



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

4-H Youth Development Program

SPARKS
EMERALD STAR
IMPACT STAR
ACHIEVEMENTS PROGRAM





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Achievement Progression Overview:

Achievement Progressions work together to empower youth by helping them form meaningful youth-adult partnerships, identify what inspires them, set goals, and work towards purposeful and informed change. This is another way in which 4-H equips youth to grow and thrive.

Achievement Progression Overview

	Primary	Junior	Intermediate	Senior
Age Range	5-8 years old	9-10 years old	11-13 years old	14-19 years old
Achievements	iSprout Achievements	Spark Achievements	Emerald Stars	Impact Stars
Focus	Introduction to 4-H	Trying New Things	Discovering Purpose	Making an Impact
Record Book Competition	None	Unit Level County Level	Unit Level County Level	Unit Level County Level State Level
Suggested minimal levels of involvement	Project Unit	Project Unit	Project Unit County	Project Unit County Multi-County State National



Progression from Historic Star Rank System

With the introduction of the new Achievement Progressions, members will enter at different points depending on what they have accomplished in the previous Star Rank system.

Juniors (9 - 10 year olds)

- ❖ 9 year olds: Spark Achievements.
- ❖ 10 year olds: Spark Achievements. If you were a member when you were 9 years old, you can count your previous year's work toward Spark Achievements if you did not use those activities to earn a Star Rank. Any Star Ranks you have earned, you will keep.

Intermediates (11 - 13 year olds)

- ❖ If Star Ranks were not previously earned, complete Spark Achievements. You can count your previous years' work toward Spark Achievements if you did not use those activities to earn a Star Rank.
- ❖ Any Star Ranks you have previously earned, you will keep.
- ❖ If you already have previously earned Star Ranks in the previous system, and you *want* to complete Spark Achievements, you can start there and work your way through the progression of achievements with new activities that were not previously used to earn Star Ranks.
- ❖ If you earned a Bronze Star in the previous Star Ranks system when you were 9 or 10 years old, you can start Emerald Star I without completing Spark Achievements.
- ❖ If you have already completed an Emerald Star in the previous system, you must work on the new Emerald Star I and II.
- ❖ After completion of Spark Achievements, work on Emerald Star I.
- ❖ After completion of Emerald Star I, work on Emerald Star II.

Seniors (14 - 19 year olds)

- ❖ If you join 4-H or begin to work on Achievements as a Senior member, complete at least one level of Spark Achievements with the goal to identify at least one spark.
- ❖ Complete Emerald Star I and II. Both levels can be done in the same year. If you completed an Emerald Star project in the previous system you must still complete Emerald Star I and II.
- ❖ After completion of Emerald Star II, work on Impact Stars.
- ❖ Any Star Ranks you have previously earned, you will keep.



Recognition When There Are Previously Earned Star Ranks or Emerald Star

For any member who completes an Impact Star in the same level as a previously earned Star Rank, or the historic Emerald Star, you will receive a limited edition, incredibly special pin. (Ex: If you previously earned a Bronze Star rank, you will receive the limited edition pin when you complete the Bronze Impact Star requirements. This is true for all previously earned Star Ranks and the historic Emerald Star.)

How do members keep a record of their work?

- ❖ Each level has specific forms and charts for members to complete. Members should fill in their activities as they complete them.
- ❖ The Spark Achievement Chart builds from year to year. Members keep a copy either on paper or on a computer and save their work. Members will turn in the most recently completed Spark Achievement Chart when they have earned the next Spark Achievement.
- ❖ Emerald Star I and Emerald Star II have different forms for each level.
- ❖ Impact Stars use the same forms, for each level. They create a new form for each level. (bronze, silver, gold, platinum).
- ❖ We suggest members take pictures, videos and other media at the time of the activities and save them, for instance, in a paper file or on a computer.

Who do members work with?

- ❖ Sparks: work individually or with others and with a 4-H adult volunteer or teen leader as a mentor. Community service activities are done at the club level with other members.
- ❖ Emerald and Impact Stars: the preferred approach is to work with a team of 2-4 people for all activities. Individual work is acceptable.

How do members get their Achievement Awards ?

- ❖ Members complete the forms and requirements of the achievement level they are working on and when completed, turn it into a 4-H adult volunteer. A teen leader may act as a mentor who can review and approve the Spark Achievements Charts. All other levels should be reviewed by a 4-H adult volunteer or staff member.
- ❖ The 4-H unit (club, camp, etc.) schedules when pins are awarded.

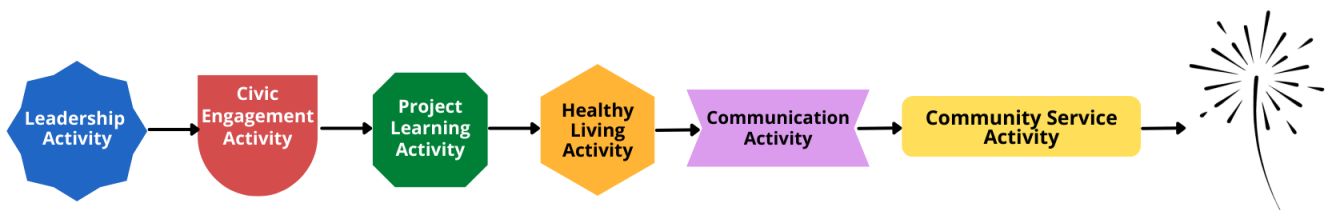
Pins are ordered using the All Action Pin Order form in the regular pin ordering time frames every spring and fall. Forms are available from the County 4-H Office, typically in October and March.



Earning Your Spark Achievements



Overview



The Spark Achievement levels are intended to provide new members with an introduction to 4-H and to help members through the discovery process to identify a member’s [spark\(s\)](#). A spark is something you’re passionate about; it really fires you up and gives you joy and energy. A spark comes from deep inside of you and is an important part of who you are. A spark may be an interest, skill, quality or passion. Your spark is also something you use to make a positive difference in the world. It might be anything from playing a musical instrument to rebuilding antique cars, from leading a 4-H project to caring for animals at a shelter. Your spark can also be a way of being in the world, like kindness, happiness, or mindfulness.

It can be something that you don’t think you’re very good at yet—being good at it isn’t what’s important—it’s how you feel when you’re doing it that matters.

Helping youth see the potential within themselves is central to youth development work. For more information, go to <http://4h.ucanr.edu/Projects/>.

Key points to remember:

- ❖ Members may earn more than one level per program year, although we recommend not more than 2 per year for junior members.



- ❖ Activities/Items can be completed in any order but may not be repeated within a category.
- ❖ One activity/item may count in more than one category, but not more than twice.
- ❖ The form is cumulative, and if the member has completed more items than are needed for the current level, they can use the extra items to earn a future level.
- ❖ Members can potentially earn four pins, one for each level of Spark Achievement.
- ❖ Since this is a cumulative form, we recommend keeping the same copy year to year.
- ❖ As part of the Spark Achievements, members will complete a community service activity to earn each Spark Achievement level.
- ❖ Upon completion of the Spark Achievements, members will identify their spark(s).

What Is a Spark Achievement?

- ❖ A Spark Achievement reflects a member's experiences in 4-H with the purpose to try new things. Through this dip-your-toe-in strategy, members can discover something in 4-H that brings them joy and motivation—a Spark.
 - They are designed for the target age range 9-10 year olds, and new members, although anyone can earn them.
- ❖ Members must complete all 4 levels of Spark Achievements to be eligible to work on the [Emerald Star](#). Intermediate members can work on completing all 4 levels of the Spark Achievements and Emerald Star I at the same time. Senior members that are new to 4-H must complete one Spark Achievement level.
- ❖ Members earn a series of pins that shows others they have achieved each level. Most 4-H members choose to wear these pins on their 4-H hat.
- ❖ Spark Achievement pins show member experiences and accomplishments in 4-H.
- ❖ There are four levels of Spark Achievements.
- ❖ We designed the pins to group together on the hat.

What do members need to do?

1. **Download the Spark Achievement Form** to your own device, found on the CA 4-H Resource Center here:
<https://sites.google.com/ucdavis.edu/ca4h-resourcecenter/4-h-basics/achievements/achievement-program>
2. **Members complete their units' (community club, spin club, camp, etc.) community service activity.**



3. **Members fill out their Spark Achievement Chart** as they complete activities throughout the program year.
 - a. To earn one level of Spark Achievement, a member must complete ONE activity in each category. Members are expected to complete one community service activity offered by the unit, to earn each level. Members may earn more than one level in a program year, as long as they have completed the requisite number of activities in each category.

For example: To earn TWO levels in one program year, a member would need to complete two leadership activities, two civic engagement activities, two project learning activities, two healthy living activities, two communication activities and two community service activities.
 - b. Items within each category cannot be completed more than once for credit.
 - c. Activities must be completed in 4-H unless otherwise stated as “outside of 4-H.”
 - d. Activities may be counted in up to two **different** categories if they meet the requirements in each respective category.

For example: If a member gives a presentation on a topic related to a project they are in, and that presentation follows the Presentation Manual guidelines, that one presentation may count under both communication **and** project learning.
4. When the Spark Achievement Chart is completed for each level, follow the instructions from your unit leader on when and how to turn it in. The pin award schedule is determined by the 4-H unit or 4-H adult volunteers.
5. To obtain your fourth level, members identify their [spark\(s\)](#).

The Sparks Achievement Chart is meant to be kept and added to over a period of time. Members are instructed to keep a copy of the Spark Achievement Chart. However, it may be beneficial for 4-H adult volunteers to keep an extra copy just in case.



How do members complete the annual community service activity?

- ❖ Most likely, you hear each month at your 4-H unit meeting about service as it is a part of the 4-H pledge we all learn. Community service projects are an opportunity for youth to develop a sense of pride and ownership for the community in which they live. Additionally, community service allows youth to learn the value of giving back to the community while working with adults and helping others at the same time. More information about community service activities can be found at <http://4h.ucanr.edu/files/260039.pdf>.
- ❖ The community service activity requirement must be done in a group. Units organize community service activities, often at unit meetings. Sometimes, community service activities are organized countywide or through a project, or even a smaller group of members. Examples: sock drive, holiday caroling, writing letters or cards to military service members.
- ❖ To obtain a Spark Achievement level, the member needs to participate in at least one unit community service activity. As the member becomes more experienced, the member could also participate by planning or organizing a group community service activity with others.



Spark Achievement Chart Activities

Leadership Activity

- Serve on a 4-H committee at any level.
- Lead a 4-H group activity.
- Be a 4-H officer.
- Enroll and participate in a leadership project at any level.
- Attend a 4-H leadership conference, workshop, or training at any level.
- Be a junior or teen leader (if 11 years or older).

Civic Engagement Activity

- Visit (virtually or in person) a place of historical significance to your community.
- Participate in a 4-H community service donation drive that benefits a community organization outside of 4-H.
- Learn about your local (city or county) government and how it works.
- Give a talk inside or outside of 4-H, about something you learned in a 4-H community service or civic engagement or civic education experience.
- Participate in a 4-H sponsored or organized civic engagement activity or event.

Project Learning Activity

- Complete two 4-H projects each of which is at least six hours of educational experience.
- Participate in a 4-H judging contest or junior judging contest at any level.
- Create a flyer, poster, video, or slideshow for a 4-H project skill that teaches the reader something you learned in the project.
- Give a talk at any level about something you learned in your 4-H project(s).
- Participate in a 4-H event or activity that demonstrates your project knowledge to an audience, judge or evaluator.



Healthy Living Activity

- Complete an activity that explores healthy nutrition inside or outside of 4-H.
- Complete an activity that explores physical activity and fitness inside or outside of 4-H.
- Complete an activity that explores social and emotional wellness inside or outside of 4-H.
- Participate in a 4-H Healthy Living event at any level.
- Be involved in an activity outside of 4-H that requires at least 25 hours of active participation and shows you are connected to your community.

Communication Activity

- Give a 4-H presentation that follows the 4-H Presentation Manual.
- Write an article or blog post for a 4-H publication or about 4-H.
- Give an 4-H event or project report at any 4-H meeting at any level.
- Write a thank-you letter to someone that supports 4-H.
- Make a video that promotes 4-H to the community.
- Appear as a guest representing 4-H for radio or television.

Community Service Activity

- In order to earn a Spark Achievement, the member must complete at least one 4-H unit community service activity with others. Examples: canned food drive, holiday caroling, cards or letters to military service members.

About Project Learning Activity

- ❖ For all activities in this category, members must be enrolled in the project which they are using to record an activity. For example: if they demonstrate knowledge of embroidery to an audience, they must be enrolled in an embroidery project during the same year that they are recording the activity.
- ❖ Keep track of hours in the Annual Project Report (APR).



About Civic Engagement Activity

- ❖ **Community Service Project:** Record events and activities that serve the common good in the interest of the community or members of the community.
 - **Examples:** canned food drive, beach cleanup, clothes drive, convalescent home visit.
- ❖ **Civic Engagement and Civic Affairs:** Record events and activities in which you are engaging in one of the following categories as a part of your 4-H experiences:
 - **Civic Engagement**
Advocacy, activism, and discussion on issues in the community that are of interest to the citizens of the community.
 - **Civic Education**
Learn about government principles, processes, and structures; personal roles and responsibilities; history and cultural heritage; global understanding
 - **Examples:** attend a training about any level of government; understand how Robert's Rule of Order or Democratic Rules of Order are followed in meetings; understand/discuss the pros and cons of a current affair in your school or community; give a talk about how your spark can make a positive difference in the world

About Communication Activity

- ❖ To be counted as a presentation, you must meet the requirements in the [State 4-H Presentation Manual](#).

Spark Achievement Chart Example Document

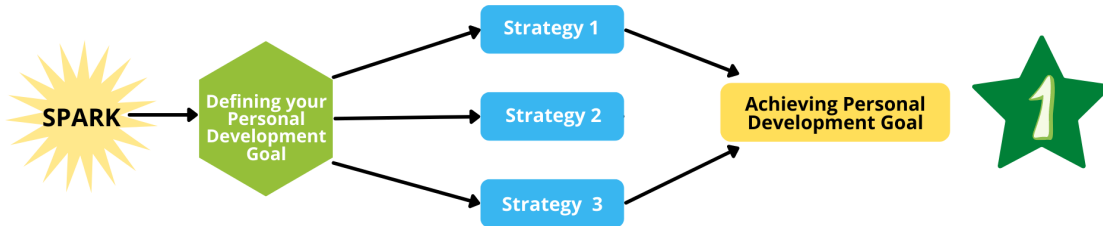
If you have questions or need clarification while working on your Spark Achievement Chart, see this [filled out example version](#) of a member working on their Spark Achievements.



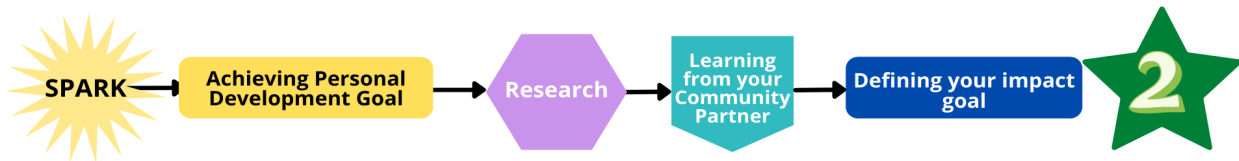
Earning Your Emerald Stars



Emerald Star I



Emerald Star II



When you earned your Spark Achievements, you explored many activities and decided on a [spark](#) that excites you. Now you are ready to earn your Emerald Stars, which will guide you in using your spark to [set goals](#) and discover how you can make a difference in your community. In [Emerald Star I](#), you will set and accomplish a personal development goal based on your spark. In [Emerald Star II](#), you will use your spark and personal development goal to learn about an issue in your community and create an impact goal that can help improve this community problem.

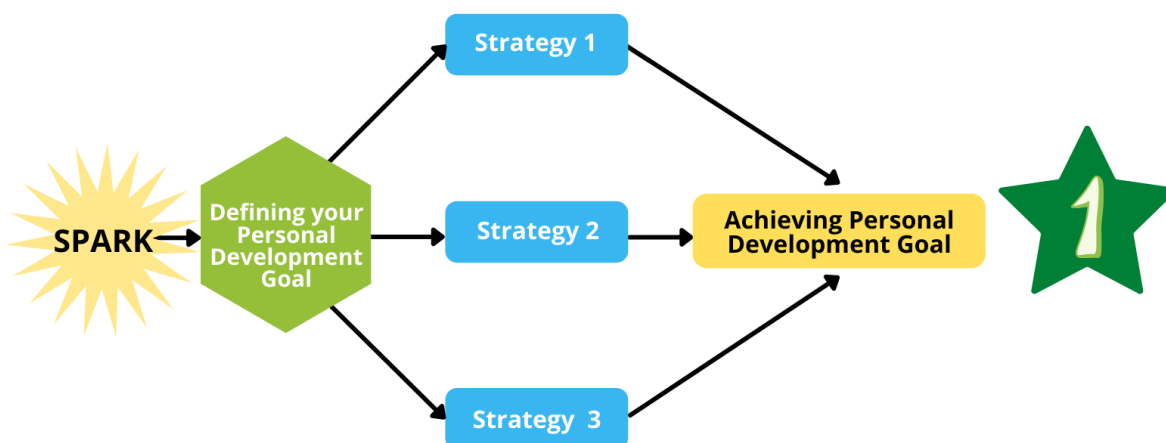
- You must complete [Spark Achievements](#) prior to beginning Emerald Star Achievements
 - If you complete your Emerald Star II within a program year and you are at least 14 years old, you may start working towards an Impact Bronze Star in the same program year.
 - You must attain Emerald Star II before achieving the Bronze Star.
 - If you earned a Bronze Star in the previous Star Ranks system when you were 9 or 10 years old, you can start Emerald Star I without completing Spark Achievements.
- There are two Emerald Star Achievements: Emerald Star I (patch with white background) and Emerald Star II (patch with lime green background).



- You must attain Emerald Star I prior to Emerald Star II. It is possible to achieve Emerald Star I and Emerald Star II in the same year but it is recommended to be a two-year program.
- Members may use work described in their Annual Project Report to fulfill Emerald Star requirements if appropriate.
 - Ex: A member earning their Emerald Star could define their spark in terms of a project: The project is Rabbits and their personal goal is to mentor their Rabbit project members so half of them place in Showmanship.
- The work you do to complete the requirements of an Emerald Star Achievement can be done on your own or as a team of no more than four members, including you. When you work in a group, each member must turn in their own forms and required information.



Emerald Star I



Overview of Emerald Star I

While earning your Emerald Star I, you will identify a spark, create a personal development goal and develop [strategies](#) to achieve that goal. By the end of the rank you will complete the personal development goal which was related to your spark. [The Earning Your Emerald Star I Form](#) corresponds to each section below: **Parts A, B, C, and D.**

Choose an Adult Mentor

Choose an adult mentor who is a current 4-H adult volunteer or staff member who can help you define your personal development goals and an impact goal. If you have any difficulty in identifying an adult mentor, speak with your unit leader, project leader or county 4-H staff first. We recommend that your adult mentor is someone other than your parent/guardian. If you would like to be mentored by someone who is not currently a 4-H volunteer, the mentor will need to become a certified 4-H adult volunteer. You should work with your mentor in a [youth adult partnership](#).

A mentor may share information about their own career path, as well as provide guidance, motivation, emotional support, and role modeling to their mentee.

A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources.



Part A. Identify a Spark and Set a Goal

Below is the information you will be developing to complete Part A of Earning Your Emerald Star 1 Form.

Define Your Spark

All youth have a [spark](#)— a quality, skill or interest that they are passionate about—but they may not know it yet. A spark comes from inside of us and when we express it, it gives us joy. You identified one or more sparks when you earned the Spark Achievements.

To be classified as a spark, it must meet two conditions.

- It must be something that brings you joy and passion
- It must have the potential to make a positive difference in the world

When talking about sparks, **AVOID** these things:

- Using a spark as a label (i.e., a natural ability, talent or attribute)
- Excessive matching of sparks to career goals
- Referring to a spark as “something you’re REALLY good at” (you may be passionate about something that needs effort and persistence before you’re “good” at it)

It’s important to choose something you are excited about, because this spark will guide the actions you take in your Emerald Star.

Set a Personal Development Goal

Identify an area for personal growth using your spark as the starting place. Then create a personal development goal that helps you explore and develop your spark. Your personal development goal should help you learn new things and strengthen your abilities.

OR

Think about your spark and what excites you about it. Identify a goal - something you can work on and accomplish - that is related to your spark. This personal development goal focuses on you, what you are interested in, and how you can improve on an individual level. It should involve exploring your spark more deeply, learning new things, and developing your skills. It should be something that is specific and achievable, but should also be something you are excited to accomplish.



Determine Strategies to Achieve Your Personal Development Goal

Outline the steps and [strategies](#) or the plan of action you will take to achieve this personal development goal using [GPS Goal Management](#). Your [strategies](#) should include concrete steps that are important to meet your goal. You may want to meet with your 4-H adult mentor to help brainstorm effective and doable strategies.

GPS Goal Management

[Goal management](#) is more than just setting goals. It is a process that includes setting a goal, determining the specific steps and strategies to reach the goal, and identifying things that could get in the way of achieving the goal or accomplishing a strategy. The acronym “**GPS**” (Goal Selection, Pursuit of Strategies, Shifting Gears) is used to help members remember the goal management steps that lead to achievement.

Goal management skills are used by almost all successful people in the world. It sure is easier to get somewhere when you **know** where you are going, how you’re going to get there and what you’re going to do when things get in your way. An easy way to remember these 3 steps is:

Within the GPS model of goal management are different **dimensions** that help us understand the deeper meaning of the step. The words in **bold** are the phrases that describe the dimensions of G, P and S.

Goal Selection means that you....

...take initiative to **choose meaningful, realistic and positive goals**. If the goals you choose are challenging they will help you learn and reach your full potential.

Pursuit of Strategies means that you...

... **stick to a plan** by making step-by-step actions to reach your goals.

...work your hardest and **show persistent effort** to reach your goals.

...**check your progress** toward your goals to see if changes are necessary.

Shifting Gears means that when you are having trouble reaching your goals, you...

...**seek help** from others and seek additional resources.

...**substitute strategies** by figuring out which ones are not working and change your strategies.



Part B: Progress on Achieving your Personal Development Goal

Now is the time to start working towards your personal development goal using the strategies you outlined in Part A. You'll need to keep track of the actions you are taking so that you and your 4-H adult mentor can see your progress. Document the steps you took to complete your goal. Include the dates steps were taken and what you did. You must record at least six tasks. In the third column, use complete sentences to describe what you learned and/or how what you did helped you accomplish your personal development goal. Complete **Part B** as you take these steps to achieve your goal.

Part C. Personal Development Goal Reflection

Complete this section after you achieve your personal development goal. Use this section to reflect on what you achieved in Emerald Star I. Answer each reflection question completely and thoughtfully and use them as an opportunity to consider what you learned. It's okay if some aspects of your Emerald Star didn't go well. Overcoming and learning from challenges is just as important as documenting your success. Please share your whole experience of working toward your goal. This reflection will be useful to you as you move on to your Emerald Star II.

Part D: Written Summary or Illustrated Reflection of Emerald I

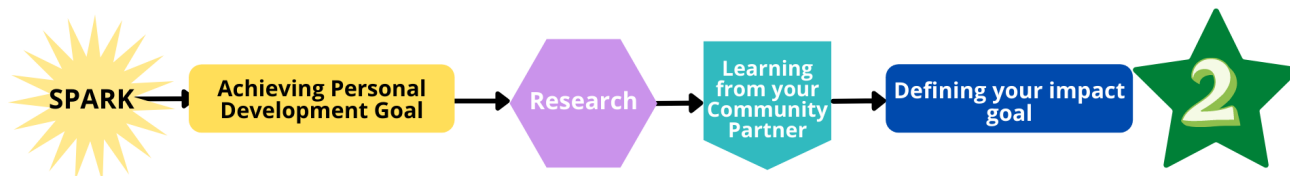
Attach a one page written report to **Part D** of the **Earning Your Emerald Star I Form**, explaining your achievement. Describe what you learned and the actions you took to achieve your personal development goal. Once completed, obtain signatures from your 4-H adult mentor.

OR

Create a one page reflection to illustrate what you learned and the actions you took to achieve your personal development goal in your Emerald Star I. This one page illustration can have photos and graphics and can also be a video or audio presentation. Each photo or graphic must have a caption. Once completed, obtain signatures from your 4-H adult mentor.



Emerald Star II



Overview of Emerald Star II

In Emerald Star I, you used your spark to set and accomplish a personal development goal. In Emerald Star II, you will use your spark to learn about your community and the challenges it faces, and discover what you can do about those challenges. By the end of Emerald Star II you will be able to set a meaningful and well-informed impact goal. [The Earning Your Emerald Star II Form](#) corresponds to each section below: Preliminary Information, Parts A, B, C, D, and E.

Preliminary Information: Spark and Personal Development Goal

This section is very similar to your Emerald Star I Form. First, write down your [spark](#). Your spark can be the same one defined in Emerald Star I, or you can choose a new one. Next, write down your personal development goal. If you are having trouble choosing a spark or goal, refer back to the [Emerald Star I section](#) of this manual. Lastly, indicate whether your spark and personal development goal are the same as the spark and goal you identified in your Emerald Star I Form.

Part A. Impact Goal Research

The Emerald Star II is different from the Emerald Star I because it incorporates an **impact goal**. A personal development goal focuses on you and how you can improve, but an impact goal focuses on something you want to improve in your community. You and your spark have the potential to change the world for the better, and the Emerald Star II is here to help you discover that potential. But first, you have to learn about what issues exist in your community and what needs to be done to address that issue. You can't help until you know what's already going on and what can be done.

- ❖ **Research Plan** - In this section of the form, you will answer questions in 75-100 words that will help you plan your initial research. The goal of this initial research is to learn about the needs of your community in relation to your spark. Complete your research plan before you begin your research.

- **Research Strategies** - What tools can you use to research your spark? Below are some ideas.



- Talk to your unit or project leaders or county 4-H staff and take notes on the needs they have observed
 - Use the internet to research and take notes on needs related to your spark
 - Network with those in your community. This can be organizations, community leaders, elected officials, city councils and more. Collect testimonials from community members that identify needs in your community related to your spark
 - Survey different components (4-H groups, local community networks, organizations, etc) in your community to identify observed needs and record results
- ❖ **Research Log** - After you have completed your research plan, now is the time to do some research. Using the strategies you outlined in Part A, start investigating sources and asking questions about potential community needs related to your spark. Remember, the goal is to discover what issues related to your spark exist in your community, why they exist, what people are currently doing to fix them, and what still needs to be done. In the **Earning Your Emerald Star II** form, record the date of each day you performed research and what you did. For example, on a specific day, you may log that you read an article and took notes, attended a city council meeting, or conducted a survey. You may add or delete rows as needed. You must log at least six research activities.
- ❖ **Summary and Analysis** - Once you feel you are well informed on issues related to your spark in your community, fill out this section of the **Earning Your Emerald Star II** form.
- **Summary** - What did you find out? Summarize what you learned in 75 -100 words. Imagine that you are teaching your 4-H unit about the issues you discovered. What are the most important and interesting things that you learned?
 - **Analysis** - Analyze your results to look for patterns. In 75-100 words, describe what people and organizations are currently working in your community to fix issues related to your spark? What are they doing to address community needs? What do you think still needs to be done?



Part B. Community Partner Collaboration

Now that you've done some exploratory research, it's time to get involved and learn hands on from people already working on your area of interest.

- ❖ **Preparation** - Identify one or more [community partners](#), mentors, or organizations that can help you learn more about what needs to be done to better your community in the area of your spark. You can record these in a list format.

A [community partner](#) is an organization that is already active and working in your community to address the issue related to your spark. There are many organizations that work on the local, state, national, and international levels to address community issues. By partnering with one of these organizations, you will find guidance and resources on how to best identify an impact goal.

You might already have an organization in mind. If so, great.

If you're still looking for a community partner, try:

- **Searching online.** Combine keywords related to your goal with your city or neighborhood and see what you can find (for example: community gardens in [your city]).
- **Asking around.** Speak with your mentor, 4-H leaders, extension agents, teachers, or other people you know and see if they have any ideas of potential organizations to reach out to.
- **Investigating flyers** you see promoting interesting events or organizations. You might find flyers at school, at the library, at a coffee shop, at a recreation or community center, or at the bus stop.
- **Attending events** related to what you care about, such as poetry or book readings, conferences, or panel discussions.

Once you have a few ideas for your community partner, reach out to them using the email or phone number you can find on their flyers or website. If you're feeling shy, remember that these organizations are always looking for more people to join them. Explain what you are hoping to accomplish and why you are interested in them. Remember, they may not know about 4-H, so be sure to explain completely. You can always ask your mentor to read over your email draft before you send it.

- ❖ **Volunteer Log** - Now that you've identified one or two community partners, it's time to volunteer. This is an important step because it will give you hands-on experience and first hand knowledge about your area of interest.



Document a minimum of four (4) hours of volunteer work. Record what you did and how much time you spent in each activity of your volunteer work.

- ❖ **Reflection** - Finally, reflect on your volunteer experience.

Part C. Identify Your Impact Goal

From your work on your personal development goal and what you learned in your research and volunteering, determine a positive impact you want to make in the area of your spark. Use this to create your impact goal. Your impact goal should be specific, related to your spark, and aim to have a positive impact in your local/4-H community. Think back on what you learned to make sure your impact goal is necessary and actually addresses needs in your community.

Part D. Showcase Your 4-H Work

Your showcase is an opportunity for you to display your impact goal and explain your research to others. You can create this presentation of your research using photos, video, audio and/or any other way you documented your work throughout the year.

The showcase should explain what you did, the steps you took, and what you learned in the process. This is a space for you to be creative and display your experience in a way that makes sense for you.

Please include the following elements in your 4-H Showcase:

- ❖ Describe your spark
- ❖ Explain the strategies you used to achieve your personal development goal
- ❖ Present/document research through graphs, testimonials, etc.
- ❖ Explain how you chose your community partner
- ❖ Describe your volunteer work with your chosen community partner
- ❖ Explain your defined impact goal



You can compile your showcase in a variety of ways, and it must include one visual component and one written component. The chart below shows some ways you can fulfill the visual and written components. The “[Earning Your Emerald Star II Form](#)” contains boxes you can paste either QR codes or hyperlinks to your work. Alternatively, printed copies may be attached if necessary. See [How to Upload Your Work](#) for more details.

Visual Component	Written Component (300-1000 words)
<ul style="list-style-type: none"> ❖ Slide deck presentation (2-5 min) ❖ Video (2-5 min) ❖ Scrapbook (2-5 pages) ❖ Infographic (600 x 900 pixels) ❖ Other visual components of similar length 	<ul style="list-style-type: none"> ❖ Essay ❖ Written outline/summary ❖ Other written components of similar length

Part E. Present Your Showcase

Now that you are almost done with your Emerald Star II, it’s time to share your work with your 4-H community. You must share both components of your Showcase (from Part D) at least once at the county level or above. The visual and written components of your Showcase can be shared in different places at the county level or higher. Below is a table of examples.

Places to display the visual component	Places to display the written component
County (or higher) 4-H <ul style="list-style-type: none"> ❖ event or committee meeting ❖ County Council or Management Board or Advisory Board ❖ Presentation Day ❖ Any other way... 	County (or higher) 4-H <ul style="list-style-type: none"> ❖ newsletter ❖ social media ❖ website ❖ Any other way...

You may be able to display both components at the same location.

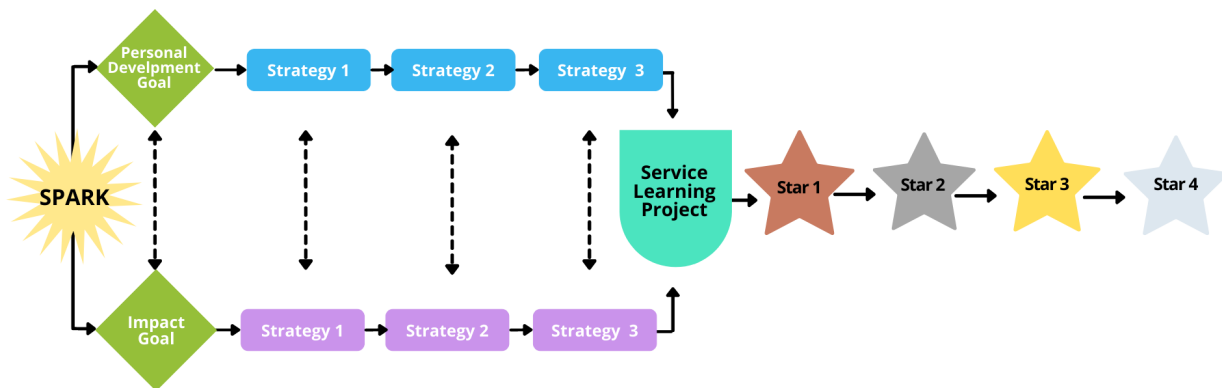
- ❖ For example, you might display a video on your county website where you explain your impact goal AND you post an article you wrote about it on the website.

Emerald Star Example Document

If you have questions or need clarification while working on your Emerald Stars, see these filled out [example versions](#) of a member who achieved Emerald Star I and II.



Earning Your Impact Stars



This image shows the components of an Impact Star. The first element in any [Impact Star/Service Learning Activity](#) is your spark. Use your spark to come up with your personal development and [impact goals](#), which may be related. Next, you will set [strategies](#) to accomplish your goals. The combination of those two sets of strategies is your [service learning activity](#).

When you earned your Emerald Star Achievements, you used your spark and personal development goal to learn about an issue in your community and create an impact goal that can help improve this community problem. Now you are ready to combine all of your skills to earn Impact Star Achievements.

Each Impact Star walks you through the process of carrying out a [service learning activity](#) by helping you set goals, create an action plan, implement your activity, share your work, and reflect on your experiences.

You must complete the [Emerald Stars I and II](#) prior to beginning the [Impact Stars](#). If you complete your [Emerald Star II](#) before a program year ends and you are at least 14 years old, you may start working towards the Bronze Star in the same program year.

Stars are awarded in the following sequence: **Bronze, Silver, Gold, Platinum.**



- ❖ The first time you submit an application for an Impact Star, if all criteria are met you will be awarded a Bronze Star. The next time you submit an application for an Impact Star, if awarded, you will receive a Silver Star (and so on).
- ❖ Each succeeding Star follows the same process and uses the same forms, but **each should show wider or deeper reach than the achievement before.**
 - Once you have completed a [service learning activity](#) and earned an Impact Star for that activity, you can not repeat that exact activity again. However, you can expand upon the activity by working with the community partner on a different issue, expanding your activity to a higher level, or partnering with a new organization regarding a similar topic. (see [Growth and Expectations for Future Impact Stars](#)).
- ❖ You may only apply for and receive ONE Impact Star per program year. Some service learning activities might take over a year.
- ❖ There may be some repetition within your finished Impact Star application - that's okay. For example, you may write about the same newsletter article in your strategies for Part A, timeline in Part B, communication methods in Part C, and reflection in part E. Don't worry about overlap within the sections of the form as long as you answer the prompts completely.
- ❖ You may use work completed for County Ambassador, or other 4-H programs to count toward Impact Stars if appropriate. Impact Stars are earned within the 4-H program, so you are encouraged to work towards your Impact Stars using existing 4-H activities like leadership positions, conferences, and public speaking opportunities, when applicable.
 - For example, if you are a part of a County Ambassador team that is coordinating a service learning activity that ties together your personal development and impact goals, you then may include that work in your Impact Star application.
 - Another example: if you present at Presentation Day, and educate the audience on a topic related to your service learning activity, you could count this in Section C: Sharing Your Work.
- ❖ We encourage Impact Star work be done with a team of no more than four (4) people. It is acceptable to complete work individually. Each individual member must still turn in their own application for an Impact Star.
 - The members in a team may submit the same impact goal, service learning activity, action plan, sharing your work, and showcase, but their personal development goals, and reflection should be developed individually.
- ❖ When you submit for an [Impact Star](#), include the forms from the previous Impact Star(s).



Preliminary Information

The Preliminary Information section is completed for Silver, Gold and Platinum Impact Stars. Write down your personal development and impact goals from your previous [Impact Star Form](#). If you are applying for a Bronze Impact Star (your first Impact Star), you can leave this section blank.

The [Impact Star Form](#) corresponds to each section below: **Parts A, B, C, D, and E.**

Part A. Setting Goals and Identifying Your Service Learning Activity

First, write down your spark, which you may have discovered in Spark Achievements or Emerald Stars. Then, set your personal development and impact goals. Your spark, along with the skills you learned in your Emerald Stars, should guide you in setting these goals. Service learning activities have two components:

- ❖ Personal Development Goal - something you want to improve about yourself
 - This is the *learning* aspect of your service learning activity
 - Make sure your personal development goal is specific, focused on self improvement, related to your spark, unique to you, and different from the group's personal development goal
- ❖ Impact Goal - something you want to improve in your community
 - This is the *service* aspect of your service learning activity
 - Make sure your impact goal is specific, related to your spark, and aims to make a difference in your community.
 - You can't set an impact goal if you don't know anything about the issue you are trying to address. You might use the research you did in your Emerald Stars, and you may want to do some additional research before you define your specific goal.
 - Make sure your goal is specific and accomplishable.
 - Example of a goal that **is not** specific and accomplishable:
 - I want to make life better for homeless people.
 - Example of a goal that **is** specific and accomplishable:
 - I want to educate my community on the struggles homeless people face and raise support for the local food pantry.

Community Partner

Next, you need to choose a community partner. A [community partner](#) is an organization that is already active and working in your community to address the issue and impact goal you chose. There are many organizations that work on the local, state, national, and international levels to



address community issues. You don't have to tackle your impact goal all by yourself - you have the help of your mentor, and soon you'll have another group of experts to work with and discuss ideas. By partnering with one of these organizations, you will find guidance on how to best address your issue and resources to help you make a bigger impact.

You might already have an organization in mind from previous experience or your Emerald Stars. If you're still looking for a community partner, try:

- ❖ **Searching online.** Combine keywords related to your goal with your city or neighborhood and see what you can find (for example: community gardens in [your city]).
- ❖ **Asking around.** Speak with your mentor, 4-H leaders, extension agents, teachers, or other people you know and see if they have any ideas of organizations to reach out to.
- ❖ **Investigating flyers** you see promoting interesting events or organizations. You might find flyers at school, at the library, at a coffee shop, at a recreation or community center, or at the bus stop.
- ❖ **Attending events** related to what you care about, such as poetry or book readings, conferences, or panel discussions.

Once you have a few ideas for your community partner, reach out to them using the email or phone number you can find on their flyers or website. If you're not feeling very confident, remember that these organizations are always looking for more people to join them. Explain your goal and interest to them. Remember, they may not know about 4-H, so be sure to explain completely. You can always ask your mentor to read over your email draft before you send it. The first organization you reach out to might not be a good fit. They might only work with adult volunteers, they might not be open during your free time, or they might not be focused on your specific issue. That's okay. Keep looking until you find an organization that works. Once you've found a good community partner, and they've agreed to work with you, write the name of the organization on your Impact Star form. Use this [Template](#) to help you contact your community partner.

Defining Strategies

Now that you have your two goals and your community partner, it's time to figure out your strategies. **Strategies** are specific actions you can take to accomplish your goal. This may seem daunting at first, but don't worry. You don't have to come up with ideas all on your own.

First, you may want to meet with your mentor (and team members, if you have them) to brainstorm possible strategies you could use to reach both your personal development and impact goal. Remember, your personal development strategies should be specific to you, but



your impact strategies can be the same as your teammates. The strategies for your personal development and impact goals can be interconnected - you don't need to completely separate the two sets of strategies. All of your strategies are part of the same service learning activity. Write down all your ideas, either on your Impact Star form or somewhere else. You may not use all of them, but you don't want to forget any of them. You may also want to discuss how you are going to explain your goals to your community partner and what questions you have for them.

Next, discuss possible impact goal strategies with your community partner. **This step is very important!** You may have lots of great ideas, but you don't know as much about your issue as your community partner does. They will be able to tell you exactly what needs to be done on this issue in your community, because they are already active and working towards fixing it.

This discussion can take place over email, phone, video call, or an in person meeting. You'll probably be meeting with one or two people, perhaps the person you reached out to initially. It's a good idea to have your mentor there, if they are available, so that they can support you, but you should be the one doing the talking. This is your project.

Here are some ideas for what you might want to ask your community partner:

- ❖ What needs are your organization facing right now?
- ❖ What could young people do to help your organization?
- ❖ What steps do you see your organization taking over the next year?
- ❖ What resources could the 4-H program provide that you do not currently have access to? (educational resources, volunteers, etc)
- ❖ If you come prepared with a list of strategies from your own brainstorming, ask your community partner if those strategies would be useful.

Take good notes during this conversation. Write down all possible strategies that your community partner mentions.

Now, you've got a lot of ideas. Work with your mentor, and teammates if you have them, to narrow down your options to the strategies you think would be the most practical and doable. If you're working on your Bronze or Silver Star, you might want to focus on local or county level strategies. But if you're working on your Gold or Platinum Star, you might want to focus on multi-county or state level strategies. On your form, write down at least three strategies each for personal development and impact goals. The strategies for the two goals may be related. And don't erase all your ideas - you never know if you might want to review them when you're planning your next Impact Star.



Your Service Learning Activity

After you have set your personal development and impact goals and defined at least three strategies for each, these combined strategies make a road map to or help you define your **service learning activity**. Your service learning activity doesn't have to be just one event or action - it should be the combination of all of your strategies. Your service learning activity is not just about your 4-H unit. It should connect the experiences and resources of 4-H to something outside of the 4-H program. For example, a service learning activity focused on leading a livestock event for your county 4-H program would not fit this criteria. However, if that activity added a focus on educating youth outside of 4-H about agriculture in a way that would meet a need in your community, then it would fit. Make sure that your service learning activity will actually address the needs of your community partner based on your conversations with them.

This activity **MUST**:

- ❖ make a difference in your community
- ❖ affect the community outside of 4-H
- ❖ involve your community partner.

Use the skills learned from your Emerald Stars and the [Service Learning Planning Guide](#) to fill out [Part A](#) of the form. Answer all of the questions carefully and thoughtfully.

After you have completed Part A, show it to your mentor and get their thoughts and feedback. Then, respond to their comments in the specified box on the form.



Part B. Create an Action Plan/Timeline

Using your goals and strategies, work with your community partner and your mentor to write down specific, manageable tasks you can take to accomplish your goal. These tasks should come from the strategies you've outlined in [Part A](#). If you have teammates, your action plan should be the same for the entire group.

- ❖ Looking at your strategies for your two goals, write down all the smaller tasks/tactics that need to get done to complete that strategy in the middle column of the Action Plan form.
- ❖ Then, schedule the date you want to have completed that task/tactic, or the date it will occur, in the “Date Scheduled/Due” column.
 - Your task might be an event, such as a presentation to your 4-H community to educate them on your topic. For this kind of action, write the date you will give the presentation.
 - Your task might not be an event, such as making flyers to promote your project. For this type of task, write the date that you hope to have finished making those flyers.
 - See the [Impact Stars Example Form](#) for help.
- ❖ Your task might reoccur. For example, maybe you want to hold monthly educational meetings for your 4-H community. If an action is reoccurring, write the frequency (monthly, weekly, every other week, etc) in the “Does this reoccur? How often?” column. If your task does not reoccur, write no.
 - For a recurring task, write all the dates it will occur on in the “Date Scheduled/Due” column.
- ❖ For now, leave the “Actual Date Completed” column blank. Fill it in later with the dates on which the tasks actually occurred.
 - You might find a task took longer or shorter than expected. The due date that you set for a task might not be the same date that it was completed.
- ❖ Assign the person/people responsible in the far right column. This could be your community partner, your teammates, or other members of your community. Divide tasks equally between team members, according to people’s strengths.
- ❖ If you are putting on an event, you might want to work backwards from that event to schedule your tasks.
- ❖ You can also make notes on your action plan as you complete your tasks to document how the tasks actually played out.

When creating your action plan, remember that, from Part A to Part E (identifying your activity, implementing it, and reflecting on your work), Impact Stars should take about one



year. However, if your activity ends up taking a longer or shorter amount of time, you are free to alter your plan. You cannot apply for more than one Impact Star during a program year, and one Impact Star may take more than one year to complete.

Also, when working on your Action Plan, consider the needs and timeline of your community partner. Be flexible and open to new time structures - you may have to shift gears because they might be extra busy during a certain time of year, or they might have a big event coming up soon that you could help with. Be sure that your tasks and strategies are accomplishing what they need or what they've told you will help address your target issue, not just what you think is best.

After you have completed your Action Plan, show it to your mentor and get their signature of approval. They might have feedback for you to incorporate!

Activity Implementation

Now is the time to start working on the service learning activity you've been planning. After you make your Action Plan, you should start working on the tasks you laid out, and you can fill out sections C and D as you go. Keep track of your progress in a way that works for you (for example, notes, videos, and/or pictures) and make revisions to your Action Plan if needed.



Part C. Teach Your Community

As you implement your service learning activity, you will need to communicate with and teach your community. Part C is an opportunity for you to show how you communicated to others about your service learning activity. You must include three examples of communicating your activity to different audiences, two must be at the county level or above. Each communication method must be a different type such as email, newsletter, social media, presentation, etc. If the audience is repeated, the messaging must be different. (See the Example Impact Stars Form for clarification in filling this section out). Document these communication activities as you complete the tasks in your action plan, and make sure you complete this section before your project is finished. Things can count more than once - A communication activity listed in Part C can also be a strategy in Part A, or an action item in Part B, or both!

Examples include:

- ❖ Presentation for an event or committee
- ❖ Article that you wrote in a county newsletter
- ❖ Social media posts on the county social media page
- ❖ Youth in Action awards
- ❖ Presentation Day
- ❖ Flyers and brochures
- ❖ Video activity
- ❖ Or anything else you can think of!

For each communication method, you must include evidence. This could be a link to a presentation slideshow, a video of you presenting, a link to your article or social media post, photos, etc. Each method only needs one piece of evidence. The piece of evidence needs to be accessible directly from your forms, either embedded as an image/screenshot/video or as a link, but not as a separate file that you send in with your forms.



Part D. Showcase Your 4-H Work

As you complete your service learning activity, and after you finish it, it is important to reflect on your experience and what you have learned. Your 4-H Showcase is an opportunity to creatively reflect on your Impact Star experiences and activities. Looking back on your service learning activity, your other 4-H activities, and any activities outside of 4-H, show what you learned and how your community benefited from your overall year in 4-H. This is a space for you to be creative and document your experience in a way that makes sense for you.

The following questions may guide the development of your 4-H Showcase:

- ❖ How does your service learning activity relate to your overall 4-H year?
- ❖ How did your spark guide your service learning activity?
- ❖ Do you have multiple sparks? How did you discover them?
- ❖ Does your school work or extracurricular activities connect to your service learning activity?
- ❖ How was it working with your mentor and/or other 4-H members?
- ❖ What emotions did you experience while implementing your service learning activity?
- ❖ How have you handled financing your activities, if needed?
- ❖ How has your 4-H experience influenced your school and career goals?
- ❖ What did you learn about your community? Do you have any new ideas for impact goals as a result of your activity?
- ❖ How have you grown as a leader this year?

Part D includes a box to insert your showcase piece. Your showcase can be a link, image, written section, or a combination of these things. Similarly to Part C, your Showcase needs to be accessible directly from your own documents either embedded as an image/screenshot/video or as a link, but not as a separate file that you send in with your forms.

The showcase can be done in a variety of ways including, but not limited to, the following ideas.

- ❖ Slide deck presentation (10-15 mins)
- ❖ Video (5-10 mins)
- ❖ Infographic (2-3 pages, 8.5 x 11 inches)
- ❖ Play (10-15 pages or 15-20 mins)
- ❖ Essay (1000-2000 words)
- ❖ Short story (1000-2000 words)
- ❖ Art storyboard (10-20 panels)
- ❖ Comic strip/graphic novel (10-20 panels)
- ❖ Blog (1000-2000 words)
- ❖ Scrapbook (5-10 pages)



Part E. Reflection

Lastly, answer each reflection question about your experiences this year in 3-6 sentences. It's okay if some aspects of your project didn't go well. Overcoming and learning from challenges is just as important as documenting your success. Please share your whole experience of completing the project. Try not to rush through your answers, and use them as an opportunity to consider what you learned through your activity, how you feel about it, and what you would change if you did it again. This reflection will be useful to you as you move on to your next Impact Star.

This is an opportunity for your mentor to reflect as well. They might provide helpful feedback to assist and guide you in the future. Respond thoughtfully and thoroughly to their comments.

Important: if you are applying for your Silver, Gold, or Platinum Impact Star, be sure to include the forms for your previous Star when you turn in your application.

Growth and Expectations for Future Impact Stars

After your Bronze Star, consider how you will grow your next Impact Star and what will make it different from your previous star. Even though you will be filling out the same forms, you should not be planning the exact same service learning activity. This is why you must turn in the forms from your previous star when applying for your Silver, Gold, or Platinum Impact Star. Evaluators will be looking for growth. However, this doesn't necessarily mean you have to do more tasks or make your action plan longer.

When starting your next Impact Star, look back at Reflection question #7 to remember the lessons you learned and what you wanted to focus on next. However, you don't have to base your next star on these ideas if you have new thoughts. You can keep the same topic/spark or choose a different one, and you can keep the same mentor or partner with a new one.

As you think about your goals for your Silver, Gold, or Platinum Star, consider the following:

- ❖ What greater role can you play in this service learning activity? Can you take a greater leadership role or involve a larger community?
 - For example, if your last service learning activity was at the county level, can you expand it to the multi-county level? If your Gold Star was at state level, can you expand your Platinum to the national level?
- ❖ What problems still exist in your area of interest? How can you make a bigger impact and set more ambitious goals?
- ❖ Could you keep the same topic but partner with a different organization?
- ❖ Could you partner with the same organization but work with them to come up with new



or deeper ways to get involved?

- ❖ Could you get involved with 4-H organizations or conferences or positions at higher levels that could relate to your project?
 - For example, become a County or State Ambassador, which involves creating a service learning activity with your team.
- ❖ Could you focus on a different area or find a different approach to the same problem?
 - For example, instead of putting on an event, create a curriculum.

Impact Stars Example Document

If you have questions or need clarification while working on your Impact Stars, see this [filled out example version](#) of a member working on their Silver Star.



Index

Terms to Know

Civic Responsibility

Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good.

Community Partner

An organization that is already active and working in your community to address an issue related to your spark. There are many organizations that work on the local, state, national, and international levels to address community issues. By partnering with one of these organizations, you will find guidance and resources to help you in your work.

Growth mindset

The effort that you put into completing your achievements helps strengthen the connections in your brain. The TRUTH is that the more you learn and practice new things—yes even when doing achievement challenges—you make new connections in your brain. In fact, the used brain areas actually grow bigger as you practice and your knowledge increases. You will find that these challenges become easier when you put forth effort and persist through the hard parts. You will start to think about challenges as something you can master, and you will actually notice yourself feeling smarter.

GPS Goal Management:

This system helps youth to think concretely about goal management and to learn how this applies to help themselves and others. It is more than goal setting; it is a lifelong system of planning where you are going, how you are going to get there and what to do when things get in your way.

Goal management is more than just setting goals. It is a process that includes setting a goal, determining the specific steps and strategies to reach the goal and identifying things that could get in the way of achieving the goal or accomplishing a strategy. The acronym “GPS” (Goal Selection, Pursuit of Strategies, Shifting Gears) is used to help members remember the goal management steps that lead to achievement.

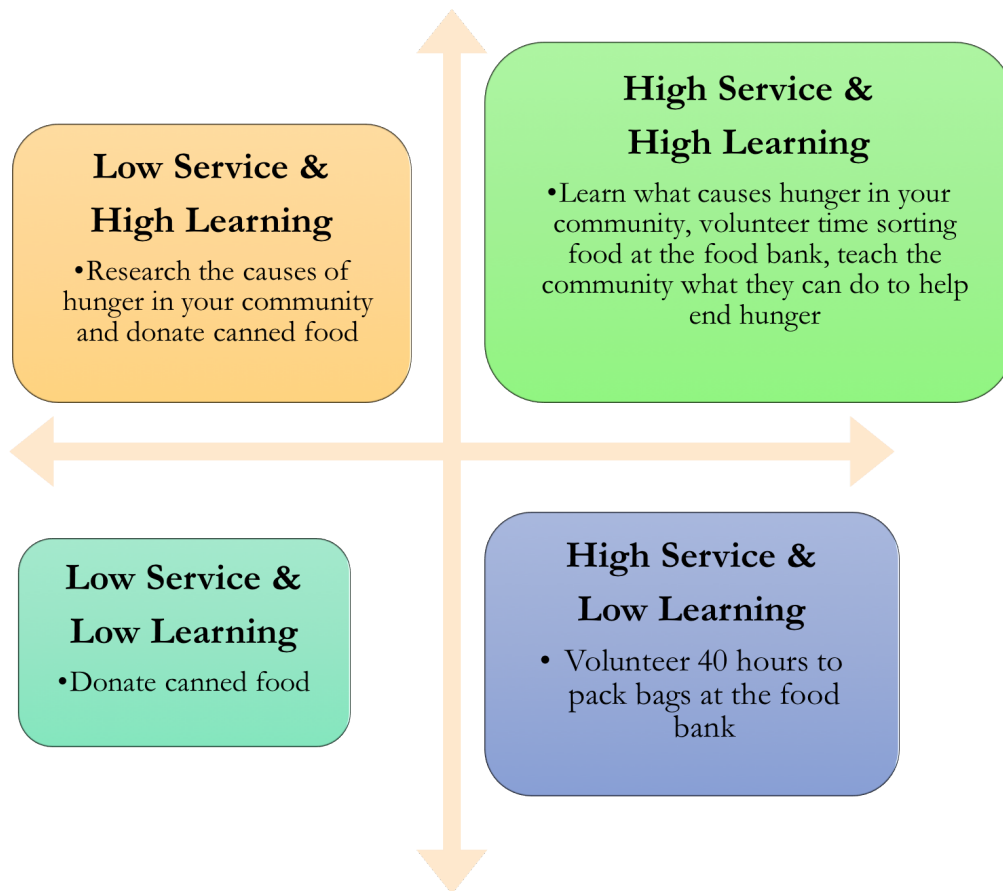
- ❖ The acronym “GPS” (Goal Selection, Pursuit of Strategies, Shifting Gears) is used to help members remember the goal management steps that lead to achievement.



- *Goal Selection* – Figure out what you want to do. A well selected goal should be meaningful, but realistic.
- *Pursuit of Strategies* – Make your plan with details: By when? How? Where? This may include involving others or an outside organization.
- *Shifting Gears* – Check your progress. Decide on other options if obstacles get in your way. This may involve changing parts of or substituting strategies, looking for help from familiar and/or new people and resources, or changing goals. Identify things that could get in the way of achieving your goal or a strategy. Talk about what you will do if that happens so that you can overcome the obstacle.

Service Learning Activity

Connects meaningful community actions and service with learning, personal growth and [civic responsibility](#). It involves learning about an issue, its root causes, and how you can help make a positive difference. Learning and teaching experience are paired together in the service learning activity.





Spark

All youth have a spark – a quality, skill or interest that they are passionate about—but they may not know it yet. A spark comes from inside of us and when we express it, it gives us joy. Sparks must be nurtured over time by caring adults with whom youth interact. A spark is something or a way of being that brings you great joy AND you use that thing to make a positive difference in the world.

Highlights:

- Sparks are the passions, ability, skills and strengths that are discoverable in all youth.
- Sparks are a catalyst for thriving.
- Sparks are a source of motivation (come from within a person).
- Sparks often change over time.
- Sparks are deeper than activities (e.g., watching TV).
- Sparks make (or have the potential to make) the world a better place.

Avoid:

- Using a spark as a label (i.e., a natural ability, talent or attribute)
- Excessive matching of sparks to career goals
- Referring to a spark as “something you’re REALLY good at” (you may be passionate about something that needs effort and persistence before you’re “good” at it)

Strategies

Specific steps that you will take to reach your goal. Strategies include timeframes, who is doing it, and when it needs to be accomplished. They answer the question, “What needs to happen to reach my goal?”

Youth Adult Partnership

Youth-adult partnerships take place when youth and adults plan, learn and work together, with both groups sharing equally in the decision-making process.

Research studies indicate that successful youth adult partnerships require a variety of elements, including:

- ❖ Youth and adults share equally in the decision making process.
- ❖ Together, youth and adults achieve better results than either would if working alone.
- ❖ Roles for youth and adults are authentic and meaningful.
- ❖ Youth and adults learn together and serve as resources for one another.
- ❖ Each group is treated with respect and dignity by the other group.



Template

Here's an example of an email you might write to a potential partner. You could also use this as a starting point for your phone conversation.

*Subject: Volunteering with [organization name]
[Be sure to Cc your mentor!]*

Dear [name], OR To whom it may concern,

My name is _____, and I am a youth 4-H member interested in volunteering and partnering with your organization.

4-H is a youth development organization that mobilizes kids to make their lives and communities better. As part of my 4-H Impact Star project, I am tackling the community issue of _____. [You can mention briefly what you know about this issue and/or any previous experience you have volunteering in this topic area.] My goal is [state your impact goal here]. I know that [name of organization] is active in [state what you know the organization does in your community]. For this reason, I am hoping to partner with you to accomplish my goal and make a difference in our community. I would love to set up a call or time to meet so I can learn more about what your organization is doing and what I can do to contribute.

Thank you!

[Your name and contact info]



Resources

ChangeLab Solutions. *The Pathways to Policy Playbook*. ChangeLab Solutions, 2018. *ChangeLab Solutions*,

https://www.changelabsolutions.org/sites/default/files/PolicyPlaybook_Final-Updated_20180920.pdf.

Service Learning Planning Guide; Examples of Service Learning Projects

http://4h.ucanr.edu/Projects/CivicEngagement/service_learning/

Information on Youth Adult Partnerships

<http://4h.ucanr.edu/About/Framework/YAP/>

State 4-H Presentation Manual

<https://4h.ucanr.edu/files/2193.pdf>