Welcome 4-H Leaders!

Welcome to the “Body Works” project. There is lots of information, fun facts, and hands on activities that covers the basics of why we look and feel the way we do. 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 components of a healthy and balanced life style. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

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

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

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

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

**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 skill building outcomes for members in this project are on the chart on the following page.
**What Skills Will The Member Learn?**

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

**To complete this project, members must:**
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members 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</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
</table>
| 1             | Feed Your Body             | • Menu Recall  
• Personal Guide to Healthy Eating | 7  
8 |
| 2             | Fuel Your Body             | • Size it up!  
• Stellar Snacks | 15  
16  
23  
25 |
| 3             | Move Your Body             | • Fitness Assessment  
• Get Moving | 23  
25 |
| 4             | Love Your Body             | • How do you Feel?  
• What influences you?  
• Candy Count  
• Picture Perfect!  
• Evolution Film | 30  
30  
32  
32  
33 |
| 5             | Beyond Your Body           | • Self Esteem vs. Body Image  
• Self Esteem Bubble | 38  
39 |
| 6             | Maintain Your Body         | • Match 'em Up!  
• Get out and learn | 47  
48 |
| Showcase & Portfolio | Explain success in using the skills listed above | • Showcase Challenge  
• My Portfolio Page | 52  
53 |

When members successfully complete these builders, they will showcase what they have learned.
Showcase Challenge and My Portfolio Page

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

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

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

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

4-H Project Series Skill Development Levels

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

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

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

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

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

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

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

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

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

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

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

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

Have fun and thanks for your belief in young people!
Skill Builder 1: Feed Your Body

Skills Checklist

- Identify foods from the 4 food groups
- Explain why it is important to enjoy a variety of healthy foods
- Identify the number of suggested food group servings

Background for Leaders

The foods that we choose to eat should keep us healthy and strong. That’s why it is important to follow the recommendations provided in *Eating Well with Canada’s Food Guide* (Attached to Leader Guide and Member Manual). Both the type and amount of food that we eat can affect our physical and mental performance throughout the day.

It is important to be able to identify foods from each of the four food groups; vegetables and fruit, grain products, milk and alternatives, and meat and alternatives, and how many servings of each food group are recommended each day. It is important to understand and be able to identify servings sizes for the common foods that we eat. This is because nutrition labels and dietary recommendations are based on these serving sizes.

Healthy body weight is an important and popular topic among people of all ages. Calories have sometimes been incorrectly used as a measure of how healthy a food is. We must recognize that calories are actually a measure of energy that can be used by your body. Youth should understand that calories consumed should equal calories spent, through daily physical activity, to maintain a healthy lifestyle. However be cautious when discussing calories, as they should not be the sole determining factor in dietary selections.

If the body does not use all of the nutrients to fuel metabolic and physical activities, it rearranges them into storage compounds such as glycogen and fat, to be drawn on between meals and overnight when fresh supplies run low. If more energy is consumed that is expended, the result is weight gain.

Malnutrition implies an imbalance (too much or too little intake of essential nutrients), resulting in poor nutrition or health. If under nutrition, or dietary deficit for one or more nutrients occurs, deficiency diseases result. In over nutrition, excessive intake of one or more nutrients may lead to toxic response and overdose disease. Once food is eaten, real nutrition begins. The human body works to obtain nourishment from the food through the processes of digestion, absorption, transport, and metabolism.

Important Messages from Canada’s Food Guide

Vegetables and Fruit

- Eat at least one dark green and one orange vegetable each day.
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt
- Have vegetables and fruit more often than juice

Grain Products

- Make at least half of your grain products whole grain each day.
- Choose grain products that are lower in fat, sugar and salt.
Milk and Alternatives
- Drink skim, 1% or 2% milk each day.
- Select lower fat milk alternatives

Meat and Alternatives
- Have meat alternatives such as beans, lentils and tofu often
- Eat at least 2 Food Guide servings of fish each week
- Select lean meat and alternatives prepared with little or no added fat or salt

Oils and Fats
- Include a small amount of unsaturated fat each day.

Beverages
- Satisfy your thirst with water

Principals of Meal Planning
When planning meals, keep the following principles in mind:
- Adequacy - obtaining from foods, all nutrients in sufficient quantities
- Balance - ensuring that all food groups are represented in recommended proportions
- Calorie Control - managing energy intake to meet the body’s needs without being excessive or sufficient
- Moderation - providing enough, but not too much, of a food or beverage by following recommended serving sizes and number of servings
- Variety - eating a wide selection of different foods within each food group

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

<table>
<thead>
<tr>
<th>Calories</th>
<th>A measure of energy in food, that can be used by the body.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Groups</td>
<td>Classifications of foods based on their nutritional properties</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 member’s prior knowledge of healthy eating by asking them to think healthy foods and what healthy food choices they make.
**Dream It!**

**Menu Recall**

Ask members to recall everything that they ate and drank the previous day, including breakfast, lunch, dinner, and any snacks. Write them down. Be sure that they include how much of each food or beverage they consumed.

**Activity Goals**
- Review what members may already know about healthy eating and the 4 food groups
- Get members thinking about the amount of food and beverages that they consume each day

**Background Information**

There are four food groups: Vegetables and Fruits, Grain Products, Milk and Alternatives, and Meat and Alternatives. Encourage members to start using the names of the four food groups throughout the activity.

**Age Considerations**
- 8 and up

**Time Required**
- 20 minutes

**Equipment & Supplies**
- Paper and pen/pencil

**Resources**


**Instructions**
- Assist members with identifying what they ate, by talking them through their day. Ask members what they ate and drank for each meal and snack.
- Help members break down foods that included multiple ingredients, such as pizza or a casserole.

**Discussion**
- Be sure to ask members what size their food or beverage was, to get them thinking about serving sizes.
- Try to use the key words throughout your discussions.

**Suggested Variations**

Members can do this activity as a group, brainstorming a typical day as a group and assigning a recorder.
Optional Activity

Members may also be interested in completing a word search. This is as a way to get them thinking about foods. This activity is found at the end of this Skill Builder in the Leader Guide and is ready to be copied. The answer key is below.

**FOOD SEARCH**

<table>
<thead>
<tr>
<th>T</th>
<th>U</th>
<th>P</th>
<th>M</th>
<th>U</th>
<th>F</th>
<th>F</th>
<th>I</th>
<th>N</th>
<th>E</th>
<th>A</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>R</td>
<td>E</td>
<td>A</td>
<td>D</td>
<td>P</td>
<td>W</td>
<td>K</td>
<td>L</td>
<td>I</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>A</td>
<td>S</td>
<td>A</td>
<td>N</td>
<td>R</td>
<td>E</td>
<td>U</td>
<td>P</td>
<td>A</td>
<td>T</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>G</td>
<td>Q</td>
<td>N</td>
<td>G</td>
<td>E</td>
<td>A</td>
<td>P</td>
<td>C</td>
<td>M</td>
<td>G</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>E</td>
<td>U</td>
<td>U</td>
<td>O</td>
<td>R</td>
<td>A</td>
<td>N</td>
<td>G</td>
<td>E</td>
<td>R</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>L</td>
<td>A</td>
<td>T</td>
<td>F</td>
<td>I</td>
<td>S</td>
<td>H</td>
<td>U</td>
<td>A</td>
<td>K</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>E</td>
<td>S</td>
<td>S</td>
<td>I</td>
<td>C</td>
<td>P</td>
<td>A</td>
<td>S</td>
<td>T</td>
<td>A</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>W</td>
<td>H</td>
<td>X</td>
<td>S</td>
<td>E</td>
<td>G</td>
<td>P</td>
<td>Q</td>
<td>U</td>
<td>C</td>
<td>A</td>
<td>R</td>
</tr>
<tr>
<td>Y</td>
<td>O</td>
<td>G</td>
<td>O</td>
<td>U</td>
<td>R</td>
<td>T</td>
<td>A</td>
<td>R</td>
<td>N</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>C</td>
<td>H</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>U</td>
<td>N</td>
<td>B</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>L</td>
<td>A</td>
<td>E</td>
<td>R</td>
<td>E</td>
<td>C</td>
<td>J</td>
<td>I</td>
<td>V</td>
<td>A</td>
<td>M</td>
<td>C</td>
</tr>
<tr>
<td>P</td>
<td>F</td>
<td>K</td>
<td>I</td>
<td>B</td>
<td>R</td>
<td>O</td>
<td>C</td>
<td>C</td>
<td>O</td>
<td>L</td>
<td>I</td>
</tr>
</tbody>
</table>

Circle the foods from each food group.

- **Vegetables and Fruit**
  - Broccoli, Squash
  - Mango, Orange
  - Apple, Juice

- **Grain Products**
  - Bread, Pasta
  - Rice, Cereal
  - Muffin, Bagel

- **Milk and Alternatives**
  - Milk
  - Yogourt
  - Cheese

- **Meat and Alternatives**
  - Meat, Fish
  - Eggs, Peanuts
  - Beans

**Do It!**

**Personal Guide to Healthy Eating**

Members create a personalized food guide based on the foods that they enjoy.

**Activity Goals**

- Members learn how to identify foods from the four food groups.
- Members understand why they have certain food preferences.

**Background Information**

**Why we choose the foods we do**

We choose foods for a number of reasons; how it looks, smells, tastes, feels and even sounds. Some are listed below:

- How it looks - the colour, texture, size, shine and shape of food
- How it smells - is the food spicy, flowery, fruity, resinous, burnt or fowl?
- How it tastes - different parts of the tongue can taste bitter, sour, salty and sweet
- How it feels - includes the temperature, and texture of the food
- How it sounds - does the food pop, crack, fizz, bubble, or crunch when it is poured or eaten?
Age Considerations

- 8 and up

Time Required

- Approximately 1 hour

Equipment/Supplies

- Members may choose to colour, paint, draw, cut and paste, or computer generate their food guides (see variation below). Supplies will depend on the preference of the group or individual.

Resources

- Canada’s Food Guide
- Store flyers with examples of common foods

Instructions

1. Provide members with the supplies they will need to create their food guide.
2. Assist members in creating a rainbow similar to Canada’s Food Guide. Some members may require assistance with this, and you may choose to create a template ahead of time.
3. The food guide should include the recommended daily servings for the member.
4. Continue discussions about food groups and serving sizes throughout the activity, encourage members to assist each other in problem solving.

Discussion

Members may select foods that contain multiple ingredients, such as pizza or casserole. Help members identify each of the foods included in the meal. Encourage discussion about other meals that might include these same ingredients. Example - tomato sauce

Suggested Variations

The Health Canada website has many helpful resources and on-line activities. One such activity is “My Food Guide”, which allows members to create their personal food guide on line. This is a much faster way to complete the activity, and allows members to print their personalized food guide.

Dig It!

Now that members have a deeper understanding of the 4 food groups and the recommended daily servings, it is time for them to reflect on their learning and apply what they know by answering the following questions and completing the tasks.

1. By choosing foods from your personal food guide, would you be enjoying your recommended number daily servings from each food group? Refer members back to Canada’s Food Guide if necessary.

2. Do any of your favorite foods fit into more than one food group? Continue discussion about foods with multiple ingredients.
3. Was it difficult to eat all of the recommended servings from any of the food groups? Why do you think it was difficult? Discuss the importance of balance and variety in the diet. Ask if there are any foods from that particular food group that they would like to try.

4. In which food group are most of your favorite foods? Ask members why they enjoy these foods the most? Is it the flavor, smell, texture, etc.?

5. What happens if you choose too many foods from one food group and not enough from another? Discuss the affects of malnutrition. Encourage members to think about how this will affect their strength and energy.

6. Show your personal food guide to others in your group. Is your food guide similar to theirs?

7. Find someone who enjoys a food that you have never tried before.
   What foods have they tried?
   Why did they like it?
   What was the flavour, smell and texture?
   Are there any new foods that you would like to try?

You may choose to make this a group discussion, and focus on the reasons why we like or dislike certain foods.

What’s Next?

In the next builder, members will learn more about healthy eating and using Canada’s Food Guide. They will learn about serving sizes and have the chance to make their own healthy snack. Have a discussion with your members about what types of foods they would like to try and/or types of snack they would like to make. If time allows, assist them with a recipe search either online or in a recipe book.
## FOOD SEARCH

<table>
<thead>
<tr>
<th>T</th>
<th>U</th>
<th>P</th>
<th>M</th>
<th>U</th>
<th>F</th>
<th>F</th>
<th>I</th>
<th>N</th>
<th>E</th>
<th>A</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>R</td>
<td>E</td>
<td>A</td>
<td>D</td>
<td>P</td>
<td>W</td>
<td>K</td>
<td>L</td>
<td>I</td>
<td>M</td>
<td>S</td>
</tr>
<tr>
<td>A</td>
<td>S</td>
<td>A</td>
<td>N</td>
<td>R</td>
<td>E</td>
<td>U</td>
<td>P</td>
<td>A</td>
<td>T</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>G</td>
<td>Q</td>
<td>N</td>
<td>G</td>
<td>E</td>
<td>A</td>
<td>P</td>
<td>C</td>
<td>M</td>
<td>G</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>E</td>
<td>U</td>
<td>U</td>
<td>O</td>
<td>R</td>
<td>A</td>
<td>N</td>
<td>G</td>
<td>E</td>
<td>R</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>L</td>
<td>A</td>
<td>T</td>
<td>F</td>
<td>I</td>
<td>S</td>
<td>H</td>
<td>U</td>
<td>A</td>
<td>K</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>E</td>
<td>S</td>
<td>S</td>
<td>I</td>
<td>C</td>
<td>P</td>
<td>A</td>
<td>S</td>
<td>T</td>
<td>A</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>W</td>
<td>H</td>
<td>X</td>
<td>S</td>
<td>E</td>
<td>G</td>
<td>P</td>
<td>Q</td>
<td>U</td>
<td>C</td>
<td>A</td>
<td>R</td>
</tr>
<tr>
<td>Y</td>
<td>O</td>
<td>G</td>
<td>O</td>
<td>U</td>
<td>R</td>
<td>T</td>
<td>A</td>
<td>I</td>
<td>R</td>
<td>N</td>
<td>C</td>
</tr>
<tr>
<td>R</td>
<td>C</td>
<td>H</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>U</td>
<td>N</td>
<td>B</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>L</td>
<td>A</td>
<td>E</td>
<td>R</td>
<td>E</td>
<td>C</td>
<td>J</td>
<td>I</td>
<td>V</td>
<td>A</td>
<td>M</td>
<td>C</td>
</tr>
<tr>
<td>P</td>
<td>F</td>
<td>K</td>
<td>I</td>
<td>B</td>
<td>R</td>
<td>O</td>
<td>C</td>
<td>C</td>
<td>O</td>
<td>L</td>
<td>I</td>
</tr>
</tbody>
</table>

Circle the foods from each food group.

<table>
<thead>
<tr>
<th>Vegetables and Fruit</th>
<th>Grain Products</th>
<th>Milk and Alternatives</th>
<th>Meat and Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broccoli, Squash</td>
<td>Bread, Pasta</td>
<td>Milk</td>
<td>Meat, Fish</td>
</tr>
<tr>
<td>Mango, Orange</td>
<td>Rice, Cereal</td>
<td>Yogourt</td>
<td>Eggs, Peanuts</td>
</tr>
<tr>
<td>Apple, Juice</td>
<td>Muffin, Bagel</td>
<td>Cheese</td>
<td>Beans</td>
</tr>
</tbody>
</table>
In the Member Manual

Skill Builder 1: Feed Your Body

Lucky Says....
Just like a car uses fuel to run, we use energy to keep us going throughout the day. But where does that energy come from? The answer is food. All of the food that you eat contains calories, which are a measure of how much energy we will get from that food. Carrot sticks, ice cream and pizza all contain a different amount of calories. To make sure that we eat food with just the right amount of calories each day, Canada’s Food Guide gives us recommended servings from each of the food groups.

Skills Checklist
- Identify foods from the four food groups
- Explain why it is important to enjoy a variety of healthy foods
- Identify the number of suggested food group servings

Important words
Watch for these important words throughout this builder:
Food Groups, Calories

Dream It!

To begin any project and be successful you need to plan. In the Dream It section you will learn important information about healthy eating and prepare yourself to tackle the activities in this Skill Builder. Ready, get set, let’s GO!

Menu Recall
1) Think about everything that you ate yesterday, including breakfast, lunch, dinner, and any snacks you may have had. Write it down. Be sure to include how much of each food you ate. Was it a large salad? Did you enjoy two slices of toast? Write it down in the chart on the next page. Use extra paper if needed.
2) Now, circle all of the healthy foods that you ate. Compare with others to see if you enjoyed the same foods.
3) Finally, take a look at Canada’s Food Guide (there is a copy attached to this manual).
   - Did you enjoy foods from all 4 of the food groups?
   - How many foods from each food group did you eat yesterday?
   - Why do you think you need to eat each food from all 4 food groups?
   - What might happen if you ate foods from all of the food groups, except one?
   - For your age, how many servings from each food group are recommended every day?

Do It!

Now that you know how important it is to enjoy foods from each food group every day, think about why you chose to eat those foods. Is it because you enjoy the taste, smell or texture?

Personal Guide to Healthy Eating

You are going to make your own personalized Food Guide filled with foods that you enjoy.

You can post your food guide in the kitchen or close to the refrigerator, to remind you of the healthy foods that you can choose from each food group.

Get creative and make your food guide unique and innovative by drawing or painting, making a collage or using a computer program.

Dig It!

Show your personalized food guide to others in your group, your leader or family member.
- Is your food guide similar or different from theirs?

Find someone who enjoys a food that you have never tried before.
- What food have they tried?
- Did they like it?
- What was the flavour, smell and texture?
- What new foods would you like to try?
In the Member Manual

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

How could you help your family and friends remember to eat the recommended servings from each of the 4 food groups?

What happens if you choose too many foods from one food group, and not enough from another food group?

Do any of your favorite foods fit into more than one food group? Which ones?

In which food group are most of your favorite foods?

Lucky’s Links

Check out this web page for more information on healthy eating:

Lucky says... Where does it come from!

Do you ever wonder where your food comes from? I’m not talking about the grocery store! Farmers provide food that we eat every day, and much of it comes from right here in Manitoba! For example, most of the milk that we drink comes from cows on Manitoba dairies. Also, many of the vegetables that we eat in salads or casseroles are grown in our own province. Can you think of other foods that are grown in Manitoba? Where in the province are they grown?

What’s next?

You know that each and every day is busy. You might rush to and from school, sporting events or music lessons and not think about refueling you body with a healthy snack. In the next Skill Builder, you will make and taste-test your own healthy snacks to see how easy and delicious they are. Get your taste buds ready!
Skill Builder 2: Fuel Your Body

Skills Checklist

- Identify serving sizes
- Learn to plan healthy snacks
- Explain why healthy foods are a good choice

Dream it!

Background for Leaders

Food Guide Servings

In planning our diet, it's not just what food we eat that matters, but how much of it. This is the idea behind the concepts of servings and serving sizes. The quantity of food recommended by Canada's Food Guide is called Food Guide Servings. The amount of food that counts as one serving depends on the food group. For example, one Food Guide Serving is equivalent to about 75g of cooked poultry, 1 cup of milk, 1/2 bagel and 1 medium apple, banana or orange. Product food labels also specify serving sizes as measured in common household and metric measures (g) (mL)

Snacking Today

Snacks are a common part of everyone's day. Whether it is a piece of fruit before a soccer practice or popcorn during a movie, snacks can provide us with energy, nutrients and oftentimes, excess fat sugar and salt. Snacking can also provide a way to consume enough daily servings from each food group. Today snacks have been made extremely convenient, being marketed as “grab and go” products that are available nearly everywhere. Youth will most often choose to eat brightly coloured, sugary, salty or fatty snacks and drinks that do not require preparation, so it is important to educate them about healthy snacking. Healthy snacks can be easy to prepare, tasty and visually appealing to youth. It's all in how you spin it.

Important Words

Help members define the following words and listen for them using these words in their discussions. Here are some examples of how to use the “important words” to increase the members understanding:

- Ask members to form a mental image of the new word.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Serving</th>
<th>The defined size or proportion of a specific type of food. The serving size could be determined by a physical dimension or weight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavour</td>
<td>The combined sense of taste, odor, and mouthfeel.</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 member’s prior knowledge of nutrition by asking them to think about what they think healthy food choices are and what food choices they make.

### Dream It!

#### Size it Up!

**Activity Goals**
- Members will learn to identify correct serving sizes for commonly enjoyed foods by comparing them to common household items

### Background Information

Canada’s Food Guide describes serving sizes in units of weight and common household measure, in both metric and imperial measure. This can make it difficult to estimate serving sizes when preparing food or eating out. Youth are better able to determine serving size when comparing it to a common shape or item.

**Serving Size Comparisons**
Taken from *Alberta Milk—Visual Ways to Show Serving Sizes*

<table>
<thead>
<tr>
<th>Serving of Grain Product</th>
<th>Serving of Vegetable of Fruit</th>
<th>Serving of Milk/Milk Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 slice of bread</td>
<td>1/2 cup sliced fruit</td>
<td>1/2 oz. cheese</td>
</tr>
<tr>
<td>1 cup dry cereal</td>
<td>1 medium fruit</td>
<td>1 cup milk</td>
</tr>
<tr>
<td>1/2 cup spaghetti</td>
<td>1/2 cup peas</td>
<td>3/4 cup yogurt</td>
</tr>
<tr>
<td>1/2 bagel</td>
<td>1 cup raw leafy vegetables or salad</td>
<td>3 Tbsp. processed cheese spread</td>
</tr>
<tr>
<td>1/2 cup pasta or rice</td>
<td>1/2 cup juice</td>
<td>2 oz. firm cheese</td>
</tr>
<tr>
<td>7 soda crackers</td>
<td>1/2 cup dried fruit</td>
<td>1 1/2 cups ice cream</td>
</tr>
<tr>
<td>Pancake or waffle</td>
<td>1/2 cup frozen vegetables/fruit</td>
<td>a nine-volt battery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>white paper placed inside a clear tumbler</td>
</tr>
<tr>
<td></td>
<td></td>
<td>individual size yogurt container</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Tbsp. of play-dough rolled up in a ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 golf balls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a softball</td>
</tr>
</tbody>
</table>
1 Serving of Meat and Alternatives
3 oz. cooked meat a deck of cards
1 Tbsp. peanut butter 1 golf ball of 6 dice
60 mL nuts/seeds 2 oz. shot glass of almonds
1/2 cup beans and lentils a light bulb
50 to 100 g grilled or baked fish a cheque book

Other foods
1 tsp. butter/margarine a postage stamp
2 Tbsp dressing 1 ping pong ball

Age Considerations
- 9 and up

Time Required
- 20 minutes

Equipment/Supplies
- Common household measuring utensils (liquid and dry measuring cups), small household items (dice, golf balls, softball, computer mouse, etc), ruler and a small scale.

Resources
Canada’s Food Guide-www.healthcanada.gc.ca/foodguide

Instructions
1. Supply some common foods that you members might eat at a meal or choose as a snack
2. Reference the Food Guide to determine the recommended serving size
3. Allow members to weigh or measure the food item to gain an understanding of the size or amount of the serving
4. Have the members find a familiar household object that is of similar weight or size

Suggested Variations
Members might choose to cut out or construct models to represent serving sizes. Examples include:
- 7 corrugated cardboard squares cut to measure 5 cm x 5 cm to represent 7 soda crackers.
- 20 wide pipe cleaners cut  cm long to represent one serving of raw vegetables. (Use orange and green to represent different vegetables)

Do It!

Stellar Snacks
Activity Goals
- Members learn how to select and prepare healthy snacks
- Members try foods they have never tried before, and describe the flavour
**Background Information**

Members should be encouraged to identify food groups and serving sizes throughout this activity. Some research may be required to assist members in finding tasty and appealing snacks. Smoothies are a popular snack food that can be nutritious and portable. They are a great way to include vegetables and fruit into the diet without much preparation. Use the internet and recipe books to find smoothie recipes.

**Age Considerations**
- 8 and up

**Time Required**
- Approximately 1 hour

**Equipment/Supplies**
- Food preparation tools and equipment necessary for chosen recipe(s)

**Resources**

Provide members with kid-friendly recipes, or if time allows, provide access to the internet to search for recipes. Or, try one of the recipes below.

**Playgroup Granola Bars**

**INGREDIENTS**

- 2 cups rolled oats
- 3/4 cup packed brown sugar
- 1/2 cup wheat germ
- 3/4 cup raisins (optional)
- 1 cup all-purpose flour
- 1 egg, beaten
- 1/2 cup vegetable oil
- 1/2 cup honey
- 3/4 teaspoon salt
- 3/4 teaspoon ground sugar
- 2 teaspoons vanilla extract

**DIRECTIONS**

1. Preheat the oven to 350 degrees F (175 degrees C). Generously grease 9x13 inch baking pan.
2. In a large bowl, mix together the oats, brown sugar, wheat germ, cinnamon, flour, raisins and salt. Make a well in the centre, and pour in the honey, egg, oil and vanilla. Mix well using your hands. Pat the mixture evenly into the prepared pan.
3. Bake for 30 to 35 minutes in the preheated oven, until the bars begin to turn golden brown at the edges. Cool for 5 minutes, then cut into bars while still warm. Do not allow the bars to cool completely before cutting, or they will be too hard to cut.

[www.allrecipes.com](http://www.allrecipes.com)
**Banana Berry Protein Shake** (1 Serving)

**INGREDIENTS**
- 1 cup of berries (any mix)
- 1/2 banana
- 1/2 cup soy milk (or any kind of milk)
- 1 scoop any kind of protein powder (or one egg white)
- 3/4 cup yogurt (any flavour)
- 1 cup ice

**DIRECTIONS**
Add all ingredients to the blender and blend until smooth.

**Safety Considerations**
Monitor and assist with food preparations, paying careful attention to kitchen safety and food safety rules.

**Instructions**
1. Assist members with selecting an appropriate recipe for a healthy snack (possibly a food they have never tried before)
2. Guide members through the snack preparation
3. Have members taste their snacks, encouraging discussion about flavour, texture and overall appeal.

**Suggested Variations**
When tasting snacks, have members record and discuss the aroma, mouthfeel, colour, and sound of the snack.
**Dig It!**

Members are asked to include a picture of their snacking experience in the Dig It! Section. They may alternately choose to include their healthy snack recipe.

Lead members in a discussion about how they can encourage their friends and family to include healthy snacks into their daily routine and try new foods.

**What’s next?**

In the next builder, members will learn about the importance of daily physical activity. They will do a basic fitness assessment and try a new activity. Hold a discussion with your members about what sports or physical activities they have never tried but would like to try. This may require some research to learn about the rules, and you may need to source out equipment.
Skill Builder 2: Fuel Your Body

Lucky Says...
In the last Skill Builder you learned about the 4 food groups and the recommended daily servings. In this Skill Builder you will learn about how big a serving size actually is. You will have the chance to create and taste-test a unique healthy snack!

Skills Checklist
- Identify serving sizes
- Learn to plan healthy snacks
- Explain why healthy foods are a good choice

Important words
Watch for these important words throughout this builder:
Serving, Flavour

Dream It!
What is a serving? It’s an easy way to measure the size or amount of food. You likely won’t carry a scale around just to weigh the chicken in your sandwich, or a measuring cup to find out how much milk you drink. To keep things simple Canada’s Food Guide gives us recommended serving sizes so that we know approximately how many calories and nutrients are in our food. Some servings are measured in cups or tablespoons, and some in grams or number of pieces.

Some foods can be tricky, and it can be difficult to decide how big a serving size really is, especially if a serving is determined by weight. One way to make it easier to visualize is to compare the serving size to objects around us.

Size It Up!
Look around you to find objects that are the same size or weight as common foods. Here’s an example - one serving of cooked meat is about the size of a deck of cards.

What did you find?

Do It!
Trying new foods can be exciting, but it can sometimes be hard to try foods with flavors, scents or textures that are unfamiliar. It’s important to try new foods so that you can enjoy a variety in your diet and avoid eating the same thing day after day. So let’s see how brave you are!

Stellar Snacks
Pick one or two foods, possibly something that you have never tried before. Learn how to prepare it as a healthy snack and do a taste test! Then answer these questions:
- What was the name of the food you tried?
- What food group (or groups) does it belong to?
- How big is one serving of this food?

Now discuss with your group or leader:
- Did you enjoy it? Why or why not?
- Did you try it?
- Describe how it looked and tasted.

Dig It!
It’s time to share your snack with others. Select a snack recipe that you tried this lesson, or a picture of you preparing or eating your snack and paste it in the space below.

I knew that this was a healthy snack choice because

Think about your learning...
How could you communicate your family and friends to try new foods?

Lucky Says....
Remember that it’s important to eat a variety of foods from each of the 4 food groups. Healthy snack choices can give you the right amount of energy that you need to be active all day.

What’s Next?
You know that healthy food choices give you the energy that you need to be active all day long. So how will you choose to use that energy? Skill Builder 3 will have you trying out new and exciting activities that will keep you moving!
Skill Builder 3: Move Your Body

Skills Checklist

- Identify the 3 components of physical fitness
- Explain why daily physical activity is important
- Identify ways to include physical activity into daily routines
- Identify how many minutes of physical activity are recommended daily

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. Having members use their own words increases connection making.

<table>
<thead>
<tr>
<th>Endurance</th>
<th>The ability to do an activity without tiring quickly. Activities that make you breathe deeper, you heart beat faster and make you feel warm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td>A measurement of how much work your muscles can do. Activities that build your muscles and bones.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Ability to move, stretch and bend easily. Activities like bending, stretching and reaching that keep your joints moving.</td>
</tr>
</tbody>
</table>

Background for Leaders

No matter what age, or stage in life, physical activity improves health. By building physical activity into daily routines, at home, school, work or play, anyone can improve their physical fitness. Canada’s Physical Activity Guide to Healthy Active Living and Canada's Physical Activity Guide for Youth encourage us to; increase strength, flexibility, and endurance activities, while reducing long periods of sitting or inactivity. It may be useful to familiarize yourself with these documents prior to holding your project meeting. They can be found at: http://www.phac-aspc.gc.ca/pau-uap/paguide/index.html and http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/youth/index.html

3 Components of Physical Fitness

Endurance - means being able to keep going without tiring quickly. Activities that build endurance are those that make you breathe deeper, make your heart beat faster and make you feel warm. Think of people that need to have good endurance, what type of physical activity do they do?

Strength - is a measurement of how much work your muscles can do. By using your muscles, you can make them stronger. Resistance activities build both your muscles and bones.

Flexibility - means being able to move, stretch and bend easily. Activity increases flexibility. Your muscles, ligaments and tendons act like “rubber bands” that keep their flexibility when you stretch them. Bending, stretching and reaching are activities that increase flexibility and keep your joints moving.

Screen Time

Over the years, we have become increasingly inactive. We spend more time in front of “screens” (watching television, playing video games and using the computer) than ever before. This means that less of our time is being spent in physical activity.
An important message for youth is to limit “non-active” time that may be spent watching television, or using the computer or Internet. Encourage youth to spend more of their time being physically active each day. There are many ways to make “screen time”, active time. Encourage youth to use commercial breaks to move around and stretch, and to take breaks when at the computer or playing video games.

**List of Activities**
This list includes ideas for; sports for one, sports for two, team sports, no-loser games, cold or hot weather fun, and around the house chores to increase daily physical activity.

<table>
<thead>
<tr>
<th>Pitching and hitting contests</th>
<th>Shovelling</th>
<th>Climbing a tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throw snowballs</td>
<td>Making snow people</td>
<td>Doing Laundry</td>
</tr>
<tr>
<td>Frisbee</td>
<td>Hockey</td>
<td>Horseback riding</td>
</tr>
<tr>
<td>Hiking</td>
<td>Tobogganing</td>
<td>Martial Arts</td>
</tr>
<tr>
<td>Skateboarding</td>
<td>Nature walks</td>
<td>Mopping floors</td>
</tr>
<tr>
<td>Baseball/Softball</td>
<td>Walking your dog</td>
<td>Pull-ups</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Hoola Hoop</td>
<td>Push-ups</td>
</tr>
<tr>
<td>Snowboarding</td>
<td>Gymnastics</td>
<td>Rowing a boat</td>
</tr>
<tr>
<td>Kickball</td>
<td>Tumbling</td>
<td>Running in place</td>
</tr>
<tr>
<td>Dodgeball</td>
<td>Keep up the balloon</td>
<td>Sit-ups</td>
</tr>
<tr>
<td>Skating</td>
<td>Twister</td>
<td>Vacuuming</td>
</tr>
<tr>
<td>Rollerblading</td>
<td>Hackey Sack</td>
<td>Washing the car</td>
</tr>
<tr>
<td>Touch football</td>
<td>Marco polo</td>
<td>Weeding</td>
</tr>
<tr>
<td>Soccer</td>
<td>Raking leaves</td>
<td>Yoga</td>
</tr>
<tr>
<td>Jogging</td>
<td>Kneading Bread</td>
<td>Cleaning windows</td>
</tr>
<tr>
<td>Double Dutch</td>
<td>Splitting firewood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scrubbing floors</td>
<td></td>
</tr>
</tbody>
</table>

**Basic Stretches**

<table>
<thead>
<tr>
<th>Name of stretch</th>
<th>How to do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quad stretch (standing)</td>
<td>Stand on 1 foot, grab the other ankle and pull into the bum. Push the hip</td>
</tr>
<tr>
<td></td>
<td>forward and keep the knees together and pointed towards the floor (easier on</td>
</tr>
<tr>
<td>Hamstring stretch (sitting)</td>
<td>the knee joint)</td>
</tr>
<tr>
<td>Glute stretch (sitting)</td>
<td>Lying on back bring left ankle onto right knee and lift the right knee to 90</td>
</tr>
<tr>
<td></td>
<td>degrees. Grab your hands in behind the right knee. Keep trying to push the left</td>
</tr>
<tr>
<td>Arm stretches</td>
<td>1. One arm across body, grab elbow with other arm and pull closer into the</td>
</tr>
<tr>
<td>Back stretch (standing/sitting)</td>
<td>body until you feel a stretch. Make sure the shoulder isn't coming up into</td>
</tr>
<tr>
<td></td>
<td>the neck. Always remember good posture during stretches.</td>
</tr>
<tr>
<td></td>
<td>2. Place hand in between shoulder blades grab elbow with the other hand and</td>
</tr>
<tr>
<td></td>
<td>pull back. Make sure to keep head looking forward</td>
</tr>
<tr>
<td>Pectoral stretch (always do last)</td>
<td>Because we slouch during the day (hunch over) this is a very important stretch.</td>
</tr>
<tr>
<td></td>
<td>Grab hands behind body and try to pull shoulder blades together. You should</td>
</tr>
<tr>
<td></td>
<td>feel a stretch across the chest (pectoral) area.</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 member’s prior knowledge of physical activity by asking them to think about how, what type and how much physical activity they do each day.

Dream It!

Fitness Assessment

Members will have a chance to do a basic physical fitness assessment by testing strength, endurance and flexibility. Throughout this exercise it is important to remind members that no matter what their current level of fitness may be, there is always room to improve. Each of us is built differently, some of us have more natural flexibility, strength or endurance than others.

Activity Goals
Members will gain an understanding of their current level of fitness.

Background

The purpose of this activity is to determine members’ current level of fitness. As members increase their physical activity level, they may want to re-test on a weekly basis to track improvements. Each member will be at a different fitness level, therefore it is important to stress that any increase in physical activity will improve health and fitness level. This activity is not meant to compare members against each other, but rather to gain an understanding of current individual level of fitness.

Age Considerations

- Ages 8 and up

Time Required

- Approximately 20 minutes

Equipment/Supplies

- Stop watch or clock
- Stairs, or stationary step
- Measuring tape or meter stick
- Tape or rope to draw a start line

Safety Considerations

Be sure that members do not strain when attempting these exercises. The focus of the test is to complete each exercise to the best of the member’s ability. Excessive straining, specifically in the flexibility test can cause injury.
Instructions

Measure your Endurance
1. Find the pulse on the underside of your wrist. Count the number of beats for 30 seconds.
2. Step up onto one stair with one foot and then the other foot, staying on that same step. Then step down one foot at a time. Count aloud, “up, up, down, down”. This is one set. Try to complete two of these sets every 5 seconds.
3. Keep this pattern for one minute, then sit down and rest for one minute. Take your pulse again after the one-minute rest.
4. Have members record their results, the results of an adult and those of another group member.

What does it mean?

<table>
<thead>
<tr>
<th>If the difference is:</th>
<th>Your heart is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The same or less</td>
<td>In excellent shape</td>
</tr>
<tr>
<td>One or two beats faster</td>
<td>In fair shape</td>
</tr>
<tr>
<td>Five or six beats faster</td>
<td>In poor shape</td>
</tr>
<tr>
<td>Seven or more beats faster</td>
<td>In need of work</td>
</tr>
</tbody>
</table>

Measure your flexibility
1. Sit on the floor with your legs straight out in front of you.
2. Bend forward and reach toward your toes. Hold that position for five seconds; try not to bounce. Have another member measure how far to or past your toes you can reach.
3. Have members record their results, the results of an adult and those of another group member.

Measure your strength
1. Draw a line in the dirt, or put a stick down to mark a starting line.
2. Stand with both feet behind the line. Put your arms out behind you and swing them forward as you leap.
3. Jump as far as you can. Measure from the start line to the sport where you heels touch down.
4. Have members record their results, the results of an adult and those of another group member.

Discussion

Work through the discussion questions with members.

What activities can you do to improve your endurance?
Brainstorm ideas with members. Examples include; walking, jogging or running, swimming skating or playing basketball. Refer to the List of Activities provided in the Background Information section.

Can you fit endurance exercises into your daily routine?
Ask members to identify how they could modify their current daily routines to include more physical activities. The aim is not to create specific times for physical activity, but rather to incorporate them into current activities. Examples include; walking or biking to school, or playing catch with a friend rather than watching television together.

What does the distance to or past your toes mean?
It is an indication of your current level of flexibility in a specific muscle group. Be sure to explain that this doesn’t necessarily mean that they aren’t flexible in other ways. As we stretch specific muscle groups, we can increase the flexibility in that area.
What activities are you already doing to improve flexibility?
Any activity that involves stretching of muscles can improve flexibility. Even stretching after active periods can improve your level of flexibility. Examples include; yoga, gymnastics and dancing.

What activities could you do each day to improve flexibility?
Remind members that stretching after active periods is important not only to prevent injury, but also a great way to improve flexibility every day. Review Basic Stretches with members, as provided in the Background Information.

What do your results mean?
This is the current muscle strength in a specific muscle group. The body could be strong in other areas as well, but any exercise that uses muscles increases strength in that muscle group.

Are there any activities you can do at home to improve your strength?
Any activity that includes muscle resistance will improve your strength. Examples of activities around that house that will build muscle strength include; using a push-style lawn mower, house cleaning and push-ups during commercial breaks.

Do It!

Get Moving

Activity Goals
Members will learn about a new physical activity including the rules, equipment needed and any special skills or resources required.

Background Information
Some sports or activities will be easier to facilitate than others, due to availability of equipment, or other resources. Some equipment and instructions may come from school or community sports groups.

Age Considerations
• 8 years and up

Time Required
• Activities may vary from between 30 and 60 minutes.

Equipment/Supplies
• Dependent upon the activity or sport chosen.

Safety Considerations
Safety should be considered before engaging in any activity. Be sure that members are wearing the proper equipment and that adequate instruction is given before participating in any sport or activity. If necessary, review the importance of wearing properly fitted safety equipment.
**What's Next?**

Members will learn about the importance of a positive body image and how the media and others influence our view of beauty. You will need popular youth, fashion or sports magazines for the Dig It! activity - perhaps the members can assist by bringing some.

**Instructions**

Guide members through Canada’s Physical Activity Guide for Youth and help them answer the questions in the manual. Then have members select a sport or activity that they have never tried and do it as a group. Ex) archery, lawn bowling, rollerblading. This may involve learning rules and reviewing specific safety guidelines.

**Suggested Variation**

If an activity must be completed at a different time than the project meeting, you may choose to include internet research on new sports or activities to make the most of the project meeting.

**Dig It!**

Now that members understand how much physical activity is recommended each day, lead the members through the questions in their manuals to help them dig into their learning. Keep members thinking about all of the physical activity that they currently are doing, or can do each day. Are these activities available in their community?

**What’s Next?**

Members will learn about the importance of a positive body image and how the media and others influence our view of beauty. You will need popular youth, fashion or sports magazines for the Dig It! activity - perhaps the members can assist by bringing some.
In the Member Manual

Skill Builder 3: Move Your Body

Lucky Says....
You have learned that fueling your body with the right foods will give you the energy you need each day. How will you choose to spend that energy? This Skill Builder will help you learn why it is important to move your body each day to keep it healthy and strong.

**Skills Checklist**
- Identify the 3 components of physical fitness
- Explain why daily physical activity is important
- Identify ways to include physical activity into daily routines
- Identify how many minutes of physical activity are recommended daily

**Important words**
Watch for these important words throughout this builder:
Endurance, Strength, Flexibility

**Dream it!**
Daily physical activity will make you stronger, more flexible and allow you to play longer without tiring. So how do you measure up? Learn about the 3 parts of physical fitness and then try the activities to see where you’re at!

**Endurance**
Activity builds endurance - this is being able to keep going without tiring quickly. These are activities that make you breathe deeper, make your heart beat faster and make you feel warm. Think of people that need to have good endurance, what type of physical activity do they do?

**Strength**
It is a measurement of how much work your muscles can do. By using your muscles, you can make them stronger. Resistance activities build both your muscles and bones. Name some physical activities that can make you use your muscles.

**Flexibility**
Flexibility means being able to move, stretch and bend easily. Activity increases flexibility. Your muscles, ligaments and tendons act like “rubber bands” that keep their flexibility when you stretch them. Bending, stretching and reaching are activities that increase flexibility and keep your joints moving.

**To get the best results, combine all 3 of these each day!**

---

**Measure Your Endurance**
You now have an opportunity to test your endurance. Your leader will guide you through exercise instructions. Record your results in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Friend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What activities can you do to improve your endurance?
- Can you fit endurance exercises into your daily routine?

**Measure Your Flexibility**
Follow your leader’s instruction to test your flexibility. Record the results below.

**Record the Centimeters to Or Past Your Toes**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What does the distance to or past your toes mean?
- What activities are you already doing to improve your flexibility?
- What activities could you do each day to improve your flexibility?

3) **Measure Your Strength**
Your leader will give you instructions for this strengthening exercise. Record the results below.

**Record the Distance in Centimeters**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>An adult</td>
<td></td>
</tr>
<tr>
<td>A friend</td>
<td></td>
</tr>
</tbody>
</table>

- What do your results mean?
- Are there any activities you can do at home to improve your strength?

**Did you know?**
For their size, the muscles that operate the wings of bees, flies and mosquitoes are stronger than any human muscles.

**Do It!**

**Get Moving**
Check out Canada’s Physical Activity Guide for Youth. Find out how much exercise you need each day.

I need _______ minutes of exercise each day.

A moderate physical activity that I can do is _______.

A vigorous physical activity that I can do is _______.

Now, select a sport or activity that you have never tried, or one that you really enjoy and try it with your group. Ready, set, GET ACTIVE!
In the Member Manual

Lucky Says...
Not only should we try to increase our physical activity, but we should also try to reduce "non-active" time spent sitting or laying down. "Non-active" time could also be called "screen time", because much of this time is spent in front of a television or computer screen. What "screen time" activities could you reduce? What types of physical activities could you do instead?

Dig It!
What activity did you do? __________________________
• How much time did you spend doing it? ________________

Did you get your recommended amount of daily activity? ____________
• Was it a light, moderate or vigorous effort activity? ______________

By doing this activity often, will it improve you endurance? _____ How? __________________________
By doing this activity often, will it improve your flexibility? _____ How? __________________________
By doing this activity often, will it improve your strength? _____ How? __________________________

Is this an easy activity to include in your daily routine? ________

Think about the builder and the activities you did...
Now that you know how much exercise you need each day, how will you encourage others to be more physically active?

You could...:
• Create a daily activity chart for your family
• Make a sign to place by your computer or TV to remind others to reduce their "screen time". Think of a catchy slogan and be creative.
• Lead an activity at your next 4-H club meeting or event.

OR

Lucky says...
Years ago, many people were physically active through work. This is because much of the work was done using manual labour. Today machines and technology do much more of the work, so fewer people are physically active at work. Can you list some work that used to be done using manual labour?

What’s next?
You’ve learned how important it is to take care of your body by eating the right foods and exercising every day. Now it’s time to take a look inside. The next builder explores body image and how it affects how we feel each day. Please bring fashion or sports magazines to look at.
Skill Builder 4: Love Your Body

Skills Checklist

- Define “Body Image”
- List people or things that influence body image
- Explain how media can influence body image

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 body image by asking them if they ever wonder who decides what beautiful people look like. Do they ever feel unhappy about the way they look?

Background for Leaders

This builder will help members understand who influences them and the power that the media and marketers have on their body image.

Body Image is a mental picture that we have of ourselves, influenced by our self-esteem and self worth. It is how you feel about your body, and what you think other people think about you. Body image is always changing. It can change with your moods, your physical environment and your experiences. It is formed from all of your experiences, and by everyone around you: parents, role models, media and peers. It can also include the expectations you have about how you think you should look. Body image is what you see when you look in the mirror, and also what you feel when you think about your body. If you feel comfortable and confident in your body, then you have a positive body image.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include:
- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Body Image</th>
<th>A mental picture that we have of ourselves, based on how we feel about our body and what we believe others think about our appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence</td>
<td>Some thing or someone who has the power to sway or affect your way of thinking.</td>
</tr>
<tr>
<td>Media</td>
<td>Various means of communication, including radio, television, newspapers, magazines and the internet.</td>
</tr>
</tbody>
</table>
Dream It!

How do you Feel?
Members are asked to reflect on their feelings and attitudes towards their body image by listing thing they like about their appearance.

Background Information
The purpose of this activity is to get members thinking about their personal view of themselves. It is not intended to be a comparison activity, but rather a positive, confidence building activity.

Age Considerations
• Ages 9 and up

Time Required
• Approximately 15 minutes

Equipment/Supplies
• Member Manual and a pencil or pen

Instructions
You may want to have members sit apart from each other to ensure that privacy is being respected and members can have a time for personal reflection.
You may need to assist individual members by using prompting questions such as:
• When you look in the mirror, what’s your favourite part of your body?
• What’s the first thing that you notice about other’s appearance?
• Do you ever receive compliments from others about your appearance? What were they?
Finally, be sure that the conversations and personal reflections remain positive. This activity is aimed to increase understanding and awareness of positive body image, emphasizing the things that the members like about their body, and building from there.

Do It!

What Influences You?
Activity Goals
Members will identify people or things that influence their body image

Background Information
Members will brainstorm people or things that may influence their body image. Members can think individually and then have a group discussion. Discuss what the media is, what it involves and how it affects us every day.

Age Considerations
• Ages 9 and up
Time Requirements

- Approximately 5-10 minutes

Equipment/Supplies

- Member Manual and pencil or pen

Instructions

Have members list some people or things that influence their body image. Members can brainstorm individually, or have a group discussion. Discuss what the media is, what it involves and how it affects us every day.

Some prompting questions are:

- Name some celebrities. Why are they famous? Where do you see them?
- What are some of your favourite commercials? What are they advertising? Where do you see them?
- Where do you learn about new toys, or the latest styles? Is it television, magazines, or the Internet?

Resources

Use the following exercises to help members think about people who can influence them in different areas of their lives.

Here's a list of people that can influence us in different areas of our life. Check the ones who have the greatest influence on you.

- Best friend
- Favorite music star
- Parents(s)
- Next door neighbour
- Favorite teacher
- Brothers/sisters
- Star of favourite TV show
- Relative
- Classmates
- Coach

Using this list, identify the people who influence you the most in making the following decisions (If the biggest influence is you, write in “self”).

How you dress ________________________
How hard you work in school ________________________
What kind of career you want ________________________
The hairstyle you choose ________________________
What you do in your free time _______________________
Whether you play sports ________________________
What style of clothes you wear _______________________
How you spend your allowance/earnings ________________________
What you do after school ________________________
Do the Candy Count

Activity Goals
Understanding the proportion of people who fit the typical model requirements

Background Information
The purpose of this activity is to visually demonstrate the proportion of people in the world who fit the socially accepted image of beauty. Statistically, the people that we see in the media represent only 5% of the population. That means that 95% of us are being told that we should look the same way as a very small % of people.

Age Considerations
- Ages 9 and up

Time Required
- Approximately 15 minutes

Equipment/Supplies
- 2 boxes of multi-coloured candy (example - Smarties, M&M’s, Skittles)

Safety Consideration
- Do not consume the candies if handled by the group members

Instructions
To make your point, get 2 boxes (at least 100 pieces) of candy and remove all of one colour (the blue ones, for example).
- Count out 95 regular candies and toss in 5 blue ones
- Explain that the 95 regular candies are regular people, and the 5 blue candies are the types of people who the media say we should be

Discussion
- Ask students: what is wrong with this picture?
- Is it possible for the other colours to turn blue? (You might point out that the colours that are closer to blue, like purple, might be able to pass for blue, but what about the yellows and reds? It is just as impossible for them to become blue as it is for many of us to conform to the standards for beauty and cool that we see in the media)
- How will the regular candies feel, not being able to live up to the image dictated by the media?

Picture Perfect?
Activity Goals
Understand how marketers can manipulate images to achieve perfection.
Background

There can be 2 different types of cool people - those who are cool because they are famous or fashionable, and those who are cool because of how they act. The thrust is that very few people look like those you see in the media. In fact, some of the people we see in the media don’t look anything like their media images in real life, because their photographs are touched up to make them look more attractive, or they are filmed using lots of make-up and special lighting. There are even software programs that can take a picture of someone and give them longer legs, or make them thinner! Yet despite knowing this, many of us are still influenced by images we see in magazines and on television.

Age Considerations

- 9 years and up

Time Required

- Approximately 15 – 20 minutes

Equipment/Supplies

- Magazines, catalogues and the Internet

Instructions

Have members flip through the magazines and catalogues that you provided. Have them select pictures that represent the current standards of beauty and cool. Have the members compare and contrast the pictures to find similarities or point out areas where the photos might have been enhanced to create a better picture. Some prompting questions might be:

- What are some similarities that you see between models
- Where might the picture have been touched up?
- What might have been done to this model before the pictures were taken?

Evolution Film

Activity Goals

Explain how media can affect body image

Background Information

This short video, found on the Dove Campaign for Real Beauty website, shows viewers how marketers and the media can manipulate images to conform to societies standards of beauty. Advertisements often show images of “perfect” looking individuals. Is this realistic? Is this the truth about how everyday people look? Is this even how models/athletes actually look?

Age Considerations

- Ages 9 and up

Time Requirements

- Approximately 5 -10 minutes
Equipment/Supplies

Internet access

Resources

Dove Campaign for Real Beauty website - http://www.campaignforrealbeauty.ca

Instructions

Watch the video clip called evolution, found through the links at http://www.campaignforrealbeauty.ca. Follow up by asking members what they saw and how they feel about it.

Suggested Variations / Additional Optional Activity

Anatomy of Cool activity

Taken from Media Awareness Network website - www.media-awareness.ca

Activity Goals

- Understand the influences of the media in defining society’s standards regarding who is successful and what is desirable.
- Understand the transience and superficiality of media images and messages regarding who and what is cool.
- Understand how they themselves are influences by these media images and message.

Background Information

This activity helps members become more aware of the media’s role in determining what and who are perceived as being cool. Through discussions and activities, members explore the differences between superficial and real “coolness”, how marketers use cool to sell products, and how their own attitudes and perceptions are affected by media messages and reinforce scientific messages about what “coolness” is. Popular concepts of what is cool can be artificial – in many cases they are determined by advertisers, who use “coolness” as a way of marketing goods. They also need to understand that not everyone can, or needs to, look or act like people in the media.

Age Considerations

- 9 years and up

Time Requirements

- Approximately 1 hour

Equipment & Supplies

- A large roll of paper, markers, paints

Safety Considerations

- Be conscious of members’ comfort level with being traced. As an option, you may bring in a ready made form/outline for the activity.
**Instructions**

In groups or working in pairs, have each member lie on the floor to be traced onto paper. Tell groups that they are going to create a “Media Kid”, a kid who is totally influenced by what the media says you have to have in order to be cool. Have members “dress” their Media Kid in the latest fashions with hand drawn clothing and accessories, or with real items pinned on. Have them create a cartoon character’s “sound bubble” or make a tape demonstrating how this cool person would talk.

Have the members share their Media Kids with each other, and share what kind of personality they would have (nice, mean, shy, etc.)

**Discussion Questions**

Ask members which Media Kid/s they think is the coolest.  
Who would they want to hang out with, why?

**Suggested Variations**

Assign each Media Kid a different personality demeanour (mean, friendly, snobby, etc.).  
Ask members; now that you know what these media kids are like as people, who do you think is cool? Who would you want to be friends with?

**What’s Next?**

In this builder members learned why it’s important to be aware of the many influences on body image - both positive and negative. It’s also important for members to feel positive about themselves as an individual. They need to feel good about their personality, skills, and talents. In Skill Builder 5 members will learn about self esteem, and how they can build it to feel good about themselves everyday.

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

Skill Builder 4: Love Your Body

Lucky Says....

So far, you have learned how to feel good by eating the right foods and getting regular physical activity. But it’s also important to feel good on the inside. This means feeling confident, staying positive and being happy with your appearance. Read on to find out how to feel your best on the inside!

SKILLS CHECKLIST

- Define “Body Image”
- List people or things that influence body image
- Explain how media can influence body image

Important words

Watch for these important words throughout this builder:
Body Image, Influence, Media

Dream it!

Did you ever wonder who decides what beautiful people look like? Do you ever feel unhappy about the way you look? In this Skill Builder you will learn about how the media and other influences affect or impact your body image and how we define beauty.

Body Image

This is what you see when you look in the mirror, and how you feel when you think about the way you look. If you feel comfortable and confident in your body, then you have a positive body image. Your body image is always changing and is influenced by many things, like your family, friends and experiences.

How Do You Feel?

1. Make a list of 3 things that you like about your appearance in the chart below.
2. List a few things that you like about the appearance of others in your group. Share these positive comments with them.
3. Write down the positive comments that others had about your appearance.

<table>
<thead>
<tr>
<th>3 things I like about my appearance are...</th>
<th>Things I like about the appearance of others are...</th>
<th>Things that people like about my appearance are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do It!

What Influences You?

The way you see and feel about your body can be changed by what others say or do. This means that they influence you.

When you get a compliment on how you look, you often feel better about yourself. This is a positive influence! Having positive and supportive people in your life helps you to be more confident and to develop a positive body image.

Beware of negative influences, people or things that make you want to drastically change how you look. These influences can make you believe that the way you look now is not acceptable, and this can create a negative body image.

<table>
<thead>
<tr>
<th>List People or Things Who Influence Your Body Image.</th>
<th>Positively? (Check if Yes)</th>
<th>Negatively? (Check if Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candy Count

Do the Candy Count! Your leaders will guide you through sweet this activity.

Picture Perfect

Flip through sports, gaming, fashion or style magazines and pick out pictures of people that you think are cool, pretty, attractive, handsome, or beautiful. Attach a few of these to your manual.

- Why do you think these models/athletes/spokespersons were chosen for the picture?
- Do you share similar features with these models/athletes/spokespersons?

Evolution Film

Advertisements often show images of “perfect” looking individuals. Is this realistic? Is this the truth about how everyday people look? Is this even how models/athletes actually look? Watch the video clip called evolution, found at http://www.campaignforrealbeauty.org

- Discuss what you saw in the video. How did it make you feel?
In the Member Manual

Lucky Says...
There are 2 different types of “cool” people.
1) People who are “cool” because they are famous, popular, or wear the right clothes. They are “cool” because of how they look.
2) People who are “cool” because of their personality, how they act and how they treat others. They are “cool” because of who they are.
• Which would you rather be? Why?

Dig It!
Discuss these questions...
- Who is someone in your life who would have a positive influence on your body image?
- What is your definition of “beautiful”?
- What did you learn about yourself in this Skill Builder?
- Will you look at media advertisements the same in the future?
- Who influences your body image?
- What did you learn about the media’s influence on your body image?
- Now that you know how the media influences you, how will you help others understand what “cool” or “beautiful” is?

What’s Next?
In this builder you learned why it’s important to love your body just the way it is. You also learned about positive influences. It is important to feel positive about yourself as a person. You need to feel good about your personality, your skills and your talents. In Skill Builder 5 you will learn about self esteem, and how you can build it to feel good about yourself everyday.
Skill Builder 5: Beyond Your Body

Skills Checklist

- Define “Self Esteem”
- Identify the differences between self esteem and body image
- Explain the importance of having a high self esteem

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 self esteem by asking them to think about a time when they felt good about themselves. Why did they feel this way?

Background for Leaders

In this builder, the members will learn about the importance of maintaining a high self esteem. As youth advance into their teens, having a high self esteem will give them the self confidence they need to try new activities, explore and gain new skills, and plan a bright new future. Talking about self esteem at a young age will help members face the challenges of peer pressure, bullying, etc. Members will be asked to identify skills, positive experiences and talents that give them self confidence. Their focus should be around positives in all aspects of their life and members should be encouraged to share ideas, future plans and gaining new skills.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Get members to use a dictionary (printed or online) and show them the range of information it provides.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>How you think and feel, and believe about all parts of your body</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>To have trust in one’s own abilities</td>
</tr>
<tr>
<td>Body Image</td>
<td>A mental picture that we have of ourselves, based on how we feel about our body, and what we believe others think about our appearance</td>
</tr>
</tbody>
</table>

Dream it!

Self Esteem vs. Body Image

Activity Goals

Members will be able to identify the relationship between body image and self esteem
Background Information

There is no one right answer for each of the statements in the Member Manual. There are many linkages between self esteem and body image. The focus of this activity is to have members think about how body image and self esteem can positively or negatively affect one another.

Age Considerations

- 8 and up

Time Required

- Approximately 15 minutes

Equipment & Supplies

- Member Manual and a pencil or pen

Instructions

Have members decide if the statements printed in their manual (at end of this builder) refer to body image, self esteem, or both. Have the members try the activity on their own, then share and discuss with the group. Emphasize the relationship between the two and how they can affect each other.

Discussion

Members are asked to decide if the statements provided describe body image, self esteem, or both. Have the members try the activity on their own, and then share and discuss with the group. Be sure to emphasize the relationship between the two and how they can affect each other.

Suggested Variations

Have members create their own statements about body image and self esteem.

Do it!

Self Esteem Bubble

Activity Goals
Members will learn how having a high self esteem will help them through difficult times and how to reflect on the skills, talents, and positive experiences in their life to increase their self esteem.

Background Information

A high self esteem can give an individual the courage and self confidence to endure through challenging times. The purpose of this activity is to visually demonstrate this concept.

Age Considerations

- Ages 9 and up

Time Required

- Approximately 2 hours - 1/2 hour to create bubble, 1 1/2 hour to dry
Equipment/Supplies

- 20 oz. regular school glue
- Colourful yarn
- Pin
- Large latex balloons
- Scissors

Instructions

Prepare paste ahead of time. In a bowl, combine 1 part glue to 2 parts water. You want it to be the consistency of pancake batter. Not too stiff but not too runny. (This will make approximately 5 self esteem bubbles)

1) Have members make a list of all of the things that make them feel good about themselves. This could include friends, musical talents, family members, pets, their faith, hobbies, good grades, extraordinary experiences, etc. Basically, things that give them confidence.

2) For every item that they have listed, have them cut a length of string (8-12”).

3) Have members blow up and tie a balloon

4) Members dip the string in the paste, completely coating it in the mixture, and wrap the string around the balloon. Continue until the string is used up, ensuring that the string cross over each other to create a mesh around the balloon.

5) Allow the self esteem bubble to dry and harden. This could take varying amounts of time, depending on the number of strings and consistency of the mixture. Hanging the bubbles outside to dry, or drying with a hair dryer may speed up the drying process. Members may choose to go outside for some physical exercise during this time.

6) Once dry, ask members to pretend that someone has hurt their feelings. Your pin will represent the sharp works that hurt their feelings. Pop the balloon. The string should maintain the shape of the balloon.

Suggested Variations

Members may choose to use a smaller balloon to shorten the length of the activity.

Dig It!

Lead the members through the discussion questions provided in this section.

Why is it important to build your self esteem?
*To increase your self confidence, giving you the ability to try new things.*

Why were the strings able to keep the shape of the balloon after it was popped?
*Because there were many of them together. The more strings, the stronger the bubble. Comparatively, the higher your self esteem, the stronger you are when difficult or negative things happen.*

Why is it important to keep a positive body image?
*It can contribute to a high self esteem.*

What would happen if there were only a few strings surrounding the balloon when it was popped?
*It might collapse. This symbolizes lack of strength during hard times in our life. Having a low self esteem make it harder to keep going and feel good about yourself during these times.*

Why is it important to keep friends and family close and surround yourself with positive activities?
*They can be a positive influence and encourage us to take on experiences that will help you learn and grow.*
What’s Next?

In the final Skill Builder, members will be learning about personal hygiene, including proper care for skin, nails, teeth and hair. If possible, members would benefit from visiting a professional in one of the areas mentioned above. They may also choose to do a mini-makeover. Depending on the desires of the group, appropriate preparations or arrangements should be made for this lesson.
In the Member Manual

Skill Builder 5: Beyond Your Body

Lucky Says....
Each of us has our own character and personality, and unique set of skills and talents. To truly feel good about yourself, you need to build a high self esteem. This will give you the courage to try new things, meet new people and feel good each and every day. This builder will take you through some activities that will help you build your self esteem.

SKILLS CHECKLIST
- Define “Self Esteem”
- Identify the relationship between self esteem and body image
- Explain the importance of having a high self esteem

Important words
- Watch for these important words throughout this builder: Self Esteem, Confidence

Dream It!

Self Esteem vs. Body Image
Decide if each sentence in the chart below is a statement about body image, self esteem or both. Then decide if it is a positive or negative statement. Look back at Skill Builder 4 to review the definition of Body Image.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Body Image</th>
<th>Self Esteem</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like I can take on the world today!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think that I look fat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m going to try wall climbing, why not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not skinny enough to wear that style of jeans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The popular kids are part of that club, I can’t join.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m a good public speaker, so I’m going to volunteer to read a poem in English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would wear that style of top because of the way it looks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am outgoing, so I’m going to try out for the drama.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t like my hair colour, I need to dye it blonde.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy playing hockey, even though I need to work on my skating skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self Esteem
Self esteem is what you think, feel and believe about all parts of yourself. It is how you feel about your abilities, talents and personality.
If you feel confident about your abilities and have many things in your life that make you feel good, you have a high self esteem.

Do It!

Self Esteem Bubble
1) Make a list of all of the things that make you feel great about yourself. This could include, friends, musical talents, family members, your faith, hobbies or good grades.

2) Follow your leader’s instructions for creating a self esteem bubble, adding one string for every item on your list.

3) Let’s see how high your self esteem is. Pretend that someone has hurt your feelings, and BANG! pop your balloon.

Did your self esteem bubble collapse or remain strong, taking the shape of where the balloon used to be?

Dig It!

Why is it important to build your self esteem?

Why were the strings able to keep the shape of the balloon after it was popped?

Why is it important to keep a positive body image?

What would happen if there were only a few strings surrounding the balloon when it was popped?

What’s Next?
We know that when you feel good on the outside, you feel good on the inside. Healthy eating, regular physical activity and looking after your body are all a part of looking and feeling your best. In the next Skill Builder you will learn about the importance of taking care of your skin, nails, teeth and hair to look your best on the outside. You’ll even get the chance to try a mini make-over or to visit a professional in body maintenance.

Lucky says...
Volunteering in your community is a great way to build your self esteem! Cleaning up a playground, spending time with seniors, or serving at a community lunch can make you feel good about yourself. Not only will you be helping others, but you will be improving your community and learning new skills.
Skill Builder 6: Maintain Your Body

Skills Checklist

- Explain why personal hygiene is important
- List techniques used to maintain the body
- Learn about personal hygiene products and new techniques

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 personal hygiene by asking them to think about what people do each day to stay clean.

Background for Leaders

Members will be able to choose their Dig It! Activity for this skill builder. They might choose to do a mini makeover, or visit a professional in hairstyling, aesthetics, dentistry or skin care. This may require making arrangements for a tour, or research on certain techniques.

Hair Care

Why is it important to keep you hair clean? The hair follicles (which the hair grows from) produce oil which keeps the hair smooth. You also have sweat glands in your scalp, and dead skin cells come off the scalp. The oil, sweat and dead cells all add together and can make the hair greasy and look dirty unless you wash it regularly.

To keep hair clean:
- wash hair regularly with shampoo
- massage your scalp well, this will remove dead skin cells, excess oil and dirt
- rinse well with clean water
- conditioner is helpful if you have longer hair as it makes the hair smoother and easier to comb, but hair doesn’t need to have conditioner
- use a wide toothed comb for wet hair as it is easier to pull through

Interesting Fact - you have over 100,000 hairs on your head! Each hair grows for about 2-6 years. You lose about 50 to 100 hairs a day.

Skin Care

Just like we have different body and hair types, we also have different skin types:

Oily Skin
- skin’s surface is shiny
- pores are larger
- blackheads, whiteheads and pimples occur easily
Dry Skin  
- skin is tight, dull and sometimes flaky  
- pores are small  
- fine lines are visible

Dehydrated Skin  
- skin lacks water/hydration  
- complexion is dull  
- pores are enlarged  
- this can be a temporary condition

Normal/Combination Skin  
- centre or “t-zone” is oily  
- pores are fairy small  
- cheeks are fairly smooth

Sensitive Skin  
- very fine texture  
- skin has a translucent-like appearance and tiny veins are sometimes visible  
- tends to be more irritable and reactionary

Acne-prone Skin  
- more likely at puberty  
- skin surface is shiny with large pores  
- redness, inflammation and irritation are common  
- presence of blackheads, whiteheads and pimples

Elastin and Collagen

Are proteins that keep your skin flexible while you are young. You lose this as you get older. To avoid wrinkles, stay out of tanning salons, avoid tobacco smoke and drink enough water.

Nails

Your nails are made of the same stuff as your skin and hair; keratin. It’s just a lot harder.  
- trim fingernails weekly  
- trim toenails monthly  
- use a nail brush to get rid of dirt  
- don’t bite nails or pick at cuticles

Teeth

5 Steps to Good Oral Health  
*Taken from Canadian Dental Association - http://www.cda-adc.ca/

As part of a healthy lifestyle and to help reduce the risk of oral disease, follow these 5 steps to good oral health.

1. See your dentist regularly  
   - Regular checkups and professional cleanings are the best way to prevent problems or to stop small problems from getting worse.  
   - Your dentist will look for signs of oral disease. Oral diseases often go unnoticed and may lead to or be a sign of serious health problems in other parts of the body.  
   - Only your dentist has the training, skill and expertise to diagnose and treat oral health diseases and to meet all your oral health care needs.
2. Keep your mouth clean
   - Brush your teeth and tongue at least twice a day with a soft-bristle toothbrush and fluoride toothpaste to remove plaque and bacteria that can cause cavities and periodontal disease (gum disease).
   - Floss every day. If you don’t floss, you are missing more than a third of your tooth surface.
   - Your dentist may also recommend that you use a fluoride or antimicrobial mouth rinse to help prevent cavities or gum disease.
   - When choosing oral care products, look for the Canadian Dental Association (CDA) Seal of Recognition. Oral care products that have earned the Sea of Recognition have been reviewed by CDA and will effectively contribute to your oral health.

3. Eat, drink, but be wary
   - Healthy food is good for your general health and your oral health. The nutrients that come from healthy foods help you to fight cavities and gum disease.
   - Limit how much and how often you consume foods and beverages that contain sugar. Sugar is one of the main causes of dental problems.
   - Limit your consumption of foods and beverages that are high in acid. The acid may play a part in causing dental erosion.

4. Check your mouth regularly
   - Look for warning signs of periodontal disease (gum disease) such as red, shiny, puffy, sore or sensitive gums; bleeding when you brush or floss; or bad breath that won’t go away. Gum disease is one of the main reasons why adults lose their teeth.
   - Look for warning signs of oral cancer. The 3 most common sites for oral cancer are the sides and bottom of your tongue, and the floor of your mouth. The warning signs include:
     - Bleeding that you can’t explain
     - Open sores that don’t heal within 7 to 10 days
     - White or red patches
     - Numbness or tingling
     - Small lumps of thickening on the sides or bottom of your tongue, the floor or roof of your mouth and the inside of your cheeks or on your gums.
   - Look for warning signs of tooth decay. The possible warning signs include teeth that are sensitive to hot, cold, sweetness or pressure.
   - Report any of these warning signs to your dentist.

5. Avoid all tobacco products
   - Staining and missing teeth, infected gums and bad breath are just some of the ways smoking can affect your oral health. Besides ruining your smile, smoking an cause oral cancer, heart disease and a variety of other cancers, all of which can kill you.
   - All forms of tobacco are dangerous to your oral health and your overall health, not just cigarettes. Smokeless tobacco such as chewing tobacco, snuff and snus tobacco can cause mouth, tongue and lip cancer and can be more addictive than cigarettes.
   - If you use tobacco products, ask your dentist and your family doctor for advice on how to quit.

If you take care of your teeth and gums at home and visit your dentist regularly, your smile should last you a lifetime. You and your dentist are partners in keeping your oral health good for life.

Canadian Dental Association website: www.cda-adc.ca
Flossing

Flossing removes plaque and bacteria that you cannot reach with your toothbrush. If you don’t floss, you are missing more than one-third of your tooth surface. Plaque is the main cause of gum disease. It is an invisible bacterial film that develops on your teeth every day.

Within 24 to 36 hours, plaque hardens into tartar (also called calculus), which can only be removed by professional cleaning. Floss at least once a day, and plaque never gets the chance to harden into tartar. Getting into the habit of daily flossing is easier when you floss while doing something else like watching TV or listening to music, for example.

How to Floss your teeth:
Step 1 - Take a length of floss equal to the distance from your hand to your shoulder. Wrap it around your index and middle fingers, leaving about two inches between your hands.
Step 2 - Slide the floss between your teeth and wrap it into a “C” shape around the base of the tooth and gently under the gum line. Wipe the tooth from base to tip two to three times.
Step 3 - Be sure to floss both sides of every tooth. Don’t forget the backs of your last molars. Go to a new section of the floss as it wears and picks up particles.
Step 4 - Brush your teeth after you floss—it is a more effective method of preventing decay and gum disease.

Brushing

Ideally you should brush after every meal, because the bacterial attack on teeth begins minutes after eating. At the very least, brush once a day and always before you go to bed. Brushing your teeth isn’t complicated, but there is a right and wrong way.

How to brush your teeth:
Step 1 - Brush at a 45 degree angle to your teeth. Direct the bristles to where your gums and teeth meet. Use a gentle, circular massaging motion, up and down. Don’t scrub. Gums that recede visibly are often a result of years of brushing too hard.
Step 2 - Clean every surface of the tooth. The chewing surface, the cheek side and the tongue side.
Step 3 - Don’t rush your brush. A thorough brushing should take at least two to three minutes. Try timing yourself.
Step 4 - Change your usual brushing pattern. Most people brush their teeth the same way all the time. That means they miss the same spots all the time. Try reversing your usual pattern.
Step 5 - Use a soft brush with rounded bristles. The right toothbrush cleans better. Choose a size and shape that allow you to reach all the way to your back teeth. There are many different types of brushes, so ask your dentist to suggest the best one for you. CDA recommends you replace your toothbrush every three months.

Bad Breath (or halitosis) comes from lots of places: some stems from food getting trapped in pockets in the tonsils, some comes from the stomach, and still more originates from the tongue - where the stench from bacteria build-up can clear a room. Some even comes as a side effect of medication. One good way to handle bad breath: a tongue scraper, which removes bacteria and takes some of the smell away.
**Important Words**

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

<table>
<thead>
<tr>
<th>Personal Hygiene</th>
<th>Keeping your body clean and healthy. Good personal hygiene can make you less likely to become sick. It also helps you look and feel your best.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.P.F. (Sun Protection Factor)</td>
<td>A number on a scale for rating the degree of protection provided by sunscreens.</td>
</tr>
<tr>
<td>Keratin</td>
<td>An extremely strong protein which is a major component of skin, hair, nails, hooves, horns and teeth. It can be inflexible and hard, or soft. Most keratin that people interact with is actually dead; hair, skin and nails are formed from dead cells which the body sheds as new cells push up from underneath. If the dead cells are kept in good condition, they will serve as an insulating layer to protect the delicate new keratin below them.</td>
</tr>
</tbody>
</table>

**Dream it!**

**Match ‘em Up!**

**Activity Goals**
Members will understand the functions of hair, skin, nails and teeth and why personal hygiene is important.

**Age Considerations**
- Ages 9 & Up

**Time Required**
- Approximately 10-15 minutes

**Equipment/Supplies**
- Member Manual and pencil or pen

**Instructions**
Have members complete the Match ‘em Up activity and follow up by reviewing the answers and working through discussion questions.

**Answers:**
1. C  
2. A  
3. D  
4. B  
5. C  
6. A,B,D  
7. A  
8. B  
9. A,B
Discussion

Guide members through the discussion questions:

Think of some products and tools that we use to keep our bodies clean and smelling good. *This could include shampoo, deodorant, floss or nail clippers.*

What kinds of products do we use to protect our bodies? *This might include sunscreen, moisturizers or bug repellents.*

What might happen to your teeth if you don’t clean them properly? *Tooth decay, bad breath or gum disease.*

Why would it be dangerous to leave your nails dirty and ragged? *Dirty nails can carry bacteria that is easily spread. Ragged nails can carry a danger of scratching or cutting skin.*

What might happen to your hair if you didn’t wash it regularly? *It could become oily and greasy looking. It may also begin to smell bad.*

Do it!

Get Out and Learn

Activity Goals
Learn about personal hygiene products and new techniques

Age Considerations
- Ages 9 & up

Time Required
- 1-2 hours

Equipment/Supplies
- Dependant upon what activity is selected
Note: Glow Germ kit is available to borrow from all MAFRI GO Offices/Centres.

Safety Considerations

If using tools for nail care or hair styling, provide instructions for safe and proper use.

Instructions

Get going and take members on a tour, visit a professional, or set up a mini make-over. Look online to find techniques for manicures or pedicures, hairstyles, make-up, massages, face masks, etc. Members may also choose to interview or visit a professional or learn about styles, techniques, costs, etc. You could:
- Visit a hair stylist and learn how to do a new hair style
- Test deodorants and antiperspirants for best smell and wetness protection before, during, and after intense exercise.
Help members through some basic planning exercises, by having them complete the “My Plan” in the Member Manual as shown below.

**My Plan**

In this skill builder, I am going to: ________________________________________________

The supplies I will need are: ____________________________________________________

I will get resources & information from: ____________________________________________

**Dig It!**

If possible, capture a picture of your experience and include it in the Dig It! Section. Have the members explain what was happening in the photo.

**What’s next?**

At this point members have completed all the developmental activities as set out in this project. This final section is a chance for leaders to evaluate the learning of the members, and a chance for the members to present their findings to their peers, parents and others.

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

Skill Builder 6: Maintain Your Body

Lucky Says....
Congratulations! You have made it to the final Exploring Body Works Skill Builder. In this builder you will learn about maintaining the outside of your body. Clean, healthy, strong teeth, clean skin and nails and even a fun new hair style can help you look and feel your best on the outside. Let’s learn more!

SKILLS CHECKLIST
- Explain why personal hygiene is important
- List techniques used to maintain the body
- Learn about personal hygiene products and new techniques

Important words
Watch for these important words throughout this builder:
Personal Hygiene, S.P.F., Keratin

Dream It!

Match ’em Up!
Choose a word from the Word Box to answer each of the questions below:

1. Keeps your insides from falling out onto the ground.
2. Can be coloured, dreadlocked, flipped or spiked.
3. Without these, you would be stuck eating mushy baby food.
4. Helps you pick up very small items.
5. Can be burned in the sun without the correct S.P.F lotion.
6. Fall out (or pulled out!) so new ones grow. (Can be more than one answer)
7. Keeps the top of your head warm and cleans the air in your nose.
8. You have 20 of these and if you lose one, it takes at least 6 months to grow another!
9. Made of “keratin” which is an important protein. (More than one answer!)
10. Helps to cool you off in the summer and warm you in the winter.

Word Box
A - Hair
B - Nails
C - Skin
D - Teeth

Did you know?
- Before toothpaste was invented, people used ground up chalk, lemon juice, ashes from a fire, or tobacco and honey!
- You have over 100,000 hairs on your head! You lose about 50-100 hairs a day.

Do It!

Get out and Learn
It’s time to get your hands dirty (or clean) and find out what body maintenance is all about! Choose one or more from the list below, plan it out using the guide questions at the bottom of the page, and Do It!

You could:
- Visit a hair stylist and learn how to do a new hair style
- Test deodorants and antiperspirants for best smell and wetness protection before, during, and after intense exercise
- Test your cleanliness level. Use a Glows Germ kit to see how well you wash your hands. Use Listerine Agent Cool Blue Rinse or a similar product to see how well you are brushing your teeth. If needed you may need to do some research to wash/brush better.
- Talk to an esthetician and try a manicure or pedicure
- Visit a drug store and learn about make-up application
- Do research on the internet, and learn how to make your own face mask
- Test out different hair products to see which one gives you the best “mohawk”!
- Go price shopping and compare the costs of personal hygiene products
- Or think of your own project!

My Plan
In this skill builder, I am going to: ____________________________
The supplies I will need are: ____________________________
I will get resources & information from: ____________________________
In the Member Manual

Dig It!

Protect your skin by being sun safe! Remember to:

Slip! Slap! Slap!

Slip on a shirt, slap on a hat, and slap on some sun screen! Do this when you go out into the sun. In order to

prevent you will again an increased risk of skin cancer.

For more information please visit:

www.cancer.ca/Canada-wide/Prevention/Use20SunSense.aspx#large

What's Next?

Get ready, it's almost time for the Showcase Challenge! Think
about the information you have learned in the 6 Sun Builders.

What is your favorite part? What would you like to see

next?
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 what you have learned (what you are proud of) and think about how you will “showcase” it.

Dream It!

Here are some Showcase Challenge Suggestions:

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

In the Member Manual

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?)

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?
Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, 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.

My 4-H Portfolio Page

Name: ___________________ Date: ___________ Year in 4-H: _______
Club: ___________________ Hours Spent on 4-H: _______

Exploring Body Works Project Skills Chart
To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to...</th>
<th>We know this because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify foods from the 4 food groups</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Explain why it is important to enjoy a variety of healthy foods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the number of suggested food group servings</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identify serving sizes</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Learn to plan healthy snacks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain why healthy foods are a good choice</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identify the 3 components of physical fitness</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Explain why daily physical activity is important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify ways to include physical activity into daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify how many minutes of physical activity are recommended daily</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Define “Body Image”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>List people or things that influence body image</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain how media can influence body image</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Define “Self Esteem”</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>Identify the differences between self esteem and body image</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain the importance of having a high self esteem</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Explain why personal hygiene is important</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td></td>
<td>List techniques used to maintain the body</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn about personal hygiene products and new techniques</td>
<td></td>
</tr>
</tbody>
</table>

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: ___________________
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)