Welcome 4-H Leaders!

Welcome to the “Body Works” project. You will lead members in learning the basics of why they look and feel the way they do through fun facts and hands on activities. 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. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

In this project, members will examine, by learning to do by doing, the things that make us look and feel our best. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics. 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 members’ 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.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skills building outcomes for members in this project are on the chart on the following page.
# What Skills Will You Learn?

Each section or 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, you must:
- Complete the activities in each Builder **OR** a similar activity that focuses on the same skills, as you and your member 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).

<table>
<thead>
<tr>
<th>Skill Builder 1</th>
<th>Identify skin types and understand how to care for them</th>
<th>Select at least one:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how the sun affects the skin</td>
<td>- Personalized Skin Care</td>
</tr>
<tr>
<td></td>
<td>Explain how to protect skin from the sun</td>
<td>- Sun Safety Bracelet</td>
</tr>
<tr>
<td></td>
<td>Know what to consider when selecting a body modification</td>
<td>- Take the SunSense Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Modify This!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Builder 2</th>
<th>Care for and protect hair and nails</th>
<th>Choose at least one:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe the structure of hair and nails</td>
<td>- Hair Story</td>
</tr>
<tr>
<td></td>
<td>Explain teeth whitening products</td>
<td>- Nail it!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lighten up!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Builder 3</th>
<th>Describe the difference between vertical and horizontal body types</th>
<th>My Body Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name some common face shapes</td>
<td>My Face Shape</td>
</tr>
<tr>
<td></td>
<td>Describe what makes a flattering hair style</td>
<td>My Most Flattering Hairstyle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Builder 4</th>
<th>Describe the elements of design and how they can affect appearance</th>
<th>Create an Illusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create visual illusions using clothing</td>
<td>Style it Up!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Builder 5</th>
<th>Identify their colour season</th>
<th>Do the Colour Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe how different colours change appearance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify colours that are flattering to other colour seasons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Builder 6</th>
<th>Describe how knowing yourself increases self esteem</th>
<th>Choose at least two:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Showcase &amp; Portfolio</th>
<th>Explain success in using the skills listed above</th>
<th>Showcase Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>My Portfolio Page</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Builder 1</td>
<td>Select at least one:</td>
<td>10</td>
</tr>
<tr>
<td>Identify skin types and understand how to care for them</td>
<td>- Personalized Skin Care</td>
<td></td>
</tr>
<tr>
<td>Explain how the sun affects the skin</td>
<td>- Sun Safety Bracelet</td>
<td></td>
</tr>
<tr>
<td>Explain how to protect skin from the sun</td>
<td>- Take the SunSense Quiz</td>
<td></td>
</tr>
<tr>
<td>Know what to consider when selecting a body modification</td>
<td>- Modify This!</td>
<td></td>
</tr>
<tr>
<td>Skill Builder 2</td>
<td>Choose at least one:</td>
<td>22</td>
</tr>
<tr>
<td>Care for and protect hair and nails</td>
<td>- Hair Story</td>
<td></td>
</tr>
<tr>
<td>Describe the structure of hair and nails</td>
<td>- Nail it!</td>
<td></td>
</tr>
<tr>
<td>Explain teeth whitening products</td>
<td>- Lighten up!</td>
<td></td>
</tr>
<tr>
<td>Skill Builder 3</td>
<td>My Body Type</td>
<td>29</td>
</tr>
<tr>
<td>Describe the difference between vertical and horizontal body types</td>
<td>My Face Shape</td>
<td></td>
</tr>
<tr>
<td>Name some common face shapes</td>
<td>My Most Flattering Hairstyle</td>
<td></td>
</tr>
<tr>
<td>Describe what makes a flattering hair style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Builder 4</td>
<td>Create an Illusion</td>
<td>41</td>
</tr>
<tr>
<td>Describe the elements of design and how they can affect appearance</td>
<td>Style it Up!</td>
<td></td>
</tr>
<tr>
<td>Create visual illusions using clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Builder 5</td>
<td>Do the Colour Test</td>
<td>49</td>
</tr>
<tr>
<td>Identify their colour season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how different colours change appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify colours that are flattering to other colour seasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Builder 6</td>
<td>Choose at least two:</td>
<td>56</td>
</tr>
<tr>
<td>Describe how knowing yourself increases self esteem</td>
<td>We Are Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Coat of Arms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talent Show</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjective Wardrobe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success Diary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Things I Like To Do</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Showcase &amp; Portfolio</th>
<th>Showcase Challenge</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain success in using the skills listed above</td>
<td>My Portfolio Page</td>
<td>64</td>
</tr>
</tbody>
</table>
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 one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level 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: Skin Care and Body Modifications

SKILLS CHECKLIST

- Identify skin types and understand how to care for them
- Explain how the sun affects the skin
- Explain how to protect skin from the sun
- Know what to consider when selecting body modifications

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 examples the better.

<table>
<thead>
<tr>
<th>UV Index</th>
<th>The UV Index is a measure of the intensity of the sun’s ultraviolet radiations in the sun burning spectrum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Modification</td>
<td>The deliberate altering of the human body for non-medical reasons</td>
</tr>
</tbody>
</table>

Dream It!

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 skin care and sun safety by asking them to think about what their daily skin and hair care routine is and what they do to protect themselves from the sun’s harmful rays.

Background for Leaders:

Reference: YOU BEING BEAUTIFUL - The owner’s manual to inner and outer beauty

Your skin, in addition to being the body’s largest organ, is one of the most fascinating. It can be dressed up or modified, and can replenish and heal itself. In this builder, members will learn about daily skin care, the importance of sun safety and discuss the pros and cons to body modifications.

It protects the organs inside your body from injury, infection, heat and ultraviolet light from the sun, but only if we treat it well. The skin helps control your body temperature and gets rid of waste materials through the sweat glands. It also makes vitamin D and stores water and fat. Skin has several components. Here are the basics about the make up of our skin.

**Epidermis:** This serves as the body’s primary barrier against the outside world, yet the epidermis is less than a millimeter thick. The amazing thing about skin is that it renews itself ever six to eight weeks. It is the dead cells from the epidermis that largely determines how fresh your skin looks – as well as how well it works in terms of absorbing and retaining moisture.
**Dermis:** The thickest of your skin layers, the dermis is what actually holds you together. The dermis is made up of cells called fibroblasts. These fibroblasts make collagen and elastin, which are proteins that give the dermis its strength, and allow it to be stretched. The dermis contains hair follicles, sweat glands, and sebaceous glands, which produce the oily sebum that lubricates your skin and hair.

**Subcutaneous tissue:** This is the innermost layer of the skin, and is made up primarily of fat. It acts as a shock absorber and heat insulator for your body.

**How Your Skin Works**

**Sweat:** Sweating is one of the ways that our body detoxifies itself. When we exert ourselves, not only do we sweat to cool our bodies, we also increase blood flow, which releases toxins. Sweating is something you need to do regularly, as it has both a cardiovascular and body-cleansing function.

**Tans and burns:** Deep in the epidermis are cells called *melanocytes*. Melanocytes make melanin, which gives colour to your skin. When skin is exposed to the sun, the melanocytes make more melanin and cause the skin to tan or darken.

**Wrinkles:** Since skin is attached to the muscle beneath it, your skin creases when your muscles move. Over time, that creates a well-worn groove that we call a wrinkle. Young skin stretches and recoils over the muscle, but thinned, old skin loses this ability and it eventually cracks. As we get older, the connections between the skin and connective tissue beneath it stretch out, which can cause the skin to sag. When that happens, gravity pulls down, and the sagging contributes to the formation of wrinkles.

Have members answer the questions below and provide the answers to help them determine their **skin type**. They can use this information to complete the Skin Type questions provided in their manuals. Encourage members to complete the questions using previous knowledge, group discussion and the Basic Skin Care information provided in this leader’s manual.

**Take this test to determine your skin type.**

1. Does your skin look dull or have flakes?
2. Is your skin shiny with a slippery texture?
3. Does your skin feel itchy and taut?
4. Do you have pores that are enlarged, or clogged pores, or acne?
5. Does your skin react to cosmetics containing alcohol, synthetics, fragrances, and artificial colours?
6. Does your skin appear consistently moist, vibrant and plump?
7. Does your forehead, nose, or chin appear oily while the skin around your cheeks, eyes and mouth is normal or dry?

**If you answered yes to:**

1 or 3, you have DRY skin
2 or 4, you have OILY skin
5, you have SENSITIVE skin
6, you have NORMAL skin
7, you have COMBINATION skin
Basic Skin Care for the Face

- Always remove make-up before bedtime! This helps to prevent irritated skin and unwanted blemishes.
- Avoid using harsh body soap as facial cleanser. Facial cleansers are much milder and won’t dry out your skin.
- When cleansing the face, use water that is warm. Water at extreme temperatures can stress the skin and cause breakouts.
- When using facial cleansers, use only a dime sized amount of cleanser. Form a lather by rubbing your hands together and then apply to your face. When cleaning be sure to pay more attention to parts of your face that could accumulate more dirt (nose, chin & forehead)
- Rinse with lukewarm water. Make sure all of the cleanser has been washed off.
- If you feel like there is make-up and/or dirt still around on your face, use a toner.
- Apply a moisturizer that is suitable for your skin type. It is recommended that you moisturize twice a day (morning and bedtime)
- Men are likely to have more oily skin then women. There are products out there designed for men’s skin and it is ok for you to use them!

Sun Safety (taken from SunSense at www.cancer.ca)

Members are asked to identify the 3 types of UV rays. Provide members with the information below to help them understand the risks associated with certain UV rays.

We are exposed to more ultraviolet (UV) rays as the protective layer of ozone around the earth becomes thinner due to the effects of pollution and chemicals. There are 3 types of UV rays:
- Ultraviolet A rays (UVA) make up most of the sun’s natural light. They can penetrate deep into the skin causing wrinkles and aging.
- Ultraviolet B rays (UVB) are the most damaging to our skin. They are the main cause of sunburns as they are nearly 1000 times stronger than UVA rays.
- Ultraviolet C rays (short-wave radiation) never reach the earth’s surface because the atmosphere filters them out.

UV rays can get through clouds, fog and haze. Water, sand, concrete and especially snow can reflect, and even increase, the sun’s burning rays. The risk of skin cancer is higher for people who:
- have light-coloured skin, eyes and hair
- work, play or exercise in the sun for long periods of time
- had several blistering sunburns as a child
- take drugs that make them more sensitive to UV light

The Dangers of UV Exposure
- You can sunburn even on a cloudy day!
- 60-80% of a person’s lifetime sun exposure is estimated to occur by age 18
- Concrete, sand, water, and snow reflect 85% of the sun’s UV rays.
- Depletion of Earth’s ozone layer continues to increase your exposure to UV rays!
- The sun is responsible for 90% of visible signs of ageing.
When are UV Rays the strongest?

The sun’s radiation is strongest during the summer months. However, you should protect yourself from early spring right through to the fall. If you must be in the sun, wear clothes that cover your skin, including hats, sunglasses, long-sleeved shirts and pants. Exposure also depends on other factors:

- **Season** - While UV exposure is the greatest in the summer (May - August) in Canada, it is important to remember that UV rays reach the Earth every day and you should be sun safe year-round - including wintertime! Snow can reflect 85% to 90% of the sun’s UV rays!
- **Type of surface** - White surfaces, like snow, reflect the sun rays back at you.
- **Elevation** - The higher the elevation, the greater the UV exposure.
- **Latitude** - UV is strongest at the equator.
- **Exposure Time** - The longer you are out in the sun, the more UV rays you may receive. Remember, you are exposed whenever you’re out: picnics, Saturday yard chores, spectator/sports events, and more!
- **What you are wearing** - exposed and unprotected skin absorbs more UV.

The daily UV Index forecast is a prediction of the maximum UV strength for the day. This peak is usually reached in the early afternoon. UV Index forecasts are widely available between April and September. Your sources include local TV and radio stations and the Environment Canada website.

The UV Index and What it Means

Environment Canada’s UV Index measures the intensity of the sun’s burning UV rays. The higher the number, the stronger the sun’s rays. In Canada, the scale measures from 1 to 11, but it can reach up to 14 or higher in the southern United States and the tropics.

**Low** - UV Index of 1 to 2. Minimal sun protection required for normal activities. Wear sunglasses on sunny days. If you are outside for more than an hour, cover up and use sunscreen.

**Moderate** - UV Index of 3 to 5. Take precautions. Cover up, wear a hat and sunglasses, and apply sunscreen - especially if you are outside for 30 minutes or longer. Find the shade around midday when the sun is at its strongest.

**Elevated** - UV Index of 6 to 7. Protection needed. Avoid exposure to the sun between 10 a.m. and 4 p.m., and take every precaution: seek shade, wear a hat and sunglasses, and apply sunscreen.

**Very elevated** - UV Index of 8 to 10. Additional precautions needed. Avoid the sun between 10 a.m. and 4 p.m., and take every precaution: seek shade, cover up, wear a hat and sunglasses, and apply sunscreen. Unprotected skin will be damaged and can burn quickly.

**Extreme** - UV Index of 11 or more. Take all precautions. Avoid the sun between 10 a.m. and 4 p.m., cover up, wear a hat and sunglasses, and apply sunscreen. Unprotected skin will be damaged and can burn in just a few minutes.
Skin Cancer or Melanoma

Melanoma is a cancer that most often starts in the skin. There is no single cause of melanoma, but some factors increase the risk of developing it:

- exposure to ultraviolet radiation from the sun or from artificial UV light (such as tanning beds and sun lamps)
- unusual moles or lots of moles (more than 50)
- light skin, eyes or hair
- skin that burns or freckles easily
- personal history of melanoma – a person who has had melanoma before has an increased chance of getting the disease again
- family history of melanoma in one or more relative
- severe sunburn during childhood
- increased exposure to ultraviolet radiation is the most common risk factor for melanoma. People who work, play or exercise in the sun for long periods of time are at greater risk.
- some people develop melanoma without any of these risk factors.

Preventing Skin Cancer - no one is completely safe from the sun. In Canada, sunlight is strong enough to cause skin cancer and premature aging of the skin. The risk of skin cancer today is much greater than it was 20 years ago and continues to increase. Most skin cancers start in areas that are exposed most often to the sun – the head, face, neck, hands and arms. Following these 5 easy steps will help you enjoy outdoor activities while limiting the risk of harmful overexposure to the sun:

1) Apply sunscreen daily: Use a broad spectrum sunscreen with a Sun Protection Factor (SPF) of at least 15. Apply 15-30 minutes before you go outside. Cover exposed areas generously, including ears, nose, the tops of feet and back of knees. Use a lip balm with a sunscreen for your lips (SPF 15), which can blister if unprotected.

2) Repeat the application every 2 hours: Apply a broad spectrum, SPF 15 or higher sunscreen 15 to 30 minutes before going out. Reapply sunscreen to exposed sites 15 to 30 minutes after sun exposure begins and then every two hours, especially after prolonged swimming, vigorous activity, excessive perspiration, or toweling.

3) Use sunscreen everyday, year-round: This is important even under cloudy or overcast skies, since 80% of the sun’s rays can penetrate thin clouds, mist and fog. The sun’s radiation is strongest during the summer months. However, people often get sunburns in late April and May. Because the weather is cool, they don’t think the sun is strong enough to burn if they can’t feel its heat! Protection is also recommended in winter because of the strong reverberation of ultraviolet rays reflected by the snow.

4) Choose the right Sun Protection Factor (SPF): The SPF number indicates how much longer a person can stay in the sun before beginning to burn, when using a sunscreen, than they would without using any sunscreen at all. However, the majority of dermatologists recommend using a product that has a protection indicator of at least 15. For children, choose a sunscreen that blocks both UVA and UVB rays and that the SPF is at least 30.

5) Wear a hat, sunglasses and protective clothing: Wear clothing that covers as much of your skin as possible. Choose materials that are light and cool, such as cotton or lightweight synthetics. Shirts with collars will also help protect your neck. Wear a wide brimmed or legionnaire-style hat (with a back flap). Baseball caps don’t protect the ears or the vulnerable neck area. Don’t forget sunglasses. 100% UV protection wraparounds are best!
Tanning

There’s no safe way to get a tan. Just like the sun, tanning beds and sun lamps release ultraviolet (UV) rays that trigger the tanning process in the skin. This causes skin damage, such as sunburns, premature aging and cataracts. Also, long-term exposure to UV rays, sunburns either from the sun’s rays, tanning beds or sun lamps, can put you at greater risk for non-melanoma or melanoma skin cancers.

Who’s at risk? Never use a tanning bed if:
- You’re under 18
- You’re fair skinned, have freckles or moles or burn easily
- You’ve had skin cancer
- There’s a family history of skin cancer
- You’re using medications that increase your sensitivity to UV

Tanning Myths
Myth: Having a tan is healthy
It might make you feel good but when your skin colour changes, you’re damaging your skin, and that can lead to premature aging and skin cancer. If you have to have that tan, try a sunless tanning cream. It will last about a week. Just remember that when you’re using a fake tanning product, you’ll still need your sunscreen.

Myth: My tan protects me from the sun
A tan offers very limited protection from sunlight or burning. Some tanning beds can expose you to five times as much radiation as the sun. So it’s definitely not a reason to be spending time in a tanning salon.

Myth: I’ll get my vitamin D by going to the tanning salon
You could but you don’t need that much exposure to UV rays. A few minutes a day of unprotected sun exposure is usually all that is needed for people to get enough vitamin D. For most people a little sunlight goes a long way. In the fall and winter, a supplement is a much safer and cheaper way to get your vitamin D.

What’s the bottom line?
Whether you’re going to a tanning salon or outside without sun protection, you’re damaging your skin. And when the tan fades, the damage will still be there. So is it worth it?

Do It!

With members, select at least one of the following activities or a comparable activity. Members are asked to circle the one(s) they did.

Personalized Skin Care

Learning Goals:
- understand how to care for their identified skin type.

Background Information:
If members have already completed this activity at the Explore level, they are not required to complete it again.

Age Considerations:
9+. Be sure to explain that as members reach puberty, they might see changes in their skin type. They should pay attention to these changes and alter their skin care routines accordingly.
Time Considerations: 30 minutes to 1 hour, depending on type of recipe chosen

Supplies Needed Dependant on type of recipe chosen

Resources:
The following websites have recipes for homemade face masks:
http://www.ehow.com/how_5029644_make-homemd-face-masks.html
http://beauty.about.com/od/skinflaws/a/facemasks.htm

Instructions:
Have members fill in the Skin Type blanks according to what they learned about skin types in the Dream It section. Have members look for homemade face mask or skin cream recipes that are appropriate for their skin type. Create and test these recipes

Safety Considerations:
Be aware of any skin conditions that members might have. Consult with the members’ parents or guardians before trying any homemade face masks or creams, as they may cause an allergic reaction or other skin irritations. and hold a discussion about the what they liked or didn’t like about each one.

Suggested Variations: Members can alternately try store bought skin products.

Sun Safety Bracelet

Learning Goals:
• Explain how the sun affects the skin
• Explain how to protect skin from the sun
• Identify techniques to determine when the sun’s rays are at their strongest

Age Considerations: 9+ Younger members might find this activity more valuable

Time Required: 20-30 minutes

Supplies Needed:
• UV sensitive beads (found at many craft stores) or available through the Cancer Society (website already provided in manual) and through Canadian Agricultural Safety Association (CASA) - Phone: 1- 877-452-2272 or (204) 452-2272 http://www.casa-acsa.ca/english/contact.html
• string, yarn or leather cord
• jewellery beads

Instructions:
Make a sun safety bracelet that will detect when UV rays are present. Use whatever materials you wish to make your bracelet, but be sure to wear it as a reminder to use sunscreen and wear appropriate clothing to protect skin when you’re outdoors.

Take the SunSense Quiz

Learning Goals:
• Explain how the sun affects the skin
• Explain how to protect skin from the sun

Age Considerations: Ages 12 and up

Time Required: 20-30 minutes
Resources:
Canadian Cancer Society Website  SunSense quiz—http://www.cancer.ca/Manitoba/Prevention/Use%20SunSense/Test%20your%20SunSense.aspx?sc_lang=en&r=1

Instructions:
Have the members complete the online quiz individually, or as a group, depending on the time available and abilities of the group.

Discussion: Ask the members how they did. What did they learn?

Modify This!

Learning Goals:
• Understand things to consider in body modifications

Background Information:

Body Art - People used to decorate their bodies with the big three - clothes, makeup and facial hair. These days, bodily decoration has become more creative and colourful and permanent. Tattoos and piercings are more popular than ever. And more people are choosing to scar their bodies and embed metal under their skin. Here’s what you should know if you decide to have yourself inked or pierced.

Stay Sterile - Professional tattoos are applied with a sewing-machine type needle that drags ink into the mid to upper dermis as it penetrates. Your artist should wear sterile gloves and a surgical mask, and your skin should be cleaned with an antibacterial solution. Infections can occur because the barrier of the skin is broken during the procedure.

Think Ahead - Select the location of your tattoo carefully, especially if it is on an area that is visible in normal clothing. This may be visible to employers, customers and others for your entire life. Pick spots that can be concealed and can be more easily modified in the future, such as upper legs, buttocks and back. When the skin is thin, it’s more difficult and painful to remove or alter.

Keep it Clean - Treat your tattoo like a wound for the first week or so. Keep it clean by washing it with soap and water twice a day. Coat the area with an antiseptic, antibiotic cream or petroleum jelly.

Taking it Off - Depending on the size, tattoos can be removed by either cutting it off (where a scar will replace the tattoo), or by using a laser. The laser heats up the pigment and explodes the cells that contain it. The pigment then disperses and other cells pick it up. Each treatment blurs the tattoo until it is hard to see. However, lasering is painful, expensive and takes many treatments while often leaving scars behind.

Check the Piercing Tools - Piercing instruments must be sterilized in autoclaves. This is a machine that kills germs that can cause infections. Like a tattoo artist, you piercer should wash their hands, wear sterile gloves, and your skin should be sterilized before any piercing. The jewelry should also be sterilized before it is put into your body.

Location - Areas other than the earlobes and the belly button, have an increased risk of infections and long term issues. Ear cartilage, for example, has poor blood supply and is unable to fight germs if they get in. The eyebrow, contains a nerve that supplies sensation to the forehead that might be speared with the piercing. Also, painful scar tissue can form in this area. Piercings in the tongue can destroy teeth by scratching the enamel and gives your breath an odor from trapped bacteria.

Time Required: 1-2 hours depending on resources available
Supplies Needed: Members might require access to the internet to complete research.

Resources: Local piercing or tattoo artists; Internet

Age Considerations: 12+

Safety Considerations:
The intent of the body modification section is to make members aware of safety considerations to be made when considering body modifications. This may be more applicable to older members who are interested in body piercings or tattoos. If you feel that the group is too young to be holding this discussion, modify the activity to be more suitable to their needs. Parents or guardian may be sensitive about members holding discussions about body modifications, so be sure to talk to parents before leading this section.

Instructions:
Members are asked to answer the following questions on a separate page and attach to their manuals, to give them an understanding of the safety issues involved, and the decisions that need to be made when considering a body modification.

1) Do you know what is involved in getting a tattoo or piercing? Your leader has information and the internet is a great resource. Find you what kinds of tools and procedures are used, and record them.
2) What are some safety concerns about body modifications? List them.
3) Have you picked out a design for your tattoo? List reasons why people pick certain designs for their tattoos.
4) Have you chosen a location for your tattoo or piercing? Try a non permanent tattoo in your chosen location or clip on or magnetic earrings in the area you are choosing for a piercing.
5) How much is it going to cost? Do a little research and find out how much modifications cost?
6) Where will you go? Do a little research to find out about the quality of work and safety precautions used by your chosen body artists or piercers?
7) If you really enjoy the style but are uncomfortable with the permanency of a particular body modification, you can probably find an alternative that will give you the look you want without the pain and risks. Can you think of some examples?

Dig It!

Discuss the following questions with your group.
• What did you learn about your skin in this skill builder? Review the Skills Checklist - what skills have you developed?
• In your group, list as many safety precautions as you can for your skin. Discuss what you have learned so that the information can be recorded on the Portfolio Page.
• How will you remind yourself and others about good skin care?

What’s Next?
Members will look at hair, nails and teeth in the next builder. They will learn about the structure of and how to care for hair and nails, while discussing options for making modifications to teeth. Members will test out different products and learn procedures for manicures/pedicures, so be sure to look for resources that will help members learn these techniques.
In the Member Manual

Skill Builder 1: Skin Care & Body Modifications

Lucky Says.....

Have you ever thought about making changes to your appearance? Have you ever been sun-burnt, had a body piercing done or considered getting a tattoo? This builder will help you understand how your skin works and things to consider before you make any major changes to it.

SKILLS CHECKLIST

• Identify skin types and understand how to care for them
• Explain how the sun affects the skin
• Explain how to protect skin from the sun
• Know what to consider when selecting a body modification

Important words

Watch for these important words throughout this builder:
UV Index, Body Modification

Dream it!

Your skin, in addition to being the largest organ on your body, is one of the most fascinating. It can be dressed up or modified, and can replenish and heal itself. It protects our bodies from the dangers in our environment, but only if we treat it well. In this builder, you will learn about daily skin care, the importance of sun safety and discuss the pros and cons of body modifications.

Skin is made up of different layers that have their own functions. Each of us has a specific type of skin that needs to be cared for.

Epidermis - the body's barrier against the outside world
Dermis - the thickest, strongest layer that contains hair follicles, sweat glands and sebaceous glands (produce oily substance)
Subcutaneous tissue - innermost layer that acts as an insulator for the body

Skin Facts

• We can generate as much as a gallon of sweat in two hours
• We lose nine pounds of skin a year
• Skin is the biggest and heaviest organ of the body
• Skin is 70% water, 25% protein and less than 5% fat

The UV Index and What it Means

Environment
Canada's UV Index measures the intensity of the sun's burning Ultra Violet rays. The higher the number, the stronger the sun's rays. In Canada, the scale measures from 1 to 11. The daily UV Index forecast is a prediction of the maximum UV strength for the day. This peak is usually reached in the early afternoon.

• Low - UV Index of 1 to 2.
• Moderate - UV Index of 3 to 5.
• Elevated - UV Index of 6 to 7.
• Very elevated - UV Index of 8 to 10.
• Extreme - UV Index of 11 or more.

Sun Safety

Sun Protection
Slip on protective clothing
Sunscreens
Sunscreens
Slip on sun protection factors (SPF) sunscreens
Look for shade between 11:00 am and 4:00 pm when the sun is at its hottest.
There are 3 types of Ultra Violet rays: UVA, UVB & UVC. Match them up to the descriptions below.

- ______ These UV rays make up most of the sun's natural light. They can cause wrinkles and aging.
- ______ These rays are the most damaging to our skin; they are the main cause of sunburns and are nearly 1000 times stronger than UVA rays.
- ______ These rays never reach the earth's surface because the atmosphere filters them out.

**Body Modifications:** Discuss with your group about what body modification means.

What are some of today's trends in body modifications?

Remember that body modifications are permanent and therefore have a lifelong impact. Always discuss with a parent or guardian before making any modifications.

**Do It!**

Choose at least one of the following activities or a comparable activity. Circle the one you choose.

**Personalized Skin Care**

If you haven't tried this activity in the Explore Body Works project, try making a homemade face mask or body cream. This can be easily done by finding a recipe online. Most recipes use common household ingredients, but you may need to go shopping for a few items. If you have time, make and test a couple of recipes, and discuss what you liked or didn't like about them.

**Sun Safety Bracelet**

Make a sun safety bracelet that will detect when UV rays are present. UV sensitive beads are fairly common and can be found in most popular craft stores. Use whatever materials you wish to make your bracelet, but be sure to wear it as a reminder to use sunscreen and wear appropriate clothing to protect skin when you're outdoors.

**Take the SunSense Quiz**

Visit the Canadian Cancer Society website at [http://www.cancer.ca/Manitoba/Prevention/Use%20SunSense.aspx?nu_lang=F&n=1](http://www.cancer.ca/Manitoba/Prevention/Use%20SunSense.aspx?nu_lang=F&n=1) to learn more about sun safety and skin cancer prevention. While you're there, take the SunSense Quiz and test your knowledge of sun safety.

**Modify This!**

Two common body modifications are body piercing and tattoos. The following questions and information will give you an understanding of the safety issues involved and decisions that need to be made when considering a body modification. If you choose to do this activity, please answer the questions on a separate sheet of paper and attach to your manual.

1. **Do you know what is involved in getting a tattoo or piercing?** Your leader has information and the internet is a great resource. Find out what kinds of tools and procedures are used and record them.

2. **What are some safety concerns about body modifications?** List them.

3. **What design would you choose?** Choosing a tattoo design is a personal decision. There are many reasons why people choose specific designs. Remember that tattoos are permanent, so you want to be sure that you will still like it when you're older. If you know someone who has tattoos, find out their reasoning for their choice. List as many reasons as you can.

4. **What part of the body would you choose?** Remember that some body modifications are considered to be inappropriate for certain workplaces or social settings. Many people pick a location that can be easily covered. A good test is to apply a temporary tattoo of the same shape, size and colour that you want, to the area that you want it. Wear it for a couple of days with different styles of clothing and see how you feel about it. If it bothers you, perhaps it's time to reconsider. You can do the same thing with clip-on or magnetic earrings. If you find that the earring is bothersome, perhaps a piercing in that location is not right for you.

5. **How much will it cost?** Do a little research and find out how much modifications cost. It might be more expensive than you think.

6. **Where would you go?** Will you trust any body artist or will you do a little research to find out about their work and safety precautions? A body artist or piercer can answer many questions that you may have.

7. **Always remember that styles come and go, but ink under your skin is forever!** If you really enjoy the style but are uncomfortable with the permanency of a particular body modification, you can probably find an alternative that will give you the look you want without the pain and risks. List some examples.

**Dig It!**

**Think about this builder and the activities you did...**

What did you learn about your skin in this skill builder?

Review the Skills Checklist on page 3.

What skills have you developed?

**Record it...**

In your group, list as many safety precautions as you can for your skin. Discuss what you have learned with your leader so that the information can be recorded on your Portfolio Page.

**Apply it...**

How will you remind yourself and others about good skin care?

**What’s next?**

The next builder explores how caring for your hair, nails and teeth can impact your look.
Skill Builder 2: Hair, Nails & Teeth

SKILLS CHECKLIST
• Care for hair and nails
• Describe the structure of hair and nails
• Explain how teeth whitening products work

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

<table>
<thead>
<tr>
<th>Hair Shaft</th>
<th>A tunnel-like part in the epidermis portion of the skin. This is the part of the hair that we see, and is actually dead.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nail cuticle</td>
<td>The tissue that overlaps your nail plate at the base of your nail. It protects the new keratin cells that slowly emerge from the nail bed.</td>
</tr>
</tbody>
</table>

Dream It!

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 hair care and personal hygiene asking them to think about what they learned in the Explore level about personal hygiene. Or have them discuss what they do to take care of their hair, nails and teeth.

Background for Leaders:

Hair - While you are born with a natural colour, shape and style of hair, you also have the power to control how it looks, what length or colour it is. Hair has many practical functions, but can also reflect a lot about our self-esteem, taste, gender, age and attitude. It can also tell us about our overall health status. Hair growth or loss of hair can signal some malfunctions going on inside our bodies.

The hair on our scalps protects us against the sun and our eyelashes act as our first defense against bugs, dust and other irritating objects. Our dry hair in other areas of our body actually acts as a lubricant, allowing our arms and legs to move without chafing. Hair can also signal the presence of insects and other unwanted creatures before they can bite. So in a way, hair is our body’s armor, protecting us from some harm.
**Structure of Hair**

Your hair is made up of the follicle and the shaft. The shaft is a tunnel-like structure in the skin’s epidermis. While the follicle is under the surface of the skin and extends down in the dermis. The base of the follicle contains little blood vessels that nourish the cells. The living part is the bulb at the base, while the shaft – the part of the hair that we see above the skin – is dead.

The hair shaft is made up of a protein called keratin. The inner and middle layers make up the majority of the shaft and the cuticle is the outer, protective layer that covers the shaft. To keep your hair shiny, it needs oil, so your hairs are surrounded by tiny muscles that squeeze the glands that provide oil for your hair. These muscles are also responsible for giving you goose bumps that make your hair stand on end when you’re cold or frightened.

**Hair Care** - Follow the tips below to help you make the most of your hair and minimize any damage to it:

**Step 1:** Shampoo - Before washing, gently brush or finger-comb your hair to loosen up tangles and residue. When washing your hair, treat it delicately. Leave hair hanging down and gently massage in shampoo starting at the roots and working down. Never pile shampoo on top of your head.

**Step 2:** Condition – Conditioner creates shine and keeps hair healthy by giving it smoothness and protection against damage. For volume, condition only the middle and ends of your hair, where it is more easily damaged. For shine, condition the entire strand. You may choose to do it every time you use shampoo and more often if you want.

**Step 3:** Dry – Avoid rubbing your hair with a towel or twisting it around your head. Wet hair is delicate and breaks easily. Pat it gently and squeeze it with a towel. A wide-toothed comb is the best way to detangle and distribute styling products when hair is wet. If using a dryer, be sure to keep it at a low-heat setting.

**How Hair is Damaged** - Our hair occasionally needs lubrication, but often the things that we do to help it are actually hurting it. Most of us use shampoo everyday, but this isn’t always necessary. Some people find that their hair has just as much body and shine without shampooing every day. Your physical activities, your use of styling products, and your hair type will usually determine how often you wash your hair. If washing every day makes your hair too dry, try every other day or every third day. Or you may have very oily hair that needs washing more than once a day. If you condition when you shampoo, it could be that you need to shampoo daily but need to adjust the level of conditioning.

Artificial colouring, including bleach, is not necessarily a healthy thing for your hair. The pigment in our hair comes from the inner two layers, so when you colour your hair, the dye, which slips through the gaps in the outer layers, swells to give your hair a different colour. When you bleach your hair, you damage the cuticle of the hair shaft which allows the dye to slowly slip out of the hair, so you end up losing the full body of the hair faster than if you just left it alone.
Below are some common hair problems, and ways to solve them.

**Issue: Damage**
Many people damage their hair, by styling it too often, without even knowing it. Here are the major damagers:

- Excessive Combing – Over time, excessive combing and brushing, especially of wet hair, can cause the cuticle scales to lift and, sometimes peel away.
- The wrong tools – Using the wrong combs and brushes (a wide-toothed comb is best), especially on fragile, chemically treated hair, can remove the cuticle layer in large portions, creating porous and dull hair strands.
- Back combing and teasing – These are extremely harmful, since they tug in the opposite direction of the cuticle scales, which can eventually rip them off, leaving the inner layers of the hair shaft exposed.
- Heated appliances – When too hot or used on wet hair, heated appliances, such as curling or flat irons, can actually cause hair to boil, creating permanent welts that weaken and dull the hair shaft and cause breakage. Never use ceramic appliances on wet hair. If possible, do not blow dry hair.

**Issue: Split Ends**
A split end develops when the hair’s cuticle layer is severely damaged or missing, causing the exposed shaft to fray. Tangled hair is hard to comb, which can eventually lead to split ends.
Solution: Protect hair by using conditioner daily. Regular trims help too.

**Issue: Dull-looking Hair**
Daily environmental wear and tear and a buildup of styling products can add up to create dry-looking and dull hair.
Solution: A mild shampoo will remove residue. But be careful you don’t overdo it and strip the hair of all its natural oils. A deep conditioning (conditioner on for 10 minutes) will give you softness as well as shine.

**Issue: Oily Hair**
When hair follicles release an excessive amount of the natural protein sebum, hair can look flat, oily and greasy.
Solution: An oily scalp needs consistent care. When you shampoo, massage into the roots and down the hair shaft. Combing, brushing, and running your fingers through your hair can move the sebum from the scalp down the hair shaft, so try to handle your hair as little as possible.

**Issue: Lacklustre Hair Colour**
No matter what type of dye you use, all will fade with time. The sun, air, and harsh shampoos all contribute to this.
Solution: When colouring, use a semi permanent rather than a permanent hair colour system. Semi permanents are more gentle than permanent dyes and are designed to fade over time. Use shampoos and conditioners designed for the maintenance of hair colour.

**Facts on Dye** - Professional colourists can decrease your exposure to potential toxins, but if you’re going to dye your hair yourself, follow this advice:

- Don’t leave the dye on your head any longer than necessary. Rinse your scalp thoroughly with water after use.
- Wear gloves when applying dye to hair and carefully follow the instructions.
- Never mix different hair dye products – you never know what you might create!
**Nails** - Your nails are made up of laminated layers of a protein called keratin, which is also found in your hair and skin. Each nail has several parts, including:

- The nail plate: The visible hard part of the nail
- Nail folds: The skin that frames each of your nail plates on three sides.
- The nail bed: The skin beneath the nail plate. The cells at the base of your nail bed are the ones that actually produce the fingernail or toenail plate
- The cuticle: The tissue that overlaps your nail plate at the base of your nail. It protects the new keratin cells that slowly emerge from the nail bed.
- The lunula: The whitish, half-moon shape at the base of your nail underneath the plate.

Your nails grow from the area under your cuticle (called the matrix) that same way your hair grows from follicles. As new cells grow, older cells become hard and compacted, and are eventually pushed out toward your fingertips.

**Focus on Your Feet** - Your toenails are more susceptible to fungus than your fingernails. To prevent fungus, keep your nails dry with absorbent socks and wear open-toe shoes when you can. Make sure feet and hands are dry after bathing (even between your toes) to prevent fungi from being attracted to moist areas. And don’t walk barefoot unless the floor is clean, as fungus hides in the cracks on the shower floor and may cause a nail infection.

Keep your toenails short, dry, and clean by trimming the nails straight across. This will help prevent bacteria from collecting under the nail. Do not trim or pick the skin around your nails as this will give germs access to your skin and nails. Finally, do not cut your cuticle, as this can allow for infections to develop.

**Select Your Salon Wisely** - While you know you shouldn’t abuse your nails by picking, biting or poking at them, you also need to be careful about the people you hire to take care of them for you. If you get manicures and pedicures, don’t have your cuticles removed (it can lead to infection). Choose a reputable salon where the tools are properly sterilized.

**Protect Your Nails** - Your nails are exposed to many threats each day. Here’s how to protect them:

- Wear cotton-lined rubber gloves when using soap and water for tasks such as washing the dishes or house cleaning.
- Trim fingernails and clean under the nails regularly. Use a sharp pair of manicure scissors or clippers and an emery board to smooth nail edges. Filing alone will weaken nails. Fingernails should be cut straight across and rounded slightly for maximum strength. Never pull off hangnails; doing so almost always result in ripping living tissue – painful and possibly a cause of severe infections.
- Nails need moisture just as skin does. Rub lotion into your nails when moisturizing your hands. Apply moisturizer each time you wash your hands.

**Stop Chewing** - To stop your nail-biting habit, think of ways to keep your hands busy, or apply a bad-tasting nail polish to keep you from gnawing away. Need something to crunch on to help you get through a stressful time? Celery sticks.
Let’s Talk Teeth

How Teeth Whitening Works - In Exploring Body Works, we talked about how to care for your teeth. In addition to proper care, sometimes we may choose to change the look of our teeth by using straightening or whitening techniques. Some procedures must be done by a dental professional, while others can be done at home. In any case, it’s always wise to discuss these changes with a dental professional to fully understand any risks that may be involved. There are a variety of teeth whitening options on the market today.

Have members brainstorm as many products as they can. Use magazines, the internet or television advertisements to tweak their memory.

No matter what delivery method, teeth are whitened by hydrogen peroxide. The oxygen work on the stains and breaks them up; then you wipe them away. But whitening isn’t for everyone, as it can be irritating to some people. Whitening can be done in the dental office where a high-intensity light is used to activate the oxygen. Over-the-counter methods rely more on longer periods of contact time (half an hour for 10 days to two weeks) to deliver the oxygen. There are several teeth whitening options, some of these are:

- **In-office whitening**: Fastest and strongest method, making teeth up to ten shades lighter, but can be costly.
- **Brush-ons**: This over-the-counter method provides results four shades lighter.
- **Strips**: You can get four to six shades lighter, but only on the front six teeth.
- **Tray and gels (in-office or over-the-counter)**: An older technology that has potential for gum irritation. Excessive use can lead to tooth sensitivity.
- **Whitening Toothpastes**: Use everyday, these toothpastes removes stains from teeth by polishing or chemical removal.
- **The ideal combo**: If you can afford it, use an in-office whitening, then follow up with brush-ons and toothpastes. Studies have shown that repetitive whitening at safe, low concentrations of the active ingredients gives longer-lasting results. Just be sure not to do it more than once every two weeks as this can cause thinning of enamel.

Certain foods will stain your teeth. The worst include red wine, coffee, tea, blueberries, soy sauce, balsamic vinegar, tomato sauce, and grape and cranberry juice. You don’t have to avoid these foods, but here’s how to combat their staining ways:

- **When you eat staining foods**, swish or sip water after every couple of bites or slurps to help decrease staining.
- **Always brush before bedtime**, and as soon as possible after a staining meal. Here’s where a travel toothbrush comes in handy.
Do It!

With members, select at least one of the following activities or a comparable activity. Members are asked to circle the activity(ies) they did.

**Hair Story**

**Learning Goals**

- Understand techniques used to care for hair

**Background Info**

Members are asked to test out homemade and/or store bought hair conditioning treatments. Depending on resources available, you may choose to test just one or the other.

**Age Considerations:** Ages 10 and up

**Time Required:** 30-60 minutes

**Supplies Needed:**

- Ingredients for homemade recipes;
- Store bought conditioning products;
- Sink, basin or bathtub to rinse hair

**Resources:** Consider the following recipes or search the internet for more homemade conditioning products.

**Deep Conditioner**

**Ingredients**

- 1 small jar of real mayonnaise
- 1/2 of an avocado

**Instructions:** Put into a medium bowl and squish together with your hands until it’s a minty green colour. Smooth into hair all the way to the tips. Put on a shower cap or wrap your hair with plastic wrap. Leave on for 20 minutes. For deeper conditioning, put a hot, damp towel around your head - over the plastic wrap. And if you have really long hair and only need deep conditioning at the ends, cut the ingredients in half, apply only to the ends, and just wrap them. Use fresh - do not store.

**Egg Conditioner**

**Ingredients**

- 1 teaspoon of baby oil
- 1 egg yolk
- 1 cup of water

**Instructions:** Beat the egg yolk until it’s frothy. Add the oil and beat again. Add to the water. Massage into the scalp and throughout the hair. Rinse well.

**Instructions**

Have members test homemade conditioning treatments, or store bought ones. Throughout the process, members discuss and record what they liked or did not like about each treatment. Also, discuss the benefits of using such a product.
Discussion:
Use the following questions to prompt discussion.
• Which treatment was the easiest to use, or the least messy?
• Would you rather use a homemade treatment, or store bought one? Why?
• Which treatment would you recommend to your friends? Why?

Nail It!

Learning Goals:
• Understand techniques used to care for your nails.

Background Information:
The background information for leaders provided at the beginning of this skill builder may help you with discussions throughout this activity.

Age Considerations:  Appropriate for all ages

Time Required:  30-60 minutes

Supplies Needed:
• Basic manicure tools and products.  ex) nail clipper, nail file or emery board, nail brush, cuticle pusher, sanding block, nail buffer, base coat, top coat and coloured nail polish.

Resources:
Use the “Do It Yourself Manicure” steps included herefor a home manicure, or research your own technique.

Safety Considerations:
When using manicure tools, be sure that they are sterilized between uses.

Instructions:
Have the members do a home manicure or pedicure following the instructions above.  Or, visit a local manicurist and learn about different types of manicure and nail options.

Step 1  -  Wash your hand thoroughly and carefully and dry them completely.  Be sure to use your nail brush to clean beneath the nail and around the nail folds.

Step 2  -  Trim your nails to the desired length.  Be sure to keep your nails an even length when compared to the other fingers.  Begin with the little finger on each hand and work your way inward.

Step 3  -  File the nails to remove sharp or rough edges.  Use your nail file to pare down the nail and shape it as you desire. Some shaping options are provided below.
Step 4 - Examine your cuticles. If they are growing down onto the nail plate, or appear to be sticking to the nail plate, you need to push them back. Apply a dab of lotion to each fingertip on the cuticle and massage it in. Give the lotion a few minutes to soften the cuticle and then take your cuticle pusher and wrap the tip in cotton. Gently rub the padded tip along the nail plate at the base of the nail and push the cuticle back away from the nail. A light touch is usually sufficient to push back the cuticle.

Step 5 - Examine the nail plate. If there are any ridges in the nail plate, you can use the sanding block to gently grind them down. Gentle pressure and small circular motions work best.

Step 6 - It’s time to finish the nails. Apply a small amount of buffing cream to the centre of each nail with a cotton swab. Use the nail buffer to rub cream all over the nail and begin buffing the nail plate with long, quick strokes. The combination of cream and buffing strokes will heat up the nails, so keep the strokes to only 3 or 4 in succession. Finally, it’s time to apply nail polish (if desired)

Applying nail polish:

Step One: Basecoat - Starting with the little finger and working your way to the thumbs, apply a coat of clear polish. There are polishes designed specifically for use as a base coat. The purpose of the base coat is to fill in any uneven spots in the surface of the nail and to prevent the nail from being stained by any colour that is later applied.

Step 2: Coloured Polish - Carefully apply your coloured polish to the nails working from little finger inward. Allow the first coat to dry completely and then apply a second coat to ensure even coverage. Use a cuticle pusher dipped in nail polish remover to scrape away any mistakes.

Step 3: Topcoat - Once your coloured polish has been applied and allowed to dry fully, add another coat of clear polish to the nails. The purpose of the top coat is to seal the colour and protect it against chipping and scuffs.

Resource: Greatest Look Fashion & Beauty Advice www.greatestlook.com

Discussion:
Throughout the activity, be sure to have members using the correct terms discussed in the Dream It section.

Lighten Up!

Learning Goals:
• Explain how teeth whitening products work

Background Information:
Depending on resources available, this activity is optional. Some tooth whitening products can be very expensive, so choose to alter or omit this activity. The leader’s background information provides the information that is needed to lead discussions for this activity.

Age Considerations: Ages 12 and up

Time Required: 30-60 minutes
Supplies Needed:
Store bought tooth whitening products, such as tooth pastes or strips. Many can be found at drug stores; or access to Internet for virtual research.

Safety Considerations:
There are many homemade tooth whitening recipes available on the internet. We do not recommend using these recipes. Talk to a dental professional before using any type of homemade whitening product. Be sure to consult with members’ parents or guardians before leading them through this activity.

Instructions:
1) Have members discuss the pros and cons of different tooth whitening options.
2) Have members test out a few different whitening options and then discuss and record their findings based on the products’ price, taste, personal rating, ease of use, comfort/discomfort

Discussion:
Help the members base their discussion around the criteria given above.

Suggested Variations:
Visit a dental professional to learn about professional whitening options.

Dig It!
Lead members through the following questions:

- What are three things that you learned in this Skill Builder?
- What changes would you consider making to your daily hair routine/skin care routine/dental health routines; to keep your hair, skin and teeth healthy?
- Discuss how agricultural products are used in beauty and hygiene products?
- Did you know that agricultural products can be found in many of the beauty and hygiene products that we use everyday? Pick up a Where’s Agriculture activity pamphlet from your local MAFRI GO office or visit the interactive website at http://www.gov.mb.ca/agriculture/wheresagr/index.html

What’s Next?
Members will be learning about body types and face shapes in the next skill builder. Have members find pictures of their favorite celebrities to bring to the next meeting.
In the Member Manual

Skill Builder 2: Hair, Nails & Teeth

Lucky Says....

Unlike the skin, we can make frequent and fairly major changes to our hair, nails and teeth without much consequenc or damage. We can paint our nails, dye, cut and style our hair and even whiten our teeth to change or improve our overall look.

Dream It!

Let's talk about your hair. In the chart below, record the things that you like about your hair and the things that you would like to change. Also, record the type of hair that you have. Is it straight, curly, fine, coarse, etc.

<table>
<thead>
<tr>
<th>Things that I like about my hair...</th>
<th>Things that I would like to change about my hair...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Structure of Hair

Follicle - Is found under the surface of the skin and extends down in the dermis. The base of the follicle contains little blood vessels that nourish the cells. The living part is the bulb at the base of the follicle.

Shat - A tunnel-like part in the epidermis portion of your skin. This is the part of the hair that we see, and is actually dead. It is made up of a protein called keratin and has inner, middle layers, called the medulla and cortex, and an outer layer called the cuticle.

To keep your hair shiny, it needs oil. So, your body has glands that produce natural vitamin E (called sebum) that acts as a rich hair conditioner. The tiny muscles that surround your hairs squeeze these glands. These are the same muscles that give your goose bumps!

Important words

Watch for these important words throughout this builder:

Hair Shaft, Nail Cuticle

Nail Structure

Your nails are made up of...

- The nail bed - The skin beneath the nail plate. The cells at the base of your nail bed are the ones that actually produce the fingernail or toenail plate.
- The cuticle - The tissue that overlaps your nail plate at the base of your nail. It protects the new keratin cells that slowly emerge from the nail bed.
- The lunula - The white, half-moon shape at the base underneath the plate.

Describe or sketch your fingernails in the space below and identify why they look the way they do.

Are there any changes that you would like to make to your nails? Describe to your group or leader how you would make these changes.

Nail-biting (onychophagia) is a common stress-relieving habit. It includes biting the cuticle and soft tissue surrounding the nail as well as biting the nail itself. You may bite your nails in times of stress or excitement, times of boredom or inactivity or for youth especially, it can also be a behavior that is learned from family members.

About half of youth between the ages of 10-18 bite their nails at one time or another. Nail-biting can be a nasty habit. It can cause your fingertips to be red and sore and your cuticles to bleed. Nail-biting also increases your risk for infections around your nail beds and in your mouth. Nail-biteers can also be at risk for dental problems and infections of the gums. Long-term nail-biting can also interfere with normal nail growth and cause deformed nails.

The germs that collect under the nails are dangerous to your health, and it's those that do the occasional nail biting that are most at risk. We know that bacteria are present everywhere, and can cause illness if ingested. Fungi, parasites and viruses are an example of what can easily be collected under your nails. Don't put their health at risk by chewing a nail filled with germs!

Let's talk teeth!

In Exploring Body Works, we talked about how to care for your teeth. In addition to proper care, sometimes we may choose to change the look of our teeth by using whitening or whitening techniques. Some procedures must be done by a dental professional, while others can be done at home. In any case, you are always wise to discuss these changes with a dental professional to fully understand any risks that may be involved. There are a variety of over the counter products available on the market today. Your leader has information on these options. Before you discuss these, brainstorm as many products as you can. Use magazines, the internet or television advertisements to check your memory. List them here.
In the Member Manual

Do It!

Choose at least one of the following activities or a comparable activity. Circle the one you chose.

Hair Story

Try out the homemade deep conditioning treatment found in your leader’s manual, or purchase one from the store. Discuss with your group what you liked or didn’t like about the treatment. Also discuss the benefits of using such a product.

Mail It!

Do a home manicure and pedicure following the instructions in your leader’s manual. Or, visit a local manicurist and learn about different types of manicures and nail options.

Liften up!

Let’s test out the tooth whitening!

1) In your group, discuss the pros and cons of the whitening options discussed in the Dream It section.

2) Compare these tooth whitening options. You can do this a couple of ways. Either purchase a couple of tooth whitening kits or toothpastes (although this can be expensive), or research and find out how others have rated these products. Record your findings below.

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
<th>Ease of Use</th>
<th>Taste</th>
<th>Comfort/Discomfort</th>
<th>Rating (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whitening Option #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitening Option #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dig it!

What are three things that you learned in this Skill Builder?

What changes would you consider making to your daily hair routine to keep your hair, or skin, or teeth healthy?

What’s Next?

In the next builder you will discover your body type and face shape. These both play an important role in discovering your look or creating a new one. Bring pictures of your favorite celebrity to the next meeting.
SKILL Builder 3: Body Types & Face Shapes

SKILLS CHECKLIST

- Describe the difference between vertical and horizontal body types
- Name some common face shapes
- Describe what makes a flattering hair style

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 examples the better.

<table>
<thead>
<tr>
<th>Vertical Body Type</th>
<th>The vertical proportions of the upper and lower body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizontal Body Type</td>
<td>The relationship between the chest, waist and hipline</td>
</tr>
</tbody>
</table>

Dream It!

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’ prior knowledge of body types by asking them to think about common body shapes and sizes that we see each day.

Background for Leaders:

Luckily beauty is in the eye of the beholder. However, society still holds stereotypes of the ‘perfect’ body. For females, this body type and shape is moderately tall with a vertically balanced body, an hourglass figure and an oval shaped face. For males, the ideal is a tall and balanced vertical body and trapezoid torso (that is, broad shoulders & chest tapering to medium waist & hips) and an oval face.

As was discussed in the Exploring Body Works project, very few of us fit this description of a perfect body. Fortunately, we can create the illusion of a balanced body by choosing clothes to create this look. It’s all about balancing your perceived shape to create the appearance of the ‘perfect’ shape. To do so, you first need to discover your body type, shape and proportions.

Body Type and Shape - There two body types: vertical and horizontal. These two give you your unique body shape. In this section the members are asked to describe their vertical and horizontal body types. The purpose of this exercise is to get members thinking about the shape of their body, not the features they like or dislike. Be sure to steer the discussion in this direction whenever possible, and remind members that each of us has a unique body shape that is to be celebrated.
Do It!

My Body Type

Learning Goals:
• Describe the difference between vertical and horizontal body types

Age Considerations: Suitable for all ages. Remind members that as they go through puberty their body shape changes and thus their body types will change as well

Time Required: 15-20 minutes

Safety Considerations: Remind members that they are not comparing their body types to others, but rather identifying the unique body shapes of individuals.

Instructions: Provide the vertical and horizontal body type descriptions to the members and have them determine their body type. Members will then identify examples of people who have the same body shape as them. Help members brainstorm ways to use clothing to achieve the appearance of a balanced body type.

Background Information:

Determining Vertical Body Type - Start by assessing your vertical body proportions. This is the proportion of the bottom half of your body compared to your top half. Vertical shape is important for identifying your best garment lengths (tops and bottoms). The most accurate way to determine your vertical shape is to measure your full height and the height to your hip-line (your hip-line is the circumference around your hips where your bottom is fullest) and determine where your hip-line comes in relation to your height. You can also use the rough assessment guidelines below. There are three vertical body types, and they are applicable to both males and females.

Short Legs, Long Torso
• If your legs are short compared to your upper body you are short legged.
• Your hip-line height is less than half your height
• Your waist will be lower than your bent elbow
• You will have a long torso
• You may also be short - although tall people can also be short legged
To achieve a more balanced look create the illusion of longer legs and a shorter torso.

Balanced Body
• If your upper body length is about the same as your lower body length, you have a balanced body
• Your hip-line height is half your full height
• Your waist is at your bent elbow
• If you are less that 160 cm tall with a small to medium body scale, then you are also petite.
To achieve a more balanced look elongate your mid-torso.

Long Legs, Short Torso
• If your legs are longer than your upper body you have a long legged vertical body type
• Your hip-line height is higher than half your full height
• Your waist will be higher than your bent elbow
• You will have a proportionally short torso
• You may also be tall - although short people can also be long legged
To achieve a more balanced look, create the illusion of a longer mid-torso and shorter legs.
Determine your Horizontal Body Type - Your horizontal shape is the relationship between your chest, waist and hip-line. It is their relative proportion to each other that is important rather than their actual size. Your horizontal body type can be used to identify the clothing styles that will suit you best. Although it is important to note that other factors can change some of these recommendations, such as face shape, neck and shoulder size and prominent features.

To do the assessment of your horizontal body type, stand in front of a full length mirror and use the horizontal body shape descriptions below. A long ruler or broom handle can be used as a measure and will be helpful in determining whether your hip-line is narrower, wider, or the same width as your chest.

**Female Body Shapes**

**Hourglass Figure**  - This is known as a balanced shape. You have an hourglass figure if...
- Your full hip-line and your full bust-line are the same width and your waist is well defined.

**Inverted Triangle**  - You have an inverted triangle body shape if...
- You have a proportionally large bust, or you have broad shoulders, or both
- You have narrow hips with a well defined waist

*To achieve a more balanced look balance your lower body to your upper body*

**Triangle**  - This body type is often referred to as a pear-shaped. You have this shape if...
- Your full bust-line is proportionally narrower than your full hip-line and you have a well defined waist
- You typically have narrow shoulders

*To achieve a more balanced look balance your upper body with your lower body.*

**Rectangle**  - You have a rectangle body if...
- Your full bust-line and full hip-line are about the same width and you have a little waist definition
- Your legs and arms will typically be proportionally slender

*To achieve a more balanced look create the illusion of a defined waist.*

**Oval**  - This body shape is also often referred to as an apple shape. You have an oval horizontal body if...
- You have the overall appearance of being round especially around the waist-line
- Your waist line is undefined
- Your hips are wide

*To achieve a more balanced look create the appearance of a longer and slimmer torso.*

**Diamond**  - This body shape is also referred to as an apple shape. You have this body shape if...
- Your waist is undefined
- You have a large, high stomach
- You may also have a full bottom or a flat bottom
- Your waist and hips are medium-narrow
**Male Body Shapes**

Trapezoid - This is known as the balanced male body shape. You have a trapezoid body if…
- Your shoulders and chest are broad
- Your waist and hips are medium-narrow
- Your upper torso is bigger than your lower torso

Inverted Triangle - You have an inverted triangle body shape if…
- Your shoulders and chest are broad
- Your shoulder, arm and chest muscles are well developed and bulky
- Your waist and hips are narrow

**To achieve a more balanced look balance your lower body to your upper body.**

Rectangle - You have a rectangle body shape if…
- Your chest, hips and waist are about the same width
- Your torso shape is straight

**To achieve a more balanced look create the illusion of a trapezoid shape by choosing styles to emphasize your shoulders.**

Triangle - You have a triangle body shape if…
- Your chest is narrower than your hips
- Your lower body is heavier than your upper body
- You probably have a sloping shoulder line

**To achieve a more balanced look create the appearance of broader, squarer shoulders.**

Oval - This body shape is also called an apple body shape. You have this body shape if…
- Your overall appearance is round
- Your waistline is undefined

**To achieve a more balanced look create the appearance of a longer and slimmer torso.**

**Body Scale** Are you small, medium, or large? To assess your body scale, take the following measurements. Remember that these measurements are estimates.

Small Body Scale
- A wrist measurement less than 14 cm, plus
- An ankle measurement of less than 19 cm, plus
- A height of less than 161 cm, plus

Medium Body Scale
- A wrist measurement of 14 cm to 16.5 cm, plus
- An ankle measurement of 19 cm to 23 cm, plus

Large Body Scale
- A wrist measurement of larger than 16.5 cm, plus
- An ankle measurement of larger than 23 cm, plus
- A height above 170 cm, plus

To assess body scale without measuring you can do a rough assessment of your scale from your wrist, as follow.

Hold out the hand you write with. Then wrap the thumb and first finger of your other hand around your wrist just under your wrist bone. Remember that this is a rough estimate.
- If your fingers easily touch or overlap you’re a small scale
- If your fingers are just touching you’re a medium scale
- If your fingers are 1 cm or more apart you’re a large scale
Face Shape

Learning Goals:
• Name some common face shapes

Background Information:
For the most part, we are able to recognize faces from a very young age. When we’re older, even if you don’t remember a name we may recognize the face of someone we’ve met before. Since others spend so much time looking at our face it makes sense to present it in the best light possible. When you know your face shape you can choose your most flattering hairstyles, hats, eyeglasses and earrings.

Age Considerations: Appropriate for all ages

Time Required: 15-20 minutes

Equipment: Mirror, erasable marker or eye liner

Instructions:
There are a few approaches to determining your face shape. You can follow the face shape map, measure your face, trace the outline of your face on a mirror, or follow the descriptions provided in the leader’s manual. For these activities, you may need a mirror large enough to see your whole face, or you may choose to use a photo of your face. Pull your hair back away from your face and make sure the photo is taken square-on to your face so that you can see both sides.

Measure your face - Measure using a tape measure or ruler. You will take the following measurements.
1. Measure your face across the top of your cheekbones. Write down the measurement on a piece of paper.
2. Measure across your jaw line from the widest point to the widest point. Write down the measurement.
3. Measure across your forehead at the widest point. Generally the widest point will be somewhere about halfway between your eyebrows and your hairline. Write down the measurement.
4. Measure from the tip of your hairline to the bottom of your chin.

Using these measurements, determine what your face shape is.

Draw an outline - With your hair held away from your face trace the shape of your face on the mirror. Be sure that you use a non-permanent tracing tool such as a whiteboard marker, eye-liner pencil, or lipstick. Step back from the mirror and identify the shape that you have drawn.

Face Shape Descriptions:
Oval - Only slightly narrower at the jaw line than at the temples, with a gently rounded hairline. Your face is slightly longer than wide and jaw-line slightly rounded.
Rectangular or Oblong - Long and slender, about the same width at forehead and just below cheekbones. May have a very narrow chin or a very high forehead. Your face is definitely longer than wide. Your jaw is broad and jaw-line is square.
Round - Full-looking face with a round chin and hairline. Widest point is at the cheeks and ears. Your face is almost as wide as it is long.
Follow the descriptions in the chart below to determine your face shape.

Is the shape of your face definitely greater in length than width? (more than a third longer than wide)?

Yes

No

Is the length of your face about the same as its width?

Yes

No (your face length is slightly longer than wide)

Is your jaw broad and your jaw-line square looking?

Yes

No

Is your jaw broad and your jaw-line square looking?

Yes

No

Is your jaw-line gently rounded?

Yes

No

Is your jaw the narrowest part of your face?

Yes

No

You have a rectangle

You have an oblong face shape (your jaw-line is gently rounded)

You have a square face shape

You have a round face shape (your jaw-line is gently rounded)

You have a triangle face shape

You have an oval face shape

You have an inverted triangle or heart face shape (see below)

You have a diamond face shape
Square - a strong, square jaw line and usually an equally square hairline. Your face is almost as wide as it is long.

Heart - Face is wide at the temples and hairline, narrowing to a small delicate chin. Your face is slightly longer than wide. Jaw-line is long and pointed.

Triangular - Reverse of the heart-shape with a dominant jaw line with narrowing at the cheekbone and temples. Your face is slightly longer than wide.

Diamond - A cross between heart and a dramatic oval. Widest at the cheekbones, and narrow equally at the forehead and jaw line. Your face is longer than wide and your jaw-line is long and pointed.

Discussion

Have members share their results, and give an explanation why.

My Most Flattering Hairstyle

Learning Goals:
• Describe what makes a flattering hair style

Background Information

A flattering hair style can be achieved by first assessing the individual’s face shape. The hairstyle should balance our their face shape. For example, if a member had a heart shaped face with characteristic narrow jaw line and broad forehead, they may choose to wear hair in a way that adds fullness to the jawline and bangs that cover the forehead.

Matching your hair styles to compliment your face shape

Oval -
✓ You have the freedom to wear your hair in almost any style that you desire.
✓ Wear layers that are the length of your best features (eyes, cheekbones, lips)
✓ Be cautious of wearing short layers or spikes that add height to your face without having fullness on the sides, otherwise your face will appear too long.

Round -
✓ Wear hairstyles that add volume and height with chunky spikes, soft layers and backcombing at the roots for lift.
✓ Wear a side part, with bangs swept over forehead
✓ Stay away from chin-length hair and blunt cuts and bangs that draw attention to your cheeks and make your face appear shorter than it is.

Oblong -
✓ Wear hairstyles that add width to your narrow face
✓ Bangs cut straight across will shorten the length of your face
✓ Chin length bobs, blunt cuts, and curls will visually add width to your narrow face
✓ Be cautious about wearing long and straight hair, as this will emphasize your narrow face

Heart -
✓ Wear styles that add width to your narrow jaw
✓ Wear a side part with bangs swept over to soften your forehead
✓ Avoid wearing your hair shorter than the bottom of your chin

Square -
✓ Wear longer bangs with a side part swept to the side, as this will add softness to your look
✓ Avoid chin length bobs and blunt cuts that draw attention to your fuller cheeks and jaw line
✓ Keep curly hair long, to avoid bulky sides that will make your face appear wider
✓ Try styles that add volume and height

**Age Considerations:** Appropriate for all ages

**Time Required:** 30-60 min.

**Supplies Needed:** Hair styling tools and products

**Resources**

Members may alternately choose to try out virtual hairstyles. There are many websites available that allow you to upload your picture and try different hair styles. Others will give you tips on how to achieve a desired hair style. Try the following website or search for your own: http://www.garnier.ca/yourstyle/

**Safety Considerations:** Be cautious when using heated styling tools.

**Instructions**

Have members try out different hairstyles to find out which ones are the most flattering to their face shape. For example, if you have a heart shaped face, with a wide forehead and narrow chin, try to avoid styles that make your forehead look even wider. This means that a hair style should balance out the face shape. Encourage members to research styling techniques or recommended styles. Let the members get creative.

**Discussion**

Throughout the activity, encourage members to discuss the reasons for a particular hair style to be flattering or not.

**Suggested Variations**

Members may choose to use interactive websites to create virtual hairstyles. Be aware that not all of these website are free, so look around and find one that allows you to try a variety of different styles.

**Dig It!**

Members can insert a picture or a description of their favorite hairstyle in this section. Be sure to have members explain why this hairstyle is the most flattering on them.

**What’s Next?**

In the next Skill Builder, members will learn how to dress for their body type. Ask members to bring a variety of articles of clothing to try on at the next meeting.
In the Member Manual

**Skill Builder 3: Body Types & Face Shapes**

**Lucky Says...**

Lucky, beauty is in the eye of the beholder. However, very few of us fit into the current stereotype of a "perfect" body type. But you can create the illusion of a balanced body by choosing clothes that create this appearance. "To do so, you need to understand your body type."

**Skills Checklist**

- Describe the difference between vertical and horizontal body types
- Name some common face shapes
- Describe what makes a flattering hairstyle

**Important Words**

Watch for these important words throughout this builder:
- **Vertical Body Type**
- **Horizontal Body Type**

**Dream It!**

How would you describe your body type?

In the Do It section, you will be determining both your vertical and horizontal body types. But what do these really mean?

**Vertical Body Type** - This describes the vertical proportions (or the length) of your upper and lower body.

- Short legs, long torso
- Balanced Body
- Long legs, short torso

**Horizontal Body Type** - This describes the relationship between your chest, waist, and hip line.

- There are different horizontal body types for males and females, they are:
  - Males:
    - Trapezoid
    - Inverted Triangle
    - Triangle
    - Rectangle
    - Oval
  - Females:
    - Hourglass figure
    - Inverted triangle
    - Triangle
    - Rectangle
    - Oval
    - Diamond

In addition to body shape, face shape makes a difference in how we appear to others and what hairstyles look best on us. The following are common face shapes:

- Oval
- Round
- Oblong
- Heart
- Square
- Diamond

**Do It!**

**My Body Type**

Using the measurements and descriptions in your leader's manual, decide what your **vertical body type** is.

**horizontal body type** is...

To achieve a more balanced look, I can use clothing to:

- Follow the measurements given in your leader's manual.
- Trace the outline of your face on a mirror.
- Follow the face shape descriptions in your leader's manual.
- Answer the questions in the chart in your leader's manual.

**My Face Shape**

Use one, two, or all of the following activities to determine your **face shape**. Check off the one(s) you did:

- Follow the measurements given in your leader's manual.
- Trace the outline of your face on a mirror.
- Follow the face shape descriptions in your leader's manual.
- Answer the questions in the chart in your leader's manual.

**My Most Flattering Hair Style**

It's fun to wear your hair in different ways. You can determine your most flattering styles by trying out different do's. Remember that you are trying to achieve a balanced look in your face. For example, if you have a heart shaped face, with a wide forehead and narrow chin, try to avoid styles that make your forehead look even wider. You can also use the Internet to create a virtual hair style. One such website is http://www.garnier.ca/yourstyle/

**Dig It!**

Place a photo of you with your favorite hairstyle in the space.

This hairstyle looks the most flattering on me because...

**What's Next?**

Next builder, you will use your new found knowledge of body types to select the most flattering clothing styles. Bring some articles of clothing in a variety of styles to try on at the next meeting.
Skill Builder 4: Dressing for your Shape

SKILLS CHECKLIST

- Describe the elements of the design and how they can affect appearance
- Create visual illusions with clothing

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Have members use their own words to increase their understanding.

<table>
<thead>
<tr>
<th>Optical Illusions</th>
<th>Visually perceived images that differ from objective reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unity</td>
<td>Is achieved when all parts of an outfit create a satisfying combination</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

Activate members’ prior knowledge of clothing styles by asking them to think about and describe some of today’s popular styles.

Dream It!

Background for Leaders

Use Clothing To Emphasize your Best Features - Being in style plays a big role in the life of a teenager however, that style may not always be the best choice for a particular body type. Rather than making a person look great, fashion that doesn’t flatter can actually take away from a person’s appearance and self-confidence. This builder will help your members take a look at how to use clothing to emphasize their best features.

As you have learned, people come in all shapes and sizes - thick, thin, tall and short. This is a body-conscious society with emphasis on the super-thin role models. Such publicity can make us sensitive about body shape and size. Accepting your body is an important step toward developing a style of your own and confidence in yourself. You can look attractive without an ideal figure, by choosing clothing that emphasizes good points and hides the weak. This Skill Builder will look at how the basics of design can be used to create a style of your own.
The key is to balance out your body shape. For example, as a female, if you have long legs and a short, rectangular torso you can create the illusion of a longer, leaner, inverted triangle torso by wearing tops that emphasize your shoulders and flow through your waist, with a hemline at mid-thigh. As a male, if you have short legs and a long rectangle torso you can create the illusion of longer legs and a shorter trapezoid body by choosing shirts that make your shoulders look wider and tuck in your shirt to make your torso look shorter. The idea is to make the most of whatever shape you are now.

**Design Elements - Margaret Young**

When working with clothing in relation to your figure features, keep in mind the following design elements and how they affect the body's appearance.

- **Silhouette** is the total shape or outline of the garment. It can be used to fill in areas where the body lacks fullness or to call attention to or away from a specific area.
- **Line** carries the eye from one area to another on the garment surface. Structural lines are in the construction, such as seams, darts, etc. Decorative lines are nonfunctional, such as trimming, stripes, top-stitching. In general, vertical lines create the illusion of lengthening and slimming the body, while horizontal lines widen and shorten it.
- **Proportion** applies to spacing within a design; it breaks up the body into different sections with horizontal lines, such as waistline, hemline, jacket line. Varying the proportion can make one section of the body appear to be longer or shorter. Another aspect of proportion has to do with scale. Good scale means that all parts of an outfit, including accessories, are consistent in size with each other and with the person. A jacket with a large print is best for a large person, but it may overpower a small person. Keep the size of your accessories and the details of your clothes in proportion to your body.
- **Balance** consists of equal interest in all directions from the centre of the design. In formal balance, both sides of a design are the same. Very often classic clothes like shirts and jackets have formal balance. In informal balance, they are different but visually balanced. A small attention-getting area can balance a large area that doesn’t attract much attention, so a bright tie can balance a neutral jacket and pants. When your outfit is balanced, it doesn’t seem lopsided; instead, it looks as if everything is where it belongs. The top and bottom portions of the body should also be balanced. For instance, a horizontal detail at the top of a garment can balance a wide body area at the bottom.
- **Emphasis** is the point of interest of a design. Emphasis can call attention to a desirable point or away from an undesirable one. The line, shape, space, texture or colour of the area may be just different enough from the rest of the outfit to catch your interest. The other parts of the outfit are a background for the center of interest. Without emphasis, an outfit might seem cluttered or busy; at the other extreme, it might seem uninteresting and boring.
- **Rhythm** helps your eyes move easily from one part of an outfit to another. This path is formed by the arrangement of lines, shapes, colours or texture. Often repetition of these elements helps create rhythm. When an outfit has rhythm, you look easily from one part of the outfit to another. Nothing looks out of place.
• **Unity** is achieved when all part of an outfit create a satisfying combination. It's the result of good proportion, balance, rhythm and emphasis. When you have unity or harmony, all the clothes and accessories create a mood or theme - sporty, tailored, dramatic, casual or any other mood you choose to create. The outfit also needs to be in harmony with your colouring, your build and your size. When an outfit has unity, it looks as though it belongs together and looks great on you.

• **Texture** - The texture of clothing and accessories can make a person look larger, smaller, taller or shorter. Soft or clingy fabrics such as spandex or chiffon emphasize figure irregularities and are most attractive on a well-proportioned person. Stiff or crisp fabrics such as denim stand away from the body and can hide figure irregularities; very stiff or crisp fabrics add an illusion of more weight and can dwarf the small or thin person. Bulky or fuzzy fabrics add size to the figure and can overwhelm very small individuals. Dull or matte-finish fabrics absorb light and usually make the figure look smaller. Shiny fabrics can make the individual appear larger and call attention to figure irregularities, while fabrics that are smooth but not shiny are good concealers and are becoming to all figure types.

**Do It!**

**Create an Illusion**

**Style It Up!**

**Learning Goals**

• Describe the elements of the design and how they can affect appearance
• Create visual illusions to change the appearance of their body shape

**Background**

Sizing Up Your Shape - Some people are satisfied with their size and shape, but most of us would like to look a little different. Colour, line and texture can be used to show off good points, and take attention away from others. The following chart can help members choose styles that make the most of their shape.

To add height, choose:
- ✓ vertical lines
- ✓ plain colours
- ✓ small to medium prints and plaids
- ✓ V-necklines
- ✓ long sleeve (not too full)
- ✓ narrow belts in same colour as outfit

To subtract height, choose:
- ✓ horizontal lines
- ✓ large prints and plaids
- ✓ belts of contrasting colours
- ✓ wide belts
- ✓ large details such as pockets, collars, yokes, sleeve cuffs
- ✓ cuffs on pants
To add width, choose:
- horizontal lines
- large prints and plaids with strong colour contrast
- bulky or textured fabrics
- pockets
- soft pleats, gathers, ruffles
- boxy jacket shapes

To subtract width, choose:
- vertical lines
- medium prints and plaids with little colour contrast
- flat fabrics
- minimum of clothing layers
- contrasting colours to emphasize face and neck
- V-necklines

**Do’s and Don’t for Vertical Body Types**

**Short Legs, Long Torso** - your goal is to create the illusion of longer legs and a shorter torso

**Do Wear:**
- accessories that draw the eye up towards the shoulders and face
- short to medium-long tops
- tuck-in tops
- straight or boot-leg pants
- medium to high heels
- layered tops
- medium to wide belts

**Don’t Wear:**
- long tops (if you are short)
- pants or skirts with a low waistband
- tight or tapered pants or skirts
- cropped pants

**Balance Body** - your goal is to elongate your mid-torso

**Do Wear:**
- accessories that draw the eye up towards the shoulders and face
- medium-long tops
- un-tuck-in tops
- skirts and pants with narrow or no waistband
- straight or flared pants or skirts
- low-rise or hipster pants

**Don’t Wear:**
- short tops
- empire line tops and dresses
- wide belts
- pants or skirts with high waistband
**Body Shaping Styles**

In the previous builder, members determined their body shape. And in the process they may have identified areas of their body that they may not like because they pose a problem when trying to fit clothes or styles. Below are some of these common feature and suggestions on how to dress to balance out the body and disguise certain features.

<table>
<thead>
<tr>
<th>Feature: Broad Shoulders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggestion:</strong> Disguise with kimono or raglan sleeves. These sleeves minimize the broadness by disguising the point where the shoulder ends and the arm begins. Balance broad shoulders with a flared hem on a skirt or dress</td>
<td></td>
</tr>
<tr>
<td><strong>Wear:</strong></td>
<td><strong>Avoid:</strong></td>
</tr>
<tr>
<td>• raglan or kimono sleeves</td>
<td>• empire waists</td>
</tr>
<tr>
<td>• round, scoop or V-necks</td>
<td>• puffed sleeves</td>
</tr>
<tr>
<td>• shawl collars</td>
<td>• square or bateau necks</td>
</tr>
<tr>
<td>• flared skirts</td>
<td>• yokes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feature: Broad Hips</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggestion:</strong> Balance broad hips with horizontal detail at the neck such as a squared yoke. Emphasis at the neckline, in the form of trim and ties, attracts the eye toward the face and away from the hip area. The best silhouette for broad hips is the tent, in a soft, draped fabric which will minimize the hips. However, a tent shape in a stiff fabric will add width.</td>
<td></td>
</tr>
<tr>
<td><strong>Wear:</strong></td>
<td><strong>Avoid:</strong></td>
</tr>
<tr>
<td>• tent dresses</td>
<td>• sleeves or jackets that end at the hip</td>
</tr>
<tr>
<td>• long, tailored jackets</td>
<td>• yoked, tiered, or gathered skirts</td>
</tr>
<tr>
<td>• wide tops</td>
<td>• short vests or jackets</td>
</tr>
<tr>
<td>• panel, gored, flared, or wrap skirts</td>
<td>• shorts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feature: Heavy figure/thick waistline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggestion:</strong> Vertical lines such as a shirtdress with front seam &amp; placket, worn open to a V, carry the eye from top to the bottom of the body, lengthening &amp; slimming it. The easy A-line shape &amp; single colour hide excess weight &amp; bulges.</td>
<td></td>
</tr>
<tr>
<td><strong>Wear:</strong></td>
<td><strong>Avoid:</strong></td>
</tr>
<tr>
<td>• A-Line silhouettes</td>
<td>• pleated skirts</td>
</tr>
<tr>
<td>• one-colour outfits</td>
<td>• bright, intense colours</td>
</tr>
<tr>
<td>• V-necks</td>
<td>• tight or binding clothes</td>
</tr>
<tr>
<td>• tunics</td>
<td>• curved detail lines</td>
</tr>
</tbody>
</table>
### Feature: Waistline Bulge

**Suggestion:** Disguise a waistline bulge with the simple technique of covering it up. An overshirt, large enough so that it buttons easily without pulling across the middle gives a trim, casual look.

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sports jackets</td>
<td>• T-Shirts</td>
</tr>
<tr>
<td>• overshirts</td>
<td>• knit shirts</td>
</tr>
<tr>
<td>• bulky sweaters</td>
<td>• hip-hugging pants</td>
</tr>
<tr>
<td>• belt at the hip</td>
<td>• shiny textures</td>
</tr>
<tr>
<td>• belt at the hip</td>
<td>• tight shirts</td>
</tr>
</tbody>
</table>

### Feature: Small Bust

**Suggestion:** Add roundness and conceal flatness with gathers across the bustline. Lots of lace, ruffles, or ties in this area, or any design with curved lines, such as a curved yoke will help this problem.

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• yokes</td>
<td>• T-shirts</td>
</tr>
<tr>
<td>• middy tops</td>
<td>• halterian</td>
</tr>
<tr>
<td>• ties at the neck</td>
<td>• tight-fitting sweaters</td>
</tr>
<tr>
<td>• gathers at the bustline</td>
<td>• tube tops</td>
</tr>
<tr>
<td>• empire waists</td>
<td>• body hugging dresses or blouses</td>
</tr>
</tbody>
</table>

### Feature: Thin neck/narrow shoulders

**Suggestion:** Layering adds weight to a thin frame. The knit turtleneck makes the neck look fuller and, layered with the extended-shoulder-seam top, broadens the shoulder. Straight legged, slim pants make the top look broader.

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• layering</td>
<td>• U-shaped necklines</td>
</tr>
<tr>
<td>• turtlenecks</td>
<td>• tank tops</td>
</tr>
<tr>
<td>• square, bateau, or yoke necklines</td>
<td>• body-hugging knit shirts</td>
</tr>
<tr>
<td>• extended shoulder seams</td>
<td>• V-neck shirts or sweaters</td>
</tr>
<tr>
<td>• slim pants</td>
<td></td>
</tr>
</tbody>
</table>

### Feature: Thick Waist

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• long waisted, easy fitting dresses</td>
<td>• tight belts at the natural waist</td>
</tr>
<tr>
<td>• A-line styles</td>
<td>• any dress that clings down entire length of body</td>
</tr>
<tr>
<td>• long semi-fitted jackets</td>
<td>• anything that cinches waist</td>
</tr>
<tr>
<td>• long tunic tops with pants</td>
<td></td>
</tr>
<tr>
<td>• belt at the hip</td>
<td></td>
</tr>
</tbody>
</table>

### Feature: Broad Shoulders

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• V-necklines</td>
<td>• wide sleeves</td>
</tr>
<tr>
<td>• any soft natural shoulder lines</td>
<td>• extended shoulder lines</td>
</tr>
<tr>
<td>• vertical collar lines</td>
<td>• exaggeratedly bare necklines</td>
</tr>
<tr>
<td>• belt at the hip</td>
<td>• halter or widely curved collars</td>
</tr>
</tbody>
</table>

### Feature: Wide Hips

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A-line or soft gathered skirts</td>
<td>• styles that constrict figure or hug the hips</td>
</tr>
<tr>
<td>• easy fitting tunic tops over pants or skirts</td>
<td>• tight tops</td>
</tr>
<tr>
<td>• more bulk at the top to balance out figure</td>
<td>• big box pleats</td>
</tr>
</tbody>
</table>
**Feature: Small Round Shoulders**

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• wrist-length sleeves that elongate the natural</td>
<td>• drawstring or gathered necks</td>
</tr>
<tr>
<td>shoulder line</td>
<td>• short puffy sleeves</td>
</tr>
<tr>
<td>• tunic tops</td>
<td>• exaggerated shoulders</td>
</tr>
<tr>
<td>• deep toned leggings</td>
<td>• raglan or wide sleeves</td>
</tr>
<tr>
<td>• skirt lengths at the knee or ankle</td>
<td></td>
</tr>
</tbody>
</table>

**Feature: Heavy Calves**

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• easy-fitting pants</td>
<td>• hem interest - border prints</td>
</tr>
<tr>
<td>• tunic tops</td>
<td>• heavy textured stockings</td>
</tr>
<tr>
<td>• deep toned leggings</td>
<td>• high thin heels</td>
</tr>
<tr>
<td>• skirt lengths at the knee or ankle</td>
<td></td>
</tr>
</tbody>
</table>

**Feature: Heavy Thighs**

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A-line skirts or a silhouette that doesn’t hug the</td>
<td>• tight, clingy pants and dresses</td>
</tr>
<tr>
<td>hips</td>
<td>• jackets, sweaters or any top that ends at the broadest part of the</td>
</tr>
<tr>
<td></td>
<td>• wide collars and bows</td>
</tr>
<tr>
<td>• split front skirts and dresses</td>
<td>• clingy tops</td>
</tr>
<tr>
<td>• good fitting pants</td>
<td></td>
</tr>
<tr>
<td>• soft gathered or draped skirts with knife pleats.</td>
<td></td>
</tr>
</tbody>
</table>

**Feature: Large Bust**

<table>
<thead>
<tr>
<th>Wear:</th>
<th>Avoid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A-line silhouettes</td>
<td>• empire waists</td>
</tr>
<tr>
<td>• cardigan jackets</td>
<td>• wide collars and bows</td>
</tr>
<tr>
<td>• shawl and convertible collars</td>
<td>• clingy tops</td>
</tr>
<tr>
<td>• split front skirts and dresses</td>
<td></td>
</tr>
</tbody>
</table>

**Age Considerations:** Appropriate for all ages

**Time Required:** 1 to 1 1/2 hours

**Supplies Needed:** Articles of clothing in a variety of styles, mirror (full length if possible)

**Safety Considerations:**

Some members may not feel comfortable bringing their own clothing items as they may be concerned about their clothing being dated or out of style. In this case, have a few items of clothing handy that all can try on.

**Instructions:**

Have members identify optical illusions that they can create and then try on different styles of clothing to create these illusions. Have members try out accessories as well and discuss how they affect their appearance.
Dig It!

Lead members through the following questions.

- What were some clothing styles that were flattering on your body type?
- How will you tell others what you have learned about clothing styles can create the following illusions?
  - Add weight
  - Appear taller/shorter
  - Top half appear smaller
  - Slimming
  - Bottom half appear larger
  - Other

What’s Next?

In the next Skill Builder members will learn how colours can affect their appearance. Have members bring articles of clothing in a variety of colors to use for the next meeting.

Discussion:

Open discussion is strongly encouraged for this activity, but be sure that comments are constructive. The focus for members to learn how to bring out their best features and feel comfortable in what they wear. Remind members that the latest styles do not suit all body types and that they should select clothing styles based on what feels good and flatters their body type.
Skill Builder 4: Dressing for your Shape

Lucky Says.....

Being in style plays a big role in the lives of many youth. However, some of today's styles are not always flattering on every body type. In the last skill builder, you discovered your vertical and horizontal body types, and your face shape. You learned that to look your best, you want to achieve an overall balanced look. In this builder, you will learn how clothing can balance your body, and sometimes create an illusion.

SKILLS CHECKLIST
- Describe the elements of design and how they can affect appearance
- Create visual illusions with clothing

Important words
- Look to the future...
- There are many businesses and career opportunities in the clothing and fashion industry. Everything from design, to production, to sales. Think of as many examples as you can. What career would you choose?
- Style it Up!
- Once you have figured out a few, try them out. Dig through your closet to find clothes that will create this optical illusion.
- Try on a number of different articles of clothing and accessories. You may want to try out a popular style that you like, or a style from another decade. Make some observation notes below on how each clothing style changes your body shape.

Dream it!

As you have learned, people come in all shapes and sizes-thick, thin, tall, and short. Accepting your body is an important step toward developing a style of your own and confidence in yourself. You can look attractive without the "perfect" body type, by choosing clothing that emphasizes good points and hides the less desirable ones.

Clothing can add or subtract height or weights, all through the magic of optical illusion. The following design elements can create an optical illusion. Discuss these elements with your group or leader and give an example of each.

- Silhouette
- Line
- Proportion
- Balance
- Emphasis
- Rhythm

Colour and texture can also create optical illusions. Can you think of any examples?

Do it!

Create an Illusion

It's your turn to try out some of these optical illusions. In builder 3 you identified your vertical and horizontal body type, and how to achieve a more balanced look. What design elements can you use to create the illusion of that balanced look? Your leader's manual includes the steps to create these optical illusions.

What's Next?

In the next builder you will learn what colour can do for your appearance. So dig through the closet and find clothing in a variety of colours. You will be using them to create your personal colour palette.
Skill Builder 5: Colour Counts

SKILLS CHECKLIST

- Identify their colour season
- Describe how different colours will change appearance
- Identify colours that are flattering to other colour seasons

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Have members use their own words to increase their understanding.

<table>
<thead>
<tr>
<th>Colour Season</th>
<th>A colour palette, from which the colours are typically found in a particular season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertone</td>
<td>Also referred to as the skin tone, it is the particular combination of three pigments found in one’s skin. Often considered to be blue or gold</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

Activate members’ prior knowledge of colour in wardrobe by asking them to think about the most common colours in their personal wardrobe, and why they like wearing these colours.

Dream It!

In this section members are asked to identify the hue, value and intensity of their favorite articles of clothing and complete the chart in their manuals.

Background for Leaders

Colour is important for looking good and feeling great. If you’ve noticed that your friend looks healthy and glowing in a soft blue sweater while you feel dull and lifeless, you know this is true. Choosing the best colours is important for both guys and girls. Most of us are familiar with colour analysis by season. All colour coding methods have their foundation in the basics of colour.

It’s important to understand how hue, value and intensity can affect your colour choice.

Hue - Hue is the name of a colour, and it can be warm or cool. Just as fire and sunlight are warm things, reds, oranges and yellows are warm hues. Warm hues tend to make you look larger. Blues, greens and purples are cool hues, just as water, trees, grass and the sky are nature’s cool things. These hues tend to decrease your size.
Value - The lightness or darkness of a hue is its value. Values become darker as black is added; these are called shades. When white is added, values become lighter, these are called tints. Usually light colours make you appear larger than dark colours.

Intensity - Intensity is the brightness or dullness of a hue. High-intensity or bright colours make you look larger; low-intensity colours make you look smaller.

Different colour combinations will create different illusions. You will appear taller if you wear all one hue and avoid colour contrasts. For example, a dark brown suit makes you look taller than brown trousers with a beige sweater. When choosing colours for your wardrobe, consider your natural colouring - skin tone, hair and eyes. To help decide what colours are best for you, begin by determining your skin tone.

**Do It!**

**Do The Colour Test**

**Learning Goals**

- Identify their colour season
- Describe how different colours will change their appearance
- Make a list of colours that are flattering to them

**Background Info**

Most skin, regardless of race, has either a blue or gold undertone. Some people's skin tone is quite obvious; for others, the tone is more subtle. Compare your wrists and palms with others. By comparing with someone else, you can often see whether you are more blue or golden.

Alternately, members can take a long look at yourself in the mirror, near natural daylight if possible. Look at your skin, hair and eyes, without make-up. If you colour your hair, try to remember its natural colour.

Your skin tone is the most important factor in determining the colours that look best on you. The tone of your skin comes from three pigments, melanin (brown), carotene (yellow), and hemoglobin (red). It is the particular combination of these three pigments that gives you your unique skin tone. Because your skin acts as a thin filter, it is the tone just under its surface that determines whether your colouring is cool or warm.

Although hair colour can be changed artificially, nature usually selects hair and skin colours that complement each other. A general rule to keep in mind is that clothing with little contrast to the basic skin colour has a quiet, relaxed and modest effect. Highly contrasting colours produce a lively, dramatic effect that is very exciting, if it is not overdone.

When members select colours for their wardrobe, they should also think about the colour’s ability to give the illusion of size. Remember, to appear to:

- Increase size, wear colours that are light, bright or warm
- Decrease size, wear colours that are dark or medium in value and are greyed or cool
- Look taller, wear one colour to elongate your silhouette
- Look shorter, wear a darker colour on the upper half of your body.

Have members think about the clothes they are wearing that day. Have they made good choice?
**Age Considerations:** Appropriate for all ages

**Time Required:** 60 minutes

**Supplies Needed:**
- Articles of clothing of different colours
- Mirror (full length if possible)

**Resources:**
A colour wheel or colour swatches would be helpful in identifying colours

**Instructions:**

**Skin Tone** - To identify skin undertone, have members take a piece of very white paper and hold it under their wrists and hands for comparison. The skin should either appear bluish or have a gold colour to it.

Another test requires a swatch of orange fabric and a swatch of magenta (pink/purple) fabric. In the daylight, without wearing cosmetics and with hair covered, drape each piece around members’ faces. If they have a blue (cool) undertone, the magenta will soften facial lines and bring healthy colour to their face. If they have a gold (warm) skin undertone, the orange will do this.

Generally, people with blue undertones look better in navy, gray and purple, while those with gold undertones look better in brown, orange, yellow and green. But remember that anyone can wear some variations of almost any colour.

**Determining Your Colours: The Colour Test**

To find your season, do the following.

1) Have the members make a list of the colours that usually wear and enjoy. Now select the group of colours which you feel is most flattering to you, in general. Pick the clothing that has the colours that have brought you compliments all your life (even though you may be tired of wearing them). The summer and winter palettes contain cool, blue-based colours; Autumn and Spring contain warm, yellow-based colours. Where do these colours fit in the chart? Each column may have some colours that you have worn, but do they all look equally good on you? Ask yourself, “Which group is best?”
If you are deciding between two seasons, ask yourself the following questions:

Winter and Autumn, ask:
Am I better in navy, pure white, and clear colours (Winter) or brown, pumpkin, and muted gold (Autumn)? Be careful. Some brown-eyed Winters think they’re Autumns. Brown is boring on a Winter, exciting on an Autumn. Ask your friends.

Winter and Summer, ask:
Do I look good in pastels, like powder pink or blue (Summer), or do I need darker or brighter colours because pastels make me look washed out (Winter)?

Winter and Spring, ask:
Am I really terrific in ivory, camel, and golden browns (Spring) or am I better in navy, pure white, and dark colours (Winter)?

Summer and Autumn, ask:
Am I great in pastel blues and pinks but not good in pumpkin or mustard colours (Summer) or is it the other way around (Autumn)?

Summer and Spring, ask:
Which do I wear better, buff, yellow-green, peachy pinks, golden browns (Spring) or blue-greens, blue-pinks, burgundy, or rose-tone browns (Summer)?

Spring and Autumn, ask:
Can I wear muted colours like mustard and moss green or very dark brown (Autumn) or am I better in clear colours like buff, light clear gold, peach, and lighter golden browns (Spring)? If neither seems quite right, try Summer. Many brown-eyed or green-eyed Summers mistakenly think they are warm seasons because they like camel, brown and some greens. Summer has rose-brown, rose-beige, and many shades of blue-green.

- Evaluate your colouring to confirm your season - The Skin tone test

The following provides descriptions for skin tones. Have the members use the checklist to determine their skin tone.

<table>
<thead>
<tr>
<th>Cool</th>
<th>Warm</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINTER</td>
<td>SUMMER</td>
</tr>
<tr>
<td>Navy</td>
<td>Soft Blues</td>
</tr>
<tr>
<td>Black</td>
<td>Rose-Brown</td>
</tr>
<tr>
<td>White</td>
<td>Navy</td>
</tr>
<tr>
<td>Red</td>
<td>Rose Pink</td>
</tr>
<tr>
<td>Shocking Pink</td>
<td>Lavender</td>
</tr>
<tr>
<td>Gray</td>
<td>Plum</td>
</tr>
</tbody>
</table>
Winter

Skin: First look for the blue or blue-pink undertone, but don’t be discouraged if you can’t readily see it. It’s often subtle on a Winter. There are more Winters in the world than any other seasonal type. Winters may vary a great deal, yet they all need the same cool colours to look their best. A Winter may also have milky white skin and dark hair. The white may have a visible pink tone or may appear pure white with a translucent quality. Winters do not usually have rosy cheeks, and their appearance improves dramatically with pink tone rouge.

Hair: Most Winters have dark hair. Brunette Winters have hair colour ranging from light brown to dark charcoal brown, sometimes with a touch of red highlights. Blue-black hair is also typical of Winter.

Eyes: The Winter’s eyes are most often a deep colour. They may be red-brown, black-brown, or hazel. Look closely at your eyes in a mirror and see, too, if they have a gray rim around the edge of the iris. Gray-rimmed eyes mean Winter or Summer, the cool seasons.

Summer

Skin: Look for the blue undertone. Summers usually have visible pink in their skin. Some Summers are very fair and look pale without a little rouge. These fair Summers may have a translucent quality to the skin, and they are usually blonde. Other summers have very pink skin, with high colour, or rose-beige skin, ranging from fair to relatively deep rose-beige.

Hair: A Summer is most often blonde, ranging from ash blond to dark ash. Brunette Summers also have hair colour ranging from light to dark brown, again with ash overtones. Occasionally a Summer has auburn highlights in her hair, especially if she gets lots of sun. A Summer benefits from wearing colours that bring “life” to their face.

Eyes: Summer eyes are most often blue, green, aqua, of soft hazel. The Summer eye often has a cloudy look inside the iris, rather than a clear, transparent colour. Many Summers have soft gray eyes or eyes with a gray rim around the iris. And white flecks in an irregular pattern inside the iris. And intensely blue eyes are a characteristic of some lucky Summers. A few Summers have soft brown eyes.

Autumn

Skin: Look for the golden undertone. The Autumn comes in three varieties: the fair person with ivory or creamy peach skin; the true redhead, fair to dark, often with freckles; and the golden-beige brunette, whose skin ranges from medium to deep copper, the latter having charcoal black hair. An Autumn and a Spring may have similar colouring, but the Autumn will usually have colourless cheeks, while Spring’s cheeks will be rosy.

Hair: Autumn can be golden blonde as a child, usually darkening as she matures. Redheads, from carrot-tops to those with auburn or red-brown hair, are usually Autumns. Many Autumns are brunette, their hair usually having a gold or metallic red cast. Occasionally, an Autumn has charcoal black hair.

Eyes: Most Autumns have brown or green eyes. Their brown eyes are dark to topaz, and their green eyes often sport gold or brown flecks in the iris. Some Autumns have clear green eyes, like glass, or deep olive green “cat” eyes. An Autumn’s hazel eye contains golden, brown, green, and gold. A few Autumns have vivid turquoise or aqua eyes, but not a true blue or gray-blue eye colour.
Spring
Skin: Look for the golden undertone. Spring have the most delicate quality of all the seasonal types. Spring’s skin is either creamy ivory, peachy pink, or peach-beige. Freckles come naturally, though some Springs have clear skin. The ivory Spring appears to have golden flecks or highlights to their skin, while the peachy Spring is to likely have peachy pink cheeks. Of all the seasons, Springs are the most likely to have rosy cheeks and to flush easily.

Hair: Spring’s hair is golden blonde, strawberry, taffy-red, or golden brown. Ash-tone hair is not Spring. Some have very dark brown hair. A few Springs have vivid red hair.

Eyes: Spring’s eyes are most often blue, green, or aqua. Some have very clear eyes. Others have a golden cluster surrounding the pupil. There are some brown-eyed Springs, but they are always golden brown or topaz. A Spring’s hazel eye contains golden brown, green, and gold.

Observe yourself in test colours (optional) - best done in a group.

Discussion

Be sure that members are aware that they are identifying the colours that are most flattering to them. This does not mean that they cannot wear other colours. Having a variety of colour in your wardrobe is a way to express individuality.

Dig It!

Have members make a list of colours that are within their season and are flattering to them. Encourage them to be creative and create a pocket-sized colour wheel that they can take shopping to identify colours.

What’s Next?

In the last skill builder, members will take a deeper look at the things that make them unique as an individual. Have members do a little research about their family and personal history. They may even choose to bring a baby book or photo album to give them inspiration for the upcoming activities.

Leader’s Notes
In the Member Manual

Skill Builder 5: Colour Counts

Lucky Says....
Colour plays an important role in looking good and feeling great. Even after you have selected a flattering clothing style, the colour of those clothes can make a difference to your appearance. If you ever noticed that your friend looks healthy and glowing in a soft blue sweater while you feel dull and lifeless, you know that this is true. In this builder, you will learn what colours best suit you and how they can change your appearance.

SKILLS CHECKLIST

- Identify your colour season
- Describe how different colours will change your appearance
- Identify colours that are flattering to you

<table>
<thead>
<tr>
<th>Important words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch for these important words throughout this builder: Colour Season, Undertone</td>
</tr>
</tbody>
</table>

Dream it!
What you should know about colour.

Hue - This is the name of the colour, and it can be warm or cool. Warm hues include reds, oranges, and yellows. They tend to make you look larger. On the other hand, cool hues, such as blues, greens, and purples, tend to decrease your size.

Value - This describes the lightness or darkness of a hue. Values become darker as black is added; these are called shades. When white is added, values become lighter, these are called tints.

Intensity - This is the brightness or dullness of a hue. High-intensity or bright colours make you look larger, while low-intensity colours make you look smaller.

Different colour combinations will create different illusions. For example, you will appear taller if you wear all one hue and avoid colour contrasts.

Select a few of your most favorite articles of clothing and determine the hue, value, intensity for each one. Then decide what illusion the colour will create on your body.

<table>
<thead>
<tr>
<th>Item of Clothing</th>
<th>Hue (Warm or Cold)</th>
<th>Value (Shade or tint)</th>
<th>Intensity (bright or dull)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do It!
When choosing colours for your wardrobe, consider your natural colouring: skin tone, hair and eyes. So let’s determine your skin tone.

Most skin has either a blue or gold undertone. Compare your wrists and palms with others to see if your skin is more bluish or golden. You can also hold a piece of very white paper under your wrists and hands to help you compare.

My skin’s undertone is ________________

Generally, people with blue undertones look better in navy, gray, and purple. People with gold undertones look better in brown, orange, yellow, and green.

Do the Colour Test
To determine your colours, complete the following test. It will tell you your colour season, or group of colours that are most flattering on you. To determine your season, you take into account your undertone, hair and eye colour.

1) Make a list of colours that you usually wear and enjoy. __________________________
2) Think of a few items of clothing whose colours have brought you compliments. __________________________
3) From the chart in your leader’s manual, select the group of colours that you feel are most flattering to you. __________________________

Notice whether the colours you identified in steps 1, 2, & 3 are the same?

What season do you think you are? Circle One: Winter, Summer, Autumn, Spring

4) Now take the skin tone test to confirm your season. Follow the skin tone descriptions for each season from your leader’s manual. What is your season?

5) Finally, select fabric swatches or clothing of different colours and try them on. Write your observations on a separate piece of paper. Indicate if the colour made you look taller, heavier, thinner, etc. Also notice if the colour made your skin appear dull or glowing. Be sure to try some of this season’s popular colours. You may really like a particular colour, but be warned that it may not be flattering on you. You’ll never know until you try it out.

Dig it!
Based on what you learned in this skill builder, make a list of your favorite colours that are within your season and are flattering to you. You may choose to include colour or fabric swatches to create your personalized palette.

Were you surprised by any of the colour discoveries that you made?

What’s Next?
In the final builder you will take a deeper look at your inner beauty by discovering the things that make you unique.
Skill Builder 6: I’m Somebody

SKILLS CHECKLIST

- Describe how knowing yourself increases self esteem.

IMPORTANT WORDS

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Help member use their own words to increase their understanding.

| Coat of Arms | A way to visually represent a family line. It usually consists of a shield with symbols to represent the family. |

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’ prior knowledge of self esteem by asking them to think about what they learned about it in the Explore Body Work project. Ask members to discuss why having a high self esteem is important.

Background for Leaders:

So far in this project we have focused mainly on appearance, and looking and feeling good on the outside. But it’s important to feel good on the inside as well. This Skill Builder will guide members through activities on self-esteem, talents, self-reflection.

Dream It!

Have members review what they learned in the explore level about self esteem. They can brainstorm with the group and then record their ideas in their manual.

Do It!

In this builder, member can choose their activities. They are to complete at least two activities, but would be encouraged to complete more to increase their knowledge. All of the instructions are provided in this leader’s manual.
Activities are:

⭐️ We Are Family - Create a family tree and learn about your family’s characteristics.

⭐️ Personal Coat of Arms - Get creative and make a personalized coat of arms that represents everything unique about you.

⭐️ Talent Show - Ready, get set, and teach your fellow group members using your unique skills.

⭐️ Adjective Wardrobe - Dress yourself in words!

⭐️ Success Diary - If you like bragging about your successes, you'll love this activity.

⭐️ 10 Things I Like To Do - Make your own top 10 list and look at it from a new perspective.

We Are Family

Background:
Who you are depends on many human characteristics and qualities. Part of understanding who we are comes from knowing more about our background and heritage, including traditions passed from generation to generation.

Learning Goals:
Describe a number of ways that learning about your family history and yourself will increase your self esteem.

Age Considerations:
All activities are appropriate for all ages

Time Required: 30 minutes

Supplies Needed: Art supplies or computer software

Instructions:
Have your members prepare a simple family tree. The following is only an example, as families vary greatly. Recognize that there are differences in working with your group, and some members may be very sensitive about such information.

<table>
<thead>
<tr>
<th>Brother/sister</th>
<th>Brother/sister</th>
<th>Your Name</th>
<th>Brother/sister</th>
<th>Brother/sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Grandfather</td>
<td>Grandmother</td>
<td>Grandfather</td>
<td>Grandmother</td>
<td></td>
</tr>
</tbody>
</table>
Along with the family tree, have members prepare a family characteristics chart. They might have parents or grandparents tell them about height, hair and eye colour, and other physical characteristics. With their family’s help, have members create charts similar to the one that follows. Have them fill in as many blanks about their background as possible.

**Family Characteristic Chart**

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Parents</th>
<th>Mother’s parents</th>
<th>Father’s parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mother</td>
<td>Father</td>
<td>Grandmother</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grandfather</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grandmother</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grandfather</td>
</tr>
<tr>
<td>Eye Colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other special Characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion:**

If they wish, 4-H members may share their family stories with other group members.

**Personal Coat of Arms**

**Background:**

A coat of arms is often used to visually represent a family line. It usually consists of a shield with symbols to represent the family. This exercise will help members identify some things that are most meaningful in their lives.

**Time Required:** 30-40 minutes

**Supplies Needed:**

- Art supplies or computer software
- Shield template

**Instructions:**

Have each member record their response for each of the following questions and include these items in their coat of arms. (Pictures and symbols may also be used.)

A. Your name
B. Your greatest personal achievement up to now
C. What is more important to you?
D. What is the one thing that others can do to make you happy?
E. Three things you are good at.
F. One thing that you would like to improve.
G. What is the one thing you would do if you were guaranteed success in whatever you attempted?
H. What do you most want to be?
Talent Show

Background:

How we feel about ourselves often depends on how well we can do things. Helping 4-H members recognize their talents helps to improve the way they view themselves.

Lead a discussion on finding talents, using some of the following points:

✓ Talents are special skills that you can do well. You may not think you have talents if you can’t sing or play hockey, but there are all kinds of talents.
✓ What are some of the talents people have? Talents are a resource and you can use them to get the things you want in life.
✓ What are some of your talents?
✓ There are many ways you can use your talents. Make a list of “things you can do” that will help you use talents such as patience, thoughtfulness and creativity.

Time Required: 30-45 minutes

Supplies Needed:

Specific supplies required by members for talent show. The group may choose to go to a different location such as skating rink or art studio where they can share their talents.

Instructions:

After identifying their talents, have members prepare a short demonstration or presentation on one of their talents. If the resources are available, they may also choose to teach others how to do it.

Discussion:

Have members discuss all of the skills that they notice throughout the talent show. Ex) public speaking or leadership skills. Have members think about where they acquired these skills.

Adjective Wardrobe

Time Required: 20 minutes

Supplies Needed: Paper and pens

Instructions:

Ask members to tear a piece of paper into eight pieces. On each piece of paper have them write one word that describes them best. Remind members that because no one else will see the slips of paper,
they should try to be as honest as possible. When they have completed this, have them arrange the papers in order, placing the one they are most pleased with at the top and the one they are least pleased with at the bottom. Inform members that what they now have is a wardrobe of descriptive words that they can try on, wear or discard. Ask them to consider one word at a time. Suggest that they spend a little time considering how they feel about each of the adjectives they have written down. Do they like it? Do they want to keep it? Expand it? Discard it?

Discussion:

At the end of the exercise ask each member to record two things he/she has learned about himself/herself. If there is time, ask the member to share their “I learned…” statements.

Success Diary

Time Required: 20 minutes

Supplies Needed: Paper and pens

Instructions:

Have members share with their group the successes they experienced that day. Some will find this difficult at first, but as others begin to share, they too will realize that they have had some successes. If a member says they have had no successes, point out some things of which you may be aware and encourage others to do the same.

Some examples may be:
- Go to the 4-H meeting on time
- Finished my homework
- Shoveled the walk
- Read a story to my little brother

Discussion:

Ask members why they think it is important to celebrate successes?

Suggested Variations:

Have 4-H members keep a success diary for one week. Each day they are to write down at least one success they have had. Share these successes at your next 4-H meeting. You might like to emphasize their abilities by periodically asking your 4-H members to share their greatest success or accomplishment during a specific period - say the past week, over the weekend, the last month.

10 things I like to do

Time Required: 20 minutes

Supplies Needed: Paper and pens
Instructions:

Ask each member to number a sheet of paper from 1 to 10, then have them list 10 things that they like to do in whatever order the activities occur to them. When they have completed this, ask members to mark each item with the following codes:

- Put a dollar sign ($) next to each item that costs over $5.
- Place a “P” next to each item that you enjoy doing with somebody.
- Put an “A” next to the things you enjoy doing more when you are alone.
- Put a “PL” next to each activity that requires planning.
- Beside each activity, place the date when you did it last, if you remember.
- Place an “F” or “M” next to each item you think your father or mother would have listed when they were your age.

Here is an example of how their list may look:
1) Go skating - P, PL, 5/8/70
2) Play basketball - P, PL, 27/9/70, F
3) Dance - P, 28/3/71, M
4) Read poetry - 25/3/71
5) Go to the movies - $, P, PL, 31/3/71, F

Discussion:

When the members have completed the coding, ask them to make a few “I learned…” statements. They may note that they have not learned a new activity in a long time, or that all of their activities are done with others.

You’re Special

Background:

The following exercise is designed to be used with a group that has worked together for a long time and has developed positive relationships. It provides each participant with the opportunity to obtain feedback from others as to how they perceive him/her and to compare that with self-perception.

Time Required: 20 minutes

Supplies Needed:

- Index cards and pens

Instructions:

✓ Have the group sit in a comfortable setting (a circle works best). Distribute a pencil and as many index cards as there are members in the group.
✓ Explain to the group that each person will have the opportunity to receive feedback from the group about how he/she is perceived. Each person will have a chance to sit in the centre of the group. At that time, each participant will write three (positive only) characteristics of the person in the centre on an index card.
✓ The cards are then collected and given to the person. They are not to look at the cards at that time, so the leader may choose to collect them in an envelope.
✓ The person in the centre will then return to the circle and another person will sit in the centre. Continue the process until everyone has had a chance to sit in the centre. (Everyone should wait until the process is completed before examining their cards.)
When everyone has had a turn to sit in the centre, distribute another card and ask each person to use this card to list three characteristics he/she feels describe him/herself best.

Each person should compare his/her list with the contents of their index cards from the group.

**Discussion**

Ask the following questions.

- Was it harder for participants to write characteristics for themselves or for others? Why?
- How did it feel to be in the centre?
- Did their own characteristics match what others had written?
- Were there any contradicting characteristics on their cards? What does that mean?

**Dig It!**

Ask the following questions and have members answer individually or as a group.

- What are three things that make you unique?
- List three things that you did in this skill builder that increased your self esteem?
**In the Member Manual**

**Skill Builder 6: I’m Somebody**

*Lucky Says…*

Note that you’re looking your best, you’re one step closer to feeling great about yourself. But remember that you also need to build self-esteem and confidence by identifying your talents, learning about your background and focusing on the things that bring you happiness in your life. This skill builder will allow you to choose from a variety of activities that will get you feeling great about being YOU.

**SKILLS CHECKLIST**

- Describe how knowing yourself increases self-esteem.

**Important words**

Watch for the important words throughout this builder:

- Self-esteem

**Dream It!**

Review what you learned in Exploring Body Works about self-esteem. Brainstorm with your group members or leader and write your ideas below.

**Do It!**

In this builder, you get to choose your Do It! Activities. You must choose at least 2 activities, but the more you do, the more you will learn. Simply select the activities that you would like to do from the list below and your leader will provide you with the information you will need to complete these activities. Your leader has the instructions in their manual. Check the ones you do.

- **We Are Family** - Create a family tree and learn about your family’s characteristics.
- **Personal Coat of Arms** - Get creative and make a personalized coat of arms that represents everything unique about you.
  - **Talent Show** - Ready, get set, and teach your fellow group members using your unique skills.
  - **Adjective Wardrobe** - Dress yourself in words!
  - **Success Diary** - If you like bragging about your successes, you’ll love this activity.
  - **10 Things I Like To Do** - Make your own top 10 list and look at it from a new perspective.

**Dig It!**

List 5 things that you learned about yourself in this Skill Builder.

1.

2.

3.

4.

5.

Picture this… Insert a photo or a visual representation of at least one of the activities you chose.

In this page I want you to notice: __________

What I liked about this activity was: ________
In the Member Manual

What’s Next?
Get ready, it’s time to start planning your Showcase Challenge! Think about the activities you have done and what you have learned in Discovering Your Look. How will you share what you have discovered?

Member’s Notes
In this activity, have members use their Member Manual to help them in organizing what they have learned. The form of the showcase can vary according to ideas, imagination and 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.

Showcase Challenge

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 poster or display
- Make a pamphlet
- Make a computer presentation (e.g., PowerPoint)
- Give a speech
- Write a report
- Use your new skills to help with the Club Achievement plans
- 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?

**Do It!**

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

**Dig It!**

Now that you have showcased your project skills:

- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
Portfolio Page

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 project activity, 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, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

In the Member Manual

<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></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>
</tbody>
</table>
| 1             | • Identify skin types & understand how to care for them  
• Explain how the sun affects the skin  
• Explain how to protect skin from the sun  
• Know what to consider when selecting a body modification | |
| 2             | • Care for hair and nails  
• Describe the structure of hair & nails  
• Explain teeth whitening products | |
| 3             | • Describe the difference between vertical and horizontal body types  
• Name some common face shapes  
• Know what makes a flattering hair style | |
| 4             | • Describe the elements of design and how they can affect appearance  
• Create visual illusions using clothing | |
| 5             | • Identify your colour season  
• Describe how different colours change appearance  
• Identify colours flattering to other colour seasons | |
| 6             | • Describe how knowing yourself increases self esteem | |

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by…

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

Leader’s Signature: __________________________

---

21
In the Member Manual

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)

__________________________
__________________________
__________________________

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: ____________________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, MAFRI staff, 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: ____________________________
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 Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

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

This manual is for educational use only and is not intended as professional advice.

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 greater 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 Initiatives (MAFRI)