



# WISCONSIN 4-H Shooting Sports

## Basic 4-H Guidelines

To be included with Shooting Sports discipline instructions for:

Archery

Air Rifle .177/ .22 Rifle

Coordinator

Hunting and Wildlife Ecology

Muzzleloading

Pistol (.177 Air/.22)

Shotgun

# Table of Contents

## Basic 4-H Guidelines

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# **4-H Shooting Sports**

## **Certification Workshop Objectives**

- **Learn about 4-H Philosophy, Objectives and Goals**
- **Provides hands-on experiences for working with youth in your discipline**
- **Gain Knowledge about Communicating with and teaching youth**
- **Obtain basic knowledge about starting a Shooting Sports Program**
- **Provide opportunity to acquire shooting sports literature to use as reference material**

## Wisconsin 4-H Shooting Sports / Naturespace Project

# Philosophy

The State Shooting Sports Committee strongly believes that the following philosophy be adopted by all leaders involved in 4-H Shooting Sports.

**WE BELIEVE:** Human Growth and development is the primary goal of the 4-H shooting sports program

**WE BELIEVE:** Shooting Sports is an outstanding way to provide human growth and development opportunities

**WE BELIEVE:** Introducing safe and responsible use of firearms and archery equipment opens valuable vocational and life-long recreational education

- *Competition can teach many valuable lessons, however competitive shooting at the local, district, state, or even national level is **NOT** the primary goal of Wisconsin Shooting Sports.*
- *Shooting Sports is part of the overall “Naturespace” program. Thus all Shooting Sports projects should incorporate aspects of ecological thinking, wildlife and conservation found in “4-H Naturespace.”*
- *Shooting Sports is an active, exciting, fun way to promote all of the basic goals of 4-H. It has tremendous potential for family involvement and personal growth.*
- *The safe use of firearms and archery equipment is paramount*

## 4-H Shooting Sports Program Goals

1. To give youth thorough instruction in archery and gun safety
2. To provide proper training in the use of firearms and archery equipment
3. To develop self-confidence, personal discipline, responsibility and sportsmanship
4. To create an appreciation and understanding of natural resources
5. To provide volunteer instructors safe and proper instructional techniques
6. To show volunteer leaders how to plan and manage Shooting Sports Clubs
7. To develop or enhance life skills in youth and adult participants

## WE BELIEVE

*Human growth and development is the primary goal of the 4-H shooting sports program.*

*Shooting sports is an outstanding way to provide human growth and development opportunities.*

*Introducing safe and responsible use of firearms and archery equipment opens valuable vocational and life-long recreational education.*

## PROGRAM GOALS

- 1. To encourage understanding of natural resource concepts through participant's interest in shooting and hunting.*
- 2. To enhance development of participant's self-concept, character and personal growth through safe, educational and socially acceptable involvement in shooting activity.*
- 3. To teach safe and responsible use of firearms and archery equipment including sound decision-making, self-discipline and concentration.*
- 4. To promote the highest standards of safety, sportsmanship and ethical behavior.*
- 5. To expose participants to the broad array of vocation and lifelong avocational activities related to shooting sports.*
- 6. To strengthen families through life-long recreational activities.*
- 7. To complement and enhance the impact of existing safety and hunter education programs.*

## WHY SHOOTING SPORTS

*About 2/3 of the homes in the U.S. have firearms. Exposure to safe and responsible handling is vital to preventing accidents at home or next door.*

*Shooting is the second most popular international sport behind track and field. It is nearly unique in being a lifetime sport.*

Shooting Sports attracts a new audiences to 4-H and creates adult-youth bonds.

Shooting Sports is an excellent program to capture the interest of youth and expose them to concepts and issues in conservation, natural resource management and ethical behaviors.

## SHOOTING SPORTS INCLUDES

- **Archery**
- **Muzzleloading**
- **Hunting and Wildlife**
- **.177 Air Pistol**
- **.22 Pistol**
- **.177 Pellet Air Rifle**
- **.22 Rifle**
- **Shotgun**

Each discipline teaches safety, concentration, self-discipline, self-confidence, goal setting, decision-making and courtesy as the young people learn basic skills and build toward more advanced activities. Both competitive and cooperative skills are included. Participants are exposed to local policies, regulations, laws and ethical behavior both by repeated demonstration and through personal practice.

## PARTICIPANTS GAIN

**Communication Skills**  
**Confidence & concentration**  
**Exposure to careers**  
**Ethical Standards**  
**Friendship**  
**Leadership skills**  
**Lifetime sports**  
**Opportunities to achieve goals**  
**Opportunities to compete in matches**  
**Opportunities to earn awards**  
**Opportunities to set goals**  
**Personal responsibility**  
**Poise**  
**Reasoning skills**  
**Respect**  
**Safe habits**  
**Self-discipline & self-esteem**  
**Social skills**  
**Sportsmanship**  
**Useful knowledge and skills**

This year's schedule of 4-H competitive shoots and certification workshops as well as registration forms can be found at: <http://www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm>



### A SHOOTING SPORTS LEADER IS...

- Interested in youth and their development
- Interested in some phase of shooting and outdoor recreation
- Willing to learn how to teach shooting effectively
- Willing to be helpful, open and supportive
- Interested in challenges with rewards
- Enthusiastic, positive and energetic
- Honest, self-disciplined and kind

Shooting ability is not essential, but willingness to learn coaching skills is. Training is available for interested people. Program materials provide excellent support.

### LEADER RESPONSIBILITIES

- Learn and practice higher standards of safety
- Learn and practice cooperative coaching techniques
- Learn and practice 4-H teaching techniques
- Invest your time, energy and spirit
- Focus on helping youth develop and learn
- Be a strong, positive role model

Leaders must attend a 2-day training workshop before they are allowed to lead a Shooting Sports Program in Wisconsin. Several workshop options are available each year.

### SUPPORTIVE ORGANIZATIONS

There are too many cooperators and supporters to list all of them here. The entire shooting and conservation communities are involved. Some of the major supporters in Wisconsin include:

WI Chapter of the National Wild Turkey Federation  
Safari Club International (WI & NE Chapters)  
Federal Cartridge  
Friends of the NRA  
Whitetails Unlimited  
Wisconsin 4-H Foundation  
Wisconsin Department of Natural Resources  
Dept of Wildlife Ecology – UW Madison

These organizations are dedicated to the safe, responsible, socially acceptable use of sporting arms; the education of shooters and sound natural resource management.

### FOR MORE INFORMATION

Contact the University of Wisconsin Extension  
Office in your county

or

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## Cooperative Extension University of Wisconsin Extension

## WISCONSIN 4-H SHOOTING SPORTS



## INTERESTED IN SHOOTING, HUNTING, SAFETY, KIDS?

READ ON...

# Objectives of a 4-H Shooting Sports Program

Ronald A. Howard Jr.

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The 4-H Shooting Sports Program strives to enable young people, their parents and adult volunteers to become responsible, self-directed and productive members of society. Agents, leaders, instructor 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 4-H Shooting Sports Program include but are not limited to those listed below.

1. To encourage participation in natural resources and related natural science programs by exposing participants to the content through shooting, hunting, and related activities.
2. To enhance development of self-concept character and personal growth through safe, educational and socially acceptable involvement in shooting activity.
3. To teach safe and responsible use of firearms and archery equipment including sound decision making, self-discipline and ethical behavior.
4. To promote the highest standards of safety, sportsmanship and ethical behavior.
5. To expose participants to the broad array of vocational and life-long avocational activities related to shooting sports.
6. To strengthen families through participation in life-long recreational activities.
7. To complement and enhance the impact of existing safety, and hunter education programs using experiential educational methods and progressive development of skills and abilities.

Remember the differences in the age, experience, abilities, and development of young people when programs are presented. Refer to a publication on ages and stages of development to be sure appropriate methods are used to reach the objectives.

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Dr. Ronald A. (Ron) Howard has been a member of the National Shooting Sports Development Committee since its beginning. During the development of this guide he was Associate Professor of 4-H and Youth and Forestry and Natural Resources at Purdue University. Presently he is a 4-H Youth Specialist, Texas Agricultural Extension Service, Texas 4-H Office, 809 University Drive East, College Station, Texas 77843-2473



## Kids 'n' Guns

# National 4-H Shooting Sports Committee Position Statements

### **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.

### **Isn't hunting inhumane and unnecessary in modern life?**

There are four primary values that arise from hunting: social, economic, ecological and historical.

1. Societal. Hunting is a viable and healthy food source, promoting good sportsmanship and ethics. It is a valued part of our American heritage and is exceptionally good mental/physical exercise. Hunting is an ideal and common family activity.
2. Economic. Hunting minimizes the economic loss of human life and property damage that may result from road kills and crop depredation. Hunters spend millions of dollars each year to pursue the sport, and much of that money goes directly into wildlife management.
3. Ecological. Hunting is a vital wildlife management tool. Hunters' dollars support wildlife habitat projects in every state in the USA. Hunting improves the health of natural wildlife populations and contributes to the conservation of our natural resources. A well-placed shot by a skilled marksman is a more humane cause of death than natural causes experienced by wildlife.
4. Historical. Hunting was a necessary method of obtaining food and clothing by our forefathers. The act of hunting and utilizing game animals, in similar ways, helps us to appreciate the demands and sacrifices that our ancestors faced in the historical development of modern civilization.

<http://www.4-hshootingsports.org/Kids%27N%27Guns.php>



# Paintball Policy

12/06/03

The purpose of the 4-H Shooting Sports Program is to promote youth development through the safe and responsible use of Archery equipment and firearms. Pointing any type of firearm including air guns, laser guns or laser sighting devices at any person or any humanoid or tombstone target is inappropriate and dangerous.

Therefore the National 4-H Shooting Sports Committee is unequivocally opposed to such use in the 4-H program.

# Use of 4-H Name and Emblem



*Preferred*



Activity For A LIFETIME

*Accepted Use*



*Accepted Use*



*Acceptable (no 4-H represented here)*



*Preferred 4-H Shooting Sports LOGO 2008*



*Inappropriate Use*

For more information: <http://www.national4-hheadquarters.gov/>  
Click on "Name & Emblem"; Click on "Using the 4-H Name and Emblem"

# 4-H Partners

## How 4-H is Structured

### The Cooperative Arrangement

The Smith-Lever Act passed by Congress in 1914 created the Cooperative Extension System to provide for a partnership between the United States Department of Agriculture (USDA) and the land-grant colleges and universities located in each state. USDA sets priorities, and the Extension Service at the federal level develops initiatives associated with these priorities. These issues and initiatives are in turn emphasized on the state and local levels in programming.

At the federal level, 4-H youth programs are in the USDA unit titled Cooperative State Research, Education, and Extension Service (CSREES). The particular unit that works with the 4-H youth program is called Families, 4-H, and Nutrition.

Extension 4-H youth programs are sponsored through a cooperative arrangement between the U.S. Department of Agriculture, University of Wisconsin (a land-grant institution), and local government (county commissions and county boards of education). Private donors provide additional program support.



The contract between the cooperating government agencies specifies that the land-grant institution will carry out such functions as employing, training, and supervising one or more extension agents in each county.

The agent who works with 4-H youth programs is to develop and maintain a voluntary educational program for adults and youths. This is done through organization of local resources. The county usually agrees to support the extension faculty through appropriations for staff, travel, and local office facilities.

Each county must have a **County Extension Committee**. This is the legal group that guides the county Cooperative Extension Service program.

### Other County Support for the 4-H Program

**County 4-H Leaders' Association.** Most counties have a County 4-H Leaders' Association. All adult 4-H volunteers are invited to participate. The leaders' association serves primarily to (1) provide volunteer training and support and (2) set priorities and plans for county 4-H functions. An extension agent serves as an adviser to the leaders' association. The association is usually organized with officers, a program of work, and regularly established meeting times.

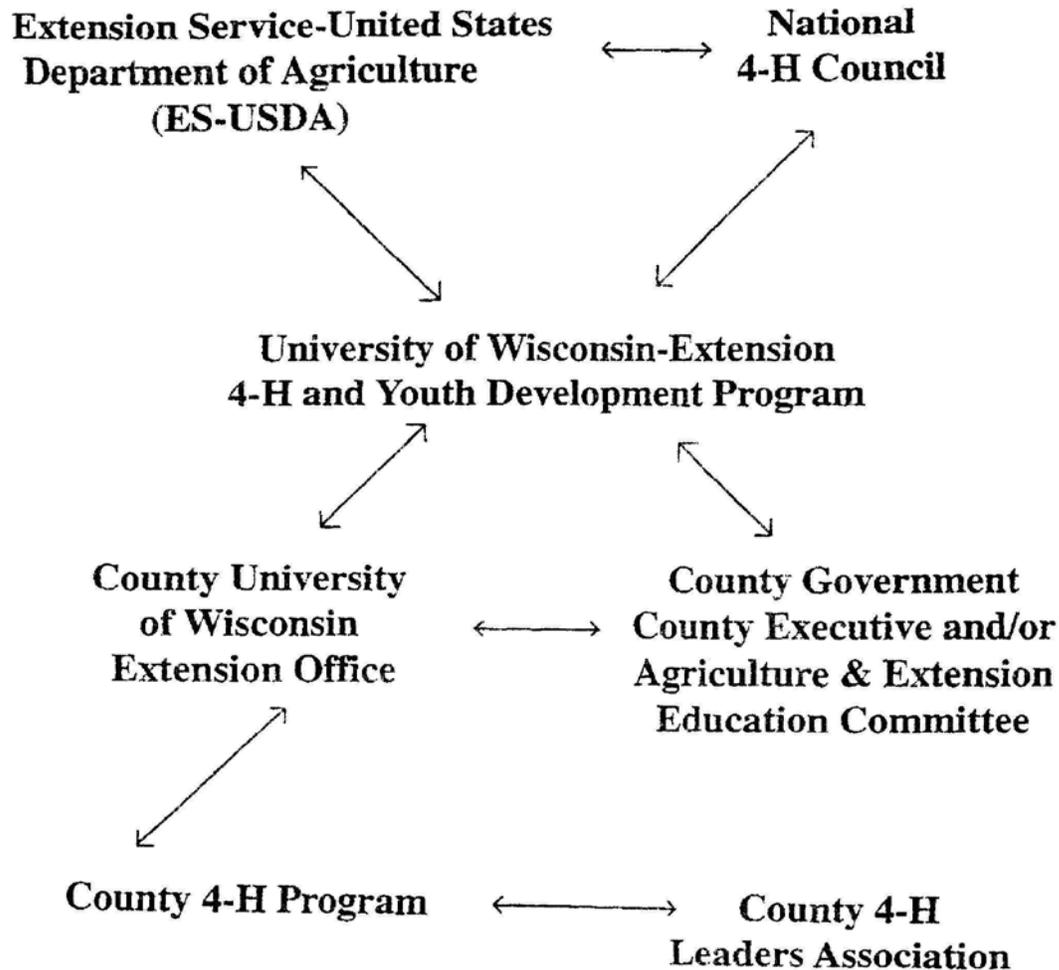
**County 4-H Foundation.** You may live in a county that has a county 4-H foundation. This is a legal group organized for the purpose of securing and managing financial resources to support the county 4-H program. While it does not make program decisions, the foundation may support those program decisions made by the leaders' association, advisory committee, or extension staff.

**Other Extension Groups: Home and Community Education, Agriculture/Agri-Business,** and other extension-sponsored groups often contribute to the 4-H youth program. These groups can provide financial and volunteer resources.

**Community Groups and Organizations.** Often other community groups (local businesses and banks), agencies, and organizations may work closely with the 4-H youth program on special programs, projects, or activities.

Adapted from West Virginia University Service Extension Service "4-H Volunteer Visions"

# How 4-H is Structured



# Wisconsin 4-H Shooting Sports State Representatives

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## 4-H SHOOTING SPORTS STATE COORDINATORS

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## Fact Sheet 1

# What is Shooting Sports

Ronald A. Howard Jr.

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Shooting sports 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 recreation

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, shooting sports 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 shooting sports 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.

Shooting sports 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 and regional 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 shooting sports program and youth of your community need you. For more information, contact your county Cooperative Extension office, state 4-H shooting sports coordinator or state 4-H office. We will be happy to help you get a program started.

# History of the 4-H Shooting Sports Program

## Why it was started:

1. Shooting and hunter education organizations shared a concern about recruitment and development.
2. Hunter educators were concerned about teaching essential skills to produce safe and ethical hunters. The need was important for people coming from non-hunting and non-shooting backgrounds. Attacks on hunting made recruitment more critical.
3. Shooting Sports related industries had a strong economic incentive.
4. The 4-H program faced several problems. Males, both members and volunteers were under represented. Teens were grossly under represented with a sharp decline in participation at about the age of 13. The increasing trend toward urbanization, along with the “cows and cooking” image of 4-H resulted in barriers of participation that could be overcome with creative programming.
  - Shooting Sports began with the National 4-H Council and ECOP (Extension Committee on Organization and Policy).
  - The committee was made up of Extension staff, industry representatives of the Shooting community and volunteers.
  - Shooting Sports began in the mid -1970's in Texas as a 4-H activity. Shooting Sports is administered by a National Shooting Sports Committee. It has grown in participation primarily because of well-organized regional workshops to train state teams to introduce Shooting Sports to their states. Shooting Sports is backed by national project literature. Dr. Ron Howard has been a member of the Shooting Sports Committee since its inception. He has authored and co-authored much of the 4-H shooting sports literature.

## History of Shooting Sports in Wisconsin

Wisconsin began its Shooting Sports Program in 1983. In April of that year a team of 6 people representing 4-H, the University, and the WI DNR traveled to Ames, Iowa for one week of intensive training on the organization and administration of an effective state 4-H Shooting Sports Project. Over the years WI has sent other volunteer leaders to National Trainings throughout the United States. These individuals, along with those already trained have conducted training workshops to help the shooting sports program develop and grow in WI.

In 1995, at a meeting in Marshfield, WI, six shooting sports districts were developed for the state. They are: Northern, Western, Central, Northeast, Southern, and Southeast. A volunteer certified shooting sports leader was selected to be a coordinator for each district. At that time, a State 4-H Shooting Sports Training Team was also established to assist discipline instruction for every shooting sports discipline in each district. There are members from each discipline and each district on the state training team. These State Team members are committed to training volunteer leaders to become certified 4-H Shooting Sports Leaders and must offer training yearly.

Beginning in 2007, Wisconsin has been represented by 4-H Shooting Sports youth at the National 4-H Shooting Sports Competitions held in various locations throughout the United States.

In 2009 the state certification workshops were re-organized with two day workshops being offered at selected sites throughout the state. State training team members will continue to assist in presenting these workshops. Wisconsin Shooting Sports has replaced the district coordinators with shooting sports representatives who continue their work as training team members and liaisons to county shooting sports programs.

# Wisconsin 4-H Shooting Sports Policy

4-H Shooting Sports programs are available to youth from third grade (and at least 8 years of age at the time of participation) through the year following high school. Shooting Sports disciplines include archery, pistol (.177Air, .22), hunting/wildlife ecology, muzzleloading, rifle (.177 Air pellet, .177 BB, and .22), and shotgun. 4-H youth, 8-11 years of age, cannot operate any powder-burning firearm. This includes, but is not limited to shotgun, .22 handgun or rifle, muzzleloading handgun, rifle, or shotgun.

Youth may participate in an organized 4-H Shooting Sports activity only if a certified 4-H Shooting Sports leader is present and providing supervision. The 4-H certified leader must have certification in the shooting discipline in which the youth is participating.

4-H certified leaders must be at least 18 years old, and must have completed a minimum 12 hour 4-H Shooting Sports Leader Training Certification workshop in the discipline in which they are providing supervision. If an adult leader is not certified, he/she cannot provide hands-on or safety instruction without a certified leader being present. A leader may obtain certification in an additional discipline (archery, pistol (.177 air and .22), coordinator, hunting/wildlife ecology, muzzleloading, rifle [.177 pellet, .177 BB, and .22], and shotgun by completing a certification workshop provided by 4-H certified state training team members. Leaders are encouraged to upgrade skills via training with such organizations as the NRA, NAA (USA Archery), NFAA, NMLRA, and DNR.

Adult assistant leaders do not need to be certified in Shooting Sports, but they must be in the presence of a 4-H certified leader who has certification in the shooting discipline in which the youth is participating. The Adult assistant leader must be enrolled as a 4-H volunteer and have completed the Youth Protection Program.

Youth assistants do not need to be certified, but must be in the presence of and under the supervision of a certified leader who has certification in the shooting discipline in which the youth is participating.

All leaders should incorporate wildlife ecology/conservation into their program via the 4-H Wildlife/Hunting discipline or other suggested activities.

A 4-H Shooting Sports leader must be currently enrolled as a 4-H volunteer in a county. Certification in the County 4-H Youth Protection training is required for all 4-H Shooting Sports leaders. Leader and member participation will be consistent with state and county guidelines.

If a leader is acting in an unsafe manner or is in noncompliance with 4-H leader standards, he or she is subject to removal.

Adequate insurance is important in 4-H Shooting Sports. Accident insurance is presently available through county 4-H Youth Development Agents for \$1 per person per year. Every leader and member should be covered. Also, leaders should check with their county 4-H Youth Development Agent and/or facility about liability insurance.

**SsptsPolicy SK 2009**

**4-H Shooting Sports**  
**Role Description:**  
**Certified 4-H Shooting Sports Leader**

A certified 4-H Shooting Sports Leader **MUST BE 4-H CERTIFIED IN EACH DISCIPLINE THAT HE/SHE IS INSTRUCTING.**

Leaders needed for: Archery, Pistol (.177 Air & .22), Wildlife Ecology/Hunting, Rifle (.177Air pellets .177/BB and .22), Shotgun, and Muzzleloading.

**Training:**

1. Successful completion of a minimum of twelve hours of instruction per discipline at a state-sponsored or regional 4-H Shooting Sports Workshop. Training in adjoining states (e.g. Minnesota or Iowa) is acceptable.
2. Successful completion of the County 4-H Youth Protection Program designed for 4-H volunteers.

**Length of Service:** As long as volunteers are willing and able.

**Contact Person:** County 4-H Youth Development Agent, 4-H Shooting Sports Representative, or the State 4-H Shooting Sports Coordinators.

**Desirable Qualities:**

1. Work well with youth
2. Have some knowledge of and experience with firearms/archery equipment, including safe use.

**Duties and Responsibilities:**

1. **Stress shooting safety.**
2. Coach members on proper shooting techniques and wildlife/conservation issues.
3. Attend shooting club meetings and activities.
4. Be familiar with 4-H objectives and philosophy and/or be willing to learn about them.
5. Recruit and train additional assistant instructors as needed.
6. Help to secure facilities.
7. Recruit parents and members.
8. Help plan the yearly program.
9. Actively encourage and support members.
10. Attend competitions with interested members.
11. Maintain registration and communication with county 4-H Agent.

**Benefits of the Position**

1. Personal growth in leadership skills.
2. Satisfaction of helping youth develop responsibility and learn valuable life skills.
3. Allows the leader to pass on his/her knowledge, experience and love for wildlife and shooting sports to the next generation.

4-H Shooting Sports  
**Role Description:**  
**Assistant Shooting Sports Leader**

|                         |  |
|-------------------------|--|
| <b>Position Title</b>   | Assistant Leader - 4-H Shooting Sports Program<br>Archery, Pistol [.177Air, .22], Rifle [.177 Air Pellet, .177 Air BB, .22],<br>Muzzleloading , Shotgun, and Wildlife Ecology/ Hunting.              |
| <b>Time Commitment:</b> | Length of service is one year. Renewable. Program ranges from 8-36 hours.  |
| <b>Location:</b>        | Serve within the county/area.  |
| <b>Type of Position</b> | Volunteer assistant leader; no direct salary   |
| <b>Supervision:</b>     | 4-H Certified Shooting sports discipline leader and county coordinator and<br>Extension professional in charge of 4-H (youth) programs   |
| <b>General Purpose:</b> | Assist the certified discipline leader in teaching the knowledge and skills<br>related to specific discipline to 4-H members, 3 <sup>rd</sup> grade and 8 years old to one<br>year past high school. |

**Specific Responsibilities:**

1. **Stress shooting safety.**
2. Coach members on proper shooting techniques *as directed by the certified discipline instructor.*
3. Attend shooting club meetings and activities.
4. Participate in all additional training programs the local shooting sports committee decides to include: (i.e.: Hunter Education, Red Cross First Aid, 4-H Leadership).
5. Help plan the yearly program.
6. Actively encourage and support members.
7. Encourage other members to participate in other 4-H events and activities.
8. **MUST BE IN THE PRESENCE OF A 4-H CERTIFIED SHOOTING SPORTS LEADER AT ALL TIMES. The leader must be certified in the discipline that you are teaching. See WI Shooting Sports Policy.**

**Qualifications required:**

1. Must be enrolled as 4-H volunteer leader and completed the youth protection program.
2. Have an interest in shooting and some knowledge of shooting techniques.
3. Be familiar with 4-H objectives and philosophy and/or willing to learn about them.
4. Moral standards consistent with the 4-H philosophy.

# Youth Protection Program

Since 1994, the Wisconsin 4-H Program has mandated that all counties implement the Youth Protection Program. The purpose of the program is to help guarantee the safety and well-being of youth and to provide information to all adult 4-H volunteers.

Why is 4-H doing this?

1. Society has changed: Our world places children in situations where there is more danger
2. Society is aware of child abuse and parents are very concerned about the safety of their children
3. Our society is more mobile Adults move into our county and often neither the 4-H office nor current leaders know these individuals very well.
4. To protect every child who is involved in 4-H to make a solid effort in training leaders so a safe environment is maintained.

## Components of the Youth Protection Program

### Step 1 – Volunteer Training

All Volunteers must attend one Youth Protection volunteer training. A two hour training session will cover the following topics:

- 4-H program philosophy
- Role of the 4-H Volunteer
- How to work with 4-H youth
- Safe Practices for 4-H youth and adult volunteers

### Step 2 - Volunteer Background Check

All volunteers must complete the 4-H volunteer application form. This form will be used to conduct background checks through the Department of Justice. These checks will be conducted in the strictest of confidence and filed in a locked cabinet.

### Step 3 – Volunteer Behavior Expectations Form

All volunteers must sign a **Volunteer Behavior Expectation Form** every year. The form outlines appropriate conduct for volunteers. It should be turned in to the Extension Office with enrollment forms each year.

### Step 4 - Other Youth Protection Policies

The following individuals *are not* required to complete the Youth Protection process: *Youth Leaders, and a guest speaker or presenter working under the visual supervision of and enrolled volunteer or Extension staff member.*

Returning Volunteers: Absent for 1-4 years – background records check, signed volunteer expectations form. Absent for 5 or more years – must complete the full Youth Protection process.

### What's in it for Volunteers?

Insurance Coverage – County Liability insurance (check with your county) and accident insurance is only available to volunteers who have completed the Youth Protection Program.

Peace of Mind – As a parent, leader, or concerned adult you will know that all volunteers working with 4-H children have through the Youth Protection Program.

A Better Understanding – Volunteers have access to support, training and free literature from the Extension Office that will assist them in their roles. Volunteers who have completed the Youth Protection training may chaperone trips, camps, or host a 4-H Exchange student.

WI 4-H web site: Youth Protection <http://4h.uwex.edu/resources/mgt/index.cfm>

Youth Protection Policy: <http://www.uwex.edu/ces/cty/douglas/4h/documents/YouthProtection.pdf>

# What Makes A Good Leader?

- BE WELL PREPARED**.....Know leadership takes work as well as practice.
- BE GROUP MINDED**.....Regard yourself as a part of the group. Say “We” instead of I”; don’t try to run the crowd. Instead be guided by the crowd’s wishes.
- LIKE PEOPLE**.....Be understanding and friendly.
- BE POISED**.....Don’t let irritations bother you.
- HAVE HUMILITY**.....Be confident, but not cocky. Don’t be afraid to reveal you don’t know everything.
- BE A HARD WORKER**.....Don’t ask anyone to do something that you would not be willing to do yourself.
- BE RESPONSIBLE**.....Live up to your word and duties.
- BE COOPERATIVE**.....Know how to work with others and enjoy working with them.
- BE A FUN-LOVER**.....Enjoy life - the simple things as well as the big.
- HAVE A VISION**.....Help the persons in your group to learn and grow through the activities.
- BE CLEAR**.....Be able to express yourself effectively.
- BE PROUD**.....Proud of what you do. Take pride in being a leader, but earn it.
- BE NEAT**.....Always be neat in dress and personal appearance.
- BE COURTEOUS**.....The words “please” and “thank-you” pay dividends. Use them often.
- THINK AHEAD**.....Know members opinions and be ready to meet changing situations.
- SET GOALS**.....Make them high, but be sure to reach them.
- TAKE ADVICE**.....But do your own thinking.
- GET THE FACTS**.....Analyze them before you draw conclusions.
- DO YOUR BEST**.....At all times. Plan to make the most effective use of your time.

# Risk Management - Understanding Risk

You need to have an informed understanding of ***RISK*** so that you can manage it properly in your shooting sports program. Risk is the chance of loss or harm through actions or situations which allow the possibility to occur.

Risk occurs every day in our life whether it is our eating habits or our driving skills. Risks also occur while working with youth in our shooting sports program.

Instructors and leaders should use ***due care*** in identifying the potential problems beforehand, predicating the consequences and trying to prevent them from happening. You will find yourself in a ***last clear chance*** situation where responsibility lies with the person who had the final opportunity to prevent or lessen an accident.

4-H volunteer leaders are responsible for the welfare of the 4-H members under their supervision. Risk management is the effective and efficient use of human and material resources to minimize actual or potential damage, harm, or negative affects.

The following explanations will guide you through your shooting sports activities.

## RISK MANAGEMENT #1 – Reducing Risk

Examine your program for all possible risks and implement policies or procedures that reduce the likelihood of the risk occurring.

- a.) Clearly defined rules/regulations, clearly allow for “due process”
- b.) Rules/regulations clearly understood and documented.
- c.) Warn participants of known dangers.
- d.) Use “common sense”, “good judgment” when supervising activities when potential for physical injury.
- e.) Thoroughly train, orient, supervise others  
Who are acting in your behalf, you could be liable for their action.
- f.) Maintain physical facilities and equipment
- g.) Use a written lesson plan and follow it.
- h.) Maintain a sign-in attendance procedure for youth and adult for each shooting session. Keep these in your permanent records.

## RISK MANAGEMENT #2 – Transfer Risk

This strategy transfers any resulting financial

And/or non-financial costs to another party or

Organization

### a.) **Insurance**

b.) Use of **waiver form** or release

- 1.) A voluntary, intentional relinquishment of the right to Sue
- 2.) Language must precisely stipulate what rights are relinquished.
- 3.) Gross negligence may not be waived.

### **RISK MANAGEMENT #3 – Avoid Risk**

Sometimes, after analysis of a program For potential risk, the best decision may be to take an action that avoids the risk altogether.

- a.) If risk is likely to happen and will have substantial financial or non-financial costs involved, consider not doing the activity
- b.) **EXAMPLE: AVOID RISK**  
Shooting room has too many doors where you cannot control access.  
**THEREFORE , AVOID RISK  
DON'T SHOOT!**
- c.) **EXAMPLE: AVOID RISK**  
Too many beginner and inexperienced shooters on the line per leader.  
**THEREFORE: AVOID RISK by  
taking kids off the line or  
shooting in rotating groups.**

### **RISK MANAGEMENT #4 – Assume Risk**

After analysis, the likelihood of risk occurring or the resulting costs of such risk may be so low or the program so important that you decide to assume the risk and resultant liability. This is an acceptable management strategy but one that should be implemented by design, not by default.

- a.) Risk is not likely to occur.
- b.) Consequences are minor if risk does occur.
- c.) Potential values outweigh costs of potential risks.
- d.) The kids are going to have a good time.

# Key Elements of a Risk Management Plan

## I. Staffing/Supervision

- A. Training
- B. Certification
- C. Age requirements/Experience
- D. Adult/youth ratio
- F. Specific requirements (i.e.: VIP 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. Emergency

### A. Procedures

- 1. Transportation/Emergency vehicle
- 2. Communication / P.R.
- 3. First Aid
- 4. Parental Notification

### B. Separate 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
- F. Parental permission to Use

## V. Facility

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



# Risk Management for 4-H Youth Development Volunteers

4-H Youth Development

November 2005

## Why is Risk Management Important?

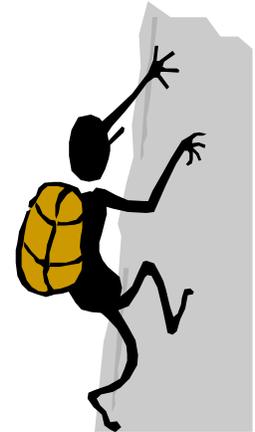
Risk management is important in insuring the safety of youth and adult program participants. Besides safety, it helps evaluate our allocation of resources. It also becomes an important educational component of our work, focusing on safety and prevention.

## What is Risk Management?

Risk management is the process used to protect assets by minimizing the potential for negative outcomes. It means the 4-H club, group or planning committee anticipates potential risks as the activity is planned and decides ways to manage these risks.

Risk is the uncertainty about a future event that threatens your organization's ability to accomplish its mission. It is the many unexpected things that can happen to the participants, the spectators, the properties and reputation of 4-H.

The 4-H Youth Development Program Risk Management Checklist on page 4 will help you anticipate potential risks and help you make a plan to manage those risks.



## Special Areas for Consideration

- *Chaperones*
- *Emergency Procedures*
- *Finances*
- *Overnight Programs Including Camps*
- *Transportation*

## Chaperones

**Ratio:** A ratio of 1 adult chaperone for every 10 youth is recommended. Depending on the activity a minimum of 2 adults may be preferred. For overnight events, this ratio is required. A lower ratio is recommended if you are working with younger children. The preference is also to have the ratio of like gender (e.g. 1 male chaperone to 10 male youth). Allowances can be made, if necessary, when both genders are staying in the same facility (e.g. hotel rooms located next to each other). However it is recommended that more than one female chaperone check male rooms and that the females not enter the male rooms (and vice versa) or that male and female chaperones check rooms together. If the facility does not allow for lodging in a similar proximity (e.g. dorm rooms or camp cabins) the like gender ratio should apply.

**Youth Protection:** All adults serving as chaperones for overnight events must complete the 4-H Youth Development Youth Protection Process.

**Age Requirements:** Chaperones should be at least 21 years of age.

**Rooming:** It is not recommended that adults and young people stay in the same room as this allows for a greater risk of inappropriate behavior. In addition, it does not allow young people to spend free time with other youth or to practice skills like decision-making, problem-solving and assuming responsibility. There may be an exception for family members but is not encouraged because the young person's interaction with other youth is important.

## Emergency Procedures

Even with risk management planning, emergencies still happen. In case of an emergency:

- Your first priority is to provide appropriate medical attention to the injured participant. Call 911, police, or ambulance as appropriate. If it is necessary to leave the accident scene to secure emergency care, a responsible adult should stay at the scene.
- Contact the parent or guardian.
- Contact the County UW-Extension 4-H Youth Development Staff.
- After the situation is stabilized and the appropriate parties have been contacted, complete an Accident/Incident report. Give facts only. Turn in completed report to the Extension Office.



Don't attempt to work through handling the emergency alone. There is strong support available through the 4-H Youth Development Staff. Use it.

## Finances

Money raised in the name of 4-H must be handled through an approved 4-H financial account. There are specific guidelines to insure that 4-H monies are handled in a responsible, accountable manner and used for 4-H youth educational programs. If you are unclear about the guidelines, contact the Extension Office.



## Overnight Programs Including Camps



Overnight 4-H experiences including camps and field trips, involve extra planning to insure the safety for program participants. It is expected that overnight programs include an educational plan and trained youth and adult volunteers that implement the plan. Planning for the safety of program participants and emergency situations must be part of the educational plan. Adult and youth volunteers and Extension personnel must be aware of emergency procedures for the facility used for the overnight experience. This includes:

- Fire escape and emergency numbers
- Severe weather (lightening storms, tornadoes, flooding) procedures
- Missing person emergencies, including critical contact numbers
- Unidentified person in the facility
- Medical emergency procedures and contact numbers.

A variety of volunteers support overnight experiences. A number of volunteer roles require special considerations.

- Resource volunteers that support the educational experience must be trained on working with youth or supported by a trained volunteer through a county Youth Protection program.
- Cooks and volunteers that handle food must comply with facility requirements and follow proper food handling procedures.

**Health information:** A health information/consent for medical treatment form is required when 4-H members are participating in overnight programs. Treat all health information confidentially. Questions about handling special medical or accommodation requests should be directed to the county 4-H Youth Development staff.

Work with your facility to insure that risk management plans are in place to make sure your educational experience can be successful.

## Transportation

Personal transportation to and from 4-H program activities is the responsibility of the 4-H member, youth participant, parent/guardian or volunteer. Best practice, and the state recommendation, is for drivers transporting youth to be at least 18 years of age with at least 2 years of successful driving experience, a valid driver's license and automobile insurance. Driving personal vehicles for 4-H events is the least recommended transportation option as personal insurance will be primary. The State and/or County will be excess coverage depending on the situation.



When renting vehicles or chartering busses for transporting participants, it is recommended that insurance be purchased from the rental agency. Rental should be in the name of the 4-H club or county program. Insurance offered by the rental dealer may be secondary coverage. If you need assistance on rental of vehicles, please contact the 4-H Youth Development Staff.

Use of 12/15-passenger vans for transporting youth is highly discouraged; UW-Extension staff members are prohibited from driving these vehicles.

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Adapted by:

Donna Menart, 4-H Youth Development Assistant State Program Leader, November 2005

Adapted from:

- Risk Management for 4-H Youth Development Work, René L. Mehlberg, Winnebago County 4-H Youth Development Educator; September 2005
- Risk Management for 4-H Youth Development Work; April 2005. Available at: [www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagement4HYouthDevelWork.pdf](http://www.uwex.edu/ces/4h/resources/mgt/documents/RiskManagement4HYouthDevelWork.pdf)



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# Risk Management Checklist

4-H Youth Development

April 2005

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

Location: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Phone: \_\_\_\_\_

Educational Aspect of Event: \_\_\_\_\_

## FACILITIES

- \_\_\_\_\_ Complete all necessary communication/costs/paperwork with site manager
- \_\_\_\_\_ Have arrangements for liability confirmed, (i.e., rental or private property forms, etc.)
- \_\_\_\_\_ Conduct safety inspection of site (i.e., building, arenas, open areas, etc.)
- \_\_\_\_\_ All facilities are accessible and exits are open and free
- \_\_\_\_\_ Review emergency procedures and equipment used at the site
- \_\_\_\_\_ Be aware of other groups using site (if applicable)

## TRANSPORTATION

- \_\_\_\_\_ Meet with all drivers to go over planned route
- \_\_\_\_\_ Use clear maps and/or traffic patterns which are understood by all participants
- \_\_\_\_\_ Check driver qualifications, age, and insurance
- \_\_\_\_\_ Be familiar with UW-Extension transportation policies and guidelines
- \_\_\_\_\_ Check the conditions and safety route and vehicles
- \_\_\_\_\_ Plan for meeting times & destinations in case group is split up in traffic

## EMERGENCY

- \_\_\_\_\_ Have signed participant (including adults) consent for treatment, health and insurance forms in designated location, accessible by coordinator/adult volunteer
- \_\_\_\_\_ Have emergency action plan in place with a back up system known by all leaders
- \_\_\_\_\_ Share emergency action plan with all participants
- \_\_\_\_\_ Carry necessary first aid kit, 2-way-radios, cell phones, and emergency road kit
- \_\_\_\_\_ Identify and schedule EMT, nurse, doctor or CPR trained personnel (on site or on call)
- \_\_\_\_\_ Have incident/accident report forms available

## ACTIVITY OR EVENT

- \_\_\_\_\_ Train and orient all staff, volunteers, and chaperones for understanding of their roles and working with youth. Make sure coordinators, superintendents, and chaperones are familiar with their job
- \_\_\_\_\_ See that animals are taken care of properly
- \_\_\_\_\_ Make sure that participants know how to handle equipment properly and safely
- \_\_\_\_\_ Organize a tracking system (who's present, check out system, location, emergency numbers)
- \_\_\_\_\_ Organize event to prevent injury, fatigue, or undo stress to participants
- \_\_\_\_\_ Provide for adequate screened chaperones (1 adult for 1-10 youth per state guidelines)
- \_\_\_\_\_ Take steps to ensure safety of youth and adults from suspicions of child abuse, mishandling of funds, or mishandling of emergency situations
- \_\_\_\_\_ Provide participants and parents/guardians with activity itinerary and emergency contacts

## OVERNIGHT EVENTS

- \_\_\_\_\_ Have a minimum of one chaperone per ten youth per gender (minimum of 2 adults are needed)
- \_\_\_\_\_ All adults serving as chaperones for overnight events must have completed the 4-H Youth Development Youth Protection Process

Committee/Activity Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

4-H Youth Development Staff Member Signature \_\_\_\_\_ Date \_\_\_\_\_



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# Incident Report

## 4-H Shooting Sports

Use this form to record all accidents, injuries, losses to property, and infractions of code of conduct. This information is needed to report claims and losses to your insurers. Your agents, brokers, or insurer, may ask you to complete additional forms. This additional information will be kept confidential and used only for the welfare of the participant.

Make a separate report for each person. Attach additional sheets if you need more space.

Document all incident reports and provide copies to: (Check all that apply) \_\_\_ 4-H Office  
\_\_\_ Insurance agent \_\_\_ Parent/guardian \_\_\_ your own records \_\_\_ other \_\_\_\_\_

Type of Incident (Check one): \_\_\_ accident \_\_\_ injury \_\_\_ property loss  
\_\_\_ code of conduct \_\_\_ weather \_\_\_ other: \_\_\_\_\_

Name of Organization: \_\_\_\_\_ Phone # \_\_\_\_\_

Address: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time: \_\_\_\_\_ A.M. /P.M.

Location: \_\_\_\_\_

Name of person involved: \_\_\_\_\_ Phone # \_\_\_\_\_

Address: \_\_\_\_\_

Names of other people involved \_\_\_\_\_

### Identify Incident (briefly explain the facts):

Medical Attention provided by: \_\_\_\_\_

Explain any treatment given: \_\_\_\_\_

Physician / Hospital : \_\_\_\_\_

Witnesses: \_\_\_\_\_

Equipment Loss / Damage \_\_\_\_\_ Estimated Value: \_\_\_\_\_

Corrective Action for Future situations:

Name of person completing report: \_\_\_\_\_ Phone # \_\_\_\_\_

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

# First Aid Kit

## for Shooting Sports Events\*

The committee or the individual instructor may supply the kit.

The kit should include at the following:

**rubber gloves**

**bleeding control materials** (Band-*Aids*, 4 x 4's, roller gauze)

**tape**

**disposable wet wipes**

**first aid cream or ointment**

**Sting ease or Bite ease** for insect bites or stings (acceptable substitute can include toothpaste, baking soda, or meat tenderizer)

**Ice packs**

**Sling** or strips of cloth for slings and splinting

**airway adjuncts** (such as pocket mask or face shield)

*No instructor is to give any participant oral medication* (Tylenol, aspirin, Benedryl etc.) unless previously directed by parent /guardian and written in the parental permission form.

\*This list of supplies is not all-inclusive and is only a recommendation.



# Example of Medical Consent Form:

## Washington County 4-H Shooting Sports Consent of Parents: Medical Care and Treatment Form

This form must be completed for each participant each year when enrolled in the 4-H Shooting Sports Program. *This information will be kept confidential and used only for the welfare of the participant.*

Date \_\_\_\_\_ please Circle: Male Female Birth Date \_\_\_\_\_ Age \_\_\_\_\_

Youth Name \_\_\_\_\_  
last first

Address \_\_\_\_\_  
number and street city state zip

**In case of emergency contact:**

Parent/Guardian name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Work Phone (\_\_\_\_) \_\_\_\_\_

Other ways to contact, cell phone (\_\_\_\_) \_\_\_\_\_ Pager \_\_\_\_\_

Contact person if parent not available \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Relationship to child \_\_\_\_\_

Physician's Name /Clinic \_\_\_\_\_ Phone(\_\_\_\_) \_\_\_\_\_

Health Insurance Company \_\_\_\_\_ Policy# \_\_\_\_\_

- **Requests for reasonable accommodations for disabilities or limitations should be made prior to participation in the shooting sports project. These project members may not be participating in the same way as other youth members.**

----- 4-H Health Statement -----

**Health History (check all that apply; giving appropriate dates where needed)**

Bronchitis \_\_\_\_\_ Convulsions/seizures \_\_\_\_\_

Fainting \_\_\_\_\_ Kidney trouble \_\_\_\_\_

Diabetes \_\_\_\_\_ Heart Condition \_\_\_\_\_

Recent Operations or Injuries \_\_\_\_\_ Ear Infection \_\_\_\_\_

Asthma (controlled yes, no) \_\_\_\_\_ Behavior Problems \_\_\_\_\_

**Participant is allergic to:**

• Foods (specify) \_\_\_\_\_ Tape? \_\_\_\_\_ Rubber Gloves? \_\_\_\_\_ Latex ? \_\_\_\_\_

• Medication: prescription or non-prescription drugs: Penicillin? \_\_\_\_\_ Aspirin? \_\_\_\_\_

• Tetanus ? \_\_\_\_\_ Other? \_\_\_\_\_

• Serious Ivy, Oak or Sumac Poisoning \_\_\_\_\_ Bee or Insect stings \_\_\_\_\_

• Explain allergic reaction to allergies listed above \_\_\_\_\_

\_\_\_\_\_ Prescribed Treatment \_\_\_\_\_

**Present dietary regulations** \_\_\_\_\_

**Present Medications** \_\_\_\_\_

**Any specific activities to be restricted?** \_\_\_\_\_

\*\*\***IMMUNIZATIONS:** \*\*Tetanus: Date of last treatment \_\_\_\_\_ (must be completed)

**Parent/Guardian Medical Release**

This health history is correct as far as I know and the person herein described has permission to engage in all prescribed activities, except as noted in writing by me and the physician. In case of medical emergency, I understand that every effort will be made to contact me. In the event I cannot be reached, I give my permission to the physician selected by the adult leader in charge to hospitalize and/or secure proper treatment for my child as named above. I, as the parent or legal guardian, give my consent. I assume complete responsibility for incomplete, incorrect, or lack of information on this form. I do not hold the 4-H volunteers, UW-Extension Staff/Employees, University of Wisconsin, donors, other participants or the organization providing and/or sponsoring range/meeting facilities responsible for accidents arising out of this program. *I understand that as the parent/ guardian signing this form that I will be held financially responsible for any expenses above and beyond what the 4-H insurance will pay.* I will notify in writing the volunteer/adult leader in charge if there is any changes in my child's health condition and/or medications.

\_\_\_\_\_ Date \_\_\_\_\_

(signature of parent/guardian)

# Example of Equipment Loan Agreement

## Washington County, WI 4-H Shooting Sports Equipment Loan Agreement

Washington County 4-H Shooting Sports has acquired archery, shooting equipment, and related equipment and supplies for the purpose of providing members of the Washington County 4-H Shooting Sports Program with quality gear and equipment. The Washington County 4-H Shooting Sports Program will lend the equipment to the parents of eligible 4-H members. This equipment is for the designated youth to use for demonstration purposes or for competition.

As a parent or legal guardian of \_\_\_\_\_ I, (we) accept receipt of the following equipment. I accept complete moral and legal responsibility for this equipment and any action resulting from the use of the equipment.

Description:

---

---

---

---

---

I (we) agree to:

- Return to 4-H Shooting Sports by \_\_\_\_\_  
(date)
- Accept financial responsibility for damage or loss of equipment
- Accept responsibility/liability for any injury or damage caused by use of the firearm/equipment
- Store any firearms in a safe and secure place, not accessible to unauthorized persons
- Control access to firearms and archery equipment and any other equipment
  - Authorize the use of equipment only for supervised practice or competition
  - Permit only the young person designated above to use the equipment-not friends or other family members
- Maintain equipment in good condition.
- Hold harmless Washington County 4-H Extension staff, Washington County 4-H Volunteer Leaders, coaches, donors, University of WI Extension, or Curator of the University of WI liable for accidents or injury.
- Follow all laws applicable to the possession or use of the equipment.
- One copy of this agreement must remain with the equipment at all times and the original form is retained in the permanent Washington County 4-H SS files.

Parent (guardian) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(4-H Shooting Sports Member)

# Transportation of Firearms

167.31 (in part) No person may place, possess or transport a firearm, bow or crossbow in or on a vehicle, unless the firearm is unloaded and encased or unless the bow or crossbow is unstrung or is enclosed within a carrying case.

\*Unloaded means any of the following:

- 1) Having no shell or cartridge in the chamber of a firearm or in the magazine attached to the firearm.
- 2) In the case of a cap lock muzzle-loading firearm, having the cap removed.
- 3) In the case of a flint lock muzzle-loading firearm, having the flashpan cleaned of powder.

\*Encased" means enclosed in a case that is expressly for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied or otherwise fastened with no part of the firearm exposed

## ENDANGERING SAFETY

941.20 (in part) No person may endanger another's safety by the negligent operation or handling of a dangerous weapon, or operate or go armed with a firearm while under the influence of an intoxicant, or intentionally point a firearm at or toward another person. These offenses are a Class A misdemeanor.

## WISCONSIN LAWS RELATING TO THE POSSESSION OF FIREARMS

NOTE: The following is a summary of the Wisconsin State Statutes including laws of 1990. These summaries do not contain the exact wording in the statute. Please refer to the sections referenced if you have any questions.

## AGE RESTRICTIONS ON POSSESSION OF FIREARMS, AND HUNTING

29.227 (in part) – No person under 12 years of age may hunt with a firearm or a bow and arrow. No person under 12 years of age may obtain any approval authorizing hunting (a license) except that a person under 12 years of age may obtain a hunter education certificate upon completing the requirements of the class, but that certificate is not valid for the hunting of small game until that person becomes 12 years of age.

No person under 12 years of age may have in his or her possession any firearm unless he or she is enrolled in a Hunter Education course and is carrying the firearm in a case and unloaded to or from that class under the supervision of a parent or guardian or is handling or operating the firearm during that class under the supervision of an instructor.

No person 12 years of age or older but under 14 years of age may hunt unless he or she is accompanied by a parent or guardian, nor may he or she have a firearm in his or her possession or control unless he or she 1) is accompanied by a parent or guardian, or 2) is enrolled in a Hunter Education course and is carrying the firearm to and from class (cased and unloaded) or is operating the firearm during that class under the supervision of an instructor.

No person 14 years of age or older but under 16 years of age may have in his or her possession or control any firearm unless he or she 1) is accompanied by a parent or guardian, 2) is enrolled in a Hunter Education course and is carrying the firearm to or from class (cased and unloaded) or is operating the firearm during that class under the supervision of an instructor, or 3) is issued a certificate of accomplishment under the hunter education and firearm safety program or a similar certificate issued by another state or province.

Firearms.4-H

## **WISCONSIN STATUTES RELEVANT TO FIREARMS**

(full text may be found at <http://www.legis.state.wi.us/rsb/stats.html> )

Certification / transportation of firearms

# Liability of Volunteers

In 1987, Wisconsin passed legislation, which provides limited liability to volunteers (Section 181.297). Those statutes define a volunteer as a person, other than an employee of the corporation, who provides services to or on behalf of the corporation without compensation. The statutes give a volunteer immunity from personal liability, which includes damages, settlements, fees, fines, penalties, or other monetary liabilities arising from any act or omission as a volunteer. However the immunity does not apply if the volunteer's acts or omission were:

- A violation of criminal law
- Willful misconduct
- An act or omission within the scope of the volunteer's duties as a director or officer, if the volunteer is a director or officer
- An act or omission for which the volunteer received compensation or anything of substantial value
- Claims arise from a volunteer's negligent operation of an automobile, truck, or other vehicle.

## Volunteer Protection Act of 1997

In 1997, federal legislation was passed providing immunity for volunteers serving certain nonprofit organizations.

### When "immunity" Applies

Public Law 105-19 provides immunity for volunteers serving nonprofit organizations or governmental entities for harm caused by their acts or omissions if:

- The volunteer was acting within the scope of his or her responsibilities.
- If appropriate or required, the volunteer was properly licensed, certified or authorized to act.
- The harm was not caused by willful, criminal or reckless misconduct or gross negligence.
- The harm was not caused by the volunteer operating a motor vehicle, vessel, or aircraft.

Other exceptions to the liability limitation include misconduct that is a crime of violence, hate crime, sexual offense, violation of federal or state civil rights law, and acts committed under the influence of alcohol or drugs.

The Act does not prohibit lawsuits against volunteers. Its effect is to "immunize" certain volunteers from liability under certain circumstances. In reality, however, judgments against volunteers are very rare. The greater exposure facing a volunteer is the risk of having to defend oneself in a lawsuit. A volunteer may have to finance a defense -- even after the VPA takes effect, unless the nonprofit organization agrees to indemnify its volunteer.

## Minimizing Volunteer Liability

Provide clear direction to volunteers, supervise volunteer staff closely, and terminate any volunteer whose continued service creates an unacceptable level of risk.

Providing clear direction includes defining the scope of each volunteer's authority. Remember that common law will hold your nonprofit liable for the negligence of its volunteers -- even if that volunteer enjoys immunity under the VPA or similar state law.

Do not cancel or non-renew liability policies covering volunteers simply because of the protections afforded by the VPA. Remember that while few judgments are entered against volunteers, defense costs in a tort case can be enormous. In addition to providing funds for settlements or judgments, most policies will finance the defense of a lawsuit. This is crucial for any nonprofit that is unable to reserve or gain ready access to \$50,000 - \$100,000 for litigation defense costs.

## Legal Concerns

Lawsuits against volunteers are rare, and actual liability is even less common. Moreover, insurance ordinarily can take care of a volunteer's legal defense and pay a claim if necessary so that personal property and savings aren't at risk.

In any situation, however, the possibility of a lawsuit is real. Hurting another person, damaging property, or violating someone's rights can lead to liability.

## Preventing Injury and Harm

You can do a great deal to reduce the likelihood of an accident or improper action. Common sense can prevent or minimize most claims. Good judgment and basic safety strategies such as using seat belts or appropriate head gear for horseback riding or biking are examples.

## Preventing Lawsuits

To reduce lawsuits even when things go wrong, volunteer programs may use several risk management tools.

Waivers - Participants can be required to sign waivers. Note that while a waiver can reduce potential liability, it may be invalidated in court unless it meets very high standards. The waiver must be clear and conspicuous, and it must fully disclose the risks of the activity.

The person signing it must understand that he or she is giving up the right to sue for injuries. Also, a court will not uphold a waiver signed by anyone under 18. In addition, parents may not be able to waive a child's rights, although they can waive their own right to recover for expenses they pay for their child.

Participation Forms - These can be a valuable means of obtaining informed consent. Having volunteers read and sign a participation form that describes the activity and the expected risks provides a defense if the participant later claims he or she would not have participated if the dangers had been explained.

Transfer responsibility - Finally, responsibility for an injury can be transferred to another organization through contracts and agreements. A hold harmless clause can be included to shift the liability away from an organization and its volunteers.

## Insurance

Insurance generally can pay for your lawyer and any resulting finding of liability if someone sues. Thus, a lawsuit will not necessarily expose your personal property and savings.

Liability insurance policies that people buy mainly for other purposes may protect them as volunteers. Homeowners' and renters' policies ordinarily include liability protection against most accident claims, excluding vehicle accidents. Personal auto policies generally apply to volunteer activity even if you are driving another vehicle. Volunteers who drive a large van or bus should check their policies to see if they are covered for that type of vehicle.

The combination of insurance, volunteer protection laws, waivers, and a good measure of common sense and respect for the rights of others can control the risk of liability for any volunteer program.

Source: Nonprofit Risk Management Center

# Insurance Concerns

& OPPORTUNITIES FOR 4-H CLUBS

*The need for insurance revolves around two basic risk possibilities.*

1. The immediate expense of medical treatment.
2. The liability factor and possibility of lawsuits.

**COUNTY POLICY:** Each county may have a policy for enrolled youth and enrolled adult leaders. This coverage is secondary and minimal. (There isn't a requirement that counties carry volunteer liability insurance. Check with your county to see if they carry this type of insurance.)

**PRIMARY INSURANCE COVERAGE:** Your personal health, auto, health, and homeowners

**SECONDARY INSURANCE COVERAGE:** Your county volunteer insurance if applicable

## SPECIAL ACTIVITIES COVERAGE FOR ACCIDENT OR ILLNESS

Risk #1 above can be adequately covered in most cases through one of the "15 cents/ 20cents/ 23 cents per day" health accident policies available to leaders.

a. One company that offers such a policy is:

**American Income Life Insurance Company**

**P.O. Box 50158**

**Indianapolis, IN 46250 (317) 849-5545 or FAX (317) 849-2793**

b. Coverage usually pays all or most emergency treatment costs and follow-up family doctor treatments or injuries.

c. You have a choice of taking a policy to just cover the few days of an event, or a policy that covers all members of your group for one year.

- The 15 cents, 20 cents, 23 cents per day policy can be applied for a few days prior to the event and pay within 20 days after, based on actual attendance.
- The \$1.00 per year plan on each member can be taken any time for one year from policy start. This plan covers the 4-H member while traveling to and from all 4-H meetings and project and activity opportunities. NOTE: Horse Clubs are insurable at \$2.00/member per year.

d. Application forms for both the single activity and the full coverage are available from the UW-Extension 4-H Office upon request.

**If you are a 4-H volunteer leader, are working with the member in your shop, in your auto, or on a picnic — what about our second risk, liability?**

**a. Your Auto liability insurance** covers you and your passengers while in the auto.

**b. Your homeowner's policy**, if properly written, should cover any liability in your home and personal activity away from home, such as picnics, etc. 4-H members should be covered under their parent's homeowner policy.

**c.** Remember, before there can be a liability case, there needs to be a negligence.

**d.** To reduce negligence, a leader should follow the county guidelines in the Lueck vs Janesville case:

1. The leader has the duty to instruct and warn members in his custody of any dangers, which he or she knows in the project activity involvement.
2. The leader has the duty to instruct members in proper ways to protect themselves from these dangers. Failure to do so is negligence.
3. It is prudent for the leader to have on paper, a teaching outline of intended instructions and showing your connection with the 4-H program of the University of Wisconsin.

**e.** Most liability policies have a provision to cover medical costs of the involvement.



# Personal Insurance Recommendations for Volunteers

4-H Youth Development

February 2005

## ***The Insurance Situation***

Personal homeowner and automobile coverage will always be the primary coverage when a volunteer conducts an activity in their home, or they are driving their personal vehicle while volunteering. The county's program (or other volunteer liability coverage) would be secondary, meaning once the limits of the volunteer's personal liability coverage is exceeded, the county's program (or other volunteer liability coverage) would come in to play if the volunteer was acting within the scope of their volunteer role and conducting an approved activity.

A volunteer may be risking their home, business, car, or personal assets if they do not have insurance coverage in place. If acting in a reasonable manner (following procedures/rules/protocols), a volunteer should not be overly concerned. The organization is encouraged to have secondary liability coverage in place for volunteers. The volunteer should consider increasing their personal insurance limits under existing homeowner and automobile policies or purchasing an umbrella policy.

## ***Recommendations for Personal Insurance Coverage***

**Homeowner's Policy:** The volunteer should consult with their insurance agent to discuss whether their policy needs to be endorsed should they have 4-H members at their residence or work with 4-H members at a site away from their home. The homeowner's policy should have a minimum limit of \$500,000 for liability, and the volunteer may want to consider purchasing an umbrella policy for \$1,000,000 which will ride above both their homeowner's policy and their automobile policy for liability.

**Automobile Policy:** The volunteer should have a minimum limit of \$500,000 combined single limit, or limits of \$100,000/\$500,000/\$100,000 which means they have auto liability coverage limit of \$100,000 Bodily Injury (per person) with \$500,000 Bodily Injury (per accident) and \$100,000 of property damage coverage. If they are driving a number of 4-H members in a station wagon or van on a frequent basis, they may want to consider raising the umbrella to \$2,000,000 and/or the automobile limits to \$1,000,000 combined single limit.



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## Example of County 4-H Volunteer Insurance Policy:

### WASHINGTON COUNTY 4-H VOLUNTEER INSURANCE POLICY

Washington County 4-H adult and youth volunteer leaders are covered under the Washington County volunteer insurance.

What is covered? If you are acting within the scope of your agency as a volunteer leader and a project member gets hurt at a project meeting you are conducting, as a leader you have liability coverage. Depending on the circumstances, your homeowner's policy may be primary to the County's policy. For example, should a member injure themselves on your premises, your coverage is primary. Should a member injure themselves at a County facility, the County's coverage will likely be primary.

As a leader it is important that you hold an initial project meeting to make sure that all the project members are made aware of safety rules and procedures. For projects such as woodworking, food and nutrition, shooting sports, animal projects, etc., where the participant may use electrical tools or equipment, or may be around large animals, it is recommended to post the safety rules that members are expected to follow, It is critical for ALL project leaders to inform their members of safety rules and procedures.

If you are a leader, it is important that you complete an enrollment form each year that is kept on file in the UW-Extension Office. It is from these enrollment forms that the number of volunteers to be insured is submitted to the county insurance coordinator.

What if the leader gets injured? As a leader there is a special risk accident policy. The policy coverage is \$10,000 accidental death; \$10,000 accidental dismemberment; and \$10,000 medical expense. There is a maximum dental limit of \$500. There is a \$50.00 deductible claim, which is the responsibility of the volunteer. In addition, you should have personal health insurance, which probably will respond in the event of an injury. If you have health insurance, the county policy is secondary.



# Building Parent Partnerships

By **Bill Beckley, County Extension Agent, 4-H/Chair,**  
Vinton County, Ohio

As you work to develop resources to support your 4-H Shooting Sports Club activities, remember to include parents-- often the most overlooked and under-utilized assets available to you.

Most parents are highly interested in the well-being of their children. However, this does not mean you'll find them falling all over themselves to actively participate in 4-H. But, it is also incorrect to assume parents are not willing to get involved.

For safety's sake, as well as your sanity, you will neither want nor need all parents on the shooting line. But you will discover many jobs that can be done by parents that have nothing to do with the actual act of shooting. Recruiting "Parent Partners" to do these jobs can increase parents' interest in and support for the club, and will provide you with many helping hands.

**How do you build parent partnerships?** Begin by assuming that parents know little about 4-H, and even less about the 4-H Shooting Sports program. Create opportunities to teach parents about 4-H, Shooting Sports and your club. Early in the year hold a Parent's Night to orient them to the 4-H Shooting Sports program (use the talent and expertise of your County Coordinator). Invite your 4-H Agent to give a presentation on the 4-H Program. Plan family outings throughout the year--picnics, fun-shoots, camping trips. In addition to building parental support for your club program, these types of activities encourage family interaction--a rare or missing commodity in many families today.

**How do you find out what jobs parents can do for the club?** Survey parents' interests and talents. Then utilize those talents and interests, matching them to the tasks required. For instance, parent who is a secretary could type the club program and correspondence. A bank teller could help audit the club treasury. Here is a list of other jobs that could be performed by interested parents (and you can probably think of many more):

|                                 |                                |                        |
|---------------------------------|--------------------------------|------------------------|
| <b>Running errands</b>          | <b>Setting-up refreshments</b> | <b>Telephone calls</b> |
| <b>Maintaining equipment</b>    | <b>Distributing equipment</b>  | <b>Range set-up</b>    |
| <b>Arranging guest speakers</b> | <b>Taking photographs</b>      |                        |

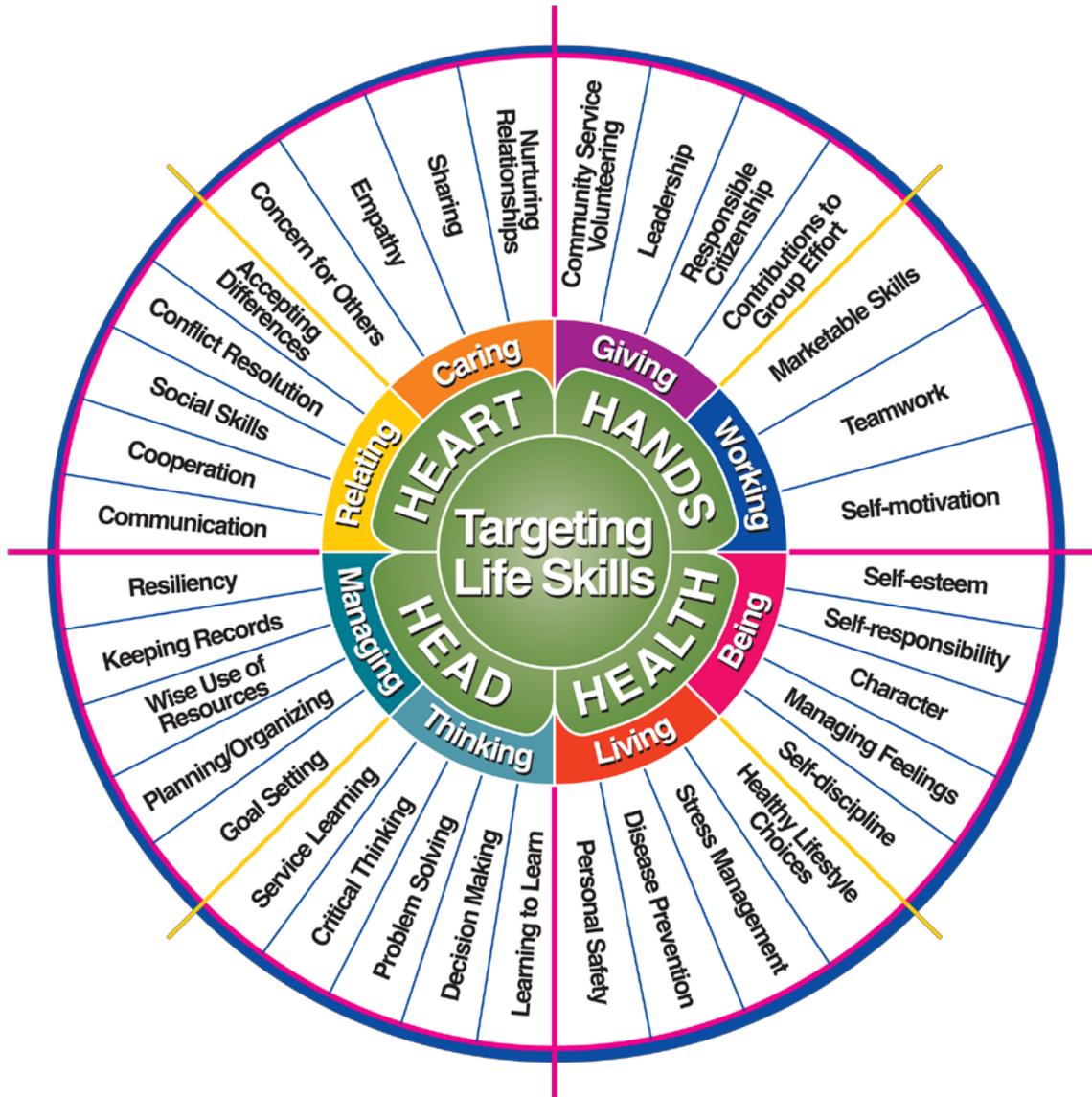
Keep communication channels open! Communicate directly with parents. Members can be unreliable messengers. Parent meetings, held before or after club meetings, can be an effective way to keep parents informed. A club newsletter, mailed directly to the parents, will reach parents who can't attend meetings.

Be specific in your requests for assistance. Don't just ask parents for help in general. Ask them to do a specific job so they know what they are agreeing to do. Emphasize that you are not asking for yourself, you are asking for the boys and girls.

Recognize parents' contributions of time and talents. Recognition given to parents should be simple, yet sincere and meaningful.

Keep in mind that you will be turned down from time to time when working to involve parents in your club. People are busy, at times not willing to take on new responsibilities, and must be respected for that. But if you take the time to build Parent Partners, by educating parents about 4-H Shooting Sports, asking parents to help in areas that match their talents and interests, and recognizing their contributions, you will find parents are more willing to help than those who feel they are expected to volunteer simply because their child is a member of your club.

# Developing Skills for a Lifetime



In 4-H, we talk about positive youth development because we are focusing on developing skills that are healthy and productive for both youth and their communities. Specific subject matter or project areas are the hooks we use to engage young people into our positive youth development program.

Positive youth development programs identify life skills that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

What are the ways you can emphasize the development of life skills in your 4-H Shooting Sports?

## An Adult Who Helped Me

# An adult who influenced me, helped me:



- become responsible
- learn to share
- help others
- learn life skills
- set meaningful goals and find ways to achieve them
- try new things
- accept recognition graciously
- learn things
- develop leadership skills
- take pride in what I was doing
- learn how to get along
- appreciate friendship
- find out about myself



# Understanding Youth – Age Groups

Helping youths become capable, contributing, and caring members of society is an exciting task. In order to do this, you need an understanding of boys' different ages and stages.

The 4-H youth program exists to develop individual members. 4-H volunteers have successfully achieved this because they understand boys and girls and fit the 4-H youth program to their members' needs and interests.

All boys and girls share basic needs that you can help them meet:

- **They want to belong.** Belonging helps children grow. Part of their feeling of personal worth is worth from the value that others place on them.
- **They want to achieve.** Children need tasks that are challenging, but within their reach. They also need to know that their efforts are worthwhile and appreciated.
- **They want to become independent.** This can be troublesome, but it is a sign of growing up. Boys and girls need a chance to learn to make decisions.
- **They want experience and adventure.** New friends, new ideas, and new responsibilities are important.
- **They want affection.** All of us need to know that we are wanted and loved despite shortcomings.

Think about your young people as you read this section. Plan meetings and projects based on these guidelines

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## Primary Members - K-2nd Grades (5-8 years old)

### Characteristics

- Slow steady growth
- Mastering physical skills
- More interested in process than product
- Learning to sort things into categories
- May have several "best" friends
- Boys and girls may enjoy playing together
- Wrapped up in self.
- Likes to play games, but not ready to accept losing

### Needs

- To experience a variety of activities and games
- To move from dependence on parents to dependence on another
- To feel accepted by peers
- To experience adult approval not confident enough yet to set own
- To learn how to be friends
- To learn coping skills

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### **Junior Members – 3<sup>rd</sup> – 5<sup>th</sup> Grades (9-12 years old)**

#### **Characteristics**

- Short interest span
- Very active
- Rather steady physical growth, with girls showing some growth spurts
- Rapid development of physical skills
- Likes to belong to groups; prefers own sex
- Gets along well with adults

#### **Needs**

- To feel a part of a group
- To develop ability and confidence in physical skills
- To feel useful and help others
- To become more adventuresome and try new things
- To accept their own bodies; girls, especially, will begin to change physically

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### **Intermediate Members – 6<sup>th</sup> – 8<sup>th</sup> Grades (12-14 years old)**

#### **Characteristics**

- Wants to be independent
- Worries a lot about school, popularity, Money
- Goes from enthusiastic cooperation to withdrawn and secretive behavior
- Rapid physical growth
- Becomes interested in sex
- Undertakes many things; needs to be guided
- Has strong group loyalties

#### **Needs**

- To have friends of both sexes
- To make some decisions
- To develop some of own values
- To develop skill and ability to actively use bodies and minds
- To feel valued by others
- To understand changing bodies and develop attitudes toward sex

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### **Senior Members – 9-12<sup>th</sup> Grades (14-19 years old)**

#### **Characteristics**

- Moves from a spirit of independence to a true sense of independence
- Completes physical growth
- Becomes more of an individual
- Has a great interest in sex and dating
- Spends increasing amounts of time away from home
- Makes important choices and decisions, such as vocation, use of leisure time, personal behavior

#### **Needs**

- To perfect skills and abilities
- To have responsibility and develop the ability to make decisions.
- To accept their bodies and feel that they are attractive
- To develop confidence in their ability to become adults
- To work out standards by which to direct their life
- To become more closely involved with other people
- To widen areas of concern
- To develop a working partnership with adult

*Adapted from Leaders R Us, EM4872, Washington State University Cooperative Extension Service. 1994.*

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WELCOME TO  
THE WORLD OF



BASICS FOR NEW LEADERS

# Leadership and teaching techniques

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## Key Ideas

- The child-centered approach
- 100 ways to say "very good"
- Helping youngsters learn
- Teaching tools
- Leadership styles and how they affect your club
- Characteristics of a good leader
- What to do about kids who act up
- Okay, so the activity, ideas, or meeting bombed

## Dear Leader,

Are you having second thoughts about leading a 4-H club? Are you concerned you will run out of ideas or encounter some disruptive behavior problems? This letter deals with teaching techniques and various kinds of leadership styles.

## Introduction

A wise teacher once observed, "If a child isn't interested, you can't teach him. If he is interested, you can't keep him from learning." Most 4-H leaders don't think of themselves as teachers. However, through volunteer leaders, 4-H members learn skills that help develop such lifelong characteristics as positive self-esteem, sound decision-making, effective communication skills, responsibility, and cooperation with others. 4-H leaders are successful teachers because they establish a personal relationship. Learning takes place through the experiences a 4-H member has...not what a leader does.

## The child-centered approach

4-H uses a child-centered approach to learning. This means the program focuses on the needs and interests of youth. For example, 4-H club members set their goals for the year, make their plans to reach these goals, carry out their plans, and assess their progress.

You may be wondering, "What do they need me, their 4-H leader, for?" Well, you play an important role. It's through your guidance, understanding, encouragement, and recognition that they will learn how to set a goal and reach it. You help each member set realistic goals. You provide needed encouragement when the going is rough. Best of all, you see that proud smile that says, "I did it" when you recognize them for a job well done. Did you know that there are at least 100 ways to say "very good"? How many can you come up with?



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IOWA STATE UNIVERSITY  
University Extension

4H115E  
January 2002

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## 100 ways to say "very good"

People thrive in a positive environment, so give family, friends, and 4-H members plenty of praise, warmth, and signs of affection. People need smiles and approval. Look for good behavior that you want to strengthen, then say "very good" to people in a variety of ways, but be specific. Here are some suggestions:

|  |   |   |
|--|---|---|
| I'm proud of the way you worked today.     | Keep on trying!                                   | That's great!                           |
| Now that's what I call a fine job!         | You really make my job fun.                       | EXCELLENT!                              |
| You're doing a good job.                   | You out did yourself today!                       | That's it!                              |
| You did that very well.                    | That's the right way to do it.                    | PERFECT!                                |
| You've just about got it.                  | I've never seen anyone do it better.              | Way to go.                              |
| You must have been practicing!             | One more time and you'll have it.                 | That's the best ever.                   |
| That's the best you have ever done.        | Good for you!                                     | Well look at you go!                    |
| FANTASTIC!                                 | You're getting better every day                   | You're really going to town.            |
| Congratulations!                           | Good going!                                       | TERRIFIC!                               |
| You're really improving.                   | You did it that time!                             | FINE!                                   |
| I knew you could do it.                    | I like that.                                      | You've got it made.                     |
| Right on!                                  | That's not half bad!                              | Way to go.                              |
| That's quite an improvement.               | MARVELOUS!  | That's RIGHT!                           |
| SUPERB! Now, you've figured it out         | WOW!  | Now you have the hang of it!            |
| Good remembering!                          | I'm very proud of you.                            | You're on the right track now!          |
| You are doing that much better today.      | That's the way!                                   | Congratulations!                        |
| Keep it up!                                | I think you've got it now.                        | You got it right.                       |
| Now you have it.                           | Nice going.                                       | That's GOOD!                            |
| You did a lot of work today!               | You figured that out fast.                        | You've got your brain in gear today.    |
| Not bad.                                   | Now you've figured it out.                        | You are very good at that.              |
| You've got that down pat!                  | You remembered.                                   | Much better!                            |
| GREAT!                                     | SENSATIONAL!                                      | That's coming along nicely.             |
| You certainly did well today.              | That's really nice.                               | WONDERFUL!                              |
| You are learning fast.                     | You haven't missed a thing.                       | That's very much better!                |
| TREMENDOUS!                                | It's a pleasure to teach when you work like that. | You've just about mastered that!        |
| Keep working on it, you're getting better. | That's the way to do it.                          | GOOD WORK!                              |
| You're doing fine.                         | Keep up the good work.                            | That's better than ever.                |
| Good for you!                              | You're right!                                     | I'm happy to see you working like that. |
| Good thinking!                             | That's better.                                    | Nice going.                             |
| Couldn't have done it better myself.       | CLEVER!   | OUTSTANDING!                            |
| You are really learning a lot.             | Nothing can stop you now!                         | You're really working hard today.       |
| You make it look easy.                     | That makes me feel good.                          | That's It!                              |
|  | That's first class work.                          | OK                                      |

The purpose of all feedback is to help young people maintain or enhance their present level of effectiveness or appropriate behavior. So, deal in specifics. Add the specific behavior to these phrases to make them even more effective.

### Helping youngsters learn

As a leader you encourage the natural curiosity that youngsters have. You provide opportunities for "hands-on" learning and help members grow in self-confidence as they learn. Together, you and your 4-H members will have fun learning. Because each

age group has different characteristics and unique developmental needs, it helps to know what they are.

These will have an impact on how different members learn. Ask your county staff of Iowa State University Extension for information about developmental differences of boys and girls at various ages, or look under "Youth Development" at <http://www.extension.iastate.edu/4h/BLresources.html> 4-H experiences are implemented through using the Experiential Learning Model. To learn how to use the model, check this website: [http://www.fourh.umn.edu/mes\\_only/documents/pdf/experiential.pdf](http://www.fourh.umn.edu/mes_only/documents/pdf/experiential.pdf)

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## Teaching tools

There is a wealth of resources at your fingertips. The challenge is discovering them. Resources can be people, reading material, methods of teaching, or activities. Here are examples of teaching methods and resources to help 4-H members learn:

|                       |                         |
|-----------------------|-------------------------|
| lectures              | videos                  |
| workshops             | slides                  |
| clinics               | club exchanges          |
| tours                 | field trips             |
| discussions           | charts                  |
| 4-H project materials | rosters                 |
| games                 | posters                 |
| puzzles               | guest speakers          |
| contests              | fairs                   |
| presentations         | county Extension office |
| judging               | 4-H record books        |
| show and tell         | parents                 |
| camp                  | club officers           |
| movies                | library                 |

Ask an experienced volunteer for ideas on teaching resources. Another source of teaching tools is the leader guide for the project. Using a variety of resources will make 4-H meetings fun and educational. Check with your county 4-H staff for visual aids or resource kits that might be available for you to borrow. Plan ahead—these resources may be in high demand.

## Leadership styles and how they affect your club

What you do, and the results you get, depends a great deal on how you and your members relate in the club. In the following pictures, the light figures represent the members and the shaded figure is the leader. What kind of relationship would you like to find yourself in?

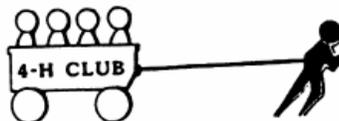
**Us-and-our club.** The leader knows the individual members well and is interested in them and in what they do. The club belongs to all the youth and the club will be most successful when it exists for the members' benefit. The leader says, "Let's go," "Let's find out," "How shall we best do this?" The leader takes an active part in club affairs but does not control them.



**Leader-alongside club.** The leader moves along beside the club and with it. The leader watches the progress, offers suggestions, and actively helps do the work. The leader is genuinely interested and enjoys being a leader, but does not have a feeling of owning the club. He or she sees that the job is done.



**Leader-out-in-front club.** The leader is out in front and draws the club behind. Soon the leader speaks of "my club," which may make it appear to others that the club belongs to the leader. Programs may be planned, but they only reflect the leader's wishes.



**Hands-off club.** The leader sits back, makes no decisions for the group, and forces the group and the individuals to chart their own course. Good as well as bad decisions, plans, and programs are permitted to develop. Strong clubs get stronger under this type of leadership. Weak clubs may fall apart.





**Which relationship is right?** No one relationship is the "right" one. In fact, depending on the situation each one could be "right." The trick is to find the one that works best for you in your group. You'll probably find yourself most comfortable and the members happiest in one of the four types of relationships. However, as interests and experience changes, so does the relationship.

For example, in a new club starting with young members, you would probably be most effective "pushing or pulling" the club along.

Would this still be the "right" relationship after the members and club have had a year or two of experience?

### **Characteristics of a good leader**

A good leader has many characteristics - some may work better for you than others.

These characteristics relate to the way you handle your group of youth (your "facilitating style"). You may recognize some of your own qualities under "facilitating" style, and hopefully not too many under "not-so-facilitating!"

#### **"Facilitating" style**

- Guides a group through an experience
- Uses different leadership styles when appropriate
- Encourages participation
- Keeps action going
- Can tolerate low points in action
- Is flexible
- Encourages participation by all
- Is generally low key
- Is a good listener
- Cares

#### **"Non-facilitating" style**

- Takes over leadership and directs others
- Makes decisions for the group
- Ignores suggestions
- Lack of preparation
- Evades issues

- Gives solutions rather than letting group come to their own
- More concerned with results than the people involved
- Unconcerned
- Uncomfortable to be around

### **What to do about kids who act up?**

Sometimes kids do act obnoxious...admit it...don't feel guilty. The important thing to remember is that *the action is obnoxious, not the person!* It's a very important distinction. The behavior is not okay, the youth is.

Young people virtually never act up for the sheer pleasure of it. Youth usually have a reason for what they do. Chances are, a member acting up has a problem, and if you're perceptive (and patient), you might be able to discover the problem and help solve it. Stop a minute before you let yourself get upset and ask yourself, "Why is he or she doing that?"

#### **Some common reasons why people act up**

1. *They want attention.* If they disrupt a meeting, they get not only your attention, but attention from other members as well. How about giving the member some responsibilities during the meeting? That way, she/he gets needed attention in a positive way.
2. *They might be uncomfortable in the situation.* Maybe they don't know what's expected, or your group is doing something they have never done before. By acting up, the uncomfortable person doesn't have to figure out what is expected. A few quiet words to explain what to do will probably do the trick. If it doesn't work, a quiet talk while others are occupied might clear the air.
3. *They may be afraid of failure.* Closely related to number two above is acting up because of fear of failure. If a person feels they can't do what is expected, it may be less embarrassing to be called a "troublemaker" than to be called a "failure."
4. *They don't like what the group is doing.* The activity or project may be too easy or too difficult. It's probably necessary to sit down, one-on-one, and help this member set some goals that he/ she would really like to reach.

5. *It's possible you have no idea why a particular member is acting up.* The quickest way to find out is ... ask the member. For example, "Bob, from the kinds of things you have been doing, I suspect something is bothering you. I would like to work it out with you. How do you feel about it?"

**Okay...so the activity, ideas, or meeting bombed!**

Don't be down in the mouth. It won't be the end of the world...as long as you figure out what went wrong and work to correct it. Maybe the members just weren't interested in what you did. Why? They don't care about the activity. They don't fit in. They don't feel the activity accomplishes anything.

There could be other reasons. How can you find out? Ask the *members!* Does that sound simple? It is! No leader can have all the answers and insights into what young people want, so ask them. Your respect for their opinions and needs will make them feel you really care. You'll probably be surprised at the results of this positive communication. Just sit down with your members, either individually or as a group and find out what they wish to accomplish. (Goal setting...remember?)

Hang in there! Try some of these suggestions--and then try some of your own ideas! You and your club members will enjoy working together in 4-H!

**Action Steps**

- ◆ Find a resource for learning more about age and developmental stages of youth.
- ◆ Experiment with different activities and teaching styles.
- ◆ Attend training sessions for the project.
- ◆ Ask other volunteers how they teach the project.
- ◆ Ask your county 4-H staff for references you could read.
- ◆ Ask your members for ideas on activities and topics that they would like.
- ◆ Let older members teach younger members.
- ◆ Try a game for teaching project-related facts.

Your county staff of ISU Extension

**How can I use the information in this letter:**

1. New activities to plan into our club program:  
\_\_\_\_\_
2. Other people who could help us and how they might help:  
\_\_\_\_\_
3. Questions to ask ISU Extension staff and other leaders:  
\_\_\_\_\_

Revised by Judy Levings, state 4-H youth development specialist. Revised in 1993 by Varlyn Fink, field specialist/Youth and 4-H; and Roy Hougen, state youth development specialist, Youth and 4-H, Iowa State University Extension.

This is an adaptation of an Oregon State University publication that was prepared by Mary Alice Dodd, 4-H volunteer leader, Linn County; Lyla Houghlum, Extension specialist, 4-H and youth development, Oregon State University; and Michelle Robinson, Extension agent, 4-H youth, Oregon State University Extension Service. Development of this material was funded by R.J.R. Nabisco, Inc., through the National 4-H Council Salute to Excellence Program, September 1987.

... and justice for all

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

4H115E  
January 2002

## Non-Threatening Hands-on Instruction

James V. Peter, Jr.\*

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A major element of shooting is stance. When working with shooters, particularly beginners, instructors frequently must use their hands to position them or correct their form.

Even though close contact with the shooter is essential for effective instruction, the instructor must be careful to avoid any action that could appear improper or cause the student anxiety.

A few simple actions can ensure a working relationship between instructor or coach and student without any question of anxiety or impropriety.

Respectful, non-threatening treatment of shooters begins with demonstration. Use a junior leader or an assistant to demonstrate how instructors will handle shooters to correct their posture or position. By telling the shooter what you are about to do you can further reduce his or her anxiety.

Tell the shooter you are going to push his or her torso forward, raise an elbow, reposition a hand or turn his or hips. The posture of your hands when contacting the student can also ease anxiety.

Except in an unsafe situation where immediate and decisive action is required, it is seldom necessary to "grab" a student or firearm.

When your hands are held relatively rigid with the fingers straight and the thumbs resting on top of the hands, they are much less threatened. Pressure from the palms of flattened hands (fingers not curled) can accomplish most positioning and controlling needs.

# Teaching Techniques

The teaching techniques that follow are only suggestions. Feel free to choose those best suited to the youths in your group.

As you make decisions, refer to the "Teaching Methods Cone of Experience" as a guide to help you choose techniques that will help members to learn the most, while incorporating activities of listening, seeing, and doing.

**Actual Experience (4-H Projects).** Learning by doing is important. Members can gain hands-on experience with their projects at meetings, at home, at workshops, and at clinics, shows, and fairs. 4-H members learn the most when they do the work themselves.

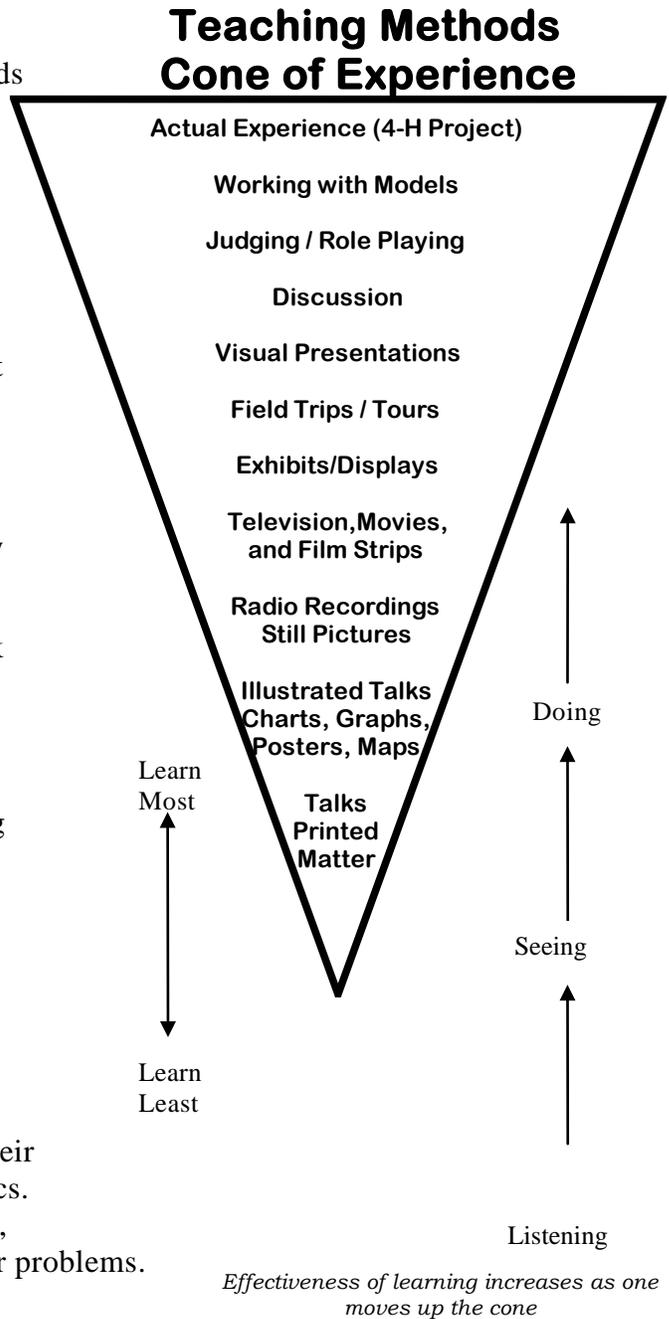
**Working with Models.** Members can learn by doing by using models. We retain about 10 percent of what we hear, 50 percent of what we see, and 90 percent of what we do. These numbers show why it is important to work with real items or with models. Provide opportunities for youths to have hands-on experiences.

**Judging/Role Playing.** You may use judging to help young people see differences and similarities. Judging is decision making. It can be applied to any area, whether the subject is what constitutes a good muffin or a good lamb. Members often enjoy role playing in order to learn about themselves or others. Encourage them to write plays to act out and perform.

**Discussion.** Boys and girls need to discuss their ideas and feelings with others. They value knowing what their friends and interested adults think about various topics. 4-H discussion groups allow members to test their ideas, answer their questions, and work out solutions to their problems.

Keep discussion groups small. Discussions should expose members to a variety of views and give everyone a chance to participate.

**Visual Presentations and Public Speaking.** Visual presentations and illustrated talks can be used by you and/or by members to show others how to do something. Members who give visual presentations not only teach others, but also learn. (More information may be found in the fact sheets "Tips for 4-H Public Speakers" and "4-H Visual Presentations.")



Encourage each youngster to give at least one presentation each year. Help 4-H'ers select a subject each can handle with ease. As youths gain experience they can choose more complicated subjects to share.

**Field Trips/Tours.** Boys and girls like to go places and see things. A visit to a member's home, for example, can be quite a boost to the member and the family. Everyone gets the chance to compare methods and gauge progress. The member can discuss experiences, display work, or even give a demonstration. Tours to businesses can help a youth with a project. Any tours should always include group discussion time.

**Exhibits/Displays.** The results of 4-H work are often exhibited at 4-H meetings, programs, shows, fairs, and other public places. Good exhibits stimulate a person's desire to try new things and adopt new practices.

Exhibits are of two types. Either they display items members have made in 4-H project work or they present processes or ideas.

**Other Teaching Methods.** The last four categories on the cone of experience are useful at times, but the others should be used more often:

- Television, movies, filmstrips
- Radio, recordings, still pictures
- Illustrated talks, charts, graphs, posters, maps
- Talks and printed matter

4-H youth development emphasizes "experiential learning," that is, learning through experiencing learning by doing. It involves methods toward the top of the cone. The success of your teaching methods depends on your ability as guide and the ability of the learners to apply their knowledge and experiences to other situations.

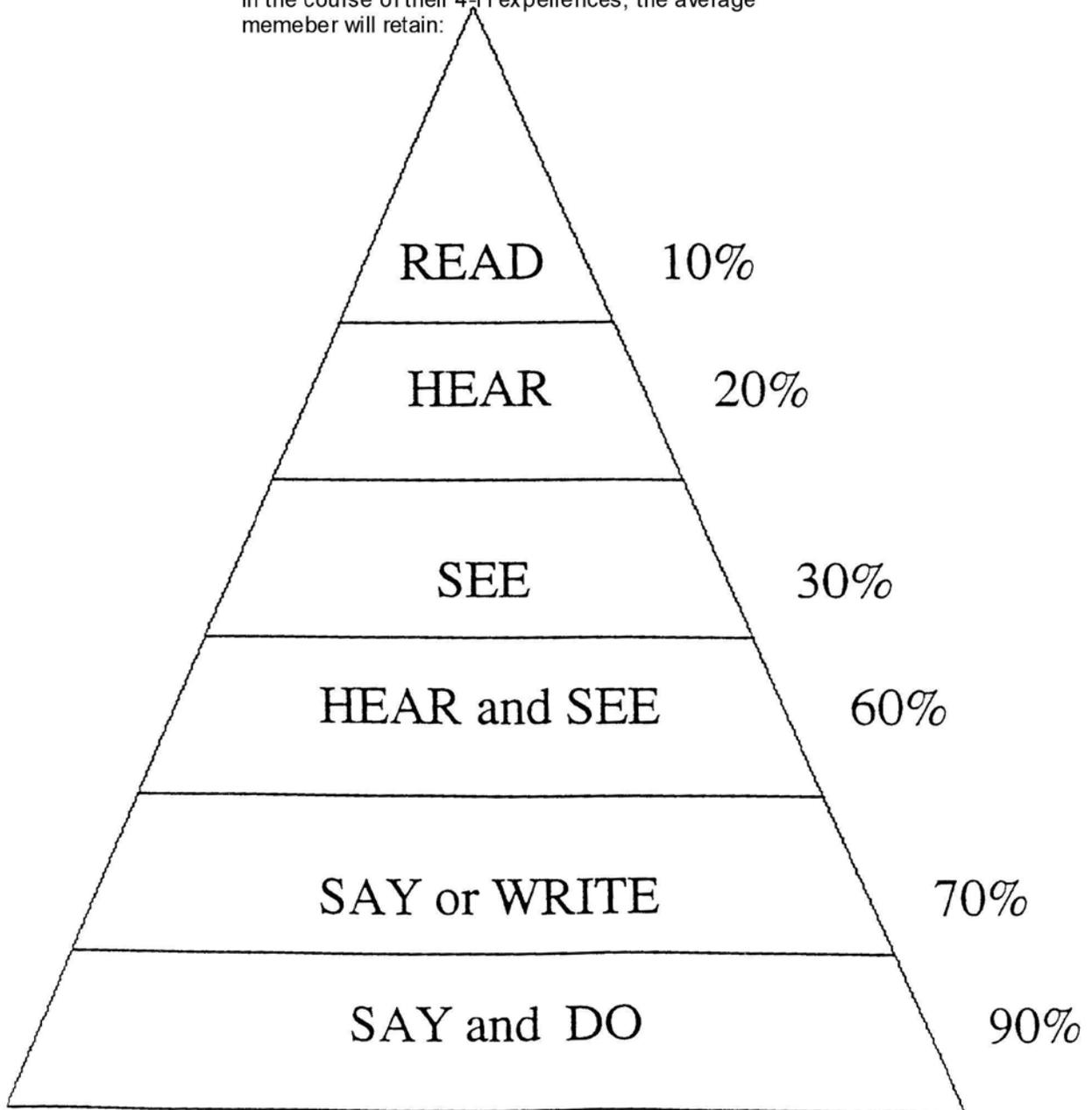
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Adapted from **Leaders R Us**. Washington State University Cooperative Extension Service

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# Formula for Learning

In the course of their 4-H experiences, the average member will retain:



# Recognizing Accomplishments



Recognition is an important part of the 4-H experience. Youth need to know how well they contribute to the group and learn new skills. Recognizing their individual and group efforts provides them with feedback. Youth development professionals must be skilled in providing recognition that supports growth and in training staff to understand and use recognition appropriately.

## *Basic Beliefs about Recognition in 4-H Youth Development Programs*

Recognition for 4-H youth and volunteers is based on the following beliefs:

- Recognition is a basic human need.
- Recognition builds positive self-esteem (for competencies demonstrated).
- A balance between intrinsic (self-evaluation) and extrinsic (rewards given by others) recognition is essential.
- Everyone needs to be recognized at some time for their efforts.
- Recognition is more meaningful when it occurs *soon* after it is earned and is related to a specific task.
- Appropriate recognition for an individual varies depending on their age, past experiences, family lifestyle, community and cultural heritage.
- Recognition is more meaningful when given by someone closely related to the person.
- Recognition motivates people to excel and take worthwhile risks.
- Individual choices in learning and participation need to be allowed and recognized.

Recognition and awards programming in 4-H is a strategy for helping people become more capable and competent. Through the acknowledgement, affirmation and positive reinforcement of each person's effort, feelings of competence and capability increase and participation continues.

# Communication and Youth

*The following excerpts are from the books Coaching Young Athletes\*  
NAA Instruction Manual*

One of the most important skills you can learn, for coaching or any other aspect of life is to communicate with a positive approach. The positive approach emphasizes PRAISE AND REWARDS to strengthen desirable behaviors; the negative approach uses punishment and criticism to eliminate undesirable behaviors.

The positive approach helps the athlete value himself as an individual. The negative approach increases fear of failure, lowers self-esteem, and destroys your credibility.

The positive approach doesn't mean every message should be full of praise and meaningless compliments. Too much praise leaves the youngster doubting the sincerity of your message and reduces the value of your rewards. It also doesn't mean that you turn your back on misbehaviors.

Positive approach is both verbal and non-verbal. It is estimated that 70-80% of our communication is non-verbal. This includes gestures, movement of hands, head, feet and entire body (a furrowed brow, shifting of eyes, your voice rhythms and inflections). YOUNG PEOPLE ARE MORE INFLUENCED BY WHAT YOU DO THAN WHAT YOU SAY. Actions do speak louder than words. If you want athletes to display good sportsmanship, be well spoken, it won't be enough to just tell them. You must be the role model. You must be the one to go up and shake the winners hand, to say thanks and to say please.

Coaches fall into bad habits. One bad habit is telling youth only what they are doing wrong, rather than what they are doing right.

Two common errors:

- **Only pointing out the error**

EXAMPLE: *"You're gripping the bow"* or you're jerking the trigger"

- **Telling them what not to do.**

EXAMPLE: *Don't grip the bow"* or "Don't jerk the trigger"

These two statements contain no information about what the coach wants the shooter to do.

**You want to correct the problem and use a positive statement.**

EXAMPLE: *"Keep your bow hand relaxed"* or "The trigger must be squeezed straight to the rear in a smooth continuous manner"

**Your mind cannot visualize NOT doing something.**

TRY THIS: "Don't think about pink elephants"..... What are you thinking about? Yes, pink elephants.  
NOW IF I SAID: "Think about green rabbits. Would you be thinking about pink elephants?"

Using the positive approach is not always easy. You must be conscious of what you are saying and how you are saying it, and keep working at it to develop a positive approach when you are working with youth.

Positively reinforced behavior can't always be repeated at will if an athlete doesn't have the experience to perform. FOR EXAMPLE: if a young archer shoots 60 on one end and gets praise, this may instill the desire to shoot 60, but it does not necessarily follow that the archer has the skill to do it.

Reward little things along the way toward reaching a higher goal. If you wait to reward the achievement of a long term, major goal, you may never be able to reward a young athlete.

Reward and compliment the learning and performance of emotional social skills as well as the learning and performance of the sport skills.

Reward an archer for showing self-control, good judgment, and the ability to handle responsibility.

Reward displays of good sportsmanship, teamwork and cooperation. Reward frequently when youth are first learning a new skill, but be cautioned that rewards lose their value if given insincerely or too freely.

Successful coaches place greater emphasis on playing for intrinsic rewards than for extrinsic rewards.

Intrinsic rewards are self-fueling, provide a lot of satisfaction and pride and lead to greater success.

Offered extravagant extrinsic rewards athletes want ever increasing amounts and the well may run dry.

Trophies can only get so big and expensive. Athletes who play only for extrinsic rewards seldom maintain the long-term motivation for success in any sport.

HIGHLY RECOMMENDED BOOK:

Coaching Young Athletes  
Human Kinetics Publishers Inc  
P.O. Box 5076  
Champaign, IL 61825-5076  
1-800-747-4457

This book is an excellent resource for developing your coaching style, planning your sports program and communication skill and much more.

# What is Sportsmanship?

What is sportsmanship? *Webster's Third International Dictionary* defines sportsmanship and the elements of sportsmanship this way:

**sportsmanship:**.....conduct becoming to an Individual involving fair and honest competition, courteous relations and graceful acceptance of results.

**becoming conduct:** a mode or standard of personal behavior, especially as based on moral principles; behavior in a particular situation or on a specified occasion.

**fairness:**.....the quality or state of being honest and just; free from fraud, injustice prejudice, or favoritism; conforming to an established commonly accepted code or rules of a competitive activity.

**honesty:**.....fairness and straightforwardness of conduct integrity; adherence to the facts; freedom from subterfuge or deception; truthfulness; sincerity; free from fraud or deception; of unquestionable authenticity; genuine; real; virtuous in the eyes of society; reputable; characterized by integrity.

**competition:** .....the act or action of seeking to gain what another is seeking to gain at the same time, usually under fair or equitable rules or circumstances; a common struggle for the same object; rivalry; a contest, match or trial between contestants.

**courtesy/courteous:**well-mannered conduct indicative of respect for or consideration of others; consideration, cooperation, and generosity in providing or according,

**relations:**.....dealings; connections; affairs; state of affairs existing between those having dealings or relationships.

**grace/graceful:**.....disposition to kindness, favor, or compassion; the display of kindly treatment; a manner of acting with the intention of pleasing or charming; consideration; thoughtfulness.

**acceptance:**.....the act of accepting; favorable reception; the quality or state; to take without protest; to endure or tolerate with patience; to regard as proper, suitable, or normal; acknowledge or recognize as appropriate, permissible or inevitable ; agree to ; to regard and hold as true.

**results:** ..... consequences, effects, or conclusions; decisions or resolution; that which is achieved, obtained or brought about through a process such as competition.

## **OBJECTIVES: What do we want to accomplish?**

Our ultimate objective is for all youth to become fair and generous competitors, good losers, and graceful winners. By using the information in the resource "Developing Sportsmanship" leaders will be more effective in helping youth and their families develop the knowledge, skills, attitudes, and aspirations of sportsmanship they need.

The above excerpt taken from "Developing Sportsmanship" 1996 by Kathryn J. Cox CES – Ohio State University.

This resource can be found on the Kansas State Web site: [www.oznet.ksu.edu/library/4H\\_Y2/4H651.pdf](http://www.oznet.ksu.edu/library/4H_Y2/4H651.pdf)

## 4-H Shooting Sports Competition

- ◆ Clubs and Counties offer tournaments throughout WI for any youth enrolled 4-H shooting sports(discipline specific)
- ◆ See the Wisconsin 4-H Shooting Sports website for details:  
[www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm](http://www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm)

# 4-H Competition Memo

- TO:** Youth competitors, family members, adult leaders, coaches, and friends of 4-H
- FOR:** Participants in Archery, Air Pistol, Air Rifle, .22, Shotgun, Muzzleloading, Wildlife Ecology/Hunting, Team Events, & Wildlife Art Competition.
- MEMO:** 4-H competitive events are a functional part of the 4-H Shooting Sports Program. They are not the objective. Kids and youth development are the primary objectives of the program.

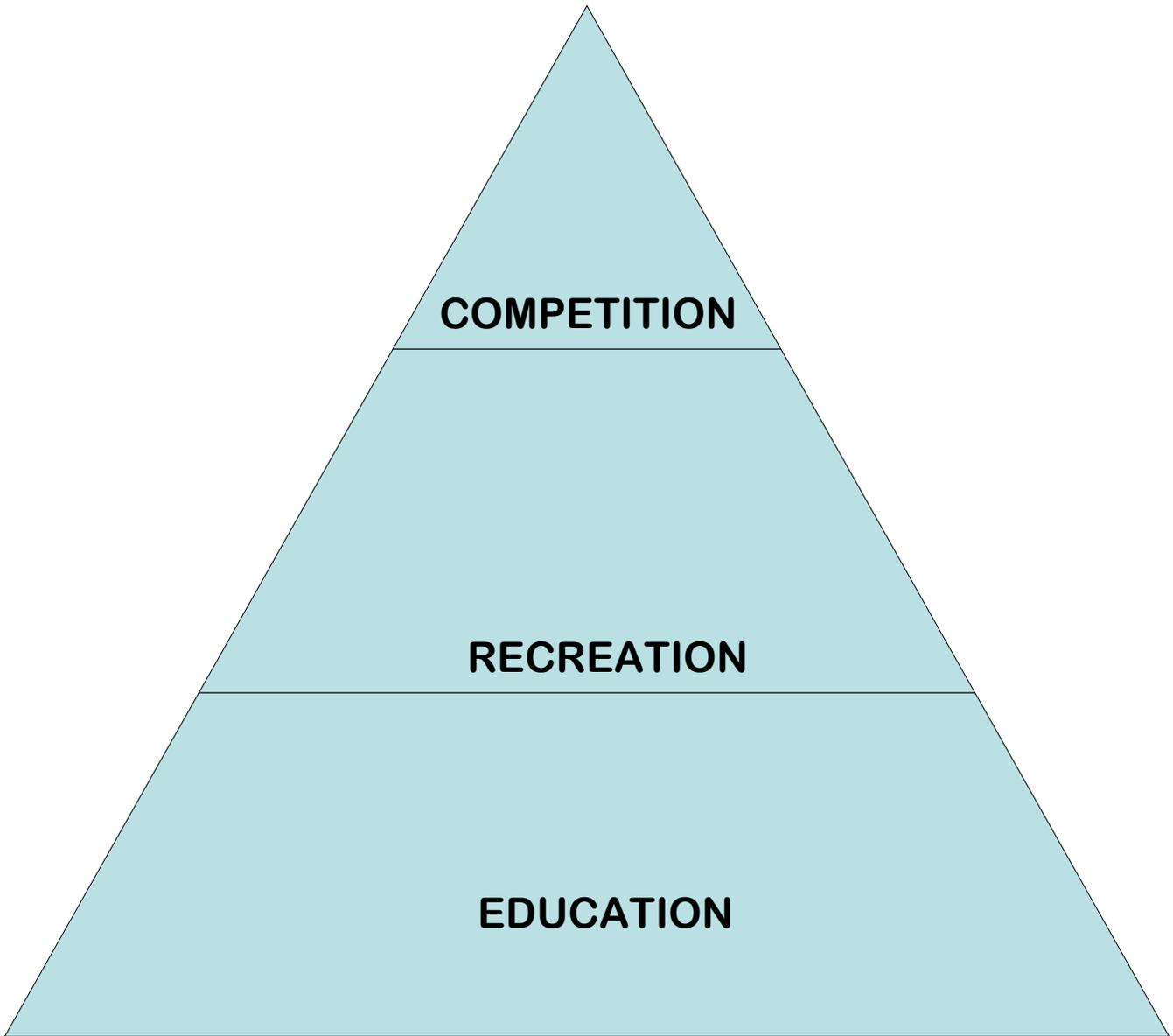
Our project leaders are seeking to educate young people and introduce them to some activities that are enjoyable, socially acceptable, mentally and physically challenging and useful in building character. The nature of these competitive events results in specific rules and they are a part of every formal game. Fun and safety are primary products of the program. They are deeply intertwined with rules, formalizing courtesy and maintaining order. Sportsmanship is paramount in 4-H Shooting Sports.

The 4-H Shooting Sports Program uses rules of several governing bodies with some modifications to meet the objectives of the program or to increase the success rates of young people participating in the program. 4-H rules and regulations supersede all other rules where differences exist. All leaders, coaches, family members, and youth are encouraged to become familiar with the tournament rules and those of other related governing bodies.

**Practice, training, and coaching has taken place prior to the event,  
so let the kids “learn by doing”.**

# **EDUCATION**

## **Program Priority Pyramid 4-H SHOOTING SPORTS**





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Cooperative Extension  
4-H Youth Development Programs

September 18, 2003

Wisconsin 4-H Shooting Sports Leaders

Scott Craven – Extension Specialist  
Jamie Nack – Wildlife Outreach Specialist

Re: Shooting Sports Wildlife/Conservation activities and competition

The 4-H Shooting Sports project was introduced in Wisconsin in 1983 for many reasons in addition to the benefits of safe, recreational shooting. Shooting Sports was considered a "means to several ends" as well. Recruitment of new members and leaders, a forum for youth to learn about wildlife, conservation, outdoor recreation, and sportsmanship, and many of the traditional values of 4-H are just some of the opportunities related to an active Shooting Sports program.

There are many wildlife-related activities that can be incorporated into Shooting Sports meetings. In fact, the state Shooting Sports leadership team has always believed that it is essential that conservation and wildlife be integrated into shooting sports, both as activities and as a component of competitive event.

This letter and attached materials are intended as an update of information distributed in the mid 1990's to assist leaders with ideas and resources on wildlife ecology and management and natural resources conservation. There is a list of potential topics, each of which includes ideas for guest speakers, activities, and field trips.

There is also a detailed list of current resources available to help you present wildlife and conservation related activities. The list includes publications, audio-visual resources, websites and other resources. There is a tremendous amount of information available; don't overlook things that are already working for you or resources you find on your own.

Finally, there are suggested areas to focus on during competitive events. This will help you narrow the field of material to choose from and make it easier for 4-H members to prepare for events. Competitions can include activities (such as identifying specimens, tracks, etc) and/or written questions. While there are elements of forestry and land management that certainly relate to habitat which is an important element of wildlife conservation, we urge you to avoid such topics as fisheries management, geology, meteorology, entomology, etc except as they might relate to wildlife food habits or habitats.

Shooting Sports continues to grow and be one of the most exciting projects available to 4-H'ers. We believe the wildlife component contributes to its appeal. Those of us who helped bring Shooting Sports to Wisconsin count on, and thank, you the volunteer leaders – for helping us make it work. Keep up the good work!

Department of Agriculture and Wisconsin counties cooperating. UW—Extension provides equal opportunities in employment and programming including Title IX and ADA

## **Wildlife/Conservation Activities**

### **Wisconsin 4-H Shooting Sports**

#### **Wisconsin Wildlife**

Wisconsin has an abundant and diverse wildlife resource. We have 300-400 species of birds, 70 mammals, and about 55 reptiles and amphibians. Some species are quite rare; some are very abundant and found all over the state. Some species are hunted or trapped while others are fully protected by state and/or federal law. The first step in learning about Wisconsin wildlife is learning how to identify some common or especially important species.

#### **Ideas**

- Assemble collections of Wisconsin wildlife by having members clip photographs from magazines, or newspapers, or print them off the internet. These can be the basis of home made identification posters for use during meetings or at the Fair.
- Have each member pick a wild animal to learn about and then share facts with the group about its identification, behavior, or management.
- Wildlife is often identified by "sign" – tracks, hair, feathers, food remains, etc. – rather than by sight or sound. Have a scavenger hunt or group hike to find signs of wild animals. There are many excellent field guides (Peterson Field Guide Series) available on mammals, birds, nest, tracks, etc., any good bookstore or library should have them. Audio and video tapes are also available (see resource list).
- Nature centers or museums will have displays of mounted specimens to examine and help with identification skills. If you are close enough to such a facility – consider a visit.
- Each group of wild animals could easily be the subject of one or more meetings. Birds, for example, could lead to sessions on bird identification/watching, bird feeding, bird songs and calls, etc. See the Naturespace/Bird Unit.
- There are many possible guest speakers: local naturalists, members of the Wildlife Society, Wisconsin Department of Natural Resources (WDNR) wildlife managers, Audubon Society members, etc.
- Pick a specific group of wild animals such as waterfowl, small game animals, frogs, or small mammals and learn how to separate one species from another. Remember males don't always look like females and young animals may not look like their parents.

#### **"It's the law"**

One of the basic tools of wildlife management is law enforcement. Without laws and regulations on such things as hunting seasons and bag limits, many wildlife populations could and would be drastically reduced. The 3 basic purposes of wildlife laws are (1) protection of the resource (2) protection of the resource user (safety) and (3) distribution of the available resource among users.

#### **Ideas:**

- Invite a local game warden to speak on conservation law enforcement.
- Obtain a copy of the WDNR annual hunting regulations pamphlet. Select a few regulations and discuss the importance and reason(s) for each one.
- Discuss what happened to species like the bison (buffalo) in the days before there were any laws.
- What species are protected? What species are not protected? Why? What are the penalties for violating wildlife laws?
- Have the members make lists of the wildlife (or even fish) related laws they have heard about. Ask them to decide which of the 3 basic purposes of laws (listed above) each one deals with.
- WDNR Hunter Education materials contain excellent information on laws and resources. Ask a local Hunter Ed instructor to talk about wildlife laws and regulations.

## **Wildlife Management**

We can thank modern, scientific wildlife management for the abundance and diversity of wildlife we have here in Wisconsin. However, few people really understand the hows and whys of management.

### **Ideas:**

- Many of the activities of "Project WILD" can be used by 4-H clubs (check with local school teachers).
- Have your local WDNR wildlife manager tell club members about their job.
- Visit a WDNR or U.S. Fish and Wildlife Service management area or refuge. Find out what species are being managed. Why? What "tools" are being used?
- Obtain some literature on basic wildlife management. The WDNR, UWEX, local NRCS office. National 4-H literature, and other sources all offer some basic brochures or fact sheets (see resource list).
- Encourage members to get involved with a simple wildlife management project such as building and erecting some birdhouses, setting up a bird feeding station or building a bush pile, or planting some food or cover producing shrubs.
- The WDNR Hunter Education manual has a chapter on the basics of wildlife management.
- Use the articles and editorials in a current edition of Wisconsin Outdoor News as the basic for a discussion of issues in wildlife management.

## **Wildlife Ecology**

Identification of Wisconsin wildlife is only a part of a wildlife conservation project. To properly manage wildlife be a successful hunter, or fully enjoy your interactions with wildlife requires knowledge of animal behavior, habitat needs, animal movements, foods, and other aspects of their ecology. Many of the suggested activities covered under other topics in this guide include aspects of wildlife ecology. However there are a few other activities that deserve special attention or deserve repetition:

- The Wildlife Habitat Evaluation project and contest is available as a resource. It contains activities on wildlife habitat, food habits, and management practices.
- Project Wild activities are often directed at ecological concepts such as habitat needs. "Oh Deer" is a good example.
- Naturespace activities (birds, insects, etc.) stress ecological concepts of populations, habitat, and the effect of people.
- Owl pellets or the crops of game birds killed during the hunting season provide a wonderful opportunity to examine what a particular animal has been eating.

## Hunting

Shooting skills are the basis for almost all forms of hunting. There are about ¾ of a million hunters in Wisconsin. The gun deer season is a major annual social event. There are many subjects relating to hunting that could make interesting meeting/discussion topics. There are activities on hunting in the National 4-H literature.

### Ideas:

|                          |                                  |
|--------------------------|----------------------------------|
| - Big game mammals       | - Field care of game             |
| - Upland game birds      | - Trophy hunting                 |
| - Small game             | - Hunter/landowner relations     |
| - Waterfowl              | - Hunter Safety                  |
| - Choosing a gun         | - Wisconsin's best hunting areas |
| - Animal behavior        | - Predator calling               |
| - Hunting in the western | - Duck calling                   |
| - Tracking               | - Waterfowl identification       |
| - Methods of hunting     | - Sexing and aging game animals  |
| - Outdoor survival       |                                  |

The potential resources here are tremendous. A few suggestions include (in addition to the resource list).

#### Local sports clubs

Licensed guides

Hunting equipment manufactures

Outdoor books and "how-to" guides – sporting goods stores

Sports shows such as the "Deer Classics" or those offered by traveling professional hunters. Periodicals like "Wisconsin Outdoor News"

Example: For shot gunners, waterfowl identification is absolutely necessary for a duck hunter to properly hunt under the "point system" in Wisconsin. The resource list contains several publications on waterfowl identification. Ducks Unlimited has additional information and a video tape entitled "Ducks Unlimited Video Guide to Waterfowl and Game Birds". Why not ask your local Duck's Unlimited chapter to buy a copy for 4-H use? Magazine photos, wings or whole birds taken during the season, or an experienced duck hunter can all contribute to several interesting sessions.

The possibilities in the area of hunting are almost endless. Let your imagination go to work and if you don't hunt – talk to a hunter about some help. The future of hunting depends on a skilled, interested new generations of hunters. Most hunters will be willing to help.

### Sportsmanship/Ethics

This might well be the most important subject to discuss. Hunters/landowner relations.

Legal and ethical behavior, and other such topics are the cornerstone of continued hunting and outdoor activity.

### Ideas:

- Print and distribute "Thanks for Permission to Hunt" cards with a 4-H clover on them. Report on how hunters and landowners reacted to their use. A sample "front and back" is shown below but you may customize them any way you wish.
- Have the members read A Sand County Almanac by Aldo Leopold. Each chapter could be the subject of discussion at a meeting.
- Have each member create an imaginary situation and then ask them to present how they would behave in that situation. Then have the group try to decide what was the "right thing to do." *For Example:*
  - You haven't been able to go duck hunting at all and it is late in the season but you finally have a chance to go. You shoot 2 mallards as soon as you get to your blind. That is your limit but there are still hundreds of ducks flying around and no one else is around.  
What do you do?

- You see lights in the neighbor's field late at night and hear a gunshot. You think people are poaching deer. What do you do?
- Discuss trespass with the members. The public owns our wildlife resources but wild animals often live on private land. What kinds of problems does this create?

### **Game Utilization— Cooking, Tanning, Taxidermy, etc.**

After an animal has been killed during a hunt, the hunter has an obligation to see that as much as possible of the animal is used. Proper field care, proper cooking, and other uses of parts of wild animals such as making buckskin from a deer hide are all interesting useful skills.

#### **Ideas:**

- UWEX has an excellent publication called "So You Got A Deer". It deals with field care, skinning, butchering, tanning, and taxidermy.
- There are lots of good wild game cookbooks available. A game dinner for fun or fund raising could be the highlight of the year for a Shooting Sports group. If you charge a fee for your dinner you may need a permit from the WDNR talk to you local warden.
- Find a local taxidermist to speak and demonstrate his/her skills.
- A session on home tanning of furs or leather; instructions and tanning recipes are readily available from catalogues, sporting goods stores, and taxidermists.
- Most good wild game cookbooks have chapters on field care of all sorts of wild game. Several Extension publications on game care and preparation are available (see resource list).
- Discuss the ethics of using what you kill. Is it ethical to kill for sport alone? What about trophy hunting? Do we really need wild meat anymore?

### **Endangered Species**

The issue of endangered and threatened species has become very important in Wisconsin. Citizen awareness and support is vital to the protection and restoration of endangered species such as the timber wolf, trumpeter swan, and peregrine falcon.

#### **Ideas:**

- Discuss a list of Wisconsin's endangered species. For each species list the factors that have resulted in such a low population. What can be done for each species? (see resource list)
- Contact the WDNR's Bureau of Endangered Resources. They have an array of literature, slide sets, and much more. (see resource list)
- There are many licensed wildlife rehabilitators in Wisconsin. Some are associated with animal hospitals or nature centers such as the Wildlife Ark in Milwaukee or the Northwood's Animal Hospital in Minocqua. A guest speaker on wildlife rehabilitation and it's role in wildlife conservation makes a fascinating program. Also, they often have live "patients" for educational display.

## RESOURCE LIST FOR 4-H SHOOTING SPORTS WILDLIFE CURRICULUM

### **Federal Cartridge Company**

900 Ehlen Drive  
Anoka, MN 55303-7503

(Website: <http://www.federalcartridge.com>, see the education section)

To order: print out the order form off their website and mail it in or write to the above address.

### **Publications:**

#### **Upland Game Birds**

Beautiful color photos of 22 upland game birds with life history descriptions and maps of their geographical distributions. (\$1.00 each or \$10.00 for 25)

#### **Ducks, Geese, and Swans**

Flyways, color photos and a land's-eye view of waterfowl overhead will teach you how to identify the waterfowl you see out in the field. Descriptions of 29 different waterfowl are featured in this booklet. (\$1.00 each or \$10.00 for 25)

#### **Small Game and Furbearers**

29 small game and fur-bearing animals are described in this 35-page booklet. The photos, descriptions, and geographical distribution maps explain the life history of North America's most popular small game and furbearers. (\$1.00 each or \$10.00 for 25)

#### **Big Game Animals**

18 big game animals are described in this 23-page booklet complete with color photos, life history descriptions, and geographical distribution maps. (\$1.00 each or \$10.00 for 25)

### **Videos:**

#### **Wildlife Habitat and The Hunter Video**

Explains the importance of wildlife habitat and the effects of habitat change. Shows how we can live in harmony with wildlife. Combines animated characters with a variety of hunting scenes and wildlife footage. 25 minutes, VHS.

#### **Before You Hunt Video**

Animated characters and live scenes explain the role of the hunter as a conservationist. Emphasizes the hunter's responsibility to understand and conserve wildlife and its habitat. 27.5 minutes, VHS.

VHS Video Prices: 1 to 6 tapes \$8.75 each; 7 to 15 tapes \$7.50 each; 16 or more \$6.50 each

Note: Federal also has publications and videos available on ammunition, reloading, patterning your shotgun, and pistol, rifle, and shotgun shooting.

## **Outdoor Empire Publishing, Inc.**

424 North 130th Street  
Seattle, WA 98133 USA

### **Ducks At A Distance - Pocket Guide**

Features different species of waterfowl and information on how to identify them by plumage colors, flock patterns, silhouettes and sounds. New handy pocket size- 48 pages. (\$3.00/each, discount for bulk orders)

### **Ducks at a Distance - 8x11"**

Features the different species of waterfowl and how to identify them by plumage colors, flock patterns, silhouettes and sounds. Complete with full-color illustrations. (\$2.50/each, discount for bulk orders)

### **Wildlife Identification Pocket Guide**

This pocket guide with full color illustrations presents the most common animal species in North America. The guide includes large and small mammals, upland birds, waterfowl, and raptors. Learn about the animals' habits and signs such as tracks, markings or scat. Learning more about wildlife and their habitat assists viewers in their appreciation and enjoyment of seeing the animals a field. 120 pages. (\$4.50/each, discount for bulk orders)

Note: Outdoor Empire Publication has additional outdoor related education materials (i.e. snowmobile and ATV safety, fishing, boating).

To order on-line visit their On-line store at: <http://www.outdoorempire.com/>

Call 1-800-645-5489 to order by phone and for information on discounts for bulk orders.

The Ducks at a Distance publication is also available on-line on the **Northern Prairie Wildlife Research Center** Website at:

<http://www.npwrc.usgs.gov/resource/tools/duckdist/duckdist.htm>

### **Today's Hunter: A guide to hunting responsibly and safely**

Today's Hunter serves as the textbook for Wisconsin's Hunter Safety Education Classes. It's a great resource for hunting and safety information and contains sections on ethics, laws, hunting techniques, wildlife conservation, wildlife identification, and more. The publication is available on-line at: <http://boated.com/huntered/>.

For hard copies, contact your regional Department of Natural Resources Hunter Education Coordinator.

### **Wisconsin Department of Natural Resources Publications**

Note: **Unless noted otherwise, the WDNR publications are free of charge, but may be limited to a single copy per request.**

#### **Snakes of Wisconsin**

A 32-page full-color guide of the 20 snakes that live in the state. The book includes a lengthy introduction section, individual species accounts with range maps, a user-friendly identification pie-chart key and 30 beautiful photographs. The book retails for \$3.00 ea. Quantities of 10-49 are \$2.50 ea. and quantities over 50 run \$2.00 ea. Print out the form above to place an order.

### **Amphibians of Wisconsin**

A 44-page full-color guide of the 19 frogs and salamanders that are native to the state. The book has a very informative introduction section, a breeding calendar, species accounts with range maps, a user-friendly identification pie-chart key and 49 beautiful photographs. The book retails for \$4.00 ea. Quantities of 10-49 are \$3.00 ea. and quantities over 50 run \$2.50 ea. Print out the form above to place an order.

### **Turtles and Lizards of Wisconsin**

A 48-page full-color guide of the 12 turtles and 4 lizards that call Wisconsin home. The book contains two informative introduction sections, species accounts with range maps, two user-friendly identification pie-chart key and 60 great photographs. The book retails for \$4.00 ea. Quantities of 10-49 are \$3.00 ea. and quantities over 50 run \$2.50 ea.

*Snakes of Wisconsin, Amphibians of Wisconsin, and Turtles and Lizards of Wisconsin*, ordering form is available at: [http://www.dnr.state.wi.us/org/land/er/publications/pdf/herp\\_order.pdf](http://www.dnr.state.wi.us/org/land/er/publications/pdf/herp_order.pdf)

### **Endangered Resources Publications**

See their website (<http://www.dnr.state.wi.us/org/land/er/publications/> for a list of available publications)

### **Wildlife Fact Sheets**

A variety of informational pamphlets that describe the life cycles, life functions, habitats, history, and management of some of Wisconsin's most common wildlife species.

*To see a list of available fact sheets and to order, print and complete the Wildlife Management Publications Order Form and mail to:*

**Wisconsin Department of Natural Resources Bureau of Wildlife Management**

**P.O. Box 7921**

**Madison, WI 53707-7921**

### **Wildlife and Your Land series**

A series of publications designed to offer suggestions to you, the private landowner, on how to manage your land for wildlife. Each part of the series focuses on management practices that you can apply to your land. Starts out by getting to know some of the basics of wildlife management, how to inventory and monitor wildlife, which species are found throughout Wisconsin, etc. These publications are available in an on-line format at:

<http://www.dnr.state.wi.us/org/land/wildlife/publ/wildland.htm> or can be ordered by using the Wildlife Management Publications Order Form.

*Of particular interest might be:*

So, What Should I Plant: Trees, Shrubs, and Vines with Wildlife

Values Wisconsin Wildlife Primer: Wildlife Habits and Habitat

Calling All Wildlife! Wildlife Management Basics

How to Inventory and Monitor Wildlife on your Land

### **Hunting and Trapping Regulations and Education Information**

Turkey, goose, bear, migratory bird, trapping, etc. These publications are available in an on-line at: <http://www.dnr.state.wi.us/org/land/wildlife/regs/> or can be ordered using the Wildlife Management Publications Order Form. Regulations are also available at any WDNR service center.

## **Hunting in Wisconsin**

Information provided on hunting white-tailed deer, wild turkey, black bear, ducks and geese, ruffed grouse, etc. including season information, special restrictions, zones, harvest information, surveys, and related information. Available on-line at:

<http://www.dnr.state.wi.us/org/land/wildlife/hunt/index.htm>

## **Endangered and Threatened Species Fact Sheets**

<http://www.dnr.state.wi.us/org/land/er/factsheets/>

Use this link to view lists of Wisconsin's Threatened and Endangered Species and read species fact sheets, where available.

## **Wildlife Health**

Information on wildlife diseases (Chronic Wasting Disease, West Nile Virus, epizootic hemorrhagic disease, Lyme disease, rabies, etc.) and fact sheets. <http://www.dnr.state.wi.us/org/land/wildlife/whealth/>

## **Chronic Wasting Disease website**

Information, news releases, publications, maps, regulations, links to other sources <http://www.dnr.state.wi.us/org/land/wildlife/whealth/issues/cwd/>

## **Checklists of Wisconsin Vertebrates**

By: Dreux J. Watermolen and Matthew D. Murrell

Working checklists of the vertebrate animals occurring in Wisconsin are provided. Six hundred ninety-three species are documented from the state (159 fishes, 19 amphibians, 35 reptiles, 408 birds, and 72 mammals). Six hundred sixty-eight species are believed to be native, while 25 are introduced non-native species (14 fishes, 8 birds, and 3 mammals). Five species are listed at the federal level as endangered and 1 is listed as threatened. Thirty-one species are listed as endangered species at the state level and 28 are considered threatened. At least 12 species have been extirpated from the state (6 fishes, 2 birds, and 4 mammals). Special codes indicate the relative occurrence of each species in the bird checklist. It is suggested that a process be initiated to periodically update the checklists. Publication #SS-954 2001

On-line version: <http://www.dnr.state.wi.us/org/es/science/publications/VertChklist/>

Hard copies of this publication are available by contacting the Science Services' Science Communications Office at (608)-266-0842 or by e-mailing the Science Communications Manager [Martin.Griffin@dnr.state.wi.us](mailto:Martin.Griffin@dnr.state.wi.us). For additional ordering information visit: <http://www.dnr.state.wi.us/org/es/science/publications/order.htm>

## **Wild Turkey Ecology and Management in Wisconsin**

By: John F. Kubisiak, Robert E. Rolley, R. Neal Paisley, and Robert G. Wright

44 page publication covers the history of wild turkeys in Wisconsin, habitat requirements, wild turkeys and agriculture, population dynamics, managing the hunt, and future prospects for wild turkeys in Wisconsin. Publication #SS-955 2001

Available on-line at: <http://www.dnr.state.wi.us/org/land/wildlife/HUNT/turkey/turkeybook.htm>

Hard copies of this publication are available by contacting the Science Services' Science Communications Office at (608)-266-0842 or by e-mailing the Science Communications Manager [Martin.Griffin@dnr.state.wi.us](mailto:Martin.Griffin@dnr.state.wi.us). For additional ordering information visit: <http://www.dnr.state.wi.us/org/es/science/publications/order.htm>

### **Wisconsin's Deer Management Program: The issues involved in decision making**

This publication covers the importance of deer in Wisconsin, basics of deer management, goal-setting in detail, and regional population trends for deer in Wisconsin. Publication #SS-931 1998  
Available on-line at:

<http://www.dnr.state.wi.us/org/land/wildlife/HUNT/deer/Deerbook.pdf>

Hard copies of this publication are available by contacting the Science Services' Science Communications Office at (608)-266-0842 or by e-mailing the Science Communications Manager [Martin.Griffin@dnr.state.wi.us](mailto:Martin.Griffin@dnr.state.wi.us). For additional ordering information visit:<http://www.dnr.state.wi.us/org/es/science/publications/order.htm>

### **On-line Tree & Shrub Identification**

A simple key identify many of Wisconsin's forest trees is available at <http://www.dnr.state.wi.us/org/land/forestry/treeid/index.htm>. It is searchable by scientific or common names and the site has descriptions of the tree's bark, leaves, fruit, wood, as well as its range in the state.

The State Nursery web site

<http://www.dnr.state.wi.us/org/land/forestry/Nursery/Order/shrubs.htm> contains information on some of the common Wisconsin shrubs.

### **EEK! – Environmental Education for Kids website**

<http://www.dnr.state.wi.us/org/caer/ce/eeindex.htm>

Wisconsin Department of Natural Resources has put together this website for both teachers and kids grades 4-8. The website contains information on: Wisconsin wildlife species, current issues in the state, habitats, phenology, vegetation, outdoor recreation, indoor and outdoor educational activities, and much more.

### **Minnesota Department of Natural Resources Publications**

To order: write, call, fax, or e-mail

Minnesota's Bookstore

660 Olive Street

St. Paul, MN 55155

1-800-657-3757

Fax: 651-215-5733

E-mail: [mn.bookstore@state.mn.us](mailto:mn.bookstore@state.mn.us)

Webpage: <http://www.comm.media.state.mn.us/bookstore/bookstore.asp>

### **Landscaping for Wildlife - \$10.95**

### **Woodworking for Wildlife: Homes for Birds and Mammals -**

### **\$9.95 Wild About Birds: The DNR Bird Feeding Guide - \$19.95**

Note: An abbreviated list of bird feeding tips for each season is available on-line at:

<http://www.dnr.state.mn.us/birdfeeding/index.html>

The 2 book set (Landscaping for Wildlife & Woodworking for Wildlife) sells for \$18.50

The 3 book set (Wild About Birds, Landscaping for Wildlife & Woodworking for Wildlife) sells for \$36.95

### **Wisconsin Society for Ornithology**

Checklist of Wisconsin birds with migration graphs, \$0.95 each.

Visit their website at: <http://www.uwgb.edu/birds/wso/> for current ordering information. They also have an on-line store which has bird books, videos, cd's, slide sets, and more for sale.

### **Cooperative Extension Service – Wildlife, Fish, and Forest Resources Bibliography**

<http://wwwl.uwex.edu/ces/wlb/>

An on-line and searchable bibliography of Wildlife, Fish, and Forest Conservation and Management, as well as 4-H and Youth Literature from various states. Materials include printed documents, audio and visual tapes, CD's and computer software. Ordering information specific to each state is also provided.

### **University of Wisconsin Cooperative Extension Publications**

<http://cecommerce.uwex.edu/>

Publications can be ordered by calling 1-877-WIS-PUBS or by using the on-line order off their website. However, many of these publications are now available on-line and you can download and print them right from their website. A variety of wildlife-related publications are available, many deal with wildlife damage management and include information on ecology and animal identification. See the website for prices and a complete list of available publications, some are out of print but available on-line.

*Of particular interest might be:*

G3176 Bird Feeding: Tips for Beginners and Veterans

G1609 Landscape Plants that Attract Birds

NCR338 Shelves, Houses, and Feeders for Birds and Mammals

B3573 Wisconsin's Wild Game: Enjoying the Harvest

G3564 Outdoor hazards in Wisconsin: A Guide to Noxious Insects, Plants, and

Wildlife G3139 Snakes of Wisconsin

G3097 Wisconsin Woodlands: Wildlife Management

### **University of Wisconsin Extension, Cooperative Extension Media Collection**

Collection of about 1900 titles, serves as a centralized source of audiovisual materials for the use of Cooperative Extension agents in Wisconsin and their clients. Materials in the collection represent a wide variety of formats including videos, slide sets, audiocassettes, skillathons and displays, among others. For ordering information, loaning policies, and to view the on-line catalog go to: <http://www.uwex.edu/ces/media/>

Note: topics covering shooting sports, wildlife, hunting, and conservation are in the collection.

### **U.S. Fish and Wildlife Service Website**

<http://www.fws.gov/>

Website contains a lot of useful information on hunting, conservation, birds, habitat, education, endangered species, refuges, etc

## **USGS - Patuxent Bird Identification InfoCenter**

<http://www.mbrpwrc.usgs.gov/InfoCenter/infocenter.html>

An excellent website with information on North American birds including photographs, songs, videos, identification tips, maps, and life history

## **The Wildlife Management Institute**

To order these publications contact:

### **Wildlife Management Institute**

1101 14th Street, N.W., Suite 801

Washington, D.C. 20005

(202) 371-1808

Fax: (202) 408-5059

<http://www.wildlifemanagementinstitute.org/>

Payment can be made by check, money order, purchase order, or Visa or MasterCard.

### **Placing Hunting in Perspective**

27 pages. Describes the fundamental precepts of hunting as a prominent aspect of our environment, history and culture, as well as its biological, social, personal and economic values. \$2.75, postpaid.

### **Placing Wildlife Management in Perspective**

32 pages. Explains why and how wildlife needs to be managed, the importance of habitat, accomplishments of modern wildlife management, and what a concerned citizen can do to help. \$1.75, postpaid.

### **Helping Wildlife: Working With Nature**

26 pages. Provides teachers, instructors and students with an understanding of the basic principles of wildlife ecology and management. \$2.50, postpaid.

### **Field Guides:**

There are a variety of field guides available covering topics such as, Birds, Mammals, Animal Tracks, Reptiles and Amphibians, Trees and Shrubs, Wildflowers, Birds' Nests, etc. The Peterson Field Guide Series is a quite popular, but others include the Golden, Stokes, National Audubon Society, and National Geographic field guide series.

Many of these guides are readily available at bookstores (Borders, Barnes and Noble, etc.). They can also be ordered on-line from places such as Amazon.com.

## **Non-Profit Organizations:**

Excellent sources for videos, magazines, educational publications, speakers, etc. Many of these organizations have active youth programs in the state as well.

### **Whitetails Unlimited** - <http://www.whitetailsunlimited.org/>

Has a nice selection of educational booklets including: Deer talk, An Evaluation of Deer Management Options, Forest Management for White-tailed Deer, Habitat Enhancement Guidelines, Quality Deer Management, Traditional Deer Management, Trophy Deer Management, The North American White-tailed Deer – Distribution and Subspecies, Whitetail Wonders, and Youth-Wildlife Habitat.

Go to <http://www.whitetailsunlimited.org/forms/contactus.tpl> if you would like to request free copies of any of their booklets.

### **Pheasants Forever** - <http://www.pheasantsforever.org/> Information on food plots, nesting cover, woody cover, etc.

### **National Wild Turkey Federation** - <http://www.nwtf.org/>

Information on the various species of wild turkey, land management tips (food and cover suggestions), conservation issues, etc.

### **Ducks Unlimited** - <http://www.ducks.org/>

The website has a section for teachers and educators which includes past issues of DU's Puddler magazine, a list of wetland/outdoor activities, complete wetland curriculum, teacher's guides. They also have a Greenwings website just for Kid's <http://www.greenwing.org/greenwings/home2.htm> which has a section all about ducks, fun games, DU facts, and a section on fun facts.

### **Ruffed Grouse Society** - <http://www.ruffedgrousesociety.org>

Publications available on habitat management for ruffed grouse, American woodcock, and other forest wildlife. Their website has fact sheets on grouse and woodcock range, biology, habitat, and management.

### **National Shooting Sports Foundation**

Flintlock Ridge Office Center  
11 Mile High Road  
Newtown, CT 06470-2395  
(203) 426-1320

The National Shooting Sports Foundation website <http://www.nssf.org/> covers a variety of topics including: being an ethical hunter, wildlife conservation, firearm safety, and more. You can order a free catalog of available literature by contacting NSSF at (203) 426-1320 or email [literature@nssf.org](mailto:literature@nssf.org).

## **Wildlife Habitat Evaluation Handbook**

This handbook serves as the manual for the Wildlife Habitat Evaluation Program and contains a lot of excellent information. Sections covered include: wildlife management concepts and terms, habitat regions in North America, wildlife species descriptions, wildlife management practices, and an activity section.

The manual (updated in 2001) is available in a hard copy form (\$12.00) or a new CD-Rom version (\$10.00). Website has more information <http://www.whep.org/manual.htm>

*To order the manual contact: Roselyn Weston*

4-H Youth Development

Okalahoma State University Phone: (405) 744-8887

Fax: (405) 744-6522

E-mail: [roseduc@okstate.edu](mailto:roseduc@okstate.edu)

Additionally, National 4-H Shooting Sports Foundation curriculum is available for each discipline at district, state, and national certification workshops.

### **Other Ideas:**

- Look for outdoor/wildlife versions of board games. The hunter's version of Trivial Pursuit, for example, would provide a fun evening for team play. Check sporting good stores, mail order catalogs, and the Internet
- Videotape television programs for later showing. Outdoor Wisconsin, Nature, Wild America, National Geographic, Audubon specials, and others are excellent examples. Be sure you don't violate copy laws!
- Firearms/ammunition manufactures and the National Rifle Association have many useful, educational publications on shooting, safety, ethics, wildlife, and conservation.
- Obtain a copy of A Sand County Almanac by Aldo Leopold, read and discuss the chapters.
- Assemble back issues of wildlife and conservation magazine from people who subscribe. They are excellent for photos, articles to discuss, "how-to" information, etc.

### **Examples:**

|                             |                           |
|-----------------------------|---------------------------|
| Audubon                     | Deer and Deer Hunting     |
| Outdoor Life                | Turkey and Turkey Hunting |
| NRA magazines               | Ducks Unlimited           |
| Sports Afield               | Field and Stream          |
| Wisconsin Outdoor Journal   | Wisconsin Outdoor News    |
| Wisconsin Natural Resources |                           |



## EXAMPLE OF ANNUAL WHEP CONTEST:

### Wisconsin 4-H Wildlife Habitat Evaluation Program

The State 4-H WHEP (Wildlife Habitat Evaluation Program) is designed to teach youth about the fundamentals of wildlife management. The primary function of WHEP is education. Natural resources management is learned through participation in habitat evaluation opportunities, associated field trips and demonstrations. Additional benefits come from the development of leadership capabilities and meeting youth and professionals from throughout Wisconsin.

[National 4-H WHEP Website](#) --- (Also has link to the new 2008 WHEP Manual)

[Wisconsin 4-H WHEP Contest and Results](#)

*Example:* HABITAT REGION - GREAT PLAINS GRASSLAND - TALL GRASS/MIXED PRAIRIE

[WISCONSIN 4-H WHEP CONTEST INFORMATION AND REGISTRATION](#)

#### Typical CONTEST SCHEDULE

|                         |   |
|-------------------------|---|
| 8:30 A.M. – 9:30 A.M.   | Registration at the Arboretum Visitor Center: <a href="http://uwarboretum.org/">http://uwarboretum.org/</a> |
| 9:45 A.M. – 10:45 A.M.  | Wildlife Management Practices   |
| 11:00 A.M. – 12:00 Noon | Written Management Plan   |
| 12:01 P.M. – 1:00 P.M.  | Lunch   |
| 1:00 P.M. – 4:00 P.M.   | Wildlife ID and General Wildlife Knowledge quiz conducted simultaneously with Oral reasoning                |
| 4:00 P.M. – 5:00 P.M.   | Awards Ceremony   |
| 5:00 P.M.               | Conclude Contest  |

#### REMINDERS

- Dress for weather (i.e. rain gear, sunscreen, warm coats, etc.)
- Enclosed footwear (i.e. no sandals, flip flops, or bare feet)
- Each participant should have a clipboard and 2 pencils
- Bring a water bottle
- Necessary paper for the contest will be provided by Extension
- Bring recreational equipment (i.e. Frisbees, cards, etc.)

Wisconsin WHEP Sponsors:

National Wild Turkey Federation (Wisconsin Chapter), Wisconsin 4-H Foundation

# Hunter Safety Certification

- ❏ Provided through the **Department of Natural Resources** and *not by 4-H.*
- ❏ Contact your nearest DNR office or view the DNR website at: [www.dnr.state.wi.us/](http://www.dnr.state.wi.us/) .
- ❏ Persons born on or after January 1, 1973 must present their hunter education certificate to obtain a hunting license.
- ❏ It is highly recommended that 4-H members complete the Hunter Safety Certification to enroll in powder burning disciplines. (Hunter Safety Certificates are required at most shooting ranges.)

## Checklist for Getting A Shooting Sports Program Started

1. \_\_\_\_\_ Inform yourself about the program; its structure, philosophy, and objectives
  - \_\_\_\_\_ Attend coordinator training
  - \_\_\_\_\_ Look at programs in other counties
  - \_\_\_\_\_ Talk to other shooting sports leaders
  - \_\_\_\_\_ Look for resource people at sportsman's clubs, pro shops etc.
  - \_\_\_\_\_ Contact the 4-H Youth Agent in your county / shooting sports representative &/or State Coordinator
  - \_\_\_\_\_ Learn about education offerings on the Internet  
[www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm](http://www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm)
2. \_\_\_\_\_ Involve your 4-H Youth agent in the decision to offer the program or parts of it in your county.
3. \_\_\_\_\_ Identify potential volunteers
  - \_\_\_\_\_ county coordinator
  - \_\_\_\_\_ 4-H leaders or parents who are interested in becoming a certified shooting sports leader and attend an 12 hr. training session(s)  
(Sources of volunteers: current 4-H leaders, parents of youth interested in Shooting Sports, sportsman clubs, sporting goods stores)
4. \_\_\_\_\_ Conduct an orientation meeting for the potential volunteers
5. \_\_\_\_\_ Organize the interested leaders into a county wide 4-H Shooting Sports Committee
  - \_\_\_\_\_ Designate titles and roles
  - \_\_\_\_\_ Plan to attend a shooting sports workshop to become certified to teach one or more the disciplines (Archery, air rifle, .22, shotgun, muzzle-loading, wildlife ecology [hunting], and pistol ). Each discipline requires an 12-hour certification.
6. \_\_\_\_\_ Involve the committee in planning the year.
  - \_\_\_\_\_ Start small; pick the disciplines that you have leaders trained to instruct; (if you offer the program as a county program, limit the enrollment to numbers the certified leaders feel they can handle *time* and *facility wise*.)
  - \_\_\_\_\_ Establish a budget including all costs of equipment, educational supplies, facility rental etc. Determine sources of revenues since fees may need to be charged to 4-H shooting sports members.
  - \_\_\_\_\_ Arrange for use of facilities where youth can receive instruction and practice (Contact local armories, gun clubs, sportsman groups, and sporting goods stores to locate and arrange for a shooting range appropriate to the shooting sports options you plan to offer.)If activity is on your property, be aware of risks and liabilities involved.)
  - \_\_\_\_\_ Clarify up front with the facility, the cost, and insurance coverage.
  - \_\_\_\_\_ Clarify with the facilities manager *after* Registration/Orientation.
    - \_\_\_\_\_ time(s) \_\_\_\_\_ size of group
  - \_\_\_\_\_ Decide on frequency and number of group meetings for youth.
  - \_\_\_\_\_ Plan a registration /orientation meeting for youth and parents before the start of the season.
  - \_\_\_\_\_ Develop a Risk management Plan including *permission to participate* and *waiver forms*.
  - \_\_\_\_\_ Determine a lesson plan for your yearly program and follow it.  
Topics to include: Shooting sports instruction, fair exhibits, teaching aids, wildlife ecology or naturespace topics.
  - \_\_\_\_\_ Record minutes from meetings and events (including attendance) and keep them on file.
7. \_\_\_\_\_ Get Started and have fun!

# Managing 4-H Money

1. Regardless of the funding source, “4-H money belongs to the public”. Volunteer leaders must take their fiduciary responsibilities seriously.
2. Set up a Shooting Sports budget and finance committee and designate a qualified individual as treasurer.
3. Your county extension office may set up a separate account for shooting sports or make a separate account in the leaders association for shooting sports.
4. Use a simple computer program to record financial data, chart of accounts, and an annual budget. After setting up the budget, be sure you follow it.
5. Use purchase order number system for all purchases over \$25.00.
6. Use your county 4-H program sales tax number or pay the proper sales tax when applicable.
7. Make payments against original invoices only.
8. Request checks for income whenever possible. It is easier for both parties to track.
9. Individual receipts should be provided immediately for all monies received including donations.
10. Use a locked cash box – don’t put cash or checks in your pocket.
11. Deposits and disbursements should be made in a timely (monthly) fashion.
12. It is recommended that you do not carry over large sums of money into the following year. Income for the year should be spent in the year received. Keep reserve fund accounts to a minimum.
13. Shooting Sports treasurer should provide written financial statement at the annual meeting or as often as directed.
14. Financial records should be audited (by financially qualified individuals) annually by an appropriate group designated by the County 4-H Leaders Association or Extension staff.
15. Keep all records in a safe place permanently.



## **4-H Money = Public Funds**

- A 4-H Charter is the only document that officially recognizes a 4-H Club or Affiliated 4-H Organization and authorizes its use of the 4-H Name and Emblem for the conduct of 4-H Youth Development programs.
- All money received by a 4-H club is public money since 4-H is a public organization.
- Federal regulations governing the continued use of the 4-H name and emblem require annual financial reporting and accountability.
- Funds raised in the name of 4-H must be publicly accountable and must be used for 4-H purposes.
- All moneys received from 4-H fund raising programs, except those necessary to pay reasonable expenses, must be expended to further the 4-H educational program.
- The 4-H treasurer is responsible to all members, leaders, 4-H Youth Development Staff, and the public.

## **Managing 4-H Money**

- 4-H funds must be deposited in a public financial institution in an account bearing the 4-H name.
- An Employer Identification Number (EIN) is needed to open a checking or savings account.
- **Do not** use a personal social security number in establishing a 4-H checking or savings account. To apply for an EIN from the Internal Revenue Service check with 4-H Youth Development Staff or the IRS website: <http://www.irs.ustreas.gov/businesses/small/article/0%2C%2Cid=102767%2C00.html>.
- Checks should require 2 signatures: the club treasurer and an adult leader. Avoid having a parent-child as both signatories.

## **State Tax Facts**

- 4-H clubs are eligible to receive and use a sales tax exempt number. To obtain a sales tax exempt certificate, contact the Extension Office or <http://www.dor.state.wi.us/forms/sales/s-103.pdf>.
- When a tax exempt number is used, you do not pay sales tax on purchases.
- Clubs do not charge sales tax on fund raisers as long as they meet state sales tax requirements.

## **Dissolution Clause**

- All 4-H entities need to include the following dissolution clause in their bylaws or guidelines:  
“Upon dissolution of the 4-H club, any assets must be turned over to a recognized 4-H club or group, with the approval of the 4-H Leaders Association and the county 4-H Youth Development Staff.”  
-Wisconsin 4-H Policy

## **Best Practices**

- The treasurer position in a 4-H club is a youth position.
- Use good money handling practices:
  - Writing a receipt for all monies received. The receipt should include the amount, source of the funds (such as a car wash or plat book sale), the date, and the name of the person making the payment. Receipts are back-up records for bank deposits made. Receipts should become a permanent part of the club files.
  - Depositing all monies into the bank account promptly.

## Best Practices Continued

- Members need to approve payments.
- A payment approval form should be used and the receipt from the purchase should be attached.
- Financial records should be kept up-to-date and reported at each club meeting.
- 4-H Club Annual Financial Report **must** be submitted on time each year to the UW-Extension Office to continue to use the 4-H Name and Emblem.

## Fund Raising Guidelines

- Money raised in the name of 4-H must be used for 4-H purposes.
- Fund raising should only be conducted to meet a club goal. There must be a definite plan to account for funds raised prior to authorization.
- Generally, money raised during the year should be spent that same year.
- Discuss fund raising plans with 4-H Youth Development Staff.
- Check with 4-H Youth Development Staff before putting the 4-H name or emblem on any item you intend to sell for profit.
- In connection with 4H fundraising purposes, the following disclaimer must be used on products or services offered for sale: “A portion of the sales price of this product or service will be used to promote 4H educational programs. No endorsement of the product or service by 4H is implied or intended.”
- 4-H clubs that plan to conduct raffles or bingo, must comply with state regulations and obtain licenses from the State of Wisconsin License, Permit and Registration Services:  
<http://www.wisconsin.gov/state/app/license?COMMAND=gov.wi.state.cpp.license.command.ShowPermitTypes&selectedLicense=2001010811174411321565>.

## Discuss Money with Your 4-H Club

- Members should vote on dues annually.
- Members should decide if fund raising is needed to have funds for their planned activities.
- Members should approve a budget.

## Resources to Help

- National 4H Headquarters Policies and Regulations  
[http://www.national4hheadquarters.gov/library/4h\\_polregs.htm](http://www.national4hheadquarters.gov/library/4h_polregs.htm)
- Tools and information to help clubs answer financial questions  
<http://www.uwex.edu/ces/4h/clubs/money.cfm>
- 4-H Club Teaching Materials  
<http://www.uwex.edu/ces/4h/volunteers.cfm>
- 4-H Youth Development Staff

Developed by René L. Mehlberg, Winnebago County 4-H Youth Development Educator.

Information adapted from:

- National 4-H Headquarters Policies and Regulations  
[http://www.national4hheadquarters.gov/library/4h\\_polregs.htm](http://www.national4hheadquarters.gov/library/4h_polregs.htm)
- Wisconsin 4-H Club Financial Handbook for Leaders, 1998.
- “Wisconsin 4-H Financial Polices” power point presentation by Carolyn Belczyk, Walworth County Department Head/4-H Youth Development Educator.



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## 4H Leaders: Keep Your Own Records – for Use at Tax Time!

Record-keeping is one of the foundational skills we teach in 4-H. Like any other skill, the teachers can teach it best if they also practice it themselves. There are many ways (enrollments and calendars, just to name a couple) in which you keep records for the good of the 4-H club or program. There are also ways in which you should keep records for your own benefit. Records of your contributions to your 4-H club or to the 4-H program as a whole can reduce your income tax bill, saving you money. Reducing your tax bill isn't a selfish step; instead, it gives you more money available for the good things you want to do!

Your contributions to a 4-H club, the county 4-H program, or the 4-H foundation, whether made in cash or in goods contributed, are tax deductible if you itemize deductions on Schedule A of Form 1040. In addition, some expenses you incur in your 4-H work are also deductible.

### Cash Contributions

Cash contributions you make to a state or county 4-H foundation are deductible. Direct contributions to a 4-H club are also deductible, because 4-H clubs are designated by the IRS as qualified organizations.

**Records and Receipts.** For all cash contributions, records and receipts are needed in case you are asked to prove the contribution. Beginning in tax year 2007, receipts and/or cancelled checks are required to prove the contribution – a written record of cash contributions will no longer be sufficient. For any contribution over \$250, the organization must provide you with a written acknowledgement of the contribution which makes it clear whether you received (or did not receive) any tangible benefit in return for the contribution.

**Raffles, auctions, fund-raisers.** When you receive something tangible in exchange for a contribution, the contribution is not deductible except to the extent it exceeds the actual fair market value of the goods or services received. Therefore, most purchases of goods through fund-raisers (candy bars, spaghetti dinners, etc.) are not deductible. At a charity auction, a portion of the price may be deductible; for example if an item's fair market value is \$25, but you paid \$40 for it, you would be able to deduct \$15 as a charitable contribution. Purchases of raffle tickets are not tax deductible, even if the raffle is to benefit a non-profit organization. Likewise, the cost of playing bingo or other games of chance is also *not* deductible.

### Contributions of Goods

When you purchase items needed by the 4-H club, you are typically reimbursed by the club, and this has no effect on your taxes. If, however, you purchase items needed by the club and do not receive reimbursement, you may include that as a tax deduction. If possible, keep the sales receipt for the items you donated. If that is not possible, ask the club secretary, treasurer, or another leader to write a receipt acknowledging the contribution and its value (have them sign and date the receipt). Note that purchasing supplies to be used by your child to make a project which they will keep and use is *not* tax deductible.

#### Examples:

- Supplies for your club's educational or community service activity
- Snacks purchased for the club
- Trophies or prizes purchased for competition winners (*Note:* in some cases this may actually be a cash contribution, in which you give the money to the organization and they purchase the trophy.)

If you make a contribution that is worth more than \$250 but not more than \$500, you must get and keep an acknowledgement of your contribution from the 4-H club or program. If you made more than one contribution of \$250 or more, you must have either a separate acknowledgement for each or one acknowledgement that shows your total contributions. For information about deductions for non-cash contributions exceeding \$500, see IRS Publication 561.

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B. Wollan 3/06; rev 1/07

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## Deducting Your Expenses

As a 4-H volunteer, your biggest contributions are your energy, skills, and time. *There are no tax deductions for the value of your time or of any services you provide*, but there is a deduction for expenses you incur in providing those services.

To be deductible, the expenses must meet all four of the following criteria. They must be:

- a) Unreimbursed
- b) Directly connected with the services
- c) Expenses you incurred only because of the services you gave, *and*
- d) Not personal, living, or family expenses

**Mileage.** The most common volunteer expense deduction is for mileage. When you travel in order to carry out your duties as a 4-H leader, you can deduct the actual cost of gas and oil; if you do not keep track of actual expenses, you can deduct 14 cents per mile driven (2006-2007 figure).

Keep accurate records of the purpose, date and time of each trip. Examples of deductible trips:

- Travel from your home to the Extension office to drop off 4-H enrollments
- Travel from home to the Fairgrounds to supervise 4-Hers setting up the club's booth
- Travel to a club outing (park, museum, etc.)

Because the expenses must be incurred *only* for the services you gave (item c above), not every trip to the Extension Office may be deductible. For example, if you went into town for groceries, and also stopped at the Extension Office to pick up a form, that trip was not made *only* for volunteer purposes, and would not be deductible.

**State Bonus.** Individuals who itemize deductions can claim an additional deduction for charitable miles on Line 40 of their Iowa 1040 form. The additional deduction is equal to 34 cents per mile *minus* the charitable mileage deduction claimed on Schedule A. See the instructions for Line 40 and

**Does it sound like more trouble than it is worth?** Think again. If you put a system in place that makes it easy to keep track of your expenses and contributions, you will find that it soon becomes routine to make notes that will pay off at tax time. *Example:* a 4-H leader lives 10 miles from the Extension Office and Fairgrounds, and makes 20 trips during the year for club meetings, leader meetings, fair events, etc. At 14 cents a mile, those 400 miles are a \$56 tax deduction. Add to that some supplies or snacks purchased for club activities (\$25) and a \$50 contribution to the 4-H foundation, and we have tax deductions of \$131. For a moderate income family in the 15% federal tax bracket and 7% state bracket, those deductions reduce the tax bill by \$28. Throughout the year, this leader may have spent an hour (at most two hours) keeping the records for those tax deductions. A payoff of \$14 - \$28 per hour is nothing to sneeze at! And the \$28 gained is money the leader can put to use – for the benefit of his or her family, or the 4-H club, or some other worthwhile purpose!

note special instructions for married couples filing separately.

**Exclude family expenses.** Expenses you incur specifically for the benefit of your own family members are not tax deductible. Two examples to illustrate: If you drive extra miles on your way to a 4-H event in order to pick up your own child who had spent the night with a friend, the extra miles would not be deductible. However, if you drive out of your way to give a ride to some 4-Hers who could not otherwise participate in the event, those miles would be deductible.

### Other Travel Expenses.

Parking fees and tolls related to a volunteer trip are deductible. Meal expenses that are necessary to your volunteer role for 4-H are deductible only if you are away from home overnight. Necessary hotel costs are deductible, as are costs for air, rail, bus, or taxi transportation. If, however, you did not have an important role in the trip or activity (perhaps you simply went along so that you could share the activity with the 4-Hers), then your expenses are not deductible.

As a general rule, you can claim a charitable contribution deduction for travel expenses necessary in your role as volunteer for a charitable organization *only if there is no significant element of personal pleasure, recreation, or vacation in the travel*. Examples: If you traveled to a lake recreation area and stayed a week, helping at a 4-H camp every morning but spending the rest of the day on your own activities, your trip would not be deductible. By contrast, if you helped with the camp full-time and your presence was necessary to its success, and you *enjoyed* the work you did with the 4-Hers, your expenses would be deductible. [Key point: The simple fact of enjoying your 4-H work does not prevent the expenses from being deductible!]

*For complete details, see IRS Publication 526, Charitable Contributions, available at [www.irs.gov](http://www.irs.gov)*



# Formula for Success

- S imple
  - A ction oriented
  - F un
  - E ducational
  - T otal family involved
  - Y outh- centered
- .....

## **10 Steps to a Successful 4-H Shooting Sports Program**

1. Identify your key leaders
2. Identify persons interested in establishing a shooting sports program
3. Invite that group of leaders to a meeting to discuss starting a program.
4. Meet with the "survivors" to form a county team who will be trained and equipped to start the program
5. Attend a training workshop
6. Develop a county plan
7. Develop the necessary support: human, financial, facilities and material
8. Set the plan in motion by recruiting leaders and youth
9. Let the volunteers run the program with Extension advice and consent.
10. Draw advanced participants into roles as assistants

## **Strong 4-H Shooting Sports Programs have:**

1. Strong focus and commitment to the development of young people
2. A strong cooperative dedicated shooting sports committee.
3. A large, active and dynamic group of leaders.
4. Youth ownership and involvement in the program.
5. Parental involvement
6. Action and hands-on-learning
7. Fun for both youth and leaders
8. Constant recruitment and training of leaders

\*\*\*\*\*

## **Weak 4-H Shooting Sports Programs have:**

1. Emphasis on factors other than youth development
2. Weak or untrained committee
3. Possessiveness by the leader or committee with failure to involve other leaders
4. Failure to recruit new leaders
5. Use "adult" teaching styles, not action and hands-on
6. Failure to involve young people in program selection and delivery
7. Winning is the dominant objective
8. Failure to offer a diverse program

# Involving Youth Leaders

Give jobs that are  
interesting,  
challenging,  
really needed

Build independence into tasks

Pair youth carefully

Rotate job assignments

Keep System flexible

Praise and Appreciate

## *Delegating Responsibilities*

How you work with your youth will largely determine their success and growth and their value to the 4-H program.

Delegating responsibility can multiply your efforts, build good human relations, and provide for more efficient operation.

When delegating responsibility to your youth leaders remember to:

1. Be sure they are capable of carrying out the assignment.
2. Be sure they know what you expect.
3. Involve them in planning what is to be done.
4. Meet with your young leaders periodically.
5. Provide encouragement.
6. Let them carry out assignments without interference.
7. Don't hesitate to delegate responsibility.

## **GUIDELINES FOR ADULTS WORKING WITH 4-H YOUTH LEADERS**

When I work with a 4-H member who accepts the responsibility of being a youth leader, I need to ask myself some searching questions. I need to know what I hope to accomplish.

### **Purpose of Youth Leadership**

1. Provide more capable leaders for the 4-H club.
2. Provide learning experiences for the youth leader to develop their leadership ability.

### **Who Can Be A Youth Leader (4-H Youth Leadership Project)**

Any member that wants to improve their leadership ability can become a youth leader. Many 11 year olds are capable of helping in a leadership capacity.

### **Developing a Good Working Relationship Between the Adult and the Youth Leader**

(For example, an adult project leader and a youth project leader.)

1. Meaningful Involvement
  - Do I help the youth leader to be involved in the planning as well as the carrying out of activities or meetings?
  - Do I help them accept jobs, which they are capable of carrying out?
2. Acceptance
  - Do I help youth leaders feel accepted so they feel secure?
  - Am I able to help them grow from failures as well as successes?
3. Flexibility
  - Am I willing as an adult, to let a youth leader try something new and different?
4. Communications
  - How well do I listen to youth leaders?
  - How well do I share my ideas and feelings with them?
5. Trust
  - How willing am I to see a youth leader as a unique, worthy individual?
  - Do I see them as they are or as they are striving to be or do I still see them as a freckle- faced, mischievous ten year old?

### **Success As An Adult Leader**

An adult leader is successful when a youth leader becomes able to take over a responsibility, such as a project group or an activity, without any help from the adult leader

# Youth Leader Expectations

## **Archery – Air Rifle – Shotgun – Muzzleloading – Wildlife Ecology/Hunting**

1. Be a role model for kids of all ages.
2. Express and share your enthusiasm with others.
3. Continuously acquire knowledge and skills in your discipline and attend youth leader classes.
4. Listen and be courteous to leaders, all parents and other youth.
5. Share you skills confidently.
6. Be responsible for maintaining your own calendar of activities.
7. Cooperate with adult leaders in planning and fulfilling tasks.
8. Set and achieve reasonable goals. (don't over-extend yourself)
9. Accept and work with others regardless of their knowledge and skill.
10. With adequate preparation, be willing to communicate and do demonstrations for small groups.
11. Exhibit Youth Leader project at the fair.
12. Display good sportsmanship and always use respectful language.
13. Dress appropriately and present an image that makes others proud of you.
14. Create and develop teaching aids.
15. Keep records of when you work with youth. (When, where, for what event, how many youth are involved?)

## County Fair Projects / 4-H Project Sheets

- ➡ County Fair projects are part of your program, but should not be the major emphasis.
  - Know your county requirements for fair
  - Make up a list of ideas for possible fair projects
  
- ➡ Your Shooting Sports Committee has Input:
  - ◇ **Premium Book listings**
    - Know who is responsible for changes
    - Find out dates when changes are to be made and make them in writing.
  - ◇ **Project Record book Sheets** for shooting sports disciplines:
    - You can develop new ones or make revisions of current project record sheet

## Talks or Demonstrations by Youth

- ➡ Helps youth to develop speaking skills
- ➡ Promotes your SS program
- ➡ Utilize targets or equipment as demonstration aids

# Promoting 4-H Shooting Sports

## *Promotional Activity Ideas:*

|   |                             |
|---|-----------------------------|
| Talks and demonstrations                                    | Orientation Meeting         |
| Portable Air Rifle/Archery Range                            | Team Competition            |
| Bring a youth leader to a meeting                           | Wildlife related games      |
| Post Competition Results (name all participants)            | Wildlife Art Displays       |
| Specialty Guest speakers                                    | Breakfast on the Farm       |
| Community Picnics   | Cable T.V./Interviews       |
| Sportsmanship through 4-H Shooting Sports                   | School Open House           |
| 4-H Open House  | Summer Camp                 |
| Family Fun Day  | 4-H Club Visits             |
| Bring a friend to Class/meeting                             | Bring an adult to a meeting |
| Wildlife Camera Hunt  | Post Photos at meetings     |
| Orienteering/Compass Activity                               | Alumni Involvement          |
| Fair Projects on display at Open Houses & meetings          | County Fair Booth           |
| Sharing Activities with Other Youth Groups (Scouts, Church) |                             |
| Promote Participation (Competition Value)                   |                             |

## *Promotional Aides (Include your club or county name wherever possible):*

|                          |                                |                 |
|--------------------------|--------------------------------|-----------------|
| Displays/Posters         | Club /County Banner            | Target Cookies  |
| Target Backstop Sponsors | Name tags                      | S.S. Equipment  |
| Placemats                | Stationery                     | Thank-You Notes |
| Pictures (photo albums)  | Wildlife Stamps: Tracks/Leaves | Slide Show      |
| Target Silhouettes       | Buttons                        | Caps            |
| Badges/Pins              | T-shirts                       | Flyers          |
| Arrow Pens               | Donor Plaques                  | News Articles   |
| Press Releases           | Public Service Announcements   | Medals/Ribbons  |
| Alumni Photos            | Fair Projects                  | Score Cards     |

# 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 fund raising 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.

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, he will not give to 4-H unless he is interested in the program.

## 4. WRITE A PROPOSAL AND GATHER APPROPRIATE PROMOTIONAL PIECES

Writing the proposal will help staff and volunteer 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.

## 5. 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.

## 6. THE APPOINTMENT

The 4-H development effort takes on a sense of urgency and importance when staff and volunteers make the effort to see a potential donor in person. It also gives them a chance to answer questions or clear up misconceptions the prospect might have about 4-H. Staff and volunteers will call their first potential donors and set a dates and locations to meet. A quiet location with limited distractions is best.

## 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. Also, remember.

- Be sure to listen. Let the donor lead the volunteer to his interests and then summarize what he said when the meeting ends.
- 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 they are proud of.
- 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..
- Remember to ask for a gift. It is better for staff or volunteers to make mistake in asking, than not to ask at all. We hope you considered an investment of \$\_\_\_\_\_ payable by \_\_\_\_\_. Is a tactful and sensitive approach.
- 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.
- When the donor makes a pledge, staff and volunteers should not rely on body language to confirm the gift or gift amount. 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)

## 8. 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 a donor organization must provide documentation to a donor for his gift.

## 9. 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.

# Supporting Partners of 4-H Shooting Sports

## Funding and /or Program

- National Wild Turkey Federation – State Grants <http://www.nwtf.org/>  
State Chapters - Superfund (grants)  
J.A.K.E.S. events  
Local Chapters Volunteers  
Funding  
J.A.K.E.S.  
Special events – (youth turkey hunting clinics)  
Fund-raising banquets
- National Rifle Association – NRA <http://www.nrahq.org>  
Educational resources, Safety, sanctioning body for competitive events, marksmanship program.  
NRA Foundation <http://www.nrafoundation.org/friends/>  
Friends of NRA – fund-raising banquets – State Grants >  
[http://www.nrafoundation.org/foundation/graphics/grant\\_guidelines.pdf](http://www.nrafoundation.org/foundation/graphics/grant_guidelines.pdf)
- National Shooting Sports Foundation – NSSF <http://www.nssf.org/>  
Educational and Safety Resources, range plans, special events, printed materials,  
Youth Programs – SCTP Scholastic Clay Target Program
- USA Shooting <http://www.usashooting.com/usashooting.cfm>  
National governing body of U.S. Olympic Shooting Sports. Shooting development programs,  
sanctions events.  
Youth Program: 4-H Passport program
- Civilian Marksmanship Program – CMP <http://www.odcmp.com/>  
The Civilian Marksmanship Program promotes firearms safety training and rifle practice for all  
qualified U.S. citizens with emphasis on youth. CMP operates through a network of affiliated shooting clubs  
and offers special safety training and marksmanship courses.
- Local Chapter of: for volunteers, funding, special event sponsorship
- Quail Unlimited <http://www.qu.org/>
- Pheasant Forever <http://www.pheasantsforever.org/>
- Whitetails Unlimited <http://www.whitetailsunlimited.org/>
- American Legion [http://www.legion.org/events/evt\\_shooting.htm](http://www.legion.org/events/evt_shooting.htm)  
Junior shooting program – air rifles, funding, volunteers

Jaycees <http://ibbgcm.home.att.net/>  
BB gun program – hosts the International BB Gun Championship Match.  
Local chapters for funds, volunteers, sponsorship

Local Gun Clubs – Bowhunters

Your own state DNR, Conservation Dept., or Fish and Game agency

Other associations, agencies that might prove useful

International Hunter Education Association - <http://www.ihea.com/>

Amateur Trap Association (ATA) – <http://www.shootata.com/atahome.cfm>

National Skeet Shooting Association – <http://www.mynssa.com/>

National Sporting Clays Association – <http://www.nssa-nasca.com/nsca/index.html>

National Archery Association – <http://www.usarchery.org/>

National Field Archery Association – <http://www.nfaa-archery.org/>

National Muzzle Loading Rifle Association - <http://www.nmlra.org/>

Gerry Snapp, University of Missouri, 4-H State Specialist; State Shooting Sports Coordinator

## References & Resources

✚ Find resources at:

National 4-H Shooting Sports Foundation

[www.4-hshootingsports.org](http://www.4-hshootingsports.org)

✚ WI 4-H Shooting Sports website:

[www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm](http://www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm)

✚ Check with your 4-H shooting sports representative or your WI 4-H Shooting Sports Coordinator for additional resources

# Shooting Sports Videos

|   |         |
|---|---------|
| <i>Wildlife Habitat and the Hunter</i> .....                  | 5 min.  |
| (Federal Ammunition)  |         |
| <i>Before You Hunt</i> .....                                  | 25min   |
| (Federal Ammunition)  |         |
| <i>Fundamental of Gun Safety</i> .....                        | 10 min. |
| (NRA)   |         |
| <i>Lethal Impact</i> .....                                    | 12 min. |
| (Univ. of Arizona )   |         |
| <i>Basic Pistol Shooting.</i> .....                           | 15min.  |
| (Federal, Daisy, Smith & Wesson)                              |         |
| <i>Basic Rifle Shooting</i> .....                             | 19 min. |
| (Federal Ammunition)  |         |
| <i>Basic Shotgun Shooting</i> .....                           | 19 min. |
| (Federal Ammunition)  |         |
| <i>Rifle Shooting Fundamentals</i> .....                      | 39 min. |
| (NRA)   |         |
| <i>From Basic BB Gun to Successful Shotgun Shooting</i> ..... | 7min.   |
| (Federal and Daisy)   |         |
| <i>PSE Bow Owners Guide</i> .....                             | 60 min. |
| (PSE)   |         |
| <i>Safe Use and Care of Firearms</i> .....                    | 20 min. |
| (Remington)   |         |
| <i>Activity of a Life Time</i> .....                          | 6 min.  |
| (New Mexico State University)                                 |         |
| <i>Archery the Basics</i> .....                               | 45 min. |
| ( Quintessential Prod./Ruth Rowe)                             |         |
| <i>Tree Stand Safety</i> .....                                | 20 min. |
| (Advanced Hunting Equipment)                                  |         |

\*The videos listed above are available for use from your area 4-H Shooting Sports Programs. Contact your 4-H Shooting Sports Representative or your state 4-H Shooting Sports Coordinator. (To locate your representative, check with your County Extension Youth Development Specialist or check the **WI 4-H Shooting Sports Web site at:** [www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm](http://www.uwex.edu/ces/4h/onlinpro/shooting/index.cfm)

# National 4-H Shooting Sports Code of Ethics

*A complete 4-H shooting sports 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 shooting sports 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 Shooting Sports Instructor or Volunteer:

- I will respect the participants, volunteers and property associated with the 4-H 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 shooting sports program in a professional and ethical manner.
- I will strive to be knowledgeable of the life skills embodied in the 4-H 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 shooting sports guidelines and curriculum.
- I will respect the dignity of each participant in the 4-H shooting sports program regardless of gender, origin, ability, achievement or conviction.

4-H Shooting Sports Certification  
**General 4-H Worksheet**

Questions

1. As a shooting sports instructor, your primary job is to:
  - a. Make sure the kids learn how to hit the bulls eye
  - b. Keep everyone safe on the shooting line
  - c. Provide leadership and a positive role model for participants
  - d. Train shooters for competition
  
2. In order to become a shooting sports instructor, a person must:
  - a. Complete their county's enrollment procedure
  - b. Have an interest in young people and shooting sports
  - c. Successfully complete an eight hour shooting sports workshop
  - d. All of the above
  
3. A "life skill" that is taught in the 4-H shooting sports program is"
  - a. Learning how to safely handle a firearm
  - b. Making good decisions
  - c. Following the instructors orders without questions
  - d. Becoming a crack shooter so you can always bag game when hunting
  
4. At the end of each practice session, the instructor should"
  - a. Go over everyone's scores and make a big point of who got the highest scores and tell the ones with the low scores that they need to improve.
  - b. Tell the low scoring people they have to try harder next time.
  - c. Find something good to tell each individual about their shooting.
  - d. Tell them if they don't shape up and work harder you won't hold any more practices.
  
5. When purchasing equipment for the shooting sports program, you should:
  - a. Get the best and most expensive equipment even if it means only having a few items.
  - b. Find a compromise between quality and quantity so you have enough equipment for all.
  - c. Get the cheapest equipment so that you don't have to spend all your time in fund raising.
  - d. Tell the kids they have to buy all their own equipment if they want to be a part of the program.
  
6. T F A bear hug is a great way to make a kid feel worthwhile.
  
7. T F It is all right to leave another non-certified adult in charge of the shooting line while you leave the area temporarily to take care of an equipment problem.
  
8. T F When traveling with the kids, you can squeeze a few extras into your car because they are smaller than adults and can fit two to a seat belt.
  
9. T F Don't let the parent attend the practices because they may try to interfere with what you are teaching.

10. T F Be sure to let kids know what a great shot you are and that you will teach them to be just as good as you are.
11. Wisconsin 4-H Shooting Sports Policy states the ages of participants. What are the ages for:  
 NON-powder burning disciplines? \_\_\_\_\_  
 Powder burning disciplines? \_\_\_\_\_
12. T F A duty and responsibility of a certified shooting sports leader include being familiar with and using 4-H objectives and philosophies in your shooting sports program.
13. Risk Management in the Shooting Sports Program:  
 T F You need to have an informed understanding of risk so that you can manage it properly in your shooting sports program.
14. **INSURANCE:**  
 T F Each county 4-H shooting sports program has a policy for enrolled youth and enrolled adult leaders.  
 T F This coverage is secondary and minimal to their own insurance.
15. **Building Parent Partnerships**  
 For safety sake as well as your sanity you will neither want nor need all parents on the shooting line. But you will discover many jobs can be done by parents that have nothing to do with the actual act of shooting. Recruiting parents can increase interest and support the shooting sports program and will provide many helping hands.  
**LIST 4 JOBS THAT CAN BE PERFORMED BY INTERESTED PARENTS**  
 1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_
16. T F The positive approach in communication with youth is verbal and non-verbal.  
 It is estimated that 20% of our communication is non-verbal.
17. T F In the “Education Program Pyramid”, competition is the base of your program and the most important part.
18. T F When collecting 4-H money use a locked box and write a receipt for any money received.
19. The successful shooting sports program has the acronym SAFETY. Using this acronym complete other aspects of a successful program.  
 S \_\_\_\_\_  
 A \_\_\_\_\_ - \_\_\_\_\_  
 F \_\_\_\_\_  
 E \_\_\_\_\_  
 T \_\_\_\_\_  
 Y \_\_\_\_\_
20. Promoting 4-H Shooting Sports can be done by  
 a. Talks and demonstrations given by 4-H’ers  
 b. 4-H Open House / School Open House  
 c. Bring a friend to class/meeting  
 d. Summer camp  
 e. All of the above