1.0 Smith County 4-H Teacher’s Welcome and Scheduling Information
   -Smith County 4-H Information
   -Teacher Scheduling Letter
   -Teacher Scheduling Form
   -2014-15 4-H Club Schedule of Contests and Programs

2.0 Using 4-H to Meet Tennessee Curriculum Standards

3.0 4-H Club Officers-
   -Parliamentary Procedure for 4-H Clubs
   -Meeting Agenda & Outlines
   -4-H Club Officers’ Responsibilities and Examples
   -Officer Service Project Form
   -Officer Election/Classroom Need Form

4.0 Extra Enrollment Forms

5.0 Smith County 4-H 5 Year Program Plan and Impact Statements
1.0 Smith County 4-H
Teacher’s Welcome and Scheduling Info
Dear Smith County Teachers:

4-H encourages diverse groups of youth to develop their unique skills and talents to the fullest potential. Young people participate in 4-H through clubs, special interest groups, after-school programs, camps and many other activities. “Learning by doing” through hands-on activities and community involvement empowers 4-H’ers to develop and strengthen life skills.

Also, 4-H is a family affair. This includes parents and the extended family of community and state. It is a unique blend of government, private business and volunteers working together to broaden the horizons of our young people. 4-H is fun for both child and adult.

We utilize the vast resources and research base at the University of Tennessee to pass on accurate and up-to-date subject knowledge to 4-H members and their families. Volunteers are a vital part of our program. Please contact us to join in the fun!

For more information contact me at the Extension Office.

J. Trent Jones
Extension Agent
Smith County
jtjones@utk.edu
August 12, 2015

Dear 4-H Teacher:

We are excited to begin the 2015-16 school year with 4-H in your classroom. Thank you for allowing us to come into your class to present the 4-H program this year. We understand your schedule is hectic and we appreciate your support.

Your students will have the opportunity to join the Smith County 4-H Club during the month of September. During this first meeting we will enroll your students and elect officers. To help save time, it would be greatly appreciated if you could have each child's mailing address and phone number available.

Clubs will meet in your classroom during school hours. Newsletters will be distributed for your students to take monthly to help keep parents informed about upcoming events and activities.

Since 1927, 4-H’s motto has been, “To make the best better.” This is what 4-H encourages youth to do, and this is what you as their classroom teacher and we as Extension professionals are doing. We are instilling positive values in America’s young people! In a world overwhelmed by crime, war and prejudice, providing opportunities for youth to develop skills, healthy lifestyles, character and compassion is the noblest work imaginable.

I understand that as a teacher, you have many responsibilities and I hope our program will supplement your curriculum. If you can think of ways that we can improve our program in any way, please let us know.

Please use the enclosed form to assist in setting up meeting times for this year. Return this form to the office in your school by Monday, August 24th.

We are looking forward to a great year in 4-H with you and your students.

Sincerely,

J. Trent Jones
Extension Agent
4-H Youth Development
Smith County 4-H Scheduling Form

Teacher __________________________

School __________________________

Grade __________________________

Number of Students ___________ Your lunch time ___________

Please consult with the other 4-H teachers in your school to coordinate meeting times. Club meetings at each school need to be scheduled on the same day if at all possible.

Day and time that you CAN have 4-H in your class:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

CANNOT have 4-H in your class:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Please list any ideas, suggestions or comments in planning the 4-H Club meetings:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Return this form to your school’s office by Monday, August 24th
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<thead>
<tr>
<th>Month</th>
<th>Activities</th>
<th>4th Grade</th>
<th>5th Grade</th>
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4-H Lessons Will Consist of:

- Tennessee History, Economic Education, Communication Skills, and Career Prep., etc.

Smith County 4-H Clubs 2015-2016
2.0 Using 4-H to Meet Tennessee Curriculum Standards
Using 4-H to Meet

Tennessee Curriculum Standards

4-H Clubs are the cornerstone of the 4-H experience for youth. They are the basis for group activity and learning. They allow 4-H’ers to acquire new knowledge, share ideas, develop self-confidence, participate in the decision-making process, become better leaders, make new friends, and develop responsibility and commitment.

4-H Clubs offer a variety of experiences for members. Each meeting contains four main elements: citizenship spotlight, contests, educational lesson, and service learning.

Citizenship Spotlight

Every 4-H Club meeting will begin with the Pledge of Allegiance, 4-H Pledge, and Thought for the Day. Additionally, time will be spent teaching citizenship. The responsibilities of citizenship are essential to the health of a free society and our democracy.

Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens;
- informed about the social and political world;
- concerned about the welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.

As part of our citizenship spotlight, we will be teaching TN History, Smith County History, parliamentary procedure, and community service.
Smith County has five 4-H Club contests in which 4-H’ers can participate. Below is a list of our contests. Included are standards that each contest meets and some suggestions on how to incorporate these contests into your classroom lesson plans.

1. **Public Speaking Contest** – Students will gain oral presentation skills by giving a 1-2 minute speech (4th Grade) or a 2-4 minute speech (5th Grade).

   **Writing (Grade 4-8)** – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   **Writing (Grade 4-8)** – Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear even sequences.

   **Writing (Grade 4-8)** – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

   **Writing (Grade 4-8)** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

   **Speaking & Listening (Grade 4)** – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

   **Speaking & Listening (Grade 5)** – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

   **Speaking & Listening (Grade 6)** – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

   **Speaking & Listening (Grade 7)** – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

   **Speaking & Listening (Grade 8)** – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

   **Language (Grade 4 & 5)** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Extension----Ideas for Speech Contest:**
- Create a demonstration from a speech idea.
- Have students write a summary of a speech they heard in class.
• Research an idea presented in a speech and read informational text about that idea.
• Discuss history and changes in communication over the years.
• Have student give a speech on the most influential person in their life.

2. **Trash-to-Treasure Contest (4th & 5th)** – Students will gain environmental conservation, recycling skills, and creative design strategy by making either Trash Monster, Trash Toy, or Trash Arts & Craft item from recycled materials.

   **Science (Grade 4) SPI 0407.7.2** – Analyze how different earth materials are utilized to solve human problems or improve the quality of life.
   **Science (Grade 4) SPI 0407.T/E.2** – Recognize the connection between scientific advances, new knowledge, and the availability of new tools and technologies.
   **Science (Grade 5) SPI 0507.2.3** - Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.

   **Extension ---- Trash-to-Treasure Contest:**
   • Have students express the importance of taking care of the environment in written form.
   • Have students practice ways to reduce waste in the classroom and at home, and become more environmentally aware in their daily activities.
   • Then, have students identify how each student’s project reduced waste.

3. **Poster Contest** – Students will create a 14 x 22 inch 4-H themed poster.

   **Art (Grade 4 & 5) SPI 1.2.3** - Integrate a variety of media in the intended manner as coached by the teacher.
   **Art (Grade 4 & 5) SPI 3.1.3** – Produce subject matter, symbols, and ideas in one’s own artwork as modeled by the teacher.
   **Art (Grade 4 & 5) SPI 5.2.3** – Evaluate the characteristics and merits of artwork of others as coached by teacher.
   **Art (Grade 6-8) SPI 1.3.1**- Recognize how ideas are communicated through the use of media, techniques, technologies, and processes.
   **Art (Grade 6-8) SPI 3.1.3**- Apply subjects, themes, and symbols in works of art in an effective manner.
   **Art (Grade 6-8) SPI 5.4.3**- Evaluate qualities of an artwork using the strategies involved in a successful critique.

   **Extension----Ideas for Poster Contest:**
   • Have students create a poster themed after a topic studied in class or a topic that has been researched by the student.
4. **Photography Contest** – Students will gain visual communication skills by taking a single photograph that is 8 x 10 inches or smaller.

**Standards**

- *Art (Grade 6-8) SPI 1.2.1 – Use media and tools in a safe and responsible manner.*
- *Art (Grade 6-8) SPI 5.3.1 – Identify similarities among one’s artwork and the artwork of others.*
- *Art (Grade 6-8) SPI 6.2.1 – Identify how the unique characteristics of visual art improve comprehension in one other academic discipline.*

**Extension – Ideas for Photography Contest:**

- Study how light affects photographs.
- Use pictures to create a story book.
- Teach creative thinking/brainstorming using photographs.
- Have students write a story based on a photograph.

5. **Demonstration & Project Exhibit Contests** – Students will gain oral presentation skills by giving a 3-5 minute individual demonstration (4th & 5th) or a 1-2 minute exhibit explanation (6th-8th)

**Standards**

- *Reading (Writing (Grade 4 & 5) – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.)*
- *Writing (Grade 4 & 5) – Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear even sequences.*
- *Writing (Grade 4 & 5) – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*
- *Writing (Grade 4 & 5) – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*
- *Speaking & Listening (Grade 4) – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*
- *Speaking & Listening (Grade 4 & 5) – Summarize and/or paraphrase a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.*
- *Speaking & Listening (Grade 5) – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*
Speaking & Listening (Grade 4 & 5) – Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language (Grade 4 & 5) – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6th – 8th Grade Project Exhibits:

Writing (Grade 6-8) – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

Writing (Grade 6-8) – Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Writing (Grade 6-8) – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Writing (Grade 6-8) – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking & Listening (Grade 4) – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Speaking & Listening (Grade 5) – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Speaking & Listening (Grade 8) – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Extension----Ideas for Demonstration Contest:

- Can be used to prepare a student for Science Fair or future interviews.
Educational Programs

This year our educational programs will focus on science-related topic. Specifically, we will be utilizing hands-on science experiments to demonstrate and reinforce TN curriculum standards.

“The Eyes Have It”

Guidance
2.1. - Apply critical thinking skills in learning situations.

Science
SPI0407.Inq.1 and SPI0507.Inq.1 - Select an investigation that could be used to answer a specific question.

“Roller Coaster Physics”

Science
SPI0407.Inq.1 and SPI0507.Inq.1 - Select an investigation that could be used to answer a specific question.
SPI0407.T/E.2 and SPI0507.T/E.2 - Recognize the connection between a scientific advance & the development of a new tool or technology.
SPI0407.11.2 - Identify factors that influence the motion of an object.
SPI0507.10.1 - Differentiate between potential and kinetic energy.
SPI0507.11.1 - Explain the relationship that exist among mass, force, and distance traveled.

“Let’s Make a Connection”

Science:
SPI0407.Inq.1 and SPI0507.Inq.1 - Select an investigation that could be used to answer a specific question.
SPI0407.T/E.1 and SPI0507.T/E.1 - Select a tool, technology, or invention that was used to solve a human problem.
SPI0407.12.2 - Determine how an electrically charged material interacts with other objects.
SPI0407.12.3 - Determine the path of an electrical current in a simple circuit.
“Build-A-Beaver”

Science:
SPI 0407.5.1 - Determine how a physical or behavioral adaptation can enhance the changes of survival.
SPI 0507.5.1 - Identify physical and behavior adaptations that enable animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.

Service Learning

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. This service is organized in and meets the needs of the community, helps foster civic responsibility, enhances the education component of the community service agency (4-H), and provides structured time for the participants to reflect on the service experience. In a nutshell, service learning is community SERVICE that you can LEARN from!”

Smith County 4-H Clubs participate in numerous service learning projects each year. Each club has the opportunity to complete a service project each month, and many do. You have a service project report form in the Club Officer section of your Teacher Folder and in the back of each officer folder. We also will complete a county-wide service project that will benefit Operation Christmas Child. This international ministry provides Christmas shoeboxes to children in third world countries.

Additional Standards 4-H Clubs Meets

School Counseling & Career Guidance Standards:
1.2 Demonstrate pride in work and achievement.
1.5 Demonstrate the ability to work independently and cooperatively.
2.1 Apply critical thinking skills in learning situations.
2.4 Explore aptitudes and interests to learning.
4.4 Demonstrate decision-making skills.
4.5 Describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.
4.6 Demonstrate ability to work in teams.
7.2 Identify and express feelings in an appropriate manner.
7.3 Monitor behavior and demonstrate self-control.
7.5 Demonstrate appropriate communication skills.
7.7 Demonstrate an appreciation for individual and cultural differences.
8.2 Recognize the connection between ones choices and consequences.
8.3 Create long- and short-term goals.
8.4 Develop and implement a plan for an individual goal.
3.0 4-H Club Officer Materials
Parliamentary Procedure refers to rules that exist so that business meetings are organized and orderly. The rules ensure that everyone has a chance to participate, be heard, and help the group reach decisions.

- Orderly way to conduct a meeting.
- Fair way to make a group decision.
- Respects everyone.
- Gives everyone a chance to speak.
- Majority rules, minority protected.
- Used in groups everywhere.

**MEETING:** Run by President or presiding Officer.

- Be “Recognized” by the President before speaking.
- Stand up to speak.
- Only one speaker at a time.
- Speak only on the subject under discussion.
- Make decisions by Motion (I move…..).
- Motion requires a second.
- Discuss motion until everyone has had a chance to speak.
- Vote…..Voice Vote or Show of Hands or Secret Ballot.

**TO MAKE A MOTION:**

“I move….. “[I move our club visit the Nursing Home on the day before Thanksgiving. I move we donate $50.00 to Special Olympics, etc. I move…..] Proper way to second a motion….. “I second the motion”. No thirds, fourths or fifths required or desired.

This type of motion is called the main motion. It is the one you will use most of the time in your 4-H club. There can be only one main motion at a time.

**MOTION TO ADJOURN:** “I move to adjourn this meeting”.

- Do not have discussion.
- Made to end the meeting.
- Must be voted on right away.
- Needs a “second”.

There are over 30 different types of motions. These are the basic ones you need to know for a 4-H Club. Call the 4-H office if you want to learn more about Parliamentary Procedure.
4-H Club Meeting Agenda

1. CALL TO ORDER

President (stand): "Will the __________ 4-H club please come to order.

2. ROLL CALL

President (stand): "The Secretary will now call the roll."

Secretary: Call the roll.

3. MINUTES OF PREVIOUS MEETING

President (stand): "We will now have the minutes read from the last meeting."

Secretary (stands, reads minutes & sits) – Read the minutes from the last meeting.

President (stand): "Are there any additions or corrections to the minutes?"

(pause) "If not, they stand approved as read."

If there are corrections, the president asks them to be made and then says, "The minutes stand approved as corrected."

4. OLD BUSINESS

President: "Is there any old business?" (Pause for response)

___________________________________________

___________________________________________

5. NEW BUSINESS

President: "Is there any new business?" (Pause for response)

___________________________________________

___________________________________________

President: "I will now turn the meeting over to the vice-president for the program."

6. PLEDGES
Vice-President: “The Pledge of Allegiance to the American Flag will be lead by_________.”
“The 4-H pledge will be lead by __________.”

7. THOUGHT FOR THE DAY

Vice-President: “_________________________ will share with us the thought for the day.”

(this can be a bible reading, quote or serious poem)

8. EXTRA CREDIT

Vice-President: “Extra credit will be given by ________________________________
______________________________
______________________________
______________________________.”

(this may include poems, skits, musical instruments, etc.)

9. RECREATION

Vice-President: “I will now turn the meeting over to the song and recreation leaders.”

Recreation Leaders: (Lead the class in 2 songs or a game)

“I will now turn the meeting over to the Vice-President.”

10. PROGRAM

Vice-President: “Our program for today will be presented by
______________________________ (May be 4-H agent –
Trent Jones, Heather Long special guest)

After the program-

Vice-President: “We would like to thank you
______________________________ for presenting the program today. I will now
turn the meeting over to the President.”

11. ADJOURNMENT
President: “Is there a motion to adjourn this meeting?”

Club member: “I move that this meeting be adjourned.”

President: “Is there a second?”

Club member: “I second the motion.”

President: “A motion has been made and seconded that we adjourn the meeting.

Is there any discussion?

All those in favor say “Aye(I)”. (Pause for response)
All those opposed, say “No”. (Pause for response)
The meeting is adjourned.”
4-H Club Meeting Outline

1. CALL TO ORDER

2. ROLL CALL

3. MINUTES

4. OLD BUSINESS
   a. 
   b. 
   c. 

5. NEW BUSINESS
   a. 
   b. 
   c. 

6. PLEDGES
   a. Pledge of Allegiance _______________________
   b. 4-H Pledge _______________________

7. THOUGHT FOR THE DAY
   ____________________________
   ___________________________________________ 

8. EXTRA CREDIT
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

9. RECREATION

10. PROGRAM

11. ADJOURNMENT
4.0 Extra Enrollment Forms
2015–16 Tennessee 4-H Enrollment Form

County ___________ School ___________ Teacher ___________

First Name ____________________________________________
Middle Initial __________________________ Last Name __________________________
Address __________________________________________________________
City ___________________ State ________ Zip ________________________
Home Phone ___________________ Other Phone ___________ E-Mail ____________

Race/Ethnicity
☐ White Non-Hispanic
☐ Black Non-Hispanic
☐ Asian/Pacific Islander
☐ American Indian/Alaskan Native
☐ Hispanic

Gender
☐ Boy ☐ Girl

Date of Birth _______________________

Club Name ____________________________ Grade in School ___________

Describe where you live
☐ Farm
☐ Rural non-farm/town under 10,000

Parent(s)/Guardian(s)

First Name ____________________________________________
Middle Initial __________________________ Last Name __________________________

Projects
☐ Beef
☐ Citizenship
☐ Clothing & Textiles
☐ Communications/Public Speaking
☐ Companion Animals (cat, dog, rabbit or ____________)
☐ Computers and Technology
☐ Consumer Education/Economics
☐ Dairy
☐ Electric
☐ Engineering/Safety Science
☐ Entomology
☐ Food Science
☐ Forestry, Wildlife and Fisheries
☐ Goat
☐ Horse
☐ Horticulture/Garden

☐ Leadership/Personal Development
☐ Line and Design
☐ Nutrition/Healthy/Fitness
☐ Performing Arts/Recreation
☐ Photography
☐ Plant Science
☐ Poultry
☐ Sheep
☐ Swine
☐ Veterinary Science

Judging Teams (6th – 12th grades only)

☐ Consumer Decision Making
☐ Dairy
☐ Dairy Products
☐ Forestry
☐ Horse
☐ Land
☐ Life Smarts

☐ Life Skills (6th – 8th)
☐ Livestock
☐ Meat Science
☐ Poultry
☐ Wildlife
Explorer – 4th Grade

2015 – 16 Tennessee 4-H Enrollment Form

County  School  Teacher

First Name  Middle Initial  Last Name

Address

City  State  Zip

Home Phone  Other Phone  E-Mail

Race/Ethnicity

- White Non-Hispanic
- Asian/Pacific Islander
- Black Non-Hispanic
- American Indian/Alaskan Native
- Hispanic

Gender

- Boy  - Girl

Date of Birth

Club Name  Grade in School

Describe where you live

- Farm
- Rural non-farm/town under 10,000

Parent(s)/Guardian(s)

First Name  Middle Initial  Last Name

4-H Pledge

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.
5.0 Smith County 4-H
Impact Statement
2014 Impact Statement
Workforce Preparation

Smith County youth are exposed to communication opportunities in their monthly club meetings by participating in speech, demonstration, project board, and poster and photography activities. 950+ in the 4th-8th grades received communication, achieving goals, ethical decision-making, and science, engineering, & technology education with the following impacts: (300 surveyed)

- 96% report that they know how to organize the parts of a speech.
- 92% state that they set high goals so that they will have to work to achieve them.
- 93% report that they know some choices are better than others.
- 97% can express ideas with a poster, exhibit or other display.

Ethical decision-making and responsibility for 170 youth participating in project groups, livestock skillathon, livestock and horse shows and judging teams showed the following impacts:

- 93% can make a decision.
- 96% have learned that some choices are better than others.
- 95% consider the risks of their choices.
- 92% now get information about a problem.
- 90% report they now try to identify what causes a problem.

In addition, by agent keeping records of each classroom and participation for each individual 4-H’er, the following was recorded:

- Conducted monthly (October-March) 4-H club meetings (45 clubs) in all schools (9 schools) across the county.
- Conducted monthly (October – May) 4-H club meetings in a home school club.
- Developed and presented educational programs for each club meeting teaching communication and achieving goal skills.
- Developed radio programs, newsletters and newspaper articles teaching communication and achieving goal skills.
- Demonstrated, explained and promoted events and activities relating to communication skills and achieving goal skills to all 4-H youth: public speaking, demonstrations, project boards, poster contest, photo search, project folders and portfolios.
- Conducted 3 portfolio workshops.
- Conducted 10 speech workshops.
- Listened to and judged 757 speeches given in local 4-H club meetings in the 4th – 8th grades. Conducted County 4-H Speech Contest with 45 participating.
- Encouraged and trained 9 for Area Public Speaking Contest- 1st place in 4th grade, 2nd place in 5th grade, 3rd in 6th grade and 1st in 8th grade.
- Encouraged and trained one 10th grade and one 12th grade 4-H member for the Central Region Sr. Public Speaking Contest. 3rd place in the 10th Grade contest.
• Encouraged and trained 4-H to attend National 4-H Public Speaking Contest in Denver, Colorado. He was 2nd place in the National Contest.
• Conducted local demonstration and project board contests in local club meetings with 445 competing in the contests.
• Conducted County Demonstration and Project Board Contest with 35 participants.
• Prepared 26 Smith County 4-H'ers to compete in the Area Project Day.
  • 10 1st, 7 2nd, 2 3rd 1st place Jr. High Portfolios
• Assisted 5 with the completion of 4-H project portfolios- 3 Jr. High, 2 Sr. High.
• Conducted Local 4-H Poster Contest in club meetings with 433 competing in the contest.
• Conducted County Poster Contest (339 participants) and sent 3 to State Contest.
• Trained Senior High 4-H'ers to assist 4th grade 4-H Clubs during 4-H Club Officer Workshop.
• 39 youth attended Junior 4-H Camp.
• Agent trained 8 teen and adult leaders for Junior 4-H Camp.
• 3 youth attended State Academic Conference, 4-H Electric Camp & 4-H Design Camp.
• Agent provided all 4th graders in Smith County with oak seedlings with instructions on how to plant the tree for Arbor Day in cooperation with Dept. of Forestry.
• Assisted 5 with the completion of 4-H project portfolio.
• 16 4-H'ers participated in the Multi-County Horse Show.
• 6 competed at the Region 4-H Horse Show.
• 6 competed at the State 4-H Horse Show, Reserve High Point Sr. Ranch Division.
• 22 youth participated in County Livestock Show.
• 10 youth participated in the Regional and State Sheep, Beef and Horse Shows.
• 2 Hippology Teams competed in Regional contest.
• 24 4-H'ers participated in chick chain with 10 showing their chickens in the county show.
• Utilized 30+ Horse and Livestock Volunteer Leaders.
• Agent and Volunteer leader met 2 separate groups 32 times with 285+ 4-H'ers to train for horse judging contest and Horse Bowl & Hippology Contest.
• Smith County had 9 compete in Regional Horse Judging Contest.
• Agent met 6 times with 36 4-Her’s to train for livestock judging contest.
• Volunteers set up practice Skillathon session at county livestock show.
• 2 youth and 1 volunteer attended state 4-H Congress.
• Encouraged and assisted 1 4-H’er to run for Congress Governor, was 2nd in votes.
• 2 youth attended State Academic Conference.
• 3 youth attended Central Region Jr. High 4-H Camp.
• 2 teens attended State 4-H Round-up, 1 as Poultry finalist, 1 as an All-Star.
• Encouraged 1 teen to run for State Council, and was elected Jr. Representative for Central Region.
• 2 youth attended 4-H Electric Camp.
• 2 youth attended Southern Region Teen Leadership Conference.
- 8 youth attended Spring/Fall All Star Conference

Banner sheets for each club are kept with scores given for the performance of the officers, how the officers plan and conduct their meeting, how well 4-H members participate, giving demonstrations, sharing exhibits and the overall behavior of the club members. The percentage of 4-H’ers entering the monthly contest (public speaking, posters, demonstrations, exhibits, photos, bread baking) are included in the club scores. These clubs are recognized for the extra effort they put into having all students participate in the class room events and contests during their monthly meetings. At the end of the school year, monthly Banner Club scores are averaged to determine the Ace of Club Award winners.