

Yavapai County 4-H Requirements to Remain in Good Standing

All 4-H members are required to meet the following minimum standards each year. If the requirements are not met, then the member will be unable to participate in the 4-H show and sale the following year. Each club has the option of adding requirements to this list. If a club does add requirements they must notify their members in writing by the first 4-H meeting of the year. **A copy of the club's bylaws must be on record at the Cooperative Extension Office.**

1. Adhere to the expectations of the Arizona 4-H Code of Conduct.
2. Attend Community Club Meetings, Project Meetings and/or activities in compliance with Community Club's attendance policy. *A minimum of 6 meetings must be held per year, per club, per project. IE: Community Club must meet at least 6 times. Lamb project meeting must meet at least 6 times.
3. Participate in at least ONE 4-H community service event. *Please see definitions of community service.
4. Complete a 4-H project doing one's own work with minimal assistance from parents or others. If a youth requires accommodations - the Received Help Form is recommended.
5. Give a club or county 4-H public presentation for each project enrolled in.
6. Participate in 3 recognized 4-H events throughout the year (local, county, state or national level). **Examples:** livestock judging (local/club level), MoYava 4-H Camp (state level), National 4-H Congress (national level), or 4-H/FFA EXPO or 4-H Horse Show (county level). Club and project meetings are not a part of the 3 recognized events.
7. Complete a 4-H record book and turn it in to your community club leader.

Community Service Defined

It is important to share kindness, but even more important to understand why youth or adults are sharing kindness. To help youth understand the difference between volunteerism, community service, service-learning and advocacy, here is a helpful guide adapted from University of Tennessee Cooperative Extension. It is encouraged that all leaders, parents, and adults also read and go over this with the youth in their clubs.

Service-learning is....

According to the National and Community Service Trust Act of 1993, service-learning is a method whereby participants learn and develop through active participation in thoughtfully organized service that

- Is organized in and meets the needs of a community;
- Helps foster civic responsibility;
- Enhances the educational component of the community service agency; and,
- Provides structured time for participants to reflect on the service experience.

In short, **service-learning** is community service that teaches volunteers about themselves and the world around them.

Service-learning is **NOT** the same as...

- **Volunteerism**- a term used to refer to people who choose on their own to perform some service for others without pay
Example: working concession stand at High School football game for free.
- **Community Service**- volunteering done in the community (sometimes done through a court order or sentencing program)
Example: cleaning the floors at the local YMCA.
- **Youth Service**- an umbrella term for all approaches to involving youth as resources in the community
 - **Experiential Education**- a broader term for various educational approaches that emphasizes learning by doing.

Types of Service:

- **Direct Service-** Volunteers work directly with community members or those being served
Example: Preparing and serving meals at a soup kitchen.
- **Indirect Service-** Volunteers work on an issue from a more “behind the scenes” approach.
Example: Developing legislation to address and help solve an issue in their community.
- **Advocacy-** Volunteers work to advocate for the alleviation of a community issue.
Example: Passing out flyers about homelessness and why it matters.
- **Service-learning** is a form of experiential learning where students apply knowledge, skills, and decision-making to address community needs. This is the ideal community service we want to see in 4-H. Service-learning creates an atmosphere where youth continue to develop important life skills.

Elements of Service-learning

Youth Voice and Planning

Listening to and engaging youth in the service-learning process provides more ownership and greater learning opportunities for the young people.

Community Need and Voice

Service-learning projects should meet real community needs. To truly solve problems and provide authentic learning opportunities for youth, actively engage the community in identifying needs. For example, host a mini-community forum and invite community stakeholders to attend. Contact local officials and government for issues they feel need to be addressed in the community.

Learning Objectives

Youth should understand what they are expected to learn through their service. Outline objectives of what youth will learn on a personal, social, and intellectual level.

Orientation and Training

Provide effective service and maximize the learning experience, youth must understand all aspects of the project: issues, organization, expectations, atmosphere of service site, date and time, personalities of beneficiaries, legalities, skills for any equipment they may use, what could go wrong, etc.

Meaningful Service

A successful service experience requires thorough planning of goals, resources, supervision, transportation, logistics, and risk management.

Reflection

Youth should employ critical thinking skills to examine the service experience. This proves helps youth to grow on a personal, social, and intellectual level.

Evaluation

Throughout the service experience, youth and adults should analyze the process (what was done) and the impact (result) of the service.

Celebration and Recognition

Youth should always be recognized and celebrated for providing valuable service to the community. Celebration can bring closure to the project and reinforces the value of the young people’s connection to what they accomplished.

What doesn't count as any type of service?

The following should not be advertised to 4-H members as community service:

- **Bake Sales-** these are fundraisers for the club unless specified otherwise
- **Parades-** serve as an opportunity to promote and market 4-H and should be listed under Communications in record books
- **EXPO Tent Set-Ups-** whether they are for EXPO or scholarship set-ups, this is part of being a 4-H member and only benefits you as a member. This is not "lending your hands to larger service".
- **Petting Zoos-** Public relations, marketing and promotion of 4-H and should be listed under Communications. These are sometimes fundraisers as well.
- **Caroling-** If it is just listed in record books as 'caroling', it is not service. However, if there is more description: "Christmas caroling at local nursing home for elderly who do not have families to spend the holidays with." Then it is service.

In record books, 4-H members should describe all activities so the judges understand what they did. Simply listing the name of a park or writing 'bake sale' does not tell the reader anything except those activities are not service. However, if the description said, "Park clean-up at Memory Park to give the community a place to enjoy nature and socialize," or "Bake sale to raise money for the Children's Hospital of Phoenix so they can purchase blankets for sick children," then it would be community service.

This guide only briefly describes the differences between different types of service. The key to remember for any service project or activity is to ask these questions:

- Why are we doing this activity?
- How does it impact the community?
- Who will this impact or help?
- What will I learn? or What did I learn by participating in this activity?

If you cannot answer these questions, you should not do the activity as it is more than likely not service-learning or meaningful service. **You must understand the 'WHY' before you can learn from giving to others.**

What is Your Definition of Service?

People define service in many different ways. To help get your team or club "on the same page," here is a list of some examples of service. Study the list carefully. Rank the list from 1-14. Place a "1" next to the action that most closely represents your personal philosophy of what Service-Learning is. Place "2" next to the action that is the second closest to your philosophy of service, etc.

Go over everyone's answers and discuss as a group.

- ___ Joining the armed forces.
- ___ Providing a dinner once a week at a homeless shelter
- ___ Talking with a friend.
- ___ Chaining yourself to an old growth tree as long as you can, so loggers will not take it.
- ___ Leaving your car and biking to work or school every day.
- ___ Giving \$50 to the United Way.
- ___ Walking a frail person across a busy street.
- ___ Giving blood.
- ___ Tutoring a person that cannot read.
- ___ Adopting an eight-year old boy.
- ___ Picking up trash in the neighborhood.
- ___ Hawaiian youth teaching tourists to say, "Mahalo."
- ___ Working as a legislative aide.
- ___ Donating canned goods to the local food drive