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Georgia 4-H Project SAFE
Certified Coach
Training Manual
General Standards

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What is Project S.A.F.E.

Adapted from Dr. Ron Howard, National Shooting Sports Development Committee

Project S.A.F.E. (Shooting Awareness, Fun and Education) is an active program attractive to youth and adult audiences. The curriculum is designed to assist young people in personal development, establish a personal environmental ethic and explore life-long vocational and avocational activities. The program uses experiential learning and positive interactions with youth and adult role models to help young people develop self-concept, self-assurance and a positive self-image.

The content provides a framework of knowledge and skills for lifetime participation in recreation, hobbies and careers related to shooting sports and wildlife. Core concepts stress safety, ethical development, personal responsibility and life-time recreational skills.

The program promotes responsibility, decision making and identifying realistic, personal goals. Participants may elect to compete at a level appropriate for their abilities or pursue other objectives. Participants have shown high achievement in the field, shop or classroom and on the target range, but personal development for young people and leaders is the real objective. The program strives to make “every kid a winner,” and to “make the best better.”

Like other 4-H projects, S.A.F.E. has a subject matter base. It has strong links to natural resources, wildlife, outdoor recreation and safety. The content is drawn from sports medicine, psychology, education, biological and physical sciences, engineering, mathematics, technology, as well as American traditions, folklore and history.

The proportion of volunteers and participants new to 4-H is as high as 80 percent in S.A.F.E. programs. Links with other 4-H programs allow the program to introduce the wide array of activities and learning experiences 4-H has to offer. The program promotes positive interaction between young people and concerned, interested and well-prepared adults with shared interests. Those relationships result in recruitment of both youth and adults not being reached by other programs.

The content continues to grow, and its scope is limited only by the availability of leaders and the imaginations of participants. The program is flexible and adaptable to nearly any local audience – rural or urban. Equipment and facilities are also flexible, and numerous funding alternatives are available. Its major disciplines include archery, hunting and wildlife, muzzleloading, pistol, rifle and shotgun. A foundation of basic programs leads into more advanced activities.

Project S.A.F.E. involves too much for a single leader to deliver successfully. It is designed to be delivered by a committee or team of volunteers with agent advice. Consent and support. It emphasizes the value of a cohesive and dynamic group of volunteers, each with limited responsibility to present a program that is better than any one of them could present alone. Identifying, recruiting, selecting and equipping leadership teams is one of the most significant keys to success. State workshops equip leaders to deliver and promote the program.

If you like kids, have an interest in shooting or related activities and are willing to learn, the 4-H S.A.F.E. program and youth of your community need you.

Project S.A.F.E. Objectives

The 4-H Project S.A.F.E. Program strives to enable young people, their parents and adult volunteers to become responsible, self-directed and productive members of society, Agents, leaders, instructors and coaches must understand the goals and objectives of the program in order to manage or present it properly. These goals and objectives are consistent with the goals and objectives of the 4-H program. 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 S.A.F.E. Program include but are not limited to those listed below.

- Enhance youth development of self-concept, character and personal growth through safe, educational and socially acceptable involvement in shooting activities.
- Involve youth in a life skills program that teaches safe and responsible use of firearms including sound decision-making, self-discipline and concentration.
- Promote the highest standards of safety, sportsmanship and ethical behavior.
- Expose participants to the broad array of vocational and life-long avocation activities related to shooting sports.
- Strengthen families through participation in life-long recreational activities.
- Complement and enhance the impact of existing safety, shooting and hunter education programs using experiential (hands on) educational methods and progressive development of skills and abilities.

The Roots of the Project S.A.F.E. Program

Adapted from Dr. Ron Howard, National Shooting Sports Development Committee

The creation of Project S.A.F.E. rests in the shooting and hunter education communities, the arms and ammunition industry and 4-H itself. Each organization entered the cooperative venture of building the program with a different set of objectives. Later those objectives merged into a cohesive program structure.

Shooting and hunter education organizations shared a concern about recruitment and development. Although shooting is almost as attractive as track and field in international sporting events, competitive shooters were relatively rare and aging. Recruitment involved shooting organizations reaching out to people who were already interested in

shooting sports. Like many other organizations, including 4-H, the recruitment efforts were directed at the easily reached audience of shooters who had a shooting tradition.

Hunter educators were concerned about teaching essential skills to produce safe and ethical hunters. The need was particularly acute for people coming from non-hunting and non-shooting backgrounds. Attacks on hunting made both recruitment and effective preparation more critical. They also outlined a need to broaden the base of understanding about hunting and other types of consumptive wildlife recreation or enterprise.

Industry had a strong, economic incentive. Sales of shooting equipment, ammunition and accessories were their livelihood. Economic stresses, anti-gun activities and declining participation rates in shooting and hunting were warning signs of economic hardship. Industry also faced a declining pool of skilled professionals in specialized areas of manufacture. Engravers, stock makers and other skilled artists or gunsmiths were in demand but rare and hard to find. Introduction of young people to safe and responsible use of shooting equipment and to careers related to shooting was viewed as a long-range solution.

The 4-H program also faced several problems. Males, both members and volunteers, were under-represented. Nationally, participants were nearly 65 percent female. Teens were grossly under-represented with a sharp decline in participation at about the age of 13. In many states the core of the 4-H program, the clubs, were experiencing a continued, long-term decline in membership. Birthright members made up as much as 95 percent of the membership in clubs. The increasing trend toward urbanization, coupled with the “cows and cooking” or “cows, sows and plows” image of 4-H resulted in barriers to participation that could be overcome only with creative programming.

Many youth shooting programs were available, so the subject matter of 4-H Shooting Sports and Project S.A.F.E. was not unique. Several of the programs laid claim to a youth development foundation. Most of them used a volunteer corps to present the program to young people. A few of them even tried to link shooting to other areas of concern. The 4-H Program tried to combine the best of all of these programs while keeping a relationship with the existing natural resources, safety or outdoor recreation programs. The materials and training programs emphasized young people and their life skills as the product of the program while using tested techniques and positive reinforcement to develop fundamentally sound shooters. Strong and continuing recruitment of volunteers, intensive volunteer equipping and management, minimal commitment of professional staff time and attractiveness to males and older teens have been and continue to be key elements in successful Project S.A.F.E. programs.

The cooperation with other organizations and agencies, innovation within 4-H, skill development and recruitment of identified audiences, has been powerful. Where the program goes from here depends upon the orientation and commitment of the leaders and coaches who drive it.

Ideal Youth Programs

Adapted from Dr. Ron Howard, National Shooting Sports Development Committee

Defining any ideal youth program involves risk. Every person interested in young people has a point of view and a set of biases. When a committee defines and structures the program, often too many elements are included because of these opinions. A simple definition may be better.

Ideal youth programs seem to share several elements. Such programs are attractive to kids, parents and other volunteers. The leaders are well-prepared, positive and understand the objectives of the program. They guide program direction, involving the participating young people in determining the exact nature and content. All participants strive to expand their interests, skills and competencies. Youth development and the growth of their coping, competency and contributory skills is the foundation of the program. Those skills are integrated into a matrix with fun, pertinent, informative and positive activities valued by the young people. Parents and older youth are actively involved and given increasingly responsible duties. Relationships are more important than skills, achievement or awards; and those who lead and guide the program ensure that the priorities remain in order. Finally, the groups are kept small with a high ratio of leaders or coaches to young people to facilitate building relationships, mentoring and role modeling.

Youth Development

Adapted from Dr. Ron Howard, National Shooting Sports Development Committee

Many groups have analyzed young people and offered suggestions concerning their needs. Often and with some justification young people are viewed as a generation at risk. Their world is more complex. The impact of ignorance, errors in judgment or lack of preparation is more severe. Young people suffer from economic and social stresses within the economy, and those stresses are compounded by alterations in family structure. Development of fundamental life skills in a low-risk environment, where a young person can make a mistake and learn from it, is a critical need. Project S.A.F.E. can and must be a low-risk environment with abundant opportunities to practice and develop life skills.

Youth professionals in 4-H have lumped fundamental life skills into three major categories of skills: coping, competencies and contributory. Like any taxonomic scheme, this one is dynamic and open to interpretation and alteration. Some critical components require effort to fit into the scheme. Others seem to span the major categories.

Coping skills are related to developing a positive self-concept, social skills, and positive attitudes toward the future and a sense of control. These skills are strongly and

positively linked to avoiding major risk factors for young people. A sense of future worth and personal value are insulators that help prevent dropping out of school, drug abuse, teen pregnancy and similar risk factors for young people. Social skills are vital to self-concept and positive interactions with others. They are learned, practical skills. Self-respect is the foundation of positive attitudes toward other people, the environment and productive use of one's allotted time. Wise and productive use of leisure time is also essential to coping with the risks and stresses of today's world. Decision making and analysis of alternatives are also part of coping with a world having a deluge of information and a dearth of analytical thinking. This list could go on and on.

Competencies are learned abilities that cover an unlimited range of critical areas. Young people must learn to use accepted practices of physical, mental, emotional and social health and safety. They benefit from exploring of careers and job opportunities, expanding their range of potential roles in the society and achieving self-satisfaction from tasks well done. Competency as a citizen demands basic understanding of the environment, social interactions and politics.

Finally, acquiring knowledge, attitudes and skills in the subject matter provided by the 4-H program increases the breadth and depth of information and analytical capability for the participant. Project S.A.F.E. has a particular strength in introducing areas of art and science related to physics, chemistry, mathematics, engineering, history, clothing and textiles, wood science, foods and nutrition, psychology, physical fitness and natural resources. Leaders and coaches must help participating young people see the potential linkages and build these competencies. Contributory skills involve productive discharge of personal, social and civic responsibilities. Developing leadership skills and exercising those skills in a progressively responsible manner is a strength of the 4-H program. Community service activities and involvement in community affairs should be encouraged to enhance these skills. Contributory skills are a natural out-growth of success and satisfaction with program activity. Leaders and coaches must be aware of participant interest and be prepared to encourage such activities.

Very few young people are interested in a program overtly focused on coping, competencies and contributory skills. The concept of life skills development is neither attractive nor exciting. As a result, these elements are imbedded in hands-on, experiential learning in subject matter that is FUN. Leaders and coaches must understand their role in teaching life skills, but they must carefully coat the medicine of life skills education with the easily swallowed activity of shooting and related interests. Opportunities to address the philosophy of life, roles of competition and cooperation, responsibility, emotional control, personal responsibility, decision making and other elements of life skills development will be abundant. However, the leader or coach must be looking for them and be willing to address them. These concepts and principles can be threatening topics for a volunteer; but, like the discussion of ethics in hunter education, these issues can be among the most significant and rewarding for the instructor and member alike.

Kids 'n' Guns

“Common Objections to S.A.F.E.”

Why does 4-H have a shooting sports program?

- 4-H uses shooting sports to teach youth development. Our programs are valuable for helping young people develop self-confidence, personal discipline, responsibility, teamwork, self esteem and sportsmanship. The discipline and self-control required for responsible firearms use carries over into many other aspects of life.
- 4-H programs provide a positive experience for youth and promote the safe and ethical use of firearms.
- It is our belief that firearms education reduces gun accidents.
- Hunting and shooting are rich American traditions. 4-H Shooting Sports programs help continue this tradition through involvement of the total family: Youth, teens, parents, grandparents, etc.

Don't shooting programs like those run by 4-H spread American's violent gun culture?

- No! In fact, there is ample evidence that the opposite is true. The 4-H Shooting Sports program is designed to teach good self-concept and character, and to promote the highest standards of safety and ethical behavior. In addition, with 60-80 million gun owners in America, and the vast majority of them using guns safely and responsibly, America has a peaceful gun culture.
- In a society that has chosen to possess firearms, all members, regardless of age should be provided adequate training to ensure safe, ethical and responsible interaction with firearms.

Isn't easy access to firearms one reason for the violent behavior we've seen in Columbine and other school shootings?

- No, access is not the issue. The safest location for a responsible gun owner to store a firearm is the secure environment of his or her home.
- Firearms should however, be stored so that they are inaccessible to unauthorized users.

Can't you do positive youth development without a firearm?

- Yes. But you will miss some kids that are interested in hunting and shooting.
- Make the most of family interest in hunting and shooting.
- 4-H Shooting Sports will enhance the gender ratios of members and volunteer leaders of your State 4-H Program

4-H Essential Elements

4-H is designed to support the positive and successful development of all youth. 4-H volunteer leaders are essential partners in creating a positive environment by focusing on the strengths of youth and providing positive ways for youth to meet their basic needs.

Caring Relationship (Belonging)

All youth need a caring, supportive relationship in their lives. Volunteer leaders and club members provide this fellowship by showing interest in, actively listening to, and fostering the gifts of 4-H youth. 4-H clubs provide an opportunity for long-term youth development seldom found in other educational delivery modes. The multiple interactions of parents and adults working with 4-H'ers that is found in 4-H clubs is unique to most other youth education.

Constructive Learning Experiences (Mastery)

Youth rely on the joy they receive from interests, hobbies and group participation to balance disappointments in other parts of their lives. 4-H offers opportunities to take on new challenges and learn new skills. 4-H youth develop mastery through the Experiential Learning Process by experiencing, sharing what happened, processing what was important, generalizing the experience to the real world and applying what was learned to other situations.

The presence of self-confidence and positive self-esteem are today considered to be two of the most important indicators of personal wellness and success in an individual. Through the support and encouragement of caring club parents and leaders youth grow taller in their feelings of self-worth. A sense of accomplishment is achieved from finishing a project and participating in a positive evaluation experience.

Leadership Opportunities (Independence)

Creating opportunities for youth to develop skills and confidence for leadership and self-discipline is a cornerstone of 4-H. 4-H helps young people recognize the connection between independence and responsibility. Independence does mean greater power and influence but it is linked with responsibility for decisions made and actions taken. Today's society is busy, with worthwhile opportunities for youth in greater abundance than ever before. Being involved in a successful 4-H club means that members learn how to set priorities in developing their club program and manage the time they have available for their club wisely.

Service To Communities (Generosity)

The 4-H Pledge focuses on the importance of larger service and recognizing a responsibility for the welfare of others. 4-H helps youth focus on developing concern for others and taking action to demonstrate that concern. Service forges bonds between youth and the community, and doing something valued by others raises feelings of self-worth and competence.

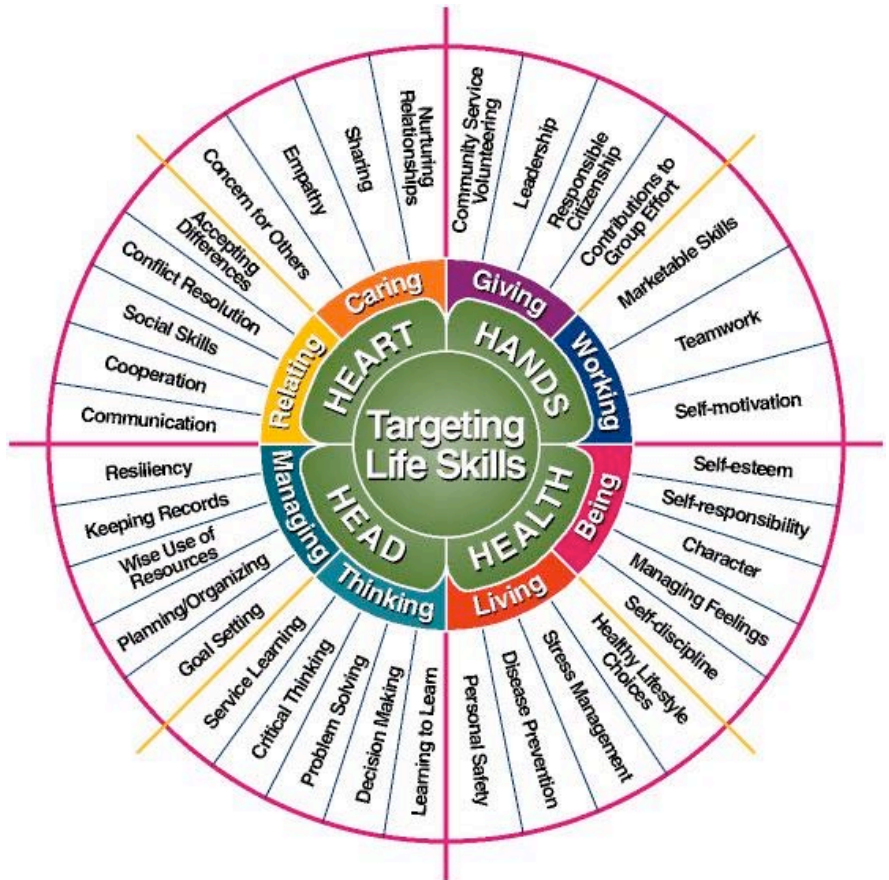
Positive Youth Development & Targeting Life Skills

Positive youth development is a process of mental, physical, social and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. People who develop programs and curricula for youth are in the business of providing educational opportunities through which youth can learn information and develop skills they need.

A skill is a learned ability to do something well. Life skills are abilities individuals can learn that will help them to be successful in living a productive and satisfying life. In the Targeting Life Skills (TLS) Model categories of life skills are identified and divided on the basis of the familiar four H's from the 4-H Clover that represent Head, Heart, Hands, and Health. Two general categories of skills are included under each of the four headings.

The goal of youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice them until they are learned, and be able to use them as necessary throughout a lifetime. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

Like all 4-H activities, Project S.A.F.E focuses on two different types of skills that young people learn through participating in the program. Project Skills that are related to subject matter (shooting and safety) and Life Skills which is the development of knowledge that can be used throughout life. Youth development opportunities and S.A.F.E. programs of high quality don't just happen. They are carefully planned and carried out so youth develop both subject matter and life skills.

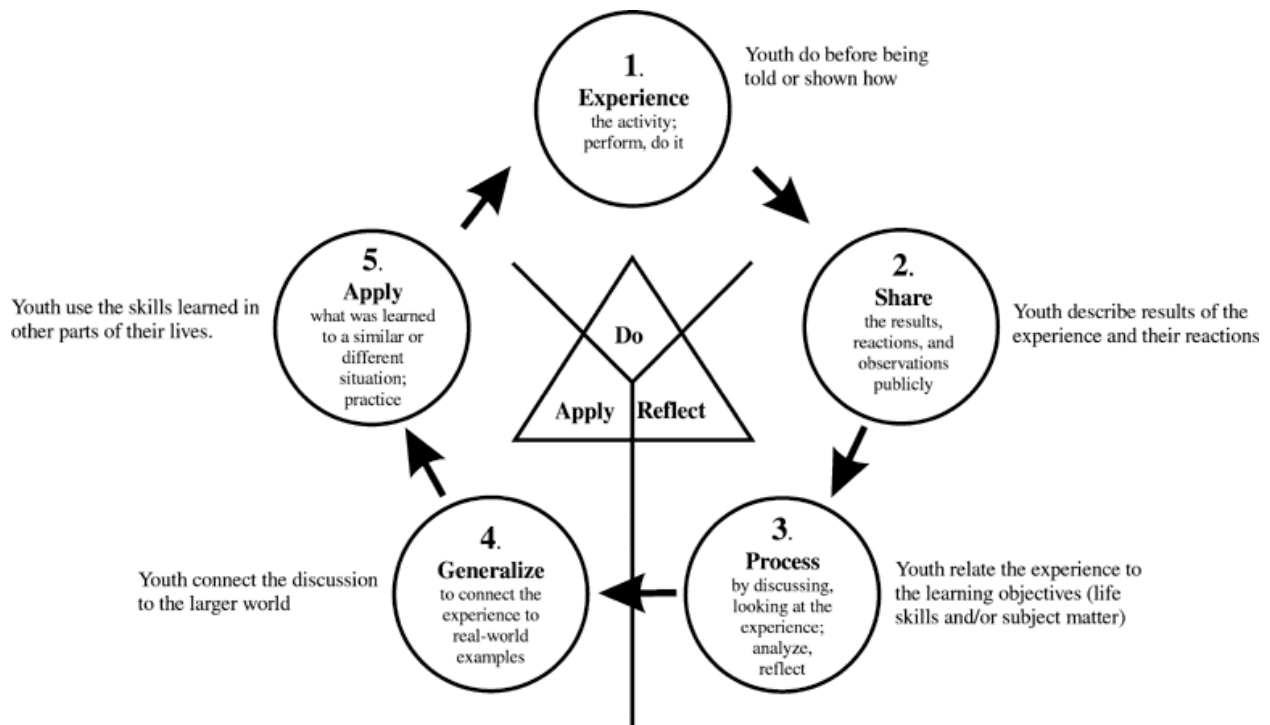


“Learn by Doing” Experiential Learning

“Learn by doing” is a commonly used expression in 4-H. Indeed, the 4-H program has a reputation for using a learn-by-doing approach for teaching youth. Although learning by doing has been the core of how 4-H teaches kids since its beginning in the early 1900’s, 4-H has more recently adopted an official model to depict this process. An understanding of this process called “experiential learning” will help new and experienced leaders provide 4-H members with rewarding and fun experiences. As you begin to use this process, it may take more time to prepare than a lecture or a demonstration for a club meeting. Yet, you will soon find the time spent is well worth the effort.

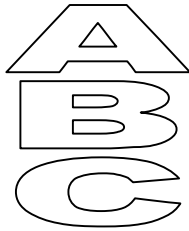
The “learn-by-doing” approach allows youth to experience something with minimal guidance from an adult. Instead of being told “the answers,” they are presented with a question, problem, situation, or activity which they must make sense of for themselves. Learning by doing is called “experiential learning” because it is based on learning from experiences.

The steps of the experiential learning process are:



The Art of Teaching Kids (And Crusty Old Codgers)

Adapted from Jeff Goodwin, National 4-H Shooting Sports Development Committee

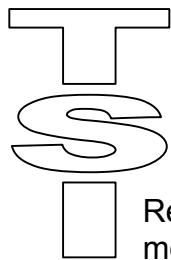
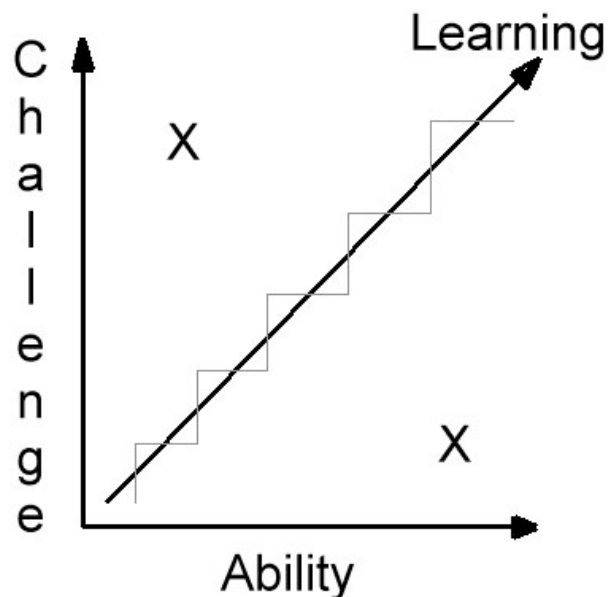


Ability in Balance with Challenge

The ABC's of teaching young people, or the basic concept that must be understood in order to be an effective teacher, is the concept of Ability in Balance with Challenge. The object of an educational activity is to take a student from some starting point to some goal.

If an educational activity is well in their ability and lacks challenge, students will become bored and lose interest in participating. However, if an activity is well beyond their ability and too challenging, like wise they will become frustrated and lose interest in the activity.

As a teacher we most find opportunities that challenge the student with more difficult experiences. But after each challenge, the student must be brought back in to the comfort of their ability so education can occur.



Tell me, I forget:

Show me, I remember;

Involve me, I understand.

Research clearly demonstrates that teaching is more effective if the learner is more involved in the learning activity. The more senses involved in a learning experience makes for a more profound and unforgettable experience.

Focus on the Kids

As a teacher, you must focus on your audience – KIDS! It is very easy for adults, with a broad frame of reference, to think and speak in ways that young people have no chance to comprehend.



A skilled teacher is able to put themselves in the shoes of the people sitting in their audience. . You must be tuned into and focus on a youthful train of thought before a connection can be made with youth audiences.

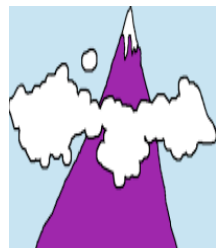
T M Teachable Moments

The trademark of a effective teacher is the ability to devise and utilize the teachable moment. To set up a teachable moment is actually like setting a trap and spring the trap at an opportune moment. When the trap has been sprung, the victim knows that they have been had, or in the case of education, they know what point has been made. The trap must not only be set properly, but the teacher must take the time and the effort to set the trap in the first place.

Not all teachable moments may be planned. They can arise when something goes wrong or something unexpected happens. A teachable moment is any situation that opens the door for you as an adult to provide guidance and instruction to youth.

Allow Kids to Screw Up

We all have to allow kids to “screw up” from time to time. That is, as long as they are in a safe environment to do so without causing harm to themselves or others. The truly life-long lessons that you have learned are those that you have learned from your mistakes. Many times, adults want to rescue kids from adversity rather than letting them experience it. When we do that, we rob young people of powerful learning experiences.



Leave Them on a High Point

Many times, teachers pull out their best tricks at the start of the class or at the start of an activity. If the best trick is used in the first 10 minutes, the next 50 minutes are just “boring” for kids. What will kids remember on the way home? The boring! Conclude your activity with your best trick. That is what they will remember and why they will come back. At the very lest, praise them for what they accomplished during the activity before they leave instead of focusing on what they need to work on.

De – Brief

No, No, No . . . Don't run up behind your unsuspecting young people and pull there shorts down around their ankles. That is not the type of de-briefing we are referring to. Teachers many time do a tremendous job of education but then fail to stop, discuss what



happened and drive home their educational message in a good de-briefing session. Take time to discuss failures and successes with your students so they have a better understanding of what they are learning and experiencing.

It has to be Fun!

The last concept to address concerning teaching kids is the word fun. If the kids do not have fun while you are providing them a high quality educational experience, it will not be effective as it could have been. If it is not fun, you might find yourself alone at the next scheduled activity.

Fun!

Sneaky Prophylactic Education

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Look up the word prophylactic in the dictionary and you will see that it means “preventative.” Preventative refers to the fact that if we take a nine year old 4-H member and keep them busy for nine years, teach them a ton of subject matter and teach them a wide variety of life skills so we produce a productive citizen at the age of 18 – that is preventative. If we keep them busy for nine years while they are growing up – that’s preventative.

The sneaky part comes when we make those nine years fun. When we make it fun, the kids don’t even know we have been educating them.

Youth and Competition

As a coach, your goal is to help young players learn the skills and the character attributes that your sport teaches. This includes learning how to compete--how to play with competitive intensity, how to win graciously, and how to lose with dignity, and then put their losses behind them.

Sports, our nearly perfect metaphor for life, are all about competition. There is no reason to play it unless we intend to compete. Competition per se is not bad for people. It is good for people. Kids compete instinctively. Leave a bunch of them unsupervised and they will invent some game, some sort of competition.

Competition, as a youth educational experience, concerns teachers and administrators, youth educators in other public and private agencies, parents, and youth themselves. The Iowa Youth Poll results showed that 31 percent of the youth involved in athletic programs felt too much pressure and competition in sports: 20 percent often experienced this.

Competition with pressure to win occurs not only in sport programs, but also may happen in the classroom, music programs, drama events, 4-H and other organized youth groups, and in the home.

Competition can be classified as either Interpersonal Competition or Goal Competitiveness. Interpersonal Competition involves “beating out” the other person and/or team. There is always a winner and loser. This type of Competition focuses more on the results or final score than means and does not measure what was learned or achieved by the group or individuals.

Interpersonal Competition teaches basic skills such as learning to play fair, understanding and obeying rules and sportsmanship. As an educational experience is effective when:

1. Performance needs to be increased in simple drill or speed-related tasks if quantity of work is desired and/or well learned materials need reviewing;
2. Low anxiety producing, relatively unimportant activities are used for a fun change of pace and a release of energy;
3. All learners believe they have a reasonable chance to win;
4. Clear and specific rules, procedures, and answers are available;
5. Learners are aware of their own progress and can monitor the progress of their competitors

On the other hand, Goal Competitiveness is the desire to be the best one can be. Success is measured by growth instead of the final score or ribbon. Emphasis is placed on the child’s or the team’s goals and the strides toward accomplishing them. The key to healthy Goal Competitiveness is that the goal is skill development, not being the champion.

Goal Competition may be more appropriate for young people than Interpersonal Competition. This approach recognizes individual differences and “starts where the person is.” It also gives the success to the goal setter, reinforcing the concept that one is responsible for one’s behavior. Youth may need help from adults in setting realistic goals and evaluating their progress.

When groups choose Goal Competition instead of Interpersonal Competition, that choice opens the door for cooperative learning. In cooperative situations, there is a positive interdependence among youths’ goal attainments; participants perceive that they can reach their learning goals if, and only if, other team members also reach their goals.

Guidelines for Adults When Supporting Youth in Competition

Adult support for youth in both Interpersonal and Goal competitive situations is important. Parents, leaders, teachers, and coaches have a number of responsibilities:

1. Permit youth to decide their own involvement in competitive experiences. Of course, for younger children, some guidance of appropriate activities that reflect the interest of the child is helpful, but it is better if the youth makes the final choice.
2. Help youth develop an attitude that they are responsible for their actions and that they have control over much of their environment.
3. Take a positive approach. Praise youth for the positive aspects of their participation; for just being actively involved in the exciting things that life has to offer.
4. Focus on the youth's developing skills and abilities, not only on the final score or level of achievement.
5. Guide youth as they select activities. Provide a variety of competitive and cooperative choices. Consider each youth's temperament, recognizing that youth's personalities are different, even within the same family.
6. Make expectations realistic. Use competitive situations as a way to teach youth about limits and strengths; goal setting; and the importance of sports, projects, and hobbies as a means to relax and socialize.
7. Play with, participate, support and assist youth in their competitive efforts, but do not compete with them or through them for adult satisfaction. A youth who achieves a level of competence can be proud of that achievement if it is truly his or her own. That feeling of competence is diminished if too much assistance has taken away the "ownership" of the project.
8. Be a positive role model.

Being a Successful Coach

Often, the role of a coach can be somewhat confusing and 4-H volunteers often wonder if they are qualified to serve as a coach for S.A.F.E. programs. First of all, the S.A.F.E. Program needs adults to serve primarily as “coaches” within the program, not instructors.

An instructor is a technician who meets a student on a limited basis to “grind” out the fundamentals related to shooting. They are the people with the expertise that can help teach, solve problems or push a student to the next level. The key here is limited basis. Youth do not need contact on a daily or weekly basis with instructors. Instructors can always be brought in when needed to help with the technical aspect of shooting.

4-H Youth need coaches. A coach is an analyst and advisor. They work with youth to observe, examine and make recommendations to support their daily activities. At times, they act as teacher, psychologist, parent and disciplinary. They arrange team activities; provide supervision and basic instruction for youth. More importantly, they serve as a positive adult role model and mentor for youth people.

A successful coach always:

- Follows all the rules. As the old saying goes, “A victory outside the rules is no victory at all.”
- When working with kids in competitive events, be careful of what you do and do not “live through” the kids.
- Say something positive to each 4-H'er and volunteer at each meeting.
- Make both youth and adults feel like they belong.
- Praise young people for what they do right, not what they do wrong.
- Listen to what youth have to say and look them in the eye when they talk.

A successful S.A.F.E. Program and Coach = **SAFETY**

Simple - Keep things Simple. Programs too complex or not broken into smaller components where young people can learn and master become boring.

Action Oriented- Involve both youth and adults in the learning process. Let them experience things for themselves.

Fun – It must be fun if you want kids to participate.

Educational – Programs must be education focused

Total Family Involvement – When family members come with 4-H'ers, involve them. They may be the next coach or that resource the you need to make the program successful. Parents have little opportunity to participate in programs directly with their kids. 4-H gives them a place to be involved with their child.

Youth Involvement – 4-H Programs belong to the kids. If you want them involved and to remain involved, give them a voice and responsibilities in the program.

Georgia 4-H S.A.F.E. Code of Ethics

A complete 4-H S.A.F.E. program must convey life skills development and be presented in a way that is safe, technically competent, and helps to instill 4-H values in participants through teaching and example. Certified S.A.F.E. instructors and volunteers must be cognizant of their role as a moral and ethical mentor, as well as teacher to youth and adults in their state and community.

As a 4-H S.A.F.E. Instructor or Volunteer:

- I will respect the participants, volunteers and property associated with the 4-H S.A.F.E. / shooting sports program.**
- I will set a good example as a mentor and role model for 4-H shooting sports youth and volunteer leaders.**
- I will conduct myself and my 4-H S.A.F.E. / shooting sports program in a professional and ethical manner.**
- I will strive to be knowledgeable of the life skills embodied in the 4-H S.A.F.E. / shooting sports program and aid positively in the development of youth through adherence to those principles.**
- I will strive to be technically competent in the subject matter I teach and adhere to the national 4-H S.A.F.E. / shooting sports guidelines and curriculum.**
- I will respect the dignity of each participant in the 4-H S.A.F.E. / shooting sports program regardless of gender, origin, ability, achievement or conviction.**

Name (Print)

County

Signature

Date

S.A.F.E. Requirements and Guidelines

A successful County Project S.A.F.E. Program takes time to plan and design. This includes meeting Georgia 4-H State Requirements for conducting S.A.F.E. programs along with any addition guidelines set by the county.

State 4-H Program Requirements:

- Every time a meeting / practice session is held for a Project S.A.F.E. Club, there must be at least one 4-H Certified Coach in the discipline being conducted present in addition to adequate adult supervision for the number of youth involved. There should always be a minimum of two adults present at each activity.
 - 4-H Certified Coaches must attend a State Training workshop where they receive a minimum of 8 hours is discipline instruction and 6 hours in youth development instruction.
 - Adults assisting with the program and working with youth must complete the 4-H Screening process (application, interview & reference checks) through the county extension office prior to assisting with children other than their own personal child.
 - Certified Coaches and other adults providing supervision must be at least 18 years of age and have at least 3 years age difference between the oldest allowed participants in the program.
- 4-H Enrollment Forms, Medical Release Forms and Code of Conduct Forms must be signed by 4-H'ers and parents and be collected each year.
- Every time a 4-H S.A.F.E. club meets, a roster should be maintained and an Activity Report filed with the county Extension office. The county Extension office will set the guidelines on how they would like this information submitted to the office.
- The National Shooting Sports Curriculum presented at the Coaches Training must be implemented in the county S.A.F.E. Program. If the curriculum is not being implemented, then a 4-H program is not being conducted by the leaders in the county.
- Each county program should develop a Risk Management Plan or establish Emergency Procedures for their program.
- Insurance should be discussed with the local Extension office and the proper policy maintained on the S.A.F.E. Club
- SAFE programs that meet for more than six months during a calendar year or are involved in fundraising are required to complete a 4-H Charter. Once the initial Charter is filed, a renewal is filed yearly. All clubs are encouraged to complete charters but clubs that meet for more than six months in one calendar year or are involved in fundraising must complete charters, unless and Extension staff member who is a certified coach plans and implements the program.

Additional Guidelines:

The following guidelines are strongly suggested by the State 4-H Program for each county. However, each county will set their own policies based on their program and county situation.”

- Conduct a yearly planning meeting with lead volunteers and county staff to design the program. 4-H'er input should be included in this process.
- Have each 4-H and parent sign the "Participant / Parent Contract."
- Develop a County Action plan for Project S.A.F.E. Clubs (required for charter).

Project S.A.F.E. Yearly Timeline

This time line is only a suggested timeline and will differ from county to county depending on how the program is designed and delivered.

July – August

Identify Key Volunteers, recruit, and plan to send coaches to State Coaches Trainings. New coaches should attend certified coaches trainings held in the fall and winter of each year.

September – November

- Plan yearly program – Complete Club Action Plan, Risk Management Plan and Emergency Plan as needed.
- Recruit additional Volunteers and Parents to assist with program as needed.
- Secure facilities and equipment for the upcoming year.
- Identify funding sources and solicit donations as needed.

December – January

- Recruit youth participants, publicize and sign up participants..
- Conduct volunteer orientation.
- Host orientation meeting for participants and parents following program sign up.

February – May

- Conduct Safety Training for participants
- Hold program training and practice sessions
- Offer Community Service opportunities and leadership opportunities to members.
- Promote other 4-H opportunities to members.
- Participate in county, area, district and state events.

June

- Recognize youth participants and volunteers.
- Send thank you notes to all volunteers and donors.
- Evaluate youth's participation and learning.
- Evaluate program and needs for coming year.

S.A.F.E. Staff and Volunteer Roles

County Extension Office – Staff Contact

The County Extension Office / 4-H Staff are responsible for the overall coordination on the 4-H Program in the county. The 4-H Staff is responsible for setting county program guidelines, certifying and training volunteers, reporting program activities through data management and maintaining records. The Extension staff may or may not be actively involved in the actual program but should provide support to volunteers that plan and conduct the program. The Extension staff is responsible for approving all activities and ensuring that they comply with 4-H guidelines.

County 4-H S.A.F.E. Coordinator

The county coordinator position may be the role of a county Extension Staff member or either a middle management, volunteer led position. As a volunteer led position, the coordinator works closely with local Extension staff, but is the primary person responsible for the overall coordination and management of the county S.A.F.E. program. Responsibilities of the coordinator may include:

- Administration – complete required paperwork; follow state guidelines and policies, reporting accountability, inventory, etc.
- Communicate plans with members, parents, instructors and staff.
- Recruit and supervise coaches and volunteers (both adults and teens).
- Provide leadership in developing resources such as funding, equipment and use of facilities.
- Serve as a liaison with Extension staff.

Discipline Coach

The discipline instructor is responsible for the overall teaching of knowledge and skills related to a specific discipline to 4-H youth. They should work with the county Extension staff and the county S.A.F.E. Coordinator to plan the yearly program. They are responsible for carrying out the yearly program, stressing shooting safety, providing leadership for coaches, reporting club activities to the Extension Staff or county S.A.F.E. coordinator and serving as a positive role model for youth. The discipline coach must have completed the State Coaches Certification program in the discipline they are responsible for.

Assistant Discipline Coach

The assistant discipline coach is responsible for assisting the discipline coach in the teaching the knowledge and skills related to the specific discipline. They are to stress shooting safety, actively support and mentor 4-H'ers and serve as a positive role model for 4-H youth. The assistant discipline coach must have completed the State Coaches Certification program in the discipline they are working with.

Chartering 4-H Clubs

4-H Clubs, not under the direction of County Extension Staff, are chartered. Chartering enables Clubs to use the 4-H Name and Emblem, meet the criteria and standards for the 4-H program and serve as a part of the total county and Georgia 4-H Program. Chartering aids in communication between the clubs and the total program and ensures that everyone is following the same guidelines and procedures.

Chartering is coordinated by the Extension staff person working with or serving as liaison with the Club thru the Georgia 4-H office. Each club with the local Extension office will complete the Charter Checklist and provide the accompanying documentation. The local office, in turn, returns the checklist to the State 4-H Office to review and/or renew Charters. Charters must be renewed yearly in order for clubs to be considered 4-H Clubs.

Why Charter?

- Recognize the organization of a 4-H Club and the agreement of the club to meet the requirements and standards outline by the Cooperative Extension Service
- Authorize use of the 4-H Name and Emblem to clubs. The 4-H Name and Emblem is protected under federal statute (Title 18, U.S.C. 707) and can be used only as authorized by the Secretary of Agriculture or designated representatives
- Proof of club identification and affiliation with 4-H
- Maintain the privileges of the 4-H program
- Establish procedures and consistency in operation

Who is Chartered?

- 4-H Clubs and Support Organizations that are not under the direct coordination of Extension staff members. Direct coordination indicates that the club plan of action (what goes on in the club) and club guidelines are planned and coordinated by Extension staff. The educational program may be led by a volunteer but the plan is put together by Extension staff. For example, most school clubs that meet during the school day only will not need to be chartered.
- Entities using the 4-H name and emblem outside of club structure such as marketing, clothing, awards and other business entities should receive letters of authorization for use rather than charters.
- 4-H Support Organizations such as Foundations and Volunteer Leader organizations should be chartered. However, the charter guidelines will differ slightly for specific functions. County support organizations should request approval thru the county Extension office to use the alternate charter checklist.

When to Charter (Time of Year)?

- Clubs should be chartered upon formation of the club.
- Current 4-H Clubs should begin the chartering process so that charters are in place at the beginning of the 4-H year (August 2005). Clubs that begin after

August 2005 (ie SAFE clubs that begin in January) can be chartered when the club begins meeting again.

- 4-H Clubs must renew their charter yearly.

Requirements for 4-H Clubs for Chartering

- Club leader meets UGA CAES Screening Requirements, completes 4-H Overnight Chaperone Training and participates in 4-H Certified Club Leader Training or 4-H Club Leader Introduction Program at the county level
- 4-H enrollment, Code of Conduct and participation is recorded for club members
- Evidence of the Essential Elements of 4-H, youth in leadership roles and variety of learning experiences are in the 4-H Club Action Plan
- Annual report of fund use coordinated through the county Extension office.

How Does a Club become a Charter Club?

- County Extension staff will complete the Charter 4-H Club checklist with the Club leader.
- All documents necessary for charter (per the checklist) must be completed in order to charter the club.
- The checklist is submitted to the State 4-H Office to register and receive a charter.
- Yearly reviews and a review checklist are submitted to maintain the charter
- Charter guidelines and information are available in the 4-H Awards & Activities Guidebook

PLANNING THE ANNUAL 4-H PROGRAM

A well-planned program gives direction to 4-H throughout the year. Advanced planning outlines each person's responsibilities and gives them ample time to prepare. Good planning:

- Allows each member to be a part of decisions affecting the club.
- Allows each member specific jobs during the year.
- Helps assure a balanced program with a variety of events.
- Permits families to participate in 4-H events.
- Allows adequate preparation for meetings and events.
- Includes wide participation of members and volunteers.
- Helps assure the kind of program that 4-H members, leaders and parents want.

CONSIDER THE SITUATION

- Consider the members' ages, where they live and what they do. Remember to consider their involvement with other activities and organizations.
- Study the community: schools, businesses and people. How can 4-H work with other groups to develop a good program and improve the community?

- Refer to the current emphasis in the county 4-H program, noting the training available, county or district events and activities or emerging areas of interest and support.

ESTABLISH CLUB GOALS

Goals state what leaders, members and parents would like to see the club accomplish. They should flow from the interests of the club members and the other considerations stated above. Once specific goals are defined, leaders should guide club members in determining the specific things they must do to achieve each goal. For example, to accomplish the goal of developing greater parent involvement, a committee might plan a parents' night, or plan visits with each parent at their homes. Here are some suggested club goals:

- Promote 4-H and recruit new 4-H members.
- Involve parents more in program activities.
- Learn more about the 4-H program in other counties.
- Participate in community service activities.
- Participate in project training meetings.
- Receive more assistance from project leaders.
- Promote youth participation in local 4-H programs and events.

DETERMINE ACTIVITIES AND EVENTS

- Keep club goals in mind in order to select appropriate activities.
- Decide which goals should receive greater emphasis.
- Select activities compatible to youth interest.
- Work with committees during the year to share responsibilities among everyone.

PREPARE THE PROGRAM PLAN

The complete plan for the year should be presented in simple writing and should be copied and distributed to each member, parent and leader in the group. An annual 4-H program typically should include the following activities:

- A monthly meeting that takes place on a fixed date every month.
- An educational field trip or presentation by special guest.
- Recreational activities (games, songs, etc.) for each meeting.
- Special events such as parties, dances or picnics.
- At least one community service project.
- Two or three projects lasting at least two months each.
- One fund raising activity.
- At least one opportunity for each member to make a presentation.
- One club recognition activity.
- One promotional activity during National 4-H Week.
- One meeting to plan the program for the following year.

Sample Action Plan

Clover County S.A.F.E. Action Plan

Meeting Agenda for Club Practices

Range Set up

Range set up by appointed committee members prior to practice.

Call to Order

President calls the meeting to order.

American & 4-H Pledge

President leads American and 4-H Pledges

Inspiration

Vice President presents a poem, inspirational or motivational thought

Attendance

Secretary take attendance

Announcements

President makes announcements provided by the coaches and the secretary collects and provides any appropriate paper work for members

Range Rules

Safety Officer reviews range rules and provides safety tip for the day.

Activity / Recreation

Team building activity or recreational activity will be lead by coach our youth at this time. Community service projects should be lead at this time

Program

Lesson from Shooting Sports Curriculum will be lead by coaches at this time or 4-H'ers will work on mastering skills learned in previous lessons.

Range Clean up

Range clean up by appointed committee members after practice.

S.A.F.E. Club Officers

Clover County Shotgun Club will have a set of club officers that are responsible for helping plan and implementing club activities. In addition, officers shall be responsible for conducting monthly (or weekly) business portion of the S.A.F.E. practice. Officers for each club shall consist of: President, Vice President, Secretary and Safety Officer. The duties of each officer are as follows:

President: The 4-H President's job is to help everyone in the club work together. The president presides at meetings, helps the coaches assign responsibilities, and works with the club leader and volunteers.

Vice President: The Vice President takes the place of the president if he/she is absent. The Vice President is in charge of the inspiration, thought for the day or vespers for each meeting. In addition, the Vice President may also be assigned to review the range rules before each practice.

Secretary: The Secretary is responsible for taking role at each In addition, it is their responsibility to collect forms and ensure that each member takes home information provided by the coaches.

Safety Officer: The Safety Officer is responsible for reviewing the range rules at each practice. In addition, the Safety Officer will observe for any rule violations and report to the coaches immediately.

Range Committee Members

Clover County Shotgun Club will select Range Committee members that will be responsible for setting up prior to each practice and cleaning up the range after practice. There will be four Range Committee members assigned to set and four assigned to clean. New Range Committee members will be selected every 4-6 weeks so each member serves as part of the committee.

***Other Opportunities for Leadership**

A 4-H'er may be assigned the responsibility to plan or led a community service project at practice. Experienced 4-H'ers can be assigned to assist younger members or new members with techniques or concepts. A 4-H'er may be assigned the responsibility to led a team building activity.

Sample Action Plan Project S.A.F.E. Shotgun Team

Date	Business	Program	Recreation	Community Service	Events
12/5	Organization Meeting with Coaches and County Staff. Plans to advertise program				
1/27	Organizational Meeting with Parents / 4-H'ers: Collect Medical Release Forms, Code of Conduct, Enrollment Cards		Get to know you games and activities to begin building team relationships	Announce Pop Tab collections for Ronald McDonald Match	
2/3	Elect members to range set up and range clean up committees	Basic Shotgun Knowledge and Shotgun Safety from National Curriculum-Classroom Session.		Collect Pop Tabs from 4-H'ers	
2/10	Training for Officers and for members on range set up and range clean up	Range Safety, Determining Eye Dominance, and Shotgun Shooting Fundamentals-Dry fire Exercises on the range - move to live fire		Collect Pop Tabs from 4-H'ers	
2/17	Range set up and clean up by members	Firing the First Shot lesson from National Curriculum		Collect Pop Tabs from 4-H'ers	
2/24	Range set up and clean up by members	Continue with Firing the First Shot lesson	Team Building Activity	Collect Pop Tabs from 4-H'ers	
3/3	Range set up and clean up by members Plan community service project to benefit local range	Cleaning your Shotgun from the National Curriculum. Continue to develop skills through training exercises		Collect Pop Tabs from 4-H'ers	
3/10	Range set up and clean up by members	Continue to develop skills through training exercises	Team Building Activity	Collect Pop Tabs from 4-H'ers Conduct Community Service Project to benefit range	
3/17	Range set up and clean up by members	Shotgun Knowledge and Safety Quiz. Continue to develop skills through training exercises		Collect Pop Tabs from 4-H'ers	

3/24	Range set up and clean up by members Elect new range committees	Continue to develop skills through training exercises		Collect Pop Tabs from 4-H'ers	
3/21	Range set up and clean up by members New range committees assume set up and clean up duties	Continue to develop skills through training exercises	Team Building Activity		
4/7	Range set up and clean up by members			End Pop tab collection	County Fun Match
4/14	Range set up and clean up by members	Practice for the upcoming State Qualification Match	Team Building Activities		
4/21	Range set up and clean up by members				Attend Area Qualification Match
4/28	Range set up and clean up by members	Practice for upcoming State Match	Team Building Activity		
5/5	Range set up and clean up by members	Practice for upcoming State Match			
5/12					Attend State Modified Trap Match
5/19	Present Award		Recreational Shoot for 4-H'ers and parents		

4-H S.A.F.E. Program....a **RISKY BUSINESS!**

That should have gotten your attention. And it should have raised several questions in your thoughts...For example: Is this guy nuts? or...Is this guy right? Is a 4-H S.A.F.E. Program really a ***RISK?*** To prepare ourselves adequately to lead a successful, enjoyable, and safe shooting sports program we need to truthfully answer those questions. And for starters we need to know:

WHAT IS A RISK?

Simply put *Risk* is the ***CHANCE OF LOSS***. That implies that just about everything we do in life is a *Risk*, from getting out of bed in the morning to drinking a cup of coffee to driving to work (or home again) or running a program involving youngsters who are in need of adequate and basic safety and handling training, and firearms, mechanical devices which have no thought processes nor concern for safety. So, now that we know that running a S.A.F.E. Program that constitutes a ***Risk***, we should proceed by learning how to:

MANAGE RISK

Manage a *Risk* can be done in four ways:

- Assume – Well, that's what you have done by deciding to have a 4-H S.A.F.E. Program,
- Reduce – You reduce the Risk by recognizing the hazards of the program and working toward eliminating them, another name is 'safety engineering'.
- Avoidance – As the next step, you work to avoid hazards you can not reduce, such as unsafe backstops. It could also mean you re-consider your assumption of the Risk, by canceling the program.
- Transfer – The final step is to transfer the responsibility for the results of these assumed Risks, perhaps through an insurance policy.

REDUCING RISK

In order to reduce the Risk you are assuming in running a 4-H S.A.F.E. Program you must first recognize the specific duties that you have as the 'instructor', the 'professional', the 'expert', and the person responsible.

First, you have a 'duty', read that ***responsibility***, to provide a safe environment in which to conduct your program. This means simply that you should know what a safe environment is, be able to recognize hazards, act to remove those hazards in a prudent manner, or control them through an established procedure and ensure that you do not, intentionally or unintentionally, create additional hazards.

Second, you have a duty to conduct the activities of your program in a reasonable and prudent manner *in accordance with a recognized protocol or procedure*.

While these may seem to be insurmountable obstacles, really they are quite simply addressed. **BY FOLLOWING THE ESTABLISHED 4-H S.A.F.E. MANUAL OF INSTRUCTION AND LESSON PLAN** and the *safety procedures provided in the manual*, you will have gone a long way toward satisfying your responsibility to conduct the program in a proper and safe manner. Certainly there will be times that you might vary from the *letter* of the manual, but never from the *law* it establishes. An example of this *might* be:

Lesson One of the Manual provides a safe and established procedure for familiarizing students with a Daisy Model 853 air rifle. But, what if you don't have that particular model of air rifle and instead have the use of Remington 513T .22 Caliber rifles and a safe, proper range to fire them on. Then your first lesson would be to utilize the provided format of familiarization but substitute proper instruction for the Remington rifle, or what ever model of rifle you are going to use, in place of the Daisy 853.

But, there are other *specific duties* that are required of you, specific **legal** duties, as recognized by the courts, that you should be aware of an fulfill.

You have a duty to:

1. **PROPERLY PLAN THE ACTIVITY.** Every aspect of the training should be planned prior to instruction and the instruction should be geared to the existing skill level of the student. The evaluation of the skill level should be continuous with each student and specific training included in your written lesson plan.
2. **PROVIDE PROPER INSTRUCTION.** The instruction you give must be consistent with the established protocol of your program (ie: follow the lesson plan in the manual) and, again, geared to the skill level of the individual student.
3. **EXPLAIN THE INHERENT RISKS.** Student must know and understand the inherent risk associated with the activity. They must be clearly warned of the dangers involved with not following your instruction. **Once is not enough.** Repeatedly advise them...“you must wear your safety glasses at all times in the range because a pellet could put out your eye and blind you.”
4. **MONITOR FOR INJURY OR INCAPACITY.** It is your responsibility to evaluate students for injuries or other conditions which would inhibit their ability to be safe and follow instruction. Never force a youngster to participate against their will. And be prepared to remove a student you observe to be inattentive or distracted (unable to safely participate). The required youth health form could be a basis for your decision.

5. **PROVIDE ADEQUATE, SAFE EQUIPMENT.** You must insure that the equipment you provide is proper for the program, ie: fits the shooter and the course of fire, and is mechanically safe, having been inspected and certified by a qualified individual. (Maintain an equipment log with written documentation of these inspections and certifications).
6. **PROVIDE PROPER EMERGENCY RESPONSE.** You must have a written emergency action plan, one that covers responsibilities of supervisory personnel, who to call, who calls, transportation, and who is the provider of emergency care.
 - Have an adequate first aid kit on site and have a trained first responder present.
 - Have the required youth and adult health forms available.
 - Notify local emergency personnel of your activities and locations before you start your program.
7. **MAINTAIN ADEQUATE RECORDS.** While there are many formats this can take, the attached Activities Log is an example of what to include and how to maintain these important records.
8. **PROVIDE CLOSE SUPERVISION.** Activities should occur under your direct supervision. You and your associate trainers are always in place and in control.
9. **INSPECT, INSPECT, INSPECT.** Always ensure a safe environment by regularly and completely inspecting all aspects of the physical environment you are holding your program in.

Well, lots to remember and do! Certainly, but all these items can become manageable by spending the time to write them down in one format and establishing a procedure to follow in every activity.

This written format is called a

RISK MANAGEMENT PLAN.

Disclaimer:

Risky Business, pages 29-31, are adapted from and credit given to Preparing to Fire by Bill Christy, copyright 1991 Christy Enterprises, prepared by Richard A. Fultz, 3/97. Revise 9/97, with credit to William Ward. Revised 1/99.

KEY ELEMENTS OF A RISK MANAGEMENT PLAN

- I. Staffing/Supervision
 - A. Training
 - B. Certification
 - C. Age requirements/Experience
 - D. Adult/youth ratio
 - E. 4-H Volunteer Screening Process

- II. Insurance Issues
 - A. Waivers
 - B. Health History/Parental Permission
 - C. Liability/Vehicle Insurance
 - D. Health Insurance
 - E. Equipment Insurance
 - F. Facility Insurance
 - G. Leases

- III. Emergencies
Procedures
 - A. Transportation/Emergency Vehicle
 - B. Communication/P.R.
 - C. First Aid
 - D. Parental NotificationSeparate Plan for each Situation
 - * Range accident
 - * Lost Child
 - * Misfire
 - * Rabid Animal
 - * Flood/Fire/Tornado
 - * Vehicle Accident
 - * Other areas as specific to your activity

- IV. Equipment
 - A. Safety Check Procedures/Maintenance
 - B. Handling
 - C. Proper Storage
 - D. Transportation
 - E. Parental permission to Use

- V. Facility
 - A. Safety Inspection
 - B. Safety Procedures (signage, berms, safety zones, lines, etc.)
 - C. Insurance
 - D. Leases

Sample Risk Management Plan

Clover County 4-H S.A.F.E. Risk Management Plan

The Clover County 4-H S.A.F.E. Program will take a proactive approach to managing the risk of accidents and injuries to participant, leaders, and observers. The program shall observe the following in carrying out its mission.

1. The program shall follow State 4-H volunteer leader procedures and policies.

Certified Leaders, coaches and volunteers shall complete leader application forms. Signed and approved leader forms will be kept on file in the Extension Office. All adults assisting with the program and working with youth must complete the Georgia 4-H Screening Process. All instruction must be done under the supervision of a Georgia 4-H Certified S.A.F.E. Coach. The program leadership will work closely with the county 4-H staff to meet state and local guidelines for volunteer leaders.

2. Parental permission forms

All 4-H members will have a completed enrollment form on file with the county Extension office. In addition, all participants and a parent or guardian will read and sign the Participant and Parent Contract before beginning project meetings. The certified instructor or county coordinator must ascertain that all members have the forms signed before participation. Forms are to be turned into the county office and kept in a permanent file. The lead coach will also keep a copy of the forms at the event site.

3. Parent Medical Consent form

All 4-H S.A.F.E. members are to complete and sign the standardized University of Georgia 4-H Medical Release Form prior to participation in 4-H S.A.F.E. activities.. An original form is required for each discipline in which a member participates.

- In the Activity blank, write 4-H S.A.F.E. Program and the discipline.
- In the Date blank write the appropriate 4-H year. For example, for the 4-H year beginning in the Fall of 2004 write "2004-05 4-H Year".
- A photo copy of the form should be given to the county Extension office and kept on file. ***The original is to be kept on hand at all S.A.F.E. events/activities/meetings by the certified project leader.*** The leader and all assistants should study the health statements and familiarize themselves with any special medical needs or problems of the 4-H members. Discuss with the parents the procedures that should be followed in the case of an incident.

4. Accident insurance

The county Extension office will secure special accident insurance coverage on S.A.F.E. members (included with enrollment in a county 4-H program). All S.A.F.E. leaders should know the policy number and procedures required. A copy of the policy should be kept with the certified leader and the original kept in the Extension office. In addition, the program will take out policies to cover specific events if determined necessary by the county Extension office.

5. **Emergency Plan**

A standard Site Safety Information Sheet will be available at each training site and/or activity. This plan includes general instructions for the following and site-specific information:

- Potential risks analyzed and procedures planned. Minor incidents/first aid-who treats or determines procedure (first aid kit) Access to emergency medical treatment (telephone on site, phone numbers to call, transportation, nearest emergency room or hospital, etc.) Two-deep leadership (at least two adults on hand) both know the plan and procedures Natural Catastrophe procedure (fire, tornado, lightening, etc.) A standard Site Safety Information Sheet is included to help document the details of the emergency plan for a specific site or venue.

6. **Accident , Illeness and Orther Issues**

A "4-H Accident Report from" shall be completed for any illness, injury or accident. Other issues of concern such as lost/stolen valuables, accidents, property damage, safety or other rule violations may also merit "Serious Incident Report." All accidents and serious incidents should be reported to the County Coordinator and Extension Youth Staff person immediately. The written report should be kept on file at the Extension office. Extension staff should take appropriate action and advise the State 4-H Office and the University of Georgia College of Agricultural and Environmental Sciences administration as deemed fitting. For more information on Accidents and Serious Incidents, refer to the Georgia 4-H Awards Guidebook.

Site Safety Information Sheet

Discipline: Archery **Leader:** Dan Olsen

Site/Venue: Clover Wildlife Center, Anytown, GA

Nearest Hospital: **Clover County Medical Center**
1800 E. Hospital St.
Anytown, GA 64701 (2 miles away)
770-555-5555

Nearest Telephone on site: northeast corner of building or Dan Olsen cell

Who has First Aid Kit: Dan Olsen **Transportation:** Dan Olsen

Who will administer First Aid or decide what measures to take: **Dan Olsen**

Potential Site-specific Risks and Procedures

4-H ACTIVITIES Report

The following information should be included as an ***Activities Report*** that is used to record the occurrences during a live-fire event or training within a 4-H S.A.F.E. Program.

- The date of the activity
- The names of the instructors present and their individual duties and responsibilities
- A roll of the names of all 4-Her's present (sign in sheet)
- A roll of the names of parents present and a listing of their duties, if any.
- A roll of all adult volunteers present and a listing of their duties, if any.
- A range safety check list, showing that all items have been reviewed
- A narrative describing what the activities for the event were, who did them, and a copy of the instruction lesson plan for the event should be attached or keep in the binder.
- A narrative describing any unusual occurrence at the event.
- If any injuries occurred, a completed injury report form should be completed and turned into the county office..
- Any comments, suggestions, narratives regarding the event and its conduct.
- A signature line of the person(s) filling out the log.


An excellent format would be a three ring binder with separate sign in sheets, master roll and activity reporting sheets. Rolls can be maintained by lead coach and the sign sheet / activity reports turned into the county office on a weekly or monthly basis. The accident report forms and lesson plans, and all other inserts could be kept in the same format. Any accident report forms should be turned into the county office immediately. You should check with your county Extension Office on what they require and their operational procedures.

A sample Activity Report and Sign in Sheet can be found on pages 42 and 43 of this notebook.

**Sample Enrollment Forms –
 Originals are available through the County Extension Office.**

4-H Enrollment Form

Club: _____ Club Code: _____



Last Name: _____ First Name: _____ MI: _____

Address: _____ City: _____ Zip: _____

School: _____ Years in 4-H: _____

Birth day: ____ / ____ / ____ Grade: _____ Gender (circle one): Male Female Age: _____

Racial Classification (circle all that apply): White African-American or Black American Indian Asian Pacific-Islander

Residence (circle one): Farm Rural (under 10,000) Town (10,000-50,000) Suburb (more than 50,000) City (more than 50,000)

Circle any that apply: Hispanic ethnicity Military family

Home Phone: _____ E-mail: _____

Parents or guardians you live with:

Last Name: _____ First Name: _____ Work Phone: _____

Last Name: _____ First Name: _____ Work Phone: _____

Additional parent you do not live with:

Last Name: _____ First Name: _____ Work Phone: _____

Health concerns or special needs you'd like the extension office to be aware of: _____

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**Sample Code of Conduct-
Originals are available through County Extension Office.**



GEORGIA 4-H CODE OF CONDUCT

4-H'ers Name: _____ County: _____

School: _____ Grade: _____

BEHAVIOR STANDARDS

All rules and regulations governing 4-H program activities and events will be discussed with agents, leaders, and 4-H'ers. The Georgia 4-H Code of Conduct is valid for one year and applies to all activities coordinated through 4-H including local, county, district, state and national activities.

- 4-H'ers are expected to attend all sessions as part of a planned program exhibiting positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.
- 4-H'ers are expected to be responsive to the reasonable requests of the leaders and respectful of the needs for their personal safety and the safety of others.
- 4-H'ers should dress appropriately, use appropriate language and respect the rights of others.
- 4-H'ers may not use alcohol, drugs, or tobacco, nor be associated with or remain in the presences of others using the substances.
- 4-H'ers may not behave recklessly, engage in sexual misconduct, assault, threaten or harm another person nor may they misuse or abuse public or private property.
- 4-H'ers may have access to computers at UGA/CES offices and facilities. Computer use is for educational purposes. 4-H'ers may not access in appropriate websites.
- Realizing these guidelines are not "all inclusive" the University of Georgia Extension Staff reserves the right to make adjustments to these policies

CONSEQUENCES OF MISBEHAVIOR

4-H'ers and adults who observe a breach in the Code of Conduct should report the misbehavior to the appropriate leader. 4-H'ers misbehaving will have the opportunity to explain their actions to leaders in charge of the activity and may request a review board. The person coordinating the event may also convene a review board for the purposes of determining what has occurred and what disciplinary action should be taken. A review board will consist of one Extension faculty or staff member, two volunteers and three 4-H members. The Extension faculty member coordinating the event will serve as chairperson. Disciplinary action should only be discussed with those involved, their parents/guardians and their Extension leaders.

If the 4-H'er is found in violation of the actions listed below and receives disciplinary action issued through the review process, his/her parents/guardians will be notified, the 4-H'er may be sent home at the parents' expense and may be suspended from participation of 4-H events for a period of no more than 6 months

- Breaking curfew or disturbing the peace
- Unexcused absences from the activities of an event
- Unauthorized use of vehicles during the event
- Reckless behavior
- Use of foul or offensive language
- Possession or use of tobacco
- Breach of the 4-H Code of Ethics
- Remaining in the presence of those using alcohol, illegal drugs or tobacco

If the accused is found in violation of the items below, his/her parents/guardians will be notified, the 4-H'er may be sent home at the parents' expense and suspended from participation of 4-H events for a period of no more than 12 months.

- Possession or use of illegal drugs or alcoholic beverages
- Theft, misuse or abuse of public or personal property
- Sexual misconduct
- Possession of weapons or fireworks
- Unauthorized absence from the premise of the event
- Assault or personal harm

In extraordinary cases, the 4-H review board may recommend suspense exceeding those listed above.

If a 4-H'er wishes to appeal the decision of the review board, the 4-H'er must appeal in writing through the County Extension office. Appeals must be filed within 10 days of notification of the disciplinary action. The appeal is sent to the Program Development Coordinator of the 4-H member and the State 4-H Leader. If the district and state 4-H staff can not resolve the matter, an appeal board will meet within 30 days of the 4-H'ers request. The appeal board will consist of one Extension worker, two volunteers and three 4-H members.

Following any disciplinary action, the person coordinating the activity must provide written notification concerning the action to the 4-H'ers parent/guardian, the county Extension faculty and the 4-H Program Development Coordinator.

PARENT/GUARDIAN & 4-H'er AGREEMENTS Release Waiver of Liability and Covenant Not to Sue

I have read the Georgia 4-H Code of Conduct and agree to participate fully in all aspects of program activities. I understand the standard of behavior and agree to maintain such during 4-H programming.

4-H'ers Signature

Date

I have reviewed the Code of Conduct and agree to all of its provisions. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claim for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Covenant not to Sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies. I also give permission for photographs, videos, or audio tape of my child to be used for promotional and educational purposes by 4-H and the University of Georgia. I realize that these images may appear in print media as well as the Internet.


Parent/Guardian Signature

Date

Phone

VALID FOR ONE YEAR FROM DATE OF SIGNING

**Sample Medical Release Form –
Originals are available through the County Extension Office.**

	Georgia 4-H Medical Information & Release
Event or Activity _____ Date of Event/Activity _____	
4-H'ers Information	
Name _____	
Address _____	
Date of Birth _____	Grade _____
Gender _____	
Parent/Guardian Information	
Name _____	
Home Phone: _____	Work Phone: _____
Cell Phone: _____	
Please list the names of two adults other than parent/guardian who may be contacted in case of emergency.	
Name _____	Home Phone _____
Work Phone _____	
Name _____	Home Phone _____
Work Phone _____	
Medical Information	
Name of Physician _____	Phone _____
Date of Last Physical Examination _____	Drug Allergies _____
Other Allergies _____	
Describe any physical limitations _____	
Describe any recent illness or injury _____	
Is there a history of heart condition _____ diabetes _____ asthma _____ epilepsy _____ rheumatic fever _____	
PARENT/GUARDIAN AGREEMENT: I understand that should a health problem arise, I will be notified but that if I can not be reached by telephone, such medical treatment, including surgery, as deemed necessary by competent medical personnel could be rendered; that such necessary information may be released for insurance purposes and that I understand the limitation of the coverage as indicated below. Furthermore, I am aware that participation in this event includes risk including, but not limited to, transportation to/from event, sports and recreational games, ropes courses, water activities, hiking, as well as risks that are not foreseeable. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claim for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Convent not to Sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies	
Parent/Guardian Signature _____	Date _____
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>INSURANCE COVERAGE INFORMATION (to be completed by County Extension personnel) Insurance for the event/activity has been purchased as indicated. For complete details of coverage, please contact the county Extension Office.</p> <p><input type="checkbox"/> Insurance for Summer Camp at Georgia 4-H Centers</p> <p><input type="checkbox"/> American Income Life Insurance (Plan 3)</p> <p><input type="checkbox"/> American Income Life Insurance (Dollar a Year Plan)</p> <p><input type="checkbox"/> Other Insurance Plan _____</p> </div>	
PLEASE COMPLETE BOTH SIDES	

**Sample Medical Release Form (page 2)-
Originals are available through the County Extension Office.**

Over the Counter & Prescription Medication Summary

4-H'ers Name _____ County _____

Please list any/all medication currently being taken by the 4-H club member including prescription and over the counter medications. Additionally, parent/guardian should list any over the counter medication that may be given to the 4-H'er in case of illness. 4-H personnel may not administer over the counter or prescription medication without parental/guardian approval unless prescribed by medical personnel. 4-H'ers are expected to provide all medication(s) listed and administer the medication. If health facilities and/or personnel are available at the facility, a request may be made prior to the event to have medication administered by trained personnel. Additional copies of this page may be made as necessary.

Name of Medication:

What illness/condition is medication being taken for:

Describe dosage and special instructions:

Is medication self administered?

Dates for administration:

Name of Medication:

What illness/condition is medication being taken for:

Describe dosage and special instructions:

Is medication self administered?

Dates for administration:

Name of Medication:

What illness/condition is medication being taken for:

Describe dosage and special instructions:

Is medication self administered?

Dates for administration:

I am the parent/guardian of _____ and give permission for the medications listed to be administered to my child as directed.

Parent's signature

Date

PLEASE COMPLETE BOTH SIDES

Sample Project S.A.F.E. Participants and Parent Contract

In order for the Project S.A.F.E. to be both rewarding and safe experience, 4-H'ers must abide by the Rules and Regulations set forth by the Club. They are as follows:

1. Practice attendance is required for club members. A member with more than _____ un-excused absences will be suspended from the club. Absences must be excused by the Project S.A.F.E. coordinator prior to a scheduled practice.
2. Members must follow the directions and safety standards set by the coaches, the Georgia 4-H Code of Conduct and all range guidelines and safety procedures. Failure to follow instructions can result in suspension from the club. (*Range Guidelines may be printed on the reverse side of this page.*)
3. Horseplay and other unsafe behavior will result in suspension from the club.
4. Teams will be designated by the coaches. Teams must qualify at the district contest in order to participate in the target sports weekend (state match).
5. In the event that a 4-H'er decides to quit or is suspended from the S.A.F.E. Club, membership dues will not be refunded. This is necessary since supplies will be purchased in advance for each 4-H'er.
6. 4-H'ers are not allowed to transport firearms and ammunition to and from practice sessions without being accompanied by an adult. An adult (parent or guardian) must accompany 4-H'ers to all practice sessions. If ammunition is not provided for club events, the project coordinator will set additional rules and guidelines for bringing ammunition to the range.
7. In all circumstances, shooters, parents and coaches are responsible for their actions and upholding the standards of the Georgia 4-H Project S.A.F.E. Program. All of us are expected to behave in a manner suitable for the promotion of a 4-H youth development program, high ideals and the promotion of shooting sports as a safe and respectable recreation activity. Cooperation, self-control, self-discipline and high standards of sportsmanship are expected at all times.
8. I am aware of the sporting equipment involved and the potential physical danger if safety and training are not followed. With respect to this potential danger; those volunteers that are coaching and providing the instructional training will deem it necessary to instruct and discipline from time to time for the best interests of all involved. The foremost concern is safety with skill attainment and enjoyment second.

As a member of the _____ County Project S.A.F.E. Club, I have read and understand the above rules and regulations and agree to abide by them. I have also read and understand the Georgia 4-H Code of Conduct, and the Project S.A.F.E. Range Guidelines and Safety Procedures. I agree to abide by all rules and regulations regarding the Project S.A.F.E. Program or I forfeit the right to participate in project activities.

(Signature of 4-H'er)

(Date)

I am also aware and understand that my child from time to time will be touched, moved and held in a manner to assist positioning, balance, comfort and provide continuity in curriculum training for the discipline being taught. I certify that my child and I have read and understand the above rules and regulations, the 4-H Code of Conduct and the Range Guidelines and Safety Procedures. I understand that in order for my child to participate in Project S.A.F.E. activities, I must accompany them to every event.

(Signature of Parent)

(Date)

GEORGIA 4-H TRANSPORTATION VERIFICATION

This form must be completed, signed by a parent, and returned to the Extension / 4-H Office prior to the event. If you are riding with your County Extension Agent, 4-H Program Assistant or designated County Volunteer leader, this form is not required. This form will provide valuable information on how to locate you in case of automobile trouble or an accident while you are traveling to an event.

PLEASE PRINT!

EVENT _____ DATE OF EVENT _____
NAME _____ HOME PHONE: _____
4-H'ers Cell Phone (if applicable) _____ Parents work or cell phone _____

WHO WILL PROVIDE TRANSPORTATION TO THE EVENT?

_____ PARENT ____ YOU _____ ANOTHER 4-H'ER (please complete information at bottom of form)

PLANNED ARRIVAL DATE _____ TIME _____

AUTOMOBILE MAKE _____ MODEL _____ COLOR _____ TAG # _____

WHO WILL PROVIDE TRANSPORTATION HOME ?

(Indicate if different from above information)

AUTOMOBILE MAKE _____ MODEL _____ COLOR _____ TAG # _____

MEMBER SIGNATURE _____ PARENT SIGNATURE _____

EMERGENCY CONTACT AND PHONE NUMBER DURING THIS EVENT _____

To be completed ONLY if riding with or transporting another 4-H'er:

To be completed by driver's parent/guardian

I give my permission for my child, _____ to provide transportation for himself/herself and the following 4-H'ers:

I understand that my child will be picking up these 4-H'ers at various locations and is expected to arrive at the time listed above. My child has a valid driver's license and auto liability insurance. I also understand that my child will transport these 4-H'ers home.

Signature of Parent/Guardian _____

To be completed by passenger's parent/guardian

I give my permission for my child, _____ to ride in the above listed vehicle driven by _____, a 4-H'er. I understand the 4-H'er driving will provide transportation to and from the scheduled event listed above.

Signature of Parent/Guardian _____

Project S.A.F.E. Activity Log

Club Name / Location			
Club Leader			
Meeting Date(s)			
Volunteers Used		Volunteer Hours	

Target Groups	
Preschool	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	
Collegiate	
Adults	
Total Participation	

Demographics		
Race/Ethnicity	male	female
White		
Black		
Hispanic		
Asian		
American Indian		
Multi-racial		

Program / Curriculum Used :

Recreation / Community Service Project:

**Sample Accident Report Form –
Originals are available through the County Extension Office**

Georgia 4-H Accident Report

Individual's Name _____

County _____ Event _____

Date _____ Approximate Time of Accident _____

Location of Accident _____ Number of People Involved _____

Description of Accident:

Description of Injury:

First Aid or Treatment Taken:

Additional Notes:

Signature of Leader:

Copies of medical reports from treatment and/or prescriptions should be attached. Return copy of accident report to event coordinator, 4-H facilities director and the local Extension staff.

Revised November, 1999

**Serious Incident Report Form –
Originals are available through the County Extension Office.**

**SERIOUS INCIDENT REPORT
COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES**

A serious incident is defined as an occurrence in which someone received injury that requires medical attention, an incident which requires reporting to university officials or legal authorities; or any type of activity that would bring discredit to the College or University. If there is a question about whether an incident is serious enough to report, proceed with reporting. Reports are to be sent directly to the dean and director with copies to associate deans, assistant deans, directors, department heads, supervisors and others as appropriate. Serious incidents are to be reported within hours or immediately after an incident by the most expedient means of communication (preferably by FAX or e-mail). For more details on Serious Incident Reports, see the policy at <http://admin.caes.uga.edu/policy/section5/05-01.html>

Date Report Prepared : _____

Time Report Prepared : _____

Date & Time of Incident:

Site of Incident (Give description of site including campus, city and county):

Nature of Incident:

Organization and Individuals Involved:

Action Taken and Planned Action:

Signature of Person Reporting Incident

Print Name of Person Reporting Incident

7/1/02

County Project S.A.F.E. Equipment Check Out Form

Equipment used by youth for the 4-H Project S.A.F.E. Program must be checked out from the county Extension Office / 4-H Club by a parent or legal guardian that will be responsible for the supervision of youth while using the equipment.

Person Checking Out Equipment:

Name (Parent / Guardian) 4-H'ers Name

Address

Phone

Items Received:

Inventory #	Item Description	Value

In turn for the use of this equipment by my child for the 4-H S.A.F.E. Program, I promise to supervise my child at all times during the use of this equipment and assume responsibility for its use or misuse. I also understand that the equipment must be returned to the Extension office in the condition it was received and in proper working order beyond normal usage or I must pay repair or replacement cost for the items.

Signature of Person Receiving Equipment Date

Signature of 4-H Staff / Volunteer Representative Date

Date Items are to be returned

Insurance Information

ACCIDENT OR ILLNESS COVERAGE:

American Income Life Insurance
PO Box 50158
Indianapolis, IN 56250
317-251-0199

You may obtain insurance for each individual activity throughout the year or you may obtain insurance on an annual basis which would include all activities. This coverage is designed to SUPPLEMENT existing insurance policies held by individuals (youth and adults). Cost of \$.15 to \$.23 per day per insured person, depending upon the selected plan. A "Dollar a Year Policy" is also provided, but it does not cover illness and a supplementary \$.23 per day policy should be used for extended activities or overnight programs. Contact their office or your county extension office for a supply of application forms.

VOLUNTEER LIABILITY INSURANCE:

The CIMA Companies, Inc.
216 South Peyton Street
Alexandria, Virginia 22314-0761
703-739-9300

Coverage for Personal Injury Liability and Property Damage Liability is available to registered 4-H volunteers who have successfully completed the certification training and paid the annual premium fee. In order to obtain this coverage, you must submit the required premium and application form to CIMA. Information which you may want to require from the insured volunteer includes: name, address, phone number, certified discipline(s), date and location of the training at which certification was received.

CLUB LIABILITY INSURANCE

Carpenter Insurance Company
134 Holiday Court, Suite 300
Annapolis, Maryland 21401-7059
1-800-472-7771

Offers liability coverage for shooting clubs and programs. Coverage in the amounts of \$100,000 to \$2,000,000. Broad Insurance coverage covers bodily injury, property damage and legal liability claims made anyone including club members. Sponsors and land owners can also be insured under the policies.

Accident and liability insurance policies are not limited to just these companies. Other insurance companies and policies are available for consideration by your program. Please contact your State 4-H Office for more information.

Additional Resources

This manual is designed to be a general guide for coaches working with 4-H S.A.F.E. for maintaining the youth development aspect of these programs. The policies and procedures in this manual do not substitute for the Georgia 4-H Policies on conducting programs found in the Georgia 4-H Awards Guidebook. It is strongly recommended that 4-H Certified Coaches and the Extension Staff review the information in the Awards Guidebook for guidelines on Volunteer Screening and Certification, Discipline, Eligibility, Chartering, Accidents and Illnesses, and Event Guidelines.

Georgia 4-H Website www.georgia4h.org/

Georgia 4-H Project S.A.F.E. Website www.georgia4h.org/safe/

Georgia 4-H Awards Guidebook www.georgia4h.org/public/more/guidebook/default.htm

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Fultz, Richard A. (member) *4-H Shooting Sports a . . . Risky Business*, National 4-H Shooting Sports Development Committee : 1997, 1999

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Kress, Cathann (Director) *4-H Essential Elements*, National 4-H Headquarters, CSREES, USDA

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The University of Georgia and Ft. Valley State University,
the U.S. Department of Agriculture and counties of the state cooperating.

Agriculture and Natural Resources • Family and Consumer Sciences • 4-H Youth
And Equal Opportunity / Affirmative Action Institution