



THE UNIVERSITY OF ARIZONA

Cooperative Extension



4-H Youth Development Chaperone Orientation

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We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.





How do you describe a 4-H chaperone?

Someone who...

...enjoys working with youth.

...provides a safe environment.

...believes in the mission of Arizona 4-H youth development.

.....
...is a good communicator with people of all ages.

...is responsible, caring, and dedicated to the 4-H program.





Basic Qualifications

- 21 or older
- Willing to work with people from different backgrounds and abilities
- Appropriate knowledge and skills related to project area, event, activity
- Dependable and reliable
- Valid driver's license, Arizona auto insurance, and completion of UA driving requirements if responsibility includes transporting youth





Basic Qualifications to be a 4-H Chaperone (cont.)

- Be an active, certified Arizona 4-H Volunteer in good standing in your county
- Believe in the importance of positive youth development
- Support UA policies, and code of conduct
- Ability to communicate and understand ages and stages of youth development
- Aware of event/activity policies rules





Chaperone Selections

- Based on ability to provide a safe and healthy environment for youth
- May include recommendations
- Decided by program or event lead
- Chaperones may be solicited based on knowledge and skills





Ages and Stages of Youth Development (ages 8-13)

Physical Development

Moving all the time
Growth spurts
Females maturing before males

Social Development

Joining clubs is popular
Don't always understand other people's point of view
May be moody
Justice and equality important
Strive to please adults
Bullying behavior will peak

Cognitive Development

Think concretely until age 11
At 11, thinking becomes more abstract
Become immersed in subjects of interest
Want to find their own answers

Implications for Leaders

Provide active learning
Variety of activities
Be prepared for "firsts" to occur

Use group learning
Encourage using teen mentors
Don't compare youth to each other
Model and teach positive problem-solving skills

Use simple, short directions
Offer wide range of activities
Use the experiential learning model





Ages and Stages of Youth Development (ages 14-18)

Physical Development

Characteristics

Boys are still growing
Most females reach maximum height by 14 and males by 16

Social Development

Self-centered but capable of feeling empathy
Acceptance by opposite sex is important
Wants to belong to clubs
Spends more time working and going to school
Wants to be autonomous from parents

Cognitive Development

Learning to make decisions
Consequences portion of the brain is still developing
Mastering abstract thinking
Considering future roles

Implications for Leaders

Avoid critiques or comments about physical stature
Vary activities

Let teens plan their programs
Establish environment good for peer support
Emphasize personal development
Let teens assume responsibility & expect follow-through
Help with individual skill development

Provide real life problem solving
Let teens make decisions and evaluate outcomes
Positive risk taking
Encourage service and career





4 - H Chaperone Expectations

- Participate in any required planning, orientation, or training
- Be familiar with event logistics, expectations, emergency, and disciplinary procedures
- Be available to the group the entire time you are present
- Provide direct supervision
- Mentor and assist youth in having a positive experience
- Know the whereabouts of participants at all times





4-H Chaperone Expectations (cont.)

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Behaviors or Situations You May Encounter

- Bullying
- Hazing
- Sexually Inappropriate and Appropriate Behaviors





What is Bullying?

“When will our consciences grow so tender that we will act to prevent a human misery rather than avenge it?” - Eleanor Roosevelt

Identifying Bullying

Playground observation research found:

- 1 incident of bullying every 7 minutes
- adult intervention in 4% of incidents
- Peer intervention in 11% of incidents

www.stopbullyingnow.com





Bullying Includes...

- **Physical Bullying:** hitting, kicking, pushing, choking, punching
- **Verbal Bullying:** threatening, taunting, teasing, starting rumors, hate speech
- **Exclusion from Activities:** the systematic exclusion of others (“No one talk to her!”, “Don’t be his friend.”)
.....
- **Symptoms of being Bullied:** scared, alone, afraid, become withdrawn, fear of leaving home/safe space, suicidal thoughts





Bullying is like spousal abuse or sexual harassment...

- Done by someone with more power or social support to someone with less power or social support
- Often includes the abuser blaming the target for the abuse
- The target often blames him/herself for the abuse





What Would You Do?

Terrance was thrilled to be accepted to attend National 4-H Congress and represent Arizona 4-H. He is a shy, short, and quiet 15-year-old. Upon arriving at the airport, he sees that everyone has friends and family there to say goodbye. Terrance is alone. No one talks to him. Soon he sees them pointing their fingers at him, laughing, and telling everyone not to talk to him on the plane. Now, the excitement is gone, and Terrance wishes he were back home.

- **What should you do as a chaperone?**
- **What kind of abuse is this?**



What is Hazing?

“Hazing” refers to any activity expected of someone joining a group (*or to maintain status in a group*) that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate. It isn't about the activity, it's about someone having power over another person.

.....





Examples of Hazing

- Hazing is physically abusive, hazardous, and/or sexually violating. Specific behaviors or activities within these categories vary widely among participants, groups, and settings.
- Examples of hazing include personal servitude, sleep deprivation, restrictions on personal hygiene, yelling/swearing at, or insulting new members, forcing to wear embarrassing attire, and physical abuse.

www.stophazing.org





Eliminating Hazing

- House Bill 2476 created a state policy that “no student shall feel threatened” and that Arizona will provide a “safe, orderly, civil and positive learning environment.”

<https://www.azleg.gov/legtext/51leg/1r/bills/hb2476s.pdf>

- 95% of high school students believe that they shouldn't report hazing behavior; therefore, chaperones need to be alert to evidence of hazing and inform participants that hazing will not be tolerated.

<https://hazingpreventionnetwork.org>





What Would You Do?

The Green Tree 4-H Camp looked like a perfect camp in the mountains. Youth were always excited to go. At the beginning of the week, the adults laid out the rules for the camp. One morning, the adults woke to see two female campers pulling down their undergarments from the flagpole. The other campers were laughing at them and talking about the size of the items. When you approach the area, the other campers flee and the two girls tell you it was OK because now they are in the popular group at camp.

- **As the adult in charge of the camp, what should you do as a chaperone?**
- **Why is this an act of hazing?**



What is Sexually Inappropriate Behavior?

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The conduct may be made either explicitly or implicitly as a term or condition of an individual's employment, education, or participation in a University-sponsored activity.



<https://policy.arizona.edu/employment-human-resources/sexual-harassment>





Sexually Appropriate Behaviors

- Male and female rooms/bunks and bathrooms are off-limits to the opposite sex.
- No public displays of affection (hand holding, kissing, sitting on laps, etc.).

- Dancing should be appropriate with no “grinding” or inappropriate moves on or off the dance floor.
- Appropriate clothing is expected. Check event-specific guidelines.



What Would You Do?

Ava and Lucas have been friends in 4-H most of their lives. This year, they were chosen to travel to Citizenship Washington Focus. As the week progressed, Ava started sitting on Lucas's lap, they held hands, constantly hugged each other, and then kissed. When approached by the chaperone they said they were "just friends" and had a boyfriend/girlfriend at home.

- **How should the chaperone handle the situation?**
- **Why is this a problem?**



4 - H Chaperone Guidance

- Set expectations early in the program.



- Watch out for warning signs; be attentive.
- Stay in a leadership role; don't buddy with the kids so much you lose your adult role.
- Don't be alone with one child; rule of 3!

- Remind youth of ground rules if necessary.



- Be happy and optimistic.
- If a problem arises, talk until you find the cause of the situation so you can resolve the conflict.
- Always think win-win!



County, State, and National Events Requiring Chaperones

- All 4-H Camp Programs

- Field Trips/Road Trips

- All Day and Overnight Trips/Events

- Interstate Exchanges

- Citizenship Washington Focus

- National 4-H Congress

- National 4-H Conference

- International Exchanges





Reviewing Chaperone Training

All chaperones should review the Arizona 4-H chaperone training annually and prior to traveling with youth.

Your ability to serve as a 4-H chaperone is contingent upon remaining in good standing at the county level.



A silhouette of a person with their back to the camera, pointing their right hand towards a night sky filled with colorful fireworks. The fireworks are in shades of pink, orange, and white, creating a vibrant contrast against the dark blue twilight sky. The person's silhouette is dark, and their right arm is extended, pointing upwards and to the left. The overall mood is one of awe and wonder.

*“Act as if what you do makes
a difference... it does.”*

- William James

Congratulations!



I hereby acknowledge that I have read, understood, and will strive to uphold the standards covered in this orientation in conjunction with the mission of the Arizona 4-H Youth Development program.



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Volunteer Name

Date of Completion

Please save/print this slide, including your name, and date of completion, and send it to your county Cooperative Extension office.



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