

Montana 4-H Shooting Sports

Pre-Training Information and quiz

PURPOSE: To acquaint new Shooting Sports leaders with 4-H, Extension and their Land-Grant University.

This quiz may be completed at home, at your convenience. It must accompany you to your scheduled training workshop. Completion of the quiz is mandatory for participation at the 4-H Shooting Sports Instructor Training.



The information in this pamphlet should be studied and utilized to answer the questions on the quiz. The attached quiz and leader commitment statement is to be presented at the first session of the State Shooting Sports Leader Training Workshop.

What is 4-H?

4-H is the youth education program of the Montana State University Extension Service cooperating with the U.S. Department of Agriculture and your local county government. Leadership in 4-H is provided at the national, state and county levels by Extension faculty members with emphasis on involving parents and volunteer leaders. 4-H has a unique link with an extensive knowledge and research base through its cooperative partnership with all land-grant universities, county governments, and the U.S. Department of Agriculture.

Participation in Montana 4-H and its programs is open to all interested youth regardless of race, creed, color, religion, national origin, sex or handicap. However, participating in some parts of the 4-H program may require certain age requirements, specific enrollment deadlines, or project specific deadlines. Such specific requirements are not to keep boys and girls from joining and participating in other parts of the 4-H program at any time during the year.

The goal of Montana 4-H is to educate youth and adults for living in a global and ever-changing world by using the resources of Land-Grant universities and the USDA.

Montana 4-H uses educational, learning-by-doing projects, club meetings, community service projects, events and activities for young people and adults as they work toward attaining these five LIFE

SKILLS:

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities – local and global.

The emblem of the 4-H program is a green four-leaf clover with a white “H” in each leaf. The official colors of 4-H are green and white. The four “H’s” stand for Head, Heart, Hands and Health and represent the ways 4-H develops the four life skills.

Head: Learning to think, make decisions; understand the “whys” gain new and valuable insights and knowledge.

Heart: Being concerned with the welfare of others, accepting the responsibilities of citizenship in our local and global communities, determining values and attitudes by which to live and learning how to work with others.

Hands: Learning new skills, improving skills already developed, instilling pride in work, and respect for work accomplished.

Health: Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. All four of the “H’s” should be an important part of the goals youngsters identify as they participate in 4-H sponsored programs and educational activities.

Membership

1. Youth who meet the minimum age requirements set by the state for full 4-H membership may participate in the 4-H shooting sports program if the County does not have more restrictive age requirements for this project. Any youth who turns 10 during the 4-H year (October 1-September 30) and is under 19 at the beginning of the current 4-H year.

2. All participants in the 4-H shooting sports program are considered 4-H members and will need to be enrolled at the County Extension office. Community club membership is not required for participation in the Shooting Sports Project. All members may be required to meet minimum participation, community service or record book submission requirements as set by their county. The state requires a complete record book, documentation of 3 project goals as well as participation in three 4-H activities to complete the project.
3. Montana 4-H reserves the right to deny participation of any person in 4-H activities if the person's conduct poses a potential and substantial threat of injury to, or interference with, persons, property or the orderly operation of the 4-H program and the safety and security of others. Persons denied participation in 4-H activities will be provided notice in writing of the reasons for the decision and may appeal the decision by submitting a written request for reconsideration with the County Extension Agent within 10 days of the receipt of notice.

Organization:

1. Depending on the County, youth in the shooting sports project may be members of either a Community Club or a Single Project Shooting Sports Club. This structure allows the youth to govern themselves with the guidance of the adult leaders. A shooting sports project club should have as a minimum basic organization an annual meeting schedule, a goal statement and youth officers along with a constitution, by-laws and a charter. Shooting sports may also be conducted as a project activity within the community club structure with leaders holding special activity meetings for members enrolled in the project.
2. A county shooting sports program must be lead by an adult leader who has attended a Montana 4-H Shooting Sports Leader training in the discipline that is being taught or attended a training in a state with a reciprocal agreement with Montana (inquire with the Montana 4-H Program Coordinator for Ag and Natural Resources before attending an out-of-state training). The County Leader may have other local parents and assistants who have not attended the training helping with the program however; the trained leader must always be present to supervise those helpers in the program. The county may not offer disciplines in which a local leader has not received state training.
3. Funds raised by the Shooting Sports Program – including the solicitation of shooting equipment – must be carefully accounted for and used only in direct support of the 4-H shooting sports program.
4. The use of the 4-H emblem is governed by congressional action and is subject to approval by the Montana State 4-H Program leader.

Role of Salaried Staff and Volunteers:

1. The role of the salaried Extension 4-H Staff is to educate youth and adults, and to develop and manage a system through which Extension and non-Extension volunteers provide educational programs. Extension Agents serve as educators, change agents, leaders and program managers for the Shooting sports program and are ultimately accountable for the project activities. All County Extension Agents in Montana are members of the faculty of Montana State University.
2. The role of the Volunteer is to assist the salaried staff in any or all aspects of the 4-H program. Volunteers provide expertise and energy to help meet the needs of the 4-H members. Adult volunteers must be 19 years of age. Adult volunteers between the age of 19 and 21 may not serve as chaperons for 4-H activities, events or trips.
3. All new volunteers must be approved by a 4-H staff member and will complete a 4-H Leader application with the County Extension office.
4. Volunteer liability – 4-H volunteers acting in an official capacity for the MSU Extension Service are in part carrying out the business of the MSU Extension Service. Limited liability protection is

provided by the university system while acting within their official capacity as a 4-H leader unless the claim is based upon intentional tort or felonious act.

- a. Staff and Volunteers are expected to act in good faith and without negligence in the performance of their duties as to minimize any chance of creating a University liability.
 - b. In order to protect individuals, salaried and volunteer staff are should avoid being alone with a single child. Salaried and volunteer staff are expected to conduct themselves as professionals in all interactions with 4-H members and leaders.
5. 4-H is the largest youth shooting sports program in the United States with 300,000 members enrolled annually. In Montana, 4-H Shooting Sports is the 5th largest project. At both the state and national level, 4-H shooting sports has proven to be very safe project. To ensure safe and quality programs that continue to grow, volunteer training is a strong program emphasis.

Supporting Structure

The Montana Shooting Sports program supported by the Montana 4-H Center for Youth Development and is directed with oversight authority provided by the Vice Provost and Director of Extension. The state shooting program is directed by the state Program Coordinator with input from the State Shooting Sports Advisory committee and the State Training Team. County programs are supported by local Advisory boards and the county Leaders Council. The “Chain of Command” begins with the 4-H members in any particular county and moves up to the volunteers, and then the county agent. If issue warrants further discussion, the county agent will contact the Montana 4-H Center for Youth Development and speak with the State 4-H Program Coordinator for Ag and Natural Resources. Further discussion may lead to the Vice Provost and Director of Extension and the MSU Attorney.

4-H Pledge

***I Pledge – my HEAD to clearer thinking
my HEART to greater loyalty
my HANDS to larger service
my HEALTH to better living
for my club, my community, my country and my world.***

What is Shooting Sports?

Ronald A Howard Jr.

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

The content provides a framework of knowledge and skills for lifetime participation in recreation, hobbies and careers related to shooting sports and wildlife. Core concepts stress safety, ethical development, personal responsibility and life-time 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 real objective. The program strives to make “every kid a winner,” and to “make the best better.”

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

The proportion of volunteers and participants new to 4-H is as high as 80 percent in shooting sports programs. Links with other 4-H programs allow the program to introduce the wide array of activities and learning experiences 4-H has to offer. The program promotes positive interaction between young people and concerned, interested and well-prepared adults with shared interests. Those relationships result in recruitment of both youth and adults not being reached by other programs.

The content continues to grow, and its scope is limited only by the availability of leaders and the imaginations of participants. The program is flexible and adaptable to nearly any local audience – rural or urban. Equipment and facilities are also flexible, and numerous funding alternatives are available. Its major disciplines include archery, hunting and wildlife, muzzleloading, pistol, rifle and shotgun. A foundation of basic programs leads into more advanced activities.

Shooting Sports involves too much for a single leader to deliver successfully. It is designed to be delivered by a committee or team of volunteers with agent advice. Consent and support. It emphasizes the value of a cohesive and dynamic group of volunteers, each with limited responsibility to present a program that is better than any one of them could present alone. Identifying, recruiting, selecting and equipping leadership teams is one of the most significant keys to success. State and regional workshops equip leaders to deliver and promote the program.

If you like kids, have an interest in shooting or related activities and are willing to learn, the 4-H shooting sports program and youth of your community need you. For more information, contact your county Cooperative Extension office, state 4-H shooting sports coordinator, or state 4-H office. We will be happy to help you get a program started.

* 4-H and Youth Development Specialist, Texas Agricultural Extension Service

Objectives of 4-H Shooting Sports Program

Ronald A. Howard Jr.

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

The specific goals and objectives of the 4-H Shooting Sports Program include but are not limited to those listed below.

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

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

Shooting Sports and Youth Development

Ronald A. Howard Jr.*

The Roots of the 4-H Shooting Sports Program

The creation of 4-H Shooting Sports 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 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, participants were nearly 65 percent female. Teens were grossly under-represented with a sharp decline in participation at about the age of 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 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 of them even tried to link shooting to other areas of concern. The 4-H Shooting Sports 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 4-H shooting 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

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

Ideal youth programs seem to share several elements. Such programs are attractive to kids, parents and other volunteers. The leaders are well-prepared, positive and understand the objectives of the program. They guide program direction, 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; and 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.

The Significance of State Workshops For Leaders and County Programs

Ronald A. Howard Jr.*

Shooting sports workshops are offered infrequently, and the scheduling is never convenient for everyone who might like to attend. The time commitment required for a workshop is significant, consuming a long weekend or more. Workshop costs are held to a minimum, but the financial investment is significant. Shooting sports materials are carefully controlled and volunteers deserve an explanation for this control and the significance of the workshops. This system is justified, perhaps even required, to continue delivering a strong, cohesive and effective 4-H program in shooting sports. Without exception, leaders who have invested in a workshop agree with this.

Numerous reasons for exceptions to the workshops have been offered, but none have been convincing. Where exceptions to the workshop-based system have been tried, avoidable difficulties with program content, objectives, orientation, recruitment methods, methods and continuity were encountered. This caused the programs to drift from the core of 4-H program objectives and incidence of program failure. Where a strong workshop-based foundation is built, the program has been an outstanding recruiter and an excellent tool for delivering youth development and conservation messages. In addition it offers opportunities to expose youth to other 4-H programs. To take advantage of those potentials, young people need to interact with well-prepared, highly motivated and interesting leaders. Responses to common questions about the program follow:

Is shooting a traditional 4-H program?

Yes and no. Shooting sports is both traditional and innovative. It is traditional in the sense of including all the core elements of a 4-H program – a youth development base, safety education, skill development, interaction with positive adult role models and career exploration. The roots in natural resources, riflery and archery are also traditional. The hands-on teaching methods are traditional, and the leader development model is a major innovation that is becoming traditional in delivery of other programs. The team-teaching approach, the relatively free format for delivery and the audiences are relatively non-traditional. In many states, the proportion of adult volunteers and youth not previously 4-H members (or birthright 4-H families) prior to enrolling in shooting sports exceeds 80 percent. The program is traditional where it counts. Its non-traditional components may be showing the way for new innovations and impacts in the 4-H program across the nation

How much agent time is required to develop and maintain the program?

The amount of time county staff must devote to the program varies with organizational style, willingness to develop volunteer management systems and personal interests. Original development may require as much as 40 to 80 hours over the course of a year, including attending a workshop. Some agents have spent as little as 15 to 20 hours getting the program started effectively. Maintenance time also varies. It may require as little as 8 to 12 hours per year giving advice and consent to a volunteer committee and handling normal communications with leaders, committees, state staff and youth.

Some agents elect to maintain a higher profile and deeper involvement. My advice would be to limit your involvement to the amount needed for visibility, understanding and personal satisfaction.

How much time is expected from a volunteer?

The time commitment for volunteers varies dramatically. Many shooting sports volunteers are deeply committed to the content and process. The biggest challenge with them is managing that willingness to avoid burn-out and high volunteer turn-over. A comprehensive, basic program can easily involve 50 to 80 hours of direct youth contact in instruction alone. Involvement with practice sessions, shoots, fund-raising and planning activities can multiply that time commitment. If a small team of instructors (worst case scenario: team – one) commits that kind of time, they usually burn out within two to five years. Three years is about the average. Use a large team of volunteers to deliver small segments of the total program with small individual time commitments. One program grew in volunteerism from 16 leaders for 32 kids to 56 leaders in a single year. The next year involved 86 leaders. Within three years the leadership had grown to over 100 adults. Some of them gave as little as one hour. Others committed up to 40 or so hours.

Having so large a leader corps ensures a high leader to youth ratio. It also increases the potential for youth-adult mentoring, development of “significant other” relationships and multiple approaches to program elements. It requires constant recruitment of volunteers by volunteers and meaningful involvement of newly recruited leaders. Like the training model, this shared leadership model holds great potential for 4-H use in today’s environment. Very few potential leaders will refuse to invest one or two hours in something they enjoy with a youth audience. Usually the problem is getting leaders to pick limits to their commitment rather than trying to get more time from them

Why can't I simply use any existing hunter education instructors or instructors certified by other agencies or organizations to conduct a program?

Existing hunter education instructors, NRA certified instructors or coaches, certified archery instructors or similar individuals are excellent resources for starting the program. For them, the prime function of the workshops is orientation to the scope, intent, orientation and methods of working within the 4-H program. Without that background, the programs that emerge are often renamed repetitions of the existing programs available through those other organizations. The distinctive orientation, approach and methods of this program make it uniquely 4-H. Without those elements and guidelines for program management and support, the program risks its integrity and effectiveness, as well as value as a 4-H recruitment tool. Workshop content is designed to help leaders deliver an effective, high-quality and self-sustaining youth development program using shooting as a vehicle. The workshops seek to assure quality control and program consistency.

Testimonials from NRA training counselors, NRA instructors, NAA instructors, hunter education instructors (and coordinators), police firearms instructors, NBEP instructors and others who are highly qualified and experienced in teaching their disciplines underscore the value of these workshops to persons who are already qualified by another organization. One NRA training counselor and chief firearms instructor for a metropolitan sheriff's department attended four of the programs. He said, "Even very experienced instructors will find this workshop well worth the time. I learned several new techniques in each session."

Do the 4-H techniques differ significantly from those used in other programs?

The proven techniques we are using in the 4-H program are compatible with the currently existing programs offered by other organizations. They differ in being pointedly based upon youth development objectives and in addressing shooting sports broadly rather than as a disconnected set of individual disciplines. Young people and adult leaders are our products. The highly successful techniques we promote yield high success rates with both personal development and shooting skill.

What kinds of content are covered in a shooting sports workshop?

The workshops are a microcosm of the shooting sports program. The core centers on safety and responsibility, teaching skills, coaching principles, 4-H objectives and organization, sources of support and means of linking shooting sports to other 4-H programs. A set of basic disciplines (archery, coordination, hunting and wildlife, muzzleloading, pistol, rifle and shotgun) branches from the core. Additional workshops may be offered in more advanced elements of those disciplines (skeet, trap, sporting clays, light rifle, silhouette and waterfowl identification). Every leader receives the core materials, and each one is equipped in a specialization. Only one may be taken at any given workshop because of the time requirements and content load that must be communicated. The basic elements are essential before a leader may go on to more advanced training.

A dynamic team approach to teaching and program management is strongly encouraged. Each instructor receives more training than required for certification by the outside certification organization in their discipline. The objective is to teach them how to teach using 4-H methods in the 4-H way with 4-H objectives. Shooting ability is not necessarily a prerequisite to effective instruction, since completely naïve persons have become effective instructors through the program. Enhanced marksmanship is a frequent by-product of the training, but teaching the instructor how to shoot better is a bonus and a demonstration of the effectiveness of the techniques.

Why is shooting sports a valuable addition to the offerings in my county?

Shooting sports has the highest value to your county program when it is used as a recruitment device for young people and adults not already in the 4-H program. It has appeal to a wide range of youth in all socio-economic levels in both urban and rural settings. It promotes learning fundamental life skills, has direct links to natural resources education and leads to exploration of careers and life-long avocational pursuits. It provides many links to the rest of the 4-H program, including leadership development. In short, it is another tool you can use to increase the impact of 4-H in your community.

Why do we equip leaders through state-level workshops?

Quality control, leader preparation and efficient use of the volunteers and professionals who make up the state training team all contribute to using this approach.

Who does the training?

Instruction is provided by people with national training in their disciplines or by persons groomed to provide equivalent instruction. Outside instructors with a 4-H orientation are also employed when available. Nearly all the instructors are certified by other organizations or agencies, and the instruction provided surpasses the requirements for instructor certification by those organizations and agencies.

What kind of training is included?

A summary of the training content is listed above in the "content" question. The current format for the workshops includes instructional experiences and cross-training in another discipline of choice.

Why send a team of leaders?

A team of leaders provides mutual support, broader insight and stronger program development for the county. As the team gets larger (at least up to 15 to 20 persons), the intensity, depth and breadth of the program tend to increase.

Why can't a single leader cover this project?

It is too large of a program to take that approach. Training in a discipline requires 16 to 18 hours. Common subject matter requires another 10 to 12 hours. The format of the workshop cannot be extended enough to permit multiple certifications in a single workshop.

In addition to the constraints of the training, two other problems, both potentially more serious, arise. First, the leader may feel over-whelmed by the sheer mass of the program, electing either to give it up or to limit it to his or her own special interest. While having a program delivered by someone with that special interest is ideal, limiting the program to one element severely cripples recruitment and retention potentials. The other serious impact is the burn-out problem outlined above. Asking one leader to cover everything on shooting sports is like asking one leader to cover everything in livestock. They may try. They may even have some success. BUT they will be gone very quickly because of the stress of trying to do more than they can accomplish effectively without support.

If I cannot send a team, what is the best way to get the program started?

Bring someone who is willing to explore the coordinator's role and assist in recruiting a cadre of key leaders who are willing to take the state training and take that material home. It may require a longer time, but this approach has shown its value many times in the past. Unlike the lone, single-discipline instructor, the coordinator is positioned to organize a team of supportive instructors and to press for high-quality training for them. This is also a means of getting access to the basic materials distributed at the workshop so they can be used as a recruitment tool for leaders.

What kind of experience or background is necessary for leaders?

The prime requisite is a commitment to helping kids develop a willingness to learn. An open and active mind is also essential. Willingness to take the risk of trying new methods or new ideas in order to build successful programs is also helpful. Training, certification or shooting skill can be helpful, but they are not essential. Experience with shooting and shooting instruction using dated materials may pose some barriers to learning sound instructional methods.

Excellent target shooters may or may not be excellent instructors. The key is not shooting ability, but coaching and instructional ability. The objective of the instruction cannot become the trophy or the winner's circle. It must remain the development of the young person to make "every kid a winner."

Send us caring, self-disciplined people with a love for and desire to help kids...and we will send back a well-founded and prepared shooting sports instructor.

4-H State Shooting Sports Training

Pre-Test

This test must be completed and accompany you to the State Shooting Sports Training workshop. Reference information is included with this exam. Reviewing this information will simplify filling out this test as well as prepare you for success at the training program. Thank you for committing your time and energy to Montana youth through the shooting project.

Name _____

County _____

Date _____

1. County Extension Agents are full-fledged members of the faculty at Montana State University.
True False
2. The use of the name and emblem of 4-H are controlled by the USDA by authority given them by the United States Congress. True False
3. The Extension Service in each state is associated with the Land-Grant Colleges. True
False
4. Extension Service work is made possible in a county through the cooperation of three levels of government. Circle the three:
City County SID's State Post Office Private National/Federal Intercollegiate
5. Anyone may use the name and emblem of 4-H in any way they choose.
True False
6. 4-H is supported solely by Tax Dollars
True False
7. All 4-H work must be done through organized 4-H Clubs
True False
8. The official colors of 4-H are _____ and _____
9. A 4-H project leader is the adult or teen leader responsible for a given project area in the 4-H club or county program.
True False
10. Youth are encouraged to stay in the student role and should never be involved with teaching other 4-H members.
True False
11. What does each of the H's on the four leaf clover 4-H emblem stand for?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
12. Since 4-H is a program that must be made available to everyone a member cannot be denied participation even if they fail to follow safety procedures at the shooting range.
True False
13. A person must be notified in writing of the reasons they have been denied 4-H participation.
True False
14. Once a leader has attended a state 4-H shooting sports training they can oversee the county shooting program in any 4-H shooting sports discipline.
True False
15. A leader who has been trained by the State Shooting Sports training team can solicit help from other untrained parents as long as they are continuously supervised by the trained leader.
True False

16. Shooting sports volunteers are considered unpaid staff with the benefit of MSU liability protection as long as they are performing their leader duties following the practices and procedures presented at the shooting sports leader training.
True False
17. As long as a leader is working with a child they know well it is alright to work one-on-one without anyone else present.
True False
18. All leaders must be approved by the local Extension agent and fill out a leader application
True False
19. All volunteer shooting sports leaders must be over 21 years of age.
True False
20. Accountability for success, failure or accidents ultimately lies with the County Agent so they must have knowledge of the shooting sports activities happening in their county.
True False
21. The Montana State 4-H Shooting Sports program is lead by a State Coordinator and the program is directed by the State 4-H Shooting Sports Advisory Committee.
True False
22. More than one person should be trained as a shooting sports leader in each county as there is too much to cover for one person.
True False
23. The shooting sports project is designed to be delivered by a committee of volunteers with support and advice from the extension agent.
True False
24. The main emphasis of the 4-H shooting sports program is to identify young promising shooters and coach them to be highly competitive.
True False
25. The shooting sports project appeals to and introduces 4-H to many young people who normally would not be interested in the traditional 4-H projects.
True False
26. 4-H shooting sports is the largest youth shooting program in the United States.
True False
27. The best strategy for volunteers to avoid burnout in this program is to recruit enough help so that the work is spread among a number of volunteers.
True False
28. Since we have a good team of hunter education teachers in our community we really do not need to attend a state training workshop as the message is all the same.
True False
29. A county should send a team of leaders to shooting sports training to ensure the highest likelihood of developing a successful program.
True False
30. To be a successful leader in the 4-H Shooting Sports project you need to be an avid shooter/archer and very good at your discipline.
True False