

Coordinator Workbook



**Promoting Positive Youth Development through
Comprehensive Education, Life-Long Recreation, and
Healthy Competition**





National 4-H Shooting Sports



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National 4-H Shooting Sports Program

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TABLE OF CONTENTS

Lesson 1 Coordination of 4-H Shooting Sports Programs.....	5
Lesson 2 Conducting a Coordinator Discipline Track.....	8
Lesson 3 Operation Plans	9
Lesson 4 Risk management.....	16
Lesson 5 Volunteer Management	25
Lesson 6 Event Planning	37
Lesson 7 Budgeting	41
Lesson 8 Fund Raising	46
Lesson 9 Awards and Recognition.....	54
Lesson 10 Controversial Issues.....	58
Lesson 11 Coordinating Level 1 Multi-Discipline Workshop.....	66
Appendix	70
References.....	73
Acknowledgements.....	75
Contacts.....	76

LESSON 1

COORDINATION OF 4-H SHOOTING SPORTS PROGRAMS

Coordinators

LESSON I is intended to be used by Coordinators as a guide to develop, administer, and manage 4-H Shooting Sports Programs at state, county, or club levels.

Objectives

1. Define a Coordinator.
2. Identify the similarities and differences in different levels of Coordinator positions.
3. Chart how coordinators support each other and communicate.
4. Develop a vision and steps necessary to achieve success.

Goal

Provide you with the basic skills and knowledge necessary to develop the competencies integral to the coordination of 4-H Shooting Sports Programs.

Who is a Coordinator?

A Coordinator is a person whose job is to organize events or activities and to negotiate with others in order to ensure they work together effectively.¹

A Coordinator puts people in the right role, equips them with the right tools, provides them knowledge and opportunities they need to develop themselves, sets clear expectations, and praises accomplishments.

You are the person whose job it is to lead different groups to work together in an organized manner to achieve a common goal.



LESSON 1—COORDINATION

Coordinator Roles, Similarities, Differences

State Coordinator

Regional Coordinator

County Coordinator

Club Coordinator

LESSON 1—COORDINATION

Communication

A Coordinator knows the value of communication. It is key to a successful program.

Communicating with 4-H Educators

Communicating with 4-H Program Leader

Communicating with Volunteers.

Communicating with Stakeholders and Supporters.



LESSON 2

CONDUCTING A COORDINATOR DISCIPLINE TRACK IN THE 4-H SHOOTING SPORTS PROGRAMS

STATE (Level 1) Workshops

LESSON 2 is intended to be used as an outline when conducting statewide Level 1 workshops to train county 4-H faculty, staff, or volunteers who have a desire to enhance their coordination knowledge and skills as well as management abilities.

Objectives

Identify the components of a statewide Level 1 workshop.

Minimum Standards¹

Coordinators are engaged in the same hours of instruction dedicated to all other disciplines as well as participate in the practicums. The Coordinator track participants engage with other disciplines in the general sessions (or on-line learning where available).

Suggested Outline

Lesson 1 – Coordination of 4-H Shooting Sports Programs

Lesson 2 – Coordinator Discipline Track Overview

Lesson 3 – Operation Plans for 4-H Shooting Sports Programs

Lesson 4 – Risk Management in 4-H Shooting Sports Programs

Lesson 5 – Volunteer Management in 4-H Shooting Sports Programs

Lesson 6 – Event Planning in 4-H Shooting Sports Programs

Lesson 7 – Budgeting in 4-H Shooting Sports Programs

Lesson 8 – Raising Funds in 4-H Shooting Sports Programs

Lesson 9 – Awards & Recognition in 4-H Shooting Sports Programs

Lesson 10 – For State Coordinators Only on Coordinating Level 1 Multi-discipline Workshops

- A. Practicum – Teach debriefing to other disciplines
- B. Participate in general sessions on positive youth development and risk management
- C. Participate in general sessions to integrate STEM, Healthy Living, and Civic Engagement Activities

Lesson 11—Controversial Issues

LESSON 3—OPERATION PLANS

OPERATION PLANS FOR 4-H SHOOTING SPORTS PROGRAMS

Operation Plans

LESSON 3 is intended to be used as a guide to creating or updating a state, county, or club Operation Plan.

Objectives

1. Write, or edit, a plan to align with national minimum standards and best practices while serving state goals.
2. Develop communication pieces to share the state plan with stakeholders.
3. Use a state plan to administer a program.

State, County, or Club Operation Plans

The elements of an Operation Plan vary state by state and county in which they are used. At a minimum, there are at least eleven elements to an Operation Plan.

1. Welcome Letter
2. Mission/Vision
3. Situation Statement
4. Goals
5. Objectives
6. Program Administration
7. Development Committees
8. Instructor Qualifications
9. Instructor Workshops
10. Risk Management
11. Other Local Specific Details



LESSON 3—OPERATION PLANS

Welcome Letter

The letter introduces to the reader the 4-H Shooting Sports Program. The letter should motivate the reader to study the Operation Plan.

Mission/Vision

A mission statement is intended to clarify the 'what' and 'who' of a 4-H Shooting Sports Program. A vision statement adds the 'why' and 'how' of a 4-H Shooting Sports Program.

Situation Statement

A statement outlines what it is you want to do and why you want to do it. A situation statement should include:

1. An outline of the background reasons for wanting to develop a 4-H Shooting Sports Program.
2. Provide a clear but concise context for the program.
3. Include what the program will be expected to do.
4. Who is the intended audience?
5. Are there any constraints?

Goals

A goal is an observable and measurable end-result. The goal will have one or more objectives to be achieved within a timeframe.

Objectives

Objectives are about a specific plan of attack. There are usually a series of them, each being relatively short-term in nature. They should focus on the end-result of what your member or volunteers will be able to do by attending your 4-H club, training, event, or activity.

Program Administration

Program administration identifies individuals responsible for oversight, planning, implementing, and evaluating the 4-H Shooting Sports Program. This section covers leadership and management functions.



LESSON 3—OPERATION PLANS



State/County 4-H Shooting Sports Development Committees

The makeup of a Development Committee varies. Its membership can consist of stakeholders (people who are invested through their time, talent, or treasure), Level 1 or 2 instructors, contest superintendents or range officers, 4-H club leaders, Extension staff/faculty, or community members. Development Committees serve in an advisory capacity. These committees do not have decision-making authority. That authority rests with a good Legislative Leader like the County 4-H Educator, State 4-H Shooting Sports Coordinator, or State 4-H Program Leader. These individuals all have something in common. They are employees of the state land grant university.

Instructor Qualifications

Most states have a generic position description. However, 4-H Shooting Sports Programs should have a mandated qualification training and certification program. When developing this section, utilize state specific criteria and the National 4-H Shooting Sports Committee's Minimum Standards and Best Practices.

Instructor Workshops

The National 4-H Shooting Sports Committee recommends 12 to 15 hours of instruction in a qualifying workshop to obtain a certification. States determine how the hours are achieved. For example, some state offer the complete workshop on Friday evenings and all day Saturday. Other states may even add to the number of hours required to receive a certification. Some states use the e-Learning modules to cover positive youth development and risk management prior to face-to-face discipline instruction.

Risk Management

The Risk Management plan has a whole lesson dedicated to it. The plan needs to be a part of the Operation Plan.

LESSON 3—OPERATION PLANS

State and Local Details

Although the National 4-H Shooting Sports Committee provides best practices and minimum standards for all 4-H shooting sports, there are usually some state and local specific requirements that need to be addressed in an operation plan. Use this section to include those specific requirements. Some examples are insurance coverage, volunteer background checks, or contact information.

Reviewing/Making a State Plan

Directions: Use the template on the next page. Review your state plan, move over the critical components, then add your local information.

Develop a Communication Plan to share your Operation Plan

Who?	When?	Key Talking Points
<i>County 4-H Council</i>	<i>Annually at March meeting</i>	<i>Acquisitions, Inventory, Programming, etc.</i>
<i>County Fair Board</i>	<i>Annually</i>	<i>Safety Record, Steps taken to be safe while using the cattle barn for practices</i>

Operation Plan Template

Operation Plan
State <input type="checkbox"/> Regional <input type="checkbox"/> County <input type="checkbox"/> Club <input type="checkbox"/>
Letter from State Coordinator or 4-H Educator
Mission
Vision
Situation Statement
Goals
Objectives

Operation Plan Template

Program Administration
Development Committee
Instructor Qualification/Renewal
Other: Reporting
Other: Storage
Other: Transportation
Other: Disposal

Operation Plan Template

Other: Transfer
Other: Missing or Stolen
Other:

LESSON 4

RISK MANAGEMENT IN 4-H SHOOTING SPORTS PROGRAMS



Risk Management

LESSON 4 is intended to be used as a guide in creating or updating a state, county, or club Risk Management Plan.

Objectives

1. Locate elements of a risk management plan.
2. Write a risk management plan for a State, County, or Club 4-H Shooting Sports Program.
3. Identify additional forms and documents that can be used to support a risk management plan.
4. Create responses to risk management scenarios.

Elements of a Risk Management Plan

A Risk Management Plan contains, at a minimum, seven domains. Each domain has its own set of elements. The domains are:

1. Information
2. Planned Events or Activities
3. Extension Contact Information
4. Health and Safety
5. Insurance
6. Incident Report Form (check with your university for its requirements)
7. Other: Equipment Log, Youth Participation Record, Transfer of Custody, Handgun Safety Act, Severe Weather or Natural Disaster responses, Animals/Wildlife.

Risk Management Plan Template

Risk Management Plan
State <input type="checkbox"/> Regional <input type="checkbox"/> County <input type="checkbox"/> Club <input type="checkbox"/>
Date Created:
Author(s):
Lead Contact Information
Assistant(s) Contact Information
Event or Activity Name
Location and Coordinates
Extension Contact Information
4-H Educator Name: Address: Phone: Email:
4-H Educator Immediate Supervisor Name: Address: Phone: Email:

Risk Management Plan Template

State 4-H Program Leader

Name:

Address:

Phone:

Email:

Health and Safety

Emergency Phone Protocol

Person Responsible for Calling:

EMT:

Fire:

Sheriff:

Police:

Poison Control:

Closest Hospital:

Check List

Waivers

Transportation

Health Forms

Weather

Secondary Medical (AIL)

Vehicle

Use Agreements

Leases

Equipment

Lead Exposure

Site Hazards

Incident Report Form

Incident Report Form

INCIDENT REPORT FORM	
Participant	
Full Name: Address: Phone: Email: Parent/Guardian:	
Reporter	
Full Name: Address: Phone: Email:	
Date of Incident:	Time of Incident:
Witnesses	
Full Name: Address: Phone: Email: Signature:	Full Name: Address: Phone: Email: Signature:
Nature of Incident:	
Witnesses' Observations:	
Actions Taken:	
Report Submitted to:	

Program Equipment Log

PROGRAM EQUIPMENT LOG			
Club Name:			
Date Created:			
DATE	CUSTODIAN	ITEM	MAKE, MODEL, SERIAL NUMBER

Youth Handgun Safety Act Member Cards (Front)



I am an enrolled member in a 4-H Shooting Sports Program. I participate in a 4-H course of instruction in the safe and lawful use of firearms.



I am an enrolled member in a 4-H Shooting Sports Program. I participate in a 4-H course of instruction in the safe and lawful use of firearms.



I am an enrolled member in a 4-H Shooting Sports Program. I participate in a 4-H course of instruction in the safe and lawful use of firearms.



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I am an enrolled member in a 4-H Shooting Sports Program. I participate in a 4-H course of instruction in the safe and lawful use of firearms.

Youth Handgun Safety Act Member Cards (Back)

<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>	<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>
<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>	<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>
<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>	<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>
<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>	<p>In accordance with the Youth Handgun Safety Act, I grant permission for my child to transport, handle, and discharge firearms in a 4-H Shooting Sports Program course of instruction in the safe and lawful use of firearms.</p> <p>_____</p> <p>Parent/Guardian Signature</p>

LESSON 5

VOLUNTEER MANAGEMENT IN 4-H SHOOTING SPORTS PROGRAMS

Volunteer Management

LESSON 5 is a guide to recruiting, training, and maintaining a team of certified Level 1 and 2 Shooting Sports Instructors for state, county, or club programs.

Objectives

1. Apply the elements of the ISOTURE^{1*} model.
2. Arrange the steps necessary to get the right people on a team (bus).
3. Write or critique a volunteer job description.
4. Assess volunteer performance

Volunteers

Without question, 4-H volunteers are the lifeblood of any 4-H endeavor. The coordinating task would be difficult if not for the selfless contributions of volunteers of their time, talent, and treasure, along with the ability to engage youthful minds, bodies, and spirits in 4-H.

What Type of Leader Will You Be?

At each level of the 4-H program, there is a leader. Some are elected. Some are assigned. Other receive a stipend. At the club level, it is the club president surrounded by fellow members. Then there is the volunteer leader, encircled by parents. 4-H Educators are no different. Around them are 4-H Associations and any number of development committees. At the state level there are specialist and a 4-H State Program Leader. Each with his/her own circles of influence. The outright power to make decisions in 4-H is not as well defined as it is in business. Good 4-H leaders find power in inclusion, language, shared interests, and coalitions². In 4-H, decisions are made daily, sometimes independent of the next level of leadership. There are two types of leadership, executive and legislative³. The first has the power to make decision. The latter creates the right conditions to produce the right decision. Which type of leadership style should coordinators and volunteers adopt?



*** The ISOTURE content and text used in Lesson 5 is the work of Dr. Courtney Dodd and Dr. Christopher Boleman of TAMU. See Reference.**

LESSON 5—VOLUNTEER MANAGEMENT

ISOTURE

The ISOTURE model¹, long used by the 4-H program, is a set of seven steps a Coordinator can use to help volunteers become more involved and effective. The model contains excellent criteria for getting the right people on the bus, a volunteer management concept that will be visited. The steps are Identification, Selection, Orientation, Training, Utilization, Recognition and Evaluation.



Identification

Identification is the process of finding the right people to fill specific volunteer positions.

1. Volunteers have many reasons for giving their time and resources, including the opportunity to help others, give back to the community, learn new skills and meet new people.
2. Volunteers appreciate knowing that their time is well spent, that their work is meaningful and that their commitment is flexible.
3. When identifying the need for volunteers, the manager should recognize these benefits and expectations.
4. The volunteer manager should assess the needs of the program and identify the types of volunteers available, then develop a description of the expectations and responsibilities of a specific volunteer position. Once this information is prepared, volunteers can be recruited.
5. Two marketing approaches are used to identify potential volunteers.
 - A. Targeted marketing, which involves looking for people with specific skills and/or subject matter knowledge.
 - B. Non-targeted marketing, which involves looking for people with general skills. This approach may also involve recruiting people who are already active in the community and may be willing to volunteer with Extension.
6. Check list
 - A. Identify the needs of the program and volunteer roles to meet those needs.
 - B. Identify the type of volunteer(s) needed.
 - C. Develop a position description that outlines the expectations and responsibilities of that position.
 - D. Recruit volunteers for specific roles through targeted marketing.
 - E. Identify potential volunteers.

LESSON 5—VOLUNTEER MANAGEMENT

- F. Share the volunteer position description with the potential volunteers.
- G. Introduce the potential volunteer to the program and explain the role of the volunteer.
- H. Have the potential volunteer complete a Volunteer Interest Form.

Selection

Selection is the process of studying the backgrounds of potential volunteers and motivating them to fill selected positions. After the potential volunteers are identified, the volunteer manager should meet with and interview each one. The discussion should include Extension overall, the specific program area needing volunteer help and the volunteer's interests, strengths and potential. The manager should identify the volunteer's motivations for volunteering. No matter who recruited the potential volunteer, the county 4-H Extension Educator should oversee and coordinate the interview.



1. The interview should also include a discussion of the position description, including.
 - A. Title of the volunteer position
 - B. Advisor
 - C. Purpose of the position
 - D. Benefits to the volunteer serving in this role
 - E. Responsibilities of the volunteer
 - F. Qualifications and skills needed (including potential volunteer training needs)
 - G. Amount of time required
 - H. Resources and support available
 - I. Place the right volunteers in the right positions based on their interests, talents and schedules
 - J. Selecting volunteers for a job in which they are truly interested promotes success for the volunteer and Extension.
2. Checklist
 - A. Screen potential volunteers through background and reference checks.
 - B. Review the volunteer interest forms and applications.
 - C. Interview the potential volunteers to learn more about their skills, interests, motivations and attitudes.
 - D. Match the volunteers' interests, talents and time available to the needed volunteer roles.

LESSON 5—VOLUNTEER MANAGEMENT

Orientation

Orientation is the process of familiarizing volunteers with Extension and their new duties.

1. Orientation begins with the first contact between a volunteer and the Extension staff.
2. The county Extension agent/educator should focus on teaching about the agency and explaining the ways that volunteers fit into Extension's big picture.
3. Volunteers should learn each staff member's role in the program and their areas of expertise.
4. Extension support staff and leading volunteers also should be encouraged to be a part of the orientation plan so they can provide support and resources as needed.
5. Checklist
 - A. Train and orient new volunteers on the county program and Extension.
 - B. Provide opportunities for volunteers to meet the entire Extension staff or club leaders.
 - C. Officially, appoint the volunteer to his or her new position.
 - D. Give the volunteer a copy of the position description and the resources needed to fulfill the duties.

Training

Training is the process of helping volunteers develop the skills that will improve the quality of their work. It helps volunteers develop basic skills and confidence; it also provides support and opportunities for personal growth.

1. Volunteers want to learn basic, relevant and meaningful skills that can be useful in their personal lives.
2. Training also can help volunteers realize their potential and recognize the knowledge and skills they already possess.
3. The type of and need for training depend on the volunteer's role, experience, skill level and current knowledge.
4. To ensure that the training programs are effective for all volunteers, county Extension agents must develop educational plans that accommodate all learning styles.

Suggested Topics	Suggested Teacher/Trainer	Delivery Mode
How to lead Groups?		IN PERSON
MODELS OF STATE ORGANIZATIONAL STRUCTURES TO COORDINATE 4-H SPREADING SPREADS (IE. FUTURE OR PRESENTING STATE LEAD, DISTRICT LEAD?)	REGIONAL COMMITTEE MEMBER? BY REGION?	

LESSON 5—VOLUNTEER MANAGEMENT

5. It is also important to provide subject matter training specific to each program area.
6. Each volunteer brings experiences, knowledge and skills to the program. Volunteer managers need to be aware of each volunteer's ability and knowledge, as each has a different set of skills and rate of growth.
7. Checklist
 - A. Give the volunteer(s) appropriate subject matter training.
 - B. Offer ongoing training opportunities through a variety of methods, formal and non-formal.
 - C. Provide volunteers with the resources needed to fulfill their responsibilities.

Utilization

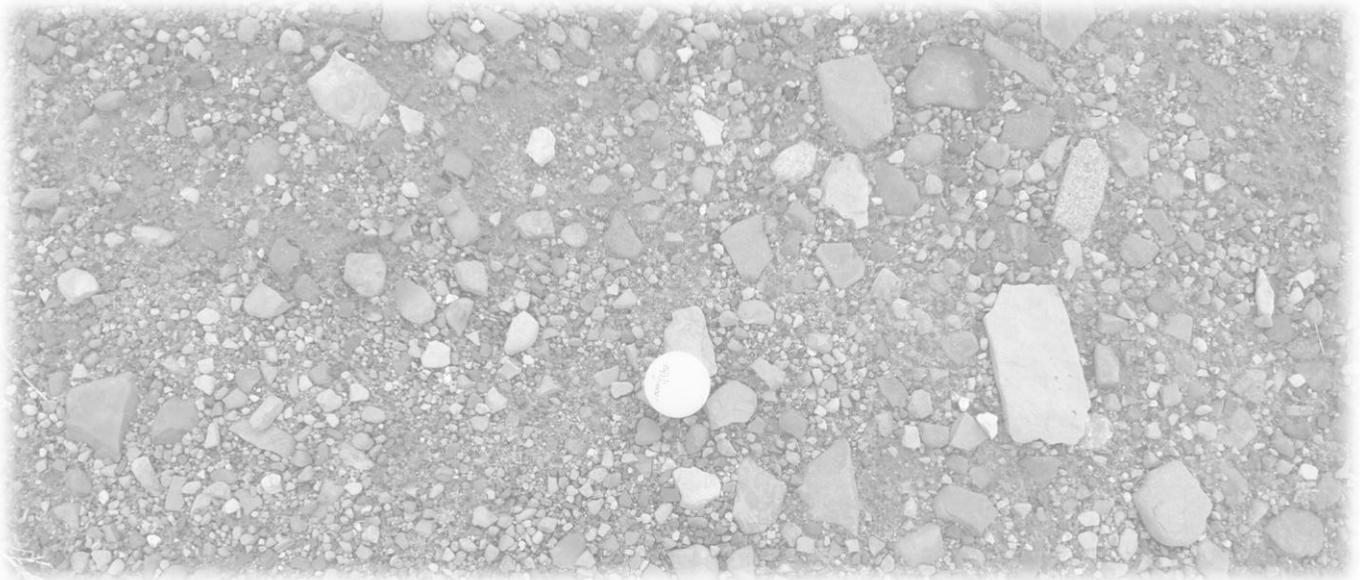
Utilization is providing opportunities for volunteers to put their knowledge and skills into appropriate action.

1. After the training, volunteer managers should give the volunteer's opportunities to put their new skills into practice, regardless of the positions held, and allow them to work in areas where they are comfortable and can be successful.
2. A successful volunteer effort provides a personal feeling of worth.
3. The use of volunteers also involves delegation. Give the volunteers challenging tasks that are not too easy or too hard. Effectively used, volunteers can extend Extension's services to clientele, serve as advocates for Extension and concentrate their time and effort to a specified project.
4. However, overusing volunteers can result in burnout and resignations.
5. Volunteers need guidance and supervision, county Extension agent/educator should provide feedback, whether through praise or constructive criticism.
6. Expectations should be made clear in the volunteer position description.
7. Delegating responsibilities to volunteers sometimes causes county Extension agents to fear a loss of contact with clientele.



LESSON 5—VOLUNTEER MANAGEMENT

8. A county 4-H Educator may also worry that the volunteers have more information than he/she does, which can result in withholding information and limiting the volunteers' effectiveness.
9. To be successful, volunteers need to have current information to share with clientele. Volunteers can often relate better to clients and foster closer relationships than the Extension professional can.
10. County Extension agents must overcome any resistance to using volunteers and continue to provide them with opportunities to serve.

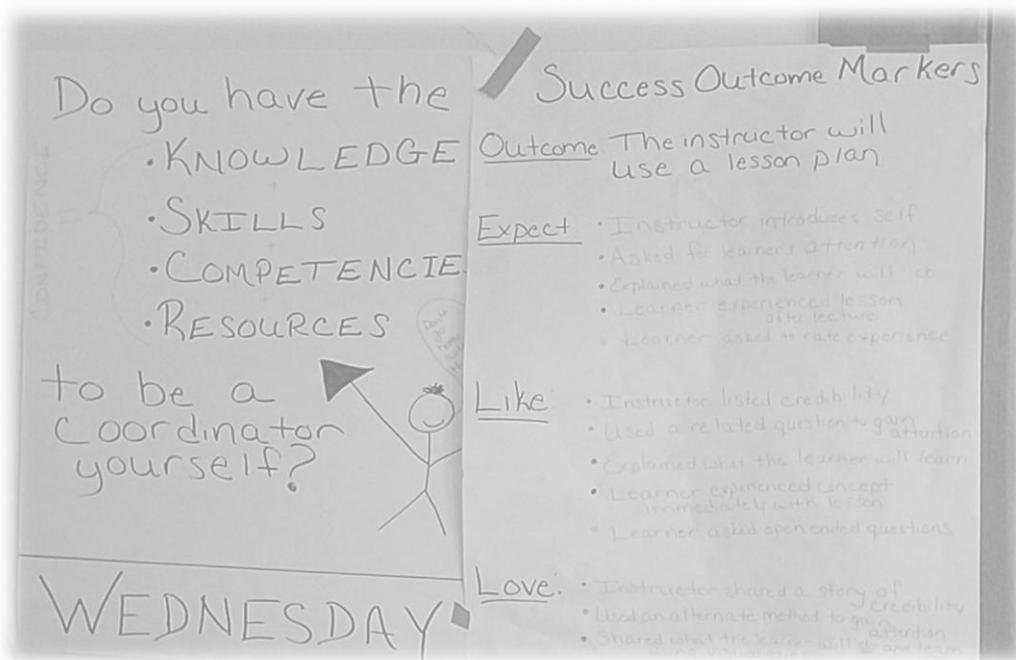


11. Checklist
 - A. Support volunteers in carrying out their responsibilities as outlined in the position description.
 - B. Provide them with opportunities to use their skills and talents and follow their interests.
 - C. Train them, and give them opportunities to apply knowledge and skills.
 - D. Foster mentoring from other volunteers as well as professional staff.
 - E. Supervise volunteers, providing feedback on their efforts.

A lesson on resolving conflict and overcoming differences is part of the on-going 'Coordinator College' curricula. If this is not offered at your state training, consider reaching out to other states that offer this lesson.

LESSON 5—VOLUNTEER MANAGEMENT

4. Recognition is also provided through feedback while a volunteer is doing challenging work assignments and opportunities to take on new responsibilities.
5. Building relationships with volunteers is vital to the recognition process. When Extension professionals build a relationship of trust and respect for the volunteer, the rewards become more valuable.
6. Over-honoring a favorite or two can cause the recognition process to become meaningless.
7. Checklist
 - A. Recognize volunteers through formal and informal methods.
 - B. Build relationships with the volunteers.
 - C. Provide feedback and support to the volunteers.
 - D. Be careful not to over-recognize.



Evaluation

Evaluation is the process of determining the results of volunteer performance by informal or formal methods and by giving feedback.

1. Evaluation helps volunteers obtain the desired results.
2. For an evaluation process to be effective, the volunteers and county Extension agents/educators should approach it with a positive attitude.
3. To effectively measure volunteer performance, county Extension agents should use evaluation techniques just as for any outcome program.
4. Five steps for effective evaluation.
 - A. Know the questions that need answers. Do not evaluate just for the sake of evaluating. Have clearly defined objectives to measure. (*see 'competency checklist' on the debriefing worksheet to help you develop the objectives and measurements*)
 - B. Plan the information-gathering process. Develop the evaluation method early in the process to

LESSON 5—VOLUNTEER MANAGEMENT

- C. Meet with the volunteers to update them on their progress. This could include one-on-one meetings, group meetings, phone conferences or on-line communication.
- D. Develop an evaluation report that includes the results.
- E. Share the results with stakeholders to show them the progress and successes of the volunteers' efforts. Keep individual names private when sharing in groups.
- F. Three types of evaluations are commonly used when working with volunteers.
 - i. Process evaluation allows the volunteer administrator to evaluate the volunteer's experience. This type of evaluation measures satisfaction, the hours provided and the resources needed by the volunteer.
 - ii. Outcome evaluation measures the changes the volunteers have implemented based on what they have learned or practiced. These include teaching others, using the appropriate teaching methods, practicing proper parliamentary procedures and managing other volunteers.
 - iii. Economic impact shows the monetary value that volunteers offer to communities. Most of the time, this is what their wages would have been if they had been paid for their work, but it could be more.
- G. A fourth type is the Performance evaluation which allows the volunteer administrator to evaluate the volunteers' competencies and behaviors as they relate to high quality programming..



Position Description

Position Description for 4-H Shooting Sports Instructors/Volunteers	
Position Title	
Time Required	
General Purpose	
Benefits	
Responsibilities	
Qualifications	
Expectations	
Resources	
Supervisor/Mentor	

Performance Evaluation

4-H Shooting Sports Instructor Performance Evaluation⁵

Name:

Supervisor:

Date:

The purpose of this evaluation is to help volunteers work to their greatest potential and to help the 4-H Shooting Sports Program deliver high quality programs. Assess the above named volunteer by considering the following competencies and key behaviors. Please rate each item as (E) Excellent, (G) Good, (F) Fair, or (I) Improve, and include comments in the appropriate section.

Criteria (6)	E	G	F	I	Comments
Creates an environment of belonging					
Challenges growth by holding youth accountable					
Expresses caring through listening, warmth, dependability					
Demonstrates sharing of power through inclusion, respect, collaboration					
Expands possibilities by exposing youth to new ideas and opportunities					
Provides support by empowering and advocating for youth					
Adheres to 4-H shooting sports best practices					
Adheres to 4-H shooting sports minimum standards					

LESSON 5—VOLUNTEER MANAGEMENT

Getting the Right People in the Right Seats on the 4-H Shooting Sports Bus³

Getting the right people on the bus is challenging. Typically, wages, sick leave, vacation, and other forms of compensation are not part of the incentives package. Volunteers give freely of their time, talent, and treasure. They are compulsive and simply incapable of stopping their need to improve.

1. Employ elements of the ISOTURE model.
2. Do what is necessary to get the right people on the bus and in the right seats.
 - A. Be selective.
 - B. Use well defined position descriptions.
 - C. Provide positions with purpose and meaning that connect to the mission.
 - D. Make sure you fill seats with people committed to the Mission.
3. Do what is necessary to get the wrong people off the bus.
4. Use your 4-H Shooting Sports Instructor Performance Evaluation rigorously.

Filling the Seats

Depending on the level of coordination needed, start by identifying the bus and the driver. Then start filling in the seats using the following diagram.

1. State Coordinator
2. Regional Coordinator
3. County Coordinator
4. Club Coordinator



LESSON 5—VOLUNTEER MANAGEMENT

Type of Coordinator: Club County Regional State

<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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LESSON 6

EVENT PLANNING IN 4-H SHOOTING SPORTS PROGRAMS

Event Planning

LESSON 6 is intended to be used as a guide in planning and implementing events.

Objectives

1. Plan an event using the four components of event planning.
2. Examine the elements that comprise each component.
3. Create an event utilizing the concepts of volunteer management, budgeting, and fund development.

4-H Shooting Sports Events

State, Regional, County, or Club Coordinators are eventually called upon to deliver events small in nature or grand in complexity. Armed with an understanding of certain critical components of event planning and an understanding of volunteer management, budgeting, and fund development the seemingly impossible becomes possible.

Event Components

Through trial and error, four components of event planning seem to surface as critical factors to consider when planning and implementing 4-H Shooting Sports events. The components are Administration, People, Venue, and Supplies. Each component contains several elements.



LESSON 6—EVENT PLANNING



1. Administration
 - A. Qualifying Event (or membership)
 - B. Budget
 - C. Funding Development
 - D. Registration
 - E. Event Guide (synopsis, rules, contest parameters)
 - F. Awards and Recognition
 - G. Schedule and Program
 - H. Scoring
 - I. Lodging
 - J. Meals
 - K. Mileage
 - L. Accessibility

2. People (Consider a position description for each task, see Volunteer Management Lesson 5)
 - A. Management
 - i. Contest Chairs
 - ii. Discipline Superintendents
 - iii. Official Registrar
 - iv. Official Scorer
 - v. Funding Coordinator
 - vi. Resource Coordinator
 - vii. Awards Coordinator
 - viii. Ambassador Director
 - ix. Volunteer Coordinator
 - B. Onsite Support
 - i. Volunteers
 - ii. Registration Personnel
 - iii. Venue Scorers
 - iv. Score Runners
 - v. Venue Assistants
 - vi. Venue Provided Personnel
 - C. Other
 - i. Ambassadors
 - ii. Guest Speakers
 - iii. Education Booth Providers

LESSON 6—EVENT PLANNING

3. Venue
 - A. Use agreement
 - B. Insurance
 - C. Shooting bays
 - D. Secure office space
 - E. Sound System
 - F. Tents or Teaching Rooms
 - G. Food Vendors
 - H. Sanitation (portable toilets, dumpsters, handwashing station)
 - I. Onsite Communication (phone? radio?)
 - J. Mobility (golf carts?)

4. Supplies
 - A. Administration
 - i. Office supplies
 - ii. Printer/copier
 - iii. Computers
 - B. Awards
 - i. Ribbons
 - ii. Prizes
 - iii. Tables
 - iv. Sound System
 - C. Onsite
 - i. Coolers with water for volunteers
 - ii. Superintendent boxes
 - iii. Signage (schedules, locations, directional indicators)
 - iv. Banners
 - v. Targets and support materials
 - vi. Bow Butts
 - D. Promotional
 - i. Sponsor Banners
 - ii. Shirts/Jackets
 - iii. Hats



LESSON 6—EVENT PLANNING

Design a Fund-raiser using the Event Planning Components

Directions: Plan an event to raise money for a specific cause in your 4-H Shooting Sports Program. Ideas range from a soup supper or banquet. After you have completed the simple event plan, share it with your peers.

Administration - Budget, Funding, Registration, Recognition, Schedule and Program

People – Who should be on your bus? Any special jobs or guests? (ambassadors, speaker)

Venue - Agreements, Insurance, Sound System, Food Vendors, Sanitation

Supplies— Administration, Supplies, Onsite, Promotional

Marketing— It takes the average person to observe a message 7 times in 7 different ways to act on a marketing message. What can you do to market your event?

LESSON 7

BUDGETING IN 4-H SHOOTING SPORTS PROGRAMS

Budgets

LESSON 7 is a guide to developing simple budgets to sustain programs, events, and activities.

Objectives

1. Recognize the difference between income and expenses.
2. Identify sources of income and items of expense.
3. Formulate a budget using written or electronic formulas to build a Resource Engine.

Budgeting 101

Coordinators are called upon to be Chief Financial Officers, Controllers, and Certified Program Accountants; three distinctly different jobs. Unless the skills inherent in the three professions were gained through formal education, chances are they are skills developed out of necessity.

Some simple budgeting techniques can be used to sustain 4-H Shooting Sports programs, events, and activities. A budget needs to be established prior to fund-raising to run fiscally sound 4-H programs and events. Start with expected expenses, then income needed to cover expenses.

Income¹

A gain or recurrent benefit usually measured in money that derives from capital or labor.

Income is derived in various ways.

1. Registration fees
2. Financial Donations
3. Grants
4. Gifts
5. Fund Raisers
6. In-Kind Donations
7. Sponsorships



LESSON 7 — BUDGETING

Expenses²

1. Something expended to secure a benefit or bring about a result.
2. Financial burden or outlay.
3. An item An item of business outlay chargeable against revenue for a specific period.
 - A. Fixed³: An expense that does not change from time period to time period.
 - B. Variable⁴: An expense that varies over time according to a number of factors.

Outlay

Expenses come in a variety of forms. In large operations these may include:

1. Administration (Wages, benefits)
2. Foundation fees (e.g. .05%)
3. Accounts (e.g. .08%)
4. Goods
5. Services

Step to Consider⁵

1. Determine what items are really needed to have a successful event.
2. Itemize and track expenses, both fixed and variable.
3. Review the budget regularly to be sure the budget is on track.
4. Identify the amount of money coming in from various sources.
5. This should be net income. There are typically workshop account and foundation administration fees that dip into gross income.
6. Make a plan to secure additional funding or in-kind contributions to offset expenses.



LESSON 7 — BUDGETING

Building a budget

Building a budget around a state contest, line item by line item. (See Worksheet or Thumb drive)

1st Activity:

Set up a spreadsheet with your Income and Expenses using the following information.

Participants	
Archery Comp	113
Archery Recurve	10
Archery Bare	29
Communications	9
Hunting skills	9
Muzzle Loading	2
Air Pistol	3
Air Rifle	7
SB Pistol	12
SB Rifle	57
Shotgun	72
Western Heritage	10

Income	
Registration Fee/Discipline	\$15.00
RMEF	\$500.00
NWTF	\$500.00
In-Kind	\$1000.00

Expenses/Each			
Venue	\$10.00	Tent	\$500.00
Clay Targets	\$0.10	Office Supplies	\$5.00
Water	\$0.32	Banners	\$50.00
Hotel	\$99.00	Signs	\$50.00
Meals	\$56.00	Awards	\$50.00
Mileage	\$0.55	CH, RCH, HP Ribbons	\$2.00
Shirts	\$25.00	Insurance	\$0.33
Jackets	\$95.00	Foundation Fee	\$0.05
LGU hats	\$20.00	Account Fee	\$0.08
Portable Toilet & HW Station	\$155.00	Targets	\$0.48
Dumpster	\$67.00	National Registration Fee	\$200.00

LESSON 7 — BUDGETING WORKSHEET

Simplified Budget Example

1. Name/Type of Event **Clover County BB Gun Contest**
2. What is the minimum number of people? **10** maximum? **20**
3. What are the costs associated with the event? (e.g. building rental, judges pay, hotel, meals)

Building/Range Rental	\$100
Awards— Medals \$10 x 15	\$150
Caution Tape	\$5
Targets	\$50

4. Total: **\$305** / minimum number of participants **10** = **\$30.50** Fixed Costs
5. What are the costs associated per person? (examples) T-shirts, nametags, insurance)

Participant Insurance (\$.50 x 1 day)	\$.50
T-Shirt	\$12

6. Total per person: **\$12.50** x minimum number of participants **10** = **\$125.00**
7. Total per person: **\$12.50** x maximum number of participants **20** = **\$250.00**
8. Based on the above, what is the expected cost for the minimum number of participants? **\$430.00**
 Maximum # of participants? **\$555.00**

Which financial tools do you want to use to cover the costs?

1. Participant Fees
2. Sponsorships
3. Simple events (e.g. raffle, auction)
4. Event (e.g. Soup supper, carnival, banquet, food stand)
5. Donations

1. \$10.00 x 10 Youth	\$100.00
2. \$25.00 / backstop x 10	\$250.00
3.	\$0.00
4.	\$0.00
5. T-Shirt	\$250.00
Total:	\$600.00

LESSON 7 — BUDGETING WORKSHEET

2nd Activity:

For a simplified county or club level budget use the written method. Use an event you host on a regular basis, or plan to coordinate in the future, and build a budget.

- Name/Type of Event _____
- What is the minimum number of people? _____ maximum? _____
- What are the costs associated with the event? (e.g. building rental, judges pay, hotel, meals)

4. Total: \$ _____ / minimum number of participants _____ = \$ _____ Fixed Costs

- What are the costs associated per person? (examples) T-shirts, nametags, insurance)

6. Total per person: \$ _____ x minimum # of participants _____ = \$ _____

7. Total per person: \$ _____ x maximum # of participants _____ = \$ _____

8. Based on the above, what is the expected cost for the minimum number of participants? \$ _____

Maximum # of participants? \$ _____

Which financial tools do you want to use to cover the costs?

- Participant Fees
- Sponsorships
- Simple events (ex. raffle, auction)
- Event (Ex. Soup supper, carnival, banquet, food stand)
- Donations

1.	\$	
2.	\$	
3.	\$	
4.	\$	
5.	\$	
Total:		\$

LESSON 8

RAISING FUNDS IN 4-H SHOOTING SPORTS PROGRAMS

Fund Development

LESSON 8 is intended to be used as a guide for raising funds in the 4-H Shooting Sports.

Objectives

1. Identify the various forms of funding.
2. Employ a Hedgehog Concept.
3. Matching donors with initiatives.
4. Match type of fund-raiser with fund-raising goal.
5. Write or critique a request for funding.

Burden Worth Bearing

Fund raising is a fact within the 4-H program. Without benefactors who believe in the mission of the 4-H Shooting Sports Program, not much is possible.

Funding

There are several mechanisms and fiduciaries that are used in fund development. Consider...

1. Grants
2. Contracts
3. Auctions
4. Raffles
5. Governments
6. Registration Fees



Fiduciaries

People or groups entrusted to handle money.

1. 4-H Associations
2. State 4-H Foundations
3. Local Organizations, Associations, Federations, Businesses, Individuals

LESSON 8— FUNDRAISING

The Hedgehog Concept¹

“The essence of the Hedgehog Concept is to attain piercing clarity about how to produce the best long-term results.” This clarity requires a deep understanding of three fundamental concepts.

1. Passion – Understanding what 4-H Shooting Sports Stands for and why it exists.
2. Best at – Understanding what 4-H Shooting Sports can uniquely contribute to the youth it engages better than any other organization.
3. Resource Engine – Understanding what best drives the 4-H Shooting Sports resource engine. An Economic Engine is central to business world. Profit is a motive. There is an expected return on investment of capital. A Resource Engine functions to meet social objectives, human needs, and national priorities; not profit. The 4-H Shooting Sports Resource Engine is defined by three parts
 - A. Time
 - B. Money
 - C. Brand

LESSON 8— FUNDRAISING

Why does the 4-H Shooting Sports Program Exist?

What does the 4-H Shooting Sports Program Uniquely Contribute to Youth?

What Best Drives the 4-H Shooting Sports Program's Resource Engine?

Time: Does the 4-H Shooting Sports Program attract people willing to give their time, talent, and treasure for free? Remember the bus.

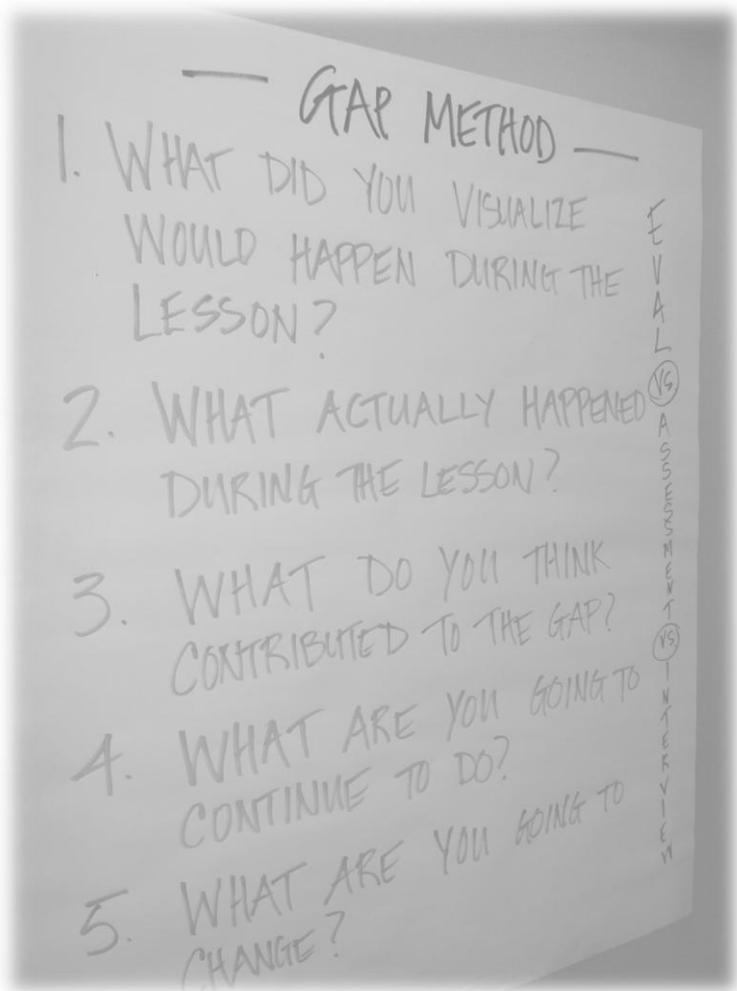
Money: What sustainable cash flow (budget) does the 4-H Shooting Sports Program require to meet social objectives, human needs, and national priorities; not profit?

Brand: Do contributors believe in the 4-H Shooting Sports mission? Do they believe in the 4-H Shooting Sports Program's capacity to deliver on the mission? Do they believe in the Clover?

LESSON 8— FUNDRAISING

Fund Raising Basics

1. Show a valid need - potential donors must be convinced that the funds being sought will have a positive impact on youth and the community. 4-H staff and volunteers must clearly identify their program needs before approaching potential donors.
2. Organize a fund development committee – this time-tested procedure has many variations.



Committee members may include 4-H staff, volunteers and council members. The committee will plan and implement fundraising activities.

3. Identify potential donors - potential donors include individuals, businesses, foundations and organizations. First, staff and volunteers should review current and past donors and determine appropriate strategies to increase their annual support. The strategy should include who will make the contact (someone who knows the donor and is a peer); the dollar amount that will be asked; decide what to ask for; and a deadline to make the contact.
4. A second category of potential donors are those individuals, businesses, foundations and organizations that have not given to 4-H. Before approaching this group, staff and volunteers should determine their level of interest in 4-H; ability to make a financial contribution; and charitable attitude. Even though a potential donor is a millionaire, she/he will not give to 4-H unless he/she is interested in the program.

5. Write a proposal and gather appropriate promotional pieces - writing the proposal will help staff and volunteers think through their approach and design it to meet the potential donor's criteria and/or needs. Relate length of proposal to size of request.

6. Personal commitment – in order for staff and volunteers to be effective in asking potential donors to give to 4-H they must themselves. The solicitation team must be 100% behind the development effort and be able to tell potential donors of their own support, when asked.

LESSON 8— FUNDRAISING

7. The "ask" - staff and volunteers walk into a potential donor's office armed with a proposal and 4-H promotional pieces. They shake hands; ask about the family comment on the weather and wonder, now what. The donor is just as anxious as them to get to the point. First, staff and volunteers will review the proposal with the prospect. Remember to sell ideas, dreams, service and potential, not desperate needs. A donor should be asked to "invest", not give to 4-H.
 - A. Be sure to listen. Let the donor lead the volunteer to his interests and then summarize what he said when the meeting ends.
 - B. Staff and volunteers should share their thoughts of why they decided to make a pledge -how after thinking about the importance of 4-H, they personally stretched to make a gift of which they are proud.
 - C. When discussing the gift level, staff and volunteers should always aim high and work down. Challenge the donor to "consider" a gift of \$1,000 or \$10,000. In most cases the potential donor will be flattered.
 - D. Remember to ask for the gift. It is better for staff or volunteers to make a mistake in asking, than not to ask at all. "We hope you considered an investment of \$ ____payable by ____" is a tactful and sensitive approach.
 - E. Cash is not the only gift the potential donor might consider giving. Deferred gifts, stocks, real estate, life income funds, and gifts-in-kind are all-acceptable, but may require special procedures.
 - F. When the donor makes a pledge, staff and volunteers should not rely on body language to confirm the gift or gift amount.
 - G. They should confirm verbally with the prospect the amount of the gift, when it will be given, and what form it will take (cash, will, stocks, in-kind, etc.)



Appreciation

Before leaving a prospect, the staff or volunteer should thank them for their time and generosity even if they did not get a gift. A personal note after the visit also means a lot to the prospective donor. An acknowledgement of the gift should be sent from the county Extension office staff. As of January 1, 1994 it is mandated by law that the recipient organization must provide documentation to donors for their gifts.

LESSON 8— FUNDRAISING



Donor recognition and follow-up

Be sure donors are properly credited for their contributions. In particular, businesses want to be recognized in the eyes of their peers and the community. Media publicity is also appreciated. Staff and volunteers should verify how donors prefer to be recognized for their gifts as well as how to list their names for public recognition. Donors like to know how their money was used. A general report describing how the funds were used will serve the purpose for most small donors. However, the greater the amount contributed, the more detailed and individualized the report should be.

Fundraising

The raising of funds begins with a *Vision*, followed by a *Budget*, trailed by choosing the right *Method*, and finally engaging the right *Partners*.

In general, people give to success not failure. People give to solutions not problems.

Activity 1: “We have to pay for our own propane for the shooting sports building at the fairgrounds. We ran out of money last month to pay the propane bill. Can you help us out?”

LESSON 8— FUNDRAISING



Activity 2: Match the goal amount with the type of fund-raiser:

- | | | |
|-----------------|-------|---|
| A. Grants | _____ | Equipment to begin a program |
| B. Donations | _____ | \$250 for new backstops |
| C. Sponsorships | _____ | \$5000 to send a team to the 4-H National Championships |
| D. Event | _____ | \$100 for club field trip |
| | _____ | \$4000 for club trailer |

Activity 3: Achieving a Goal

What is a goal you have?

What do you predict the total budget will be to fulfill the goal?

What will you do to raise funds? Start a plan here:

LESSON 8— FUNDRAISING

Proposals –Grant Writing 101

These questions and tips are to assist you in writing your own grant proposal or critiquing a proposal.

1. Do the details provide enough information for the donor? Think about if the donor knows nothing about your program, did you describe succinctly what is being planned?
2. Is the vision clear? Use concrete words, and avoid theory as much as possible.
3. Why is your program the one that can address the issue? What is unique about your 4-H club, county, or state?
4. Why is your proposal relevant at this time?
5. What is the major issue being addressed?
6. What specific steps will you take to address the issue?
7. Is the expected outcome or impact described?
8. Persuade using personal and emotional testimony.



LESSON 9

AWARDS AND RECOGNITION IN 4-H SHOOTING SPORTS PROGRAMS

Awards and Recognition

LESSON 9 is intended to be used as a guide to recognize levels of youth achievement in the 4-H Shooting Sport Program.

Objectives

1. Recognize the goal of awards and recognition.
2. Design awards within the 4-H recognition model.
3. Compare and contrast the differences in recognition systems.

Recognition ¹

One of the main goals of the 4-H Shooting Sports Program is to provide a high quality program in which youth can thrive. A high quality program includes forms of recognition offered to 4-H members to acknowledge and affirm, in part, their desire and ability to explore and try new things; value respect, responsibility, honesty, and caring; and set and pursue goals that lead to short and long term success.

Recognition, awards, and competition have a large influence on young people, often providing an incentive for further learning and the inspiration to continue learning. In addition, recognition and award programs provide individuals and businesses an opportunity to publicly support young people and their accomplishments, leading to a better connection between youth and community.

The National 4-H Recognition Model¹

The National 4-H Recognition Model includes five types of recognition. It is important for adults who work with 4-H'ers to provide appropriate recognition to all participants.

1. Participation – This type of recognition emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.
2. Progress Toward Self-Set Goals - Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.



LESSON 9—AWARDS AND RECOGNITION

3. Achievement of Standards of Excellence - Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.
4. Peer Competition - Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under age eight.
5. Cooperation - Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

The Recognition Model can be used to design a recognition system to meet the needs of all youth. Designing a recognition system involves:

1. Looking at the young people, their needs, interests, attitudes and aspirations.
2. Understanding differences between people based on background and experiences, differences in behavior in people, differences between similar types of people.
3. Using recognition that encourages and supports learning and satisfies intrinsic and extrinsic needs. It has to balance recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition and cooperation.

American System, Danish System, and Danish Merit ²

There are several Evaluation Systems for judging competitions and contests. Three of the most used systems are:

1. The American System: Entries are judged in comparison to other entries and placed in a numerical order of 1st, 2nd, 3rd, 4th, 5th ,etc. place. This system awards only one entry per position and does not use scorecards.
2. The Danish System: The entry is judged based on an established standard or quality rather than how it compares to other entries. There can be several entries receiving blues, reds or whites. There is no further breakdown within the category.
3. The Danish Merit (or Modified Danish or Merit) system: This system uses comparative and standard quality evaluation methods in the judging.



LESSON 9—AWARDS AND RECOGNITION

The Danish Merit System²

The Danish merit system is an evaluation system useful for county and state fairs. With this system, all exhibitors are awarded a blue, red, or white placing and provided a scoring breakdown (and may include oral or written comments).



Other advantages of the Danish Merit system include:

1. The standards can be clearly established in the minds of competitors.
2. Contest management can easily make fine-point decisions.
3. The emphasis on champions and peer competition is tempered.

The Danish Merit system requires²

1. Competitors, coaches, and parents to be knowledgeable of the standardized scores.
2. Contest management can downward adjust standardized scores where natural breaks occur and still uphold standards.
3. The system affords the best avenue for members to learn from their efforts.

Use of Ribbons and Other Forms of Recognition²

Blue, Red and White Ribbons

1. The awarding of a blue ribbon means the score achieved is excellent and well within the ability level of most of the competitors. It does not mean perfection; it means high in quality.
2. The awarding of a red ribbon means the score achieved is good with room for improvement.
3. The awarding of a white ribbon means the score achieved is acceptable, but below the ability level of most of the competitors.. A white ribbon does not denote failure; it simply means that there is room for improvement.

Contest management falters in its responsibility if it does not advise the competitor on how they can improve. This is a “teachable moment” and valuable lessons can be learned if the competitor uses the feedback to guide improvement. A white ribbon is only considered a failure if the person fails to learn from the experience.

LESSON 9—AWARDS AND RECOGNITION

Other Recognition²

In addition to the blue, red and white ribbons, other awards are used to recognize efforts.

1. A medallion recognizes an exceptional score that demonstrates excellence in all facets.
2. A champion recognizes an outstanding score that *far exceeds* the top established standards.
3. A reserve champion recognizes an outstanding score that *exceeds* the top established standards.

What form of recognition is most appropriate?

1. Recognition of 4-H'ers for participation in educational experiences acknowledges involvement as a first step in building a positive self-concept.

Answer: _____

2. Recognition of progress toward personal goals enables youth to gain experience in goal-setting and realistic self-assessment.

Answer: _____

3. Recognition of the achievement of generally recognized standards of excellence gives youth an external, pre-determined target for their learning experiences.

Answer: _____

4. Recognition through peer competition is a strong motivation for some but not all young people. It is not appropriate for youth under age eight.

Answer: _____

5. Recognition for cooperation helps youth learn and work cooperatively, preparing them for living in today's inter-dependent, global society.

Answer: _____

LESSON 10

CONTROVERSIAL ISSUES IN 4-H SHOOTING SPORTS PROGRAMS



Controversial Issues

Lesson 10 is intended to be used as guide to assist in addressing controversial issues. ***None of what is presented here should be used without first consulting your 4-H Educator, State 4-H Shooting Sports Coordinator, and State 4-H Program Leader.***

Objectives

1. Work through a contact list when addressing controversial issues.
2. Express personal opinions appropriately
3. Use 4-H Shooting Sports Talking Points.
4. Integrate strategies to effectively interact with the media.

Managing Issues¹

There is no shortage of news related to firearms and their use in acts of human violence. Due to the sensitive nature of these incidents, it is important to know the communication hierarchy within the Land Grant University

System (LGU) when responding to media inquiries. No LGU, Extension Service, or 4-H Program response to media inquiries is exactly the same. Before employing any of these suggestions, check with your 4-H Educator, State 4-H Shooting Sports Coordinator, or State 4-H Program Leader.

The following are possible steps to take to protect the interest of the LGU, the Extension Service, and the 4-H Program.

Local media inquiries to 4-H Educators should be directed to the State 4-H Shooting Sports Coordinator and/or State 4-H Program Leader.

For national media reporter calls or reporter inquiries from any outlet or website that you are not very familiar with, tell the reporter you are committed to other matters at this time and not able to talk. Ask what their deadline is? Get their contact info and say a spokesperson will call them back shortly. Then call your 4-H Educator, State 4-H Shooting Sports Coordinator, or State 4-H Program Leader. It is their job to take the next steps.

LESSON 10—CONTROVERSIAL ISSUES

These types of calls are likely not about a particular 4-H program, but more what a major university is doing with regard to firearms. If this type of a call occurs, a representative from the LGU should be the person who responds because it will be relevant to the overall reputation of the LGU and not 4-H alone.

Member, Parent, Leader, Stakeholder Opinions²

Any one individual has the right to speak out about an issue or concern they have and are able to express their personal opinion to a newspaper or other news/social media outlet. When doing so, that individual should know that they can only speak on their own behalf and cannot speak on behalf of or represent the 4-H program, LGU Extension Service, or LGU. They should make clear that they are speaking in their personal capacity.

4-H Educator Role in Assisting Members, Parents, Leaders, or Stakeholders

Wishing to Express Opinions.

1. A 4-H Educator can provide copies of handouts or materials containing objective research-based information about the topic.
2. A 4-H Educator cannot provide personal opinion about an issue or concern while representing an LGU.
3. A 4-H Educator should not comment on or edit personal testimony or written pieces that an individual plans to share to media as it may be perceived as editing thoughts or giving personal opinion.
4. As a reminder, we know that as careful as we can be in this entire process, that the reporter and/or the public may very likely read, see or hear whatever is being said as connected with or supported by 4-H or LGU. This is why this is very tricky territory and choice of language in this communication is important.

No matter what questions are asked, what four main points do you hope the reporter (or person you are speaking with, or person reading the article) remembers?

1. 4-H Shooting Sports provides youth a safe place to explore passions and interests
2. 4-H Shooting Sports provides a safe place where youth feel they belong
3. 4-H Shooting Sports provides a safe place where youth interact with adults who are caring, challenge their growth, and share power.
4. 4-H Shooting Sports does this through comprehensive firearms education, life-long recreational pursuits, and healthy competition.



LESSON 10—CONTROVERSIAL ISSUES

4-H Shooting Sports Talking Points³

If dealing with an active crisis situation

standard practice at most universities is to have one official spokesperson. Find out who this is and their contact info (cell, office phone, email) and refer all inquiries immediately. Keep responses to the actual questions asked. If you don't know the answer:

1. Refer them to someone who can answer.
2. Say you don't know, but can find out and then get back to them. Then do it.
3. If true, say that's not within your area of expertise.



4-H Shooting Sports Overview

1. 4-H is proud of our reputation as the nation's youth development program of Cooperative Extension. We stand behind the integrity of our research-backed programs that produce hands-on learning in science, health and well-being, and civic engagement.
2. The 4-H youth development experience focuses on providing programs that develop critical life skills under the guidance of a caring and knowledgeable adult mentor. It is one of high integrity that does not advance a singular point of view, but does empower young people to ask questions, think for themselves, create real-world solutions and lead their peers.
3. Shooting sports are a rich part of the American tradition with seventeen shooting sport events included in Olympic competition. 4-H members have opportunities to explore the sport of shooting, hunting and sportsmanship skills in county, regional, state and national competitions. Each year, nearly 450,000 young people participate in 4-H Shooting Sports.
4. 4-H Shooting Sports promote the highest standards of safety, sportsmanship and ethical behavior. Program areas include archery, muzzle loading, air pistol, rifle, shotgun, and hunting and outdoor skills, with each discipline taught by a National or State Certified Instructor. The activities of the program are taught under the guidance of caring and knowledgeable adult leaders who instruct 4-H members in firearms safety and marksmanship providing young people with opportunities to develop life skills, like teamwork, self-confidence, personal discipline, responsibility and decision making.

LESSON 10—CONTROVERSIAL ISSUES

About the Program

1. Like all 4-H programs, 4-H Shooting Sports curriculum is focused on positive youth development and teaching life skills. With the guidance, training and supervision from adult mentors, 4-H Shooting Sports provide a positive experience for youth and promote the safe and ethical use of firearms and archery equipment.
2. 4-H volunteer instructors are screened by each state 4-H program and can only be certified with a minimum of 12 hours of training using 4-H curriculum. Shooting Sports curriculum is developed by youth development professionals supported by their Land Grant University and peer reviewed by the National 4-H Shooting Sports Committee.
3. National guidelines are provided to all state 4-H Shooting Sports programs and oversight is provided by the National 4-H Shooting Sports Committee.

4-H Shooting Sports Equipment

1. In 4-H Shooting Sports programs, equipment and supplies used by participants are inspected and reviewed by certified instructors to ensure items are safe and in working order. Equipment used in 4-H Shooting Sports are not high-powered firearms and are adapted to fit young people to remain safe. Equipment is also locked in storage between practices and events.
2. Participants who decide to get involved at a competitive level may choose to purchase their own equipment at their own discretion.

4-H Shooting Sports Competitions

1. 4-H Shooting Sports Programs are open to all youth without regard to race, color, sex, handicap, religion, age or national origin. 4-H Clovers (age 5-7/8) are not eligible for any aspect of 4-H shooting sports programs.
2. Competitions include compound archery, recurve archery, hunting skills, muzzle loading, air pistol, air rifle, .22 pistol, .22 rifle, shotgun, and western heritage.
3. 4-H Shooting Sports participants never practice, compete, or handle shooting sports equipment without the direct supervision of a 4-H certified instructor. Adult/youth ratios vary from 1:1 to 1:8 depending on discipline.
4. 4-H Shooting Sports does not endorse simulated combat sports and reactive targets. Pointing any type of gun including paint ball guns, air-soft guns, laser guns, laser paintball, archery tag bows and arrows or sighting devices at any person or any humanoid shaped target is not allowed in any 4-H program activity.
5. Targets which make use of or are composed of live ammunition; explosives, chemicals or flammable substances; or pressurized containers are never to be used at any 4-H event or activity.



LESSON 10—CONTROVERSIAL ISSUES

Thinking Developmentally, Responding Logically

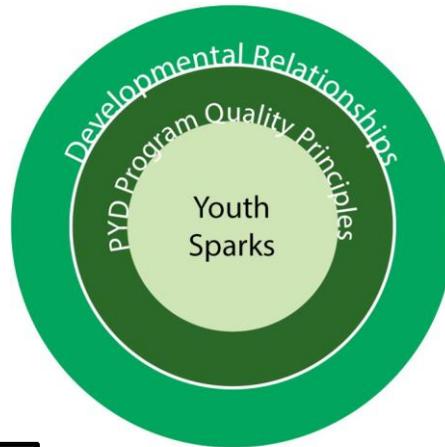
When responding to persons with similar or dissimilar interests in children’s access to and use of firearms and archery equipment it is helpful to remember the developmental context in which the 4-H Shooting Sports Program is delivered.

Youth-Adult Relationships⁴

The 4-H Shooting Sports Program puts an emphasis on “developmental relationships with adults who are caring, challenge growth, and share power.”

Engagement⁵

The 4-H Shooting Sports Program put emphasis on “dosage, intensity, and duration”



Used with permission, Oregon State University⁴

Sparks⁴

The 4-H Shooting Sports Program provides a place for youth to explore their interests and passions.”

DEVELOPMENTAL
CONTEXT

Youth Program Quality⁴

The 4-H Shooting Sports Program offers educational, recreational, and competitive programming “with a focus on youth belonging.”

LESSON 10—CONTROVERSIAL ISSUES

Thinking Developmentally, Responding Logically Exercise

In your role as a State, County, or Club 4-H Shooting Sports Coordinator you may be approached by the media to answer some broad or very specific questions about 4-H Shooting Sports. In your group, consider the following questions.

1. Determine if the questions are ones you can answer.
2. If yes, use the diagram on the previous page to formulate an answer.
3. Situate the question in the context of Spark, Youth/Adult Partnerships, youth program quality, or engagement. Use the talking points to support your answer.
4. If no, to whom would you direct the reporter?
5. What would you say to re-direct them?

Question 1: I didn't know that 4-H had a shooting sports program. Tell me about it.

Question 2: What are common reasons parents give you for enrolling their child in this program?

Question 3: Does 4-H encourage parents to practice shooting with their children?

Question 4: How does teaching children how to shoot guns promote positive youth development?

LESSON 10—CONTROVERSIAL ISSUES

Question 5: How can we be sure that this is a safe environment for children?

Question 6: What do the kids learn in this program?

Question 7: What types of guns [weapons] are used in the program?

Question 8: What are they shooting at?

Question 9: Does the NRA fund 4-H shooting sports?

LESSON 10—CONTROVERSIAL ISSUES

Question 10: Are public tax dollars being used to teach kids to shoot guns [weapons]?

Question 11: Does 4-H [Does NAME University] support [name of any specific (e.g. mandatory gun buyback)] gun control legislation?

Question 12: With what just happened in [location of recent violence/public shooting], why are you still offering this program?

Question 13: Do you think this program could stop [promote] more school shootings?

LESSON 11

COORDINATING LEVEL 1 MULTI-DISCIPLINE WORKSHOPS IN 4-H SHOOTING SPORTS PROGRAMS

Level 1 Workshops

LESSON 11 is intended to be used as an outline when conducting statewide Level 1 workshops in multiple disciplines.

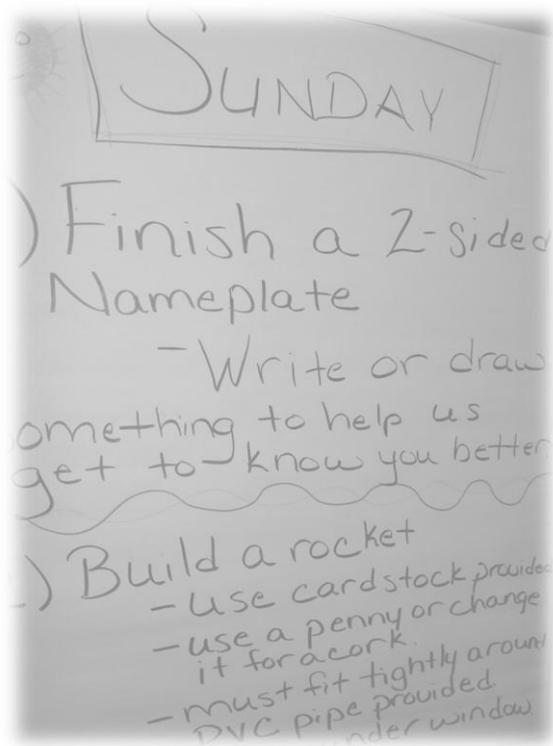
Objectives

Develop an agenda for a state level workshop.

Minimum Standards

State level 4-H Shooting Sports Instructor certification workshops provide a minimum of twelve (12) hours of instruction; these 12 hours are divided into:

1. a minimum of nine (9) hours instruction in each specific discipline and;
2. a minimum of three (3) hours of general instruction which includes:
 - A. What is 4-H?
 - B. What is 4-H Shooting Sports?
 - C. Creating and Implementing High Quality Programs
 - D. Risk Management
 - E. Other state-related instruction (ex. Reporting, Teaching/Coaching Methods, Budgeting, Mission Mandates, State Level Priorities, State Research)



Item 2 can be accomplished through the use of the home study eLearning Modules. Regardless of the learning format used, the presentation should closely follow the approved curriculum as delivered in the general sessions at a national Level 2 training. It is preferable and recommended that state level qualifying workshops provide fifteen (15) hours of instruction composed of twelve (12) hours of discipline instruction and three (3) hours of general instruction. 4-H Mission Mandates can be taught within the discipline time or general session hours.

LESSON 11—MULTI-DISCIPLINE WORKSHOPS

Suggested Procedures

1. Identify date(s) of training.
2. Identify Instructors for the disciplines offered.
3. Identify outdoor/indoor ranges.
4. Identify meeting space with breakout rooms for disciplines.
5. Post registration and market to the desired audience.
6. Secure instructor lodging and meals.
7. Secure meals for participants.
8. Provide National 4-H Shooting Sports Program Manual (current versions are downloadable on National 4-H Shooting Sports website with password protection).
9. Plan to teach, recruit a person, or use eLearning Modules to provide 3 to 4 hours of instruction in positive youth development and risk management.
10. Provide updated curriculum to discipline instructors to provide 9-12 hours of discipline instruction starting with 1st Shot Fundamentals.
11. Plan to teach or provide STEM, Healthy Living, and Civic Engagement lessons for discipline instructors to teach.



LESSON 11 - Example Agenda

Two Day Level 1 Workshop			
Timeline	Topic	Instructor	Resources
6-9 p.m.	Instructor Meeting	All	Manuals, Share updates, coordinate practicum and range sharing
Day 1			
8-8:45 a.m.	Registration 4-H Jeopardy	Pritchard Stuhr/Murray	Check-in Sheets, Receipt Book, Nametags Computer, Projector, Speakers
8:45 a.m.	Welcome, Intro to	Pritchard	Computer, Projector, Speakers, Nameplates
10 a.m.	Discipline	(discipline list)	
12 noon	Lunch	Stars 4-H Club	Provided by 4-H Club, Invoice of Cost
12:45 p.m.	Ambassador Program	Ambassador Bohannon	Computer, Projector, Speakers
1 p.m.	Teaching & Coaching Methods/ PYD	Stuhr/Murray	STEM Rocket Kit, Newsprint, Markers Computer, Projector, Speakers
2:30 p.m.	Discipline	(discipline list)	
4:30 p.m.	Practicum & Debrief	Level 1 Instructors	Nametags, Rotation Schedule
6 p.m.	Supper	Stars 4-H Club	Provided by 4-H Club, Invoice of Cost
7 p.m.	Risk Management 4-H SS Overview	Pritchard	Computer, Projector, Speakers Background Checks, Grant Apps
8 p.m.	Closing	Pritchard	List of announcements
Day 2			
9 a.m.	Mission Mandate Lessons	Stuhr/Murray	Monkeys Know Mathematics Kit, Muscles Kit, Turkey Call Bag, Timeline Handouts
10:30 a.m.	Discipline	(discipline list)	
12 noon	Lunch	Stars 4-H Club	Provided by 4-H Club, Invoice of Cost
12:30 p.m.	Discipline	(discipline list)	
2:30 p.m.	Range Teardown	(discipline list)	
3 p.m.	2 nd Amendment Controversial Issues	Pritchard	Computer, Projector, Speakers, Lanyards, Hats
3:30 p.m.	Graduation	Discipline Instructors	Signed Cards

Appendix

Lesson 10—Practice questions

1. *I didn't know that 4-H had a shooting sports program. Tell me about it.*

- Like all 4-H programs, 4-H Shooting Sports is focused on positive youth development.
- 4-H Shooting Sports provides young people a safe place to explore passions and interests, a place where they feel they belong, and opportunities to interact with caring adult mentors.
- The program includes comprehensive firearms education, recreational pursuits, and healthy competition. Through this, young people develop life skills like teamwork, self-confidence, personal discipline, responsibility and decision making.
- 4-H Shooting Sports include archery, muzzle loading, air pistol, rifle, shotgun, and hunting and outdoor skills, with each discipline taught by a certified instructor.

2. *What are common reasons parents give you for enrolling their child in this program?*

- If often starts because a young person has an interest or passion—a spark—for some aspect of the program.
- We hear from parents that 4-H Shooting Sports Program is valuable because it:
 - ◆ Is grounded in positive youth development—which includes positive peer groups and interaction with trained, caring adults
 - ◆ Assures proper training in safe and responsible use of archery equipment and firearms
 - ◆ Emphasizes respect for people and other life skill development
 - ◆ For some, it also provides opportunities for quality family involvement

3. *Does 4-H encourage parents to practice shooting with their children?*

- For families that like to target practice, shoot trap, or hunt, 4-H Shooting Sports are a great way to introduce the practice of the safe and responsible use of firearms and archery equipment to the whole family.
- For adults, 4-H Shooting Sports offers opportunities to serve as a resource for interested young people, strengthen social networks to support youth in their communities, and have healthy parent-child interactions through youth-focused activities.

In addition, the 4-H Shooting Sports Program focuses on helping young people develop critical life skills under the guidance of a caring and knowledgeable adult mentor who is not a parent or a teacher.

- ◆ This is important because the mentoring relationship is based on mutual respect and trust. 4-H Shooting Sports provides a safe place for youth to interact with adults who are caring, challenge their growth and share power.

4. *How does teaching children how to shoot guns promote positive youth development?*

- Like all 4-H programs, 4-H Shooting Sports provides a place for young people to explore an interest or passion through programming that focuses on life skill development and belonging while working with a caring adult mentor.
- These elements are the foundation for positive youth development.

Appendix

5. *How can we be sure that this is a safe environment for children?*

- 4-H Shooting Sports participants never practice, compete, or handle shooting sports equipment without the direct supervision of a 4-H certified instructor.
- 4-H volunteer instructors are screened by each state 4-H program and can only be certified with a minimum of 12 hours of training using 4-H curriculum.
- Equipment and supplies used by participants are inspected and reviewed by certified instructors to ensure items are safe and in working order.
- Equipment used in 4-H Shooting Sports are not high-powered firearms and are adapted to fit young people to remain safe.
- Equipment is locked in storage between practices and events.

IF ASKED: 4-H Cloverbuds (age 5-7/8) are not eligible for any aspect of 4-H Shooting Sports programs.

6. What do the kids learn in this program?

- Through learning about and practicing firearms safety and marksmanship, young people have opportunities to develop life skills like Safety, Personal Responsibility, Discipline Skills, Self-control, Personal Growth, Organizational Skills, Problem Solving/Critical Thinking, Leadership, Teamwork, and Empathy.
- Program areas include archery, muzzle loading, air pistol, rifle, shotgun, and hunting and outdoor skills, with each discipline taught by a certified instructor.

IF ASKED: competitions include compound archery, recurve archery, hunting skills, muzzle loading, air pistol, air rifle, .22 pistol .22 rifle, shotgun, and western heritage.

7. *What types of guns [weapons] are used in the program?*

- No weapons are used in the 4-H program.
- Participants learn about firearms safety and marksmanship with equipment that includes, archery, .177 caliber bb or pellets pistols and rifles, .22 caliber rimfire pistols and rifles, muzzleloading rifles, 12 and 20 gauge shotguns, and period specific firearms used from the mid 1800's to turn of the 20th century.
- Equipment and supplies used by participants are inspected and reviewed by certified instructors to ensure items are safe and in working order.
- Equipment is locked in storage between practices and events.
- 4-H Shooting Sports participants never practice, compete, or handle shooting sports equipment without the direct supervision of a 4-H certified instructor.

8. *What are they shooting at?*

- In practice and competition, participants practice marksmanship using non-humanoid paper targets, electronic scoring systems, steel plates, and clay targets.
- 4-H Shooting Sports does not endorse simulated combat sports or use reactive targets.
- Pointing any type of firearm or sighting device at any person or any humanoid shaped target is not allowed in any 4-H program activity.

Appendix

Lesson 10—Practice questions

9. *Does the NRA fund 4-H shooting sports?*

- The National 4-H Shooting Sports Committee receives no funding from the National Rifle Association.
- In some states, [find out if this is true in your state] at the county level, 4-H Shooting Sports programs may receive educational grants or funding for equipment and supplies through Friends of the NRA banquets. Friends of the NRA raise dollars to support firearm safety and education and are not politically based.
- Neither the NRA nor Friends of NRA are involved in 4-H Shooting Sports curriculum development.

10. *Are public tax dollars being used to teach kids to shoot guns?*

- 4-H Shooting Sports Program events and activities are supported by funds or fees raised at the county, state, and national levels.
- The salaries for State 4-H Shooting Sports Coordinators and 4-H educators responsible for managing programs are derived from public funds or endowments.

11. *Does 4-H support gun control legislation [e.g. mandatory gun buyback]?*

This is potentially a question to refer to the university spokesperson.

- 4-H does not endorse or oppose any legislation or political stance.
- 4-H Shooting Sports emphasizes all the rights afforded by the U.S. Constitution.

Tips to remember:

- ◆ *Remember you are not representing the university on social policies or state or national gun laws. If pressed to speak to this, refer questions to the designated spokesperson for your university (contact state 4-H program leader if unsure).*
- ◆ *A 4-H Educator or volunteer cannot provide personal opinion about an issue or concern while representing the university and 4-H program.*

12. *With what just happened in [location of recent violence/public shooting], why are you still offering this program?*

This is potentially a question to refer to the university spokesperson.

- The 4-H Shooting Sports curriculum is focused on positive youth development and teaching life skills.
- At the same time, we remain mindful of the violence that has occurred nationally. Like all people, we are saddened by the loss of life as a result of human violence.

Tip to remember:

- ◆ *Don't defend or explain why this program is okay or different in light of what has occurred nationally.*

13. *Do you think this program could stop [promote] more school shootings?*

- The 4-H Shooting Sports program is focused on positive youth development and teaching life skills, including Safety, Personal Responsibility, Discipline Skills, Self-control, Personal Growth, Organizational Skills, Problem Solving/Critical Thinking, Leadership, Teamwork, and Empathy.
- The program focus on belonging with an emphasis on relationships with caring adults who are key to creating a positive youth development experience and helping young people thrive.

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2025 Coordinator Manual Update

1. Updated Contact information on page 2 and 76
2. Added Curriculum Authorization statement to page 2 of manual.