

UC  
CE

# Shooting Sports



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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

# Shooting Sports and Air Guns Frequently Asked Questions

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## 1. Why does 4-H have a Shooting Sports Program?

*4-H utilizes the Shooting Sports Program as a vehicle to teach youth development. The program is valuable for helping young people develop self-confidence, discipline, responsibility, team work, self-control and sportsmanship.*

## 2. What are air guns/BB guns or pellet guns?

*Air guns are BB guns or pellet guns and use compressed air, gas or a spring piston to propel a skirted lead pellet or a copper plated BB. The average maximum effective range of a BB gun is 15 feet and a pellet gun is 33 feet. Firearms, on the other hand, use gun powder to propel a projectile at a higher velocity for a much farther distance.*

## 3. Why are air guns used in shooting sports?

*The basic techniques of marksmanship skills can be taught utilizing air guns. They can be used on small acreage or indoors and they are less expensive. Security, although important, is not as critical as with firearms. It is also easier to supervise novice shooters using air guns.*

## 4. What are the legal ownership and transfer requirements for air guns?

*The only restriction for air gun purchases and transferring between owners is that the owner must be 18 years of age. There is no paperwork involved. Firearms, on the other hand, are closely restricted by federal, state and municipal laws and ordinances.*

## 5. Can 4-H VMOs and units purchase air guns/BB guns?

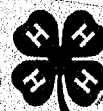
*Yes, with permission and approval of the county director or designee. See Air Gun Purchase Request Authorization Form*

## 6. What is the process for the purchase of air guns/BB guns?

*4-H VMOs (e.g., councils) and units (e.g., clubs) may purchase air guns with 4-H funds as long as the purchaser is an approved appointed adult volunteer over the age of 18. Reimbursement for the purchase must follow 4-H financial policies.*

## 7. Who can teach shooting sports utilizing an air gun/ BB gun?

*A California 4-H YDP certified shooting sports adult volunteer is the only authorized adult volunteer who can conduct an air gun/bb gun project or activity.*



# Shooting Sports and Air Guns

## Frequently Asked Questions

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### 8. Who can purchase ammunition for the 4-H Shooting Sports Program?

*The County Director must approve the purchase and may designate an adult volunteer or staff person to make the purchase. See Ammunition Purchase Request Authorization Form.*

### 9. Can archery equipment be purchased by a 4-H VMO or unit?

*Yes, but must be included on the council or club inventory.*



# CA 4-H Shooting Sports Program Policies and Procedures

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## Introduction

### **History:**

The 4-H YDP shooting sports program has been around for years in many guises in California. Originally it might have occurred as an archery or rifle program at a 4-H summer camp. Or, it could have taken place as wildlife conservation or hunter education project led by a 4-H adult volunteer or staff member in an individual club or county.

However, the formal structuring of the 4-H YDP shooting sports program in California can find its roots in the early 1980s when three 4-H Youth Development Advisors traveled to Iowa State University in Ames, Iowa for one of the original National 4-H Shooting Sports Training Workshops. Bob McNulty of Sutter County, Wallace "Wally" Tyler of Shasta County, and Ben Waller of San Joaquin County were the first three Californians to serve as state instructors for shooting sports. Bob McNulty received his certification in shotgun. Wally Tyler was certified as a rifle instructor and Ben Waller was the archery instructor. They returned to their home counties and planned and implemented the first California 4-H YDP Shooting Sports Training Workshop in 1984 in Stockton. They trained 4-H adult volunteers and staff in the first version of the 4-H shooting sports curriculum. Newly hired Ken Willmarth, 4-H Youth Development Advisor, Stanislaus County, was one of the first California trained 4-H YDP staff members.

Wally Tyler and Carlee Longacre, 4-H Advisors from Shasta County, started the first state postal match in 1985. This is an annual event where targets are shot at the local level and mailed to a central location for scoring. It is still in existence after more than twenty years. In 1995, the program was reinforced when a delegation of seven volunteers and staff members traveled to Camp Rilea in Astoria, Oregon for the Western Regional Shooting Sports Workshop. The delegation included the following that were certified in their specific disciplines:

4-H adult volunteers:	James Atherstone – Stanislaus County, pistol instructor John Cooper – Sutter County, shotgun instructor David LaRue – San Luis Obispo County, hunting instructor Calvin Murphy – Sierra County, rifle instructor Raoul Salem – Santa Clara County, rifle instructor
4-H YDP staff:	John Borba – 4-H Program Representative, Tulare County, coordinator Andrez "Andy" Montiel – 4-H Youth Development Advisor, Imperial County, pistol instructor



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This core group of adult volunteers and 4-H YDP staff designed the current California 4-H Shooting Sports Program and developed the program policies and procedures that govern the project. The work of this core group is carried on by a Shooting Sports Advisory Committee, as described on page 6 of this document.

## **Situation Statement**

The California 4-H YDP Shooting Sports Program provides instruction in the safe handling of firearms, air guns and archery equipment, develops self-confidence and leadership abilities in 4-H participants and instills an appreciation for conservation and wildlife.

## **Program Philosophy**

The 4-H YDP Shooting Sports Program utilizes the skills and disciplines of shooting to assist young people and their adult volunteers in attaining knowledge and developing essential life skills. The program follows a standardized format, lists program components and identifies clearly intended learning outcomes.

## **Program Objectives**

1. Identify, develop, and promote positive advocacy roles for youth to emulate as responsible stewards of our environment.
2. Promote the safe handling and storage of firearms.
3. Develop responsibility, sportsmanship, ethical behavior and respect for safe conduct of Shooting Sports activities and environmental stewardship.
4. Promote awareness and appreciation of the broad spectrum of Shooting Sports and related activities as life-long leisure and career opportunities for youth and families.
5. Implement and strengthen an adult volunteer and teen assistant leader certification program.
6. Expand 4-H membership and involve more volunteers.
7. Enhance family communications and quality time together.
8. Focus on youth audiences at risk and pilot models and methodologies tailored for specific audiences.
9. Create a quality youth development education program evidenced by partnerships that reflect resource development, program innovation, quality delivery of instruction, and access to research based knowledge.
10. Promote awareness of shooting and archery as athletic sports and provide youth with the knowledge, skills and desire to participate.



## **Certification Requirements**

All Instructors, Trainers and adult volunteers in the Shooting Sports Program must be currently enrolled as 4-H YDP Shooting Sports adult volunteers in their respective counties, and must be certified by the California 4-H YDP Shooting Sports Advisory Committee in each discipline they teach.

No person may be certified as an Instructor, Trainer or adult volunteer until the following requirements are met:

1. Currently enrolled in as a 4-H adult volunteer and have completed the adult volunteer orientation and screening process at the local level.
2. Be at least 21 years of age.
3. Have satisfactorily completed a discipline-specific National or State training session, or possess a current certification from an approved organization in the discipline being certified (see Table 1, below).
4. Have no felony convictions.
5. Have no convictions for hunting, fishing or firearm related violations in the past five (5) years.
6. Have no convictions or other restrictions that would prohibit owning, purchasing, receiving, possessing or having under custody or control any firearm.
7. Be able to demonstrate competency in instructing youth in Shooting Sports.
8. Must submit a completed Application for Certification to the California 4-H YDP Shooting Sports Advisory Committee and receive certification approval.

The following agencies and organizations certify individuals in various disciplines. Individuals who have a current certification as listed below may be certified as a 4-H adult volunteer in that discipline, provided they complete the county 4-H adult volunteer orientation and screening process and are approved by the California 4-H YDP Shooting Sports Advisory Committee.





**Table 1 – Certifying Organizations**

Certification	Archery	Hunting	Pistol	Rifle	Shotgun	Muzzle Loading Pistol	Muzzle Loading Rifle	Muzzle Loading Shotgun
California Department of Fish & Wildlife Hunter Safety Instructors		X						
NRA Certified Instructors			X	X	X	X	X	X
NRA Certified Coaches			X	X	X			
National Muzzle Loading Rifle Association Instructor						X	X	X
National Field Archery Association Instructor	X							
USA Archery Level 2 Instructor	X							
National Bow Hunter Education Instructor	X							
4-H State or Regional Certified Instructor	X	X	X	X	X	X	X	X

## Certification Records

All 4-H Shooting Sports Instructors, Trainers and adult volunteers must complete the *California 4-H Shooting Sports Program Certification Application* located in the appendix of this manual and provide copies of all other required documents, to the State 4-H YDP Office in order to be certified as a California 4-H YDP Shooting Sports Instructor, Trainer, or adult volunteer.



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## 4-H Shooting Sports Guide

All Instructors, Trainers and adult volunteers are required to be familiar with and use the 4-H Shooting Sports Guide for their respective discipline. The Shooting Sports Guide contains lesson plans that outline the objectives of each session, the roles for teen and junior leaders, and roles for parental involvement.

## County Approval

All Shooting Sports Instructors, Trainers and adult volunteers applying for certification must have the county 4-H YDP Staff sign their application and verify that the adult volunteer has completed the volunteer screening and orientation process.

## State 4-H YDP Shooting Sports Advisory Committee

The 4-H YDP Shooting Sports Advisory Committee is comprised of a representative group of 4-H members, adult volunteers, and 4-H YDP staff. The committee identifies, discusses and agrees on recommendations regarding their designated area of focus. Rotating terms of appointments are established by the committee. Membership recruitment is conducted annually as part of the State 4-H YDP advisory committee process. All Shooting Sports Advisory Committee members are appointed by the State 4-H YDP director.

The California 4-H YDP Shooting Sports Advisory Committee should consist of:

1. The State 4-H YDP Shooting Sports Program Coordinator, who is a University of California 4-H YDP staff member that serves as the liaison between the committee, the University, and the State 4-H YDP office and is responsible for all 4-H YDP Shooting Sports events and trainings.
2. One adult volunteer or 4-H YDP staff representing each discipline (archery, hunting, muzzle loading, pistol, rifle, shotgun).
3. Other adult volunteers as designated by the state coordinator and approved by the state 4-H YDP director.
4. Two (2) teen youth members.

The following shall be appointed from the committee by the 4-H YDP Shooting Sports coordinator:

1. An assistant California 4-H YDP Shooting Sports coordinator.
2. A secretary to maintain records.



## **Focus Areas**

The following focus areas shall be administered by the California 4-H YDP Shooting Sports Advisory committee:

1. Policy review and program administration.
2. Activities.
3. Instructor certification standards.
4. Resource development.

## **Meetings**

The California 4-H YDP Shooting Sports committee will meet at least once each year.

## **County Committees**

Each county will be encouraged to develop a County 4-H YDP Shooting Sports Committee modeled after the State 4-H YDP Shooting Sports Advisory Committee.

## **Youth Membership Eligibility Criteria**

### **Open Program**

The California 4-H YDP Shooting Sports Program is open to all 4-H members 9 years of age by December 31<sup>st</sup> of the program year.

Participation in the muzzle loading discipline requires a minimum of one (1) year of prior participation in another discipline.

### **Firearm Use Eligibility**

Use of firearms, air guns or archery equipment in the California 4-H YDP Shooting Sports Program is subject to approval of the adult volunteer in charge of the project. Approval is based on the member's ability to follow instructions and safety rules.

### **Project Activity**

The California 4-H YDP Shooting Sports program is a 4-H project and members enroll in the discipline that they will be participating in (e.g., Archery) in 4hOnline. It may also be taught as a group project activity, or in sessions such as camp, special interest programs, etc.



## **Junior Leaders (11-13 years of age) and Teen Leaders (14-19 years of age)**

Junior and Teen Leaders are allowed to participate in training and certification workshops along with adults. It is not mandatory for youth to attend a certification workshop to be a Junior or Teen Leader.

At the discretion of the Project Leader, Junior and Teen Leaders may assist in the classroom and/or on the range, in accordance with the "Roles for Teen and Junior Leaders" defined in the curriculum for each discipline.

## **Adult Volunteer Requirements and Definitions**

### **Instructors**

1. Are required to be trained and certified in their discipline through participation in an Instructor training conducted by the National 4-H Shooting Sports training team.
2. Are responsible for developing and implementing Shooting Sports Trainer and adult volunteer classes.
3. Are willing to make a three-year commitment to the California 4-H YDP Shooting Sports Program.

### **Trainers**

1. Are required to be trained and certified in their discipline through participation in a Trainer class conducted by a California 4-H YDP Shooting Sports Instructor.
2. Are responsible for teaching regional and county Shooting Sports adult volunteer classes.
3. Are willing to make a three-year commitment to the California 4-H YDP Shooting Sports Program.

### **Adult Volunteers**

1. Are required to be trained and certified in their discipline through participation in a county/regional adult volunteer training conducted by a California 4-H YDP Shooting Sports Instructor or Trainer, or possess a current certification in that discipline by an approved agency (see Table 1, page 5).
2. Are trained and certified as an adult volunteer in one or more of the following disciplines:
  - Archery
  - Hunting
  - Muzzle Loading
  - Pistol



- Rifle
  - Shotgun
3. Can only lead projects in disciplines in which they are certified.
  4. Are responsible for developing and implementing Shooting Sports projects at regional and county levels.

## **Safety and Risk Management Requirements**

Instructors, trainers, and adult volunteers are responsible to report any incidents, such as unintentional discharge of firearms, or any injuries that occur in the course of shooting sports project meetings, events, etc., to ANR Risk & Safety Services using an Incident Report form (<http://ucanr.edu/incidentreport>). Instructors, trainers, and adult volunteers are encouraged to maintain first aid and CPR certification.

4-H events and activities are prohibited from using reactive targets. Reactive targets are targets which make use of or are composed of 1) live ammunition, 2) explosives, chemicals or flammable substances, or 3) pressurized containers.

## **Adult Supervision Policy**

Safety must be the overriding factor in determining the proper youth to adult ratio. As with all 4-H activities, there must be two or more adults present when working with 4-H members at all times regardless of the activity. It is required that at least one instructor with current 4-H Shooting Sports Instructor certification in the discipline for which they are providing leadership be present during any shooting activity. If, during a club meeting or any 4-H shooting sports activity, youth are divided into groups to go to separate areas/ranges, at least one adult with current Shooting Sports certification in the appropriate discipline must go with EACH group to their respective range along with the appropriate number of additional adults to meet the required supervision ratio.

Factors such as the experience level of the youth, experience of the instructor, equipment limitations, and the physical characteristics of the facility must all be considered when determining adequate supervision. When working with youth ages 9-19, the recommended youth to adult ratio should be no more than five youth to one adult on the firing line. Only the certified shooting sports adult or teen leader in the discipline may provide instruction or serve as the range master. Additional adults present are encouraged to assist in overseeing the safety of the youth while shooting firearms and/or archery. Non-certified adults must receive guidance from the instructor on how to properly supervise the youth on the firing line. Youth not on the firing line must be supervised per CA 4-H general adult supervision policy.

## **Training Guidelines and Instruction Requirements**



The California 4-H Shooting Sports Program and projects will adhere to all policies as outlined in the 4-H Policy Handbook and follow training guidelines and instruction requirements as outlined below.

## **Trainer Class**

All Trainer classes will be taught by a State or National 4-H Shooting Sports Instructor who is certified in the specific discipline being taught. Instruction will include:

- Discipline specific lesson plans from the 4-H Shooting Sports Guide.
- Range time to demonstrate competency both in using the appropriate firearms or other shooting sports equipment, and in effectively instructing youth and adults in their proper use.
- Practicum where the students have the opportunity to demonstrate classroom teaching skills.
- A written examination that covers the content of the class to demonstrate competency in the subject matter.

This class will take 15-20 hours to complete. The written exam must be passed with a 90%, and the participant will be expected to demonstrate the knowledge, skills and attitudes needed to be effective as a 4-H YDP Shooting Sports Trainer.

## **Adult Volunteer**

All adult volunteer classes will be taught by a State or National 4-H Instructor or Trainer who is certified in the specific discipline being taught. Instruction will include:

- Discipline specific lesson plans from the 4-H Shooting Sports Guide.
- Range time to demonstrate competency both in using the appropriate firearms or other shooting sports equipment, and in effectively instructing youth in their proper use.
- A written examination that covers the content of the class to demonstrate competency in the subject matter.

This class will take 10-15 hours to complete. The written exam must be passed with an 80%, and the participant will be expected to demonstrate the knowledge, skills and attitudes needed to be an effective 4-H YDP Shooting Sports adult volunteer.

## **Re-Certification**



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In order to maintain active status as a Shooting Sports adult volunteer, individuals must stay actively involved in the Shooting Sports project. Those who have not actively taught within their discipline for more than 2 years will be required to be re-certified through 4-H or other approved training.

## **Quality Assurance**

At the end of each class taught, Instructors and Trainers will forward a 4-H YDP Shooting Sports Training Report to the State 4-H YDP Shooting Sports Coordinator. Each of the individuals trained will be asked to fill out a feedback form on their class and these forms will be forwarded to the state coordinator for review. If it becomes apparent that an Instructor or Trainer is not teaching effectively, at the request of the state coordinator they may be required to re-certify in their discipline before they are allowed to continue teaching.



**Appendices**  
(separate documents)

1. Training Request and Registration Form
2. Application for Certification as a Shooting Sports Adult Volunteer
3. Shooting Sports Training Report
4. Course Evaluation Form
5. Firearms & Ammunition Storage and Transportation
6. Equipment Maintenance Log
7. Equipment Check-out Log
8. Code of Ethics

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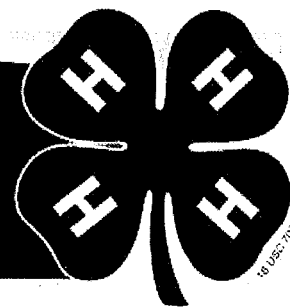
Agriculture and Natural Resources □ 4-H Youth Development Program

## 4-H Shooting Sports Leader Preliminary Checklist

The 4-H shooting sports program in California is administered by the University of California Agriculture and Natural Resources (UCANR). This checklist is designed to assist 4-H shooting sports leaders in preparing to implement their project prior to setting foot on the range. This checklist can be utilized at the club, camp, or county level. *(Last revision 6/2015)*

#	✓	Item
1		Have you met your county 4-H staff member?
2		Are you on the state list of certified leaders for your shooting sports discipline? (Your county staff member can check this for you)
3		Do you have a UCANR user agreement with the facility you will be utilizing? (Your county staff member must assist you in obtaining this document)
4		Have you met your community club leader?
5		Are the youth who are going to participate in your project enrolled in the 4-H shooting sports project discipline(s) you are going to lead? (Your community club leader can check this for you)
6		Do you have a written risk management plan for your program? (The California 4-H Shooting Sports Risk Management Plan template can be found at: <a href="http://4h.ucanr.edu/Programs/Projects/SET/ShootingSports/">http://4h.ucanr.edu/Programs/Projects/SET/ShootingSports/</a> )
7		Have you determined a lesson plan for your program covering what will be covered and on which dates?
8		If you are going to secure equipment donations or grant support for your program, have you received approval from your county 4-H staff and County Director?
9		Have you entered your name and email address into the list serve to receive information and updates regarding the 4-H shooting sports program? This can be done at following link: <a href="http://ucanr.edu/maillists/joinlist.cfm?listnum=1926">http://ucanr.edu/maillists/joinlist.cfm?listnum=1926</a>
10		Is the shooting area you are going to use an established range facility that is known to and can be accessed by EMS personnel?
11		If the shooting area you are going to use is not an established range that is known to EMS personnel, have you provided them a map or GPS coordinates in how to reach it in case of an emergency?

# 4-H PISTOL PROJECT



Firearms and firearms competitions are excellent opportunities for youth to develop skills in sportsmanship and discipline. Shooting sports projects aim to encourage personal development, enjoyment of a unique sport, and give participants opportunities to work as an individual and as a team.

- Emphasize safety handling practices above all else.
- Allow participants to explore alternative types of sports.
- Encourage communication skills.

## 4-H THRIVE

Help Youth:

### Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

### Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

### Reach Their Goals

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

### Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

#### Starting Out *Beginner*

- Know what M.A.T. means and how to practice proper firearms safety.
- Identify the parts of a pistol and how they function.
- Demonstrate differing firing positions.
- Learn range commands.
- Know the steps to firing your pistol.

#### Learning More *Intermediate*

- Practice both dry firing and live firing.
- Improve form, including stance and grip.
- Know how to select proper ammunition for different range situations.
- Demonstrate safe storage and transport of firearms.

#### Exploring Depth *Advanced*

- Know what the term 'sight picture' means and how to use it.
- Demonstrate how to properly adjust sights.
- Practice scoring a shooting competition.
- Analyze form and learn how to identify and correct specific errors.

The activities above are ideas to inspire further project development. This is not a complete list.

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

# Expand Your Experiences!

## Science, Technology, Engineering, and Mathematics

- Report on the history of a specific aspect of the pistol.
- Learn about eye dominance and how to ascertain it.

## Healthy Living

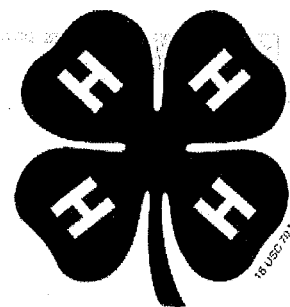
- Make a presentation on firearms safety in the home.
- Research hearing loss and the importance of using ear protection when participating in rifle shooting.

## Citizenship

- Volunteer during a shooting competition.
- Find a local marksman's club and visit a meeting or event.

## Leadership

- Become a role model for others by taking the position of Junior or Teen leader.
- Encourage others to join the pistol project.



### Resources

- California 4-H Shooting Sports:  
[www.ca4h.org/Projects/SET/ShootingSports](http://www.ca4h.org/Projects/SET/ShootingSports)
- United States Pistol Shooting Association:  
<http://www.uspsa.org/>

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

Connections & Events	Curriculum	4-H Record Book
<p><b>Presentation Days</b> – Share what you've learned with others through a shooting sports presentation.</p> <p><b>Field Days</b> – At these events, 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your county 4-H office to determine additional opportunities available such as a field day.</p>	<ul style="list-style-type: none"> <li>• Georgia 4-H Pistol Lesson Plans: <a href="http://www.georgia4h.org/safe/disciplines/Pistol/Pistol_2014.pdf">http://www.georgia4h.org/safe/disciplines/Pistol/Pistol_2014.pdf</a></li> </ul>	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit: <a href="http://ucanr.edu/orb/">http://ucanr.edu/orb/</a></p>



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*Light Your Spark*

*Flex Your Brain*

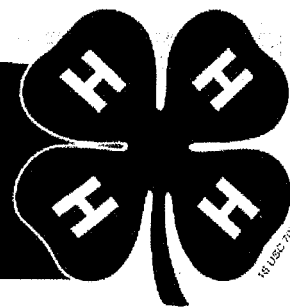
*Reach Your Goals*

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*Reach Your Goals*

# 4-H ARCHERY PROJECT



The 4-H Shooting Sports Program enables youth to become responsible, self-directed and productive members of society. The program transfers knowledge, skills and attitudes to develop human capital, using the subject matter and resources of the land-grant universities. The specific goals and objectives of the 4-H Shooting Sports Program include:

- Promoting the highest standard of safety, sportsmanship, and ethical behavior.
- Strengthening families through participation in life-long recreational activities.
- Teaching safe and responsible use of archery equipment as well as sound decision making, self discipline, and concentration.

## Starting Out *Beginner*

- Know and understand safety rules written on the range.
- Learn about range lines and safety areas.
- Identify the parts of a bow and arrow.
- Demonstrate the steps of shooting.
- Learn the proper range commands using whistle or voice.
- Shoot arrows and record your scores.

## Learning More *Intermediate*

- Learn how to bare shaft or paper tune your bow, make adjustments and show results to your leader.
- Explain how to adjust a pin sight.
- Use a bow square to check your bow, arrow rest and nock for correctness.
- Give a demonstration, talk or poster presentation on some aspect of archery.
- Organize an archery range set-up.

## Exploring Depth *Advanced*

- Interview someone whose profession involves or is related to the shooting sports and report on an industry related career opportunity that interests you.
- Contact a local, state or national association related to archery. Explain to your project group what this association has to offer to its members and other interested individuals.

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# Expand Your Experiences!

## Science, Technology, Engineering, and Mathematics

- Experiment with distances and trajectories in arrow flight and report on the results.
- Build your own arrows using the basic components of shafts, nocks, and fletching's.
- Create a film about your project and share with others.

## Healthy Living

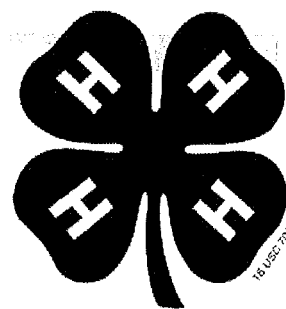
- Learn about eye dominance and why it is important in archery shooting.
- Identify how keeping fit improves your physical stance and muscle development for drawing and shooting a bow.
- Name the safety equipment used in shooting a bow and explain why it is important.

## Citizenship

- Plan and implement a community service activity related to your project.
- Participate in an event where you promote 4-H and shooting sports to the public.
- Visit your local county board of supervisor meeting and report on the activities of your 4-H club or project.

## Leadership

- Become a role model for others by taking the position of junior/teen leader.
- Mentor younger members in setting shooting specific goals and developing a plan on how to achieve them.
- Be responsible for teaching materials used at project meeting.



## Resources

- National 4-H Shooting Sports  
[www.4hshootingports.org/](http://www.4hshootingports.org/)
- California 4-H Shooting Sports  
[www.ca4h.org/Projects/SET/ShootingSports/](http://www.ca4h.org/Projects/SET/ShootingSports/)

Connections & Events	Curriculum	4-H Record Book
<p><b>Presentation Days</b> – Share what you've learned with others through a presentation.</p> <p><b>Field Days</b> – At these events 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your county 4-H office to determine additional opportunities available, such as a field day.</p>	<ul style="list-style-type: none"> <li>• 4-H Shooting Sports Guide: Basic Archery (<i>Issued to project leaders certified to instruct the project</i>)</li> <li>• 4-H Shooting Sports Education Project: Member Manual H950 <a href="http://mde.kap.purdue.edu/item.asp?itemID=19854">//mde.kap.purdue.edu/item.asp?itemID=19854</a></li> <li>• National Field Archery Association - Downloadable information regarding archery competition <a href="http://www.nfaa-archery.org/">www.nfaa-archery.org/</a></li> </ul>	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit <a href="http://ucanr.edu/orb/">http://ucanr.edu/orb/</a></p>

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Light Your Spark

Flex Your Brain

Reach Your Goals

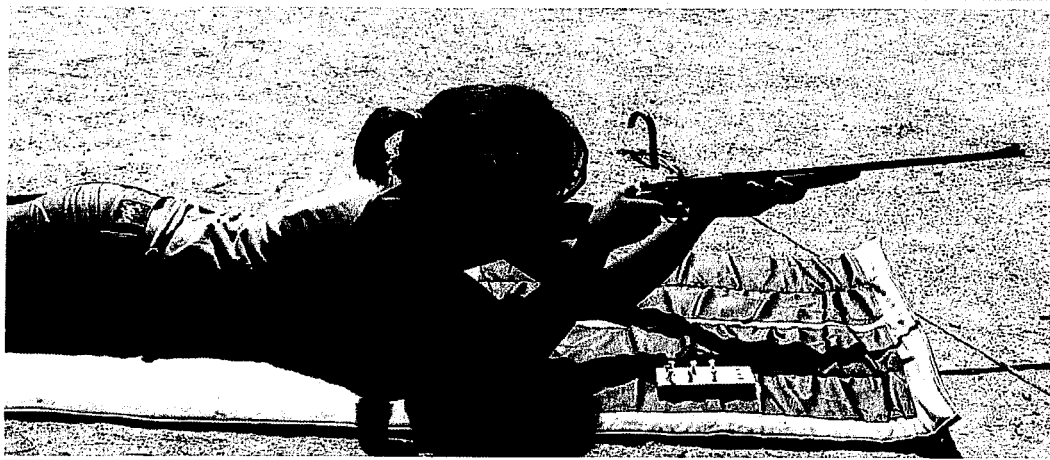
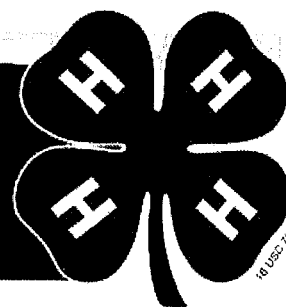
Light Your Spark

Flex Your Brain

Reach Your Goals



# 4-H RIFLE PROJECT



The 4-H Shooting Sports Program enables youth to become responsible, self-directed and productive members of society. The program transfers knowledge, skills and attitudes to develop human capital, using subject matter and resources of land-grant universities. Specific goals and objectives of the program include:

- Promoting the highest standard of safety, sportsmanship, and ethical behavior.
- Strengthening families through participation in life-long recreational activities.
- Teaching safe and responsible use of rifles as well as sound decision making, self-discipline, and concentration.

## 4-H THRIVE

Help Youth:

### Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

### Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

### Reach Their Goals

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

### Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

#### Starting Out *Beginner*

- Learn safety and courtesy on the range.
- Keep a shooting diary with notes and observations.
- Identify different types of safety equipment and how to use them.
- Participate in live fire exercises utilizing the fundamentals of firearms safety.
- Demonstrate how to safely handle a rifle.

#### Learning More *Intermediate*

- Describe four ways to save money and be economical while participating in your project.
- Give a presentation on some technical aspect of rifle shooting.
- Develop a personal reference library of resources that will be helpful in your project.
- Set specific goals related to rifle shooting and develop a plan to accomplish these goals.

#### Exploring Depth *Advanced*

- Develop your own special rifle event. Create a plan, chart progress, analyze successes and/or problems and report the results.
- Arrange a field trip for your project members to a location that has significance to marksmanship.
- Demonstrate proficiency in detecting and correcting rifle shooting errors in novice shooters.

The activities above are ideas to inspire further project development. This is not a complete list.

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

# Expand Your Experiences!

## Science, Technology, Engineering, and Mathematics

- Measure and record differences in accuracy when utilizing different types and brands of rifle ammunition.
- Experiment with distances and trajectories in rifle shooting and report on the results.

## Healthy Living

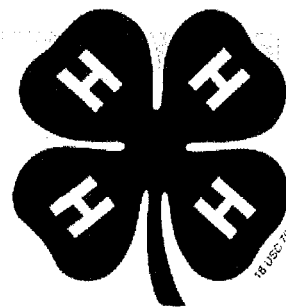
- Explain at least three methods for securing a rifle and making it safe from unauthorized users.
- Research hearing loss and the importance of using ear protection when participating in rifle shooting.

## Citizenship

- Plan and implement a community service activity related to the project.
- Work with a local agency to promote and/or provide safety locks for guns.
- Visit your local county board of supervisor meeting and report on the activities of your 4-H club or project.

## Leadership

- Become a role model for others by taking the position of junior/teen leader.
- Mentor younger members in setting shooting specific goals and developing a plan on how to achieve them.
- Be responsible for teaching materials used at project meeting.



### Resources

- National 4-H Shooting Sports  
[www.4-hshootingsports.org](http://www.4-hshootingsports.org)
- California 4-H Shooting Sports  
[www.ca4h.org/Projects/SET/ShootingSports](http://www.ca4h.org/Projects/SET/ShootingSports)

Connections & Events	Curriculum	4-H Record Book
<p><b>Presentation Days</b> — Share what you've learned with others through a presentation.</p> <p><b>Field Days</b> — At these events 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your county 4-H office to determine additional opportunities available, such as a field day.</p>	<p>4-H Shooting Sports Guide - Basic Rifle (Issued to project leaders certified to instruct the project)</p> <p>4-H Shooting Sports Education Project Member Manual 4-H 1950 <a href="http://mdc.rabpurdue.edu/item.asp?itemID=19854">http://mdc.rabpurdue.edu/item.asp?itemID=19854</a></p> <p>Civilian Marksmanship Program - Downloadable rule books for various rifle competition <a href="http://www.odcmp.com/">www.odcmp.com/</a></p>	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project members document their experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit <a href="http://ucanr.edu/orb/">http://ucanr.edu/orb/</a></p>

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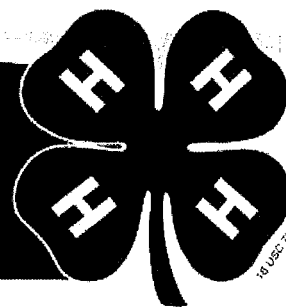
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



# 4-H SHOTGUN SHOOTING PROJECT



Shooting sports teach youth a respect for firearms, help them develop discipline, and shotgun in particular encourages conservation of wildlife and habitats through the hunting aspect of the project.

- Practice safe firearms handling at all times.
- Learn how humans affect wildlife areas.
- Develop team building skills.

## 4-H THRIVE

Help Youth:

### Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

### Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

### Reach Their Goals

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

### Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

#### Starting Out *Beginner*

- Understand the six fundamental steps to firing a shotgun.
- Know the parts of a shotgun and how they work.
- Identify whether or not a shotgun is loaded.
- Recognized range commands.
- Learn the important pieces of safety equipment.

#### Learning More *Intermediate*

- Identify the components of shotgun ammunition.
- Know the necessary pieces of equipment and methods for cleaning a shotgun.
- Demonstrate how to properly store and transport your shotgun.
- Identify types of wildlife and basic hunting practices.
- Understand how to use sights.

#### Exploring Depth *Advanced*

- Identify errors in shooting form.
- Learn how to score a competition.
- Be able to properly fit a shotgun to the shoulder.
- Recognized different shotgun accessories and their functions.
- Understand choke function and affects.

The activities above are ideas to inspire further project development. This is not a complete list.

*Light Your Spark*

*Flex Your Brain*

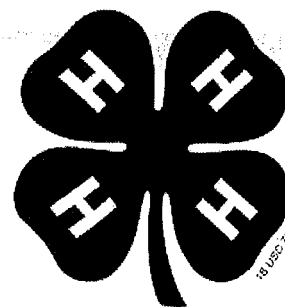
*Reach Your Goals*

*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*





# Expand Your Experiences!

## Science, Technology, Engineering, and Mathematics

- Write a report on hunting endangered wildlife and how this is controlled.
- Create a presentation on the types of shotguns and how they are different.

## Healthy Living

- Teach others the health benefits of spending more time outside.
- Create a team building exercise involving shooting exercises.

## Citizenship

- Organize a cleanup of a wildlife area.
- Volunteer during a shooting competition.
- Find a local marksman's club and visit a meeting or event.

## Leadership

- Become a role model for others by taking the position of Junior or Teen leader.
- Encourage others to join the shotgun project.

## Resources

- National 4-H Shooting Sports [www.4-hshootingsports.org](http://www.4-hshootingsports.org)
- California 4-H Shooting Sports <http://4h.ucanr.edu/Projects/STEM/SET/Projects/ShootingSports/>
- National Skeet Shooting Association/National Sport Clays Association <http://www.nssa-nasca.org>

Connections & Events	Curriculum	4-H Record Book
<p><b>Presentation Days</b>—Share what you've learned with others through a shooting sports presentation.</p> <p><b>Field Days</b>—At these events, 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your county 4-H office to determine additional opportunities available, such as a field day.</p>	<ul style="list-style-type: none"> <li>• Georgia 4-H Shotgun Lesson Plans: <a href="http://www.georgia4h.org/safe/disciplines/Shotgun/Shotgun_2014.pdf">http://www.georgia4h.org/safe/disciplines/Shotgun/Shotgun_2014.pdf</a></li> </ul>	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project members document their experiences, learning and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit <a href="http://ucanr.edu/orb/">http://ucanr.edu/orb/</a></p>

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*Light Your Spark*

*Flex Your Brain*

*Reach Your Goals*

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*Flex Your Brain*

*Reach Your Goals*

# SHOOTING SPORTS

## *Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award Beginning

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Explain the definition of the acronym "MAT".	_____	_____
2. Describe the actions taken when you hear the range command "Cease Fire."	_____	_____
3. Demonstrate how to use your safety equipment when firing a rifle.	_____	_____
4. Demonstrate how to safely handle a rifle, including muzzle control, loading and unloading, and passing a rifle to another person.	_____	_____
5. List at least 3 ways you can demonstrate safety and courtesy on the range.	_____	_____
6. Point out and name the 3 major parts of a rifle.	_____	_____
7. Explain the function of an action and list 5 different rifle action types.	_____	_____
8. Explain the term "caliber".	_____	_____
9. Name the 4 components of a rifle cartridge.	_____	_____
10. Explain the difference between a rimfire cartridge and a centerfire cartridge.	_____	_____
11. Explain the different types of sights available for a rifle.	_____	_____
12. Take time to tell one or more of your friends about the things you are learning and doing in the shooting sports project and report back to the leader or group.	_____	_____
13. Participate in 3 live fire exercises utilizing the 3 Fundamentals of Firearms Safety, observed by the shooting sports leader.	_____	_____
14. Keep a shooting diary with notes and observations from at least 3 live fire exercises.	_____	_____
15. Make a presentation at Presentation Day.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

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

Club Leader's Signature of Completion: \_\_\_\_\_

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

# SHOOTING SPORTS

## *Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award

#### Intermediate:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Demonstrate and explain the 4 rifle shooting positions that are allowed in competition.	_____	_____
2. Explain the importance of sight alignment and sight picture and its effect on bullet placement on the target.	_____	_____
3. Create a poster of 10 or more practical rules for safety related to shooting sports activities and find a way to share them with others outside the project.	_____	_____
4. Demonstrate how to zero a rifle by adjusting the sights.	_____	_____
5. Describe the different types of bullets (lead, hollow point, jacketed, etc.) and explain how and why they are used.	_____	_____
6. Explain the different types of qualification and competition targets and their uses.	_____	_____
7. Describe the terms misfire, hangfire, and squib. Explain the different steps you would take when these things occur.	_____	_____
8. Shoot at least 200 rounds and log the scores in your shooting diary.	_____	_____
9. Reviewing the fundamentals of rifle shooting, identify 2 faults in your shooting that are causing missed targets and develop a drill to correct these faults.	_____	_____
10. List and explain at least 3 ways firearms can be secured and made safe from unauthorized users.	_____	_____
11. Describe in sequence what occurs from when you pull the trigger to when the bullet exits the muzzle (report, poster or talk).	_____	_____
12. Participate in one activity where you promote 4-H and the shooting sports to the public.	_____	_____
13. Participate in a range set-up and clean-up.	_____	_____
14. Demonstrate how to properly clean a rifle.	_____	_____
15. Give a presentation at presentation Day.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_ Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_ Date: \_\_\_\_\_

# SHOOTING SPORTS

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Advanced:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Report on the history of one aspect of rifles.	_____	_____
2. Interview someone whose profession involves or is related to shooting sports and report on an industry related career opportunity that interests you.	_____	_____
3. Invite a guest speaker to one of your meetings and introduce them to the group.	_____	_____
4. Shoot at least 50 rounds in each of the four different rifle positions (prone, sitting, kneeling, standing), and document in your shooting diary.	_____	_____
5. Give a presentation on some technical aspect of rifle shooting.	_____	_____
6. Contact a local, state or national association related to your project. Explain to your project group what this association has to offer to its members and other interested individuals.	_____	_____
7. Set at least 3 specific goals related to your shooting skills and develop a plan of action to accomplish these goals. Chart your progress in your shooting diary.	_____	_____
8. Give a demonstration, talk or poster presentation on some aspect of shooting sports outside of 4-H.	_____	_____
9. Keep a personal reference library of literature (books, magazines, etc,) that will be helpful in your project.	_____	_____
10. Describe four ways to save money and be economical while participating in your project.	_____	_____
11. Design an "ideal" gun for you to use in a specific application. Come up with as many details as you can, (including dimensions, weight, materials, action, etc.) and explain why you chose each one.	_____	_____
12. Alone, or in a group, plan and complete a community service activity related to your project.	_____	_____
13. Participate in at least three rifle competitions and document them in your shooting diary.	_____	_____
14. Give a presentation at presentation Day.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

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

Club Leader's Signature of Completion: \_\_\_\_\_

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



# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES  
ENVIRONMENTAL HEALTH AND SAFETY



#10

## FIREARM CLEANING SAFETY

*Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.*



*Photograph Courtesy Siskiyou  
County 4-H Program*

Information available from the California Department of Health Services indicates that between 2000 and 2004 an annual average of 10 youth aged 13 to 20 were unintentionally killed by firearms. An annual average of 220 youth suffered unintentional firearm injuries that required hospitalization during the same time period. Data from the U.S. Centers for Disease Control and Prevention indicate about 70 percent of the unintentional firearm injuries are self inflicted and involve gunshot wounds to arms, hands, legs, and/or feet. Unintentional firearm injuries or fatalities usually happen while a person is carrying a loaded gun or during the routine cleaning, loading, or unloading of a gun.

### Firearm Cleaning Safety

- Never disassemble or clean a firearm until you have received instructions from a qualified person.
- Firearms should be cleaned after each use and whenever a firearm has been stored for a long time.
- Prior to starting, thoroughly review and understand information provided in the firearm owner's manual with particular attention given to descriptions of firearm cleaning procedures.
- Always assure the firearm is unloaded before beginning to clean the firearm. Remove magazines or clips from the firearm and inspect cylinders and/or chambers for loaded rounds. All ammunition shall be removed from the area and locked away.
- Never take apart a firearm past what the owner's manual recommends.
- After disassembling, inspect firearm parts for damage or excessive wear. If a firearm fails the inspection, notify your group leader, parent, or guardian and do not use the firearm. Take the firearm to a professional gunsmith for repairs.
- Use a muzzle guard to keep brushes and cleaning rods centered within the firearm bore.
- When possible, clean the bore of the firearm from the breech end. Pull cleaning patches through the bore from the muzzle end of the firearm. Properly dispose of used cleaning patches.
- Use the appropriate type of brush and cleaning liquid to clean fouled or dirty areas such as occurring on and around a firearm's action, bolt, trigger assembly, frame, or sightsight.
- Store reusable cleaning cloths that have been used with a firearm cleaning fluid in a sealed jar or other container. Properly dispose of other, non-reusable, cleaning cloths that have been used with a firearm cleaning fluid.
- After cleaning, lightly lubricate the firearm bore and moving parts with an appropriate lubricant.
- Carefully reassemble the firearm and double check to assure all mechanical actions are functioning correctly.
- Following reassembly, wipe the outside surfaces of the firearm to remove all fingerprints and thereby, prevent rusting of metal parts.
- Always wash your hands with soap and water after handling firearms, cleaning fluids, and lubricants.
- At the completion of the cleaning task, store the unloaded firearm in a locked cabinet or other type of container that is at a separate location from the firearm's ammunition.

## **I'm a 4-H Project Leader: Now What Do I Do?**

### **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

### **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

### **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

### **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

### **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.



These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.