



Montcalm County 4-H Club Registration Form Registration



Club Name: _____ Date club was formed: _____

Administrative Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Projects: _____

Years as Leader, including this year: _____

Co-Administrative Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Projects: _____

Years as Leader, including this year: _____

Projects that we plan to offer this year:

- | | |
|---|---|
| <p><input type="checkbox"/> Aerospace
The physical science that deals with flight, the earth's atmosphere and space.</p> <p><input type="checkbox"/> Ag in the Classroom
In-school exploration of agriculture</p> <p><input type="checkbox"/> Agronomy
Programs, activities and projects related to crops, weeds, pest management, soils and soil conservation.</p> <p><input type="checkbox"/> Alpacas and Llamas
Domesticated South American mammals having fine, long wool.</p> <p><input type="checkbox"/> Animal Evaluation
Learning about horse judging, livestock evaluation and dairy judging.</p> <p><input type="checkbox"/> Aquatic Science
The discipline and knowledge base applied to life and living processes in lakes, rivers and streams. Also includes marine science programs and 4-H aquarium projects.</p> <p><input type="checkbox"/> Beef
Domesticated bovine developed primarily for the efficient production of red meat.</p> <p><input type="checkbox"/> Biological Sciences
The discipline and knowledge base applied to life and living processes.</p> | <p><input type="checkbox"/> Birds and Poultry
Domesticated birds, chickens, pigeons, waterfowl and other warm-blooded feathered animals</p> <p><input type="checkbox"/> Business and Entrepreneurship
The study of the principles underlying commerce, merchandising and entrepreneurship. Examples of this project area include: business plan development, fundraising, pricing, marketing service or product (such as livestock), economics and distribution and sales.</p> <p><input type="checkbox"/> Career Exploration and Workforce Preparation
Learning about alternatives to jobs, permanent callings and professions, the expectations and rewards of each and workforce preparation/employability skills. Examples of this project area include: career assessment and research, post-secondary training options, portfolio development, job search techniques, applications, resumes, interviewing, internships, job shadowing and job fairs.</p> <p><input type="checkbox"/> Cats
Domesticated feline animals most commonly referred to as house cats.</p> <p><input type="checkbox"/> Child Development, Child Care
Programs, activities, and projects related to family-related skills including babysitting, parenting, family life education, etc.</p> |
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- Citizenship and Civic Engagement**
Preparation for roles as a member of society, public policy and interrelationships. Includes programming such as Capitol Experience, Citizenship Washington Focus, Wonders of Washington and local citizenship academies.
- Clothing & Textiles**
Programs, activities, and projects related to clothing construction, fabric selection, and design. Includes programs such as buymanship, sewing, etc.
- College and Independent Living Readiness**
Preparing for life post-high school – educationally, financially, physically, socially and emotionally. Includes participation in pre-college programs, post-secondary education opportunities, access/readiness trainings.
- Communication**
Interchange of thought or information as a verbal or written message, including public speaking, demonstrations, creative writing, displays and exhibits, journalism, radio or TV presentation, poetry, non-fiction.
- Community Service**
Acquiring personal skills and knowledge in the process of performing service for others through an organized experience. Includes, club or individually designed community service projects and Youth Experiencing Action (YEA) activities.
- Computer & Digital Technology**
Use and integration of computers and established and emerging digital technologies (iPod, QR codes, iPad, smart phones, games) as tools for science discovery and 4-H projects.
- Dairy Cattle**
Domesticated bovine bred and developed chiefly for milk production
- Dogs**
A domesticated carnivorous mammal (Canis familiaris) related to the foxes and wolves and raised in a wide variety of breeds
- Emus and Ostriches**
Large, flightless, ratite birds, having a feathered head and neck and rudimentary wings.
- Engines & Transportation**
Programs, activities and projects related to apparatus used for transportation, agricultural production, lawn or garden applications, including automotive, engines, tractors and field equipment.
- Entomology & Bees**
The study of zoology that pertains to insects and beekeeping.
- Environmental Resource Management**
Programs, activities and projects related to energy, electricity, green and bioenergy and soil conservation.
- Environmental Science and Natural Resources**
The general study of human life and its relationship to other life forms on earth and the physical, biological and chemical environments and cultivation of a personal commitment to responsible resource management. Includes programs, activities and projects related to environmental stewardship, earth, water and watersheds, wetlands, air, geology and minerals, weather and climate, composting, vermiculture (worm farming), waste management, recycling and household hazardous waste, forestry, Jr. Citizen Planner, Trackers and 4-H Youth Conservation Councils.
- Expressive Arts**
Skills of expressing, imparting and conveying information to others. Includes arts, crafts, clowning, mime, dance, drama, theater, drawing, painting, sculpting, music, performing arts, photography/video, visual arts, and woodworking.
- Financial Literacy**
Examples of this project include: budgeting spending, saving, investing, credit, club treasury, comparison shopping and consumer education, National Endowment for Financial Education (NEFE) High School Financial Planning programs, Money Smart Week sessions, etc.
- Food and Nutrition**
Food stuffs, their preparation and the act of being nourished by wholesome, sustaining food substances. Includes food preservation, food safety, EFNEP, SNAP-Ed, Jump Into Foods & Fitness (JIFF), Team Nutrition, cake decorating, baking, cooking, etc.
- Global and Cultural Education**
Programs, activities, and projects designed to build knowledge and skills related to global and cultural competency. Includes programming around global and cultural awareness, exploration, documentation, diversity and pluralism and projects such as FOLKPATTERNS, intra- and inter-state exchanges, international exchanges (hosting and traveling), China Art and Dance programs, Michigan 4-H History Project and Backpack to Adventure: Youth leaders in a Global World.

- Goats**
Includes dairy, meat, hair and pygmy goats.
- GPS/GIS**
Includes programs, activities and projects related to the use of GPS/GIS technologies and skills with application in real world settings to enhance understanding of our world and solve real problems.
- Health and Fitness**
Relates to the body's well-being, maintenance of well-being, and learning about and participating in exercise of any kind. Includes sports, physical health, first aid/CPR, mental and emotional health, smoking cessation, etc.
- Horse & Pony**
Breeding, care, training for riding, pleasure or draft purposes.
- Horseless Projects**
Programs, activities and projects related to equine science that does not require ownership of an animal. Includes horse judging, hippology and horse bowl activities.
- Horticulture**
Programs, activities and projects related to plants, flowers, house plants, vegetables ornamentals and herbs, including programs such as Jr. Master Gardeners and those connected to the 4-H Children's Gardens through science, theme gardens, plant experiments and/or technology integration
- Introductory 4-H Projects**
General exploration of 4-H programs and projects for newer and/or younger members, including Cloverbuds, mentees in mentoring programs, and other areas designed to give youth exposure to 4-H opportunities.
- Leadership Skills Development**
Communication, conflict management, decision-making, facilitation, planning, goal-setting, problem-solving, inclusion, diversity, and self-confidence. Includes activities such as teen leaders, youth officers and decision makers, Natural Helpers, National Congress/Conference participation, teen/peer mentors, and conflict resolution and mediation.
- Leisure Education**
Learning to transform free time into self-discovery and personal fulfillment through knowledge of self through available alternative activities including social recreation skills and leisure sports such as bicycling, golf, bowling, etc.
- Life Skill and Character Education**
Expanding knowledge of self and expanding capabilities, personal growth, increased self-awareness, expanding personal capacity, includes Character Education, and general life skills development.
- Meat & Food Science**
The studies of nutrients in that nourish, sustain, or supply mankind, including the study of animal tissue used for human consumption.
- Mechanical Sciences**
Associated with mechanical arts made, performed or operated by machinery including wood science and industrial arts, designing and using technical plans, developing dexterity and familiarity with tools, machines and process for construction and repair engineering.
- Outdoor Education/Recreation**
Programs, activities and projects that involve being in, using, enjoying or interpreting the natural environment, including Outdoor Adventure Challenge, Project FISH, hiking, backpacking, canoeing, kayaking, orienteering and ropes courses.
- Physical Sciences**
Programs, activities and projects related to the natural sciences that deal primarily with nonliving materials, including Astronomy, Chemistry, Mathematics, and Physics.
- Plant Science**
The study of plants and how they grow. Plant genetics, reproduction and plant responses to the environment.
- Poultry Science & Embryology**
The branch of biology dealing with poultry embryos and their development.
- Proud Equestrian Program**
Riding and horsemanship for persons with disabilities.
- Rabbits/Cavies**
Any of several small, domesticated mammals related to ordinary hares or to rough-haired South American rodents in the Caviidae family, such as guinea pigs.
- Robotics**
The design, construction, operation and application of robots and computer systems for their control, sensory feedback, and information processing, including LEGO, VEX and FIRST robotics activities.

- Safety**
Programs, activities, or projects that affect being secure or protected from hurt, injury, harm or loss. Includes ATV, automotive and bicycle safety, emergency preparedness, tractor safety education, etc.
- Service Learning**
Acquiring personal skills and knowledge in the process of performing services to others through school-based or community-based organized programs that includes intentional planning followed by personal reflection.
- Sheep**
Ruminant mammals of the genus Ovis, of the family Bovidae, bred in a number of domesticated varieties for the production of meat or wool.
- Shooting Sports**
Programs, activities and projects related to the use of firearms and archery equipment to facilitate personal goal setting, sportsmanship, confidence and safety.
- Small Animals/Pocket Pets/Lab Animals**
Includes all other small, domesticated mammals raised and cared for not listed in any other Animal category.
- Soils & Soil Conservation**
Studies of soils as plant growth media, construction materials and naturally occurring bodies. Soils represent the place where earth's crust, the atmosphere, living things and water are most intimately mixed.
- Swine**
Any of a family (Suidae) of omnivorous, artiodactylous mammals with a bristly coat and elongated, flexible snout; esp., a domesticated pig or hog.
- Veterinary Science**
The study of prevention, alleviation or cure of animal diseases and injury.
- Wildlife & Fisheries**
Programs, activities and projects related to studies of wildlife and fish species in terms of ecosystems, geographic distribution, biodiversity, habitat, human utility, management, native and invasive species, including sports fishing and hunting.

****Please Note – There should be a 1/10 adult/kid ratio for all leaders and volunteers. (There should be at least one adult for every 10 kids in the club). It is suggested that each adult only be a project leader for no more than 2-3 project areas. Also, EVERY volunteer and project leader in your club MUST complete the Volunteer Selection Process before working with the kids. ****

Please list all other leaders assisting with your club (including teen leaders):

Project Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Project Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Project Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Teen Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Teen Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Teen Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Teen Leader's Name: _____

Address: _____

Phone Numbers - Home: _____ Work: _____

Years as Leader, including this year: _____ Projects: _____

Please list the names of your 4-H Club Officers:

President: _____
Vice-President: _____
Secretary: _____
Treasurer: _____
Other: _____

Club Information:

Number of Club Members: _____ Age range of Club Members: _____

Number of Males: _____ Number of Females: _____

Will you accept new members after December 1? _____ Will you accept 4-H Clover bud (ages 5-8)? _____

Can we list your club and address in an address list for prospective 4-H members? _____ Yes _____ No

Can we give your name and telephone number to prospective 4-H members? _____ Yes _____ No

If no, what address, name or telephone number can we list as a contact for your club? _____

Please indicate race/ethnic origins of your members/leaders (all that apply):

_____ White (only)	_____ African American/Black (only)
_____ American Indian or Native Alaskan (only)	_____ Hispanic
_____ Native Hawaiian or Other Pacific Islander (only)	_____ Asian (only)
_____ White & American Indian or Alaska Native	_____ White & Black
_____ Black & American Indian or Alaska Native	_____ White & Asian
_____ Other _____	(Optional)

Does your club include members and/or leaders with disabilities? _____ Yes _____ No

If yes, please indicate type of disability: _____ Emotional _____ Learning
_____ Mental _____ Physical

When does your 4-H club meet? (Example: Oct. - Aug.): _____

How often per month does your 4-H club meet? _____

What time does your 4-H club meet? _____ a.m. _____ p.m.

Where does your 4-H club meet? _____

Do your 4-H club members pay dues? Yes _____ No _____ If yes, how much? _____

Does your 4-H club have printed rules? Yes _____ No _____ **If yes, please submit a copy of your 4-H club rules with this form.**

Do you have annual club accident insurance for all your club members? Yes _____ No _____

Does your club have a treasury? Yes _____ No _____

If yes, what type of bank account(s) is used? _____ Checking _____ Savings _____ Other _____ Cash

Please list EIN Number: _____

Please note: Copies of club meeting minutes (a minimum of three) must be submitted with a yearend financial summary and treasurer's report with the most recent bank statement.

I hereby certify that our 4-H Club is open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.

Administrative Leader's Signature: _____ Date: _____

**Michigan State University Extension
Montcalm County 4-H Youth Program**

Civil Rights Compliance Statement

Name of Group (Club): _____

Primary Location: _____

I understand that the use of the 4-H name and emblem is granted on the basis that membership in the group named above is open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status, or veteran status.

Signature of Club Administrative Leader

Date