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Virginia 4-H Camping Handbook



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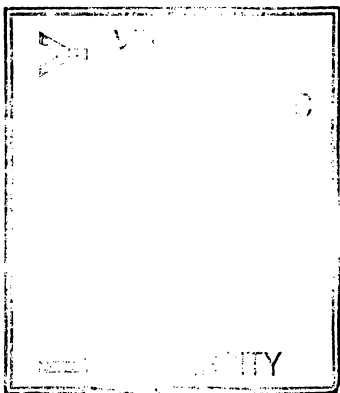
Virginia Cooperative Extension

2001

PUBLICATION 388-562



VIRGINIA STATE UNIVERSITY



Virginia 4-H Camping Handbook for Agents, Volunteers, and Staff

(2001)

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INTRODUCTION TO 4-H

What is 4-H?

4-H is an informal, practical, learn-by-doing, fun, and educational program for boys and girls, ages 5 through 18, from all racial, cultural, social, and economic backgrounds. Membership is open to all youth in this age range without regard to race, color, creed, national origin, gender, or religious affiliation. The minimum criterion for membership is six (6) or more hours of educational programming through 4-H with multiple sessions of learning at different times.

4-H Mission

The mission of 4-H is to develop youth and adults working with those youth to realize their full potential—becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences.

Virginia Cooperative Extension employed staff and volunteers together provide learn-by-doing educational projects and activities in a large variety of 4-H subject matter areas.

Four-H is America's largest out-of-school educational program for youth. Over six million youth nationally now participate in 4-H, under the guidance of Extension trained adult volunteers or Extension staff members. One of every six Americans has been affiliated with 4-H as a member. It is estimated that nearly 45 million American adults are former 4-H members. An American idea, 4-H has spread to over 80 other countries.

Four-H is based on seven foundations: it is *community centered, volunteer led, Extension staff supervised, research-based, home and family oriented, publicly and privately funded, and responsive to change.*

Organization

National leadership for 4-H is provided by the United States Department of Agriculture (USDA), located in Washington, DC. State headquarters for 4-H are located at the land-grant universities of each state and US territories.

Every state has a team of 4-H youth staff and subject matter specialists as part of the University Cooperative Extension System. County Extension agents direct 4-H work in the counties. Volunteer leaders assist agents by providing direct leadership and educational support to youth in local communities.

State leadership for the 4-H youth development program is conducted by Virginia Cooperative Extension (VCE), an educational component of Virginia Polytechnic Institute and State University (Virginia Tech) and Virginia State University (VSU), with USDA and local governments cooperating.

4-H Symbols

Every 4-H member and leader should be familiar with the 4-H emblem, motto, pledge, and creed. The following symbols express the spirit and ideals of the 4-H organization.

Pledge

Every member and leader should know and be able to repeat the 4-H Club Pledge. The pledge is said after the Pledge of Allegiance to the United States. The 4-H pledge is:

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.



In saying the pledge, 4-H'ers raise their right hands to their foreheads, when they say, "my head to clearer thinking." They lower them to their hearts as they say, "my heart to greater loyalty." At the line, "my hands to larger service," they extend their hands, palms upward. At the last line, they stand at attention with their hands at their sides.

Motto

The 4-H Motto, "**To Make the Best Better,**" should be the aim of every 4-H member and leader.

Colors

The white in the 4-H flag symbolizes purity. The green, nature's most common color, is emblematic of life, spring-time, and youth.

4-H Emblem

The 4-H emblem is a four-leaf clover with the letter H on each leaf. The four H's represent the four-fold development of head, heart, hands, and health. (Note: The 4-H Symbol is protected under a U.S. copyright- 18 USC 707)

Head — mental development, deeper knowledge, and reasoning.

Heart — emotional development. Developing interest, appreciation, and wholesome attitudes.

Hands — skills development. Ability to do, skill in doing, and habit of doing.

Health — physical development. Understanding and appreciating a growing and changing body.

4-H Clubs

Youth and family members may participate in 4-H in a variety of ways. Ideally, participation in 4-H is over a long period of time in both organizational and project programming. Major emphasis is on 4-H educational programs delivered to youth.

Purpose

The 4-H club is one of the major methods of reaching and involving boys and girls in the 4-H program. The club setting serves as the center of activity which generates enthusiasm and support for participation in 4-H activities, events, and programs outside of the local club. Most importantly, the ideal 4-H delivery method is through participation in 4-H clubs.

The 4-H club meeting is an important learning experience for the youth, as well as for adults working with those youth.

Participation

Participation in planning and implementing club programs will help members to:

- develop a sense of self-confidence,
- learn to make decisions,
- develop a sense of belonging,
- try new ideas and methods,
- develop skills in group discussions,
- learn benefits of group cooperation and teamwork,
- develop leadership and citizenship skills, and
- develop a sense of responsibility and follow-through.

4-H Member Defined

A 4-H member is any boy or girl, ages 5-18, who enrolls and participates in a planned sequence of related learning experiences for a minimum of six (6) hours. These hours are under the guidance of Extension-trained volunteers or Extension staff members.



Types of 4-H Enrollment

4-H Cloverbuds (Ages 5-8)

Cloverbuds are 4-H groups designed for boys and girls, 5 through 8 years of age, which emphasize parent involvement and support. Cloverbud groups are led by adult volunteers and focus on approved hands-on, learn-by-doing curriculum. These groups are small and provide non-competitive activities for the youth. Participating members are encouraged to develop and progress at their own speed. Cloverbud groups meet out-of-school, and as often as deemed necessary by the volunteer leaders. A 4-H Cloverbud program can be a vital component of the continuing success of a community club.

4-H Clubs (Ages 9-18)

A 4-H club is an organized group of youngsters with *elected officers* and a planned program that is conducted throughout the year, or the majority of the year. These clubs are led by *volunteer leaders* and may focus on one or more project areas. *Club officers* conduct monthly meetings with pre-planned educational programs. Members participate in a variety of learning experiences during their meetings, as well as within their project meetings. Project meetings may be held as often as deemed necessary, but *at least once a month*.

The club officers, made up of youth members, are elected each year and serve in the various leadership positions at each meeting. The officers conduct the meeting, using parliamentary procedures.

Four-H clubs may meet as *neighborhood clubs*, *as after school clubs*, or *as within school clubs*. The **key** is that all clubs *should have officers, be managed with volunteers, meet over a sustained period of time, and be focused on positive youth development*. The types of 4-H clubs are listed below:

4-H Project Clubs

Members may come from a broader geographic area. Parental and volunteer involvement is important. Members concentrate on *one project area* through the club, but most also enroll in other projects under the supervision of a volunteer or parent.

4-H Special Interest Groups

May be similar to a project club, but are often organized for a specific *short-term* goal and *do not* have officers. It is important to expose member, parents, and volunteers (including donors) to other 4-H opportunities, or introduce them to 4-H.

4-H School Clubs

Volunteer or teacher led, it is more difficult to have in-depth parent involvement as outlined for community clubs, but parents should be involved as much as possible. Parents can be involved by letter with a form indicating support for child project(s) and 4-H activities or events.

4-H School Enrichment Program

Youth are participants in learning experiences. Enrichment programs may be coordinated with school personnel serving as volunteer teachers of 4-H curricula meeting the *Standards of Learning*; may be a special interest group in which youth complete six or more learning activities; may be youth involved in 4-H instructional TV experiences; or, may be a member participating in 4-H under the guidance of a parent or other adult as a *lone member*, but without group affiliation.

The purposes of enrichment programs are to teach youth subject matter in a short time frame, expose new youth to 4-H, and to involve those youth in 4-H for further programming opportunities, moving them toward club participation.



4-H After-School Club

Quality after-school programs provide safe, engaging environments that motivate and inspire learning outside of the regular school day. While there is no single formula for success in after-school programs, it has been found that effective programs combine *academic, enrichment, cultural, and recreational activities* to guide learning and engage youth in wholesome activities.

4-H Club Age Policy*

For each of the club categories described above, youth *must* turn the *entry* age during the 4-H year, October 1 through September 30. That is, youth who turn **5, 9, 12, and 14** between October 1 and September 30, participate in these respective categories:

- Cloverbud 4-H Members: 5 through 8 year olds
- Junior 4-H Members: 9 through 11 year olds
- Intermediate 4-H Members: 12 through 13 year olds
- Senior 4-H Members: 14 through 18 year olds
- Eligibility for 4-H membership terminates on December 31 of the year the member has his/her 19th birthday.
- Senior 4-H age requirements for National contests are ages 14 to 18 prior to January 1 of the year the youth participates in a National event.
- For local and state competitive events in which there is a regional or national contest, the age guidelines of the regional or national contest shall apply. Those youth, born between January 1 and September 30, affected by this policy, are allowed to participate in the *next lower age category*.



INTRODUCTION TO 4-H CAMPING

Camping Defined

As defined by the American Camping Association, 'organized camping' is "a sustained experience that provides a creative, recreational, and educational opportunity in group living in the out-of-doors. *It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth*" (ACA, 1998).

Why 4-H Camping?

Four-H camping is focused on "organized camping" for youth and adults working with these youth. Camping has been used as a tool to teach educational concepts to youth for many generations. Four-H camping has been and continues to be a proven and effective way of reaching and teaching boys and girls *educational programming* since the first county 4-H camp was conducted in 1915. With a rich history of 4-H camping programs conducted at the unit, district, and state levels, both residential and day 4-H camping programs have been used to involve youth in *life skill development* * by hands-on learning to reach thousands of youth annually (*see Life Skills section of this handbook).

Each 4-H camp is an independent educational activity and, therefore, is not restricted or contingent upon any prerequisites (such as completing a project, being a club officer, etc.). Youth participating in a camp setting are under the supervision and guidance of pre-trained adult and teen staffs. 4-H camping is provided through *residential* or *day camping* formats.

Four-H camp is not simply a "location" and a "program." It is far more than that. It is WHAT HAPPENS TO CAMPERS during the event. This concept of camp takes into account the life skills that each boy and girl learns and/or practices during the camping experience.

In essence, 4-H camping is *cooperative group living in a natural environment*, which focuses on the individual's *social, spiritual, mental, and physical development*.

4-H Camping Mission

The mission of 4-H camping is the same as the state 4-H mission- "*To assist youth and adults working with those youth to realize their full potential—becoming effective, contributing citizens through participation in research-based, informal, hands-on educational experiences.*"

4-H Camping Philosophy

The camping philosophy in Virginia 4-H is dedicated to the individual development of youth through experiential learning to promote advancement in life skills—knowledge, attitudes, and abilities that will enable youth to become self-directed, contributing members of society. This supports the 'learn-by-doing' philosophy of 4-H.

4-H Camping Objectives

The eleven (11) objectives for Virginia's 4-H camping program are:

1. To have *educational, recreational, and social* experiences in outdoor living away from home.
2. To provide opportunities to meet and *learn to get along* with other people by living and participating together in a camping experience.
3. To provide opportunities for youth to *learn to take responsibility* for their own decisions and actions.
4. To provide new experiences for youth by *exploring new interests*, or by exposing them to *new approaches to old interests*, such as nature, aquatics, music, and other life skills that cannot be provided as effectively outside of camp.



5. To teach youth about *citizenship* and the importance of being a responsible citizen.
6. To discover and provide opportunities for *developing leadership skills*.
7. To *discover special talents* among campers and teen leaders, and to provide opportunities for developing these talents.
8. To learn to *meet individual and group responsibilities*.
9. To *enrich the on-going 4-H club program* and to *involve youth in unit 4-H clubs*.
10. To have *fun*.
11. To be inspired to *practice better 4-H club membership*.



4-H CAMPING IN VIRGINIA

History of 4-H Camping in Virginia

The first county 4-H camp conducted in the nation took place in Randolph County, West Virginia, in 1915. Education was the focus of this first event, as the County Extension Agent taught club members better techniques in growing corn, and other important research-based educational information. The name of this 4-H camp was Camp Good Luck (Stewart, 1969).

Virginia held its first county 4-H camp in Loudoun County in 1917. Conducted for girl members of the county canning and tomato clubs, educational programming was focused on better growing and canning techniques with girls being able to sell their produce.

Many of the early Virginia 4-H camps (initially called short courses) were conducted on college campuses, farms, and campsites owned by other organizations, but the first 4-H camp built specifically for 4-H'ers was Jamestown 4-H Camp in 1928. Other camps followed such as Holiday Lake (1941), Camp Farrar (1948), etc., with the focus on teaching boys and girls, learning to work with others, having fun, and a variety of other interests.

History of 4-H Educational Centers in Virginia

Under the leadership of Dr. William 'Bill' Skelton, State 4-H Agent (1950-1962), Virginia's 4-H camping program changed to a concept unknown anywhere else in the United States. Instead of 4-H camps, there would be 4-H centers. Dr. Skelton conceived the idea of the 4-H educational center concept in the late 1950's. The model involved establishing a 4-H educational center in each geographic area of the Commonwealth, and was promoted for numerous reasons such as,

- (1) *"there was a dearth of 4-H camp facilities and equipment in Virginia";*
- (2) *"rented facilities within and out of the state were not adequate to accommodate the numbers who wanted to participate in the regular summer type camp";*
- (3) *"district and county Extension staffs wanted facilities within their districts for their client groups to conduct programs"; and,*
- (4) *"volunteer 4-H leaders, county 4-H councils, 4-H honor clubs..and other groups in many counties wanted facilities where they could meet at appropriate times throughout the year to plan programs and/ or receive training" (College of the Fields, 1987, p. 182).*

The 4-H center concept was promoted by early Extension leaders in the belief that both the public and private sector leaders would support the 4-H center development because of their understanding of 4-H program principles. Additionally, the major concern was for cost effectiveness with the 4-H centers being designed for year-round use by 4-H, as well as other groups when not utilized by 4-H. Many other states have 4-H camp facilities that are for seasonal use only. As stated by Dr. Skelton (1996),

"...we wanted the people to feel like this was their 4-H center...we could visualize that we wanted the key citizens in the area to feel this is our 4-H center, and we wanted the extension agents in each one of the six districts to feel like, this is our 4-H center...We have more public support, more public images for 4-H than through all the rest of Extension put together."



Overview of 4-H Educational Centers

The development of the six 4-H educational centers came about over a period of about 20 years. They are recorded in the order in which they were established.

Southwest Virginia 4-H Educational Center

- Located near Abingdon, Virginia
- Began operations in 1960
- Home to 13 counties within the Southwest Virginia area of the state: (*Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wythe, and Wise*)
- Property contains 75.75 acres
- Approximately 225 campers can be accommodated per week.

Smith Mountain Lake 4-H Educational Center

- Located in Wirtz, Virginia
- Began operations in 1966
- Home to 21 counties and cities within the service area: (*Allegheny, Augusta, Bath, Bedford, Botetourt, Craig, Danville, Floyd, Franklin, Giles, Halifax, Henry, Highland, Montgomery, Patrick, Pittsylvania, Pulaski, Roanoke City and County, Rockbridge, and Rockingham*)
- Property contains 120 acres
- Approximately 400 campers can be accommodated per week.

Jamestown 4-H Educational Center

- Located in Jamestown, Virginia
- Began operations as a camp in 1928; converted to 4-H educational center in 1976
- Home to 22 counties and cities in the northern neck of Virginia: (*Charles City, Chesterfield, Essex, Gloucester, Goochland, Hampton, Hanover, Henrico, James City, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Northumberland, Powhatan, Richmond County, Richmond City, Westmoreland, and York*)
- Property contains 16 acres
- Approximately 210 campers can be accommodated per week.

Holiday Lake 4-H Educational Center

- Located near Appomattox, Virginia
- Began operations as a camp in 1941; converted to 4-H educational center in 1976
- Home to 18 counties and cities in the central area of Virginia: (*Albemarle/Charlottesville, Amelia, Amherst, Appomattox, Brunswick, Buckingham, Campbell, Charlotte, Cumberland, Fluvanna, Greene, Louisa, Lunenburg, Lynchburg, Mechenburg, Nelson, Nottoway, and Prince Edward*)
- Property contains 157.8 acres
- Approximately 260 campers can be accommodated per week.

Northern Virginia 4-H Educational Center

- Front Royal, Virginia
- Began operations in 1981
- Home to 19 counties and cities in the northern area of Virginia: (*Alexandria, Arlington, Caroline, Clarke, Culpeper, Fairfax, Fauquier, Frederick, King George, Loudoun, Madison, Orange, Page, Prince William, Rappahannock, Shenandoah, Stafford, Spotsylvania, and Warren*)
- Property contains 229 acres
- Approximately 320 campers can be accommodated per week.



Airfield 4-H Educational Center

- Located in Wakefield, Virginia
- Began operations in 1981
- Home to **15** counties and cities in the Southeastern area of Virginia: (*Accomack, Chesapeake, Dinwiddie, Greensville/Emporia, Isle of Wight, Norfolk, Northampton, Petersburg, Portsmouth, Prince George, Southampton, Suffolk, Surry, Sussex, and Virginia Beach*)
- Property contains 218 acres
- Approximately 210 campers can be accommodated per week.

Operations of 4-H Educational Centers

Each 4-H educational center operates as a private, non-profit corporation (501-C3) under the guidance and direction of a board of directors. The board members are generally selected from a corporate membership made up of three representatives from each county and city within the respective center's service area. These boards are made up of Extension personnel, volunteer leaders, and representatives from business, industry, and community organizations. A *Memorandum of Understanding* between each 4-H educational center and Virginia Tech determines the linkages and methods of operations between the two entities.

Annually, each of Virginia's **107** counties and cities with Extension programs participate in the 4-H camping programs at the respective 4-H educational centers. Approximately 30,000 youth participate in 4-H camps each year.

American Camping Association Accreditation (ACA)

Each of Virginia's six 4-H educational centers has received American Camping Association (ACA) accreditation. ACA accreditation is recognized as the highest standard in the camping industry, and only about 25% of camps are accredited nationwide. Having ACA accreditation means that the camp meets high standards for safety, transportation, food service, operational management, staffing, health care, and program quality. In order to maintain accreditation, each 4-H center must be involved in a comprehensive review and "visitation" process every three years. To learn more about the American Camping Association and the accreditation process, visit the American Camping Association web page at www.acacamps.org.



Camping as a Method of Recruiting and Involving Youth in 4-H

In Virginia, 4-H camp is open to any boy or girl who meets the age guidelines. Youth do not have to be a 4-H member to attend 4-H camps; however, they should be provided the opportunity to join. *All youth attending 4-H camp are eligible and should be encouraged to join 4-H.*

Since 4-H camping is *educationally focused*, it is recognized as a delivery method for 4-H programming. Thus, youth who attend 4-H camp may sign up as 4-H members since they are receiving more than the minimum number of hours of educational instruction (six hours) during the camp.

Agents and volunteers are strongly encouraged to utilize all camping events as a method by which to recruit and involve new youth, as well as those presently involved, into the 4-H program. All youth participating in camp should be given information concerning additional 4-H opportunities throughout the year in their unit, district, and state.

Types of 4-H Camps

There are a variety of 4-H camps conducted through the year at Virginia's six 4-H Educational Centers including *residential, junior camp, special interest camps, week-end camps*, and others. Additionally, many units conduct day 4-H camps to meet the needs of youth throughout Virginia.



The following is a list of the most commonly conducted Virginia 4-H Camps:

Cloverbud 4-H Camps

- Programming events for youth 5-8 years of age. Youth must meet the *minimum* age of 5 between October 1 and September 30 of the 4-H year, and must not be older than the *maximum* age of 8.

Residential 4-H Camp

- Programming events in which campers stay overnight from 2-5 days generally. Most residential camps last 5 days, with campers staying overnight for 4 nights. The junior 4-H camps, designed for youth 9-13 years of age, fall into this category.

Special Interest 4-H Camps

- Programming events focusing mainly on a specific project or theme area. There is a large variety of special interest 4-H camps available throughout the state.

Day 4-H Camps

- Programming events in which campers participate in learning activities throughout the day, but do not stay overnight.

Definition of 4-H Camper

- Any youth who is *registered* for a 4-H sponsored residential or day camping event through the local Extension office, and is a participant in the camp.

4-H Camping at the Unit Level

The unit level (county or city) may organize and conduct 4-H camping programs, residential, day, or both, in addition to participating in camping events at the respective 4-H center. The same 4-H Camp Volunteer Guidelines apply (refer to the next section in this handbook).

4-H Camp Age Policy

In order to clarify confusion concerning the Virginia 4-H age policy for campers, counselors-in-training, teen counselors, and adult leaders, and eligibility for attending 4-H camps at the 4-H educational centers, the 4-H Leadership Council enacted the following policy in February, 2000.

- The 4-H year is October 1 – September 30.
- If a child is 4 years of age, but will become 5 years of age during the 4-H year, he/she is eligible to attend a Cloverbud 4-H Camp.
- If a child is 8 years of age, but will become 9 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. [NOTE: this covers the lower *minimum* age requirement].
- If a child is 13 years of age, but will become 14 years of age during the 4-H year in which a 4-H junior camp is held, he/she is eligible to attend a 4-H junior camp. [NOTE: this covers the upper *maximum* age requirement].
- This **does not** change the age requirements for a Counselor-in-Training (CIT) or TEEN Camp Counselor. In order to be eligible to become a 4-H Teen Camp Counselor, a teen must be 14 years of age or older by January 1 of the 4-H year.

Age on January 1 of the current year:

- 13 years of age may attend 4-H camp as a camper (or CIT)
- 14 years of age may attend 4-H camp as a Teen Camp Counselor



Birthday between January 2 through and including September 30 of the current year:

- 13 years of agemay attend 4-H camp as a camper
- 14 years of agemay attend 4-H camp as a camper (or CIT)

National 4-H Camping Institute (NCI)

In 1991, the first National 4-H Camping Institute (NCI) was conducted at the Northern Virginia 4-H Educational Center. This event was organized, planned, and hosted by Virginia 4-H Center Directors, 4-H Center Program Directors, 4-H agents and volunteers. The purpose of NCI was to bring salaried and volunteer camping proponents together to share ideas, learn from workshops, and plan for improvements in 4-H camping programs. NCI events have been conducted at the following locations:

- NCI I (1991)-Northern Virginia 4-H Educational Center
- NCI II (1994)-Northern Virginia 4-H Educational Center
- NCI III (1996)-Airfield 4-H Educational Center
- NCI IV (1997)-Concordia Language Village in Bemidji, Minnesota
- NCI V (2000)-Airfield 4-H Educational Center
- NCI VI(2002)-Recreation Unlimited, Columbus, Ohio

Although Virginia developed the National Camping Institute, the decision was made in 2000 to have the National 4-H Camping Taskforce (National Association of Extension 4-H Agents) to provide the leadership for future NCI events (location, programs, etc.).

National 4-H Camping Institute Objectives:

1. to recruit and host camping professionals, enthusiasts and volunteers in a five-day 4-H camping institute that will include sharing, group involvement, and learning;
2. to enhance the 4-H camping program through hands-on workshops, special presentations, and group processing;
3. to emphasize the educational value of 4-H camping;
4. to showcase Virginia's 4-H educational centers;
5. to highlight new programs and recognize 4-H camping professionals; and,
6. to provide the best and brightest ideas in camping at one location for these participants.



RISK MANAGEMENT AND 4-H CAMPING

What is risk management?

“Risk management” is the term given to the process that we use to identify, analyze, and manage risk during 4-H activities. The objective of risk management is the protection of our *financial*, *physical*, and *human* resources and assets from loss or destruction.

Why is risk management important?

The health and safety of 4-H youth, volunteers, staff, and the public that we serve is critically important. Through cooperation with the Virginia Tech Office of Risk Management and the 4-H educational centers, the Virginia 4-H program works to provide a safe environment for 4-H youth, volunteers, and staff using a risk management process.

Who is responsible for risk management during 4-H camping programs?

Risk management during 4-H camping programs involves protecting 4-H youth, volunteers, and staff. Therefore, *everyone in a planning and supervisory role* (4-H staff and volunteers) *are responsible* for risk management and maintaining a safe environment for youth who attend 4-H camp!

Unit-Based 4-H Camps

- For unit-based 4-H camps, 4-H Extension Agents (or other Extension staff responsible for youth and volunteers during the 4-H camping program) are responsible for developing and following risk management policies and procedures. The Virginia Tech Office of Risk Management can be consulted at (540) 231-7439

4-H Camps Conducted at 4-H Educational Centers

- For 4-H camps conducted at 4-H educational centers, 4-H Extension Agents and 4-H Center Program Directors should work together to establish risk management policies and procedures for 4-H camp. Information about the nature and content of 4-H camp programs and activities should be shared prior to camp in order to allow risk management decisions to be made. Each 4-H Center has guidelines for submitting specialized program and/or class description information. Contact your 4-H Center or the State 4-H office at (540) 231-6373 for more information.

What does “In loco parentis” mean?

The term “in loco parentis” (in loco puh-ren-tiss) means “in place of the parent.” In loco parentis is the legal principle that governs your actions when you are in charge of the supervision of minors. The principle assumes you will act as any reasonably prudent parent would act in the same or similar circumstances (American Camping Association, 1998).

You are “in loco parentis” during any day or resident 4-H camp when you have hired the volunteers or paid staff, trained and supervised the volunteers or paid staff, delivered the program, and directly supervised the campers (1998).

What are the various ways of managing risk?

Risk can be managed in 1 of 4 ways:

1. AVOID RISK (Ex: discontinue high-risk programs)
2. TRANSFER RISK (Ex: using insurance to transfer risk to another company-obtaining a “Certificate of Insurance”, contract/agreements)
3. REDUCE RISK (Ex: Loss prevention through a 4-H camp safety program, staff and volunteer training, separa-



tion or duplication of records to prevent loss of records. Other actions such as emergency response, fire protection, etc. can work to reduce the loss once it has occurred.)




4. **RETAIN RISK** (If the amount of risk involved with a particular activity or situation is minimal, then we might choose to retain. (Ex: The minor medical problems that 4-H camp medical staff manages on a day-to-day basis.)

Risk Management Emergency Card (Publication #490-101)

This card was developed as a resource for staff and volunteers in serious situations. This card can be used to identify important emergency contacts and telephone numbers, as well as some “do’s” and “don’ts” faced in emergency situations. You can order this publication through the VCE Intranet.

(Side 1)

(Side 2)

<p>    </p> <p style="text-align: center;">Emergency Procedures</p> <p style="text-align: center;"><i>Ensure all steps are followed in accidents resulting in serious injury and/or fatality and incidents that involve law enforcement and/or may result in litigation.</i></p> <ul style="list-style-type: none"> • Priority attention: care for injured; stabilize the situation. • Call 911 or police, ambulance and clergy as appropriate. • A responsible Cooperative Extension representative stays at the scene. • Make NO statements to anyone other than the police, a supervisor/unit coordinator, Virginia Tech Legal Counsel, Risk Mgmt., or University Relations. • Appropriate person must immediately contact the parent, guardian or next of kin to the injured and inform them of the situation. • Contact your supervisor, unit coordinator and Risk Management ASAP. • Contact Virginia Tech Legal Counsel. • Immediately complete the Accident/Incident report and take notes; FACTS ONLY. A copy of the report form can be found in the Risk Mgmt. Guide. • Refer all media to University Relations. DO NOT MAKE ANY COMMENT! • Call Virginia Tech Police for assistance if you cannot reach emergency contacts. 	<p style="text-align: center;">EMERGENCY CONTACTS AND TELEPHONE NUMBERS</p> <p>First Contact: Risk Mgmt. Office: 540-231-7439 Home: _____</p> <p>Supervisor: Name: _____</p> <p>Office: _____ Home: _____</p> <p>University Relations: 540-231-5396 VT Legal Counsel: 540-231-6293</p> <p>State Police: Cell Phone #77 State Police Local: _____</p> <p>VT Police: 540-231-6411 Local Police: _____</p> <p style="text-align: center;">THESE PROCEDURES SHOULD ONLY BE FOLLOWED IN THE EVENT OF A FATALITY OR AN EMERGENCY WHICH INVOLVES SERIOUS INJURIES OR LIFE THREATENING INCIDENTS.</p> <p>Information on how to handle incidents of a lesser nature, or on what forms to complete may be found in the Risk Management Information Guide for Virginia Cooperative Extension. The general switchboard number for Virginia Tech is: 540-231-6000. Publication No. 490-101</p>
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What is Liability?

[NOTE: This information was taken from the Virginia Tech Office of Risk Management web page at www.ext.vt.edu/vce/policies/riskmgmt/riskmgmt.html#liability. Please visit this web page for more information.]

3.1 Elements of Liability

In planning a function it is imperative to understand your responsibility as it relates to liability. The following information is provided for use in conjunction with your normal planning process. It is important to clearly know for whom you have duty of care and that you have a responsibility to perform as any other reasonably prudent person would be expected to perform in the same situation.

DEFINITIONS

- Prudent - judicious or wise.
- Liability -Synonymous with responsibility and involves the concept of penalty when a responsibility may not have been met.
- Negligence -Failure to do or not to do what a prudent person would have done in the same situation or similar situation.

ELEMENTS

In order to prove the negligence of another person, the following elements must be present in the situation!

1. Existence of a legal duty to protect the injured party from reasonable risks of harm that can be reasonably foreseen.
2. A failure to perform that duty of care. Ignorance and inexperience is no excuse. Inability to perform will eventually lead to problems.
3. An injury suffered by the claimant (person filing the claim). Injury may be physical, mental or property.
4. A reasonably close causal relationship between the breach of duty and the claimant’s injury.



Your planning, documentation and training for the activities must reflect that you recognized those you have duty of care for, that you did what any normal reasonably prudent person would have done to protect that duty, and that you recognized the possible resultant injuries and planned accordingly.

3.2 Planning for the Best and the Worst

Nothing can replace the good management practices of *planning, documentation and extension of that information to your representatives through good training*. In order to adequately prepare for any activity **you must prepare for the best and the worst to occur**. While there is no inclusive list of items from which to plan your activity, there are some general points from which to start. Remember the Risk Management Office should be involved in the review of all policy, procedural and curriculum items that effect Cooperative Extension on a statewide basis. The following are some items that may assist you in your planning process.

Items to be Considered When Evaluating Risk

Be aware of the necessity to know:

- Types of activities
- Plan of supervision
- Location, number, and competence of supervisors
- Crowd control
- Safety procedures
- First aid procedures and practices
- Plant and equipment maintenance
- If at any time you fear for your safety, remove yourself from the situation immediately.

Be alert to **dangerous conditions**:

- Physical facilities and areas
- Participants: rowdiness, horseplay, general observations, discipline

Put overall administration into specific **written procedures**:

- Medical treatment authorization forms
- Schedules
- Registration forms
- Do's and Don'ts for participants
- Emergency procedures (before and after accident)
- Safety rules
- Job descriptions (Includes Volunteers)
- Participant Insurance requirements

Ensure specific **supervision criteria**:

- Communicate, so that participants understand the responsibilities of their position.
- Be sure all representatives understand and adhere to safety practices and procedures.
- Be alert to changing conditions which can bring about hazardous conditions.
- Ensure existing Cooperative Extension policy regarding activity is followed.

Be clear on **instruction given to those involved in activity** regarding:

- Skills needed for various jobs
- Instruction for safety, courtesies of the game, etc.
- Protective devices.
- Rules and regulations.
- WARNINGS

Complete all necessary **forms**:

- Medical form



- General Waivers
- Equine Waivers, if necessary
- Accident insurance, if necessary

Overview of Above Suspicion Policy

[NOTE: This information was selected from the Virginia 4-H "Above Suspicion Policy" For a complete review of this information, please see the Virginia Cooperative Extension, 4-H Handbook and Policy Guidelines (3.13 Above Suspicion Policy), or visit www.ext.vt.edu/vce/specialty/4h/handbook/policy.html#3.13.]

Purpose

The purpose of the Above Suspicion Policy is: (1) To provide a safe and caring environment for youth and adults in all 4-H program situations, and (2) To protect both salaried and volunteer staff from situations that potentially could occur in any 4-H youth program, including camps, trips, and other events, where there is potential for being accused of abuse.

Policy Overview

1. Volunteers, both teens and adults, as well as salaried staff shall be screened prior to being selected to serve in a volunteer or salaried role in 4-H. Screening may include personal interviews, police background checks, and/or letters of recommendation, as defined in volunteer guidelines.
2. Prior to the beginning of any 4-H event, all staff shall receive information and instruction necessary to be made fully aware of the potential liability risks in the following areas: (a) SEXUAL HARRASSMENT, (b) CHILD MOLESTATION, (c) ONE-ON-ONE SITUATIONS, and (d) PHYSICAL, EMOTIONAL, AND SEXUAL ABUSE
3. At times, volunteers may need to stay in a room with 4-H youth in order to provide supervision. During those situations, there will be at least two or more adults in the room.
4. All supervisory staff (salaried and volunteers) should avoid one-on-one situations whenever possible.
5. Each 4-H Educational Center's "Above Suspicion Policy", will apply for all activities and events conducted at that 4-H Educational Center.

Overview of Bloodborne Pathogens Guidelines

[NOTE: This information was selected from the Virginia 4-H "Blood Borne Pathogens and Post Exposure Plan." For a complete review of this information, see the Virginia Cooperative Extension, Risk Management (5.1 Blood Borne Pathogens / Post Exposure Plan) or visit www.ext.vt.edu/vce/policies/riskmgmt/riskmgmt.html#blood.]

Purpose

The purpose of this plan is to educate 4-H staff and volunteers about the risks associated with "exposures" to infectious substances and to inform them about the procedures to follow if they are exposed.

Definition of Exposure

An "exposure" is: contact with any potentially infectious substance (such as blood, urine, or other bodily fluids), through inhalation, needles, contact with an open wound, non-intact skin, eyes or other mucus membrane. Please note that contact of blood or bodily fluids onto intact skin does not signify an exposure and should be disinfected as outlined below.

What To Do If You Are Exposed

If a potentially infectious agent comes into contact with an open wound, broken skin, or mucous membrane, *you have been exposed*. You must contact the office listed below, who will give you instructions on how to proceed.
ENVIRONMENTAL HEALTH AND SAFETY OFFICE - (540) 231-8751



Overview of Blood Borne Pathogens and Personal Protection

1. All 4-H unit offices are responsible for assembling and providing the following personal protection equipment in a kit. If any part of a kit is used the entire kit must be disposed of. Most items needed can be obtained from your local grocery or pharmacy. For the latex gloves and hand cleaners you may want to consult with your local safety supply company.
 - Disposable towels
 - Disposable latex gloves
 - Waterless medicated hand cleaner such as a germicidal hand wash
 - Small equal size bottles of water and chlorine bleach
 - Small Plastic Bag
2. Disposable **latex gloves shall be worn in all first aid situations.**
3. Personnel (staff and volunteers) shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand washing agents, followed by soap and water.
4. Personnel shall wash as listed above, or flush eyes or other mucus membranes with water immediately or as soon as possible following contact of these body areas with blood or other potentially infectious materials. If you have an exposure read section 5.1 and Post Exposure Plan. .

Cleaning and Disinfecting Guidelines

1. All unit offices will use the items listed in the personal protection section to deal with cleaning and disinfecting.
2. Latex gloves shall be worn during any process of cleaning or disinfecting.
3. Personnel shall not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses during any process of cleaning or disinfecting.
4. For cleaning soiled areas, the fluids should be wiped up with the towel. The towel should be placed in the plastic bag. The containers of water and chlorine bleach should be mixed and this solution should be used to wipe down the soiled area. These towels should also be placed in the plastic bag along with the disposable latex gloves.
5. Personnel shall wash their hands and any other exposed skin as soon as possible after the removal of gloves. If personnel are away from a facility, these body areas shall be cleaned with a waterless, germicidal hand cleaner. As soon as feasible, whether at the station or medical facility, personnel shall wash these body areas with appropriate hand washing agents, (see section 5.4) followed by soap and water.
6. If a small area of clothing becomes contaminated, spot cleaning of the garment is appropriate. The spot cleaning procedure is as follows:
 - Squirt pre-cleaner(such as Shout, Spray & Wash or Liquid Tide) onto the spot once or twice. Gently rub fabric together until light foam appears. Rinse



4-H CAMP VOLUNTEER STAFF GUIDELINES

Definition of 4-H Camp “Volunteer Staff”

In the Virginia 4-H camping program, the term “volunteer staff” refers to any non-paid individual who has direct responsibility or access to 4-H campers. Volunteer staff may include: counselors-in-training, teen counselors, and adult volunteers.

Explanation of 4-H Camp “Volunteer Staff” Roles

4-H Camp Counselor-in-Training (CIT)

Youth serving as 4-H Counselors-in-Training (CIT) are in a learning role under the supervision, guidance, direction, and/or leadership of an experienced camp counselor to become a **future** 4-H camp counselor. The emphasis is on “learning,” and these youth *do not* have sole supervision of younger campers at any time. CIT’s should have specific classes designed for them during the camping event which focus on leadership, camp counseling, working with younger children, communication, team-building, and/or similar topics. Additionally, specific job descriptions should be developed for CIT’s in the camp setting. Those involved in the CIT program at camp should be older youth, 12-13 years of age minimum.

Minimum Requirements for a Counselor-in-Training

Any youth selected by the Extension staff responsible for the participating campers may serve in the role as a counselor-in-training based upon recruitment/selection criteria (See page 24). *Note: The respective 4-H educational center, unit Extension staff, or a combination of both, may set specific age requirements for counselors-in-training.* Minimum requirements are as follows:

1. Have formal or informal recommendations by camp staff, counselors, and/or peers in their respective communities,
2. Be a positive role model and display maturity for the position (based on the judgment of the unit staff);
3. Be willing to serve as a CIT with the plan to return in the future as a 4-H Teen Counselor; and,
4. Be trained **prior** to the camping experience in which he/she plans to serve (refer to the training requirements in this handbook).
5. May *not* have sole supervision of campers at any time.

Additional recommended criteria:

6. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization.
7. Attend a 4-H Center sponsored or unit sponsored leadership development class

4-H Camp Teen Counselor

Teen volunteers serving as 4-H Camp Counselors are non-salaried staff who have agreed to fill defined roles in the camp setting. Four-H camp counselors serve as a supervisor of children in the camp setting, serving in place of the parent and assuming responsibility for the well-being of the campers in his/her care at all times. Thus, their primary role is to **supervise children**.

Therefore, this is a very important role in the camping event. Given this fact, a 4-H Camp Counselor must be a *friend, guide, ‘parent,’ teacher, and companion* to those children under his/her supervision. Positive role modeling is a *must* for every 4-H Camp Counselor. All 4-H camp counselors serve under the supervision, guidance, direction, and/or leadership of the Extension staff (paid or volunteer) in charge of the 4-H camping event. *All 4-H Camp Counselors are required to receive training prior to the camp session(s).*

Minimum Requirements for a 4-H Camp Teen Counselor

Any youth selected by the Extension staff responsible for the participating campers may serve in the role as a teen



counselor based upon recruitment/selection criteria (See page 24). Minimum requirements are as follows:

1. Be 14 years of age or older by January 1 of the current year (should be older based on experience and maturity—14 years of age is the absolute **minimum** age);
2. Have formal or informal recommendations by camp staff, counselors, and/or peers in their respective communities
3. Be a positive role model and display maturity (based on the judgment of the unit staff); and,
4. Be trained **prior** to the camping experience in which he/she plans to serve (refer to the training requirements in this handbook).

Additional recommended criteria:

5. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization.
6. Attend a 4-H Center sponsored or unit sponsored leadership development class

4-H Camp Adult Volunteer

Adult volunteers are *non-salaried staff* who have agreed to fill defined roles in planning, implementing, and/or evaluating the unit's 4-H camping event(s), under the supervision, guidance, direction, and/or leadership of the Extension staff (paid or volunteer) in charge of the 4-H camping event. Adult 4-H Camp Volunteers enable more youth to be involved in 4-H camping. *All adult 4-H Camp Volunteers are **required** to receive training **prior** to the camp session(s).*

Minimum Requirements for a 4-H Camp Adult Leader

Any adult selected by the Extension staff responsible for the participating campers may serve in the role as an Adult 4-H Camp Volunteer Leader based upon recruitment/selection criteria (See page 24). Minimum requirements are as follows:

1. Be at least 19 years of age or older by January 1 of the current year;
2. Be a positive role model and display maturity (based on judgment
3. of the unit staff); and,
4. Be trained prior to the camping experience in which he/she plans to serve (see training requirements in this handbook)

Additional recommended criteria:

5. Be an active 4-H participant in the camping unit, having at least 2 years camping experience with a youth service organization.
6. Attend a 4-H Center sponsored or unit sponsored leadership development class

Expectations of 4-H Camp CIT's, Teen Counselors, and Adult Volunteers

This section deals with the **minimum** standards for training of camp personnel. Please note that each 4-H center or unit may add additional standards for their respective camping program. These minimum standards are required for all teens and adults **prior** to the 4-H camping program.

Expectations of Counselors-in-Training (CIT's) at Camp

Philosophy of the CIT Program

The philosophy of the CIT program is for youth to develop and improve their skills, as well as utilize their abilities, to work with others in a camp setting; to learn responsibility and the importance of following through on commitments and assignments; and, to learn camp procedures and program skills.

Specifically, the CIT program is designed to teach potentially new counselors how to work with younger children, and to have them return as counselors in the coming years. CIT's learn the purpose of 4-H camping and how it relates to the total overall 4-H program.



The CIT program provides opportunities for youth to grow and develop as well as learn leadership skills as they serve in the camping program. The objectives of the CIT program include:

- to develop and improve leadership skills,
- to enhance self-confidence by utilizing new skills,
- to learn how to make good decisions,
- to discover and explore positive capabilities and potential talent,
- to learn to work positively with younger children, peers, and adults,
- to learn counseling techniques and how to be a friend to others,
- to assist and lead under the guidance and direction of experienced counselors and staff,
- to learn and understand camp objectives,
- to become familiar with and enforce camp policies and procedures,
- to learn to be a follower as well as a leader, and
- to value and practice service learning.

The expectations of CIT's are established by the camping unit in cooperation and harmony with the respective 4-H Center's Policies, Rules, Procedures, and Program Director's guidelines.

CIT Training

Prior to 4-H camp, all CITs must be provided with a written job description and specific staff development and training related to their role as a CIT. The minimum standards for training can be found in the "Training Checklist for 4-H Camp Volunteer Staff" on page 26 of this manual.

Expectations of Teen Counselors at Camp

The expectations of teen camp counselors are established by the camping unit in cooperation and harmony with the respective 4-H Center's Policies, Rules, Procedures, and Program Director's guidelines. However, the information described below about the opportunity to influence younger children **should be addressed and included** in the expectations of 4-H camp teen counselors.

Impact of Teens on Youth

Teen counselors have the **greatest** opportunity to influence younger children. Even more than adults, younger children look up to teens. In essence, younger children want to be teens more than they want to be adults. Thus, teen counselors have the greatest opportunity to make a lasting impression on campers. Campers are always watching teens. Therefore, teen counselors have to understand that they must demonstrate appropriate, positive behavior at all times.

In a camping environment, which actually serves as a community, teen counselors often make the **difference** in the lives of younger campers with their energy, enthusiasm, skills, talents, and by being a friend to the campers.

Teen counselors serve as heroes to younger children—someone they hope to become like someday. Since teen counselors are closer to the age of the campers, they have the advantage of being more in tune with the likes, dislikes, and concerns of the campers.

Supervision of Youth

Teens are expected to supervise campers at all times (except during a scheduled breaks.) Supervision of campers by teen counselors during rest periods, between classes and programs, and nighttime supervision are particularly important. Accidents and incidents often occur during these times. Teen counselors are to provide direct nighttime supervision to campers (for whom they have supervision responsibilities) *except* when a sick or injured child has to be transported to the camp medical staff person. In those situations, a second teen counselor or adult leader is to be notified to insure proper supervision during this exception).



Teen Counselor Training

Prior to 4-H camp, all teen counselors must be provided with a written job description and specific staff development and training related to their role as a CIT. The minimum standards for training can be found in the “Training Checklist for 4-H Camp Volunteer Staff” on page 26 of this manual.

Expectations of Adult Volunteers at Camp

The expectations of adult volunteers are established by the camping unit in cooperation and harmony with the respective 4-H Center’s Policies, Rules, Procedures, and Program Director’s guidelines. However, the following information about the 4-H camp adult volunteer role **should be addressed and included** in the expectations of 4-H camp adult volunteers.

Adult volunteers are important in camp as they provide the necessary maturity and experiences of life that can guide young children in the 4-H camping community. Through active participation in 4-H camp activities, adult volunteers are role models for teen counselors. Adult volunteers assist the salaried Extension staff in supervising and guiding the 4-H teen camp counselors during the camp experience.

While most 4-H camps depend on trained 4-H teen counselors as room supervisors, adult volunteers also help in this role. Adult volunteers often function as “lodge deans” or “cabin deans.”

Adult Volunteers Training

Prior to 4-H camp, all adult volunteers must be provided with a written job description and specific staff development and training related to their role as a CIT. The minimum standards for training can be found in the “Training Checklist for 4-H Camp Volunteer Staff” on page 26 of this manual.

All adult volunteers are accountable to the Extension staff (salaried or volunteer) in charge of the 4-H camping event.

Job Descriptions for 4-H Camp CITs, Teen Counselors, and Adult Volunteers

Just as there are different job positions with varied responsibilities at each 4-H educational center, so it is with specific job descriptions. Each 4-H educational center or unit 4-H agent should be contacted to obtain a specific job description for a position in the 4-H camping program.

The specific job descriptions for 4-H camp adult volunteers, camp counselors, and CIT’s are determined and developed by each camping unit or cluster in cooperation with the respective 4-H Center Program Director.

Each volunteer staff member should be given a *written* job description **prior to camp** that identifies the essential functions of his/her role in camp. In addition, volunteer staff should be given information on the general nature and diversity of the total camp population, the characteristics of the camp and camp programs, and how the volunteer staff member’s job responsibilities fit into the overall 4-H camp program.

The following **sample job descriptions** should serve as a guide to assist Extension staff, salaried or volunteer, in designing job descriptions for their specific 4-H camping event(s).



4-H Camp Counselor-In-Training-Job Description

Responsible to:

- The Extension Agent in charge of the 4-H camping event, under the supervision, guidance, direction, and/or leadership of an experienced 4-H camp teen counselor or adult leader (as decided by the Extension staff in charge of the 4-H camping event/ participating campers).

Responsible for:

- Assisting 4-H camp teen counselors with their responsibilities;
- Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
- Attending and participating in classes and activities designed to provide 4-H camp counselor training;
- Learning the objectives of the 4-H camping program;
- Demonstrating familiarity with 4-H center rules and policies and be willing to accept responsibility for enforcing these rules and policies;
- Being able and willing to accept and conduct leadership roles when needed, and to work as a member of the team when others are in the leadership position;
- Setting a positive role model (i.e. example) for boys and girls at all times during 4-H camp, as well as for the staff working with the 4-H camping event;
- Being present and on-time for all assigned activities, events, and duties;
- Providing for the safety and well-being of each camper at all times; and,
- Performing other duties as assigned by the Extension Agent in charge of the 4-H camp.

Signed: _____

Date: _____



4-H Camp Teen Counselor-Job Description

Responsible to:

- The Extension Agent in charge of the 4-H camping event/ participating campers.

Responsible for:

- Supervising children during the entire 4-H camp session- providing for the safety and well-being of each camp participant at all times;
- Assisting with 4-H camp classes, programs, and activities- being on-time and present to all assigned activities.
- Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
- Showing a genuine concern for children- by communicating, advising, assisting, and establishing a warm, friendly relationship with them;
- Demonstrating a willingness to work as a member of a team with other staff persons, teens and adults, summer camp staff, and under the supervision, guidance, direction, and leadership of the Extension staff in charge of the 4-H camping program;
- Being able and willing to accept and conduct leadership roles (i.e. be a “leader”) as a 4-H camp teen counselor, and being able and willing work as a member of the team when others are in the leadership position (i.e. be a “follower”);
- Learning the objectives of the 4-H camping program;
- Being able and willing to (a) understand, accept, and live by certain “living standards” and a code-of-conduct that are necessary in a community made up primarily of young children, and (b) becoming familiar with the 4-H camp rules and policies and communicating and enforcing these rules and policies to others;
- Being familiar with the needs and interests of the specific camp age groups represented in the 4-H camp setting and work to assist young children in meeting these needs and interests;
- are able and willing to associate with campers, realizing that the camp is designed for these camp participants; and,
- Setting a positive role model (i.e. example) for boys and girls at all times during 4-H camp, as well as for the staff working with the 4-H camping event;
- Performing other duties as assigned by the Extension Agent in charge of the 4-H camp.

Signed: _____

Date: _____



4-H Camp Adult Leader-Job Description

Responsible to:

- The Extension Agent in charge of the 4-H camping event/participating campers.

Responsible for:

- Supervising children during the entire 4-H camp session- providing for the safety and well-being of each camp participant at all times;
- Assisting with 4-H camp classes, programs, and activities- being on-time and present to all assigned activities.
- Being able and willing to treat each camper, staff person, and peers with respect and dignity at all times;
- Showing a genuine concern for children- by communicating, advising, assisting, and establishing a warm, friendly relationship with them;
- Demonstrating a willingness to work as a member of a team with other staff persons, teens and adults, summer camp staff, and under the supervision, guidance, direction, and leadership of the Extension staff in charge of the 4-H camping program;
- Being able and willing to accept and conduct leadership roles (i.e. be a “leader”) as a 4-H camp teen counselor, and being able and willing work as a member of the team when others are in the leadership position (i.e. be a “follower”);
- Learning the objectives of the 4-H camping program;
- Being able and willing to (a) understand, accept, and live by certain “living standards” and a code-of-conduct that are necessary in a community made up primarily of young children, and (b) becoming familiar with the 4-H camp rules and policies and communicating and enforcing these rules and policies to others;
- Being familiar with the needs and interests of the specific camp age groups represented in the 4-H camp setting and work to assist young children in meeting these needs and interests;
- Able and willing to associate with campers, realizing that the camp is designed for these camp participants; and,
- Setting a positive role model (i.e. example) for boys and girls at all times during 4-H camp, as well as for the staff working with the 4-H camping event;
- Performing other duties as assigned by the Extension Agent in charge of the 4-H camp.

Signed: _____

Date: _____



Recruitment, Selection, and Training of 4-H Camp Volunteer Staff

This section presents the basic **minimum** guidelines for the recruitment, selection, and training of 4-H Camp volunteer staff. Each unit 4-H Extension Agent (or other designated Extension staff member) is responsible for the recruitment, selection, and training of 4-H camp volunteer staff. (In accordance to ACA standards, legal counsel reviewed this section in 2001.)

Recruitment of 4-H Camp Volunteer Staff

Volunteer opportunities with Virginia 4-H camping programs are open to all individuals who meet the minimum criteria regardless of race, color, religion, sex, age, veteran status, national origin, disability, or political affiliation. Each unit should implement recruitment procedures to ensure that the racial/ethnic diversity of volunteer staff reflects that of the camper population.

Selection / Screening of 4-H Camp Volunteer Staff

The following procedures are recommended for proper selection and screening of 4-H camp volunteer staff:

- Successful completion of the VCE Volunteer application/enrollment process. This process includes:
 1. Completion of the VA-114 Volunteer application/Enrollment Long Form (which includes consent for a criminal background check)
 2. Reference Checks
 3. Personal interview by volunteer supervisor (or person serving as camp director)
- The VA-1114 form can be found at the following URL: www.ext.vt.edu/vce/educprogspt/voladmin/index.html

Training of 4-H Camp Volunteer Staff

Each unit should implement a training program for volunteer staff. Each 4-H camp volunteer staff member should receive **at least 24 hours of training** prior to camp. Suggested components of this training are listed in the “Training Checklist for 4-H Camp Volunteer Staff (CIT’s, Teen Counselors, and Adult Volunteers)” located on page 26.

Training Checklist for 4-H Camp Volunteer Staff

The checklist provides **minimum** training guidelines for all 4-H Camp volunteer staff (Counselors-in-Training, Teen Counselors, and Adult Volunteers) planning to work with 4-H camps of any types (residential or day camps). The checklist should be used with: *Junior 4-H Camps*, *Special Interest 4-H Camps*, *Cloverbud 4-H camps*, other camps conducted at the 4-H educational centers, and camps conducted in the local unit. The respective unit or cluster group, and/or 4-H educational center may add additional guidelines for their camp training programs. All of the topics **must** be covered in the 4-H camp staff training *prior* to the 4-H camping event.

“Late-Recruit” Training of 4-H Camp Volunteer Staff

In some instances, 4-H camp volunteer staff members may be recruited after the regular training sessions have been conducted. In order to address this issue, each unit should implement a “late-recruit” training program for volunteer staff. The suggested components of this training are the same as those listed in the “Training Checklist for 4-H Camp Volunteer Staff” section of this manual.

Sensitive Issues Training for 4-H Camp Volunteer Staff

Today’s youth face a number of serious issues in their everyday lives, including violence, drugs, smoking, tattoos/body piercing, dating, sexuality, religion, cults, divorce, etc. Because camp is a “microcosm” of society, many of these issues may also arise in conversation during 4-H camp. Additional sensitive issues are the inclusion of ghost/horror stories during camp programs and the personal lives of staff.

Volunteer staff members must be trained to recognize appropriate and inappropriate conversation and behavior and know how to respond. Guidelines should be established at what point issues or behavior should be referred to an adult leader or Extension Agent.



Evaluation and Observation of 4-H Camp Volunteer Staff

A system for observing and evaluating the performance of 4-H camp volunteer staff should be developed for each 4-H Camp. This “performance evaluation” system-which provides coaching, encouragement, and/or the necessary correction- should include regular observation of staff by Extension Agents (or other staff members serving as camp director). Each Extension Agent (or other staff member serving as camp director) is responsible for developing a performance evaluation system for 4-H camp volunteer staff.



conducted at a 4-H Center, each unit should consult the emergency procedures and parent notification policies of their respective 4-H Center.)

Activity Information and Permission

Prior to 4-H camp, each unit should identify a process for informing campers and their parents/guardians about the nature of the anticipated 4-H camp and the types of activities to be offered. Each camper must have a signed permission form from parents/guardians for all minors participating in 4-H camp. (The 2001 4-H Health History Report Form currently requires signed consent.)

4-H Health History Report Form

Prior to 4-H camp, a current (within the current year) 4-H Health History Report form must be completed on file for each 4-H camp participant (campers, CITs, teen counselors, and adult volunteers). Each section of the 4-H Health History Report Form **must be completed**. Incomplete forms can result in numerous problems in the event of an emergency. Camping units are responsible for checking each 4-H Health History Report Form carefully to ensure that forms are completed. Incomplete forms should be returned to parents/guardians for completion.

For 4-H camps conducted at 4-H Centers, each 4-H Center has the right (and the responsibility) to:

- Return uncompleted forms to the Extension Agent in charge of the unit prior to 4-H camp;
- Contact parents/guardians (when necessary) to get complete information;
- Refuse to allow a person to participate in 4-H camp who does not have a completed 4-H Health History Report Form.

Specialized Programs and Activities

During the 4-H camp planning process, all specialized programs and activities should be considered thoroughly and carefully. Specialized programs and activities are defined as:

1. The activity utilizes equipment, animals, or tools whose use by campers requires supervision by a person skilled in their use (such as archery, bicycles, all-terrain vehicles, go-karts, gymnastics, power tools, model rocketry, lacrosse, or shooting sports.)
2. The activity involves camper use of fire (such as fire building for cookouts), or camper use of heat-producing equipment or substances (such as wood burning tools or kilns).
3. The activity requires injury-protection equipment such as helmets, goggles, or padding (such as in wrestling or fencing).

A written safety plan must be developed for all specialized programs and activities conducted at a 4-H Center. That units would like to offer at a 4-H Center, a written safety plan must be developed for each activity. A safety plan for a specialized activity should include:

- Description of the desired program / activity
- Identification of the instructor / leader and written verification (copy of certification, explanation of training and experience) of their qualifications for leading the program or activity
- Safety procedures for the desired program / activity
- Identification of special equipment, etc. that may be needed

Parent/Guardian Visitation

Parents/guardians and other family members are often interested in learning more about their child's 4-H camping experience. In some cases, such visitation can be a positive experience for both family members and campers. In other cases, feelings of homesickness can be exacerbated by such visitation. In addition, numerous safety issues arise when additional visitors arrive (such as the importance of ensuring that all visitors are appropriate family members.)



Each camping unit should consider *whether or not parent/guardian visitation is desired and whether or not there are appropriate human resources to adequately monitor the visitation*. In addition, for 4-H camps conducted at 4-H Centers, camping units should consult with their 4-H Center regarding whether or not there is an existing 4-H Center policy about parent/guardian visitation.

If a camping unit decides to allow parent/guardian visitation (and the visitation does not conflict with 4-H Center policy, then the camping unit should identify a specific policy and procedures for parent/guardian visitation and communicate this policy to both parents/guardians and to the 4-H Center. Suggestions for parent/guardian visitation policy:

- Identify designated date and time period for the visitation.
- Have potential visitors obtain a pass from their local Extension Office.
- Have an adult leader collect passes when visitors arrive at the 4-H camp.
- Have visitors sign-out prior to leaving the 4-H camp.



4-H Camp Program Planning Checklist

The items in the following checklist should be used as a guide by 4-H Camp Planning Committees to prepare for their camping program. [NOTE: Additional items may be added depending on the nature of your program. If conducting a program at a 4-H Center, consult with the Program Director for planning items.]

- Identify camp dates and registration deadlines
- Identify your camp budget
- Identify the goals and objectives of your camp- what do you hope to accomplish?
- Develop training dates, schedules, etc. for 4-H Camp volunteers and a system for documenting the training that your volunteers receive
- Conduct adult volunteer recruitment
- Conduct teen volunteer recruitment
- Conduct Counselor-in-Training volunteer recruitment
- Market camp and recruit camp participants (4-H clubs, schools, home-schoolers)
- Promote your camping program in your community using 4-H Camp promotional posters and flyers
- Develop age-appropriate programming for each age group represented at camp
- Develop camper centered themes and camper centered activities (in addition to those provided by the respective 4-H center)
- Develop a camp schedule
- Develop an award system for campers and volunteers
- Decide how you will evaluate your camping program and conduct follow-up
- Create letters to parents prior to and after the camp experience
- Develop (in writing) safety procedures for all of your programs and activities (NOTE: Each 4-H Center has safety procedures that you can refer to if needed.)
- Secure transportation for camp participants to and from camp. Notify parents/guardians of transportation plans, policies, and what happens if transportation is changed
- Notify parents about the nature of the 4-H camp you will be providing and the types of activities that will be offered
- Get current 4-H Health History Report form, parent agreement forms, code-of-conduct forms, etc. and distribute to all camp registrants
- Ensure that your camping program is insured
- Notify 4-H Center about requests for specialized programs / activities and send written information (i.e. safety plan) as required
- Decide on how you will document the camp experience (group picture, digital slide show, video program)
- Identify how you will provide food service (if program is not conducted at a 4-H Center)
- Identify special snacks or refreshments that you will provide during camp
- Plan to enroll youth in 4-H who are not present members
[NOTE: Since 4-H camp provides six or more hours of educational programming, all youth who participate are eligible to become 4-H members]
- Identify tasks that need to be completed before camp, during camp, and after camp (and identify who will complete each task)
- Order 4-H camp T-shirts or related items
- Communicate Parent/Guardian Visitation policy/procedures to parents/guardians (and to 4-H Center if camp will be conducted at a 4-H Center)
- Ensure that you have made provisions for campers with special requests / needs (special diets, behavioral issues, persons with disabilities, etc.)
- Conduct camp staff orientation and training PRIOR to the camping event
[NOTE: The basic training outline is included in this handbook in the 4-H Camp Volunteer Staff Guidelines section.]
- Create a group management system or other method for organizing campers (ex: tribes or other groups) and the teens or adults that will serve as group advisors
- Other items as identified by the 4-H Camp Planning Committee.



4-H EDUCATIONAL CONCEPTS

The 4-H Learning System

Experiential Education

Learning-by-doing, the key concept of *experiential education*, has been central to 4-H since its beginning. The process places the focus on the **learner** and enables that individual to process and progress through several stages.

Experiential Learning Process

1. **Goal Setting** - establishing desired objectives is important to all age groups. Goals may be adjusted after each step.
2. **Cognition** - the learning of facts, gaining knowledge for later application.
3. **Practice** - the hands-on application of what has been learned results in enhanced understanding and greater retention.
4. **Performance** - the testing takes many forms through all steps that allow individuals to be assessed on the level of their knowledge or proficiency.

Experiential learning takes place when a person is **involved** in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.

Learning is *reinforced* and *encouraged* by using appropriate recognition and incentives. (Refer to the National 4-H Recognition Model listed in the References section of this handbook.)

4-H Teaching Philosophy

The teaching philosophy of 4-H youth development is “hands-on” learning. This is known as “experiential learning,” or learning through experiencing; learning-by-doing. The success of this method depends on the ability of the volunteers as guides, as well as on the ability of the learners, to apply their knowledge and experiences to other situations.

When teaching life skills, it is important to respond to individual needs and concerns of the 4-H members. Each youth deserves respect, as does each volunteer. A key to assist volunteers in working with 4-H'ers is to respect and value youth as resources, and to provide opportunities for youth to acquire and develop life skills.

Life skills foster:*

- feelings of acceptance and achievement
- positive social interaction
- opportunities for self-expression
- creative expression
- understanding structure and limitations
- meaningful participation in society
- physical activity
- presentation skills
- conflict management
- consensus building skills
- interpersonal skills
- leadership/management skills
- group/team skills
- organizational development
- democratic process
- community service

* Source: Paper prepared by Maggie Amos and Dave Barrett, November 1989.



Youth Development is the process by which humans proceed from infancy into childhood, into adolescence, and then into adulthood.

4-H Youth Development in Virginia provides educational opportunities for youth to become self-directing, capable, contributing, caring, and productive members of society. **4-H Youth Development** focuses on youth, and on adults working with those youth, in learning, sharing, and growing to “Make the Best Better.”

4-H Teaches Life Skills

In order to help youth to gain skills that will enable them to become self-directing, contributing, and productive members of society, it is essential that they possess skills for successful living. These skills enable 4-H’ers to become better prepared *to work with others; manage resources; make decisions and solve problems; acquire, analyze and use information; communicate and relate to others, and have an understanding of self*. Therefore, it becomes imperative for 4-H programming to focus on life skills. The six basic life skills emphasized through Virginia 4-H programming are:

Understanding Self

Understanding and developing a positive attitude toward self and the pursuit of personal potential.

- Understanding likes and dislikes
- Understanding strengths and weaknesses
- Handling success and failure
- Managing stress
- Assuming responsibility
- Assessing role in family and society
- Having awareness of cultural heritage
- Exploring career options

Communicating and Relating to Others

Giving, receiving and exchanging information and interacting with others in a positive manner.

- Listening effectively
- Communicating non-verbally
- Expressing beliefs clearly
- Sharing ideas
- Defining terms
- Giving directions
- Documenting
- Keeping records and reporting
- Personal appearance
- Participating in discussions
- Speaking before a group
- Developing teaching skills

Acquiring, Analyzing and Using Information

Developing an inquiring mind, knowing how to acquire, analyze and use knowledge.

- Asking questions
- Participating in learning experiences
- Accumulating information
- Synthesizing information
- Utilizing information
- Constructive risk taking



Problem Solving and Decision Making

Involves the ability to examine a situation, generate alternatives, and make intelligent decisions.

- Assessing needs and interest
- Generating and selecting alternatives
- Setting goals
- Motivation and taking initiative
- Implementing actions to reach goals
- Adapting to change

Managing Resources

The identification, planning, organization and allocation of resources to meet goals.

- Planning and setting goals
- Setting priorities
- Identifying resources
- Evaluating resources
- Budgeting resources
- Taking initiative

Working with Others

Increasing leadership capabilities, being able to work with others in a group to accomplish group goals.

- Understanding group process
- Having awareness of parliamentary procedures
- Networking
- Involvement in community affairs
- Determining group interest and needs
- Understanding group decision making
- Influencing behavior
- Team building
- Planning programs
- Coordinating resources
- Delegating responsibility
- Conducting group meetings
- Managing conflict

Basic Needs of Youth

All young people have basic needs, as do all humans. These include basic needs such as belonging, acceptance, security, achievement, independence, new experiences, success, affection and recognition.

Belonging	“I’m in.”
Acceptance	“What I say and do counts.”
Security	“I feel safe.”
Achievement	“I can do it.”
Independence	“I can do it by myself.”
New Experiences	“I want to learn how to do it.”
Success	“I did it!”
Affection	“Somebody thinks I’m special.”
Recognition	“Others recognize me.”



Adults and Teens Helping Youth

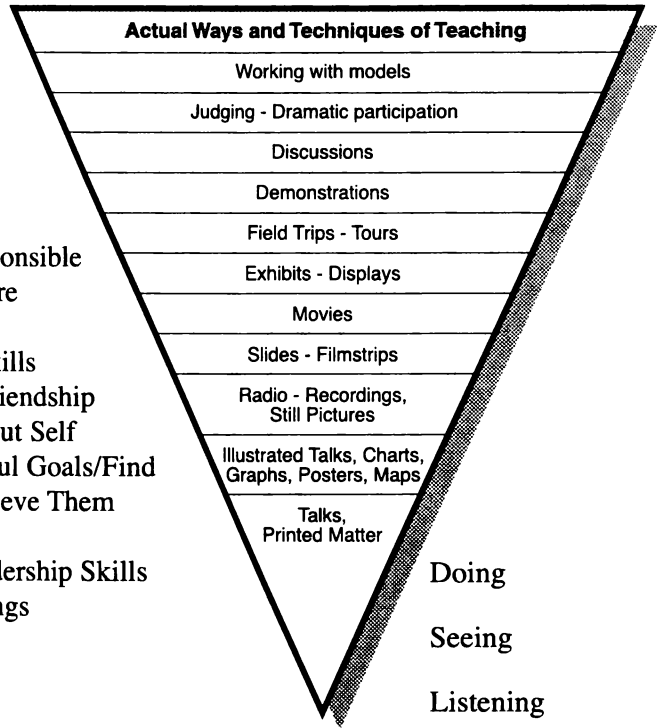
Adults (volunteers, parents, and teens) have a tremendous opportunity to influence youth. This influence is either positive or negative. In 4-H, it is important that adults provide a positive environment by providing leadership support and training for youth.

Cone of Experience

Effectiveness of Learning Increases As One Moves Up

Adults can greatly influence youth by helping them to:

- Belong
- Be Accepted
- Feel Secure
- Achieve
- Be Allowed Independence
- Have New Learning Experiences
- Be Successful in Something
- Be Valued
- Be Recognized and Appreciated
- Take Pride In What They Are Doing
- Learn How To Get Along With Others
- Accept Recognition Graciously
- Become Responsible
- Learn To Share
- Help Others
- Learn Life Skills
- Appreciate Friendship
- Find Out About Self
- Set Meaningful Goals/Find Ways To Achieve Them
- Learn Things
- Develop Leadership Skills
- Try New Things



Arranging for Learning

Participation in 4-H greatly influences the way boys and girls think, act, and feel. You as a 4-H leader have potentially tremendous influence in determining the learning that takes place within your 4-H club or group. The following learning principles should be kept in mind in working with 4-H youth:

- Learning occurs *best* in an atmosphere of warmth and acceptance.
- The ability to learn *varies* with each youth.
- Youth must have *clear* goals in mind as they are doing project work.
- *All* young persons need support, encouragement, and recognition for what they do.

Youth, as well as adults, learn in many ways through their five senses: *seeing, hearing, smelling, tasting, and/or touching or feeling*. People retain more of what they learn if they are *actively involved* in the educational process instead of passively reading a book or listening to a lecture. Therefore, boys and girls must be *actively involved* in determining and doing the learning activities that are to be used to reach their goals.

How People Learn	Retention Rate
Read	20%
Hear	20%
See	30%
Hear & See	50%
Say	70%
Do	90%

The charts on the following pages provide information to assist adult volunteer leaders to help understand developmental characteristics of youth.



Understanding Human Growth & Development of Youth Developmental Characteristics

Children and Youth, 5-18 Years of Age

Readiness determined by maturation and experiences

Basic Needs

To experience a positive self-concept

To become increasingly independent

To experience success

To develop and accept one's own identity

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Developmental Characteristics	Slow steady growth with limited muscle development.	Slow steady growth for most. Puberty starts for some girls, usually accompanied by a growth spurt. Extremely active, will overdo, need 10-11 hours sleep. Large muscles pretty well developed.	Wide range in physical development, early maturing girls may have appearance of young women, some boys will not have entered puberty. Growth spurts may cause clumsiness. Much concern about changing bodies. Interested in grooming, but probably won't admit it.	Body changes have been accepted by most, some continue to struggle. Individual talents and abilities emerge.
Teaching Method	Plan activities that require limited small muscle coordination. Expect craft projects to be messy, but provide opportunities to make things anyway. It is the doing, not the finished product, which is important.	Be sensitive about concern over body changes. Plan action, hands-on doing Field trips and tours are good if stops are brief. Plan for needed rest. Better at making things, but still don't expect perfection.	Include learning experiences related to understanding self and the changes taking place. Provide opportunities for acquiring good grooming habits.	Be sensitive to late developers, help them feel they are okay. Provide opportunities to help recognize their special talents and abilities. Individual counsel is good. Highlight talents and skills.
Developmental Characteristics	Concrete thinkers - deal with here and now. If they can't see, taste, or touch, it isn't real. Short interest span.	Many are still concrete thinkers, some beginning to think logically and symbolically.	Most have moved from concrete to more abstract thinking. They enjoy playing with ideas.	Mastering abstract thinking. Can interact on adult level. Beginning to plan for their future.



Understanding Human Growth & Development of Youth

Developmental Characteristics/Method of Teaching

(Children and Youth, 5-18 Years of Age) continued

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Teaching Method	Give (demonstrate) instructions in small increments. Plan a variety of hands-on, short, learning activities.	When introducing abstract ideas or concepts, relate to something concrete, something they can do, touch, or feel.	Adults should provide supervision without domination. Allow them to discuss ideas and concerns in small groups.	Include career education including opportunities to research careers. Encourage setting career goals, and planning to accomplish goals.
Developmental Characteristics	Curious, eager to try something new. Learn best if physically active.	Easily motivated, eager to try something different. Interest will jump from one thing to another.	Values, justice, and equality important issues - can become very intense. They want to be sure things both in and out of 4-H are judged fairly.	Significant moral growth, difficulty understanding compromise. Often think society is made up of a bunch of hypocrites.
Teaching Method	Provide hands-on experiences. Let them do, just don't expect perfection.	Guide to stay with tasks to completion. Work closely to have them record accomplishments as they happen. Help reflect back and set new goals.	Help them understand scoring process used in 4-H. Arrange for discussing values, justice, and equality as they relate to a variety of issues. Introduce the concept of personal values.	Continue opportunities for understanding how values are acquired and the importance of a set of personal values. Promote discussion and action related to current issues.
Developmental Characteristics	Strong desire for affection and approval from adults.	Approval from leaders and parents is important. Want to know how much they have improved and how they can do better next time.	Dependence on the opinions of adults shifts to dependence on the opinions of peers. Now seek peer recognition. Recognize this as healthy growth and help parents understand this also.	Opinions of peers remain important but self-recognition of accomplishments is also important. Becoming more independent, acquiring values and setting goals.
Teaching Method	One adult for each 3-4 children to give needed individual attention.	Give individual evaluation, suggest ways to improve.	Changes in hormones create mood swings, also a time of fragile self-concepts for many.	Adults need to continue to give support and guidance during this period when teens are making serious decisions.



Understanding Human Growth & Development of Youth

Developmental Characteristics

(Children and Youth, 5-18 Years of Age) continued

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Developmental Characteristics	Sensitive to criticism, don't accept failure well.	Comparison with success of others is difficult for them.	Plan self-discovery activities. Support, encourage, but don't dominate. Still important to avoid comparing with other teens.	Unsettled emotions cause them to be stormy or withdrawn at times, but will usually pride self on increased ability to be responsible.
Teaching Method	Emphasize individual accomplishments. Use activities involving cooperation; avoid competition even in games.	Build positive self-concept by comparing past and present performances of the individual and to emphasize positive changes.	Encourage continued participation in 4-H and promote opportunities to work with younger 4-H'ers.	Consistent treatment from adults is important even though some will act like adults one day and children the next. Provide opportunities to use special talents.
Developmental Characteristics	Learning how to be a friend and to make friends. May have several "best" friends at one time. By 7-8 often prefer to play with own sex.	Joining a club is popular, stronger identity with peers. Admire older boys and girls.	Moving toward more independence. Want to plan own activities and explore beyond a community. Better at planning than carrying out the plan.	Many can plan and interact on the adult level. Can initiate and carry out tasks such as researching area of special interest without much adult supervision. Achieving independence and identifying goals are important for this age. Achieving satisfactory adjustments to sexuality and definition of career goals are important factors of these goals.
Teaching Method	Allow to form own groups for some activities, other activities to encourage total group interaction. Introduce characteristics of a friend.	Plan opportunities for club activities. Use teen teachers. Encourage teen mentoring.	Involve members in planning. Help them develop realistic plans and then provide necessary guidance for completion and evaluation. Plan activities beyond the community.	Become an advisor, let teen plan and assume responsibility for carrying out plans. Time is precious, if programs are filled with busy work teens will lose patience and interest.



4-H Curriculum Component System

(Children and Youth, 5-18 Years of Age)

	Cloverbuds 5-8	Juniors 9-11	Intermediates 12-13	Seniors 14-18
Projects	Short lessons. Variety of topics Local with family members.	1-2 each year. Explore areas to find individual interest.	2-3 each year. Some continued from junior years. More in depth.	3-4 continued for several years. Some advanced levels.
Activities/Events Participation	Community/neighborhood exhibits, hikes, tours. Day, family, backyard camping	County/city tours and exhibits. Day and resident camping. Computer educational games. Bowl, judging, presentation, and skill participation activities at the project, club, and unit levels.	Resident camp with more advanced sessions. Multi-County/State 4-H Intermediate Congress. Special interest bowls, judging, presentation, and skill activities at the project, club and unit levels.	District Ambassador District Teen Weekends LABO Japan Exchange Inter & Intra State Exchange Study Tours National 4-H Congress Participation at project, club, unit, district, state, national and international levels. Trips, Tours 4-H Camp C.I.T./Counselor State Ambassador Citizenship Washington Focus State Leadership Conference 4-H Congress IFYE Ambassadors
Recognition & Awards	Recognize for participation. No competition.	Recognize for participation. Progress toward goals. Achievement of Standards. No top winners; group awards.	Recognize for participation. Progress toward goals. Achievement of standards. Peer competition.	Recognize for participation Progress toward goals Achievement of standards Peer competition
Leadership	Members take turns leading pledges, et cetera	Members of committees. Some may hold office.	Member, Chair of Committees, Club Officer	Club/unit District officers Leadership roles Unit/district & Activities Teach younger members State officers Significant leadership roles in unit/district activities Teaches other teens and adults
Citizenship/Community Service	Introduce to flag etiquette. Concern for surroundings and others. Awareness/acceptance of differences among people.	Concern for environment. Club/community improvement activities. Awareness of local government.	Environment improvement activities. Increased concern for others. Understanding local government. Service to others.	State, national and international understanding Host international visitors. Participate as LABO or IFYE delegate



4-H CAMP EVALUATION

Evaluation as Part of the Programming Process

The Virginia Cooperative Extension programming process includes three stages: (1) situational analysis, (3) design and implementation, and (3) evaluation and reporting (Figure 1). In the first stage, programs are planned in accordance to community needs in order to meet specific goals and objectives. In the second stage, specific strategies are developed and implemented to meet the goals. [For example, 4-H strategies include providing non-formal experiential learning (hands-on; learning by doing), teaching life skills that benefit youth throughout life, and fostering leadership and volunteerism in youth and adults]. Finally, to determine if our strategies are effective and efficient, and to determine if we are realizing our goals, we evaluate the programs and report results.

FIGURE 1: Virginia Cooperative Extension Programming Model

Purpose of Evaluation

In its most basic sense, evaluation is a *subjective process for bringing information to bear on decisions about programs (Bruce, 2001)*. Evaluation helps us to maintain program quality, identify program limitations or areas for improvement, and document our effectiveness in developing youth to be self-directing, contributing, and productive members of society. Most importantly, evaluation helps us to determine the extent to which 4-H camping program objectives are being accomplished. Therefore, *evaluation should be incorporated into the planning process for all 4-H camps*. Evaluation planning should occur at the same time that program goals and objectives are identified.

[NOTE: The following sections are based on information selected from the Virginia Cooperative Extension- Extension Educational Programming webpage- developed by Dr. Lex Bruce. For a complete review of this information, please visit: www.ext.vt.edu/vce/educprogspt/prgmdev/process/eval.html

Primary Types of Evaluation

1. Process Evaluation (also called formative evaluation)- Focuses on how a program is conducted. Process evaluation is used when you want to identify (a) strengths and weaknesses of a particular type of 4-H camp instruction, or (b) how participants perceive your 4-H camp program (Bruce, 2001).
2. Results Evaluation (also called summative evaluation)- Focuses on the effects that the 4-H camp program brought about. Results evaluation is used when you want to identify (a) whether or not educational objectives of the 4-H camp program were achieved, or (b) impacts and benefits of the 4-H camp program (Bruce, 2001)

Steps in the Evaluation Process

- **Step 1:** Focus the Evaluation- Focusing the evaluation includes two important activities:
 1. identifying key program stakeholders (i.e. 4-H camp participants, teen and adult volunteers, staff, parents) so that the evaluation is relevant to the audience that needs it.
 2. identify which type of evaluation will be conducted- process evaluation *or* results evaluation.
- **Step 2:** Collect Evaluation Data – The data collection process includes three components:
 1. identifying **what** evaluation data to collect,
 2. deciding **when** to collect the evaluation data (i.e. evaluation design),
 3. determining **how** to collect the evaluation data. (includes sampling)
- **Step 3:** Analyze Data – In this step, evaluation data collected during 4-H Camp is analyzed using qualitative (open-ended responses) or quantitative (predetermined responses) methods.
- **Step 4:** Report Results – Guidelines for preparing a written report of evaluation findings are presented in this step.

[NOTE: The following section is based on information selected from the Virginia Cooperative Extension- Extension Educational Programming webpage- developed by Dr. Lex Bruce. For a complete review of this information, please visit: www.ext.vt.edu/vce/educprogspt/prgmdev/process/eval.html



Methods of Collecting 4-H Camp Evaluation Data

1. **Observation** — 4-H camp participants are observed noting their behaviors in relation to the program.
2. **Analysis of program records** — Existing records related to the 4-H camping program are examined for indicators of program effects (ex: compiling a 10-year summary of participation data to examine increased or decreased interest in 4-H camping programs).
3. **Personal interviews** — This involves a face-to-face interview (discussion) with one (or a group) of 4-H camp participants. A group interview is also called a focus group.
4. **Telephone interviews** — An interview conducted via telephone.
5. **Survey** — A written instrument that the person completes himself or herself. Surveys can be administered in person or sent through the mail. The survey method is easily incorporated into a 4-H camping program. If you choose to use the survey method, you can develop your own. The following are components of a typical 4-H camp survey. (*See sample youth and adult surveys on the following pages.*)



4-H CAMP YOUTH SURVEY

(SAMPLE)

1. What is the name of the 4-H Camp in which you participated?

2. What is the name of county or city where you live?

3. Please answer each question by placing a check (✓) in one of the boxes below.

- | | | | | | |
|--|-------------------------------|-------------------------------|----------------------------------|-------------------------------|------------------------------------|
| Overall, how would you rate 4-H Camp? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you have fun at 4-H Camp? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| How were the facilities / lodging? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you enjoy your classes? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you enjoy the food? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you enjoy recreation/free time? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you enjoy the evening programs? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Did you enjoy campfires/night program? | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Rate the Counselors-in-Training (CITs) | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Rate the Teen Counselors | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Rate your Adult Leaders | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |
| Rate the 4-H Camp Staff/Instructors | <input type="checkbox"/> poor | <input type="checkbox"/> fair | <input type="checkbox"/> average | <input type="checkbox"/> good | <input type="checkbox"/> excellent |

4. What did you enjoy **most** about 4-H Camp?

5. What did you enjoy **least** about 4-H Camp?

6. Think about your favorite class or activity that you participated in during 4-H Camp. What did you learn?

7. Please tell us about yourself:

- AGE: _____ GENDER: (Check one) BOY (Male) GIRL (Female)
- RACE: (Check one) AFRICAN-AMERICAN HISPANIC ASIAN AMERICAN
- INDIAN WHITE/ CAUCASIAN OTHER

8. How many years have you attended 4-H Camp? (Circle one below)

- 1st time 2 3 4 5 6 or more



9. Do you want to attend another 4-H Camp? (Check one below)

- YES
- MAYBE
- NO

10. Has attending 4-H Camp helped you? (Circle YES or NO for each)

Helped me become more responsible?	YES	NO
Helped me to see the world beyond my hometown?	YES	NO
Helped me to make new friends?	YES	NO
Helped me to learn more about different subjects?	YES	NO
Helped me improve my leadership skill?	YES	NO
Helped me improve my communication skills?	YES	NO
Helped me improve my self-confidence?	YES	NO
Helped me improve my ability to collect and present information?	YES	NO
4-H Camp helped me in other ways	YES	NO

Please describe how else 4-H Camp helped you:

THANK YOU FOR YOUR TIME!



4-H CAMP PARENT / GUARDIAN SURVEY

(SAMPLE)

1. What is the name of the county or city in which you live?

2. What was the location of the 4-H Camp that your child attended?

3. How many years has your child attended 4-H Camp (including this year)?

4. Did your child enjoy 4-H camp this year?

- Very Much Somewhat Not Much Not at All

Please explain your answer in question #4. (Why or Why Not?)

5. Has your child attended any other camps besides 4-H camp (e.g., sports camps, day camps, recreational camps, etc.) either this year or in previous years?

- YES NO

If YES, how do you believe 4-H compared with your child's other camp experience?

In terms of:	Much Better	Better	About the Same	Not as Good
Registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camp Fee / Cost of participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes / Educational programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camp Staff / Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen Counselors / CITs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Would you encourage your child to return to 4-H camp again?

- YES MAYBE NO

Please explain your answer in question #4. (Why or Why Not?)



7. Would you be interested in involving your child in additional 4-H camps?

- YES
- MAYBE
- NO

If YES, which seasons would you prefer that camping be offered? [Please check all that apply.]

- SUMMER
- SPRING
- FALL
- NO PREFERENCE
- WINTER

8. From talking with your child (or from your own knowledge) about the 4-H Camp that he/she attended, what would you describe as the BEST thing about camp this year?

9. From talking with your child (or from your own knowledge) about the 4-H Camp that he/she attended, what would you describe as NEEDS TO BE IMPROVED with regards to 4-H camp this year?

10. How old was your child when he/she attended camp? _____

11. What is your child's age? _____

12. What is your child's gender?

- Female
- Male

13. What race is your child?

- White, not of Hispanic origin
- American Indian or Alaskan Native
- Hispanic
- Other
- Black, not of Hispanic origin
- Asian or Pacific Islander



14. Please take time and think about how your child may be behaving differently as a result of attending camp this year. Using the 1 to 5 scoring system highlighted in the box, circle the number that most closely corresponds to your child's behavior both **BEFORE** and **AFTER** attending 4-H camp.

1 = Almost Never 2 = Seldom 3 = About 1/2 the time 4 = Often 5 = Almost Always

My child:	Before Camp					After Camp				
a. takes responsibility for own actions.	1	2	3	4	5	1	2	3	4	5
b. handles success and failure.	1	2	3	4	5	1	2	3	4	5
c. shares work responsibilities.	1	2	3	4	5	1	2	3	4	5
d. has a good mental attitude.	1	2	3	4	5	1	2	3	4	5
e. listens to the opinion of others.	1	2	3	4	5	1	2	3	4	5
f. participates in a discussion.	1	2	3	4	5	1	2	3	4	5
g. follows directions.	1	2	3	4	5	1	2	3	4	5
h. shares own thoughts and ideas verbally.	1	2	3	4	5	1	2	3	4	5
i. asks questions.	1	2	3	4	5	1	2	3	4	5
j. tries to find solutions to problems.	1	2	3	4	5	1	2	3	4	5
k. participates in learning experiences.	1	2	3	4	5	1	2	3	4	5
l. tries to find answers to questions.	1	2	3	4	5	1	2	3	4	5
m. makes good decisions.	1	2	3	4	5	1	2	3	4	5
n. considers choices before making a decision.	1	2	3	4	5	1	2	3	4	5
o. adapts to change.	1	2	3	4	5	1	2	3	4	5
p. sets goals for himself/herself.	1	2	3	4	5	1	2	3	4	5
q. takes care of his/her own things.	1	2	3	4	5	1	2	3	4	5
r. takes initiative/is a self-starter.	1	2	3	4	5	1	2	3	4	5
s. sets priorities.	1	2	3	4	5	1	2	3	4	5
t. manages money well for his/her age group.	1	2	3	4	5	1	2	3	4	5
u. cooperates and works in a group.	1	2	3	4	5	1	2	3	4	5
v. gets along with people around him/her.	1	2	3	4	5	1	2	3	4	5
w. is a team player.	1	2	3	4	5	1	2	3	4	5
x. deals effectively with conflict.	1	2	3	4	5	1	2	3	4	5

15. Are there any other comments you would like to share about your child's involvement in 4-H camp?

THANK YOU FOR YOUR TIME!



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VT/643/1201/500/213050/388562