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## **Ambassador Advisor Job Description**

**Title:** County/District 4-H Ambassador Advisor

**Purpose:** To help facilitate the selection, training and leadership of County /District 4-H Ambassadors and to help promote 4-H and Extension youth programs in the County/District.

**Contact Person:** Local County/District Extension Agent

**Required:** Completed VIP Process/VIP registered

### **Responsibilities:**

1. Serve as a member of County/District Selection Committee to assist in selection of Ambassadors.
2. With Ambassadors, help plan the county /district Ambassador program
3. Attend State Training with county/district Ambassadors.
4. Help develop a local training program to include the development of specific skills:
  - a. understanding the Kansas 4-H
  - b. understanding the county 4-H program
  - c. communicating with both youth and adults
  - d. making presentations – public speaking
  - e. using radio, TV, and newspaper media
5. Promote Ambassador program as opportunity for older 4-H youth to develop new skills.
6. Assist in recruitment of older 4-H youth to serve as 4-H Ambassadors.
7. Serve on the county/district 4-H promotion committee.
8. Assist Ambassadors in making arrangements for them to speak to various community and civic groups.
9. Help Ambassadors arrange for school visits and other promotional presentations.
10. Coordinate transportation for Ambassador presentations.
11. Communicate Ambassador plans to the County/District Extension Office.
12. Meet at least once a month with Ambassadors to support and help implement the program, evaluate the progress, and provide training updates.
13. Facilitate evaluation of programs and make recommendations for improvements.
14. Prepare an annual report of activities for distribution to County/District Extension Office and other interested groups.

### **Desirable Skills:**

- Knowledge of state and county/district 4-H programs
- Knowledge of community and civic leaders, or the ability to determine who they are
- Willingness to meet people and promote new ideas
- Enthusiasm for youth and the 4-H program
- Ability to relate well to others

### **Time Required:**

- The 4-H Ambassador Advisor position should be accepted for two years. During the selection and training period, this position may require 15 to 30 hours per month; after training, 4 to 10 hours per month.



## **Advisor Roles, Responsibilities**

The adult advisor roles vary from county/district to county/district. The advisor is responsible for advising the county/district Ambassador group, overseeing the fund raising, help with program planning, assist with scheduling events and activities. The advisor also serves as an Adult Ambassador, by making team presentations with youth as needed, promoting 4-H within and outside the organization, and helping with 4-H promotion at events and activities as needed, including National 4-H Week, parades and the county fair.

SOME RESPONSIBILITIES ARE, BUT NOT LIMITED TO:

- Call Ambassador meetings
- Promote leader and community support and create awareness of the 4-H Ambassador program among leaders and other community support groups
- Provide guidance to 4-H Ambassadors in public speaking, to include radio as well as speaking before civic groups
- Contact business and civic leaders and organizations to solicit their support by encouraging them to utilize 4-H Ambassadors when appropriate
- Help coordinate Ambassador attire

### RECRUITING AMBASSADORS

Part of the advisors task is to help generate so much interest about the Ambassador program that 4-H'ers will eagerly apply each year. Here are some ways to create interest:

- Periodic Ambassador columns in the local newspaper
- Periodic Ambassador information in the local 4-H newsletter
- Public recognition and visibility of Ambassadors at 4-H events
- Ambassador presentations to youth audiences
- Photos of Ambassadors in action used in Extension newsletters and brochures, local newspapers, bulletin boards, displays and scrapbooks
- Inter-county/district exchanges among Ambassador teams

### SELECTING AMBASSADORS

- Consider a formal Ambassador selection process to help convey the honor of being an Ambassador
- Start with an effective application and require references - see appendix C & D
- A selection committee can screen applicants to determine who will be interviewed - possible members of this committee would be the advisor, 4-H agent, past Ambassadors, community member, a 4-H adult volunteer - see appendix E
- Send a congratulatory letter, include the date, time and place of the first Ambassador meeting
- Send a thank you for participation letter however encourage them to apply again next year

### FINAL SELECTIONS

When making final selections, the committee should consider:

#### *Number of Ambassadors*

A large group of Ambassadors isn't as good of an idea as it may sound. Too many members will have limited opportunity for much experience. A total of 3 - 8 Ambassadors should be adequate to carry on an effective program at any one time, particularly if they serve on a rotation basis.

#### *Age*

A mix of one to two high school freshman, sophomores, and juniors is desirable. Freshman and sophomores can probably get and give the most to the program. Select youth of a variety of ages. Older youth might be more skilled, but also are more busy.

### *Gender*

The Ambassador team should include both boys and girls. Girls will be easier to find. If only one gender is represented, that does not present a rounded image of 4-H.

### *Ethnicity*

Select an Ambassador team that reflects the racial/ethnic mix of your county/district.

### *Project Mix*

Ambassadors should have a good mix of project backgrounds. Remind selection committee that to expand 4-H's image, the Ambassador group needs to represent both traditional and non-traditional project involvement.

### *Award Mix*

The Ambassador program is not an award program, nor is it to represent only award winners. Many 4-H members can tell the 4-H story very enthusiastically and many of them have never won an award. On the other hand, awards are an important part of 4-H and need to be seen as part of the total program. Balance is the key.

### *Desirable Traits*

- Ability and willingness to work  
This program involves a lot of work. Be sure to let selected youth know this. More important than an Ambassador's ability to speak is the ability to roll up his or her sleeves and pitch in.
- Obvious signs of courtesy, poise and warmth  
A sincere young person who has a positive attitude can adapt to the situations this program may bring.
- Sense of responsibility  
This is a "must" for anyone in the public eye such as Ambassadors are. And it is a "must" of the Ambassadors to take the program seriously.

### *Getting Started*

You've got your Ambassadors, so now what?? First, get to know each other. Get to know your Ambassadors and try to establish a good rapport with them from the beginning. Share your expectations and allow them to share theirs. Give them responsibilities they might divide among themselves; refreshments, newspaper articles. Don't give orders. Make it their group. Don't plan on doing much the first time you meet.

### *Statewide Training*

A wealth of information is lost at statewide training if there is no Advisor to benefit from it. Each county/district should strive to send its entire team, including the Advisor to the statewide training at Rock Springs. Training will be provided for Ambassadors and Advisors in sessions geared towards their jobs within the Ambassador program.

### *Cluster Activities*

Cluster activities between counties/districts are encouraged beyond the training provided at Rock Springs. Cluster activities involve cooperative efforts between three or more counties located in the same general area of the state.

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*Key to Success*

So what's the key to the success of your Ambassador program?

Some would argue that the key is motivation - keeping yourself and your Ambassadors motivated throughout the year.

Some people always seem to be motivated, to have an extra something that shows through in everything they do. They're eager, enthusiastic, excited and motivated to do a good job.

If you can consistently instill this motivation in your Ambassadors, they'll blossom! If your Ambassadors believe that they are 4-H's best salespeople and that the program needs them, your Ambassador program will be successful



## **Basic 4-H Facts**

### **Motto**

"To Make The Best Better"

### **Emblem**

The 4-H emblem is a four-leaf clover with a letter "H" on each leaf, standing for head, heart, hands and health

### **Colors**

The 4-H colors are green and white. Green symbolizes nature's most common color and represents life, springtime and youth. White symbolizes purity.

### **Pledge**

*Written in 1924 by Otis Hall, Kansas State 4-H Leader*

I pledge:

My head to clearer thinking

My heart to greater loyalty,

My hands for larger service and

My health for better living, for

My club, my community, my county and my world

### **Creed**

I believe in 4-H for the opportunity  
it will give me to become a useful citizen.

I believe in the training of my "head" for the  
power it will give me to think, to plan and to reason

I believe in the training of my "heart" for the  
nobleness it will give me to become kind,  
sympathetic and true.

I believe in the training of my "hands" for the  
dignity it will give me to become useful, helpful  
and skillful.

I believe in the training of my "health" for the  
strength it will give me to enjoy life, resist  
disease and make for efficiency

I believe in my country, my state and my  
community and in my responsibility for their  
development

In all these things I believe, and I am willing  
to dedicate my service to their fulfillment

### **Life Skills**

Healthy Interpersonal Relationships  
*Getting along with others and interacting  
with people of all ages*

Sound Decision Making  
*Making choices based on applying what  
is known in a productive way*

A Positive Self Concept  
*Believing you are capable and can  
be successful*

An Inquiring Mind  
*Asking questions and knowing how to  
obtain information*

Concern for the Community  
*Becoming aware of and working towards  
improving one's community*

### **4-H Year**

October 1 to September 30

### **4-H Age (as of January 1)**

Cloverbuds - 5 & 6 years

Members - 7 to 18 years

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**4-H is a community of  
young people across  
America who are learning  
leadership, citizenship  
and life skills**





## About Kansas 4-H

### What is 4-H?

While 4-H had its beginnings in rural America, it now serves youth in urban and suburban as well as rural communities. Kansas 4-H is open to youth between the ages of 7 and 19. The new 4-H year starts in October, so many prefer to join 4-H at the start of the school year. 4-H enrollment, however, is open year round, so youth can join any time.

4-H is a nationwide program led by state land-grant universities in cooperation with local county/district Extension councils. In Kansas, 4-H is the largest youth educational program, aside from public schools.

Each of the four H's on the clover represent ways youth can grow and develop in 4-H.

### The four H's represent:

Head-critical thinking, problem solving.  
Heart-self-discipline, integrity, communication.  
Hands-serving others.  
Health-choosing healthy lifestyles.

### 4-H Clubs

In either type of 4-H club, youth have fun with a purpose. There are two kinds of 4-H clubs that youth may join.

Community clubs include youth who enroll in a variety of projects; project club members enroll in the same project. Community clubs typically have structured business meetings, and emphasize community service, recreational activities and improving communication skills. In a project club, similar meetings and community activities are conducted with focus on a specific project.

### 4-H and Families

In this busy world, schedules often send family members in a variety of directions. 4-H can bring families together. 4-H families learn together. They plan meetings, events, projects and activities together. Family members help out as club leaders, project leaders, meeting helpers, transportation aides and in a variety of other ways. Parental involvement can help ensure the best learning experience for your child.

### What do family members say about 4-H?

"In my opinion, 4-H is the best youth organization-it's not gender or age specific. It's a family organization. Today, with so many forces working against the family, 4-H helps build and reinforce the family."

"I just can't say enough about 4-H and the affect it has had on my life. The experiences and values I gained were limitless. My children have participated in 4-H and it has been a positive influence in their lives, too. I have been able to be a project leader in their club, so it has been enjoyable for me to give back to an organization from which I received so much."

## **Who Can Join 4-H?**

4-H membership is open to all youth without discrimination.

## **How Can I Volunteer with 4-H?**

More than 16,000 volunteers work directly with 4-H youth throughout the year as club leaders and project specialists. Another 3,500 assist with events, club organization and 4-H promotion. Volunteering to help a group of kids through 4-H can be one of the most rewarding experiences. From being a judge at a local contest to starting and leading a 4-H Club, you and your local Extension Agent can come up with a way to volunteer that fits your interests!

## **What do 4-H members say about 4-H?**

"When I think of 4-H, I think of the adult leaders who have given their time for our club. Their devoted example and involvement in our lives has taught me what it means to care, to be committed, to be community-minded and to be creative. 4-H affected my life because it taught me how to be part of other people's lives--it provided wonderful opportunities to meet and know people in my community, county and state."

## **4-H and the Community**

As part of the 4-H experience, 4-H members are encouraged to learn about and contribute to the betterment of their communities. 4-H also utilizes a variety of community resources to enhance the educational experience of members. Those resources may include meeting places, guest speakers, volunteers and field trips.

## **Projects**

In 4-H, youth "learn by doing." Much of that learning happens through project experiences. From beef to bicycles...electricity to entomology...forestry to food science...photography to plant science...rabbits to rockets...Kansas 4-H offers 29 project areas designed to develop the wide range of interests that appeal to today's young people. In addition to subject-matter skills, many young people develop interests that last a lifetime.

## **Life Skills**

Club participation, projects and friendships with other members become memorable parts of the 4-H Program. Equally important are the skills that last a lifetime. Successful adults often credit their experiences in 4-H as turning points in their lives.

They credit planning, organization and public speaking skills as essential to their success. The Kansas 4-H Program has played a leadership role in identifying the five life skills most needed to help young people.

## **Skills learned in 4-H last a lifetime:**

- A positive self-concept.
- An inquiring mind.
- A concern for the community.
- Healthy interpersonal relationships.
- Sound decision making.





## 4-H Talking Points

4-H is one of the largest youth development programs in America with more than 6.5 million young people, ages 5-19, and 540,000 youth and adult volunteers.

4-H has three primary program areas: science, engineering and technology; healthy living; and citizenship.

4-H is the only youth development program with direct access to technological advances from university research.

Youth learn leadership, citizenship and life skills through more than 1,000 projects with topics as varied as rocketry, GPS mapping, computer game design, public speaking, photography, nutrition and community service.

4-H's learning opportunities are intentionally designed around four essential elements necessary for positive youth development by providing youth with: supervised **independence**, a sense of **belonging** with a positive group, a spirit of **generosity** toward others and a wide variety of opportunities to **master** life challenges.

The fundamental 4-H ideal of practical, "learn by doing" experiences encourages youth to experiment, innovate and think independently.

4-H programs are offered through community clubs; school-based, after-school and camp settings; and U.S. military installations worldwide.

4-H is in every community across America. During 2005, 25 percent of 4-H members lived in urban communities, 32 percent in suburban communities and 43 percent in rural communities. 4-H is located in all 50 states, Washington, D.C. and U.S. territories and U.S. military installations worldwide.

Studies show that 4-H members do better in school, are more motivated to help others, feel safe to try new things, achieve a sense of self-esteem, and develop lasting friendships.

4-H is operated and supported by a shared leadership of public and private partners including National 4-H Headquarters, USDA within the Cooperative State Research, Education and Extension Service; 3,500 Cooperative Extension educators associated with 106 land-grant universities; National 4-H Council; 4-H associations and foundations; and trained youth and adult volunteers.

More than 60 million young people across America have been 4-H members since the 4-H Youth Development program began in 1902. Famous alumni include Al Gore, Faith Hill and David Letterman. Also, 14 governors, 33 university presidents and chancellors, 31 CEOs and four astronauts are 4-H alumni.

# Kansas 4-H Cloverbuds' Tips for Parents and Children



*The Kansas 4-H Office joins with county and district K-State Research and Extension offices in answering frequently-asked questions about the Kansas 4-H Cloverbud program.*

## 1. Q: What is 4-H Cloverbuds?

**A:** 4-H Cloverbuds is an educational, youth development opportunity specifically for 5- and 6-year-old children.

The 4-H Cloverbuds program is an optional 4-H program. Local Extension units can choose whether to make it available.

## 2. Q: Who can be a 4-H Cloverbud?

**A:** To be eligible to participate, a child must have celebrated his or her 5th or 6th birthday before January 1 of the current year.

When a child reaches the age of eligibility for traditional 4-H programs (age 7 or older), the child and his or her parent(s) or guardian(s) can decide whether to transition their child into 4-H club membership.

## 3. Q: How can our family get involved?

**A:** Interested families are encouraged to contact the local Extension Office to inquire about educational opportunities with the 4-H Cloverbuds program.

## 4. Q: How can a 4-H Cloverbuds group be organized?

**A:** A minimum of five youth who have reached the qualifying age of eligibility are required to establish a 4-H Cloverbuds group. Cloverbuds groups can be organized and lead by a local 4-H club or facilitated as a county/district-wide option. Cloverbuds groups may also be organized within neighborhoods or school groups.

## 5. Q: Who leads 4-H Cloverbuds?

**A:** The 4-H Cloverbuds program requires two volunteer leaders for every 12 children participating in 4-H Cloverbuds activities. The volunteers may be adults or teens who enjoy working with 5- and 6- year old youth. Volunteers are required to have completed 4-H Volunteer Information Profile (VIP) and 4-H Cloverbuds training to serve.



## 6. Q: What happens during a 4-H Cloverbuds meeting?

**A:** Leaders are encouraged to review the *Cloverbuds' Guide* to choose a format that will work best for their group. A typical 4-H Cloverbuds meeting lasts one hour. The meeting is called to order, the 4-H pledge recited, and attendance is taken during the first 10 minutes. A lesson from the 4-H Cloverbuds curriculum typically takes about 30 - 40 minutes. Remaining time is spent enjoying friendship and fellowship.

## 7. Q: Where are 4-H Cloverbuds meetings held?

**A:** Ideal meeting places are centrally located, have good lighting, a comfortable temperature, adequate space and restrooms. If a 4-H Cloverbuds group is meeting simultaneously in the same facility as a 4-H Club, its meeting place should have a separate room with space for activities and enough space to arrange tables and chairs in a square or circle for all to see and hear each other.

## 8. Q: Who pays for 4-H Cloverbuds activities?

**A:** The 4-H Cloverbuds program does not require a membership fee. A local 4-H club or 4-H Council may sponsor a 4-H Cloverbuds group. A Cloverbuds Leader may ask 4-H Cloverbuds' parent(s) or guardian(s) to contribute to cover expenses for supplies or activities, such as a field trip.

## 9. Q: Does 4-H Cloverbuds count for achievement pin recognition?

**A:** No, Cloverbuds' recognition is based on participation.

## 10. Q: If a 4-H Club sponsors a 4-H Cloverbuds group, do Cloverbuds count towards the club seal?

**A:** 4-H Cloverbuds is a special enrollment category separate from the 4-H Club and does not count toward club seal requirements.

## 11. Q: How are Cloverbuds recognized?

**A:** 4-H Cloverbuds receive recognition for participation, rather than placements or other competitive awards. Cloverbuds who participate together receive the same recognition.

**12. Q: What special activities will be available for Cloverbuds?**

**A:** 4-H Cloverbuds are eligible to participate in community service projects and supervised field trips.

Examples may include recycling cans or newspapers, sponsoring a food drive, or planting flowers in a park or other public area, etc. For more information on 4-H Cloverbuds' programs and activities, contact the local Extension Office.

**13. Q: May 4-H Cloverbuds go to camp?**

**A:** 4-H Cloverbuds are encouraged to attend Day Camps designed to meet their developmental characteristics and needs.

A 4-H Cloverbuds day camp involves youth in a one-day, camp-like setting where educational, hands-on activities occur. 4-H Cloverbuds are not yet eligible to attend overnight 4-H camps.

**14. Q: Can 4-H Cloverbuds select a 4-H project to complete?**

**A.** No, 4-H Cloverbuds is activity-focused, meaning that 4-H Cloverbuds participate in supervised, noncompetitive, and age-appropriate events and activities, rather than projects.

**15. Q: Why is the 4-H Cloverbuds Program activities-based rather than project-based?**

**A:** Developmentally appropriate activities for 5- and 6-year-olds focus on processes that help a child begin building life skills, such as learning to learn and making friends. The curriculum for 4-H Cloverbuds is designed to help youth begin building a foundation of transferable skills that he or she will be able to apply to a variety of activities as they grow.

**16. Q. Are project records kept?**

**A:** Projects are not part of the 4-H Cloverbuds curriculum, keeping a record book is not necessary.



**17. Q: Can 4-H Cloverbuds exhibit at the county fair and/or participate in shows and exhibitions?**

**A:** 4-H Cloverbuds are encouraged to showcase a product, poster or notebook of 4-H Cloverbuds activities. Suggested locations include noncompetitive show-and-tell-type displays at county fairs, libraries, schools, 4-H Parents' Nights, 4-H Achievement Nights, churches, community festivals, parades, etc.

Pets used as part of a show-and-tell presentation cannot be included in overnight exhibits at the fair.

Establishing a separate 4-H Cloverbuds division to showcase entries at the county fair is recommended. To maintain the noncompetitive nature of the showcase, Cloverbuds who participate together receive the same recognition.

A show-and-tell-type experience between a 4-H Cloverbud and an adult or older teen is encouraged to provide positive feedback for their effort.

**18 Q: Can 4-H Cloverbuds exhibit livestock?**

**A:** No, Kansas 4-H Cloverbuds do not allow exhibiting livestock. The 4-H Cloverbuds program is tailored to youth, with concerns for a child's physical, mental and emotional development. The physical difference in stature between a child and livestock can endanger a child. A child's maturity level and lack of understanding of animal behaviors also can increase the risk to the child. And, while a child may seem capable of handling livestock on the family farm and/or in familiar settings, managing livestock in a public setting can add stress and increase the risks for the child, the livestock and others who may be in the area. Allowing a young child to exhibit livestock in a public arena also increases the liability for all concerned.

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**Kansas State University Agricultural Experiment Station and Cooperative Extension Service**

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## ***Ambassador Program Overview***

For a long time Kansas needed a way to tell the 4-H story, not only to those people who know about 4-H, but also to those people who have little or no knowledge about the program. Those involved in 4-H know the philosophy and activities on which the program is built, but such things are unknown to many others. It is apparent that the 4-H story was not being communicated effectively! Several other states had started Ambassador programs . National 4-H Conference delegates from Kansas heard about these programs while in Washington D.C. They returned home excited about the possibility of starting a similar program in Kansas. In 1982, as a result of this need, the Kansas 4-H Ambassador program began. That was the beginning. And now Kansas 4-h Ambassador program is a reality. The program has proven to be a very practical and effective way of reaching the public through 4-H's best salespersons- 4-H members themselves. The Ambassador program provides each county/district with the opportunity to develop a small scale public information program through it's members.

Annual statewide training for Ambassadors and Advisors provides teaching and resource materials and shows how to adapt the program to a particular counties/district needs. This training is structured as "hands-on" learning experiences. Ambassador and Advisors get a complete look at the program, its possibilities, its usefulness and their own potential for being part of a statewide promotional program. They meet teens and Advisors from other counties/districts, exchange ideas and learn they are an integral part of the Kansas 4-H program. The training also gives Ambassadors a chance to work specifically on developing such skills as news writing; public speaking before groups and on radio; and developing goals and objectives. In addition, they take an in-depth look at the total Kansas 4-H program - philosophy and program strengths that have made 4-H so successful for many years. After the training, Ambassadors and Advisors return to their counties/districts, make specific plans of action, meet monthly for additional training and arrange for their promotional events or activities. When training is completed, teens should be fully prepared to take on all types of communication tasks.

The program meets the needs of each county/district because the Ambassadors and their Advisor individualize it. Ambassador programs can be as effective and successful as the participants want them to be. The only limitation is the Ambassadors lack of imagination.



## **Goals**

Each counties/district Ambassador program is unique, marked by its program goals. Generally, however, they involve team members desires to improve or to tell the 4-H story well. The following goals are fairly typical:

- To offer special training for members in improving their speaking skills, poise and confidence
- To provide training /resources in news writing, radio and visual presentations
- To evaluate each Ambassador in order to measure progress periodically
- To offer assistance to each Ambassador in reaching his or her personal goals for the program
- To provide the Ambassadors with a sounding board for ideas, concerns and plans for communicating 4-H's image

Beyond the general goals for the overall program, there should be some very definite, specific goals for each Ambassador and Ambassador team to complete in one year. For example, make two public speaking appearances; one radio taping; one news article; attend county training and attend two statewide or cluster meetings. These specific goals should be agreed upon by the Advisor, Agent and Ambassadors, so everyone will know exactly what is expected of them.

# **Goal Setting**

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Short Term (1 month)

Intermediate Term (2-3 months)

Long Term (4-12 months)





## ***Program Planning***

Ambassadors like to plan their own programs and set their own goals, but they also want your adult guidance and advice.

A successful 4-H Ambassador program needs careful planning. You can help your Ambassadors plan their program for the year. Consider the following in your county/district plan:

### *Description of the program situation*

- Why is the program needed
- Who is the program for

### *Program objectives*

- What will people be able to do as a result of the program (short & long term effects)?
- How will the county 4-H program be affected?

### *Timetable of planned activities, events and meetings*

- What efforts will you need to bring the program about?
- When will the efforts be completed?

### *Educational materials*

- What resources do you need to carry out the program?
- Where will you get the resources?

### *Program support*

- Who will you need to help you?
- How will they help you?

### *Evaluation plans*

- How will you determine the results of your program?
- How do you feel about the program?

**Once you know where you want to go,  
“how do we get there?” becomes much easier**

## **COUNTY/DISTRICT PLANNING FORM**

**What are some ideas for events/activities?**

- 
- 
- 
- 
- 
- 
- 
- 
- 

**After an event/activity has been chosen, decide on...**

Date:

Time:

Location:

Target Audience:

If part of another event, contact person:

**Event/Activity Planning:**

Equipment (what do we need)

Promotion of Event (how, when and cost)

4-H Promotional Supplies (brochures, pencils, balloons, etc.)



**During Event/Activity:**

Who is doing what/when/where/how? *(have group members sign up for specific jobs)*

**Evaluation:**

What changes need to be made?

New suggestions?

Overall satisfaction?

Did you get what you wanted out of it?



# Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on Head, Heart, Hands, and Health. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

## What is the 4-H Name & Emblem?



The official 4-H Emblem is a clover with four leaves and an "H" on each leaf. The clover's stem must point to the right as you look at the image. The 4-H Emblem is *not* a plain four-leaf clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.



## How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem: 4-H Club or Program member or volunteer leader? Commercial vendor? Event, activity or program affiliated with 4-H? Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from National 4-H Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from National 4-H Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement "18 USC 707" must legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of National 4-H Headquarters.

Whoever uses such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words "4-H Club" or "4-H Clubs" or any combination of these or other words or characters in colorable imitation thereof, without being duly authorized, shall be fined not more than \$5,000 for individuals and \$10,000 for groups, or imprisoned not more than six months, or both.

**Did You Know?** The 4-H Name & Emblem is a highly valued mark within our country's history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that supercedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H Name & Emblem were not given to the U.S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H Name and Emblem, at the direct request of Congress. The "18 USC 707" is the statement in the United States Code that outlines the protection of the 4-H Name & Emblem.





## Using the 4-H Name & Emblem: Graphics Basics

### The Official 4-H Emblem

The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:

1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not “flip” the image to create a framed look. The stem on the 4-H Emblem **must** point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact National 4-H Headquarters.

### Use the Whole Emblem

The 4-H Emblem should always appear in its entirety - meaning it should always appear as a whole and complete image - the image recognized by millions of people. This means:

Don't remove any leaves. If you are using a clover image that has an “H” on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn't “cut off” a leaf by running it off the edge of the paper in print media or other designs.

Don't place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a “watermark” behind other information.

### Keep it Upright

In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the National 4-H Headquarters.

### Color

The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green, (The H's reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

**One-color printing** requires either PMS 347 green or black. For commercial applications, the “18 USC 707” notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

**Two-color printing**—Only PMS 347 green may be used for the leaves and “18 USC 707” notice—the H's will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H's may also be printed in metallic gold (PMS 873) on a green background.

**Four-color process (full color printing)**—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.



Appropriate Use



Inappropriate Use



Appropriate Use



Inappropriate Use



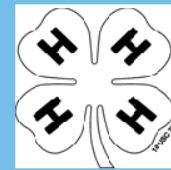
Preferred



Preferred



Accepted



Accepted

**Video and Computer Screen Colors (Electronic Media)** The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact National 4-H Headquarters.

### **Distortion and Proportion**

The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider or angled. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H's are no longer clearly legible.

### **Using the 4-H Name**

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term "4-H" it must conform as follows:

- Numeral "4" separated from a capital "H" with a hyphen (not a dash, slash or space).
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using "Four-H." This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Do not use the 4-H Emblem in place of the word "4-H" in a title or text.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

### **Using the 4-H Emblem on Collateral Items**

The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

### **Using the 4-H Emblem in Animation**

Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.



Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it “dances,” “separating” as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each “H” is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact National 4-H Headquarters.

### Using the 4-H Name & Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter or in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization’s logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with National 4-H Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of National 4-H Headquarters.

### Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at: <http://www.national4-hheadquarters.gov>. Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for “Postscript” printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

### Making 4-H Name & Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The National 4-H Headquarters at CSREES, USDA provides further documentation on the official headquarters web site: <http://www.national4-hheadquarters.gov>.

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the **4-H Name & Emblem section of the National 4-H Headquarters website** should answer your questions. If you need more information or clarification contact National 4-H Headquarters for help at (202) 720-2908.

Portions of the content and graphics used in this document were taken from “4-H Emblem Use and Graphic Standards,” <http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hembblem.htm>, Ami Nieberger-Miller, University of Florida, Gainesville, FL. Special thanks: Laura Stone and Dallas Woodrum, N4-HYTLT, for publication design, and to the 4-H Name & Emblem Working Group.

The 4-H Name & Emblem is protected under “18 USC 707.”

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14<sup>th</sup> and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.



## ***Community Organizations***

Many organizations in your area need speakers for their programs. Local service and business clubs, such as Lions, Rotary and Kiwanis, have weekly meetings. This means the program chairs need to schedule speakers for as many as 50 programs a year. Professional societies, hobby groups and social clubs, including local chapters of Business and Professional Women, garden clubs, church groups and many others are looking for speakers. Your Ambassadors could help fill their program needs.

Watch for club meeting reports in your local newspaper for opportunities to speak. Ask your Chamber of Commerce for list of local organizations and leads on speaking engagements.

Prepare a card file of all possible speaking opportunities in your community. Make your contacts by telephone or in person. Have on hand a list of dates the Ambassadors are available to speak. Then write a follow up letter, confirming the date and topic of presentation. Include a brief biography on the Ambassador who will be speaking. Finally, call the groups secretary a day or two before the speaking date to check for any changes. If PowerPoint or props are to be used, check the facilities in advance.



## ***Parents***

Parents have a significant role in 4-H. They are vital to a successful 4-H experience for their teens. Parents provide encouragement and support. Parents are an important part of the Ambassador program. They help instill the values of responsibility, punctuality and team work. They should be included in your plans from the beginning, so they know exactly how much is expected of their teen and how much is expected of them.

When their teen is accepted as an Ambassador, send them a letter of congratulations. Tell them how much you are counting on their support. They can help find places to speak and may know of resource people to contact.

Parents can gain satisfaction when they make a meaningful contribution to a program in which their teens are participating. A parent who is significantly involved in the 4-H program will have a better understanding of how the program works. They will be better prepared to assist their teens in having a positive experience.

When you have your Ambassador recognition program, parents should be recognized for their support too.



## ***Tips & Tricks for Working with Youth***

### **Don't expect more from youth than you would from an adult**

When a young person shows up 15 minutes late to a meeting, an adult will think, "What a slacker" or "How irresponsible". When a fellow adult shows up 15 minutes late, the same adult will think "That's understandable. They've got deadlines and pressures and schedules." So do young people.

### **Make sure that you don't hold youth to a stricter standards than adults**

No, they may not hold down full time jobs, but they have other commitments, pressures and schedules that cry for their attention. And they will agonize more over their performance than an adult. Don't expect the youth's performance to exceed that of an adult.

### **Treat your youth as individuals; don't make one youth represent all youth**

Young people will put enough pressure on themselves. They understand that adults may carry negative images of young people and may generalize from the behavior of a few. Don't add to it by making them feel that they must speak for or represent all youth. You wouldn't do that for another adult. Assure the young people that you are interested in their individual opinions and don't expect them to embody an entire population.

### **Be careful about interrupting**

Kids get discouraged easily. Let them finish their ideas. For the partnership to work, young people must feel that they are valued and respected by adults. When interrupted by an adult, they will tend to stop talking (often permanently). To prevent this and create an environment that fosters equal perception, adults need to be hyper-sensitive about interrupting a young person, and young people need to be encouraged to persevere with their point despite adult interruptions.

### **Remember that your role in a partnership is not to 'parent'**

While being a parent may be the most important role that an adult can play; the purpose of youth/adult partnerships is to give young people a different way to relate to adults.

### **Don't move too fast**

Remember that this is all for the young people. Don't move too fast without explaining the reason for actions taken. Rushing through meetings can be a sign that adults are still trying to control groups.

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#### **Youth As Partners**

Adults respect young people as having something significant to offer now, and youth are encouraged to become involved

#### **Youth As Recipients**

Adults allow young people to take part in decision-making because they think experience will be "good for them".

#### **Youth As Objects**

Adults know what is best for young people and control situations in which they allow them to be involved.









Why would someone want to join 4-H?

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What happens during a club meeting?

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What is a project?

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What is a county fair?

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What is a judging contest?

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What would you tell a 7 year old about 4-H?

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What would you tell a 13 year old about 4-H?

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What would you tell a parent of a prospective member about 4-H?

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## **Ambassador Tools: News Writing**

Though reporting and writing news are skills that take years to perfect, this section should help you - with practice - to write acceptable 4-H news stories.

### WHAT IS NEWS

- Timely or current information
- Close to home
- Important to the reader
- Unusual
- Of human interest



### WHAT FACTS SHOULD YOU REPORT

*Most news stories can be summed up by what is known in journalism as the “five W’s and an H”*

- Who.....Who said it? Who is the subject of the story?
- What.....What happened?
- When....When did it or will it happen?
- Where...Where did it happen?
- Why.....Why did it happen? Why is it important?
- How.....How did it happen?

### HOW TO WRITE NEWS AND FEATURE STORIES

News stories have a definite structure - they get to the point fast. The most important facts of the story should be presented in the first sentence or two (the “lead”), with details following in order of importance. This way of organizing facts is called the “inverted pyramid.” It is important because readers who don’t have the time or desire to read the whole story can get the most important information by glancing at the beginning. Also, when a newspaper doesn’t have enough room to print the whole story, it can easily shorten it by chopping off the end—without losing the most important facts.

Feature stories seldom follow this inverted-pyramid format of the straight news story. Feature story format is more flexible. Study some feature stories to research the styles used by professional writers.

Whether you’re writing a news story or a feature, the rules of good writing apply:

- Stick with the facts - avoid opinions
- Use short sentences
- Use short paragraphs
- Use active verbs
- Use short, simple words
- Be accurate - double check your facts - check spellings and grammar - verify quotes

### PUBLISHING YOUR 4-H STORY

When you’re ready to submit your story for publication, type it in the standard format preferred by newspaper editors. At the top of the page, type your name, title (Ambassador) and telephone number, so the editor knows where the story came from and how to get more

information if necessary. Leave the top third of the page blank so the editor can mark the copy for a headline, size of type, etc. Double or triple space your stories. If you will be submitting several stories to the same newspaper, ask the editor how he or she prefers to have the stories prepared. If you prepare your articles on a computer, you may be able to submit them as e-mail attachments.

#### KNOW YOUR LOCAL NEWSPAPER

It's also a good idea to study the newspapers in your local area. Read them regularly to get a feel for the types of articles they print and the styles they prefer. You'll also want to get to know the staff and the newspaper's deadline

#### LEARN HOW TO INTERVIEW

To write news and feature articles, you will need to learn interviewing skills. For example, to write an article about a 4-H volunteer with an interesting hobby or a 4-h member with a unique project, you'll need to talk to them for background information and quotes. Here are some hints to improve your interviewing techniques:

- Come prepared - find out as much as you can about your subject ahead of time
- Prepare questions in advance
- Ask for a limited amount of time
- Be relaxed - Be respectful - Be yourself
- Listen actively
- Ask questions - don't make statements and expect reactions
- Open the interview with some small talk and less important or easy questions - save the tough questions, if any, for later
- Always be ready to digress from your prepared questions
- The best questions are usually spontaneous, in response to what you're hearing
- Be absolutely open about your ignorance - ask for clarification - don't pretend to understand
- Note a thorough description of your subject and surroundings
- Close by asking, "Is there anything else I should have asked?"
- Ask permission to call back for more information
- Don't try to write down too much during the interview. Instead, take key word and phrase notes. Then go over your notes immediately after the interview as soon thereafter as possible
- Hang onto your notes
- Even if you use a tape recorder, take notes
- Always thank interviewees for their time

#### WRAPPING IT UP

- After an article appears in the newspaper, that the editor and anyone responsible for placing your 4-H story. A follow-up thank you note works well. Periodically thank them in person
- Evaluate your news stories and features. Ask a newspaper professional and your adult advisor to critique your work. Make necessary changes before you prepare your next article
- Record your articles in your record book



## ***Ambassador Tools: Radio***

Radio can be a dynamic tool for telling your 4-H story and recruiting new members and volunteers. Basically, there are three ways to promote 4-H on radio: local radio news, radio talk shows and public service announcements (PSA). Start by studying the various formats used on stations in your area. Are there programs where you can possibly talk about 4-H? Do the stations accept PSA's? When do the PSA's run? Then set an appointment to meet with the station manager, news director or program director to discuss how you can meet the station's needs for local information.

### PREPARING FOR A RADIO PROGRAM

- Find out what kinds of questions you'll be asked
- Find out how long you'll be on the air
- Make notes of things you don't want to forget
- Try to make your answers interesting - avoid one word answers

### USING A MICROPHONE

- Stand or sit in a comfortable position
- Have the microphone 6 to 12 inches from your mouth - if you talk very loudly, you may need to have the microphone farther from you
- Always stay the same distance from the microphone when talking
- Always face the microphone - be sure to turn away from microphone when coughing or clearing your throat
- Don't blow into the microphone to see if it works
- Keep your hands off your chin and away from your mouth
- Keep your notes from rubbing against the microphone
- Don't twist the microphone cord
- Don't chew gum or candy
- Watch for the director's signal to start, stop, etc.
- Remain quiet a few seconds before and after the program
- Be relaxed and confident



### WRITING A PUBLIC SERVICE ANNOUNCEMENT (PSA)

- Choose a topic or theme
- Determine the length - 10, 30 and 60 seconds are most common - plan on 2 words per second
- Read your PSA aloud several times - measure the length - simplify difficult words or phrases
- Don't clutter your PSA with too many ideas or details
- Round off numbers when possible

### WRAPPING IT UP

- After your PSA plays on the radio or after you appear on a talk radio show, thank the station. A follow up thank you note works well. Periodically thank them in person
- Evaluate your PSA's and radio appearances. Ask a radio professional and your adult advisor to critique your work. Make necessary changes before you publicize 4-H on the radio again
- Record your radio work in your record book



## **Ambassador Tools: Public Speaking**

The tool that you will use the most often as a 4-H Ambassador is public speaking. You don't have to be extroverted or witty to give an effective speech, but you do need to be interested in your subject and willing to prepare thoroughly.

Many organizations in your area need speakers for their programs. They want to hear about 4-H. Local service and business clubs, such as Lions, Rotary and Kiwanis have weekly luncheon or dinner meetings with informative or educational programs, which means program chairs have to recruit 50 speakers a year.

To find out about these groups, watch your local newspaper for reports on club meetings and ask your chamber of commerce for a list of local organizations. Your adult advisor can help you schedule speaking engagements and find speaking resources.

The following tips should also help make your public presentation successful:

### **PLANNING**

#### *Know your audience*

- Age
- Background
- Interest
- Understanding of 4-H

#### *Plan the logistics of your talk*

- Have a clear goal
- Find out how long your talk should be
- Check out the facility where you will give your talk
- If your presentation involves statistics and analytical data put them in a handout that the audience can refer to.

#### *Select a topic*

- Start early
- Ask others for ideas
- Gather more information than you'll need ( to inspire confidence)
- Make a list of topics
- Choose an appropriate topic

### **WRITING YOUR SPEECH**

#### *Introduction*

- Start your presentation with a bang to get attention and spark interest
- Don't start your speech with humor unless you are absolutely brilliant at it - if you tell a bad joke, you're going to lose any credibility you have

#### *Body*

- Should bring out main points
- Main points should be clear, easy to follow and well developed

#### *Conclusion*

- Should tie speech together
- Should give audience a lasting impression





### *Organizing and practicing your speech*

- Put main ideas on 3x5 cards; use one card for each bit of information; write on one side only
- Time your speech
- Tape record or video your speech, review it and make any changes as necessary
- Practice alone and then in front of others; correct your grammar; explain unfamiliar terms
- Prepare visuals that are clear, easy to read and meaningful

### *Giving your speech*

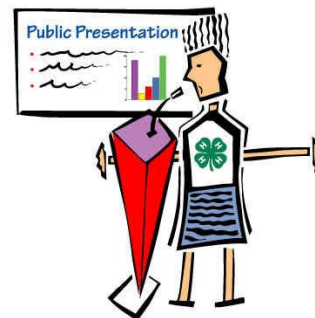
- Take the podium confidently and with a smile
- Relax; remember your audience is interested in you and what you have to say about 4-H
- Look at your audience in the eye; focus on 3 to 4 people who seem to be having a good time
- Don't read your speech - write down key points or statements
- Stand straight with feet flat on the floor
- Speak slowly and clearly in your normal speaking voice
- Raise and lower your voice for emphasis on important points
- Use gestures naturally
- Be enthusiastic, convincing and sincere

### *Answering questions*

- Know your topic; anticipate likely questions the audience may ask
- Let the audience know ahead of time that there will be an opportunity to ask questions
- Look at the person who is asking the questions. Make sure you understand the question when asked; ask for clarification if necessary
- Once the question is clear, repeat it so all can hear the question
- When answering the question, talk to the entire audience
- Answer the question as best as you can, but do not make your answer too long
- After giving your answer, seek feedback from the questioner; Is that clear? Does that answer it?
- Prepare some people in the audience to ask questions, in case no one asks a question
- If you don't know an answer, say so

### *Wrapping it up*

- Thank audience members for their attention
- Send a follow-up thank you note to the host for your speaking opportunity
- Evaluate your presentation.
- Record your presentation in your record book



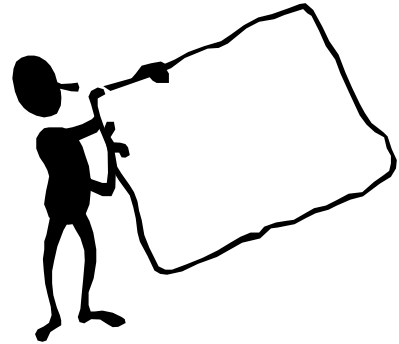


## **Ambassador Tools: Visuals**

Visuals include posters, displays and exhibits. A visual puts you in contact with those who want to know more about 4-H. To be most effective, an exhibit or display should be staffed so you can interact with the audience. Whenever possible, add live animals, real objects or hands on activities to attract attention.

### ELEMENTS OF SUCCESSFUL VISUAL DESIGNS:

- A big idea that compels attention
- Well-related shapes, colors or lettering
- A creative method or technique
- Know your audience
- Know the purpose of your visual



### START WITH AN IDEA:

- Too many ideas create confusion - one main focus is best
- Avoid conflicting ideas
- Use large, bold areas of flat tones with interesting shapes
- Legibility is important
- The title should be brief and bold - what key word or two will get the attention of audience
- Have your story read from left to right
- Check on the dimensions available for your visual
- Include the 4-H Clover
- Use an active verb in the theme
- Don't include too much information
- Arrange information for best viewing - the best height is a line five feet above ground - keep your key elements within two feet above and two feet below that line

### MAKE ROUGH SKETCHES:

- Determine amount and size of lettering
- Use the same style of lettering throughout your visual
- Print words horizontally - vertical is harder to read
- Determine placement of shapes
- Use paper or a computer to design your display, exhibit or poster
- Make as many drawings as you have ideas - *your first idea may not be your best*
- Experiment with arrangements - a combination of ideas may work best
- Practice spacing before making your final copy

### CREATE THE FINAL VISUAL:

- Take your time
- Have all supplies on hand

### WRAPPING IT UP:

- After you show your visual to the public, thank the host for the opportunity to share your 4-H story - send a follow up thank you note
- Evaluate your visual—make changes before you display it again or create a new visual
- Record your visual in your record book



## **Ambassador Tools: PowerPoint Presentations**

A PowerPoint presentation is very versatile and an effective way to captivate and impress your audience. It can be used to present almost any message to almost any audience as often as you like. Following are some things to keep in mind to help create an effective 4-H PowerPoint Presentation.

### PLANNING A POWERPOINT PRESENTATION:

- Determine purpose and topic of presentation
- Know your audience
- Outline your message; use the “storyboard” technique
- Your presentation should have an introduction, body and close
- Keep it lively - change slides often
- Keep it short - no more than 10 minutes
- Update your presentation periodically



### PRODUCING SLIDES:

- Select an exciting design for your slides, including your title slide
- Slide design should remain consistent throughout your presentation
- Title slide should grab attention and give insight to the rest of your presentation
- Title slide should include your name and the name of your county/district 4-H program
- If you use photos, close ups, people, place and things are best
- Add appropriate clip art, word art, charts and other objects as needed
- You can add pizzazz to your presentation with some animation and sound - but don't overdo it!
- Pick a font that is readable - use no more than two different font styles
- Never use a bright color as a background color - save it for an accent color
- Keep wording simple

### PRESENTING A POWERPOINT PRESENTATION:

- Check out the room before your presentation - Can you darken the room? Where are the electrical outlets? Where will you place the projector and laptop? Is there a screen?
- If you can't view room in advance - get there an hour before your presentation so you have time to set up
- Bring a spare projector bulb, extension cord and a 3 prong electrical adapter...just in case
- If no screen is available - bring your own or a white or light colored wall will work
- Try to practice in the room before your presentation - make sure all slides are in order
- First impressions are important...dress appropriately for the occasion
- Relax and present your PowerPoint with enthusiasm, make eye contact and most important...be yourself!

### WRAPPING IT UP:

- Thank the audience for their attention
- Thank your host for the opportunity to share
- Send a follow up thank you note
- Evaluate your PowerPoint - make changes if necessary before you give your next presentation
- Record you presentation in your record book



## **Ambassador Tools: Photojournalism**

You've hear that a picture is worth a thousand words. A good picture can be a great way to promote your 4-H program. With a strong photo, you can show 4-H in action on brochures, posters, newsletters and websites.

### GETTING STARTED:

- Study newspaper photos - Which ones attract your attention? Why?
- Include people in your news photos. Pets are popular too
- Include action - have people do something
- Take lots of photos...practice, practice, practice



### SHOOTING BASICS:

- Keep circling your subject to find the best shooting angle to avoid distracting backgrounds
- Tall subjects look best when photographed vertically
- If photographing small subjects, like babies and pets, get down on their eye level
- Get close - Go for peoples eye's - Try to capture their expression
- Smile and relax - it will relax your photo subject and make better pictures - treat everyone like royalty
- Focus careful - Hold camera steady
- Give your picture a bold and dramatic arrangement
- Avoid putting your subject directly in the center of the picture; unless you're shooting a formal arrangement
- When a person is moving in your photo, the image will have more impact when the subject is off-center—leave the open space in the direction in which they are heading.
- If your subject is looking off to the side, leave space in the direction they're looking
- Bring a feeling of closeness and focus attention on the subject
- When subject is far away, the foreground is the emphasis and can be distracting to the viewer
- As you look through the viewfinder and move toward your subject to fill in the frame, notice how you eliminate things that don't add to the picture

### BACKGROUNDS:

- Whether your outside or inside, a plain background will place the focus on the subject instead of on other things
- Indoors: avoid including distracting furniture, toys, patterned wallpaper and bright lights
- Outdoors: be care of tree limbs, utility poles, wires, signs and other people that can take attention away from your center of interest

### WRITING THE OUTLINE:

- You may submit your 4-H news photographs by themselves or with a story, but all pictures should have an explanatory "outline" the written explanation that goes with the picture
- Outlines can vary in length and purpose
- Outlines for pictures of award ceremonies should name everyone in the picture from left to right and explain the awards being presented
- Candid action photos should also be explained

### RULES FOR OUTLINES:

- Write short, clear and complete sentences
- Making sure names are spelled correctly and they match with the people in the picture
- Identify people by the position they occupy in the picture - example..."John Doe (left)"

### WRAPPING IT UP:

- After a 4-H photo appears in the newspaper, thank the editor and anyone responsible for placing it
- Evaluate your news and feature photos - ask a photographer and your adult advisor to critique your work - make necessary changes before you take your next photo
- Record your photos in your record book

## ***Appendix A:***

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### ***THOUGHTS ON TEAMWORK***

In life, there is a constant struggle between  
“we” and “me”

Here are some thoughts on making your team work:

Working together works!

There is no “I” in teamwork!

T.E.A.M. = Together **E**veryone **A**chieves **M**ore

Together everyone will achieve more, if there is...

T.E.A.M. = Total  
Effort from  
All  
Members



Are you ***a part*** of the team or are you  
***apart*** from the team?

## **Appendix B:**

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### **WEBSITES**

**Kansas 4-H Youth Development** ([www.kansas.org](http://www.kansas.org))

**Kansas Marketing Resources** ([www.kansas4h.org/DesktopDefault.aspx?tabid=56](http://www.kansas4h.org/DesktopDefault.aspx?tabid=56))

**Kansas 4-H Foundation** ([www.kansas4hfoundation.org](http://www.kansas4hfoundation.org))

- *Kansas 4-H Foundation is a not for profit charitable foundation that was chartered in 1952 to bring private dollar support to the Kansas 4-H program.*

**Kansas 4-H Ambassador on Facebook** ([www.facebook.com/Kansas 4-H Ambassador](http://www.facebook.com/Kansas-4-H-Ambassador))

**4-H Brand Network** ([www.4h.org/d/Pages/Layouts/brandwork.html](http://www.4h.org/d/Pages/Layouts/brandwork.html))

- *This site is a resource for you to download materials to promote 4-H in your community. It is a resource for all those involved in sharing the news of 4-H. Please note, the 4-H Name and Emblem is a federally-protected mark, and vendors must have approval from 4-H to use it for commercial purposes. There is also a templates page where you can download templates of various campaigns.*

**4-H Mall** ([www.4-hmall.org](http://www.4-hmall.org))

- *Your one stop shopping spot for 4-H apparel, gifts educational resources, stickers, certificates and just about any other 4-H supply you can think of.*

**National 4-H** ([www.4-h.org](http://www.4-h.org))

**National 4-H Headquarters** ([www.national4hheadquarters.gov](http://www.national4hheadquarters.gov))

- *It's a comprehensive resource for 4-H information and an interactive online community. Here you can connect with other youth to share your stories, and get new ideas.*

**National 4-H Curriculum** ([www.4-hcurriculum.org](http://www.4-hcurriculum.org))

# Appendix C:



## SAMPLE 4-H AMBASSADOR APPLICATION

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ City/Zip \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Parent/Guardian Names: \_\_\_\_\_

4-H Club: \_\_\_\_\_ Years in 4-H: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Leadership experience in 4-H or other programs:

Why do you want to be an Ambassador?

In a short essay, explain what 4-H means to you:

Name two things about the 4-H program that you think should be promoted and why?

List other organizations, groups or activities that you are involved in:

I have personally prepared this application and believe it to be true.

Applicants Signature \_\_\_\_\_ Date \_\_\_\_\_

If my 4-H'er is selected as an Ambassador, I will support their participation in the group.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix D:

## SAMPLE REFERENCE FORM

Applicant Name: \_\_\_\_\_

How do you know this person? \_\_\_\_\_

The youth listed above is applying to become a Kansas 4-H Ambassador. 4-H Ambassadors promote the 4-H program by speaking to small and large groups, as well as visit one-on-one with interested youth and adults. Other requirements are planning and organizing events and writing news articles to help promote the 4-H program.

**Using the rating scale below, circle the number for each item that best reflects your judgment about the applicant on each of the following criteria.**

*(1-inadequate; 2-minimally adequate; 3-satisfactory; 4-good; 5-outstanding)*

Dependability	1	2	3	4	5
Responsibility	1	2	3	4	5
Ability to engage & excite participants	1	2	3	4	5
Organizational skills	1	2	3	4	5
Ability to handle conflict	1	2	3	4	5
Ability to communicate and work with others	1	2	3	4	5
Understands personal strengths of self and others	1	2	3	4	5
Willingness to explore options	1	2	3	4	5
Ability to organize a groups to accomplish a purpose	1	2	3	4	5
Public Speaking skills	1	2	3	4	5

*Please share an additional comments about this individual below:*

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Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please send your reference by \_\_\_\_\_ directly to:**  
County/District Extension Office  
c/o Ambassador Advisor



# **Appendix E:**

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## **SAMPLE INTERVIEW QUESTIONS**

- How long have you been in 4-H?
- Why did you join 4-H?
- What kind of projects have you participated in?
- What is your most outstanding project and tell us a little about it?
- If you were to try to convince someone to join 4-H, what would you say to that person?
- What has 4-H done for you?
- If you were to determine the future for 4-H in your county/district, what would you do?
- How has 4-H prepared you for your future?
- What do you like to see as some responsibilities of a 4-H Ambassador?
- Why do you want to become an Ambassador?
- Why should you be selected as a 4-H Ambassador?
- What is your most memorable failure in 4-H? What did you learn?
- What are your other activities besides 4-H and how does 4-H fit in?
- What has been the most rewarding experience of your life?
- Describe yourself in one word
- Name one personal strength and one personal weakness that you have
- Do you have any questions you would like to ask the selection committee?

## **SUGGESTED INTERVIEW JUDGING TIPS**

While interviewing, please consider the following criteria:

- The member's leadership contribution in club, count/district and community activities
- The member's attitude—is it positive?
- The goals the member has towards the 4-H programs and towards his/her personal goals
- The member's communication ability, both written and oral
- The overall interview—how did he/she present himself or herself?

Interviewer points to remember:

- Be friendly and smile
- Be prompt and keep within time limitations
- Begin and end positively
- Get members talking during the interview. Talk with them, not at them
- Consider individual capabilities
- Be a good listener
- Encourage questions
- Remember that development and growth of the member is more important than results
- Write comments on the score sheet for each individual; both positive and negative

\*These are suggestions—please direct any questions or comments to a 4-H Extension Agent \*

# **Appendix F:**

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## **10 TIPS FOR SUCCESS IN WORKING WITH TEENS**

- Care about teens, be dedicated. Put care and dedication into action
- Respect teens and expect their respect as well
- Be energetic, enthusiastic and have a sense of humor
- Let teens know what is expected - communicate your high expectations to them
- Be aware of what's really going on - be fair and reasonable
- Give teens guidance, training and encouragement
- Learn teens needs, wants and expectations and then provide it for them
- Involve teens and give them real responsibilities
- Demonstrate a positive attitude of confidence and trust
- Be open to suggestions and constructive feedback

*Utilizing adult volunteers to provide youth with an ongoing, positive relationship is the cornerstone of the 4-H Youth Development. Youth will remain actively engaged if they feel responsible and have ownership in their program. Learning to involve youth in the program and helping them to make sound, responsible and healthy decisions will contribute to this feeling of ownership and allows them to use Kansas 4-H Life Skills.*

### References

Cox, K.J & Gulp III K (1997) Adult & Teen Partnerships; Linking the 21st Century. Workshop presented at the Galaxy Conference - Cincinnati, OH - October 1997

Cox, K.J, Montemayor R., Kulka, K & Turner, S. (1992) Working with Teens: Secrets of Success. Satellite program - air date 9-29-92

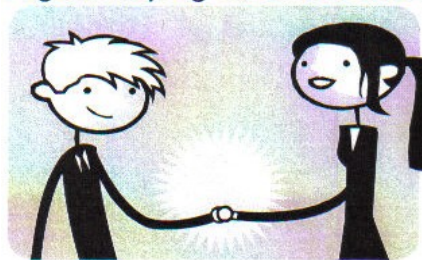
## Appendix G:

### 4-H FABLE



There once was a boy who won ribbons, mostly blue  
Came home from the fair with a big trophy too.  
With a voice glad and proud he said to his dad,  
"Tis the very best year that I've had."  
Said his very wise dad, "Son, I'd like to hear,  
Why you think that this was such a very fine year."  
"Why, dad, you well know all the prizes I've won;  
How I've come out on top in most things I've done.  
Just look at the ribbons that hang on my wall.  
And think of the money I've made since last fall.

From premium checks and a big auction price,  
You can't help but think cash and ribbons are nice."  
But the man said, "My son, you're not thinking right,  
Blue ribbons, 'tis true, are better than white;  
But ribbons will fade and trophies grow old,  
Money's soon spent and fame soon grows cold.  
The important things, son,  
Are not ribbons or pins,  
And sometimes it's really the loser who wins;  
Now here are the things most important, it's true,  
Your 4-H experience has accomplished for you.  
You've seen how a business meeting is run.  
This knowledge will help you in years to come.  
You've conquered the fear of addressing a crowd,  
You've learned how to stand up and talk nice and loud.  
Patience you've learned in your projects too,  
As well as your skills that will always help you.  
You've learned the fine feeling it gives you to lend  
A glad helping hand to a stranger or friend.



You've learned to cooperate with majority rule.  
To give in with grace and not be a fool  
Who must always have his very own way,  
Be it in club work, in school or at play.  
You've learned how to lose without making a 'beef',  
You know the judge judges to his best belief.  
You've learned how to win without boasting too loud,  
A kid can lose friends if he's overly proud.

These are the things most important to you.  
You'll remember and use them all your life through.  
They'll help you become a mighty fine man,  
They'll do more for you than a prize ever can."

-Anonymous-