LEADER GUIDE

**Exploring 4-H Series**

**Adventure Into 4-H**

**Welcome 4-H Leaders!**

Welcome to the “Adventure Into 4-H” project. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

**The 3D’s of Learning** - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!” Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

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- Draft 2015 -
Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

**What Skills Will The Member Learn?**

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

**To complete this project, members must:**
- Complete Skill Builder 1 - and then complete at least five of the remaining sections.
- Complete the activities in each Builder or a similar activity that focuses on the same skills as you and your leader may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

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When you successfully complete your builders, you will showcase what you have learned.

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Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done’’). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level of projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: What is 4-H?

Skills Checklist
- Recite the 4-H Pledge
- Identify club officers and understand their role.
- Recognize the 4-H logo and understand its meaning

Dream it!

BACKGROUND FOR LEADERS

In this builder the members will learn about the basics of 4-H.

Important Words
Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experience.

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<th>Pledge</th>
<th>A solemn promise or agreement to do or refrain from doing something</th>
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<tr>
<td>Motto</td>
<td>A phrase that is used to express the purpose of a person</td>
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<td>Achievement</td>
<td>An annual celebration and showcase of what the members have learned throughout their 4-H year.</td>
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<tr>
<td>Projects</td>
<td>Are different subject areas, such as beef, horse, crafts, etc.</td>
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<tr>
<td>4-H Club</td>
<td>An organized group of youth in communities across Canada.</td>
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Age Considerations: Designed for ages 8 and up.

Thinking ahead
1. What will you have your members bring to the first meeting
2. What will you discuss with your members?

Preparing for Success
- Ask members how they know they will be successful in this builder. Discuss what success looks like, sounds like, and feels like.
**Activating Strategies**
- Have any of the members heard of 4-H before? What do they know about 4-H? Why did they join 4-H?
- With the members, brainstorm as many reasons why 4-H helps benefit youth. The list could include social skills, public speaking, volunteer experience, record keeping skills. Some might even mention to meet people from other towns and to learn something new.

**4-H Pledge**

**Time Required: 20 - 30 minutes**

Discuss with the members what the 4-H pledge means. Then have the members match the pictures of the 4-H members to the Head, Heart, Health or Hands in the 4-H pledge.

**Do it!**

Discuss with the members what they think the positions of the club executive are. Then have them match the position with the duties.

Match the following executive positions with their role they play in a 4-H Club.

- a) President
- b) Secretary
- c) Treasurer
- d) News Reporter
- e) Vice-President

- A Promotes 4-H to the community.
- B Takes notes of the meeting, and is the official club record keeper.
- C Keeps track of the 4-H club’s money and keeps financial records of the club.
- D Runs 4-H club meetings and is the 4-H club spokesperson.
- E Runs meetings in the absence of the president.
Dig it!

With members, review what they have learned about 4-H. Discuss with the members what they enjoy doing. Have them flip back to the Project Summary and let them look at the project options for the year. Talk with the members to decide which projects they are interested in completing. Choose five of the remaining topics to complete.

Encourage members to help say the pledge during regular 4-H meetings.

Ask the members if they can tell you what the four H’s stand for in the 4-H logo. Were they able to tell you the meaning of the colors of the logo?

This information will be used to complete the Skills Chart on the members’ My Portfolio Page at the back of their manuals.

The 4-H logo is used all over Canada. The letter “H’s” in the clover leaf stand for the words you learned in the pledge: head, heart, hands, and health. The green represents agriculture and youth, whereas the white represents purity.

Leader’s Notes
In the Member

Skill Builder 1: What is 4-H?

In Adventure into 4-H you will try lots of different kinds of projects. We hope you will find some you want to do later. To keep your projects fun, get together with some other members who are new to 4-H. There are over 16 project topics listed in the "Projects for the Picking" on the MAFRI website: www.gov.mb.ca/agriculture/4-H. Adventure Into 4-H is your introduction to a few of them!

Skills Checklist
• Recite the 4-H Pledge
• Identify club officers and understand their role
• Recognize the 4-H logo and understand its meaning

Dream it!
The main focus of 4-H is for you to have hands-on experience; the 4-H motto is "Learn to do by doing."

4-H members are part of a 4-H club. Your club is where you will learn about meetings, public speaking, and helping out in your community. One of the first things to learn is the 4-H Pledge, so you can say it with the other members at the start of club meetings.

Discuss with your leader and project group what the pledge means. Match the pictures below to Head, Heart, Hands, and Health.

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, and my country.

Important words
Watch for these important words throughout this builder:
Pledge, Motto, Achievement, Projects, 4-H Club

The 4-H logo is used all over Canada. The letter “H” in the clover leaf stand for the words you learned in the pledge: head, heart, health, and hands. The green represents agriculture and youth, and the white represents purity.

The 4-H Grace can be said before lunch is served at meetings, achievement, etc. The grace can also be sung using the tune to Auld Lang Syne.

The grace goes as follows:
We thank thee, Lord, for blessings great
On this our own fair land.
Teach us to serve Thee joyfully
With head, heart, health, and hands

The 4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

Leaders and Parents play an important role in 4-H clubs. They are volunteering their time and are there to help answer questions.

An important part of belonging to a 4-H club is learning about meetings. 4-H clubs have regular meetings with all of their members every month. Meetings let 4-H members decide on which special events the club will have, such as parties, field trips, tours, or how Achievement will be celebrated. Each club is does not have to elect club officers, but some of the executive positions include, president, secretary, treasurer, and news reporter.

Do it!
Match the following executive positions with their role they play in a 4-H Club.

a) President
b) Secretary
c) Treasurer
d) News Reporter
e) Vice-President
Promote 4-H to the community.
Runs 4-H club meetings and is the 4-H club spokesperson.
Takes notes of the meeting, and is the official club record keeper.
Runs meetings in the absence of the president.
Keeps track of the 4-H club’s money and keeps financial records of the club.

Think of some things that you enjoy doing and want to learn more about. Now flip back to pages 2 and 3 and take a couple of minutes to go over the Skills Checklist. Discuss with your leader and project group and decide which Builders you will complete. Check the ✓ column beside the 5 Builders you plan to complete.

Dig it!
Don’t be afraid to join in with other members saying the pledge at meetings, to learn to do by doing! What are you looking forward to in 4-H this year? Write in the box below.
**Skill Builder 2: Animals**

**Skills Checklist:**
- Identify the different animal projects available
- Identify people who know about animals

**Dream it!**

**BACKGROUND FOR LEADERS**

In this section, all the animal projects are combined into one section. Let the members know what kind of animal projects that are available, such as beef, horse, small animals.

**Important Words**

<table>
<thead>
<tr>
<th>Veterinarian</th>
<th>An animal doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>Refers to cattle such as cows, heifers, steers, or bulls. There are many breeds of cattle such as dairy, charolais, hereford, and angus. They are often raised for meat.</td>
</tr>
<tr>
<td>Small Animals</td>
<td>Consists of cats, dogs, rabbits, etc.</td>
</tr>
<tr>
<td>Horse</td>
<td>An animal used for pulling loads, riding, and racing</td>
</tr>
</tbody>
</table>

**Age Considerations:** Designed for ages 8 and up.

**Thinking ahead**

- What will you discuss with members? Gather observations and think of example that will help support your discussion.

**Preparing for Success**

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Activating Strategies**

- Ask members what they had learned in Skill Builder 1 about 4-H.
- Ask members if they have thought about the different needs of different animals?

**Animal Fact List**

**Time Required:** 15 minutes

**Equipment/Supplies**

- Pen or Pencil
- Different animal books (from public library or other sources)
- Internet
Instructions

1. Have members choose an animal of their choice. Have them list three facts about this animal. Then have members list where they got the information.

Pick an animal – list 3 facts about the animal and where you found the information.

Animal: Horse

1. A baby horse is called a foal
   Book called “Horses”
2. A baby girl horse is called a fillie
   Mom
3. A baby boy horse is called a colt
   Mom

Do it!

Members are given a choice to do one of the following activities or another one similar.

What’s on the Menu

Time Required: 20 minutes

Equipment/Supplies

- Pen or Pencil

Instructions

Discuss different types of feed and ask members to find out what they currently feed their animals. Examples:

- Oats
- Hay
- Silage
- Carrots

1. Have members use the word bank to unscramble the words creating the each animals favorite food.
2. Once all the words have been unscrambled, discuss with the members to see if they can tell what every animal needs.

What did every animal need?

- Water
- Ration

Explain to members that rations are mixtures of ground up grain, that has vitamins and minerals added to it. Be sure to tell the members that different animals get different types of rations, as well as different amounts.
Care for animals

Time Required: 30 minutes

Equipment/Supplies: Pen or pencil and paper

Instructions

Discuss with members the importance of caring for animals and others.

1. Have members work in a group thinking of questions they have about caring for animals.

Examples are:
- What type of bedding is best for my 4-H steer?
- If my cat is sick, what should I do?
- If my horse gets tangled in the barbed wire fence and cuts her leg, what should I do?
- How much water am I supposed to give my dog on a hot day?

2. Ask members who they think would be able to answer certain questions?

Examples are:
- Veterinarians - they are animal doctors and know a significant amount about lots of different types of animals
- Parents - they have had to deal with sick animals before and have taken care of different animals.
- Pet store employees - they look after small animals every day, feeding, water and giving attention.

Dig it!

Members should now understand how important it is to treat animals with care and why we should. They should also be aware of the different types of animals projects 4-H has to offer.

Leader’s Notes
In the Member Manual

Skill Builder 2: Animals

Lots of 4-H members enjoy taking animal projects. It’s easy to like animals; however, taking care of animals is a big job and there is work to do every day. 4-H offers a wide assortment of projects on animals, including beef, horse, and small animals.

Dream it!

Pick an animal – list 3 facts about the animal and where you found the information.

Animal: ___________________
1. ___________________
2. ___________________
3. ___________________

Do it!

Choose one of the following activities or another one similar.

Each hungry animal is checking its menu for tasty treats. But wait...there's a mixup! Unscramble the letters and help each animal find its favorite foods.

Word Bank
Hay Oats Water Grass Silage Barley Veggies

Did you know?
Rations are mixtures of ground up grain with vitamins and minerals - different for each animal.

Caring for your animal is very important. All animals need to be fed and watered.

Brainstorm a couple of questions you have about taking care of the animal of your choice. Be sure to share your questions with the rest of your group to ensure there aren’t any repeat questions.

An example of a question that members may ask is - What type of bedding is best for my animal? Discuss with your leader about who you could talk to that would be able to answer your questions and why these people would be able to answer your questions.

Dig it!

How did you work together as a group coming up with questions to ask about caring?

Why is knowing about caring for animals important?

What was the most fun about doing this Skill Builder?
Skill Builder 3: Crafts

Skills Checklist
- Identify basic craft supplies
- Follow instructions to create a craft

Dream it!

BACKGROUND FOR LEADERS

In this builder the members will learn about some of the tools they might use to create their crafts.

Members will make a craft that is fun and easy - if members choose to do the pinecone reindeer, be sure to stress the importance of using a hot glue gun properly. Make sure to mention how hot the hot glue gun can get and to be extra careful when using it. If members choose to do the tye-dye, have them take a picture to show what they have done so that others can see the final product without having the dye fade or run.

Important Words

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Recommended rules for guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Anything that serves as an initial product to a final product</td>
</tr>
</tbody>
</table>

Age Consideration: Designed for ages 8 and up.

Thinking ahead

- What will you have members bring to this meeting?
- What will you discuss with members? Gather observations and think of examples of craft supplies that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, ask members how they will be successful in this builder. Have members look around and see how many craft supplies they can see in the room they are meeting in.

Activating Strategies

Have any of the members made crafts before? What types of things have they made? What is their favorite type of craft to make? What types of craft supplies have they used before?

Crafts Supplies Word Search

Time Required: 15 minutes

Equipment/Supplies
- Pen or Pencil
Instructions

Have members find the craft supplies in the word search that are listed. Let them know that there are many different types of craft supplies and that the ones that are listed are only some of the common ones.

Glue stick
Tape
Ribbon
Scissors
Buttons
Sequences
Beads
String
Glitter
Paint
Glue gun

Do it!

Crafts to Make

Here are some suggestions for members to try. Instructions are included.

Pinecone Reindeer

Materials:
- 3 pine cones
- 4 brown pipe cleaners
- Hot glue gun and 2 sticks of glue
- Mini red pompom
- Scissors

Instructions:
1. Glue two of the pine cones from point to point. Glue the third pine cone with the point facing outward on the edge of two pine cones already glued.
2. Cut two pipe cleaners in half. Glue the 4 pieces in the bottom of the pine cone body, where legs are normally.
3. Cut little pieces of pipe cleaner and twist them onto half a pipe cleaner, forming antlers. Do this step twice. Glue these to the head.
4. Glue the red pompom at the end of the point to make a nose.
### Tye-dye - Some ideas are t-shirts, socks, or cotton pillow cases

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• piece of material (socks, t-shirt, pillowcase)</td>
<td>1. Lay your material out flat and fold and tie with elastics as desired.</td>
</tr>
<tr>
<td>• rubber gloves</td>
<td>2. Cover your work area so the dye doesn’t go everywhere. Lay out garbage</td>
</tr>
<tr>
<td>• garbage bags</td>
<td>bags for a quick clean up.</td>
</tr>
<tr>
<td>• dye</td>
<td>3. Prepare your die as directed by the manufacturer. Be sure to wear rubber</td>
</tr>
<tr>
<td>• elastic bands</td>
<td>gloves to protect your hands.</td>
</tr>
<tr>
<td>• empty margarine containers (to mix dye in)</td>
<td>4. It is usually best to start with the lightest color if you are using more</td>
</tr>
<tr>
<td></td>
<td>than one color.</td>
</tr>
<tr>
<td></td>
<td>5. When dying is complete, make sure to clean all containers with hot soapy</td>
</tr>
<tr>
<td></td>
<td>water.</td>
</tr>
<tr>
<td></td>
<td>6. Be careful when washing your projects. Wash them in cold water and in like</td>
</tr>
<tr>
<td></td>
<td>colors for the first little while.</td>
</tr>
</tbody>
</table>

Check out the following websites for detailed instructions and diagrams!
- [http://familycrafts.about.com/cs/tiedyed/a/041601a_4.htm](http://familycrafts.about.com/cs/tiedyed/a/041601a_4.htm)
- [http://www.prochemical.com/directions/Folding.htm](http://www.prochemical.com/directions/Folding.htm)

### Dig it!

With the members, review what tools they used. How many did they name? Were they able to follow the instructions of the craft that they made?

This information will be used to complete the Skills Chart on the members’ My Portfolio Page at the back of their manuals.

### Leader’s Notes
In the Member Manual

Skill Builder 3: Crafts

Do you like making things? If you do, you could have a lot of fun doing 4-H crafts projects. Making things is what Crafts is about. Doing a craft you enjoy is a great hobby.

Sometimes when doing a craft, you start with something that is already made and add decorations. Other times, you take basic material and create a whole new item.

Dream it!

Before you start picking which craft that you want to do, there are some things that you need to think about. First, think about how much time you have to make the craft and how much time the craft will actually take. Secondly, you need to make sure that you have all of the materials and tools that you will need to make the craft. Make sure to think about the cost of materials and where you can get them.

Do the word search below that contains some of the craft supplies you may use while making your project.


Important Words

Watch for these important words throughout the builder:

Instructions, Materials

Do it!

Choose a craft that will be quick and easy to do. Below are some craft ideas provided that you and your leader can choose from. Be sure to save your project(s) to display at your 4-H Club Achievement Have fun doing crafts.

Pinecone Reindeer

Materials:
- 3 pine cones
- 4 brown pipe cleaners
- Hot glue gun and 2 sticks of glue
- Mini red pom-pom
- Scissors

Instructions:
1. Glue two of the pine cones from point to point. Glue the third pine cone with the point facing outward on the edge of two pine cones already glued.
2. Cut two pipe cleaners in half. Glue the 4 pieces in the bottom of the pine cone body, where legs are normally.
3. Cut little pieces of pipe cleaner and twist them onto half a pipe cleaner, forming antlers. Do this step twice. Glue these to the head.
4. Glue the red pom-pom at the end of the point to make a nose.

Tye-dye - Some ideas are t-shirts, socks, or cotton pillow cases

Materials:
- piece of material (socks, t-shirt, pillowcase)
- rubber gloves
- garbage bags
- dye
- elastic bands
- empty margarine containers (to mix dye in)

Instructions:
1. Lay your material out flat and fold and tie with elastics as desired.
2. Cover your work area so the dye doesn’t go everywhere. Lay out garbage bags for quick clean up.
3. Prepare your dye as directed by the manufacturer. Be sure to wear rubber gloves to protect your hands.
4. It is usually best to start with the lightest color if you are using more than one color.
5. When dying is complete, make sure to clean all containers with hot soapy water.
6. Be careful when washing your projects. Wash them in cold water and with like colors for the first few washings.

Dig it!

Discuss the following questions with your leader and project group.
- What crafts did you make?
- Can you think of a time where being creative would be helpful?
Skill Builder 4: Fibres and Fabrics

Skills Checklist
- Identify sewing equipment
- Learn to do a basting stitch

Dream it!

BACKGROUND FOR LEADERS

Cutting tools
- **Sewing scissors** - are very important and you'll need your own. Choose a pair 10 cm to 15 cm long, with sharp blades for cutting threads, trimming and clipping seams.
- **Dressmaker's shears** - are used for cutting fabric, and are very sharp. Use them with care.

Measuring tools
- **Ruler** - a 15 cm clear plastic ruler or a metal sewing gauge is handy.

Sewing tools
- **Pins** - choose fine, non-rusting, stainless steel dressmaker pins. Pins with coloured heads are easy to see and handle.
- **Pin cushions** - come in different shapes and sizes.
- **Stitch ripper** - a useful tool used to take out stitches when you make a mistake.

Important Words

<table>
<thead>
<tr>
<th>Sewing Machine</th>
<th>any of various foot-operated or electric machines for sewing or making stitches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stitch</td>
<td>one complete movement of a threaded needle through a fabric or material, leaving behind it a single loop or portion of thread</td>
</tr>
<tr>
<td>Fabric</td>
<td>A cloth made by weaving or knitting</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 8 and up.

Thinking ahead

1. What will you have your members bring to the first meeting?
   - Sewing scissors, tape measure, 15 cm ruler, pins, pin cushion, marking pencil, stitch ripper
   - Supplies for the stitching project - discuss with the members which project they want to complete.
2. What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Ask members how they know they will be successful in this builder. Discuss what success looks like, sounds like, and feels like.

Activating Strategies

- Ask members to think about what they know about sewing, who they have seen sewing, and what members would like to sew.
Fabrics

**Time Required:** 10 minutes

**Equipment/Supplies:** Pen or Pencil

**Instructions**

1. Have members look around the room to see how many different things they can see that are made from fabric. Some examples could include jackets, clothing, carpet, furniture, dish towels, etc.

**Do it!**

- Members should now have an idea of what the important sewing tools are.
- Help members do the Skill Builder activities below.

**Safety Considerations:**

- Be sure there is good light to see the needle clearly to control it.
- Keep the knee or foot control where you won’t accidentally bump it.
- Have your right hand ready to control starting and stopping the balance wheel.

**Basting Stitch**

This stitch will hold two or more layers of fabric together.

1. Use a light contrasting color of cotton thread.
2. Secure the thread. Take a small stitch about 2 mm long. Take a back stitch on top of that stitch, but before pulling up the loop, run the needle through the loop to form a second loop.
3. Insert the needle through the second loop, pull the thread through and draw up the loop to form a small knot.
4. Take several long stitches by weaving the point of a long, fine needle in and out of the fabric. Pull the needle out and draw the thread through the fabric. The length of the stitches and the spaces between them should be the same length. Short stitches, 6 mm (1/4 inch) long, taken 6 mm (1/4 inch) apart, are quite strong.
5. Secure your thread at the end.

**Activities to Do**

<table>
<thead>
<tr>
<th>Pocket Apron</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>A cotton dish towel</td>
</tr>
<tr>
<td>Ribbon or twill tape to make ties that are about 2.5 cm (1 inch) wide</td>
</tr>
<tr>
<td>A needle or sewing machine and thread</td>
</tr>
<tr>
<td>Fabric paint to add decorations (optional)</td>
</tr>
<tr>
<td><strong>Instructions:</strong></td>
</tr>
<tr>
<td>Cut the ribbon in half. Sew each piece to a corner of the towel, using firm stitches. Stitch twice if using a sewing machine.</td>
</tr>
<tr>
<td>Fold the bottom half of the towel about 15 cm (6 inches).</td>
</tr>
<tr>
<td>Stitch along each side through both layers, and stitch again, down the middle. Now the apron has pockets. (At the top edge of the pocket, stitch in a triangle pattern to make it stronger.)</td>
</tr>
<tr>
<td>Add decorations using fabric paint (if you want).</td>
</tr>
</tbody>
</table>
**Goofy Gator Sock Puppet**

**Materials**
- White felt
- Red felt
- Stuffing material (quilt batting)
- Thread
- Sewing tools (listed on page 10)
- Sock
- Googly eyes

**Instructions:**
- To form the mouth,
  - Cut along the toe seam of your sock.
  - Sew a red felt oval to the opening.
  - Sew the jagged white felt around the edges
- To form the eyes, tail, and nose,
  - Cut a 4 x 3 inch strip of material from the matching sock. Make a cylinder shape with the material. Sew the sides together, as well as one end. Stuff the cylinder-shape with batting. Stitch on the tail.
  - Cut 2 sets of 2 circles - one set bigger than the other. Place your finger in the middle of the circle. Now fold the edges around your finger. Pull your finger out of the material, resulting in a bag like shape. Stuff each ‘bag’ with batting. Repeat this step for each eye and nostril. After stuffing the bags, they should then look like little ‘balls’. Stitch the larger set of ‘balls’ on top of the head to illustrate eyelids. Stitch the smaller set of ‘balls’ on the nose of the gator, to illustrate nostrils.
  - Glue googly eyes onto the eyelids.
- Stitch a green felt zigzag strip down the gator’s back and tail.

**Dig it!**

Now that members have a deeper understanding of the basics of sewing it is time for them to reflect on their learning and apply what they now know by answering the following questions.
1. How many types of fabric did you see when you looked around in Dream It?!
2. What other sewing projects would you like to make?

**Leader’s Notes**
In the Member Manual

Skill Builder 4: Fibres and Fabrics

If you learn to sew, you can make your own clothes, stuffed animals, pillows or other decorations for your room.

4-H members who take clothing projects also learn what to look for when buying clothes and shoes.

Skills Checklist
- Identify sewing equipment
- Know how to do a basting stitch

Dream it!

Look around you. How many things do you see that are made from fabric. List some of the things in the box below.

In the 4-H Fibres and Fabrics project, you will learn the basics of sewing, such as parts of a sewing machine, different stitches, different textures and fabrics, knitting techniques, and measuring.

Important Words
Watch for these important words throughout the builder: Stitch, Sewing Machine, Fabric

Do it!

Basting Stitch
Basting is a temporary stitch used to hold pieces of material together until permanent stitching is complete. The stitches are longer than running stitches.

Secure the thread with two small stitches. Make stitches of uniform length, about one-quarter of an inch long, on both sides of the fabric. Secure thread at the end with two stitches.

Pocket Apron

Materials
- A cotton dish towel
- Ribbon or twill tape to make ties that are about 3.5 cm (1 inch) wide
- A needle or sewing machine and thread
- Fabric paint to add decorations (optional)

Instructions:
- Cut the ribbon in half. Sew each piece to a corner of the towel, using firm stitches. Stitch twice if using a sewing machine.
- Fold the bottom half of the towel about 15 cm (6 inches).
- Stitch along each side through both layers, and stitch again, down the middle. Now the apron has pockets. (At the top edge of the pocket, stitch in a triangle pattern to make it stronger.)
- Add decorations using fabric paint or buttons (if you want).

Goofy Gator Sock Puppet

Materials
- White felt
- Red felt
- Stuffing material (quilt batting)
- Thread
- Sewing tools (listed on page 10)
- Sock
- Googly eyes

Instructions:
- To form the mouth,
  - Cut along the toe seam of your sock.
  - Sew a red felt oval to the opening.
  - Sew the jagged white felt around the edges.
- To form the eyes, tail, and nose,
  - Cut a 4 x 3 inch strip of material from the matching sock. Make a cylinder shape with the material. Sew the sides together, as well as one end. Stuff the cylinder-shape with batting. Stitch on the tail.
  - Cut 2 sets of 2 circles - one set bigger than the other. Bring the edges together, making a little bag with each circle. Stuff them with batting. Stitch the larger set of ‘balls’ on top of the head to illustrate eyelids. Stitch the smaller set of ‘balls’ on the nose of the gator, to illustrate nostrils.
  - Glue googly eyes onto the eyelids.
  - Stitch a green felt zigzag strip down the gator’s back and tail.

Dig it!

How many types of fabric did you see when you looked around in Dream it? 

What other sewing projects would you like to make?
Skill Builder 5: Agriculture

Skills Checklist
- Be able to identify jobs that agriculture provides
- Understand agriculture is more than just about food

Dream it!

BACKGROUND FOR LEADERS

Understanding the importance of agriculture is key because agriculture provides many opportunities.

Important Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Is the business of growing crops and raising animals</td>
</tr>
<tr>
<td>Non-food</td>
<td>Objects that are not consumed by the body.</td>
</tr>
<tr>
<td>Food</td>
<td>something that is eaten, drunk, or consumed into the body to sustain life, provide energy, promote growth, etc.</td>
</tr>
</tbody>
</table>

Age Consideration: Designed for ages 8 and up.

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this Builder. Discuss what success in theses activities might look like, sound like, or feel like.

Activating Strategy

Ask members the following questions:
- What does agriculture mean to you?
- What do you know about agriculture?

Agriculture Jobs

Time Required: 15 minutes

Equipment/Supplies: Pen or Pencil

Instructions:
1. Get members to think about different occupations agriculture provides. Some example are truck drivers, research scientists, farm machinery dealers, auctioneers, grocers, slaughter houses, grain elevators, butchers, veterinarians, bakers, and food inspectors.
2. Have them write down three different occupations in their manuals.
Agriculture Crossword

Time Required: 20 minutes

Equipment/Supplies: Pen or Pencil

Instructions:
1. Get members to think of objects that are made from animal by-products.
   - Bring in examples of different products such as crayons, film, bees wax candle, etc.
2. Have members work together to complete the agriculture by-product cross word.
   A word bank is provided.
   - Piano keys are by-products from cattle
   - Medicine is a by-product from hooves
   - Insulin is a by-product from pigs

Do it!

Activities to Do

Have members participate in at least one of the following activities.

“Agriculture is...” Poster

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 sheet of poster board</td>
<td>Have members brainstorm together what agriculture is all about.</td>
</tr>
<tr>
<td>Old magazines and newspapers to cut up</td>
<td>Make sure they include as many different areas of agriculture as possible. Examples are food, jobs, things they use on a daily basis (such as toothpaste, tooth brush),</td>
</tr>
<tr>
<td>Glue stick</td>
<td></td>
</tr>
<tr>
<td>Writing utensils.</td>
<td></td>
</tr>
</tbody>
</table>
Matching

Materials:
- Old magazines or newspapers.

Instructions
- Have members come up with different products that are made in Manitoba. Some examples could include Honey, Hemp, Biodiesel (from Canola), Old Dutch Potato Chips.
- Get members to quiz one another or a parent about whether or not the product is made in Manitoba. See if members can tell you where in Manitoba the product was produced.
- The website listed below is a great interactive source of different agriculture by-products. Be sure to check it out!

Have members work together and visit the following website for different agricultural by-products.
See how many they can get write.
http://www.gov.mb.ca/agriculture/wheresagr/index.html

Beeswax Candle

Materials:
- Sheets of beeswax (approximately 16 x 8 inches)
- Wick
- Hair dryer

Instructions
- If the beeswax you are working with is rolled, gently unroll it. If it's stiff, or cracks while unrolling, soften it by warming it with a hair dryer set on low.
- Lay a piece of wick along one of the short edges of the beeswax sheet.
- Roll it up

Jobs in Agriculture

Materials:
- Pen or pencil
- Paper

Instructions
- Arrange a tour for your members. Places that would be ideal for touring are butcher shops, feedlots, bakeries, or even veterinarian clinics.

Growing from Seeds

Time Required: 45 minutes

Equipment/Supplies: potting soil, seed packets, small plastic pots (enough for members), masking tape, water, sunlight or fluorescent lights, plastic cover or bag, and a pen or pencil.

Instructions:
- Loosen and dampen the potting soil.
- Fill your container about 2/3 full with the damp non-clumpy potting soil. Do not pack the soil down.
- Make sure to read seed packages for special instructions. Some seeds require soaking periods.
- Small seeds can be sprinkled on top of the soil, where larger seeds can be counted and planted individually. Be sure to plant more than one seed in each container in case some of the seeds do not germinate.
- Small seeds can be sprinkled on top of the soil, where larger seeds can be counted and planted individually. Be sure to plant more than one seed in each container in case some of the seeds do not germinate.
- Cover the seeds with more dampened potting soil and then gently firm. Keep in mind, smaller seeds need less top coverage.
- Water your seed, even though the potting soil is dampened. This ensures the top potting soil doesn’t dry out.
- Now, cover the seeds with a plastic cover or Ziploc bag.
- Remove the plastic as soon as you see a seedling emerging through the soil.

Have members keep a careful lookout for the seeds so they can document the changes in the chart given to them.

<table>
<thead>
<tr>
<th>Type of seed</th>
<th>Date seed planted</th>
<th>First poking out of soil</th>
<th>First leaf</th>
<th>Ready to transplant</th>
<th>Any problems?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Tomato</td>
<td>May 14</td>
<td>May 22</td>
<td>May 29</td>
<td>June 7</td>
<td></td>
</tr>
<tr>
<td>Ex. Pea</td>
<td>May 26</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Mold</td>
</tr>
</tbody>
</table>

**Dig it!**

Have members reflect on their learning by asking the following questions:
- What surprised you about agriculture?
- Why is it important to know where your food comes from?
- What was hard about trying to start your own plant from seed?
Skill Builder 5: Agriculture

Agriculture is the business of growing crops and raising animals. The farm is the first step. Agriculture is also getting food products ready for people’s use. Agriculture is important because it creates food and jobs. Manitoba farmers produce fresh fruits and vegetables; grains to make flour; cooking oil and other products; milk and meat; poultry for meat and eggs; and other products such as honey.

Skills Checklist
• Be able to identify jobs that agriculture provides
• Understand agriculture is more than just about food

Dream it!
Agriculture is important to everyone because it provides not only food, but also many job opportunities and non-food items. Can you think of three jobs that are linked to agriculture?
1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

Work with your group project to finish the crossword on agriculture by-products

Down
1. You blow your nose with these. (two words)
2. When you are sick you take this.

Across
1. Presents go under this in December. (two words)
2. You give this to your pets when they are hungry. (two words)
3. This is used for diabetes.
4. This music instrument has 88 of these. (two words)

Do it!
Choose at least one of the following activities:

1. Make an “Agriculture is...” poster. Use magazine or newspaper pictures, your own drawings, actual objects, or labels to tell what agriculture is all about. Try to include as many different areas that you can, such as jobs and things you use around the house.

2. Play a matching game. Talk to your 4-H leader about products that come from agriculture. Collect as many products (real or pictures) as possible. Have your fellow 4-Hers, parents, brothers or sisters, and friends guess what the product is made from or if it is grown in Manitoba.

3. Make something from an agricultural product. An example is:
   • Beeswax candles

4. Choose a job that deals with agriculture. Talk with your leader about arranging a tour of the work place or have someone come and talk about their job. Then answer the following question: How does agriculture play a part of picking what you want to be when you grow up?

5. Grow/start a plant. Discuss with your group if you know anyone who grows a garden? Why do you think people grow gardens? Ask your leader for assistance in planting a seed of your choice. Keep track of the changes by the seed you planted

<table>
<thead>
<tr>
<th>Type of seed</th>
<th>Date seed was planted</th>
<th>First poking out of soil</th>
<th>First leaf</th>
<th>Ready to transplant</th>
<th>Any problems?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Tomato</td>
<td>May 14</td>
<td>May 22</td>
<td>May 29</td>
<td>June 7</td>
<td></td>
</tr>
</tbody>
</table>

Dig it!
What surprised you about agriculture?

Why is it important to know where your food comes from?

What was hard about trying to start your own plant from seed?
Skill Builder 6: Foods

Skills Checklist
- Identify where food comes from
- Identify the different food groups
- Know how to follow a recipe

Dream it!

BACKGROUND FOR LEADERS

Learning about the food we eat is important health-wise. People need food in order to survive and gain energy.

Food Guide

Fruits and Vegetables
Examples include asparagus, soy beans, berries, beets, celery, spinach, zucchini, mushrooms, oranges, grapes, etc.

Grain Products
Examples include bread, cereal, crackers, pasta or noodles, muffins, popcorn, rice, waffle, etc.

Milk and Alternatives
Examples include cheese, milk, cottage cheese, soy milk, yogurt, etc.

Meat and Alternatives
Examples include chicken, beef, duck, fish, beans, eggs, nuts, peanut butter, tofu, turkey, pork, veal, etc.

The recommended amount of Food Guide servings per day are

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Children</th>
<th>Teens</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruit</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>8-10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Grain Products</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>6-7</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Milk and Alternatives</td>
<td>2</td>
<td>2</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>3-4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Meat and Alternatives</td>
<td>1</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Important Words

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredient</td>
<td></td>
</tr>
<tr>
<td>Food Group</td>
<td>A group of foods that give similar nutrients</td>
</tr>
<tr>
<td>Seed</td>
<td>The start of a plant</td>
</tr>
</tbody>
</table>

Kitchen Safety
1) Kitchens should have a fire extinguisher and a smoke alarm located in or near the kitchen.
2) Teach the members the dangers in the kitchen. Explain to them what hot, sharp, etc. Let members know that the kitchen is not a place for 'horseplay'. They need to pay attention to each kitchen task they are doing.
3) Demonstrate how each kitchen equipment works, such as a mixer. However, use good judgement when deciding what is safe for the members to do at their particular age.
4) Have members use metal or plastic utensils, measuring cups and bowls that won’t break if they fall.
5) Good hand washing is the first line of defense against the spread of many germs and cross contamination.

Age Considerations: Designed for ages 8 and up

Thinking ahead

- What will you discuss with members? Gather observations and think of example that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Get members to think about the different food groups. Have they seen the Canada Food Guide before? Have they helped plant a garden?

Food Group

Time required: 20 minutes

Equipment/Supplies: Pen or Pencil

Instructions: Have members think of what they ate the previous day. Get them to group the foods in the categories as the Canada Food Guide would group them.

Do it!

Cooking up a Storm

Time Required: Depends on project chosen

Keep in mind, that these are only suggestions. Other recipes are also accepted.

| Monster Cookies |
|-----------------|-----------------|
| Ingredients     | Instructions     |
| 3 eggs          | • Cream butter and sugar together. Add eggs and beat until light. Add vanilla, corn syrup and peanut butter. Beat. |
| 250 mL (1 cup) brown sugar | • Stir in oatmeal and baking soda until well blended. Add chips and Smarties. |
| 125 mL (1/2 cup) butter | • Using a tablespoon, drop dough onto greased cookie sheets. Bake at 180°C (350°F) for 12 minutes. |
| 250 mL (1 cup) white sugar | • Cool on wire rack and enjoy. |
| 375 mL (1 1/2 cup) peanut butter |        |
| 5 mL (1 teaspoon/tsp) vanilla |        |
| 1125 mL (4 1/2 cups) oatmeal |        |
| 15 mL (1 tablespoon/tbsp) corn syrup |        |
| 175 mL (3/4 cup) chocolate chips |        |
| 10 mL (2 tsp) baking soda |        |
| 175 mL (3/4 cup) Smarties |        |
Dig it!

While enjoying the food you prepared, have members reflect on their new skills and apply what they now know by answering the following questions.

1. Identify the different food groups that are used in your cooking project. What did you make? Were any of your ingredients locally produced? If so, which ones?
2. What advice would you give to somebody who wants to learn how to cook?

<table>
<thead>
<tr>
<th>Pudding Cones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingredients</strong></td>
</tr>
<tr>
<td>• 1 package Instant Pudding (favorite flavor)</td>
</tr>
<tr>
<td>• 12-15 small ice cream cones with flat bottom</td>
</tr>
<tr>
<td>• Toppings (sprinkles, nuts, cherries, etc.)</td>
</tr>
</tbody>
</table>

**Leader’s Notes**
In the Member Manual

Skill Builder 6: Foods

Cooking, eating and food safety are what you will learn in the different 4-H foods projects. These projects are also a great way to learn about the foods grown in Manitoba.

Skills Checklist
- Identify the different food groups
- Know how to follow a recipe

Dream it!

There are four different groups in the Canada Food Guide. The four groups are Grain products, Vegetables & Fruit, Milk and Alternatives, and Meat & Alternatives. Health Canada has set up suggestions of the food people should be eating in portions. A copy of the Canada Food Guide can be found on the Health Canada website.

Make a list of what you had to eat yesterday. Put the food items into the different food guide groups. Ask your leader if you are unsure as to which group a food item belongs to.

Do it!

Before getting started on your cooking project:
- Make sure to wash your hands well before starting to cook. Also, be sure to wash hands in between handling raw meats and other foods to avoid cross-contamination.
- Read the recipe through carefully before you begin.
- Put out all ingredients, pans and bowls that you will need before starting.

Some ideas that you and your project group can make are Monster Cookies or pudding cones.

<table>
<thead>
<tr>
<th>Monster Cookies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingredients</strong></td>
</tr>
<tr>
<td>3 eggs</td>
</tr>
<tr>
<td>250 mL (1 cup) brown sugar</td>
</tr>
<tr>
<td>125 mL (1/2 cup) butter</td>
</tr>
<tr>
<td>250 mL (1 cup) white sugar</td>
</tr>
<tr>
<td>375 mL (1 1/2 cup) peanut butter</td>
</tr>
<tr>
<td>5 mL (1 teaspoon/tsp) vanilla</td>
</tr>
<tr>
<td>1125 mL (4 1/2 cups) oatmeal</td>
</tr>
<tr>
<td>15 mL (1 tablespoon/tbsp) corn syrup</td>
</tr>
<tr>
<td>175 mL (3/4 cup) chocolate chips</td>
</tr>
<tr>
<td>10 mL (2 tsp) baking soda</td>
</tr>
<tr>
<td>175 mL (3/4 cup) Smarties</td>
</tr>
</tbody>
</table>

| **Instructions** |

<table>
<thead>
<tr>
<th>Pudding Cones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingredients</strong></td>
</tr>
<tr>
<td>1 package Instant Pudding (favorite flavor)</td>
</tr>
<tr>
<td>12-15 small ice cream cones with flat bottom</td>
</tr>
<tr>
<td>Toppings (sprinkles, nuts, cherries, etc.)</td>
</tr>
</tbody>
</table>

| **Instructions** |
| Prepare pudding as directed and place in refrigerator until set. When ready to serve, spoon pudding into cones. Top with your favorite sprinkles or nuts. |

Dig it!

Identify the different food groups that are used in your cooking project. What did you make? Were any of your ingredients locally produced? If so, which ones?

What advice would you give to somebody who wants to learn how to cook?
Skill Builder 7: Woodworking

Skills Checklist
- Identify woodworking tools
- Understand the importance of safety

Dream it!

BACKGROUND FOR LEADERS

Safety is the most important consideration when woodworking. Most of the tools that will be used in this project function by cutting or scratching away at whatever is put in front of them, so adequate supervision is required with beginning members to ensure they are developing safe habits. In order for members to learn safe woodworking habits and techniques, safety must always be considered when working with new or unfamiliar tools. The more attention that is paid to safety from the beginning of the project, the safer and more independent members will be in the end.

Here are some basic safety precautions that you should take to the members about.

Work safe

- Put away sharp tools as soon as you are finished with them.
- Never leave tools, wood, or other equipment lying around on tables, chairs, benches or floors where people can trip over them.
- Do not run, jump or throw things around the work area.
- Being tired or frustrated can increase the risk of an accident. Take your time, have shorter sessions, and take a break when someone (big or little) gets frustrated.
- Avoid distractions (TV, visitors) while cutting.
- Know where to find a telephone in case of an emergency.
- Accidents will happen. Keep a first aid kit nearby.

Dress safe

- Wear sturdy footwear to protect your feet and toes.
- Button or roll up loose sleeves so they don’t get in your way or become caught in machinery.
- Tuck in loose clothing for the same reasons.
- Wear long pants to protect your legs.
- Fasten back long hair so it does not obscure your vision or become caught in anything.
- Remove any jewelry, especially long chains. In addition to putting the jewelry at risk, it may catch on equipment and cause you injury.

Important Words

<table>
<thead>
<tr>
<th>Tools</th>
<th>Any instrument of manual operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Freedom from the occurrence or risk of injury, danger, or loss.</td>
</tr>
</tbody>
</table>

Age Consideration: Designed for ages 8 and up.
Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Activate member’s prior knowledge of safety by asking them to think about safety rules and equipment they know from sports or other areas, what they do, and how they work.

Tools Fill-in-the-blanks

Time Required: 10 minutes

Equipment/Supplies: Pen or Pencil

Instructions

- Have members read each statement aloud and then have them look in the Word Bank for the correct woodworking tool.
- If members are unsure what the answer are, reread the Dream it! section to them.

1. What woodworking tool has both a head and a claw? ___Hammer___
2. The turns on a screw are called: ___Threads___
3. A ___saw___ is for cutting wood
4. When sanding wood, always sand along the ___grain___ of the wood.
5. ___Plywood___ is the name of a kind of lumber made from layers of wood glued together.

Woodworking Jobs

Time Required: 15 minutes

Equipment/Supplies: Pen or Pencil

Instructions:

- Have members talk amongst each other about different people who know about woodworking. Some examples are lumber yard employees, carpenters, woodworking teachers.
- Get members to discuss what types of questions they would ask workers about woodworking. Some examples are:
  1. What type of tree makes the best wood?
  2. What does it mean to have wood treated?
Do it!

Ring Toss Game

Time Required: 1 hour

Keep in mind this is only one suggestion. Other simple woodworking projects may be completed as well.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| • One piece of plywood or particle board about 40-50 cm, or 16-20 inches square.  
• 9 screw-in cup hooks  
• Stick on numbers (1 to 9)  
• One picture-hanging bracket  
• Sandpaper (medium to fine)  
• 3 rubber rings  
• The following tools: hammer, small nails, sanding block, a paint brush. | 1. Sand your board well on one side and along the edges.  
2. Paint the sanded side and edges  
3. After the paint dries, measure and mark spots for the hooks. They should be evenly spaced around the square.  
4. Screw the hooks into the board.  
5. Stick the numbers under the hooks.  
6. Mount the hanging bracket on the back side of the board in the top corner  
7. Have fun playing your new game. (The rules of the game are simple. Each player has three tosses per round. The scores are totaled after each round. The first player to reach 100 point wins the game.) |

Dig it!

Members should now understand the basic safety precautions of woodworking. Have them reflect on their learning by asking them the following question:

- Why is it important to know about safety?
- How could the skills you learned today help you in the future?

Leader’s Notes
In the Member Manual

Skill Builder 7: Woodworking

Safety is the most important consideration when woodworking, in order for members to learn safe woodworking habits and techniques, safety must always be considered when working with new or unfamiliar tools.

Skills Checklist
- Identify woodworking tools
- Understand the importance of safety

Dream it!

A hammer is not very useful without nails. Everybody knows what a nail looks like. It has a head, too - that’s the flat part on top.

Wood, also called lumber, comes in all shapes and sizes. You’ve probably heard of plywood.

A Little Screwy
Do you need a screw or nail? The difference between them is that a nail is usually smooth all along its length, but a screw has little turns. These turns are called threads. As the screw goes into the wood, the thread cuts a path for it and grabs into the wood. Screws hold pieces of wood together stronger than nails do.

Plywood is made up of layers of wood glued together. When you look at plywood from the side, it looks like an ice cream wafer. In order for a piece of wood to be just the right size for a job, it often has to be cut with a saw to shape.

There are too many different types of saws to describe in this project, but more likely your parent or 4-H leader will be cutting wood for you until you learn the safety on handling saws.

Sandpaper is another important woodworking tool. Sandpaper is a very hard type of sand glued to a very strong paper backing. Sandpaper is rubbed back and forth along a piece of wood to make it smooth before it is painted.

You should always sand with the grain of the wood. Your 4-H leader will show you what this means. If you sand against the grain, or in a circle, you might scratch the wood.

Fill in the blanks from the Word Bank below to name the tools being described.

1. What woodworking tool has both a head and a claw?
2. The turns on a screw are called:
3. A (blank) is for cutting wood
4. When sanding wood, always sand along the (blank) of the wood.
5. (blank) is the name of a kind of lumber made from layers of wood glued together.

Word Bank
threads, hammer, plywood, saw, grain

Can you think of anyone who might be able to give information about woodworking? What types of questions might you ask the workers?

Do it!
Now that you know the basics, it's time to get busy making something out of wood. Here is an idea of something that you could make. You and your leader may choose a different basic woodworking item to make.

Ring Toss Game
Materials you will need:
- One piece of plywood or particle board about 40-50 cm, or 16 inches square.
- 9 screw-in cup hooks
- Stick on numbers (1 to 9)
- One picture-hanging bracket
- Sandpaper (medium to fine)
- 3 rubber rings
- The following tools: hammer, small nails, sanding block, a paint brush.

Instructions:
1. Sand your board well on one side and along the edges.
2. Paint the sanded side and edges
3. After the paint dries, measure and mark spots for the hooks. They should be evenly spaced around the square.
4. Screw the hooks into the board.
5. Stick the numbers under the hooks.
6. Mount the hanging bracket on the back side of the board in the top corner
7. Have fun playing your new game. (The rules of the game are simple. Each player has three tosses per round. The scores are totaled after each round. The first player to reach 100 points wins the game.)

Dig it!
What project did you make?

Look around you, what else do you see that is made of wood?
Skill Builder 8: Money and You

Skills Checklist
- Identify ways to make money
- Recognize how prices change over time

Dream it!

BACKGROUND FOR LEADERS

It is important to let members know that money has different monetary value. Different countries have different currency. It is important to know that there is more about money than just dollar amount. Budgeting and record keeping are related with money. Without records of your money, you won’t know how much money you have saved, how much you have spent, or how much you have. Budgeting helps make sure that you have a strategy on saving and spending your money.

Important Words

Help member define the following words and look for members using this vocabulary in their discussions. Ask for sentences that “show you know.” When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence as making connections can be useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Save</th>
<th>To keep something in order to get larger amounts of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td>Any circulating medium of exchange, including coins, paper money, and demand deposits</td>
</tr>
<tr>
<td>Spend</td>
<td>To pay out.</td>
</tr>
</tbody>
</table>

Age Consideration: Designed for ages 8 and up

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Get members to think about something they have wanted to buy. How did they save enough money to buy it?
Earn Money

**Time Required:** 10 minutes

**Equipment/Supplies:** Pen or Pencil

**Instructions**

- Get members thinking of different ways to make money using their 4-H Skills. Some examples are: entries at the fair, selling food from the garden, selling their 4-H animal.
- Help members think of other ways they can earn money using skills that they have. Some examples may include selling homemade baking, raking leaves, walking the neighbors dog, doing household chores, etc.

**Do it!**

**Activities to Do**

Have members participate in at least one of the following activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| **Be a Smart Shopper**    | **Materials:**
|                           | Grocery flyers, Scissors, Glue, Paper, Writing utensil | Have members cut out their favorite foods from the weekly grocery flyers. Then get the members to glue the food items onto a piece of paper leaving space in between pictures to write prices down. Go to two different grocery stores (or a convenience store). Be sure to tell members to stay together as you are working as a group. Look for the items on the paper and write down the price shown at the store. At the meeting place, talk to the members about why prices may or may not be the same. Some reasons may include 'no name' brands, convenience, location, etc. |
| **Price Change**          | **Materials:**
|                           | Newspaper Flyers, Paper, Glue, Scissors, Writing Utensil | Arrange for an elder to be in attendance. Have members look in the newspaper flyers for different items such as automobiles, houses, couches, stoves, sports equipment, ice cream, clothing, etc. Cut the pictures out and glue them onto the piece of paper. Have members label ‘THEN’ with the price and ‘NOW’ with the current price below each picture. Tell members to keep this poster to display at the 4-H Achievement. |
| **Game Time**             | **Suggestions:**
|                           | Monopoly Game, The Game of Life | Have the members play games dealing with money so they understand the importance of budgeting                                                   |
Dig it!

Have members reflect on their learning by asking the following questions:
  • What are some ways you will save your money to buy things you want?
**Skill Builder 8: Money and You**

Did you know that some 4-H'ers are learning about money? They keep records of how much money they get and how they use it. They make plans to use their money, so they can buy some of the things they really want or need. Every project in 4-H has record keeping and cost records.

**Skills Checklist**
- Identify ways to make money
- Recognize how prices change over time

**Important Words**
Watch out for these important words throughout the builder:
- Save
- Money
- Spend

**Dream it!**

Here are some ways 4-H members make money: entries at the fair, selling produce that they grew, and selling their 4-H animals. What are ways you can use your skills to make money?

**The 4-H Members say…**

You can use your skills to help community groups raise money, too. Schools, 4-H Clubs, churches and other groups all rely on their members to share their time and talents to make the money they need to operate.

**Do it!**

Spending money is easy. It’s much harder to save for the important things you need or want. Choose one of the activities below that will help you learn more about working with money.

1. **Be a Smart Shopper.** You will need newspaper grocery ads, scissors, glue, paper, and a pen or pencil.
- Cut out your favorite foods from the ads
- Glue them onto paper
- Go to two grocery stores and write the prices of your favorite foods beside the pictures
- Are the prices the same? If not, talk with other 4-H members about why they might be different.

2. Talk to an older person (a grandparent or other senior citizens in your community) to find out how much some things cost when they were your age. Write these prices down and find pictures to go with them. Find out what the items cost now, comparing prices then and prices now. Show this list at Achievement.

3. Let’s play a game! Play Monopoly or The Game of Life. Budgeting and saving your fake money is important in both of these games.

**Dig it!**

Draw a picture in the box below of some of the things that you would like to save for and buy. How much does each item cost and how will you save that amount of money?
Skill Builder 9: Outdoor Living

Skills Checklist
- Identify proper clothing to wear hiking for different seasons
- Know safety in the outdoors

Dream it!

BACKGROUND FOR LEADERS

It is important to choose a safe and comfortable campsite. Look for a dry area that is slightly higher than the area around it, so that if it rains the camp area will not hold water.

Fires are very useful. A fire helps to keep you warm, gives off light, and makes it possible for you to cook food and boil water. Different ways to start fires are with matches, fire starters (such as flint or steel wool). Materials that help fuel fires are dryer lint, sawdust or woodchips, dry dead grass, and newspaper.

Important Words

<table>
<thead>
<tr>
<th>Nature</th>
<th>The natural world as it exists without human beings or civilization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hike</td>
<td>To walk a great distance</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 8 and up.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in their learning in this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategy

- Get members to think about different activities that can be done outside. What kind of clothing were they wearing? What was the weather like outside?

Outdoor Activities

Time Required: 10 minutes

Equipment/Supplies: Pen or pencil

Instructions
- Have members list some of the activities they have done outdoors. Discuss with them which of the activities were their favourite and why.
Do it!

Take a Hike

Time Required: 1 1/2 hours

Equipment/Supplies: Listed below

1. Pick a path that is easy to walk, and where there are many things to look at, such as trees, birds, or animals. Make your hike a treasure hunt. You may want to take pictures of the treasures instead of collecting them. Some items that your members can find are:

- A leaf bitten by an insect
- 2 things a squirrel might collect
- A birds nest
- A spiders nest
- Animal footprint
- Wild flower
- Wild berries
- 3 different kinds of trees
- 1 butterfly, 1 dragonfly, 2 beetles
- A dandelion

2. Choosing what to wear can be hard with the seasons changing.
   - In winter, keep warm by layering clothing. For example, wear a T-shirt, then a sweater, and then your warm jacket. Make sure you have a warm hat, scarf and mitts, warm, thick socks, and your winter boots.
   - In spring, summer, or fall wear pants to protect you from insects and plants that may scratch you. Wear a loose fitting shirt that covers your back and arms. Choose comfortable socks and sturdy running shoes. Leave sandals and thongs for the beach. A sweater or light jacket also comes in handy in case of rain or cool weather.

3. Pack the following items in a durable back pack:
   - Water, in a thermos or plastic bottle if the day is warm, or a warm drink for cooler weather.
   - A snack - acceptable items are unsalted trail mix, energy bars, dried fruit, or beef jerky.
   - Bug spray
   - Map
   - Fire starters
   - Bag to collect leaves and other treasures.
   - Garbage bag
   - Rainwear
   - First Aid kit

4. Respect nature. Walk carefully and leave the trail the way it was when you came. It is alright to collect objects, but take only what you need. Be careful about picking plants as some are poisonous and also about picking flowers as some are endangered. Consider taking pictures instead. In a group, look up and find pictures of poisonous and endangered plants in the area you plan on taking a hike in.

5. Always hike with an adult. Make sure to tell someone where your group is going in case you need to be found quickly. Let them know what time you will be coming back and be sure to return at that time so people aren't worried about you.

What to Pack?

Time Required: 15 minutes

Equipment/Supplies: Pen or pencil
Instructions
• Have members think of some things that they should pack before they go on a hike. Refer to page 40 for some examples.

Where did you go?

Time Required: 15 minutes

Equipment/Supplies: Pen or pencil

Instructions
• Have members draw a rough sketch of where you went hiking. Be sure to have them include any water sources, boulders, houses or other buildings, and any other significant land markers.
• Make sure the members mark an ‘X’ at all the places you stopped along the way.

Artifacts

This activity does not have to be done on the day of the hike. This will give you time to have pictures developed.

Time Required: 45 minutes

Equipment/Supplies: paper, glue, pen or pencil

Instructions
• Have members lay out their collectables and pictures onto their piece of paper. Get members to glue or fasten the articles onto the paper, leaving space to write below each one.
• Help members identify what they found.
• This can be saved and shown at Achievement.

Dig it!

Members should now understand safety in the outdoors, as well as proper clothing to wear. Have them reflect on their learning by asking the following questions:
• What did you learn about the outdoors that you didn’t know?
• What other outdoor activities would you like to try?
In the Member Manual

**Skill Builder 9: Outdoor Living**

Learning to live with nature is just one part of outdoor living. Doing things outdoors is fun whether it's summer or winter. Camping, hiking, skiing, building shelters, cooking over a fire, and learning about nature are all part of outdoor living.

**Skills Checklist**
- Identify proper clothing to wear for outdoor activities
- Know safety in the outdoors

**Dream it!**

What outdoor activities have you tried? Which ones were your favorites and why?

**Do it!**

Now let's go for a nature walk!

Discuss with your leader what types of things you should do before going on a hike.

**Hiking Checklist:**
- Plan your hike
- Dress for the weather and the trail
- Prepare your day pack
- Respect nature
- Be Safe

Can you think of some items you should pack to go on a hike? List them below.

**Important Words**

Watch out for these important words throughout the builder: Nature, Hike

**Dig it!**

What did you learn about the outdoors that you didn't know?

Display the leaves, plants, or other items you collected on your hike. Use heavy paper to paste your pictures and treasures. Be sure to label what each item is.

Sketch a map of the trail. Mark the places where you stopped with an 'X'. Draw the map alone or with your project group.

**The 4-H members say...**

- When going exploring in the wilderness always make sure an adult is with you.
- Active living helps people learn better and it's a good way to meet new people.

- What other outdoor activities would you like to try?
Skill Builder 10: Photography

Skills Checklist
- Identify the different parts of a camera
- Know how to take a picture

Dream it!

BACKGROUND FOR LEADERS

Taking picture and using digital cameras may not be new activities for members or leaders, but when taking photos there are more things to consider than one might realize. Before a picture is even taken, a good photographer must assess the dangers of photographing in the environment they are in, prepare for those dangers, and be courteous to others at all times.

Please remind members that they should save their photos in a labelled spot on their computer. Or store printed photos in a folder or box where they will be available for Achievement.

Important Words

<table>
<thead>
<tr>
<th>Lens</th>
<th>Focuses the light from your subject onto the camera’s digital sensor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash</td>
<td>Helps light up a dark environment or clear away shadows from portraits.</td>
</tr>
<tr>
<td>Viewfinder</td>
<td>This is the window that you look through to see your subject</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for aged 8 and up

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Photographers have hazards too! To help members start thinking about camera safety, ask them to brainstorm and describe different hazards that might come up during the course of taking photos.

Name that Part

Time Required: 10 minutes

Equipment/Supplies: Pen or Pencil
Instructions

- Have members work together labeling the basic digital camera parts.

Do it!

Activities to do

Picture Precautions

Time Required: 30 minutes

Equipment/Supplies: Pen or pencil

Instructions

- Have members brainstorm different ideas that they think a photographer should consider before taking a picture. Ask members the following questions; What makes a picture look good? What makes a picture look bad?
- Some examples of things photographers should consider before taking pictures are:
  1. Proper lighting is available
  2. Hold the camera steady - Brace your feet comfortably but steadily and slightly apart. Keep your arms close to your body.
  3. Stand close to the main person or object that you want in your picture
  4. Stand with the sun behind you
  5. Look to see what is in the background
  6. No heads are ‘chopped’ off

Picture That!

Time Required: 1 hour

Equipment/Supplies: Camera

Instructions

- Members will be taking photos using different settings on the camera. Encourage members to take multiple shots of the same object with different settings.
- Once members have completed their photos, go over the photos with them. Help them point out improvements.
- Display the members favorite pictures at Achievement
**Dig it!**

Have members reflect on their new skills they have learned by asking the following questions:

1. What have they learned? Have members go back to the skills checklist and review what they have learned.
2. Record some of these skills under the Portfolio Page.

---

**Leader’s Notes**
Skill Builder 10: Photography

Have you ever taken a picture or thought about becoming a photographer? Here is your chance. This project takes a closer look at the world of photography.

Skills Checklist
- Identify the different parts of a camera
- Know how to take a picture

Dream it!
A camera is made up of different components. Can you fill in the diagram with the missing names? The picture below shows camera with its basic parts.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>lens, flash, view finder, mega pixels</td>
</tr>
</tbody>
</table>

The lens collects light and focuses it on the film. The hole behind the lens controls how much light will be coming in to that box at one time. The shutter controls the quantity and length of light. The viewfinder helps you aim the camera.

Do it!
How a camera works –

When using a digital camera, you can either find the picture through the viewfinder or else you may just look at the screen. In a digital camera, the light strikes a digital sensor array, instead of a piece of film. These sensors are computer “chips,” which is made up of millions of tiny sensor points called “pixels” (which is short for picture elements). The more megapixels the better your picture will turn out. Digital camera’s use memory cards to store pictures.

Think some of the things you should consider before taking pictures. Make a list of two to three ideas to think about before taking a picture, an example is making sure you can see the faces of everyone in the picture.

Talk with your leader about going somewhere, such as a school event, the park, or a family fun day. Be creative when you take pictures, thinking outside of the box. Before taking pictures, don’t forget to look at the list of ideas you came up with above.

Dig it!
In this picture I want you to notice ————

C A N A D A
Skill Builder 11: Speaking Up

Skills Checklist
- Identify situations where people speak up
- Understand ways to communicate

Dream it!

BACKGROUND FOR LEADERS

In this Builder, members will learn that speaking is not only about verbally talking, but is also about actions and gestures.

Most clubs have 4-H speech competitions. Discuss with members some advice for this type of event.

Age Categories and Time Limits
All ages are as of January 1st of the current 4-H year

One Person Visual Presentations
Juniors:
Ages 8 to 11 years = 3-6 minutes
Intermediates:
Ages 12 to 14 years = 5-8 minutes
Seniors:
Ages 15 to 21 years = 7-10 minutes

Speeches
Juniors:
Ages 8 to 11 years = 2 - 3 minutes
Intermediates:
Ages 12 to 14 years = 3 - 5 minutes
Seniors:
Ages 15 to 21 years = 5 - 7 minutes

Two Person Visual Presentations
Juniors:
Combined ages equal 22 or less = 5-7 minutes
Intermediates:
Combined ages equal 23-28 = 7-9 minutes
Seniors:
Combined ages equal 29 or more = 9-11 minutes

Helpful Hints
- Be pleasant, clear, and audible.
- Maintain good posture while speaking
- Voice levels should project across the room
- EYE CONTACT is important. Look at the audience and judges.
- Use descriptive words
- Dress neatly and clean

Find communication resources at a MAFRD GO Office or go online
www.gov.mb.ca/agriculture/4-h/

Important Words

<table>
<thead>
<tr>
<th>Speak</th>
<th>To communicate vocally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>To pay attention</td>
</tr>
<tr>
<td>Speech</td>
<td>Telling something to your audience</td>
</tr>
<tr>
<td>Visual Presentation</td>
<td>Telling something and showing something to your audience</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 8 and up

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.
Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Activate members’ knowledge of listening and speaking by asking them to think about times when they had to listen to somebody (whether that be a parent, a babysitter, or older sibling) and when they had to talk in front of a group of people. Were they scared? Why were they scared?

Speak Up

**Time Required:** 15 minutes

**Equipment/Supplies:** Pen or pencil

**Instructions**

- Talk to members about different ways to communicate.
- Have them write down two of the ideas they come up with.
  
  Some examples include:
  1. Writing words down
  2. Sign language
  3. Body language or acting
  4. Emotions

Do it!

Activities to do

Hand Signals

**Time Required:** 20 minutes

**Equipment/Supplies:** Pen or pencil

**Instructions**

- Go over the bottom of page 24 in the Member’s Manual with the members.
- Get members to draw in the boxes, three different hand gestures and write down what each means. Some more examples include hand shaking, smelly, fingers crossed, point, or fist.
**Describe it!**

**Time Required:** 30 minutes

**Equipment/Supplies:** Member’s to bring in their favorite object

**Instructions:**
- Remind members to bring in their favorite object, whether that be their toy, baseball card, or board game.
- Have members individually tell the other group members what their favorite object is. Get them to describe it, such as color, weight, where you got it from and tell members why it is their favorite object.

*An example would be your favorite pair of shoes.*
  - My shoes are black with pink laces.
  - I got them for my birthday when I turned six.
  - They are very comfortable and easy to put on.
  - They are my favorite because pink and black are my favorite colors.

**Charades**

**Time Required:** 45 minutes

**Equipment/Supplies:** Charades (or cue cards with written clues), stopwatch (optional), score sheet and pencil.

**Instructions**
- Split everyone into two teams.
- Place the premade charade ideas into a hat or container, and place the hat in front of the opposing team. The team who has the youngest member in the group will go first by acting out the idea.
- There is NO talking at any stage of the acting. Members must only act using their body. Props are not allowed, unless specified. A player from the team will stand up and act out the clue. If the team can correctly identify the clue within the time limit, they get a point. But if the time runs out, the other team gets a chance to guess what the clue was.
- Play until a team reaches 5-7 points.
- Some ideas for charade words are: spiderman, superman, monkey, fish sticks, dog, kung fu panda, star wards, over the hedge, fishing, shoveling, cookie monster, riding a horse playing soccer, cat got your tongue, or Egyptian.

**Dig it!**

Members should now understand how important it is to be able express ideas and that there are different ways to communicate. It is time for them to reflect on their learning and apply what they now know by answering the following questions.

1. Why is it important to be able to share your ideas with other people?
2. What did you learn today that you will be able to use in school?

**Leader’s Notes**
In the Member Manual

Skill Builder 11: Speaking Up

4-H members get special chances to speak up. For example, you might be asked to phone and tell others about a 4-H event. At 4-H meetings speaking up happens when you make or second a motion, give your opinion, introduce a guest, thank someone, report on what your Adventure into 4-H project group is doing, or perform a skit or speech.

Dream it!

The 4-H members say...
Listening is important if spoken messages are going to be understood. 4-H meetings are a good place to practice listening. If you hear all the messages, you will know what will happen next in your club or project group.

By taking part in public speaking and visual presentations 4-H members are practicing speaking up. Someday, you might represent your club at a competition.

What are some other ways that can help you learn to communicate?

1. 
2. 

Do it!

Speaking is sending a message. Words need to be clear and understandable. To mean anything, someone has to receive the message. When we speak, someone else has to "turn on" their ears.

Have you heard of the saying, "actions speak louder than words?" There are many ways that people can show their feelings with each other without saying one word. Can you label what the following hand gestures mean?

Choose one of the following projects

- Draw three of your own hand signals

<table>
<thead>
<tr>
<th>means</th>
<th>means</th>
<th>means</th>
</tr>
</thead>
</table>

- Pick your favorite object and describe it to your group. Explain why you like your item so much.

- Play a game of charades. Remember, you aren't allowed to speak if you are the one acting out the clues.

The 4-H member says...
Many 4-H Clubs have a public speaking event. Members either do a written speech or a visual presentation. A speech is telling something to your audience. A visual presentation is telling something and showing something to your audience. Ask your leader about the different age groups and time limits.

- **Juniors - Ages 8 to 11 years**
  - **One Person Visual Presentation**
  - **Written Speech**
  - 3 - 6 minutes
  - 2 - 3 minutes

- **Two Person Visual Presentation**
  - Combined ages equal 22 or less = 5-7 minutes
  - Find communication resources at a MAFRI GO Office or go online www.gov.mb.ca/agriculture/4-h/

Dig it!

What would you do if you are talking and no one seems to be listening to you? Would you stamp your foot, raise or lower your voice, draw a picture while you talk, show them something or do something completely different? What technique would you use to get others to listen to you?

Why is it important to be able to share your ideas with other people?

What did you learn today that you will be able to use in school?
Skills Builder 12: Machines

Skills Checklist
- Understand the concept of a gear and how it works
- Identify safety precautions

Dream it!

BACKGROUND FOR LEADERS

A machine is a tool used to make work easier. To put it another way, machines help you get a job done with less effort.

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members' understanding try providing a synonym members know or provide examples. The more personalized the example the better.

<table>
<thead>
<tr>
<th>Wheel</th>
<th>To turn on an axis; to revolve, rotate, or pivot; move objects across distances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gears</td>
<td>Special toothed wheels</td>
</tr>
<tr>
<td>Safety</td>
<td>Freedom from the occurrence or risk of injury, danger, or loss.</td>
</tr>
</tbody>
</table>

Age Considerations: Designed for ages 8 and up

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Activate member's prior knowledge of machines by asking them to think about machines they know, what they do, and how they work.

Get into Gear

Time Required: 20 minutes

Equipment/Supplies: Pencil crayons or crayons
Instructions

- Discuss with members different things that use gears.
- Have members write down or draw and color three things that use gears. Some examples would include vehicles, boats, airplanes, factories, watches, and lawn mowers.

Do it!

Activities to do

Bike Check-up

Time Required: 1 hour

Equipment/Supplies: Bike, bike service person, camera

Instructions

- Arrange for a service person to come and talk to the members about up-keeping their bikes.
- Remind members that they shouldn’t work with machines without the company of an adult.
- Take picture of the members watching the spokesperson or even helping him/her.
- After the presentation has been done, have members write down 3 things they didn’t know about keeping their bikes in good working condition.
- Display the pictures and write ups at Achievement.

Now and Then

Time Required: 40 minutes

Equipment/Supplies: Pen or pencil, paper

Instructions

- Arrange for some parents or grandparents to be in attendance at the group meeting.
- Have members brainstorm together some machines that are used today that make work get completed faster (for example computers, or assist in fun (for example quads and boats).
- Have the members ask the elders what machines were like before when they were young children.

Creation

Time Required: 1 hours

Equipment/Supplies: lego or k’nex or scrap metal (If metal then also nuts, bolts, screws, screw drivers), camera

Instructions

- Let the members be creative. Encourage machine like creations such as bikes, roller coasters, robots, etc.
- Take pictures of the creations or save them and display them at Achievement.
Safety First

Time Required: 45 minutes

Equipment/Supplies: Pen or pencil, check list

Instructions
- Have members think of reasons why safety is very important.
- Discuss with members some things that they should look for that are safe. A checklist for their home may be:

☐ Cleaning products, etc are out of reach for children  ☐ Windows have locks
☐ When cooking, pot handles toward back of stove  ☐ A fire exit plan exists
☐ Sharp objects such as knifes are out of reach  ☐ Handrails along stairway
☐ Smoke detectors are on each floor

Here is a website that members may use to learn about farm safety.
http://www.gov.mb.ca/agriculture/farmsafety/kids/flashy.html

Dig it!

Have members reflect on their learning by asking the following questions:
- What was hard about trying to learn how a gear works?
- Why was learning about safety important?

Leader's Notes
In the Member Manual

Skill Builder 12: Machines

Have you ever wondered what makes machines go, how motors work, or if you could build a go-cart? Then you might enjoy doing a 4-H machine project.

Skills Checklist
- Understand the concept of a gear and how it works
- Identify safety precautions

Dream it!
Learning to fix and take care of machines takes some time. Each motor is different, so there is a lot to learn. Let's start by looking at wheels. Machines, such as bikes, often ride on wheels. Did you know there are "wheels" inside machines too?

Special toothed wheels are called gears. Gears of different sizes make things work more quickly or slowly. Each time a large gear turns once, it can turn a smaller wheel several times.

Look for gears on machines, such as bicycles or clocks. If you mark the gears with a marker pen, you will be able to count how many turns the small wheel makes for each turn of the big wheel.

Can you think of 2 or 3 things that use gears? Draw pictures or write their names in the boxes.

Do it!
Machines with motors help people do many jobs, but they can be dangerous too. Moving parts can cut, crush, or twist anything that gets in their way. Moving machines can't look out for you; you need to look out for them.

There are some helpful tips you can do to avoid an accident:
- No riders - Tractors and lawn mowers have only one seat and there is no safe place for a passenger.
- Do not accept rides on machinery from anyone and do not play near or on machinery.
- Always stay a safe distance from running or moving machinery or vehicles. People using machines are busy and may not see or hear you.
- Do not try to start or drive a machine before someone teaches you how.
- Be sure that you are big and strong enough to drive a machine before you use it.
- Wear proper clothes for the job. Loose clothes get caught more quickly and are not safe.
- Safety means wearing a helmet on bikes, dirt bikes, and ATVs.

Important Words
Watch out for these important words throughout the builder:
Wheel, Gears, Safety

Do at least one of the following activities:

Bike Check-up
Have a bike check-up. Ask a bike service person to visit your group to show you how to adjust your bike for the best fit, and how to keep it oiled, how to check tire pressure, and change a tire. Take pictures and do a report.

Then and Now
Talk with your project group or family about how you use machines and motors to get work done and for fun. If there is an older person in your family (an example would be a grandparent), ask them how jobs like mowing grass, harvesting grain, milking cows or making bread were done before machines were used.

Creation
Create a machine or creature out of machine parts. You can create using Meccano sets or plastic blocks. Machines could be glued (or screwed) together to create a creature.

Safety First
Perform a safety check-up with your family. This might include a safety inspection of your home, garage, yard or barnyard. Your home economist or 4-H specialist can tell you where to get more safety information.

The 4-H members say...
Whenever you are working with machines, always make sure an adult is helping you.

What was hard about learning how a gear works?

Why is learning about safety around machines important?
Skill Builder 13: You are a Leader

Skills Checklist
- Identify leader qualities
- Recognize leaders of all ages
- Plan ahead

Dream it!

BACKGROUND FOR LEADERS

Coming up with some examples of leaders might be a good way to introduce the idea of a leader. Most leaders have a strong component linked to a personal belief system.

Goals help set direction, visualize success and provide motivation to achieve.

Important Words

<table>
<thead>
<tr>
<th>Goals</th>
<th>The results or achievement toward which effort is given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>A person who leads, guides, or directs others</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Cooperative or coordinated effort with a group or more than one person</td>
</tr>
</tbody>
</table>

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Ask members to think of people they think are leaders. What do leaders do that make them leaders?

Matching

**Time Required:** 30 minutes

**Equipment/Supplies:** Pen or pencil

**Instructions**
- Discuss with members the meaning of the words used to describe leaders.
- Ask the questions on the following page to help the members picture what the words means.
Ask members the following questions:

1. What can we do to be responsible?
   - We can think before we act - considering consequences
   - We can be accountable for our actions
   - We can be reliable - others count on us
   - We can set good examples in what we say and do

2. What can we do to be respectful?
   - We can treat everyone with respect by being polite and courteous
   - We can respect others’ individuality.
   - We can value people on their merits, not race, religion, nationality, age, gender, physical or mental condition, or social status
   - We can take action when we witness others being treated poorly

3. What can we do to be caring?
   - We can show we care about others through kindness, concern, generosity, and compassion
   - We can live by the Golden Rule. “Do unto others as you would have them do unto you”
   - We can show our concern for others by doing something about it
   - We can share our good fortune with others
   - We can forgive ourselves and others when we make mistakes

4. What can we do to be trustworthy and honest?
   - We can tell the truth, the whole truth, and nothing but the truth
   - We can be open and direct
   - We can be sincere. Say what we mean and mean what we say
   - We never steal and return things to their rightful owner
   - We are reliable and keep our word
   - We are very careful with private information that could embarrass or hurt others

5. What can we do to be fair and show good sportsmanship?
   - We can listen carefully to people
   - We can use the same rules for everyone
   - We can show a commitment to justice
   - We treat all people fairly
   - We can correct our mistakes
   - We can play by the rules and be intolerant of cheating
   - We can share and take turns

6. What can we do to be a team player and be involved in our community?
   - We can strive to work together
   - We can live within the laws
   - We can volunteer to help others
   - We can speak up to ensure our opinions are heard
   - We can celebrate individual differences and work together to optimize our strengths

Do it!

Role Models

Time Required: 15 minutes

Equipment/Supplies: Pen or pencil
Instructions

- Have members think of somebody they admire as a role model. Some people they might admire include a teacher, a coach, an older sibling, a cousin, an aunt or uncle, or even somebody in the community.
- Ask members why they want to be like these people. Reasons they could include are
  - They help others
  - They make people feel good about themselves
  - They are funny
- Get members to look at the leader qualities they learned in Dream It! Have them write down any of the qualities their role model portrays.

Making a Difference

Time Required: 15 minutes

Equipment/Supplies: Pen or pencil

Instructions:
- Have members think about activities they do already that can help them be like their role model.
- Ask members what types of things they will have to do to become like their role model.

21 Balloon Salute

Time Required: 30 minutes

Equipment/Supplies: enough balloons for everyone present (have a few extra just in case), markers that can be used to write on balloons, and straight pins for everyone.

Instructions:
- Introduce the activity by saying “Whenever we speak and whenever we act, we are either showing respect or disrespect. Today we are going to have a 21 Balloon Salute (use however many participants you have for the number of balloons in your salute)
- Pass out balloons. Have members blow up and tie balloons. Help tie knots for those having trouble tying.
- Now, have members think of someone that they have respect for, or someone who you think acts in a respectful way.
- Pass out markers. Get members to write that person’s name on their balloon with a marker.
- Have members explain why they believe the person is respectful, or why they respect that person.
- Once all the members have gone through and explained their balloon and have given their reasons, get them to line up in a straight line.
- Hand out the pins to the members, emphasizing to be careful not to poke themselves.
- Get members to hold their balloons high. Number 1 will pop his/her balloon when you give the signal FIRE! Leave a few seconds in between each balloon. You will continue to yell FIRE until all the balloons are popped.
- Be sure to gather all the pins immediately when finished the activity.
• Have members think about the leader qualities listed in Dream it! Discuss with the members or have them write down one thing they will do to become a better leader.

• Have members read the Code of Practice Contract. Discuss with the members if there are any points they do not understand. Have members sign the contract stating that they will do the best they can do to be the best leader possible.
In the Member Manual

**Skill Builder 13: You are a Leader**

When you think about a leader, what pops into your head? A team captain? Your mom or dad? How can you be a leader within your friends or team? We will explore the idea of a “leader” and what qualities a leader may have.

**Skills Checklist**
- Identify leader qualities
- Recognize leaders of all ages
- Plan ahead

**Dream it!**

There are many qualities leaders have. Match the words with the description.

A. Responsibility
   1. ___ Follow the rules, treat everyone the same.
B. Respect
   2. ___ Think before we act, be reliable, set good examples
C. Caring
   3. ___ Work together.
D. Trust
   4. ___ Love, help, give and be kind to other living things.
E. Honesty
   5. ___ You earn this by showing you are honest, loyal, and keep promises.
F. Loyalty
   6. ___ Protect and support the interests of people who trust you.
G. Fairness
   7. ___ Be truthful and fair in everything we say or do.
H. Teamwork
   8. ___ Treat others as they want to be treated.

**Important Words**
Watch out for these important words throughout the builder:
Goals, Leader, Teamwork

**Making a Difference**

What do you do everyday at school, at home, or in your 4-H club that makes you the best person you can be? Look at the qualities list in Dream it! for some ideas.

Ex. Feed, water and walk my dog every day

__

__

**21 Balloon Salute**

Whenever we speak and whenever we act, we are either showing respect or disrespect. In the military, a 21 Gun Salute signifies respect being given. Think of someone you have respect for, or someone you think acts in a respectful way. You are going to a 21 Balloon Salute to honor some of the people you respect. Depending on your group size will depend on what you can call the activity. If you only have 6 member in your group, the activity will be called 6 balloon salute. Ask your leader what to do next.

**Dig it!**

Discuss or write in the box below one thing you will do to become a better leader.

Code of Practice Contract

On the following page, read the Code of Practice Contract. Discuss with your leader any of the point that you do not understand. Sign the contract stating that you will do the best you can do to be the best leader possible.
In the Member Manual

**Showcase Challenge**
*Bringing it all together*

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will "showcase" it.

**Dream It!**

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a computer presentation (e.g., PowerPoint)
- Write a report
- Or come up with your own idea. It is up to you and your leader!

**My Showcase Challenge Plan**

My showcase idea: ____________________________________________

What materials and resources do I need? ________________________________

Who do I need to help me? _________________________________________

When do I need to have things done by? ________________________________

Have members use their Member Manual to help them in organizing what they learned. The form of this showcase can vary according to the wishes of the leaders and members' ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing and what they have discussed with members. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

### Exploring 4-H Project Skills Chart

To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to...</th>
<th>We know this because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What is 4-H?</td>
<td>Each builder had a Skills Checklist which identified the skill you will learn.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>2 Animals</td>
<td>Identify the different animal projects available</td>
<td></td>
</tr>
<tr>
<td>3 Crafts</td>
<td>Identify basic craft supplies</td>
<td></td>
</tr>
<tr>
<td>4 Fibres and Fabrics</td>
<td>Identify sewing equipment</td>
<td></td>
</tr>
<tr>
<td>5 Agriculture</td>
<td>Understand agriculture is more than just about food</td>
<td></td>
</tr>
<tr>
<td>6 Foods</td>
<td>Identify the different food groups</td>
<td></td>
</tr>
<tr>
<td>7 Woodworking</td>
<td>Identify woodworking tools</td>
<td></td>
</tr>
<tr>
<td>8 Money and You</td>
<td>Identify ways to make money</td>
<td></td>
</tr>
</tbody>
</table>

**Portfolio Page**

**My 4-H Portfolio Page**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Year in 4-H:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club:</td>
<td>Hours Spent on 4-H:</td>
<td>(Project and Other 4-H Activities)</td>
</tr>
</tbody>
</table>
### Exploring 4-H Project Skills Chart

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Outdoor Living</td>
<td>Identify proper clothing to wear for outdoor activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Know safety in the outdoors.</td>
</tr>
<tr>
<td>10</td>
<td>Photography</td>
<td>Identify the different parts of a camera.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Know how to take a picture.</td>
</tr>
<tr>
<td>11</td>
<td>Speaking Up</td>
<td>Identify situations where people speak up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand ways to communicate.</td>
</tr>
<tr>
<td>12</td>
<td>Machines</td>
<td>Understand how a gear works.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify safety precautions.</td>
</tr>
<tr>
<td>13</td>
<td>You are a Leader</td>
<td>Identify leader qualities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize leaders of all ages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan ahead.</td>
</tr>
</tbody>
</table>

**Additional Comments/Activities:**

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### Above and Beyond!

In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement, through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.

(Some examples include: Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc.)

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### Member Point of Pride!

*What I learned…*

*What I need to improve on…*

*What I want others to notice…*

**Member’s Signature:**

---

### Leader Point of Praise!

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

**Leader’s Signature:**

---

### Point of Praise! Another’s perspective on your achievements in 4-H.

* (community professionals, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

**Signature:**

---

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4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Development
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

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, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Development (MAFRD)