, or other career readiness activities related to their interests.

Our role as PYD professionals is to assure adequate programming for each level of the pathway is provided to youth in our communities.

MISSION MANDATES, 4-H PROGRAM AREAS, AND 4-H PROJECTS

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together creating sustainable community change. This is accomplished within three primary areas: Citizenship, Healthy Living, and Science. Regardless of the program or project area, all youth should gain knowledge and skills related to these three Mission Mandates.





The 4-H program has five primary program areas: Civic Engagement (Citizenship, Leadership, and Personal Development); Family and Consumer Science (FCS) and Healthy Living; Agriculture, Environmental, and Animal Science; Science, Technology, Engineering, and Math (STEM); and Art. The educational foundation of 4-H lies in these five program areas. These program areas reiterate the founding purposes of Extension (i.e., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

Each community and state faces diverse needs in these initiative areas. Each 4-H program brings unique resources and priorities to this work. In the cooperative spirit of the Extension Service, collaboration among state 4-H programs on curriculum, training, and evaluation will strengthen each program, enhancing the outcomes of each initiative.

It is essential that each program area and project encompasses the values of science, citizenship, and healthy living. Projects are the spark or overarching concepts that 4-H clubs are centered around. There will be many clubs within one project area, and there may be multiple project areas incorporated into each club.

PROGRAM AREAS

Agriculture, Environmental, and Animal Science

4-H has its roots in agriculture. 4 H programs engage and excite young people in agricultural science topics such as veterinary science, biotechnology, raising and training animals, and forestry.

The core areas of agriculture are:

- AgroSciences
- Plants and Forestry
- Horse and Livestock
- Companion Animals
- Environmental Science and Natural Resources

Art

Art is unique in that it can transcend all 4-H project areas. Art is important because it encompasses all the developmental domains in child development. Art lends itself to physical development and the enhancement of fine and gross motor skills. Art activities help children's social and emotional development. Children learn about themselves and others through art activities. Art also enhances children's cognitive development and creativity.

- Communication and Expressive Arts
 - Speech and Demonstrations
 - Poems and Stories
- Performing Arts
 - Dance
 - Music
 - Acting
- Visual and Creative Arts
 - Drawing and Painting
 - Beading/Jewelry
 - Ceramics/Sculpture
 - Arts and Crafts



- Wood/Leather/Paper/Metal Crafts
- Photography

Civic Engagement

Since its beginning, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens. By connecting to their communities and community leaders, youth understand their role in civic affairs, expanding their role in decision-making processes. It's clear that civic engagement provides the foundation that encourages youth to understand the "big picture" of life, helping to find purpose and meaning. The core areas of Citizenship are:

- Civic Engagement (youth voice, informed decision-making, civic responsibility, global engagement, and social justice)
- Service (community service, service learning, and community youth development)
- Civic Education (government principles: processes and structure, history and cultural heritage, global context, and personal roles and responsibilities)
- Leadership (character development, mutual respect, understanding, critical thinking and problem-solving, intercultural competence and communication, and civility)

Citizenship is interwoven into learning experiences through opportunities to engage with the community. Building relationships with both youth and adults from diverse backgrounds presents these opportunities for citizenship development.

Family and Consumer Science (FCS) and Healthy Living

Healthy food and nutrition have been addressed by the program since its inception in 1902. Having a long history of promoting healthy living and FCS among youth and their families, 4-H has become a national leader in health- and FCS-related education.

The 4-H Healthy Living program area engages youth and families through accessible opportunities to achieve optimal physical, social, and emotional well-being. The core areas of the Healthy Living Mandate are:

- Nutrition
- Fitness
- Social-Emotional Health
- Prevention of Injuries
- Prevention of Tobacco, Alcohol, and Other Drug Use

Healthy Living is entwined in learning experiences through occasions provided to make decisions that lead to positive well-being for the individual and the community in which they live.

The 4-H FCS program area engages youth and families through educational opportunities to learn how to be a smart consumer and build productive homes. The core areas of FCS are:

- Consumer Decision-Making
- Cooking and Food Preservation
- Fashion and Sewing Projects
- Financial Literacy and Economics
- Human Development
- Interior Design

FCS and Healthy Living are entwined in learning experiences through occasions provided to make decisions that lead to positive well-being for the individual and the community in which



they live.

Science, Technology, Engineering, and Math (STEM)

The need for STEM education is essential for today's young people. 4-H programs prepare youth for the challenges of the 21st century by engaging them in a process of discovery and exploration. The core areas of Science are:

- AgroSciences
- Applied Mathematics
- Consumer Science
- Engineering
- Environmental Science and Natural Resources
- Life Science
- Technology

Science is interwoven into learning experiences through inquiry-based opportunities that connect knowledge, skills, and resources to practical application across multiple settings.

The three Mission Mandates—Citizenship, Healthy Living, and Science—can be integrated across project areas and activities. The content development of the Mission Mandates is closely tied to the research and teaching of the land-grant university system and provides the educational foundation of 4-H.

**Within these 5 program areas are 28 projects.
See the table below for specific project areas.**

UTAH 4-H PROJECT AREAS

#	Project Area	Program Area
1	Agriculture	Agriculture, Environmental, and Animal Science
2	Animals - Companion Animals (Pet Advocate, Dogs, Cats, Exotics, etc.)	Agriculture, Environmental, and Animal Science
3	Animals - Large Livestock (Dairy, Beef, Goats, Swine, Sheep, Breeding Projects)	Agriculture, Environmental, and Animal Science
4	Animals - Small Livestock (Poultry, Rabbits, etc.)	Agriculture, Environmental, and Animal Science
5	Animals - Horse/Pony	Agriculture, Environmental, and Animal Science
6	Arts and Crafts	Art
7	Biological Sciences (Entomology, Bees, Veterinary Science)	Agriculture, Environmental, and Animal Science
8	Career Readiness (Career Exploration, Entrepreneurship, etc.)	Civic Engagement
9	Civic Education (government principles: processes and structure, history and cultural heritage, global context, and personal roles and responsibilities)	Civic Engagement



#	Project Area	Program Area
10	Civic Engagement (youth voice, informed decision-making, civic responsibility, global engagement, and social justice)	Civic Engagement
11	Emergency Preparedness and Safety	FCS and Healthy Living
12	Engineering (Mechanical, Civil, Aerospace, Coding, Electrical)	STEM
13	Family and Consumer Science (Child Care, Interior Design, Financial Literacy, etc.)	FCS and Healthy Living
14	Fine Arts (Drawing, Painting, Performing Arts, Communications, etc.)	Art
15	Foods (Cooking, Food Preservation, Nutrition, etc.)	FCS and Healthy Living
16	Gardens and Plants (Master Gardener, Plants)	Agriculture, Environmental, and Animal Science
17	Health and Wellness (Mental, Emotional, Social, Physical; Sports, Relationships, Family History, Resilience)	FCS and Healthy Living
18	Introductory 4-H (Cloverbuds Youth Ages 5-8)	Civic Engagement
19	Leadership Development	Civic Engagement
20	Natural Resources (Fishing, Outdoor Education, Product Design, etc.)	Agriculture, Environmental, and Animal Science
21	Needle Arts (Crochet, Knitting, etc.)	Art
22	Photography and Filmmaking	Art
23	Physical Science (Physics, Chemistry, Rocks and Minerals, etc.)	STEM
24	Service (Service Learning, Civic Engagement, Volunteerism)	Civic Engagement
25	Sewing (Construction, Quilting, Modeling, Textiles, etc.)	FCS and Healthy Living
26	Shooting Sports (Archery, Shotgun, Rifle, etc.)	Agriculture, Environmental, and Animal Science
27	Social Science (Archaeology, Anthropology, Misc. Sciences)	STEM
28	STEM (Maker, STEAM Projects, STEM Creative Projects)	STEM

While all project areas are very specific in nature, participants are still expected to fulfill all three areas of the Mission Mandates in some manner. Citizenship, Healthy Living, and Science should all play a role in each of the 28 listed projects.

SERVICE DELIVERY MODES

When most people think of 4-H, they think of 4-H clubs. 4-H clubs are the most commonly known, a meaningful long-term experience, and the foundation of 4-H. However, there are four other ways 4-H reaches youth. Each delivery mode serves a different purpose, and all are potentially useful for serving youth. These modes are explained below.



ORGANIZED CLUBS

The club is the basic unit and foundation of 4-H and is the most effective delivery method of positive youth development. A 4-H club is defined by the Utah 4-H Charter Club requirements ([link to club charter form here](#)). Clubs are youth led, meet regularly, and are advised under the direction of an adult volunteer. There are many ways of organizing 4-H clubs. Organized clubs may be formed in schools, afterschool settings, communities, and on military installations. A 4-H'er may be a member of more than one 4-H club and can enroll in more than one project.

Any club that meets the Utah 4-H Club Charter requirements is considered a 4-H club.



Community Clubs

Community clubs are made up of members from various project areas or clubs. Community club members work together on leadership, citizenship, and life skills. These clubs have an organizational leader and several project leaders who meet regularly with youth to coordinate community-wide activities, projects, and events. Community clubs offer opportunities to coordinate and collaborate with youth and adult volunteers of various ages, project areas, and experiences. These clubs also offer opportunities for older 4-H members to mentor and/or teach the younger members.

Project or Special Interest Clubs

4-H special interest/short-term programs involve groups of youth who meet for a specific learning experience, which involves direct teaching by trained volunteers or Extension staff. Special interest clubs are not part of school curriculum and are not restricted to members of 4-H clubs. All club members work on the same project area together. This type of club may meet for a defined time period or be ongoing. This club may or may not have officers.

4-H School Clubs

Volunteer or teacher led; these clubs are run during school hours. This makes it harder to have in-depth parental involvement as outlined for community clubs, but parents should be involved as much as possible.

4-H Afterschool Clubs

Quality afterschool programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in afterschool programs, research indicates that effective programs combine academic enrichment, cultural, and recreational activities to guide learning and engage youth in wholesome activities. Curricula and training materials are available for integrating 4-H clubs and programming into afterschool settings. National 4-H Council's Afterschool site may be accessed at [4hafterschool.org](#).

Military Clubs

Organized military clubs provide safe, engaging environments for youth whose families are involved in the armed forces, including the National Guard. These clubs can be led by an adult volunteer or by Extension staff.



4-H SPECIAL INTEREST CLASSES/DAY CAMPS

4-H day camps consist of multiple-day programs, with youth returning home each evening and last between one to three days. They consist of six hours or more of direct teaching by Extension staff or trained volunteers. These camps are organized for a specific learning experience. They are not part of school curriculum and not restricted to members of 4-H clubs.

4-H RESIDENTIAL/OVERNIGHT CAMPS

4-H Overnight Camping Program includes youth taking part in an Extension-planned educational experience of group living in the out-of-doors. Youth are away from home at least one night (resident, primitive, or travel camping). It is not restricted to members of organized 4-H clubs.

SCHOOL ENRICHMENT PROGRAMS

4-H School Enrichment Programs include a sequence of learning experiences in cooperation with school personnel during school hours. These programs are a planned sequence of learning experiences of six hours or more that involve direct teaching by Extension staff or trained volunteers, who may be teachers, in support of the school curriculum.

INDIVIDUAL STUDY/MENTORING/FAMILY LEARNING

4-H Individual Study/Mentoring/Family Learning Programs are planned learning which occurs independent of a formal group setting like a club. Individual study is self-directed, usually with limited adult involvement except for parents, or an adult mentor. Examples include self-study, home study courses, mentoring or shadowing with an "expert," and whole families learning together.

4-H AND YOUTH DEVELOPMENT MEMBERSHIP

4-H CLUB AGE DIVISIONS

Utah 4-H Age Divisions are based on a child's school grade. Youth are eligible to participate in 4-H between kindergarten and 12 grades (for youth who are homeschooled, see guidelines below).

Cloverbud 4-H Members	Kindergarten through 2 nd Grade (K-2)
Junior 4-H Members*	3 rd through 5 th Grade (3-5)
Intermediate 4-H Members	6 th through 8 th Grade (6-8)
Senior 4-H Members	9 th through 12 th Grade (9-12)

*Large animal, shooting sports, and ATV projects and activities require youth to be at least in 3rd grade and at least 8 years of age. Youth in the 3rd grade who are 7 years old and turn 8 during the third-grade school year may enroll in large animal, shooting sports, and ATV projects upon turning 8.

Eligibility for 4-H membership terminates upon graduation from 12th grade. Seniors may exhibit through the summer of their graduation year.



HOMESCHOOL GUIDELINES

Youth who are homeschooled will follow the Utah State Board of Education criteria for placement based on age.

Cloverbud 4-H Members	Ages 5 through 7 as of September 1
Junior 4-H Members	Ages 8 through 10 as of September 1
Intermediate 4-H Members	Ages 11 through 13 as of September 1
Senior 4-H Members	Ages 14 through 18 as of September 1

USU EXTENSION AND 4-H VOLUNTEERS

The greatness of 4-H is found within its volunteers. Volunteers change the lives of youth as they help youth develop skills, gain knowledge, and help them reach their fullest potential. Volunteers organize, assist, enroll, and lead 4-H youth in a variety of projects. 4-H volunteers

also provide valuable leadership in clubs, afterschool programs, events, camps, and more. There are many volunteer roles, each important to the success of the 4-H program. Some volunteers work directly with youth face to face, while others work behind the scene. For more information about volunteers, see Section 5: Volunteer Development.



There are two basic types of volunteers: club leaders and other USU Extension volunteers.

4-H CLUB LEADERS/ASSISTANT CLUB LEADERS

4-H club and assistant club leaders are essential to any successful club. A club leader's role is to help organize and structure a club so that the youth involved may use it as a positive learning experience. The assistant leader's main role is to help the club leader with their responsibilities. Both the assistant leader and the club leader can serve in any of the following roles. To run an effective club, each club should have at least three leaders filling these roles.

Organizational Leader

The volunteer who serves as the liaison between the 4-H club and the Extension office; responsible for club enrollment materials, coordinates club meetings, and works with club officers and the other club leaders to operate a successful club.

Project Leader(s)

Project leader volunteers may choose to lead a club that focuses on one specific project or is organized around a specific activity or need. Project leaders use their expertise, whether it is



woodworking, computers, cooking, sewing, service, or the environment, to teach young people. If they work with a organizational leader, a project leader's time commitment is for preparation and teaching their project.

Activity Leader(s)

Activity leaders volunteer to organize a 4-H activity or event for young people. Activities and events may include a community service project, a field trip, a showmanship clinic, a talent show, a shooting sports shoot, or even a fundraising activity. Activity leaders serve a short-term role for a specific activity.

USU EXTENSION VOLUNTEERS (SHORT TERM/EPISODIC)

This includes individuals who volunteer temporarily or periodically step in to assist with specific programs.

- Judges for contests
- Chaperones for activities and dances
- Board members who oversee certain aspects of the 4-H programs
- Business owners who open their business for 4-H members to explore and learn more about a specific industry.

More information about volunteers can be found in Section 5: Volunteer Development. The screening and onboarding of these two types of volunteers is different and can be found in the Volunteer Development section.

RESOURCES

Discover 4-H Curriculum

Discover 4-H offers a wonderful introduction for those who are new to 4-H clubs. Discover 4-H clubs allow children and youth to explore a wide range of subjects and discover personal interests. Each project area consists of a series of six activities that are carefully laid out, step by step, for individuals or groups to carry out on their own. Organizing and leading a Discover 4-H club does not require volunteers or parents to be experts in the project area they are leading. They are carefully designed to be clear, simple, and enjoyable for all.

<https://utah4h.org/discover/>

Project Sheets

Project Sheets are an excellent resource for all 4-H'ers to continue their learning and involvement in 4-H. Each Project Sheet covers a specific subject such as cooking, raising sheep, karate, etc. Whether participants are beginners, intermediates, or advanced in a chosen subject, these single sheets offer a variety of ideas on how to stay involved. Project Sheets inform participants on contests, activity ideas, learning outcomes, and much more.

Portfolio

The Portfolio is a big part the Utah 4-H program. Portfolios help youth learn soft skills, career readiness, goal setting, and document achievements. Detailed information about the Portfolio Program can be found at

<https://utah4h.org/files/Events/ExtensionYouthPrograms/4-HPortfolioGuide1.pdf>

The Utah 4-H Portfolio consists of a résumé and cover letter.

- **Résumé:** The résumé should represent a cumulative summary of the 4-H member's background, skills, and accomplishments.



- **Cover Letter:** The cover letter should be a narrative to accompany the résumé. When applying for different 4-H contests, leadership roles, etc., the cover letter should be tailored to the requirements of the application. Each application must have the outlined responsibilities posted, similar to a job application.

Project-Specific Curriculum

4-H'ers may choose from many different projects, or they may develop their own projects with the assistance of a volunteer. Projects should include a variety of real-life experiences that will help 4-H members learn the subject matter knowledge and skills, practice decision-making skills, and develop self-confidence. Many completed 4-H projects can be exhibited in fairs if desired. A listing of ideas and materials available for each project area may be found at the Utah4-H.org website. <https://utah4h.org/curriculum/>

STEM Camp Guides

STEM Camp Guides are educational day camps for children and youth in grades 1–8 in Utah. All camps emphasize hands-on learning and explore a variety of subjects, including archeology, robotics, art, history, astronomy, and more.

Kits for Checkout

Utah 4-H offers a number of kits for checkout. A complete list can be found at:

<https://utah4h.org/volunteers/kits/>

Reservations must be submitted one week before the desired pickup date. Kits are available for pickup/return from Thanksgiving Point, Museum of Ancient Life, Monday through Friday from 10 a.m. to 5 p.m. Kits are not available for pickup/return on Saturdays and Sundays. 4-H volunteers should coordinate kits for checkout through their USU Extension county office.