

4-H PROGRAM INTERPRETATION

Who Interprets 4-H?

It is important to interpret and promote the 4-H program by providing information about 4-H activities to the community and county, generating support of projects, and recruiting new members and leaders. Interpreting 4-H expands the image of 4-H.

4-H interpretation informs the public of all the great projects that 4-H members are involved in and the volunteer activities that are making a difference in their community. Hearing about these positive events going on in 4-H gives businesses and individuals the opportunity and incentive to support the program by giving of their time, services and abilities. Interpreting 4-H also improves the confidence and leadership of members and leaders. It allows them to meet new people in the community, prepares them for media interviews and provides skills in marketing, sales and public relations careers.

Most important, promoting 4-H makes others aware of the opportunities and experiences that are available through the program. An effective interpretation plan must target new audiences, including nontraditional 4-H individuals and groups living in urban areas. 4-H programs that meet the needs of the community produce constituents who support and are willing to interpret the 4-H program to key local, county, and state leaders.

Some people are more effective or powerful in interpreting the 4-H program. In general, people who represent the target audience or who are themselves involved in the program are most effective. For example:

- Key community leaders
- Elected officials
- Volunteer 4-H leaders
- Donors who support 4-H members
- Older 4-H members (4-H ambassadors or County 4-H Council Members)
- Parents of 4-H members

Extension agents, specialists and administrators are also effective interpreters in key situations. We can help those who interpret 4-H by:

- Explaining the idea of interpreting as opposed to simply telling about 4-H awards and events.
- Reviewing with them 4-H's mission, objectives and general concern with youth development.
- Providing them with information such as statistics, critical youth issues, success stories and human interest examples.
- Helping them prepare for a presentation.

Developing an Interpretive Plan

First, focus on an audience. Keep in mind that this audience wants to know what 4-H is doing for its constituents. Potential audiences include:

- Elected officials
- Underserved audiences
- Families
- Potential members
- Parents/Supporting adults
- General public
- Donors
- Volunteers
- Other

Second, decide what results you want when the audience reads, hears or witnesses this interpretation method:

- Consider 4-H objectives
- Consider your 4-H image goals
- Consider opinions and preferences of key leaders and groups

Third, gather and check information that is to be relayed through the method:

- Correct names, spelling and dates
- Accurate account of event
- Related critical issues, supporting data and background

Fourth, develop the interpretation plan:

- Sequence (outline)
- Compose
- Edit
- Rewrite
- Check, recheck
- Get a respected opinion

Fifth, interpretation method. Consider:

- Timeliness
- Effective channel
- Quality
- Coverage
- Messenger

The Message that Interprets 4-H

Use as many of the following points as needed to get the interpretation message across.

- Critical issues, national or local concerns -- Lead with a statement that includes a national or local hot topic such as "school dropouts" or "youth unemployment." Tie the hot topic to the 4-H topic such as "4-H Career Search" or "4-H Scholarship Opportunities." Cite youth statistics that underscore the importance of the issue or concern.
- How 4-H is helping -- Report the event in youth development terms such as: Building positive self concept, teaching decision making, developing leadership skills, teaching technical subject matter
- What, who, when, where, etc. -- Report in event and people terms: What happened, who did what, where, when. Include a human interest slant. Give credit to donors, planners and others behind the scene. Relate to other or upcoming events.
- 4-H values, purpose, mission, objectives -- Cite values or objectives 4-H seeks to promote: The work ethic, democratic principle, education, free enterprise, citizenship, job skills, leadership. Try to bring in another aspect on which you are reporting as it relates to these values or objectives.
- Invite participation -- Tell the audience how 4-H can be contacted. Invite calls and participation. Tell about needs and opportunities. Challenge them to assist in "building capable kids."

Outlets for Interpreting 4-H

The following are a few of the outlets most counties have for interpreting 4-H:

- Web pages and/or blogs
- Newspaper articles
- Radio/TV programs
- Poster displays
- Exhibits in malls, schools, fairs, events, etc.
- Newsletters
- Contacts, letters and reports to potential donors
- Public service announcements
- Signs, billboards, county line signs, marquees
- Presentation programs at contests and other 4-H events including stock shows and sales
- Talks/presentations to civic organizations
- Training programs for projects, 4-H events, leadership
- Special events such as a city celebration, National 4-H Week, play days, public gatherings
- Recruiting 4-H members—family and school contacts

- Informal conversation when someone asks “What is 4-H?”
- 4-H meetings—members and leaders need to hear/see interpretation, if only a brief summary
- Presentations to commissioners court

Facts To Use In 4-H Promotion And Marketing

PHILOSOPHY

- 4-H is a distinctively American, nonformal educational, character and skills building youth program conducted by Texas A&M AgriLife Extension Service. Focused on the development of individual boys and girls, 4-H lays a broad and firm base for a lifetime of personal growth for productive, contributing citizens.
- Furthermore, 4-H helps develop young people through the involvement of parents, other adults and volunteers who organize and conduct learning experiences in a community setting. The focus on human interaction is designed to develop skills, abilities and understandings in youth and adults as participating and influential members of their community. The aim is for youth to acquire a set of skills for perceiving and responding to life’s significant events.
- Through 4-H, boys and girls discover an active way to turn their time into productive projects, to identify with others their own age and other ages, to acquire an interest and understanding of the private enterprise system, to participate in meaningful and often physical work, and to build strong family relationships.
- 4-H is effective because its educational services relate to youths’ needs. Through informal, practical, learn-by-doing programs, 4-H helps boys and girls establish real-life goals and skills and become competent, productive citizens. The home, local club, and community are the training grounds in which 4-H participants develop knowledge, skills and attitudes.
- 4-H is an ever-renewing movement that takes pride in its contribution to American society over the last century. It is not easy for a youngster to develop a realistic sense of his or her own individuality, and develop an awareness of his or her social roles and responsibilities. Youth who participate in 4-H will develop a capacity to function as generalists, no matter how they later choose to specialize. A pattern of success built upon hard work spawns inner resources that permit young people to cope with unforeseen challenges, and to survive as versatile and capable individuals in an unpredictable world. These youth will possess the necessary flexibility, adaptability and innovation to aid society.

FOUNDED

- Congress passed the Smith Lever Act in 1914. This provided for a National Cooperative Extension Service. Under it, the “boys’ and girls’ club work” became 4-H.

WORLD SCOPE

- 4-H is indeed international, with more than 80 countries having 4-H-like organizations. The “International 4-H Youth Exchange” (IFYE) program has provided more than 10,000 people the opportunity to live and learn in another country.

HOW 4-H REACHES YOUTH

- Many of today’s 4-Hers belong to 4-H clubs. Other youth participate in short-term groups. These short-term groups offer an educational series of experiences either in a school curriculum enrichment project offered in cooperation with schools and taught by teachers, or in special interest projects taught by volunteers in the community.
- Members of clubs organize, elect officers, and plan programs aided by adult volunteer leaders and parents. They choose from more than 50 projects that fit their interests and the places where they live. County, state, regional, national and international activities such as trips, camps and conferences offer all 4-Hers learning opportunities.
- Nearly half a million men and women, mainly parents, serve as unpaid volunteer leaders of local 4-H clubs. They counsel and encourage members, observe progress of projects, and make suggestions where needed. County Extension agents select, train, advise and assist these volunteers. Older 4-Hers, called junior or teen leaders, aid younger members and gain valuable experience for themselves.

PARTNERS FOR 4-H

- The 4-H program is a part of the national educational system of the Cooperative Extension Service, U.S. Department of Agriculture, the state land-grant universities and county governments. The National 4-H Council is a member of this team.

LOCAL INFORMATION

- For more information about how you can become part of 4-H, look for your County Extension Service in the telephone book. It may be listed under your county name, County Extension Service, Texas A&M AgriLife Extension Service or under “Youth Organizations 4-H.”

Promotional Materials

PRINT MATERIALS

Very often, what we place before the public to help build the 4-H image is in written form. If we expect these written pieces to build a positive image for us, we must be sure they can do this. Too often, these written "image-building" pieces are hastily prepared and poorly reproduced and do not provide the information they were originally intended to provide.

When preparing a piece for promotional use, you should aim for:

1. Simplicity (in idea, language and design).
2. Appropriateness (for the reader in age and message, in timeliness and in illustration).
3. Appeal (to a specific audience and to motivate the reader).
4. Unity (in organization, illustration and layout).

Adequate planning and a clear idea of what you want the reader to know will help you achieve these goals. Throughout the planning and preparation process, you need to keep your intended audience and its characteristics in mind. Ask yourself these questions:

- What do I want to tell the reader?
- What do I want them to do?

In a promotional piece, it is not necessary to tell the readers everything there is to know about the 4-H program. Tell them only what they need to know to get them to do what you want them to do.

Start with an outline of the points you feel are important. Review these points and eliminate any you feel are unnecessary. From this revised outline, prepare a rough draft. Plan your illustrations while doing your rough draft because it will be easier to make adjustments then rather than after the final copy has been prepared.

Once you have completed your rough draft, read it carefully to see 1) if you have included all necessary information needed such as time, place, date, phone number, registration procedure, etc. and 2) if you would do what the piece is asking the reader to do with the information provided.

Your next step is to have someone not directly involved in the event or program you are promoting read the piece to see if he or she gets the same message you are trying to send. Be ready to listen to suggestions and/or criticisms. If the information seems unclear, be willing to rewrite and redo until it is clear.

Several factors affect readability, reader interest and understanding: layout, illustrations, size of type, color of paper and ink, spelling, punctuation, reading ease and human interest. One of the goals in preparing written materials is simplicity; if we make things difficult to read we can be sure that given the choice, people will pick something else.

One way to get people to read what you have written is to add human interest. You can do this by using proper names that denote people and/or adding quotations, dialogue or a description of incidents involving people.

Print materials are an important part of Texas AgriLife Extension Service and 4-H communications. Producing print materials that meet the needs of the program is not easy. When preparing a promotional brochure, newsletter or informational piece, ask yourself the following questions before going to print.

Questions you need to ask when reviewing your copy include:

- Is the copy well organized?
- Are topics adequately covered?
- Is it written in the active voice?
- Is the material timely?
- Is copy unbiased (free of age, sex, race connotations)?
- Is copy grammatically correct?
- Is the copy concise and to the point?
- Are headlines well written?

Things to consider when evaluating your visuals include:

- Is the initial impression a good one?

- Does the cover, first page and opening invite the reader to go on?
- Are elements visually well organized?
- Do type, photos, headings and other graphic elements relate well?
- Is composition of photos dramatic and interesting?
- Are photographs properly identified?
- Is white space used attractively?
- Is the design style contemporary?
- Is the visual style appropriate for the intended audience?
- Are Texas A&M AgriLife Extension Service and 4-H Name and Emblem incorporated correctly?
- Are graphics used imaginatively?
- Is the size of the graphic appropriate?

EXHIBITS AND DISPLAYS

In promoting the 4-H program, there are occasions to prepare and use a 4-H related exhibit. Exhibits are a unique form of communication. With the increasing cost of travel, the efficiency of having an exhibit communicate a message over and over again to large audiences has contributed to its growth in popularity. Whether the topic of the exhibit is general 4-H or a particular subject matter, there are some basic guidelines to developing and using exhibits.

Exhibits may aim to teach some unit of information, to show relationships between various elements of a process or program, or to promote an event or an idea. An effective educational exhibit tells the viewer something he or she did not know before viewing the exhibit. Exhibits may be designed to modify behavior in some way or to influence attitudes or beliefs. When designing your exhibit, consider whether you want the viewer to take specific action, change an opinion or just be aware of some new information.

Purposes of 4-H Exhibits

- Create awareness of 4-H, projects and activities
- Promote and recruit young people and leaders
- Convey a contemporary image of 4-H in a changing society
- Recognize accomplishments of group and individuals
- Focus on local and/or state or national concerns or problems
- Gain public relations values for group and 4-H
- Show a process or teach how to do

Subject - Choose a subject that is specific. Broad subjects are harder to cover and more difficult for the viewer to understand. Limit the number of main points to three or four. Emphasize the main points and eliminate the details. Details can be provided in a printed handout. You may also include an address or telephone number where additional information can be obtained.

Audience - Try to decide exactly who your audience will be. Your final design will be affected by the age, background, educational level and lifestyle of the audience. During the planning stage, find several people who may be characteristic of your audience and ask them for opinions on your design ideas.

Consider where your exhibit will be placed and used. What kinds of people will be in the area? What are their interests? How much do they already know about the information in your exhibit? What can your exhibit do for them? Here are some examples of places and occasions for exhibits:

- Store windows, windows of vacant buildings or real estate offices
- Shopping centers or malls—preferably working type exhibits
- Exhibits in business and community buildings such as banks, libraries, schools, Extension offices, etc.
- County fairs and similar events
- Public trade shows and exhibitions

VISUALS

Exhibits are a visual medium. Minimizing print increases the visual effectiveness of information. Select visuals that will contribute to the communication of your message. Exhibit visuals include:

- Live or real objects usually attract more attention than other visuals and should be considered for use whenever possible.
- Models can be used to enlarge a small object or miniaturize a large object. This will allow the viewer to focus on the important parts by eliminating unnecessary details.
- Photographs can provide a realistic look at an object or situation. Use photographs that zero in on the message

communicated. Avoid using lots of small photographs; use fewer and larger prints.

- Projected images can be a PowerPoint presentation shown on a computer, demonstration of a website, a web video or DVD. These may be very effective if used properly.
- Illustrations allow the creator to completely eliminate unwanted detail, exaggerate portions for emphasis and portray the message in its simplest form.
- Graphics of charts and graphs are good for showing changes, relationships and differences. Keep them simple in design. Large or unusual letters, words, shapes and design patterns can help attract attention and communicate the intended message.
- Avoid use of copyrighted characters such as "Snoopy."

Attention Getters -- If people do not bother to look at your exhibit, they will not get your message. Attention getters help attract an audience to your exhibit, thereby increasing the chances of your message getting across. Attention getters can be:

- Size: Keep visuals and lettering large.
- Shape: Many exhibits use only square or rectangular shapes. Using a round, oval or other unusual shape can draw attention. Two-dimensional objects, such as illustrations, are more interesting if spaced away from the background surface.
- Texture: If most of your exhibit has smooth surfaces, adding a rough or textured surface can be beneficial. This can be accomplished by using rough wood, corrugated paper or fabric.
- Color: Usually two or three colors are adequate for an exhibit color scheme. Bright colors can be useful in attracting attention.
- Motion: Can be provided with small motors to provide animation. Live animals also provide motion and considerable attention.
- Light: All exhibits need good lighting. If the surrounding light is inadequate, spotlights and floodlights can help draw attention. Moving, flashing and blinking lights can be good attention getters when appropriate.

Exhibit/Display Content—Topics, Themes or Emphasis -- An exhibit can be on almost any subject, but try to select one theme and stay with it. Do not make the exhibit too "busy." Choose subjects that lend themselves to depicting the story in a display and select themes that really interest the community. For subjects or emphasis, you may wish to consider:

- 4-H is for everyone
- Leader recruitment
- Safety
- Environment
- Conservation
- Community development
- Health or nutrition
- Single project emphasis-horse, photography, rocketry, gardening, etc.
- Science, Engineering and Technology
- Leadership
- Citizenship and Service
- Developing Life Skills through Projects

When selecting a title, remember to identify the exhibit (tell the content) and limit it to four or five words that are short and simple. A title can attract attention in one of four ways. It can be personal (Your Savings); call for action (Chart Your Own Course); question (How Well Are You Fed?); or catchy (Do Not Look—Unless...).

General Hints

- The most common error of exhibit design is using too many elements and/or too much copy. Be sure the design is simple.
- An exhibit should read well from left-to-right and top-to-bottom. The title, visuals, copy and overall design should work together to communicate an obvious message.
- Lettering visibility is affected by:
 - Size—Use the largest lettering possible.
 - Line thickness—Lines should be approximately one-sixth the letter height.
 - Style—Choose a style that is bold, easily read and not too fancy.
 - Contrast—Letters should not blend into the background.
- Do a good editing job; allow only the most important parts of your message to remain.
- Select materials that can easily be packed, transported and set up but will withstand heavy use.

Resources

You can get free materials for your exhibits. Check with your printers (including newspaper printers) for various kinds of paper

that you may be able to get without charge. Paper companies also may assist. Fabric, furniture and wallpaper stores may have free remnants or some at a reduced cost. Travel bureaus are top sources of good photo- graphs, posters and auxiliary materials for displays on international activities.

Seamless paper, blankets, drapery materials, corrugated cardboard, poster board, foamboard and pegboard may well be worth the additional cost if the display is to be reused. Photographs should be at least 8 by 10 inches. If you use perishables such as baked goods, cover them with cellophane and replace them before they deteriorate.

Portable exhibit boards are available for check out from county or District offices. Check with the district and state 4-H offices for information on prepared 4-H exhibits available for county use.

National 4-H Week

It is more important than ever to make 4-H programs visible. An interpretation task force and/or a 4-H Council could be the group to plan and promote 4-H during National 4-H Week which is held the first full week of October. The interpretation task force is an excellent way to:

1. Provide additional leadership opportunities for 4-H members.
2. Inform the public about 4-H.
3. Develop community support for 4-H.
4. Get more people involved in the 4-H program.
5. Increase membership in 4-H.

What are some activities a publicity committee might undertake?

- Take pictures at events and of individuals.
- Write news releases.
- Design, develop and distribute special pamphlets.
- Develop 4-H videos power point slide shows.
- Design posters, exhibits, displays and bulletin boards.
- Make presentations to groups (school classes and civic organizations).
- Handle 4-H Week publicity.
- Appear on radio and TV programs.
- Make radio spot announcements.
- Develop new member materials for distribution to new and potential 4-H members (pins, membership cards, club lists, etc.).
- Develop other ideas from brainstorming with your committee.

There are plenty of things that can be done to spread the word. Examples include but are not limited to:

- Speakers' bureau or "4-H Report Team," 4-H Ambassadors
- Billboards, signs
- Decals or stickers
- Pins, buttons, pencils, balloons
- Notices in water bills, bank statements, phone bills
- Notices in shopping bags at local retail stores and grocery stores
- Radio, TV community calendar
- Rally, walk-a-thon, swim-a-thon, bike-a-thon
- Street banners
- Notices in church bulletins
- Bumper stickers
- Window displays

A county interpretation task force can plan and implement a year-round, internal and external information program. Public relations never ends. There are always things to be done to tell the 4-H story. Interpretation is a matter of repetition. Create an "itch" over and over in a variety of ways to a variety of audiences.

National 4-H Week Ideas

- Make and hang a banner in town at a main intersection.
- Have 4-H'ers serve as "disc jockeys" on local radio stations.
- Use bank or telephone company bill stuffers announcing 4-H Week and explaining 4-H program.

- Write special news stories, community service projects, unique project or activities, other special accomplishments or experiences.
- Have 4-H Week proclaimed by county judge, mayor, etc.
- In cooperation with local newspaper, develop special page or section using mats, clip art, etc. from the National 4-H Council.
- Have 4-H'ers be reporters and contribute articles to the paper during National 4-H Week.
- Have legislative coffee for state legislators/county officials. Include good exhibit or short presentation.
- Honor the first baby born during 4-H Week. Get local businesses to sponsor prizes and give baby honorary 4-H membership.
- Get local business firms with a sign board or marquee to carry a 4-H salute.
- Have club/group members put up posters in businesses, schools, etc. Have a poster contest.
- Have 4-H'ers give "working demonstrations" in stores, shopping centers or banks. These could feature nutrition, furniture refinishing, gardening tips, health, safety, crafts, etc.
- Get 4-H'ers to write and tape radio spots.
- Have 4-H'ers write a success story about local 4-H alumni.
- Plan a countywide community service project and publicize the project.
- Have 4-H'ers wear 4-H buttons or pins or T-shirts at least one special day during the week.
- 4-H members visit local businesses and individuals and say thank you for supporting 4-H.
- Sponsor coloring contest in second and third grades. Use the 4-H theme and make a picture to color. Have the pictures judged and award 4-H ribbons in each classroom.
- Fly 4-H flag at the courthouse, schools, Extension office, city hall, etc.
- Distribute 4-H cookies to local merchants and supporters of 4-H.
- Prepare handouts on "Here's How to. . ." (hints such as grow an oak seedling, food safety, consumer tips) with 4-H art at top. Include "Compliments of (certain 4-H member and/or certain 4-H club) for community service projects." Distribute in appropriate businesses, in doctors' offices, etc.
- Develop tabletop exhibits and slide sets—"4-H is more than you think."
- Prepare a 4-H leaflet or flier that can be given out at local food stores. It would be about foods and nutrition and maybe give a few popular, tested 4-H recipes. It could be distributed by 4-H'ers at the exit doors or slipped into grocery bags by checkers or cashiers.
- Use 4-H week as a time to announce and recruit for new projects.
- Have a 4-H in Government Day. Visit county, city or state government offices to see government in action. Invite officials to talk about youth responsibilities and ways youth can work to improve understanding and become involved in community development and local or state government.
- Help each club give a program on 4-H history and/or the history of their own club.
- Have a contest, "I'm a 4-H Leader Because. . ." (in 25 words or less). Winner gets dinner for two.

Interpretation to Elected Officials/Decision Makers

The 4-H story must be interpreted effectively and regularly to elected officials at the county, state and national level. The message to elected officials should explain not only what is being done in the 4-H & Youth Development Program, but also the outcomes of the efforts. Interpretation to elected officials should be brief, concise and factual. The interpretation should answer the questions "Why should funding and support for the 4-H program continue?" and "How has it made a difference?"

Interpretation to elected officials can be accomplished through written and oral communication as well as through program involvement. Extension faculty as well as volunteers and 4-H members can play major roles in 4-H program interpretation.

Some examples of ways to interpret the 4-H program to elected officials/decision makers include:

- Invite officials to 4-H events, activities and programs.
- Notify elected officials/decision makers of successful experiences of 4-H members and leaders in their precinct or district.
- Involve elected officials/decision makers in providing input into program development and program implementation.
- Arrange for oral presentations by 4-H members, volunteers or Extension agents.
- Write a summary of program highlights. Make it concise, professional and easy to read.

The 4-H Annual Report

The 4-H annual report is an excellent way to highlight program efforts and accomplishments. It can be a 4-H-only interpretation piece or can be a section of an overall Extension program report. The written annual report can be used with elected officials, civic groups, community organizations, 4-H donors and supporters, and 4-H alumni.

Creative Ideas For Interpretation

1. Arthritis Awareness Campaign: Conduct an arthritis awareness campaign using a broad variety of public information techniques.
2. Thank-you Notes: Print special thank-you notes then send to all those who had helped during the year.
3. Talk turkey and 4-H at Thanksgiving: Feature various 4-H projects with news features at appropriate times during the year. For example, at Thanksgiving a story may feature the turkey project of several clubs plus hints from a poultry specialist.
4. 4-H Newspaper Project: Teach 4-H'ers communication skills by having them work on newspapers.
5. Museum Day: Develop a special museum day for youth and senior citizens. The idea was to bring together cultural expression and craftsmanship in a wide variety of exhibits from many different exhibitors.
6. Arts and Crafts for 4th to 6th Graders: Provide arts, crafts and other materials to 4th to 6th graders, making them aware of the 4-H program.
7. 4-H Promotion: Develop and organize a communication project around special interest group concept. Utilize local media people as leaders. TV and radio shows, newspaper coverage, newsletters, exhibits, etc. are the result.
8. Windowsill Gardening: Develop windowsill gardening project gives a feature twist that makes for good coverage, showing an activity that could serve all areas.
9. 4-H Exhibits: Develop tabletop exhibits and PowerPoint Presentations or videos with a specific theme or targeting a specific audience (4-H members, parents, volunteers).
10. Ask Audience, "Why is 4-H Important?" Involve many audiences such as leaders, business groups, legislators, etc. by giving them a small 3 x 4 inch card and asking them a question such as "Why is 4-H important?" and then collecting and discussing, or at least reporting, the answers.
11. Youth on Stage—Awareness Teams: Train teams of members to tell the story of 4-H through skits, puppet shows, speeches, clowning, newspaper articles, radio and TV presentations and video
12. Milk Cartons: Arrange to print messages on milk cartons emphasizing "friends helping friends" and other messages, such as the need for volunteers.
13. Donor Commitment Campaign: Send personalized letters to each donor asking for commitment for the next year. Special literature is enclosed with each letter reporting on activities.
14. Local Talent for PSA's: Prepare localized TV spots. Select a pre-teen, teen 4-H'er and an adult leader from all areas of the county to be in TV spot. Local stations produced and taped the spots.
15. Promotion Through Interns: Use communication students in internships to tell the 4-H story, working on specific projects.
16. Fun and Adventure: Produce a special promotional folder with the theme "Fun and Adventure," aimed at fourth, fifth and sixth-grade students. Use with community coordinators, agents and others during annual visits to schools.
17. Congratulations—You've Become a 4-H Parent: Produce this publication to focus on 4-H as a family activity. It tells parents what 4-H is and describes the parents' role in 4-H.
18. Farm-city Week or Ag Day: Advocate involving 4-H in events such as Farm-City Week. Another tie-in would be with Ag Day, the first day of spring, sponsored by NAMA (National Agricultural Marketing Association)
19. License for Youth: Market the Texas 4-H License Plate to 4-H members and families through newsletters. Create exhibits or posters to display in the County.
20. Blockbuster Testimonial. Often used in industry but could be used in Extension. Make a conscious attempt to record words and keep statements that will help.
21. Facebook/Twitter Campaign: Create a county 4-H account for Facebook and Twitter and post information on upcoming events, success stories, project activities, club or project meetings, recognize volunteers and more.
22. YouTube Channel: Create a county 4-H YouTube channel to post marketing videos, instructional videos for volunteers, instructional videos for project experiences, and more.