



Georgia 4-H Project S.A.F.E. Certified Coach Training Manual

General Standards

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Table of Contents

4-H, S.A.F.E. and Youth Development

What is Project S.A.F.E.	- 4 -
Project S.A.F.E. Objectives	- 5 -
The Roots of the Project S.A.F.E. Program	- 5 -
Ideal Youth Programs	- 7 -
Youth Development	- 7 -
4-H Essential Elements	- 9 -
Positive Youth Development.....	- 10 -
Experiential Learning	- 11 -
The Art of Teaching Kids	- 12 -
Youth and Competition	- 14 -
Supporting Youth in Competition	- 16 -
Being a Successful Coach.....	- 17 -
S.A.F.E. Code of Ethics	- 18 -
Kids 'n' Guns	- 19 -

Program Management

Requirements and Guidelines	-20 -
Getting Started	- 21 -
Best Management Practices	- 22 -
Staff and Volunteer Roles	- 26 -
Chartering 4-H Clubs	- 27 -
Planning the Annual Program	- 28 -
Sample Action Plan	- 32 -
Annual Organization Meeting	- 33 -
Yearly Timeline	- 34 -
Activity Reports.....	- 35 -
Funding and Fundraising	- 36 -

Policies and Procedures

Adult Behavior Guidelines	- 38 -
4-H Code of Conduct	- 39 -
Behavior and Guidance	- 41 -
Safety and First Aid	- 43 -
Reporting Incidents and Illness.....	- 45 -
Ages and Stages	- 47 -
Non-Threatening Hands-on Instruction.....	- 50 -
4-H'ers with Disabilities.....	- 50 -

Risk Management

Risky Business	- 52 -
Elements of a Risk Management Plan.....	- 55 -
Sample Risk Management Plan	- 56 -

Resources/ Forms

Sample Enrollment Forms	- 58 -
Sample Code of Conduct.....	- 59 -
Medical Release Form.....	- 60 -
Participants and Parent Contract.....	- 62 -
Transportation Permission	- 63 -
Project S.A.F.E. Activity Log.....	- 64 -
Member Sign In / Attendance Log	- 65 -
Incident Report Form.....	- 66 -
Equipment Inventory.....	- 67 -
Equipment Check Out Form	- 68 -
Insurance Information.....	- 69 -

What is Project S.A.F.E.

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

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

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

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

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

The proportion of volunteers and participants new to 4-H is as high as 80 percent in S.A.F.E. programs. Links with other 4-H programs allow the program to introduce the wide array of activities and learning experiences 4-H has to offer. The program promotes positive interaction between young people and concerned, interested and well-prepared adults with shared interests. Those relationships result in recruitment of both youth and adults who are 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, muzzle loading, pistol, rifle and shotgun. A foundation of basic programs leads into more advanced activities.

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

leadership teams are of the most significant keys to success. State workshops equip leaders to deliver and promote the program.

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

Project S.A.F.E. Objectives

The 4-H Project S.A.F.E. program strives to enable young people, their parents and adult volunteers to become responsible, self-directed, and productive members of society. Agents, leaders, instructors, and coaches must understand the goals and objectives of the program to manage or present the program properly. These goals and objectives are consistent with the goals and objectives of the 4-H program. The program transfers knowledge, skills and attitudes to develop human capital, using the subject matter and resources of the land-grant universities.

The specific goals and objectives of the S.A.F.E. program include but are not limited to those listed below.

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

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

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

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

Shooting and hunter education organizations shared a concern about recruitment and development. Although shooting is almost as attractive as track and field in international sporting events, competitive shooters were relatively rare and aging. Recruitment involved shooting organizations reaching out to people who were already interested in shooting sports. Like many other organizations (including 4-H) the recruitment efforts were directed at the easily reached audience of shooters who had a shooting tradition.

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

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

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

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

The cooperation with other organizations and agencies, innovation within 4-H, skill development, and recruitment of identified audiences, has been powerful. Where the

program goes from here depends upon the orientation and commitment of the leaders and coaches who drive it.

Ideal Youth Programs

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

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

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

Youth Development

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

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

Youth professionals in 4-H have combined fundamental life skills into three major categories of skills: coping, competencies, and contributory. Like any taxonomic scheme these skills are dynamic and open to interpretation and alteration. Some critical

components require effort to fit into the scheme while others seem to span the major categories.

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

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

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

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

4-H Essential Elements

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

Caring Relationship (Belonging)

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

Constructive Learning Experiences (Mastery)

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

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

Leadership Opportunities (Independence)

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

Service To Communities (Generosity)

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

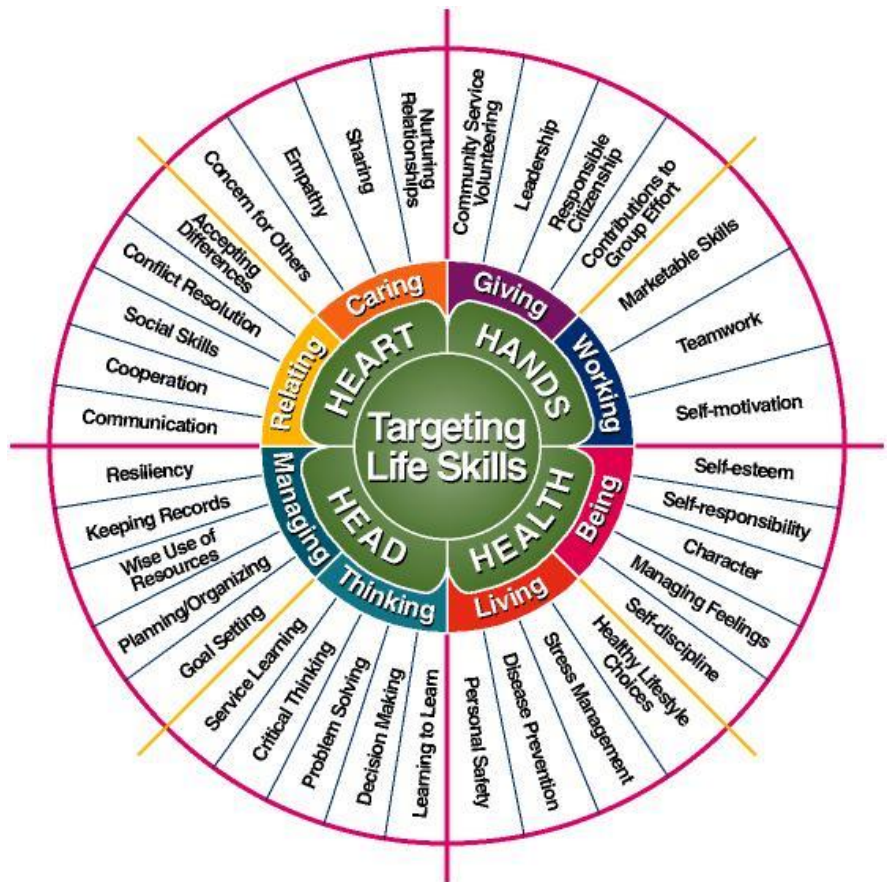
Positive Youth Development & Targeting Life Skills

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

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

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

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

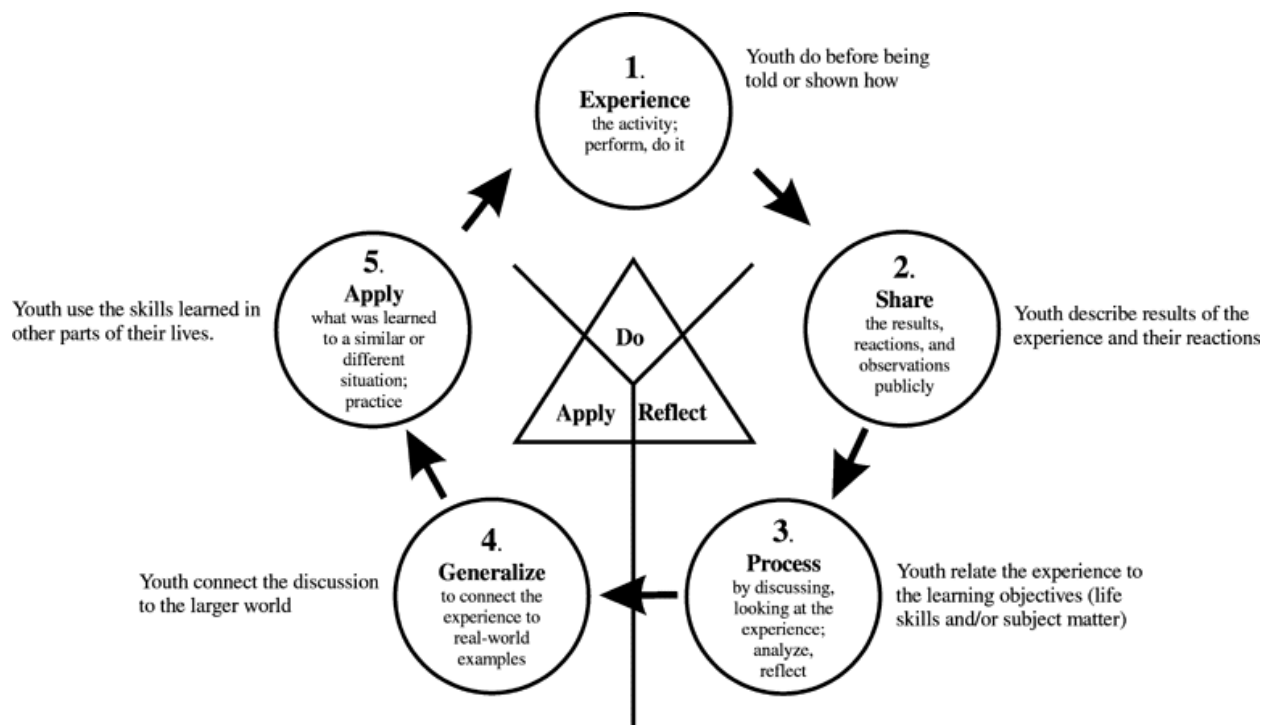


“Learn by Doing” Experiential Learning

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

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

The steps of the experiential learning process are:



The Art of Teaching Kids (And Crusty Old Codgers)

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



Ability in Balance with Challenge

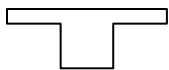
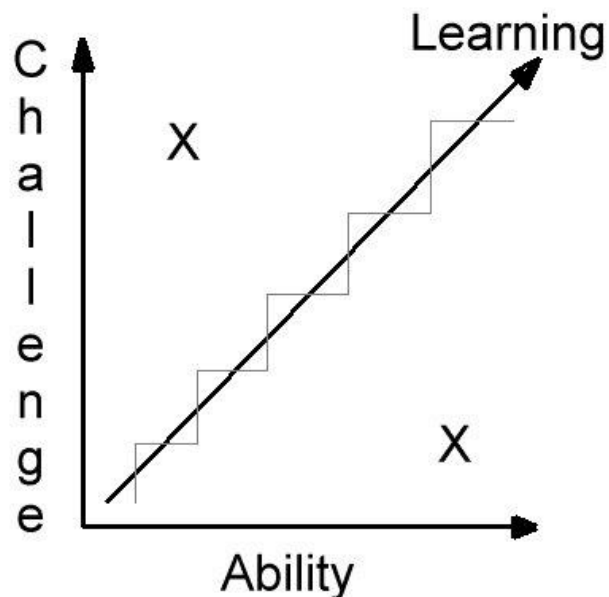


The ABCs of teaching young people, or the basic concept that must be understood in order to be an effective teacher, is the concept of Ability in Balance with Challenge. The object of an educational activity is to take a student from some starting point to some goal.



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

As teachers, we must find opportunities that challenge the student with more difficult experiences. But after each challenge, the student must be brought back in to the comfort of his/her ability so education can occur.



Tell me, I forget;

Show me, I remember;



Involve me, I understand.



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

Focus on the Youth

As a teacher, you must focus on your audience – YOUTH! It is easy for adults, with a broad frame of reference, to think and speak in ways that young people have no chance to comprehend. Skilled teachers are able to put themselves in the shoes of the



people sitting in their audience. You must be tuned in and focused on a youthful train of thought before a connection can be made with youth audiences.

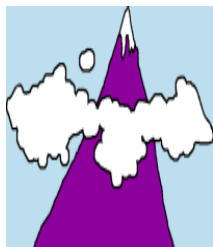
TM Teachable Moments

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

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

Allow Youth to “Screw Up”

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



Leave Them on a High Point

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

De – Brief

No, No, No... Don't run up behind your unsuspecting young people and pull their shorts down around their ankles. That is not the type of de-briefing we are referring to. Teachers often do a tremendous job of educating but then fail to stop, discuss what happened, and drive home their educational message in a good de-briefing session. Take time to



discuss failures and successes with your students so they have a better understanding of what they are learning and experiencing.

It has to be Fun!

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

Fun!

S Sneaky Prophylactic Education

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

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

Youth and Competition

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

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

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

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

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

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

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

On the other hand, goal competitiveness is the desire to be the best one can be. Success is measured by growth instead of the final score or ribbon. Emphasis is placed on the child’s or the team’s goals and the strides toward accomplishing them. The key to healthy goal competitiveness is that the goal is skill development, instead of being the champion.

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

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

Guidelines for Adults When Supporting Youth in Competition

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

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

Being a Successful Coach

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

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

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

A successful coach always:

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

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

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

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

Fun - It must be fun if you want youth to participate.

Educational - Programs must be education focused

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

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

Georgia 4-H S.A.F.E. & National 4-H Shooting Sports Code of Ethics

A complete 4-H Project S.A.F.E./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 coaches and volunteers must be cognizant of their role as a moral and ethical mentor, as well as a teacher to youth and adults in their state, county, and community.

As a 4-H Project S.A.F.E. coach:

- I will respect the participants, volunteers and property associated with the 4-H Project S.A.F.E. Shooting Sports program.
- I will set a good example as a mentor and role model for 4-H youth and volunteer leaders.
- I will conduct my 4-H Project S.A.F.E. program and myself in a professional and ethical manner.
- I will strive to be knowledgeable of the life skills embodied in the 4-H Project S.A.F.E. 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 Georgia 4-H Project S.A.F.E. guidelines and curriculum.
- I will respect the dignity of each participant in the Project S.A.F.E. program regardless of gender, origin, ability, achievement or conviction.

Name (Print)

County

Signature

Date

Kids 'n' Guns

“Common Objections to S.A.F.E.”

Why does 4-H have a shooting sports program?

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

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

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

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

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

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

- Yes. But you will miss some youth who are interested in hunting and shooting.
- Reach families with interest in hunting and shooting.
- 4-H Shooting Sports enhances the gender ratios of members and volunteer leaders of State 4-H programs.

S.A.F.E. Requirements and Guidelines

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

State 4-H Program Requirements:

- Every time a meeting/practice session is held for a Project S.A.F.E. Club, there must be at least one 4-H certified coach in the discipline being conducted present in addition to adequate adult supervision for the number of youth involved. There should always be a minimum of two adults present at each activity.
 - 4-H Certified Coaches must attend a 4-H Certified State Training workshop where they receive a minimum of 8 hours in discipline instruction and 4 hours in youth development instruction.
 - Adults assisting with the program and working with youth must complete the 4-H Screening process (application, background check through UGA, and reference checks) through the county Extension office, sign the UGA volunteer agreement, and complete the online risk management training prior to assisting with children other than his or her own personal child.
 - Certified coaches and other adults providing supervision must be at least 21 years of age or 18 years of age and have at least 3 years age difference between the oldest allowed participants in the program. Certified coaches younger than age of 21 must be supervised by a certified coach or staff member older than the age of 21.
- 4-H enrollment forms, medical release forms and code of conduct forms must be signed by 4-H'ers and parents and be collected each year.
- Every time a 4-H S.A.F.E. club meets, a roster should be maintained and an activity report should be filed with the county Extension office. The county Extension staff will set the guidelines on how they would like this information submitted to the office.
- The National Shooting Sports Curriculum presented at the coaches training must be implemented in the county S.A.F.E. program. If the curriculum is not being implemented, then a 4-H program is not being conducted by the leaders in the county.
- Programs should follow the competition guidelines found in the 4-H Awards Guidebook for all events and in county trainings for the discipline in which they are participating.
- Each county program should develop a Risk Management Plan or establish emergency procedures for its program.
- Insurance should be discussed with the local Extension office and the proper policy must be maintained on the S.A.F.E. Club
- SAFE programs that meet for more than six months during a calendar year or are involved in fundraising are required to complete a 4-H Charter. Once the initial charter is filed, a renewal is filed yearly. All clubs are encouraged to complete charters, but clubs that meet for more than six months in one calendar year or

are involved in fundraising must complete charters unless an Extension staff member who is a certified coach plans, and implements the program.

- **Regarding simulated combat sports:** Pointing any type gun (including but not limited to) paintball, air-soft, laser tag, archery tag or sighting devices at any person or any humanoid shaped target is inappropriate in any 4-H program activity.

Additional Guidelines:

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

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

Getting Started: The 9-Step Approach

Project S.A.F.E. Clubs, like other 4-H activities require much initial effort.. As the old saying goes, “Anything worth doing is worth doing right.” The success of a program relies greatly on the planning and preparation before the first 4-H’er steps through the door. Programs can be initiated by county staff or volunteers. However, communication between volunteers and staff is the number one factor in having a successful program. Following is a suggested guide on how to either start a new S.A.F.E. program or re-energize a current program.

1. Identify key leaders or a team of adults who are interested in shooting sports, youth, and beginning an opportunity in your county. Conservation officers, hunter’s education instructors, and local sporting club members are a good place to start, but don’t forget parents and other 4-H volunteers who have an interest in working with youth. Just as we can help those adults who have knowledge of a sport learn to work with and develop young people, we can also help those adults who already know the ins and outs of 4-H learn to support youth in the sport of shooting. Truth be known, some of the best S.A.F.E. coaches have learned right along side of the 4-H’ers with whom they work.
2. Invite potential leaders to an initial meeting to discuss options for a county program. During this meeting, you will want to answer two important questions:
 - a. What age group do you want to target? The target 4-H audience should be one of the first things that is considered. Is your goal to develop a program to attract and retain older young people in 4-H? Or is your goal to establish a program for younger youth that you can continue to grow through 4-H? By the time students reach middle and high school age,

they are usually committed to the extracurricular activities in which they participate. Although they may want to try new things, they simply may not have the time necessary. Elementary students are still searching for new things. At this age, they also begin to identify those sports they love and want to participate in. Not to mention, elementary school students seem to always with an eager volunteer force...parents.

- b. What resources are available and what discipline would be the best to start within your county? Take time to assess the needs of youth, parents, and your community. Just because you have adults interested in starting an archery program, your 4-H'ers may be interested in BB or some other shooting sport.
3. Before going another step, take the time to have all new potential volunteers to complete a volunteer agreement, leader application, collect references, complete the 4-H adult leader screening guidelines and online risk management training.
4. Put together a county team and register at least two adults to attend the Certified S.A.F.E. Coaches Training in the discipline you have identified to begin in your county. At the training, adult leaders will receive an introduction to the 4-H S.A.F.E. program, learn basic guidelines for planning a program, and learn how to coach youth in the selected discipline. The training is open to adult leaders, including Extension staff, who will be working with your program.
5. Following the training, newly certified coaches should meet with Extension staff to digest what was learned before going forward. There is a lot of information given during the training and some time is needed to help sort out what is best for your own program.
6. Develop your action plan. Where are you going to conduct your program? How will it be funded? How will you recruit youth and adults to participate? What activities are you going to offer? Who is in charge of what duties? Your Action Plan is your road map. Have you ever tried to get some place new without directions? Coaches attending the training will be provided with a sample Action Plan that they can bring back to the county to help develop your own plan.
7. Recruit additional adult involvement as needed and youth members.
8. Hold an organizational meeting for youth and parents. This is the best time to explain to both youth and parents what is involved and what they will be doing in the program. During the organizational meeting, enrollment forms can be completed and initial safety instruction can be done with the youth. But don't forget the parents, shooting sports is a family sport. Take time to let the parents know how they can get involved with and help support their young person.
9. Carry out your action plan.

Suggested Best Management Practices for Project S.A.F.E. Programs

Inventory Control

- One individual in charge of equipment for the local program should maintain an inventory list. A sign-out process will be used to record who/when/what/when returned.
- Only approved, certified coaches may sign out program equipment from inventory. Equipment assigned to youth, archery and air equipment, must be signed out by their parents. Firearms, .22 rifles and shotgun, should not be signed out to youth and their families.
- Extension staff responsible for the 4-H S.A.F.E. program in the county should also have access to all program equipment, the inventory list, and sign-out records.
- Equipment inventory should be audited at least annually (or more often if requested) by local and/or state Extension personnel responsible for 4-H Shooting Sports program. *The state Extension staff person responsible for 4-H Shooting Sports program has the ultimate authority to remove 4-H Shooting Sports program equipment from any 4-H Shooting Sports club or instructor based on lack of safety practices, inadequate storage and transportation safeguards, concerns about inventory control, inadequate emphasis on positive youth development, or other reasons based on professional judgment.*

Storage of Firearms

- All firearms will be stored unloaded in a commercial firearm safe when not in use.
- All gun safes should be secured in a locked storage area or room with limited access, etc.
- Keys and combinations should be available only to certified coaches designated by Extension staff. Local county Extension staff responsible for the 4-H S.A.F.E. program must also have access to all program equipment.

Storage of Air Guns and Archery Equipment

- Archery equipment and air guns must be stored in a locked storage room, closet or warehouse/shed. Bows and guns should be stored in a case, preferable a locking case.
- Keys to the storage area should be available only to certified coaches designated by Extension staff. Local county Extension staff responsible for the 4-H S.A.F.E. program must also have access to all program equipment.

Ammunition

- All ammunition, shotgun shells, rifle shells, pistol shells, powder, caps, BBs and pellets must be stored separate from the guns which use them.
- Access to the ammunition should be limited: certified coaches designated by Extension staff. Local county Extension staff responsible for the 4-H S.A.F.E. program must also have access to all program equipment.
- Ammunition must be stored in a locked closet, room or warehouse.
- Only factory loaded ammunition may be used in all 4-H S.A.F.E. programs

Transportation of Equipment

- Only licensed individuals age 18 or older who have completed the volunteer screening requirements and motor vehicle check are permitted to drive vehicles transporting 4-H S.A.F.E. equipment.
- When transporting firearms, air guns, and ammunition, all firearms should be cased with a trigger or cable lock in place or in a locked case.
- Equipment must be transported in such a way that the equipment cannot be seen from outside the vehicle. Some examples of concealment include transporting in the vehicle's trunk, in a locked trailer, beneath a pick-up truck bed topper, etc. The vehicle should not be left unattended when equipment is being transported.

Guidelines for Handling Firearms on 4-H Ranges

It is the responsibility of each and every person to insure that our programs continue the high standards of safety and continues to serve as great education tool for young people interested in the sport of shooting. This not only includes the 4-H'ers and coaches, but parents as well.

- When firearms are brought to and from the 4-H range, they must be case and the actions must remain open where applicable. When firearms are brought to the range in a different manner, the S.A.F.E. Development Committee suggests that a young person must not be allowed to participate in the day's activities.
- Please communicate to parents that it is their responsibility to check and insure that all firearms are unloaded and cased before coming to the range. In event that a firearm arrives at the range with ammunition in the magazine or chamber, the firearm should be made safe and returned to the parent. Coaches and county Extension staff members must work together to determine the appropriate action be taking regarding the future participation of the 4-H.
- When firearms arrive at the range, coaches (not parents or 4-H'ers) should uncase all firearms and check to make sure that they are safe.
- 4-H rules do allow for 4-H'ers to carry his or her own firearm to the shooting line at the discretion of the coaches. However, ammunition should be controlled by the coaches and made available only when it is the 4-H'ers time to shoot. Before

leaving the shooting station, it is the responsibility of both the coach and the 4-H'er to insure that the firearm is unload.

- After completing the course of fire, firearms must be returned to the rack or cased.
- Please remind 4-H'ers and all adults that no one must ever touch another person's firearm without permission from both the owner and a coach.

Youth, Coach & Adult Participation

- A 4-H certified coach has the right to refuse any participant from the shooting sports activity in the interest of safety for the participant and others in the program.
- Coaches are encouraged to identify strategies to accommodate youth/adults with disabilities.
- **Behavior and Sportsmanship** - All participants, coaches, and spectators are expected to demonstrate the highest level of sportsmanship, supporting the objectives and ideals promoted by the 4-H program in general and the 4-H Shooting Sports program in particular. Participants or coaches will render aid and/or testimony if asked to do so by any match official. All participants, coaches, and observers are expected to conform to appropriate state 4-H Code of Conduct expectations or volunteer agreements, and the National 4-H Shooting Sports Program Code of Conduct, not only to the letter, but to the intent.
- **Knowledge of Rules and Procedures** – Where possible, each of the state events has been associated with a National Governing Body (NGB). If there is no NGB, the 4-H Awards Guidebook serves as the sole rules for the event. It is the responsibility of each participant and coach to read the 4-H Awards Guidebook and NGB rulebook, understand the procedures used in each event, and comply with the rules and standards of the events. Questions are encouraged to clarify any areas of misunderstanding or lack of knowledge. Ignorance of the rules in any event does not obviate their existence. Participants are responsible for knowing the rules of their event and staying within them. Learning the rules of the events is part of the educational process for shooting sports participants.

Eye Protection: Adequate eye protection (shooting glasses, safety glasses or safety goggles, or hardened prescription glasses are required for all competitors in pistol, rifle, and shotgun games. Coaches or spectators on or near firing lines are subject to the same requirements. ***Safety Glasses should meet ANSI – Eyewear Standards.***

Ear Protection: In .22 rimfire and shotgun, all competitors and those on firing lines must have adequate hearing protection. Hearing protection is encourage or air pitol and air rifle events. Where electronic hearing protection is used, it may not include radio or similar broadcasts as background noise, since that could interfere with range commands. This protection is strongly advised for spectators who are close to such ranges.

Footwear - Any participant while on the shooting line or shooting in any outdoor shooting event is required to wear shoes that completely cover his or her feet. Examples of footwear that are not acceptable include, but not limited to: sandals, clogs, Crocs®, flip-flops, and bare feet.

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

County Extension Office – Staff Contact

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

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

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

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

Discipline Coach

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

Assistant Discipline Coach

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

Chartering 4-H Clubs

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

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

Why Charter?

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

Who is Chartered?

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

When to Charter (Time of Year)?

- Clubs should be chartered upon formation of the club.
- Current 4-H clubs should begin the chartering process so that charters are in place at the beginning of the 4-H year (August). Clubs that begin after August (i.e. SAFE clubs that begin in January) can be chartered when the club begins meeting again.
- 4-H Clubs must renew their charter yearly.

Requirements for 4-H Clubs for Chartering

- Club leader meets UGA CAES screening requirements, completes 4-H risk management and participates in 4-H certified club leader training or 4-H club leader introduction program at the county level.
- 4-H enrollment, code of conduct and participation is recorded for club members
- Evidence of the Essential Elements of 4-H, youth in leadership roles and variety of learning experiences are in the 4-H club action plan
- Annual budget and report of fund use coordinated through the county Extension office.

How Does a Club become a Charter Club?

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

Planning the Annual 4-H Program

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

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

Consider the Situation

- Consider the members' ages, where they live, and what they do. Remember to consider their involvement with other activities and organizations.
- Study the community: schools, businesses, and people. How can 4-H work with other groups to develop a good program and improve the community?
- Refer to the current emphasis in the county 4-H program, noting the training available, county or district events and activities, or emerging areas of interest and support.

Establish Club Goals

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

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

Determine Activities and Events

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

Prepare the Program Plan

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

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

- One club recognition activity.
- One promotional activity during National 4-H Week.
- One meeting to plan the program for the following year.

Sample Action Plan

Meeting Agenda for Club Practices

Range Set up

Prior to practice, range is set up by appointed committee members.

Call to Order

President calls the meeting to order.

American and 4-H Pledge

President leads American and 4-H pledges

Inspiration

Vice president presents a poem, inspirational, or motivational thought

Attendance

Secretary take attendance

Announcements

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

Range Rules

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

Activity / Recreation

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

Program

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

Range Clean up

Range clean up after practice by appointed committee members.

S.A.F.E. Club Officers

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

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

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

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

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

Range Committee Members

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

***Other Opportunities for Leadership**

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

Sample Action Plan

Project S.A.F.E. Shotgun Team

Date	Business	Program	Recreation	Community Service	Events
12/5	Organization meeting with coaches and county staff. Plans to advertise program				
1/27	Organizational meeting with parents / 4-H'ers: Collect medical release forms, code of conduct, enrollment cards		Get to know you games and activities to begin building team relationships	Announce pop tab collections for Ronald McDonald House	
2/3	Elect members to range set up and range clean up committees.	Basic Shotgun Knowledge and Shotgun Safety from National Curriculum-Classroom Session.		Collect pop tabs from 4-H'ers	
2/10	Training for officers and for members on range set up and range clean up.	Range Safety, Determining Eye Dominance, and Shotgun Shooting Fundamentals-Dry-fire exercises on the range - move to live fire		Collect pop tabs from 4-H'ers	
2/17	Range set up and clean up by members.	Firing the First Shot lesson from National Curriculum		Collect pop tabs from 4-H'ers	
2/24	Range set up and clean up by members.	Continue with Firing the First Shot lesson	Team Building Activity	Collect pop tabs from 4-H'ers	
3/3	Range set up and clean up by members. Plan community service project to benefit local range.	Cleaning your Shotgun from the National Curriculum. Continue to develop skills through training exercises		Collect pop tabs from 4-H'ers	
3/10	Range set up and clean up by members.	Continue to develop skills through training exercises	Team Building Activity	Collect pop tabs from 4-H'ers. Conduct Community service project to benefit range	
3/17	Range set up and clean up by members.	Shotgun Knowledge and Safety Quiz. Continue to develop skills through training exercises		Collect pop tabs from 4-H'ers	

3/24	Range set up and clean up by members. Elect new range committees.	Continue to develop skills through training exercises		Collect pop tabs from 4-H'ers	
3/21	Range set up and clean up by members. New range committees assume set up and clean up duties.	Continue to develop skills through training exercises	Team building activity		
4/7	Range set up and clean up by members.			End pop tab collection	County fun match
4/14	Range set up and clean up by members	Practice for the upcoming state qualification match	Team building activity		
4/21	Range set up and clean up by members.				Attend area qualification match
4/28	Range set up and clean up by members.	Practice for upcoming state match	Team building activity		
5/5	Range set up and clean up by members	Practice for upcoming state match			
5/12					Attend state modified trap match
5/19	Present awards		Recreational shoot for 4-H'ers and parents		

Annual Organization Meeting

An annual organization meeting for both youth and parents is the best opportunity to communicate to all involved your program objectives and expectations. It is important to communicate these expectations prior to going to the range. The organization meeting is for everyone, even if they have been members your program for several years. For youth who have been involved, use them to help conduct and present items. Agenda items to include during this meeting are:

- Provide a program overview to let both youth and parents know what they will be doing in the program.
- Communicate expectations, range rules, and guidelines for participation in the program including how teams are selected and cost. Have both parents and youth sign the Parent / Participant Contract that outlines your program guidelines. Provide a copy of the 4-H Competition Guidelines for 4-H events and copies of your clubs policies.
- Have parents/youth complete and collect enrollment forms, Code of Conduct and Medical Release Forms.
- If space allows, divide parents and youth into separate groups.
 - For youth, conduct initial safety lessons or demonstrations prior to ever going to the range. Classroom time away from the range is most valuable when you do not have other distractions. Allow older youth who have

- previously participated in the program the opportunity to teach or demonstrate.
- For parents, have a group of experienced coaches or parents to with them about how they can become involved in the program and support their young person. This is a good time to pass out the volunteer paperwork for those interested.

Project S.A.F.E. Yearly Timeline

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

July – August

Identify key volunteers, recruit, and plan to send coaches to state coaches trainings. New coaches must attend certified coaches trainings held in the fall and winter of each year.

September – November

- Plan yearly program – complete club action plan, risk management plan and emergency plan as needed.
- Recruit additional volunteers and parents to assist with program as needed.
- Secure facilities and equipment for the upcoming year.
- Identify funding sources and solicit donations as needed.

December – January

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

February – May

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

June

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

4-H Activities Report

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

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

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

A sample Activity Report and Sign in Sheet can be found on pages 64 and 65.

Funding and Fundraising

It is no secret that shooting sports programs are not inexpensive programs. How a program is funded will vary greatly from county to county depending on available resources, goals of the program, and the number of young people involved. When planning a budget and funding for your program, keep in mind that there are both fixed costs and costs that are based per person. Per person costs (ammunition, targets and entry fees) are relatively easy to plan for each year. Fixed costs related to equipment purchases, maintenance and repairs must also be considered.

Often, goals are set too high as far as planning fund-raising methods. We look to provide as much financial service as we can to the young people and families. Keep in mind that although membership in 4-H is free, there may be fees in program participation fees. A family that has some financial investment in a program is more likely to follow through on commitments, however; there are those families with financial need who are unable to afford the full costs. You can work with your county Extension staff regarding scholarships or sponsorships that allow all to participate.

Develop a Funding Plan

A strong program has a strong funding plan that begins in the planning process for each year-long before the first young person ever enrolls in the program. As part of the annual planning process, funding needs and costs should be established based on the program that is outlined for the year and should include any fixed operation. Typically, programs are funded in three ways: participation fees, donations and/or grants.

Participation fees are normally based on per person costs incurred for each youth who participates. Cost of team shirt, event entry fees, and insurance are the basic per person cost that must be considered. Additional considerations may include ammunition or a small set amount that goes toward maintaining equipment. When setting participation fees, be realistic in what families can afford. You may be able to operate a BB program for \$50-\$75 per person a year, but that would hardly make a dent in covering the costs for participating in a shotgun program. Depending on costs, you may not have all fees paid up front, so a pay-as-you-go program may be helpful.

Fundraisers can be a valuable asset to provide funding. Not only can the right fundraiser help support the program but, it gives the youth an opportunity to invest in more than just the sport of shooting. Sometimes, the best fundraisers are the ones that provide a service to the community. Clubs should work with their county Extension office when developing fundraisers to ensure they fall within 4-H and UGA guidelines.

Donors and sponsorships from business and individuals can go a long way to insure financial success of your program and make it affordable to families. When asking for financial help to support a program there are a few simple rules:

- Coordinate with your county Extension staff prior to making the ask. The business or individual may already be a 4-H supporter. They may be willing to do

more, but it is best done as one effort instead of them being approached by different people throughout the year. Your county Extension office can provide you with the tools you need to help in the process.

- Know what you need, how it will be used, and how it will benefit the program and youth involved before you make the ask. There has to be a need and purpose.
- Ask!!!! Many programs struggle with funding because they simply do not ask for support. What is the worst thing a potential donor can say . . . No? You have not lost anything if you hear the word “No.” But if you don’t ask, you will never get support.
- Communicate the positive aspects and the life skills that the program teaches young people. Remember, we are not just teaching them to shoot and be safe, we are providing them skills that they can apply to other aspects of their life.
- Say “Thank You!” Let donors know you appreciate their support. Have young people write thank you notes and look for other ways to show your appreciation.

Grants are a vital part of funding programs in 4-H. However, most people wonder why they never receive a grant or only receive a small amount of the funding they ask for. For the most part, organizations and foundations that provide grant funds are looking to help establish new programs or to help existing programs expand and reach more young in people in the sport or activities that they want to support. **Grant funds should never be looked at as a way to maintain or sustain a program.** All grant efforts should be coordinated with the county Extension office.

Tax Exempt Status

The IRS recognizes 4-H Clubs as tax exempt organization, section 501(c)3 of the 1954 IRS Code. As a tax-exempt organization, 4-H clubs are exempt from paying federal income tax. Contributions by individuals, organizations, and corporations are deductible for federal income tax purposes. However, 4-H cubs are not exempt from paying state and local sales taxes.

Adult Behavior Guidelines when Working with Youth

The University of Georgia Extension program establishes the following guidelines for adults working with youth. These are general behavioral expectations for any adult including both paid staff and volunteers working or volunteering in a capacity that includes working with children under the age of 18 and/or youth who are considered program participants.

Adults are expected to

- Work cooperatively with youth, families, University of Georgia faculty, staff, volunteers, community members and others in a courteous, respectful manner demonstrating behaviors appropriate for a positive role model.
- Represent the University College of Agriculture and Environmental Sciences' Cooperative Extension programs with pride and dignity, behave appropriately, exhibit good sportsmanship, and demonstrate reasonable conflict management skills.
- Respect, adhere, and enforce the 4-H Code of Conduct as well as other rules, policies and guidelines established by the UGA CAES Cooperative Extension and event coordinators including state laws and regulations.
- Recognize that physical punishment is not an appropriate form of discipline and will not be allowed. Physical punishment includes physical actions that may not be expected of an individual during the program and are assigned to a young person as a consequence for misbehavior.
- Recognize that verbal abuse, physical abuse or committing criminal acts may be grounds for termination as an Extension volunteer. Abusive behavior towards youth or other adults including failure to provide adequate health and safety measures, care or supervision, emotional maltreatment of members, verbal or physical abuse will not be tolerated.
- Under Georgia law, report any mistreatment of youth to the proper authorities. Adults should immediately contact the person coordinating the Extension program/event and/or police or child welfare authorities if the adult believes a child is being abused. Failure to report child abuse is grounds for criminal charges.
- Comply with equal opportunity and anti-discrimination policy and governmental laws. Make all reasonable efforts to assure that Extension youth programs are accessible to youth without regard to race, color, national origin, gender, religion, age, sexual orientation or disability.
- Treat animals humanely and encourage youth and adults to provide appropriate and ethical care.
- Strive for a minimum of two adults at any activity involving youth. Adults, in most cases, should not be left alone with a single child unless the adult is the parent/guardian of that child.
- To be housed in overnight settings in separate sleeping areas from children when possible. When this is not possible, parent/guardians should be furnished a

letter explaining the situation and informing the parent/guardian that his/her child will be housed with an adult in the same room.

- Under no circumstances, to condone others use of or personally consume alcoholic beverages or illegal drugs during Extension youth programs, events and/or activities.
- Operate machinery, vehicles, and other equipment in a safe and responsible manner.
- Accept responsibility to promote, conduct, and support 4-H in order to develop an effective local, county, district and state program.
- Recognize the following behaviors are inappropriate and will not be tolerated in the presence of youth during Extension youth activities or events:
 - consumption of alcohol
 - promotion of religious or political preferences
 - theft, pilfering, or fraud
 - use of tobacco products outside of designated areas
 - sexual advances or activities involving youth
 - willful damaging of property
 - permitting passengers to ride in motor vehicles without seatbelts
 - permitting youth or adults in the back of trucks
 - behaviors that are illegal under law

4-H Code of Conduct Discipline and Review Procedures

4-H'ers and their parents/guardians sign the Georgia 4-H Code of Conduct prior to participating in 4-H Activities and Events off the 4-H'ers school campus. This document is valid for one year and includes the minimum standard for behavior. As outlined in the Code, 4-H'ers are expected to exhibit positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.

The 4-H Code of Conduct should be reviewed with the entire group prior to the beginning of a 4-H activity or event. The review includes not only consequences of misbehavior but also expected behavior.

VIOLATIONS OF THE CODE OF CONDUCT If a 4-H'er is suspected of being in violation of the 4-H Code of Conduct, the 4-H event coordinator should be contacted to assist the leaders with the review process. Leaders must insure throughout the process that the rights of the young person are observed. Leaders are not to invade a 4-H'ers right to privacy or due process in determining offenses.

A **4-H Review Board** may be called when an infraction has been noted. The review board serves to

1. determine whether a violation has occurred
2. if there is a violation, what disciplinary action should be taken

The 4-H event coordinator or program development coordinator will call a review board as necessary or at the request of a 4-H'er. In the case of a county 4-H activity, the county Extension agent or Extension individual coordinating the event may call the board. A review board will consist of one Extension faculty or staff member, two volunteers, and three 4-H members. The Extension faculty member coordinating the event will serve as or appoint a coordinator of the review board.

Orienting & Conducting the Review Board The Review Board coordinator will

- inform the board and those in question of the purpose of the review board.
- direct everyone participating in the process to treat the matter as confidential
- appoint a recorder to document the review board proceedings and the discussion of the board following the proceedings
- advise members of the suspected infraction.
- provide opportunity for each person involved to present his/her recollection of the events and allow for additional individuals to be included to the process, as needed
- permit board members to ask questions and call for additional information
- insure that persons not essential are excluded from the review. Witnesses may only be present in the review board room during their own testimony.
- complete any necessary paperwork relative to the conclusion of the board.

Reaching a Determination

When all parties have provided their recollection of the events and the Board has no further questions, the board will work together to determine whether the 4-H'ers are in violation of the code of conduct and what disciplinary action, in keeping with the guidelines for the code of conduct, should be taken.

Once a determination has been reached through discussion and vote, the review board coordinator and one member of the board should present to each of the 4-H'ers found in violation the findings of the board as well as any consequences for the actions. Additionally, the coordinator should discuss the appeal procedures.

Following the review process, the review board coordinator will make a written record of the event prior to the proceedings, the proceedings, and the consequences recommended. The record must be kept on file with the event information and a copy sent to the local staff member coordinating 4-H.

The appeal process If a 4-H'er wishes to appeal the decision of the review board, the 4-H'er must appeal in writing through the county Extension office. Appeals must **be filed within 10 days** of notification of the disciplinary action from the 4-H review board. The appeal is sent to the program development coordinator of the 4-H member and the State 4-H Leader. If the district and state 4-H staff cannot resolve the matter, an appeal board will meet within 30 days of the 4-H'ers request. The appeal board will consist of one Extension worker, two volunteers and three 4-H members. Following any disciplinary action from a 4-H review board, the person coordinating the activity must provide written notification concerning the action to the 4-H'ers parent/guardian, the county Extension faculty and the 4-H program development coordinator.

A sample copy of the 4-H Code of conduct is found on page 59.

Behavior and Guidance Techniques that Work

While the 4-H Code of Conduct establishes a basic code of behavior for youth involved in 4-H programming, leaders must also establish a more immediate set of standards as they relate to involvement in 4-H programs. These standards are simply a way of doing things so that order is maintained. This structure includes **rules**, **rewards**, and **consequences**. Most importantly, adults working with 4-H youth must demonstrate expected behaviors. If you want them to walk on paths, you should walk on paths.

Rules

- Are expectations of behavior.
- Limit to a number that can be remembered (usually 3 to 5).
- Rules won't cover everything necessary.
- Rules set limits; youth need and want limits.
- It is appropriate to involve youth in setting the limits.
- Rules should be stated in a positive. Rather than stating a rule as a "do not," state the rule as a "do."

Rewards

- The best reward is the satisfaction of a job well done.
- You can't teach self discipline if you always have a carrot (reward).

Consequences

- Should be the natural effect of the action.
- May be to repair the “damage” of the misbehavior. Apologies are an example.
- Time outs may be used as long as a 4-H'er is within eyesight and ear sound.
- A consequent is never a punishment. If a 4-H'er choses not to follow the rules, he or she has chosen the consequent for their actions.

Positive Strategies for 4-H Activities

- Set clear, consistent rules. Use the 4-H Code of Conduct as the beginning point.
- Make sure the environment is safe and worry free—think physical, emotional and social environment.
- Show interest in the child and his/her activities.
- Provide appropriate activities.
- Encourage self-control by providing choices.
- Focus on desired behavior rather than behaviors to be avoided.
- Build self-image.
- Give clear directions, one at a time.
- Say “yes” whenever possible

Why Youth Misbehave

While misbehavior may come in all shapes and actions, the primary reasons youth will act out generally fall within these groups.

Attention: Young people who feel left out or not part of the group will misbehave for attention. Leaders should either redirect the behavior, ignore the behavior, and/or impose logical consequences. Keep in mind that children given attention for positive behaviors are less likely to misbehave.

Power: Youth who feel out of control may try to gain control of the situation by controlling the actions in the room. Leaders who give youth the opportunity to feel empowered to make decisions likely witness less misbehavior.

Revenge: Young people who feel badly about themselves may hurt others. Working towards a positive self-image and providing opportunities for success are beginnings toward eliminating these behaviors.

Inadequacy: Youth who feel that they are not up to par with the rest of the group may act out to prevent continued failure. Again, leaders need to work towards offering opportunities for achievement and provide positive reinforcement. Keep in mind that, from time to time, misbehavior will occur because of inadequacy from circumstances—the young person is hungry, tired, or afraid. Often, a week of camp will create this challenge. While a leader may not be able to change the circumstances, he/she can understand the misbehavior's cause.

Imitation: Youth may imitate those around them, including adults. If the adults in the group are not following the rules, the youth may not either.

Test: Youth want to know if leaders will do as they say. Youth want and need limits and will test adults to see if those limits will be imposed. Talking about taking action does little good. Be warm but firm in imposing the consequences that have been established.

Safety and First Aid Accident and Illness Procedures

The established safety and first aid guidelines are designed to aid adults chaperoning youth in handling accident, illness and emergency situations during 4-H activities and events.

Orientation

Each event will include an orientation session. Orientation will include

- Introduction of event coordinators and other key contact people.
- Identification of emergency personnel. (Emergency personnel are considered to be doctors, nurses, EMTs and first responders who are attending the event) This identification process will be done to insure that leaders know who is qualified to work with emergency situations, should they arise.
- Review of procedures for accidents, injuries, emergencies, and discipline situations including maps to the hospital or medical treatment facility.
- Review CAES reporting policy

General Care & First Aid

1) Adults leaders are responsible for the care of program participants. Care includes the administering of routine or over the counter prescription medications as described on the medical information and release form and treatment of minor injuries as the individual's medical training allows. We recommend that all medications be locked in a container in the chaperone's room or secure location.

2) Most 4-H Center counselors and environmental educators are trained in first aid and CPR. 4-H staff will assist in any situation in which they are trained; however, 4-H staff actions will be limited to their training. If a nurse is provided, he/she is available for medical situations but will not be expected to administer routine medications.

3) All 4-H centers have a first Aid station set up for minor injuries. The first aid station will consist of soap, water, clean bandages and latex gloves. Any other medications and ointments will be kept in a locked cabinet. Only 4-H center staff and adult leaders have access to the additional medication. During activities held at locations other than 4-H centers, the event coordinator will establish a first aid station for minor injuries. The station will be set up in an area with soap, water, clean bandages, and latex gloves. Other medication and ointment may also be available.

4) If participants need further over the counter medication such as aspirin, Pepto Bismol or the generic equivalents, 4-H centers may have a limited supply of over the counter medications. Adult leaders must obtain parental permission either by phone or from the 4-H medical information and release form prior to administering all medications (including aspirin, Pepto Bismol, etc.) unless the medication was prescribed or administered by medical personnel. Events at locations other than 4-H centers may or may not have over the counter medications.

5) All medical treatment and emergency actions taken must be kept in a log. The log will be kept with the first aid station. The adult leader is responsible to insure that the action is logged.

6) The adult leader is responsible for completing a CAES Incident Report and sending the report to the appropriate individuals should a report be required. Reports are maintained at the 4-H Center and by the event coordinator. Should the incident occur during a county 4-H activity, the county Extension staff coordinating would sign the form.

Emergency Medical Situations

1) In the event of an emergency medical situation, all non-emergency trained adult leaders will clear the scene of all participants and then organize an activity to entertain the youth.

2) 4-H staff or the event coordinator should be notified immediately of any emergency medical situation. In cases where practical and necessary, 4-H staff may call an ambulance if necessary. Every effort should be made to contact the 4-H event coordinator immediately following the contact personnel.

3) Non-ambulatory transport is the responsibility of the adult leader. Maps to the nearest hospital will be provided at all events by 4-H event coordinators. In most cases, two adults should transport youth for medical treatment off site.

4) All medical treatment and emergency actions taken must be kept in a log. The log will be kept with the first aid station. The adult leader is responsible to insure that the action is logged.

5) Should the incident involve an accident rather than just a 4-H'er being sick, the adult leader is responsible for completing a CAES incident report. The report should be provided to the appropriate individuals.

Reporting Incidents and Illness

Employees and volunteers of the College of Agricultural and Environmental Sciences will use the [CAES Incident Report form](#) to notify the CAES Dean and Director when an incident occurs that requires immediate attention. Certain incidents will also require contacting one or more of the following UGA offices: UGA Police Department, Equal Opportunity Office, UGA Audit Department, Office of Legal Affairs, UGA Human Resources and/or any other appropriate authority tasked with conducting official investigations. The CAES Incident Report form will serve to document the incident as initially reported and to document steps taken by CAES officials to respond to the situation.

The CAES Incident Report does not allow for written narrative about an incident. If the person submitting the report thinks additional details should be provided to the 4-H staff, he or she should do so by phone as soon as possible after submitting the report.

What *must* be reported? These incidents must be reported immediately to the Office of the Dean and Director and to the appropriate authorities responsible for responding or conducting an official investigation:

- **Child abuse**
- **Violations of public laws**
- **Violations of BOR and/or UGA policies**
- **Accidents**
- **Illness and injury requiring professional medical attention**
- **Any incident that could bring discredit to CAES or UGA**

NOTE: If there is any question about whether an incident should be reported, proceed in reporting.

In addition to notifying the CAES Dean and Director, the following protocols must be followed for reporting allegations of **child abuse** and allegations of **discrimination** and **harassment**:

Allegation of child abuse, both adult to child and child to child:

- A CAES representative must ***immediately*** notify UGA Police ***regardless*** of the day of the week or the time of the day the allegation is known. **The 24-hour Police number is 706-542-2200.**
- The CAES official at the scene must make sure there is no further opportunity for contact between the involved parties and will follow police instructions to further insure the safety of the victim (and/or others). The CAES official on the scene **will not investigate in any way or otherwise intervene in the matter.**

- UGA Police will direct all activities related to the case.
- CAES staff and volunteers will comply with all police directives.

Allegation of discrimination or harassment:

- A CAES representative must notify the Equal Opportunity Office (EEO) as soon as possible after an allegation of discrimination or harassment (as protected under the [NDAH policy](#)) has become known.
- A CAES official may obtain information **from the complainant** sufficient to report the allegation and should inform the complainant that the matter will be turned over to EEO. **A CAES official may not conduct an investigation.**
- CAES officials will follow directions from EEO regarding insuring a reasonable work environment during the course of the investigation and beyond. If an immediate action is needed to protect the safety of the complainant, the CAES official should notify UGA Police.

The CAES Human Resources Office will provide guidance and assistance in all matters pertaining to the proper reporting of incidents occurring in CAES.

Who provides an Incident Report? Any College of Agricultural and Environmental Sciences employee (faculty, staff, volunteer) may file a CAES Incident Report. However, it is customary for individuals to contact the senior-level person in their organization (department head, district director, administrative officer, etc.) and have that official handle the situation by notifying the proper authorities and submitting the CAES Incident Report. (NOTE: If an individual believes it is necessary to report an incident *directly* to UGA Police or EEO, he or she should do so but then notify an appropriate CAES official as soon as possible.) The reporting party should send a copy of the CAES Incident Report to CAES Human Resources. Copies of the report *may* be sent to associate deans, assistant deans, directors, department heads, supervisors, and others, as appropriate.

Reporting Format

The CAES Incident Report should be used as the reporting document to CAES administration. The form can be transmitted by FAX or e-mail. If neither is available, call the Office of the Dean and Director.

Other Uses of the CAES Incident Report

The CAES Incident Report form may be used to document *any level* of incident that occurs. Some incidents are of such a nature that they do not need to be reported outside of the unit in which they occur. In those cases, the CAES Incident Report would not be submitted to the dean's office, but would be retained only in the departmental file. Please contact the CAES Human Resources Office for guidance.

A sample copy of the CAES Incident Report Form is found on page 66.

Ages and Stages of Youth Development

As a certified coach, you will be working with 4-H members and will have an important role in helping them grow and develop. Start where members are and encourage them to grow physically, socially, intellectually, and emotionally. 4-H members will develop at their own pace, but there are some characteristics that each age group may share. These characteristics and their implications to you as a coach may be helpful in planning activities and working with youth.

Ages 9-11, Middle Childhood

Characteristics of Age Group

Implications and Applications

Are quite active with boundless energy.	Emphasize active learning experiences.
Like group activity. Group and club membership is important.	Emphasize group learning experiences.
Like to be with members of own sex.	Encourage learning experiences to be done with members of the same sex.
Have interests that often change rapidly, jumping from one thing to another.	Encourage many brief learning experiences.
Usually do best when work is presented in small pieces.	Need simple and short directions.
Need guidance from adults to stay at a task to achieve their best performance.	Work closely with this age group.
Admire and imitate older boys and girls.	Encourage apprenticing with older youth.
Are easily motivated and eager to try something new.	Provide a wide variety of learning experiences.
Do not like to keep records and do not see the value in them.	Need assistance and close supervision in completing records.
Like symbols, ceremonies, and songs.	Hold initiation and installation ceremonies for new members and officers.
Are extremely curious, 9- to 11-year-olds constantly ask "why?"	Do not answer all their questions. They will learn by finding some answers on their own. Encourage a few to find answers and report to the group.
Enjoy cooperation.	Plan activities so that youth work together sometimes.
Show independence by disobedience, back talk, and rebelliousness.	When you notice these characteristics, allow youth to show independence. Ask them in which activities they would like to participate, and give individual attention.
Need recognition and praise for doing good work.	Present recognition in front of peers and parents.
Have feelings of competence that enhance self- concept.	Provide activities that will let youth succeed. Recognize them for their accomplishments.
Don't like comparisons with others.	Instead of comparing youth to each other, compare present to past performance of the individual.
Can direct a single familiar activity.	Need adult support.
Have limited decision-making ability.	Need adult guidance. Need to know steps and have directions.

Ages 12-14, Early Adolescence

Characteristics of Age Group

Implications and Applications

Are concerned about physical development, being liked by friends, social graces, and good grooming (even though they don't like to admit it).	Encourage learning experiences related to understanding oneself and getting along with others. Be willing to talk about physical changes.
Change at different rates, according to highly individual "clocks." Can be painfully self-conscious and critical. Are vulnerable to bouts of low self-esteem.	They need many varied opportunities to achieve and to have their competence recognized by others.
Are self-conscious with many needing help to overcome inferiority complexes.	Concentrate on developing individual skills.
Have intense feelings related to sex. Keen interest in their own bodies, especially sex and sex processes	Prepare opportunities to help youth discuss body development as a natural and normal process. Provide the opportunity for discussion of human sexuality to ease anxiety associated with a developing body.
Experience emotions that are on a roller coaster ride. Change in hormones and changes in thinking contribute to the mood swings.	Accept the feelings that they have. Remember that early adolescents are known for their drama, and their feelings may seem extreme at times.
Desire a sense of independence, yet they want and need their parents' help.	Encourage youth to work with adults and older teens to complete learning experiences and apprenticing.
Like fan clubs. Many have older or adult idols.	Encourage youth to work with or apprentice to older teens and adults
Still depend on parental guidelines	Involve youth in deciding on own group rules. Give them parameters to follow
Are beginning to question authority and values of parents.	Be willing to spend time to discuss values and morals.
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure as a positive influence. Use the group to influence non-participation. Have the group give encouragement to individuals.
Are interested in activities involving both boys and girls.	Encourage learning experiences involving both boys and girls.
Are ready for in-depth, longer learning experiences.	Encourage deeper exploration of leadership roles; encourage more detailed recordkeeping of leadership experiences.
Can take responsibility in planning and evaluating their own work.	Allow members to plan activities. Expect follow through. Help them evaluate the outcome. Let members have responsibility for group activity.
Can plan their own social and recreational activities.	Form planning committees to plan parties and other social activities. Give experience in working in groups.
May avoid difficult tasks.	Help youth choose tasks at which they can succeed. Encourage them to participate in all tasks. Assist youth in eliminating their fears. Help them succeed in solving and participating in difficult tasks.
Gain skills in social relations with peers and adults.	Provide opportunities for interaction with peers and adults. Provide activities that would foster social interaction.

Ages 15-18, Middle Adolescence

Characteristics of Age Group

Implications and Applications

Have high social needs and desires.	Put more emphasis on personal development (mental and social) wherever possible.
Want and need a strong voice in planning own programs.	Provide suggestions and several alternatives rather than detailed instructions.
Need freedom from parental control to make decisions.	Make youth aware that in these situations they are making decisions for themselves or a group like themselves.
Want adult leadership roles.	Emphasize guidance and counseling from adult leaders rather than directions. Recommend liberal use of discussion method.
Quite interested in coeducational activities.	Plan coeducational and group-oriented projects or activities.
Strong desire for status in peer group	Make sure youth are encouraged by peers. Help establish a climate that is conducive to encouragement.
Are restricting areas of interest; patterns of interest becoming more definite.	Projects can have considerably more depth. May need to suggest related areas to give youth a broader outlook.
Reach high levels of abstract thinking and problem solving. Can choose purposes, make plans, carry them out, and evaluate the results.	Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate the outcomes.
Have widespread feelings of inferiority and inadequacy.	Counter the feelings of inferiority and inadequacy by encouraging youth and helping them to see their positive worth.
Are beginning to know self as individual. Personal philosophy begins to emerge.	Allow time for youth to explore and express their own philosophies. Use activities that have them search for experiences that will allow them to identify their philosophies.
Are developing community consciousness.	Recommend civic projects that are a service to others.
Are developing a growing concern for the well being and progress of other individuals and groups.	Encourage interest in, and discussion of community, and world problems in which they express concern.
Need life planning guidance.	Include activities and information regarding life planning.
Are beginning to think of leaving home for college, employment, marriage, etc.	Put emphasis on consumer and financial management.
Many will leave the community for employment, and many who go to college will not return to their present communities after graduation.	Need to introduce youth to other settings through tours and trips to state and interstate conferences.
Are interested in travel and adventure.	For incentives, provide trips, rather than medals and ribbons.

Non-Threatening, Hands-on Instruction

A major element of shooting is stance. When working with shooters, particularly a beginner, instructors must frequently use their hands to position the shooter to correct form. Because close contact with the shooter is often 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. Ask a junior volunteer or parent assistant to help demonstrate how instructors will work with shooters to correct posture or position. It is best to discuss and demonstrate how you will reposition shooters at your first meeting and while parents are present. Shooter anxiety levels will be reduced when he or she knows what part of the body is not in the correct stance and how it will be moved. Remember IRS:

1) Inform: Tell the shooter what you are about to do (such as —I am going to reposition your right arm, push your torso forward, raise an elbow, reposition a hand, turn your hips, etc). This reduces the shooters anxiety because he or she knows what you are doing

2) Rigid fingers: Hold your hands relatively rigid with fingers and thumb straight. Except in an unsafe situation where immediate and decisive action is required, it is seldom necessary to "grab" a student or the firearm. Pressure from the palms of flattened hands (fingers not curled) can accomplish necessary repositioning.

3) Stance: Move the student into the correct position and ask him or her if he or she can feel the difference. Does the new position feel more comfortable?

The student may need to try the new position for awhile until he or she feel comfortable with it. Don't be surprised if he or she lapse into old habits - it takes time to develop new habits.

4-H'ers with Disabilities

To the best of your ability, include youth with special needs. Talk with the parents to determine what needs the youth has, how needs can best be addressed, and if extra help is required. It can be both appropriate and reasonable in some cases to ask the parent or guardian to be present and involved with his or her child at shooting sessions to help with mobility challenges or to provide an extra set of eyes, if closer observation is required.

The passage of the Americans with Disabilities Act of 1990 brought to the forefront the needs and rights of individuals with disabilities. The act guarantees equal opportunity in employment, in public accommodations, in transportation, in state and local services,

and in telecommunications for persons with disabilities. Youth with disabilities especially benefit from the many opportunities ensured by this Act.

Approximately 4.3 million school-aged children in the United States have disabilities. Great strides have been made in our formal education system to educate these children, but efforts need to be made to ensure that children with disabilities also have the opportunity to participate in non-formal education programs, such as 4-H.

4-H is for everyone. The mission of 4-H is to help youth in their development through hands-on learning. It is important that those involved with 4-H be well-informed about disabilities and their implications for 4-H involvement. This awareness allows 4-H to remove any possible participation barriers, to better structure programs and activities that meet the needs of these young people, and, most importantly, to nurture and encourage youth from all backgrounds.

Disabilities encompass a wide range of social, physical, mental, and emotional conditions. Disabilities affect all segments of the population and come in many forms. Some of the most common physical disabilities are

- Amputations
- neurological impairments such as cerebral palsy, epilepsy, or spina bifida
- vision impairments such as blindness
- musculoskeletal impairments such as paralysis, muscular dystrophy, or arthritis
- hearing impairments such as deafness
- respiratory impairments such as asthma, bronchitis, or emphysema
- congenital malformation - birth defects such as dwarfism, malformed body parts
- developmental disabilities
- emotional disabilities
- temporary disabilities such as fractures or broken bones

This is only a partial listing of disabilities. There are many others that may affect young people. To help plan an appropriate program related to shooting sports for challenged youth in your program, contact your county office or the state project S.A.F.E. coordinator for assistance. Special stipulations or a modified course of fire for events can be approved to allow young people to grow and thrive in a 4-H environment.

4-H S.A.F.E. Program...a

RISKY BUSINESS!

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

WHAT IS A RISK?

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

MANAGE RISK

Managing *risk* can be done in four ways:

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

REDUCING RISK

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

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

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

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

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

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

You have a duty to the following:

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

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

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

This written format is called a...

RISK MANAGEMENT PLAN.

Disclaimer:

Risky Business, pages 52-54, are adapted from and credit given to Preparing to Fire by Bill Christy, copyright 1991 Christy Enterprises, prepared by Richard A. Fultz, 3/97. Revise 9/97, with credit to William Ward. Revised 1/99.

KEY ELEMENTS OF A RISK MANAGEMENT PLAN

- I. Staffing/Supervision
 - Training
 - Certification
 - Age requirements/experience
 - Adult/youth ratio
 - 4-H volunteer screening process
- II. Insurance Issues
 - Waivers
 - Health history/parental permission
 - Liability/vehicle insurance
 - Health insurance
 - Equipment insurance
 - Facility insurance
 - Leases
- III. Emergencies Procedures
 - Transportation/emergency vehicle
 - Communication/P.R.
 - First aid
 - Parental notification
- IV. Separate Plan for each situation
 - Range accident
 - Lost child
 - Misfire
 - Rabid animal
 - Flood/ire/tornado
 - Vehicle accident
 - Other areas as specific to your activity
- V. Equipment
 - Safety check procedures/maintenance
 - Handling
 - Proper storage
 - Transportation
 - Parental permission to use
- VI. Facility
 - Safety inspection
 - Safety procedures (signs, berms, safety zones, lines, etc.)
 - Insurance
 - Leases

Sample Risk Management Plan

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

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

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

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

2. Parental permission forms

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

3. Parent Medical Consent form

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

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

4. Accident insurance

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

5. Emergency Plan

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

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

Accident , Illness and Other Issues

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

Site Safety Information Sheet

Discipline: Archery **Leader:** Dan Olsen

Site/Venue: Clover Wildlife Center, Anytown, GA

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


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

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

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

Potential Site-specific Risks and Procedures

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

4-H Enrollment Form				
Club: _____		Club Code: _____		
Last Name: _____	First Name: _____	MI: _____		
Address: _____	City: _____	Zip: _____		
School: _____	Years in 4-H: _____			
Birthday: ____/____/____	Grade: _____	Gender (circle one):	Male	Female
		Age: _____		
Racial Classification (circle all that apply): White African-American or Black American Indian Asian Pacific-Islander				
Residence (circle one): Farm Rural (under 10,000) Town (10,000-50,000) Suburb (more than 50,000) City (more than 50,000)				
Circle any that apply: Hispanic ethnicity Military family				
Home Phone: _____		E-mail: _____		
Parents or guardians you live with:				
Last Name: _____		First Name: _____	Work Phone: _____	
Last Name: _____		First Name: _____	Work Phone: _____	
Additional parent you do not live with:				
Last Name: _____		First Name: _____	Work Phone: _____	
Health concerns or special needs you'd like the extension office to be aware of: _____				
M-28				

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

GEORGIA 4-H CODE OF CONDUCT

4-H'ers Name: _____	County: _____
Address: _____	Phone: _____
School: _____	Grade: _____ Year: _____

BEHAVIOR STANDARDS

The Georgia 4-H Code of Conduct is valid for one year and applies to all activities coordinated through Georgia 4-H.

- 4-H'ers are expected to attend all sessions as part of a planned program exhibiting positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.
- 4-H'ers are expected to be responsive to the reasonable requests of leaders and respectful of the needs for their personal safety and the safety of others.
- 4-H'ers should dress appropriately, use appropriate language and respect the rights of others.
- 4-H'ers may not behave recklessly or in a manner which prohibits others from participating in the program in the manner intended.
- 4-H'ers may have access to technology at UGA/CES offices and facilities. Technology use is for educational purposes. 4-H'ers may not access inappropriate websites or materials.
- Realizing these guidelines are not "all inclusive" the University of Georgia Extension staff and volunteers reserve the right to make adjustments to these policies.

CONSEQUENCES OF MISBEHAVIOR

4-H'ers and adults who observe a breach in the Code of Conduct must report the misbehavior to the appropriate leader. The leader will complete an incident report and determine the next steps regarding the incident.

If 4-H'ers are found participating in actions listed below, law enforcement or other legal authorities may be notified and may lead the review and consequences related to the incident. In these incidents, 4-H'ers may be removed from the event and suspended or expelled from future 4-H participation. These behaviors may include, but are not restricted to:

- Possession or use of illegal drugs
- Possession or use of a weapon
- Assault or harassment
- Inappropriate sexual behavior

If the 4-H'er is found participating in the actions listed below, 4-H leaders may be notified and may lead the review and consequences related to the behavior. 4-H'ers misbehaving will have the opportunity to explain their actions to leaders in charge of the activity and may request a review board. The person coordinating the event may also convene a review board for the purposes of determining what has occurred and what disciplinary action should be taken. A review board will consist of one Extension faculty or staff member, two volunteers and three 4-H members. The Extension faculty member coordinating the event will serve as chairperson. In some cases, incidents are deemed serious and may be referred to law enforcement or other legal authorities.

If the 4-H'er receives consequences from the leader or through the review process, his/her parents/guardians may be notified; the 4-H'er may be sent home at the parents' expense and may be suspended from participation in 4-H events. Suspensions may be up to one year. If a 4-H'er wishes to appeal the decision of the review board, the 4-H'er must appeal in writing through the County Extension office. Appeals must be filed within 10 days of notification of the disciplinary action. The appeal is sent to the Program Development Coordinator of the 4-H member and the State 4-H Leader for ruling by the State 4-H Leader. Following any disciplinary review, the person coordinating the activity will provide written notification to the appropriate parties including but not limited to the 4-H'er, his/her parent/guardian and his/her county Extension faculty member.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Breaking curfew or disturbing the peace • Unexcused absences from the activities or premise of an event • Unauthorized use of vehicles during the event • Reckless or inappropriate behavior • Use of foul or offensive language • Possession or use of alcohol or tobacco | <ul style="list-style-type: none"> • Breach of the 4-H Code of Ethics • Remaining in the presence of those who are breaking the 4-H Code of Conduct • Theft, misuse or abuse of public or personal property • Possession of fireworks |
|---|---|

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

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

4-H'er Signature _____

Date _____

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

Parent/Guardian Signature _____

Date _____

Phone _____



VALID FOR ONE YEAR FROM DATE OF SIGNING

Revised November 2012

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

Georgia 4-H Medical Information & Release Form						
Event or Activity _____ Date of Event/Activity _____						
4-H'ers Information						
Name _____ County _____						
Address _____						
Date of Birth _____ Grade _____ Gender _____ Cell Phone (if applicable) _____						
Parent/Guardian Information						
Name: _____ Phone: _____ Cell Phone: _____						
Name: _____ Phone: _____ Cell Phone: _____						
Please list the names of two adults other than parent/guardian who may be contacted in case of emergency.						
Name: _____ Phone: _____ Cell Phone: _____						
Name: _____ Phone: _____ Cell Phone: _____						
Medical Information						
<i>The following information is requested in case of accident or illness to better treat your child. The information is optional and not required for participation in the 4-H event or activity.</i>						
Name of Physician: _____ Phone: _____						
Date of Last Physical Examination: _____ Drug Allergies: _____						
Other Allergies: _____						
Describe any recent illness or injury: _____						
Describe any pre-existing conditions: _____						
Describe any other circumstances that would help leaders or medical professionals in working with the 4-H'er _____ _____						
PARENT/GUARDIAN AGREEMENT: I understand that should a health problem arise, I will be notified but that it can not be reached by telephone, such medical treatment, including surgery, as deemed necessary by competent medical personnel could be rendered; that such necessary information may be released for insurance purposes and that I understand the limitation of the coverage as indicated herein. Furthermore, I am aware that participation in this event includes risk, including, but not limited to, transportation to/from event, sports and recreational games, ropes courses, water activities, hiking, as well as risks that are not foreseeable. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further warrant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claims for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Consent not to sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies. I also give permission my child's images, likeness, and voice to be used by the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia in print or electronic form.						
Parent/Guardian Signature _____		Date _____				
INSURANCE COVERAGE INFORMATION (to be completed by county Extension personnel) Insurance for the event/activity has been purchased as indicated. For complete details of coverage, please contact the county Extension Office. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> _____ Insurance for Summer Camp at Georgia 4-H Centers </td> <td style="width: 50%; border: none;"> _____ American Income Life Insurance (Plan 3) </td> </tr> <tr> <td style="border: none;"> _____ American Income Life Insurance (Dollar a Year Plan) </td> <td style="border: none;"> _____ Other Insurance Plan </td> </tr> </table>			_____ Insurance for Summer Camp at Georgia 4-H Centers	_____ American Income Life Insurance (Plan 3)	_____ American Income Life Insurance (Dollar a Year Plan)	_____ Other Insurance Plan
_____ Insurance for Summer Camp at Georgia 4-H Centers	_____ American Income Life Insurance (Plan 3)					
_____ American Income Life Insurance (Dollar a Year Plan)	_____ Other Insurance Plan					
PLEASE COMPLETE BOTH SIDES						

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

Over the Counter & Prescription Medication Summary



4-H'er's Name _____ County _____

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

Name of Medication: _____

Illness/condition is medication being taken for: _____

Describe dosage and special instructions: _____

Name of Medication: _____

Illness/condition is medication being taken for: _____

Describe dosage and special instructions: _____

Name of Medication: _____

Illness/condition is medication being taken for: _____

Describe dosage and special instructions: _____

Name of Medication: _____

Illness/condition is medication being taken for: _____

Describe dosage and special instructions: _____

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

Parent's signature _____

Date _____

PLEASE COMPLETE BOTH SIDES

April 2014, 2015

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

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

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

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

(Signature of 4-H'er)

(Date)

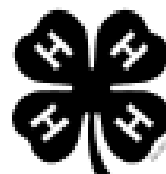
I am also aware and understand that my child from time to time will be touched, moved and held in a manner to assist positioning, balance, comfort and provide continuity in curriculum training for the discipline being taught. I certify that my child and I have read and understand the above rules and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

(Signature of Parent)

(Date)

Sample Transportation Form -
Originals are available through the County Extension Office.

Transportation Permission Form for Youth Under 18



In some cases 4-H'ers may drive from their home Extension office or home county to another location for participation in a 4-H activity. Additionally, some, who have met driver's license requirements, may transport other 4-H'ers. Should a youth under the age of 18 ride drive him/herself or ride with a fellow 4-H'er who is under 18, the following form should be completed and kept in the vehicle.

4-H'ers Name _____

Address _____

County _____

Name of driver if not self _____

County of driver if not self _____

Automobile Make _____ Model _____ Color _____ Tag _____

To be completed by driver's parent/guardian

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

I understand that my child will be picking up these 4-H'ers at various locations and is expected to arrive at _____ for a 4-H function. My child has a valid driver's license and auto liability insurance.

Signature of Parent/Guardian _____

To be completed by passenger's parent/guardian

I give my permission for my child, _____ to ride in the above listed vehicle driven by _____, a 4-H'er.

I understand the 4-H'er driving will provide transportation for a 4-H function.

Signature of Parent/Guardian _____

Project S.A.F.E. Activity Log

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

Target Groups	
4 th Grade	
5 th Grade	
6 th Grade	
7 th Grade	
8 th Grade	
9 th Grade	
10 th Grade	
11 th Grade	
12 th Grade	
Collegiate	
Adults	
Total Participation	

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

Program / Curriculum Used :

Recreation / Community Service Project:

Project S.A.F.E. Member Sign In / Attendance

[illegible]

W=White

B= Black/African American

H= Hispanic

A=Asian

M=Multi-racial

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



THE UNIVERSITY OF GEORGIA
 COLLEGE OF AGRICULTURAL & ENVIRONMENTAL SCIENCES

CAES INCIDENT REPORT

Incident Information:

Date: _____

Time: _____

Specific Location: _____

(Facility, campus, building, room, etc.)

Reporting Person: _____

Phone: _____

Incident Type(s): (Check all that apply)

☐ Accident

☐ Injury

☐ Act of Physical
Violence

☐ Act of a Sexual
Nature

☐ Theft

☐ Property Damage

☐ NDAH issue

☐ Threat

☐ Drug issue

☐ Alcohol issue

☐ Illness

☐ Other _____

Involved Parties:

Name: _____ ☐ Juvenile

Involvement: ☐ Affected ☐ Witness ☐ Other

County: _____

Address & Phone: _____

Name: _____ ☐ Juvenile

Involvement: ☐ Affected ☐ Witness ☐ Other

County: _____

Address & Phone: _____

Name: _____ ☐ Juvenile

Involvement: ☐ Affected ☐ Witness ☐ Other

County: _____

Address & Phone: _____

Name: _____ ☐ Juvenile

Involvement: ☐ Affected ☐ Witness ☐ Other

County: _____

Address & Phone: _____

Parties Contacted: (Check all that apply to this situation. All parties listed are not required to be contacted.)

☐ UGA Police (Date/Time: _____)

☐ Local Law Enforcement (Date/Time: _____)

☐ CAES Dean's Office (Date/Time: _____)

☐ UGA EOO (Date/Time: _____)

☐ UGA HR (Date/Time: _____)

☐ UGA Legal Affairs (Date/Time: _____)

☐ Parents of _____ (Date/Time: _____)

☐ EMS (Date/Time: _____)

☐ NON-EMS Medical Professional (Date/Time: _____)

☐ Extension Event Coordinator (Date/Time: _____)

☐ Extension Administrator (Date/Time: _____)

☐ DFCS (Date/Time: _____)

☐ CAES HR (Date/Time: _____)

Results: (Check all that apply)

☐ Police Investigation ☐ EOO Investigation ☐ UGA HR Action ☐ CAES HR Action

☐ Follow-up with Parents Scheduled for _____ ☐ Follow-up Medical Care Scheduled for _____ ☐ No Further Action

[illegible]

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

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

Person Checking Out Equipment:

Name (Parent / Guardian)

4-H'ers Name

Address

Phone

Items Received:

Inventory #	Item Description	Value

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

Signature of person receiving equipment

Date

Signature of 4-H staff/volunteer representative

Date

Date Items are to be returned

Insurance Information

ACCIDENT OR ILLNESS COVERAGE:

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

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

VOLUNTEER LIABILITY INSURANCE:

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

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

CLUB LIABILITY INSURANCE

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

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

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

Additional Resources

This manual is designed to be a general guide for coaches working with 4-H S.A.F.E. for maintaining the youth development aspect of these programs. The policies and procedures in this manual do not substitute for the Georgia 4-H Policies on conducting programs found in the *Georgia 4-H Awards Guidebook*. It is strongly recommended that 4-H certified coaches and the Extension staff review the information in the awards guidebook for guidelines on volunteer screening and certification, discipline, eligibility, chartering, accidents and illnesses, and event guidelines.

Georgia 4-H Website www.georgia4h.org/

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

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

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The University of Georgia and Ft. Valley State University,
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And Equal Opportunity / Affirmative Action Institution