Welcome 4-H Leaders!

Welcome to the “Body Works” project. There is a lot of information, fun facts, and hands on activities that cover 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 things that make us look and feel our best. The role of the leader in a mastery project is slightly different than the Explore and Discover projects. The leader role is important to provide guidance and support, more of a mentor (please see pg. 5 for additional information on being a mentor). Members will have some additional background information in their Member Manual than in discover level projects.

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

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

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

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

The sequence of project meetings and specific skills building outcomes for members in this project are on the chart on the following page.
What Skills Will 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>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Builder 1</td>
<td>Selecting a Fitness Goal&lt;br&gt;• Create a quality goal&lt;br&gt;• Identify specific fitness goals&lt;br&gt;• Understand the elements of an effective goal</td>
<td>• Identifying Interests &amp; Skills&lt;br&gt;• Choosing a Fitness Goal&lt;br&gt;• SMART Test Your Goal</td>
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<tr>
<td>Skill Builder 2</td>
<td>What You’ll Need&lt;br&gt;• Identify resources needed to accomplish a goal&lt;br&gt;• Understand costs of achieving your goal&lt;br&gt;• Use basic budgeting skills</td>
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<tr>
<td>Skill Builder 3</td>
<td>Develop a Plan&lt;br&gt;• Identify the steps used to develop a plan&lt;br&gt;• Developing a plan</td>
<td>• Previous Planning&lt;br&gt;• My Action Plan</td>
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<tr>
<td>Skill Builder 4</td>
<td>Interview&lt;br&gt;• Identify different types of interviews and interview questions&lt;br&gt;• Understand the purpose of interviews&lt;br&gt;• Develop affective interview questions&lt;br&gt;• Prepare for &amp; conduct an interview</td>
<td>• Preparing for the interview&lt;br&gt;• Conduct the interview</td>
</tr>
<tr>
<td>Skill Builder 5</td>
<td>Accomplishing Your Goals&lt;br&gt;• Understand basic time management and motivation techniques&lt;br&gt;• Identify personal recording keeping preferences&lt;br&gt;• Select record keeping tools based on personal preferences</td>
<td>• Time &amp; Motivation&lt;br&gt;• Select/create a recording keeping tool</td>
</tr>
<tr>
<td>Skill Builder 6</td>
<td>Evaluating Your Success&lt;br&gt;• Reflect upon and evaluate successes&lt;br&gt;• Understand the role of reflection and evaluation in accomplishing goals&lt;br&gt;• Make conclusions based on personal reflection and evaluation</td>
<td>• Complete your budget&lt;br&gt;• Evaluate your Success</td>
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When members successfully complete their builders, they will showcase what they have learned.

- Showcase /Portfolio<br>• Explain success in using the skills listed above | • Showcase Challenge<br>• Portfolio Page | 40 41 |
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.

<table>
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<tr>
<th>4-H Project Series Skill Development Levels</th>
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<td>Each project topic series contains three levels of skill development: explore, discover, and master.</td>
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**Explore** - each project series has one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

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

**Master** - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The leader’s role is to 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!**
Being A 4-H Mastery Level Project Leader

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person's growth.

The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective. Being a 4-H leader, especially to older 4-H youth, provides a formal opportunity to have a mentor relationship.

Mentors can serve a variety of roles in the lives of their mentees (the person they are mentoring). Some of these roles may include:

- Listening - not talking but really listening to what the mentee has to say
- Role modeling - setting an example by how you behave and what you accomplish as opposed to just talking about it. Leading by example is a powerful teacher.
- Building self-confidence - offering encouragement and appropriate praise can be very empowering to those receiving it.
- Providing challenges - planting the seed of inspiration to strive for and expand your personal best through a variety of growth experiences. This is often referred to as coaching.
- Offering perspective - helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Mentoring can be such a positive growth experience for both the mentor and the mentee. Challenge yourself to learn and practice mentoring skills in your relationships - whether those relationships are formal or informal. You can make a real difference in someone's life.

Let's take a closer look at some of the roles of a mentor:

Listening Skills

Active listening is such a valuable life skill but we are rarely taught how to do it well. Here are some basic tips to improving your listening skills:

- Stop talking. The fewer words that you say the more words the other person can say.
- Show that you are listening. Sit/stand where you can make eye contact with the speaker. Lean forward, nod your head, remain alert, and smile – anything to show that you are hearing and thus reacting to the information.
- Listen for ideas rather than facts. Tune into the person's feelings as well as the content of the message. Body language and tone of voice can often reveal more than the actual words do.
- Provide feedback. To ensure what you heard is what the speaker meant, summarize back to the speaker (in your own words) what you feel were the key points that they made. This provides the speaker the opportunity to correct you if you have not clearly understood what they meant.
- Remove distractions. Find a quiet place to talk. Don't be mentally jumping ahead rehearsing what you should say next.
- Don't judge. You may not agree with what the speaker is saying but accept it at face value. If you accept the speaker's thoughts and feelings without judgment, they will be more open to hearing other points of view after they have had their case heard without judgments.
Building Self Confidence in Others

Self-confidence is a powerful motivator and we should strive to build positive self-confidence in others and ourselves. What can you do to increase another’s self-confidence? Some tips include:

- Believe in the person. Say and show that you think they can accomplish their goals. Introducing them to key people and being enthusiastic about their abilities can be very encouraging to the mentee.
- Empower them to make choices. Advice is very easy to give but suggesting choices the mentee can consider gives the person a sense of control and power over his/her life.
- Identify skills and growth opportunities. A mentor can help mentees identify their current skills and skills or knowledge they may need to acquire to accomplish their goals. Encouraging a person to try new skills is an important role of a mentor.

Providing Challenges & Effective Coaching

Five basic steps to effective coaching are:
1. Tell - explain how to do the task
2. Show - demonstrate how the task is done
3. Do - provide an opportunity for the learner to do the task
4. Observe - watch how the task is being done
5. Praise and/or redirect - compliment on the correctly done performances and suggest areas of improvement

Some further tips to ensuring a successful coaching experience are to:
- Break the learning into small tasks or steps
- Take time to ensure each step is learned correctly before moving on to the next step.
- Bad habits are difficult to correct.
- Match abilities and tasks.
Resources For a Mastery Level Leader

Since a significant component of the mastery level projects is to assist members to locate resources to enhance or their project experience. The following are some sources of additional information and resources:

**The Catalogue of Supplies**

This resource gives more information on the different projects and specific details on leader or member manuals, record books and related resource material. The resources listed in the catalogue include books, pamphlets, promotional supplies and audiovisual materials for project, leadership and general topic areas.

**People to Help**

1. **Head Leader**
   - Your 4-H club’s head leader is one of the first people to contact for information and help. If you are a head leader, contacting another 4-H head leader can create a great buddy system for support, questions and ideas.

2. **Leader Training Opportunities**
   - Take advantage of any leader training opportunities.

3. **4-H Leaders/Members**
   - Other 4-H project leaders and/or senior 4-H members can be excellent sources of experience and/or ideas about: resources to access, project leadership techniques, working with specific age groups etc.

4. **Community**
   - Check out staff at local schools, RCMP headquarters, hospitals and other local services to assist with your 4-H program. There are often many people in your community who have expertise in a specific area that could speak at your project meeting. You could also take a tour of some local business like a local veterinary clinic, bakery, craft store, farm, grocery store etc.

5. **Manitoba 4-H Council Office**
   - Manitoba 4-H Council coordinates, develops and administers provincial 4-H policy and delivers provincial 4-H events, programs and activities.
   - [www.4h.mb.ca](http://www.4h.mb.ca)

6. **Manitoba Agriculture, Food and Rural Initiatives (MAFRI)**
   - MAFRI is responsible for the development and continuation of the 4-H program in Manitoba. Some specific examples include:
     - Creating and providing 4-H project materials
     - Collecting 4-H enrolment data
     - Delivery of 4-H member and/or leader skill development workshops, fact sheets, and mentoring
     - Liaison/mentor to area, provincial and national 4-H councils
   - At the GO Centre/Office, Rural Leadership Specialist, Farm Production Advisor, Business Development Specialist & Extension Coordinator support the 4-H program in a variety of manners. Contact your GO Office/Centre or email 4-H@gov.mb.ca for support with:
     - Project delivery questions
     - 4-H resources
     - Support in skill development for members or leaders (e.g. communications, meeting management, leadership)
Youth Learning Characteristics - Background for a Mastery Level Leader

Below you will find a list of characteristics that are common to children in five different grade levels. Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age or in the same grade. But you should find this outline helpful as you work with youth of different ages.

Grades 7 – 10 (12-15 years old)
- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Since many are becoming aware of their own special abilities and talents, this is a good time for introducing them to leadership roles.
- As they begin to think about the future and make realistic plans, their vocational goals are often influenced by the activities they select.
- Mastering abstract thinking, they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feeling of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader’s role should be that of advisor/coach.

Grades 10 – 12 (15-17 years old)
- Finishing up high school and moving on towards independent living from their family of origin.
- Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- In most cases, they determine their own schedule and only general directions are needed when they are assigned familiar tasks.
- Close relationships develop as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance.
- Adults no longer control activities, but should serve as resource people, helping to stimulate teens’ thoughts.

Four Basic Needs Common To Everyone

There are some very distinct differences between the interests and needs of an eight year old and those of a 21 year old. However, there are certain basic needs that are common to everyone, regardless of age, that you should keep in mind when working with your members.

- **The need for recognition**, causing a person to seek experiences and understanding in which there is social approval, commendation and prestige; and to avoid experiences that result in ridicule and disapproval.
- **The need for power**, causing the person to seek experiences that hold promise of achievement, success, self determination and mastery; and to avoid situations that involve frustration and a sense of failure.
- **The need for new experiences**, causing a person to seek experiences that provide adventure, excitement and change; and to avoid situations that are monotonous and boring.
- **The need for security**, causing a person to seek experiences that give assurance of protection, confidence and belonging; and to avoid situations involving danger, insecurity and fear.
Learn To Do By Doing

4-H Experiential Learning

“Learn to do by doing” is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging them to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

Dream it! Do it! Dig it! is based on Experiential learning.

Learn To Do By Doing

One of the principles behind all 4-H training is “Learn To Do By Doing.” The 4-H motto is based on sound principles – people learn by doing and achieving.

People generally remember about 10% of what they read.
While some material can be simply read and understood by members, providing reading material ahead of time is best.

People generally remember about 20% of what they hear.
Lectures should be kept very short. Always keep it under 30 minutes with younger children.

People generally remember about 30% of what they see.
Try to make a demonstration part of every lesson. “The eye is the window to the brain.”

People generally remember about 50% of what they hear and see.
Explain and demonstrate the principle.

People generally remember about 70% of what they say and write.
Explain and demonstrate the principle and have the member write it down and repeat it back. Record books and journals will also reinforce the project concepts.

People generally remember about 90% of what they say and do.
Whenever possible the member should have the opportunity to practice. The ideal lesson is five minutes of explanation, ten minutes of demonstration and fifteen minutes of practice.

4-H Online Resources

www.4h.mb.ca
Www.manitoba.ca/agriculture/4h
4h@gov.mb.ca
www.4-h-canada.ca
In the Member Manual - Member Introduction Pages

4-H Body Works Series
Master Body Works - Your Fitness

Introduction

Have you ever dreamed of making it to the Olympics? Well everyone's dream has to start somewhere, and often that starting point is creating a fitness goal. From there you can build the strength and courage to improve and grow, potentially fulfilling your dreams. So let's get you started on the road to success by working towards your own fitness goal.

Welcome to the Master level of the Body Works project series. We are so happy that you have decided to further your fitness knowledge by venturing into this fun and creative project.

At some time or another, most of us have had a fitness goal in mind. Whether we wanted to make a school sports team, or simply start exercising daily to benefit our overall health, we had the desire to improve our current level of fitness.

Reaching this type of goal requires planning, dedication and a certain level of encouragement and guidance. So, this project has been designed to help you learn how to set goals, develop a plan, find guidance and resources, and evaluate your successes.

But the best part about this project is that you have the creative control. You will be setting your own personal fitness goal(s), creating a unique plan to suit your style and keeping track of your progress in a way that best reflects your personality. You will be able to use the knowledge gained in the previous Body Works projects to get you started. You may want to return to these projects to review what you have learned.

So whether you want to try a new sport, improve your skills or simply get fit, this project is for you!

Meet Lucky!

Lucky knows a thing or two about how to look and feel your best. Watch for Lucky’s tips throughout the project book.

Dig it! Dream it! Do it!
Skill Builder 1: Selecting a Fitness Goal

Skills Checklist

- Create a quality goal
- Identify specific fitness goals
- Understand the elements of an effective goal

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.

| Attainable | Something that can be accomplished |

Dream It!

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

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

Activating Strategies

1. Ask members if they have ever set goals before. They may think of examples from school, sports, or perhaps a personal experience.
2. Ask members to identify things that should be considered when setting a goal.

Background for Leaders

Members may or may not have taken this project with a specific goal in mind. Either way, the exercises in the dream it section will help members select a fitness goal for the project. Goals are destinations you want to reach, targets you aim for and things you want to achieve or have to do.

Identifying Interests & Skills

Background for Leaders

Have a discussion with them about their interests and dreams. Have them come up with as many ideas as possible so that they can select a goal that is appropriate and realistic.

Age Considerations: Appropriate for all ages

Time Required: 10 minutes

Equipment: Member’s manual and pens
Instructions

Use the following prompts to help identify member’s interests and skills.

- I am currently participating in these sports or activities:
- I have had some experience, but could still improve on the following athletic skills:
- I have never tried but would like to learn how to do these activities or sports:

Do It!

Choosing a Fitness Goal

Learning Goals: Learn how to set a quality goal

Background for Leaders

Members will be using questions to brainstorm ideas for a fitness goal. Be sure that members are creative and consider opportunities that may be outside of their usual activities.

Age Considerations: Appropriate for all ages

Time Required: 30 minutes

Equipment: Member’s manual and pens

Safety Considerations

Be sure that the member’s fitness goal is appropriate for their age and ability. If necessary, consult with a fitness professional for advice.

Instructions

Members will use their brainstorming session to come up with a fitness goal. They will complete the following sentence.

I want to _________________________________________________________________.

(describe the fitness goal)

SMART Test Your Goal

Learning Goals: Members will learn how to set a quality goal

Background Information

Goals are most effective when they are SMART. Helping members through the S.M.A.R.T. goal setting process will help them understand if their goals are realistic and attainable. This test will help them decide if their goal is:

- **Specific,**
- **Measureable,**
- **Attainable,**
- **Realistic,** and
- **Timely.**
Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal one must answer the six "W" questions:

*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.
**Timely** - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

**T** can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

An example of a well written goal is: *As Project Leader for the Crafts 1 project, I plan to teach, using a variety of methods at biweekly project meetings, the necessary skills to have the three members enrolled receive completion at achievement.*

**Age Considerations:** Appropriate for all ages

**Time Required:** 20 minutes

**Supplies:** Member’s manual, pens

**Instructions:** Have members complete the S.M.A.R.T. test chart in their manuals as a way to assess the quality of their goals. Encourage members to test various goals they have. Then have members re-write their improved fitness goal in their manual.

**Dig It!**

Have members discuss and answer the following questions in their manual.

- What was the most difficult part of setting this goal?
- Why do you think it is important to set S.M.A.R.T. goals?

Have members think of another goal that they are trying to achieve. Ask them how they can use these goals setting skills to improve that goal.

**What's Next?**

Having the right equipment and resources is important in achieving goals. Thinking about available resources and a spending plan will point members in the direction of success. Before the next meeting, having members do an inventory of the equipment they have that they will use to work towards their goal.
In the Member Manual

**Skill Builder 1: Selecting a Fitness Goal**

**What are you going to achieve?**
Before going out and tackling your fitness goal, you must do some planning to be sure that your final action matches your basic skills, those you want to develop, and your interests.

**SKILLS CHECKLIST**
- Create a quality goal
- Identify specific fitness goals
- Understand the elements of an effective goal

**Important word**
Watch for this important word throughout this builder: *Goals*

**Dream it!**
You may have taken this project with a specific goal in mind. Or you might have just decided that it looked interesting but you are not yet sure what you want to do. Either way, the following exercises will help you select a fitness goal for your 4-H project.

**Remember: Goals are:**
- Destinations you want to reach
- Targets you aim for
- Things you want to achieve or have to do

**Identifying Interests & Skills**
Use the following prompts to help identify your interests and skills:

**running a half marathon - making the basketball team - learning to skate**

**curling in a bonspiel - golfing in a tournament - competing in a fitness competition**

**starting a fitness routine - trying out for the Manitoba Games - achieving a strength or flexibility goal**

**Do It!**

**Choosing a Fitness Goal**
To get you thinking about what your fitness goal will be, here are some ideas:

- My fitness goal will include (check all that apply):
  - Achieving a specific strength, endurance or flexibility goal
  - Trying out for a team, club or competition
  - Completing a race
  - Improving skills in an activity or sport in which you already participate
  - Gaining skills at a new sport or activity
  - Other ____________

Take a good look at your interests to figure out what you really want to do!

**Some example fitness topics might include:**

- "I want to learn how to do archery and enter a competition."
  OR
- "I want to train for and run the Manitoba Half-Marathon."
  OR
- "I want to improve my skating skills and make the Bulldogs hockey team."
  OR
- "I want to increase my strength and skill to try out for the Manitoba Games Regional Team."

Do you already know what you want to do? That’s great, it’s time to complete the sentence below. If not, go out and explore, surf the net, talk to friends and family. They may encourage you to try something you’ve never thought of! Whatever you decide, write your fitness goal below.

I want to ____________________________

(describe your fitness goal)

Writing down your project goals will help you plan, track, your progress, and measure your success.

**Lucky Says....**
Goals are most effective when they pass the SMART test. The SMART test makes sure goals are:

- Specific
- Measurable
- Attainable
- Realistic
- Timely
In the Member Manual

What are SMART Goals!

**Specific**: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- **Who**: Who is involved?
- **What**: What do I want to accomplish?
- **Where**: Identify a location.
- **When**: Establish a time frame.
- **Why**: Identify requirements and constraints.
- **Why**: Specific reasons, purpose or benefits of accomplishing the goal.

**Example**: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

**Measurable**: When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as:... How much? How many? How will I know when it is accomplished?

**Attainable**: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**Realistic**: To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**Timely**: A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 5 lbs, when do you want to lose it by? “Somebody” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal.

T can also stand for **Tangible**: A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

S.M.A.R.T. Test your goal

Write the SMART components of your goal in the chart below.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Realistic</th>
<th>Timely</th>
</tr>
</thead>
</table>

Re-write your improved fitness goal below including all the SMART components. I want to:

**Dig it!**

What are the most difficult parts of setting the goal?

Why do you think it is important to set SMART goals?

Take a minute...

Think of a other goal that you are trying to achieve. How can you use SMART goal setting skills to improve that goal.

What’s Next?

Having the right equipment and resources for your use is important in achieving goals. Thinking about available resources and a spending plan will point you in the direction of success.
Skill Builder 2: Get The Gear

Skills Checklist

- Identify resources needed to accomplish a goal
- Understand the costs of achieving your goal
- Use basic budgeting skills

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>Surplus</th>
<th>Having income greater than expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficit</td>
<td>Having income less than expenses</td>
</tr>
</tbody>
</table>

Dream It!

Thinking Ahead

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

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

In order to get members thinking about the resources required for certain fitness activities, have members brainstorm all of the expenses involved with an activity in which they are currently involved. Ask members what things their parents or guardians, or they themselves have to pay for in order for them to participate in that activity.

Resources/Cost Brainstorm

Learning Goals: Understand the monetary costs of achieving your goal

Age Considerations: Appropriate for all ages

Time Required: 15 minutes

Equipment: Member’s manuals and pens

Instructions

1. Have members list the items that they think they will need in order to work towards their goal. Remind members that this list will change as they develop a plan, and do more research.
2. They are then asked to decide if they will need to borrow or purchase equipment or resources and where they can get it.
3. Next, members will need to estimate the cost of these items and research the actual cost.
4. Finally, have members think about their sources of income and complete the income exercise in their manual.

**Discussion:** Discuss the pros and cons of purchasing new, used or borrowed equipment.

**Suggested Variations:** If members have equipment available, have them check it for structural damage and ability to withstand the activity selected by the member.

**Do It!**

**Basic Budget**

**Learning Goals:** Learn basic budgeting skills

**Background Information:** Members will use the budgeting form in their manuals to complete this task. Be sure to discuss the meanings of *surplus* and *deficit*, and the importance of accurate estimates.

**Age Considerations:** 12 years and up

**Time Required:** 15-20 minutes

**Supplies:** Members manuals and pencils

**Resources:** Further information and exercises in budgeting are available at your local MAFRI GO office/centre.

**Safety Considerations:** Be sure that the equipment that members are selecting is appropriate for the activity and will provide sufficient protection.

**Instructions:** Have members fill in the budget columns in the Member Manual chart using the information that they have collected. Be sure that members include the income and expense items. The Actual and Difference columns will be completed once they have accomplished their goal. At that time, members can better judge how accurate their budget was.

**Suggested Variations:** Members may choose to use computer software to complete this task. If so, be sure that they print a hard copy to be included in their member manual.

**Dig It!**

If required, assist members with answering the following questions in their manuals, especially the questions about community.

- Were you surprised by the cost of the equipment and resources that you will need? Why?
- Which items surprised you the most?
- Did you decide to borrow or purchase previously owned equipment?
- What was your reason for making this decision?
In the Member Manual

Skill Builder 2: Get the Gear

What are you going to achieve?
In order to successfully complete your goals, you will need the right supplies, equipment, and resources. Below, list the items that you think you will need. This list will change as you develop a plan and do more research.

Skills Checklist
- Identify resources needed to accomplish a goal
- Understand costs of achieving your goal
- Use basic budgeting skills

Important words
Watch for these important words throughout this builder: Surplus, Deficit

Dream It!
Resources/Cost Brainstorm

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Do I have this? Or can I borrow it? or Will I purchase it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Where can I get it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Reality is, most sports and activities cost money. Whether it’s purchasing equipment, paying a registration fee or coaching fees, we typically incur a few costs. These expenses can add up, so it is important to understand how much we are spending on our fitness goal, and how we can budget our money to be prepared for these costs.

Make a list of all of the items you will need to purchase to accomplish your goal. Estimate the cost of each item and then do some research to find the actual cost. You may need to go price shopping at stores or online, or you may need to visit fitness facilities or professionals to find some actual costs.

What’s Next?
In the next skill builder members will be creating an action plan. Have members bring their calendars and schedules to the next meeting to get them thinking about how and when they will work towards achieving their goals.
### In the Member Manual

Now that you have a list of estimated expenses, it’s time to decide how you will pay for it! Select your sources of income below.

- Personal savings
- Gift money
- Other

**Do It!**

You now have enough information to put together a budget! Fill in the budget columns below using the information that you have collected. Be sure to include the income and expense items. The Actual and Difference columns will be completed once you have accomplished your goal. At that time, you can better judge how accurate your budget was.

**Basic Budget**

<table>
<thead>
<tr>
<th>Income</th>
<th>Budget</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
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<td>$</td>
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<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Total Income</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>$</th>
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</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td></td>
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<tr>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
Skill Builder 3: Developing a Plan

Skills Checklist

- Identify the steps used to develop a plan
- Developing a plan

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.

| Action Plan | Steps that must be taken, or activities that must be performed well, for a strategy to succeed. |

Dream it!

Thinking Ahead

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

Preparing for Success

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

Previous Planning

Age Considerations: All Ages

Time Required: 10 minutes

Supplies: Member’s manual and pencils

Instructions: To get members thinking about the importance of action plans in achieving goals, ask them to think of examples when they use information plans to help them accomplish a goal. These plans should include a task, timeline and resources that can be used. A good example that some will relate to, is accomplishing a mission or level in a video game. Players have a specific task and a timeline in which to complete it. They often need to collect resources to help them accomplish this task.

Background for Leaders

The goals that member have set have outlined their targets. Now, members need to create a plan and figure out what they will need to do to achieve their goal(s). Below are the steps required to create a plan.

Step 1: Review goal(s)

Step 2: Outline the steps required to achieve my goal(s).
Step 3: Review and outline the resources required for each step. Think about:
- People who can help.
- How much money will be needed.
- Information sources such as magazines, internet, videos, libraries, etc.

Step 4: Outline when each step needs to be done. Setting a target date for completion of each step can save rushing through everything at the last minute or not being able to complete the project in the time remaining.

Do It!

My Action Plan

**Learning Goals:** Understand the steps involved in creating an action plan
Create a personal action plan

**Age Considerations:** Ages 12 and up

**Time Required:** 20-30 minutes

**Supplies:** Member’s manual and pencils

**Resources:** There are many resources out there on project planning. Members may choose to use a different template to create their plan. If they do, be sure that the steps, resources and timelines and included.

**Instructions:** Have members review and list their goal(s) and complete their action plan in the chart provided in their manual.

**Discussion:** Have members review their plan to confirm that the steps and deadlines are realistic. Have the member consider their schedule and other commitments before finalizing the plan.

Dig it!

Have the members discuss the following questions;
- How do you feel about this plan?
- Do you feel that you will be able to follow through or will you be rushed?
- What will be the easiest step to complete?
- What will be the most difficult step to complete?
- What will you do to track your progress?

If throughout this process, they learn that changes need to be made to their plan, have them return it to make the appropriate changes.

What’s Next?

The next skill builder will have members preparing for and conducting an interview with an expert or professional in their fitness topic area. For the next meeting have members come prepared with the names and contact information for potential interviewees.
In the Member Manual

Skill Builder 3: Develop a Plan

What are you going to achieve?

Just like you use a map or GPS to help you find your way to a destination, you should use an action plan to successfully reach your goals. This skill builder will guide you through the steps to creating an action plan for your specific goal. You may not always stick to the plan and might choose to take an alternate route, but at least you will know what you need to do to get to your destination.

SKILLS CHECKLIST
- Identify the steps used to develop a plan
- Developing a plan

Important word
Watch for this important word throughout this builder:
Action Plan

Dream it!

Previous Planning

Think of examples when you have used a plan to help accomplish a goal. These plans should include a task, timeline and resources that can be used. Example: in accomplishing a mission or level in a video game, players have a specific task and a timeline in which to complete it. They often need to collect resources to help them accomplish this task within a time limit or against an opponent.

When have you used a plan before?
1.
2.

You need to create a plan and figure out what you will need to do to achieve your fitness goal(s). Below are the steps required to make a plan.

Step 1: Review goal(s)

Step 2: Outline the steps required to achieve my goal(s).

Step 3: Review and outline the resources that you might use for each step. Think about:
- People who can help you.
- How much money you will need.
- Information sources such as magazines, internet, videos, libraries, etc.

Step 4: Outline when you need to have each step done.

Setting a target date for completion of each step can save you rushing through everything at the last minute or not being able to complete the project.

Do it!

My Action Plan

Now, it's your turn! Complete a chart for the goal(s) that you have identified. You can refer to this chart as you progress to remind you what you need to do to accomplish your goals.

<table>
<thead>
<tr>
<th>Steps to be done</th>
<th>Possible Resources to Use</th>
<th>Done By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess my current level of fitness</td>
<td>Talk to a professional trainer at the fitness facility in my community about my goal and do an assessment</td>
<td>September 1</td>
</tr>
<tr>
<td>2. Determine and acquire the equipment and resources I will need</td>
<td>Read the book “A Fit You” by John Smith</td>
<td>Step 2 - By the second meeting</td>
</tr>
<tr>
<td>3. Create my fitness routine and schedule</td>
<td>Talk to the professional trainer about costs, equipment, etc.</td>
<td>September 3 - ongoing</td>
</tr>
<tr>
<td>4. Follow fitness schedule</td>
<td>Work with personal trainer to outline a routine</td>
<td>September 1 - Achievement</td>
</tr>
<tr>
<td></td>
<td>Contact friends who may be interested in being an exercise partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign up for a weekly yoga class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendars to track progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regularly scheduled meetings and assessments with personal trainer to assess progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journaling to track the experience</td>
<td></td>
</tr>
</tbody>
</table>

The finished plan for each goal looks like this example:

Goal: To improve my strength, endurance and flexibility by exercising daily and starting a fitness routine at the local fitness facility.

My Action Plan

Step 1: Review goal(s)

Step 2: Outline steps required to achieve goal(s)

Step 3: Outline the resources that you might use for each step

Step 4: Outline when you need to have each step done by.
In the Member Manual

<table>
<thead>
<tr>
<th>Steps To Be Done</th>
<th>Possible Resources To Use</th>
<th>Done By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dig it!

- How do you feel about this plan?
- Do you feel that you will be able to follow through or will you be rushed?
- What will be the easiest step to complete?
- What will the most difficult step to complete?
- What will you do to track your progress?

### What’s Next?

The next Skill Builder will prepare you for conducting an interview. You will find out how to prepare and conduct the interview and how to write quality questions. You will also have the chance to interview someone who is knowledgeable about the activity that you have chosen.
Skill Builder 4: Talk to a Professional

Skills Checklist

- Identify different types of interviews and interview questions
- Understand the purpose of interviews
- Develop affective interview questions
- Prepare for & conduct an interview

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>Informational Interview</th>
<th>The interviewer is seeking information on a specific topic from the interviewee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-ended question</td>
<td>Broad questions that allows the interviewee to decide what type and how much information to give</td>
</tr>
</tbody>
</table>

Dream It!

Thinking Ahead

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

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

To get members thinking about how they can use people as resources for their project goal, ask the following questions;
- If you could have a coach help you with this fitness goal, who would you choose and why?
- Are there any athletes that you look up to that you would like to talk to someday?
- What would you hope that one of these athletes would talk about?

Background for Leaders

There are many types of interviews that are used today. But one that the members will be using in this skill builder is the informational interview. Specifically an information-seeking interview, where the interviewer (member) wants information from the interviewee. In your case, members may want to hear about the interviewee’s experiences or pick up tips on building particular skills.

Interviews can be conducted in a number of ways. Face-to-face (best), video conferencing, telephone or email. Can members think of any others?
When preparing for the interview, members should make sure that the interviewee understands the purpose of the interview, so that they come prepared with the information that the interviewer is seeking. This does not have to be a formal interview, but members should be prepared to explain what they are doing in their project and have a list of questions ready.

There are three phases to a basic interview:

1. Opening Phase - 1) establish rapport with the interviewee; 2) give them a overview of the purpose of the interview, what information is needed and how long it will take; and 3) motivate the interviewee to give straightforward, complete answers by letting them know the value of their answers.

2. Question-Response Phase - this is the heart of the interview. Both the interviewer and the interviewee have the opportunity to ask and answer questions.

3. Closing Phase – Summarize the major points that were covered. This is to ensure clarity. The interviewee should also have a chance to ask questions and the interviewer should thank the interviewee for their time and cooperation.

Types of Questions
- Open-ended questions - broad questions that allows the interviewee to decide what type and how much information to give ex) Describe for me what kinds of challenges you came across in your training. Open-ended questions are very useful in an informational interview as they allow for continued conversation between the participants
- Direct questions - short questions that require a short answer or simple “Yes” or “No” ex) Did you reach your goal?
- Closed questions - a question that limits the interviewee’s choice of answers to one of the answers supplied in the question. Ex) Would you recommend training with a partner, by yourself or a combination of the two?
- Loaded questions - questions that have no correct answer but are designed to get an emotional response ex) Are you still struggling to earn a place on the team?
- Leading questions - a question that implies the correct answer ex) You want to win the provincial title, don't you?
- Verbal and Nonverbal probes - these are used to urge the respondent to add more information to a previous response. Ex) “tell me more”, “Really!”, “How do you mean?” You may need to use these probes if you have asked a direct or closed question

Loaded and leading questions can sometimes offend an interviewee and usually do not result in the information that you may be looking for. Also, watch for verbal and non-verbal queues. If an interviewee appears to be agitated or nervous, they may not be comfortable with the question. It may be a wise decision to move on to a different question or change topics.

Just like making a presentation or speech, preparation and practice is required. Test out questions on a friend to work out any confusing or awkwardly worded questions.

During the interview members can capture the conversation in a number of ways. You can take notes. Minimal notes that are not detailed usually work the best. Members may choose to record the interview by audio recorder or video although, sometimes an interviewee is less comfortable and may not answer the questions as thoroughly as the interviewer would like if they know they are being recorded. Always ask permission before recording an interview.

Be sure to send a thank you after the interview. Let the interviewee know that you appreciated their time and cooperation.
Preparing for the Interview

**Learning Goals:** Identify different types of interviews and interview questions

**Age Considerations:** Ages 12 and up

**Time Required:** 30-40 minutes

**Supplies:** Members manual and pencils

**Instructions:** Have members list the topics that they want to learn about, and who could potentially assist them. This may require some research, and members may need to talk to others in the sport or contact professional athletic associations or groups. Encourage members to step outside of their comfort zone and talk to someone that they have never met. Members will then use the chart in their manual to create a list of questions.

**Discussion:** Have members try out the questions on others to see if they are getting the responses they are looking for. If not, have them make the appropriate changes to their questions.

Do It!

Conduct the Interview

**Learning Goals:** Gain experience conducting face-to-face interviews

**Background Information:** Members can conduct their interviews in a number of ways, and may choose to have more than one interview. It is recommended that they gain experience conducting face-to-face interviews. If they are unable to arrange for this with their desired interviewee, have them set up a second interview to gain the face-to-face experience. Have the members set up their own interviews.

**Age Considerations:** Ages 12 and up

**Time Required:** One hour

**Supplies:** Notebook for recording, pens, audio or video recorder, and email or telephone (depending on the type of interview that the member selects).

Dig It!

Have members answer the following questions in their manuals to reflect on their interview experience. This may be done at a later meeting after the interview. Have members answer the following questions:
- What were your overall impressions of the interview?
- What was the easiest part of the interview?
- What was the most difficult part?
- If you could re-do the interview, what would you change?
- Do you feel that you got all of the information that you wanted?
What’s Next?

The next skill builder will provide members with skills and techniques to help them accomplish their goal(s). They will be asked to reflect upon their organization habits and select a method for keeping track of progress. Encourage members to bring journals, calendars and other recording keeping tools to work with at the next meeting.

Leader’s Notes
In the Member Manual

Skill Builder 4: Interview

What are you going to achieve?

Ever wonder how the pros do it? Well, here's your chance! A great way to learn about how to train for a sport or improve on specific skills is to talk to someone who has done it. In this skill builder, you will be conducting an interview with someone who has accomplished a similar goal as you. Someone who has the information and resources that you will need to succeed. This individual may even end up being a mentor for you throughout your project.

Examples are: a coach or instructor in your interest area, a Manitoba Jr. Hockey League player, a personal trainer or a competitive athlete training for a qualifying competition.

SKILLS CHECKLIST

- Identify different types of interviews and interview questions
- Understand the purpose of interviews
- Develop effective interview questions
- Prepare for & conduct an interview

Dream It!

Interview Skills

- Taken from Communicating for Results
  7th Edition, by Cheryl Hamilton

There are many types of interviews that are used today. But one that you will be using in this skill builder is the Informational Interview. Specifically an information-seeking interview, where the interviewer (you) wants information from the interviewee. In your case, you may want to hear about their experiences or pick up tips on building particular skills.

Interviews can be conducted in a number of ways. Face-to-face (best), video conferencing, telephone or email. Can you think of any others?

When preparing for your interview, you want to make sure that the interviewee understands the purpose of the interview, so that they are prepared with the information that you are seeking. This does not have to be a formal interview, but you should be prepared to explain what you are doing in your project and have a list of questions ready.

Three phases to a basic interview:

1. Opening Phase - You will:
   - Establish rapport with the interviewee. In other words, create a comfortable, respectful and individual feeling.
   - Give them an overview of the purpose of the interview, what information is needed and how long it will take.
   - Motivate the interviewee to give straightforward, complete answers by letting them know the value of their answers.

2. Question-Response Phase - This is the heart of the interview. Both the interviewer and interviewee have the opportunity to ask and answer questions.

3. Closing Phase - Summarize the major points that were covered. This is to ensure clarity. The interviewee should also have a chance to ask questions and the interviewer should thank the interviewee for their time and cooperation.

Types of Questions

- Open-ended questions - broad questions that allows the interviewee to decide what type and how much information to give. Describe for me what kind of challenges you came across in your training. Open-ended questions are very useful in an informational interview as they allow for continued conversation between the participants.
- Direct questions - short questions that require a short answer or simple "Yes" or "No" (ex) Did you reach your goal?
- Closed questions - a question that limits the interviewee's choice of answers to one of the answers supplied in the question. Ex) Would you recommend training with a partner, by yourself or a combination of the two?
- Loaded questions - questions that have no correct answer but are designed to get an emotional response (ex) Are you still struggling to make a place on the team?
- Leading questions - a question that implies the correct answer (ex) You want to win the provincial title, don't you?
- Verbal and Nonverbal probes - these are used to urge the respondent to add more information to a previous response. Ex) "Tell me more" "Really?" "How do you mean?" You may need to use these probes if you have ask a direct or closed question.

Loaded and leading questions can sometimes offend an interviewee and usually do not result in the information that you may be looking for.

Also, watch for verbal and non-verbal cues. If an interviewee appears to be agitated or nervous, they may not be comfortable with the question you are asking. It may be a wise decision to move on to a different question or change topics.

Just like making a presentation or speech, preparation and practice is required. Test out your questions on a friend to work out any confusing or awkwardly worded questions.

During the interview you can capture the conversation in a number of ways. You can take notes, although minimal notes that are not detailed usually work the best. You may choose to record the interview by audio recorder or video although sometimes an interviewee is less comfortable and may not answer the questions as thoroughly as you would like if they know they are being recorded. Always ask permission if you are going to record the interview.

Be sure to send a thank you after the interview. Let the interviewee know that you appreciated their time and cooperation.
In the Member Manual

Preparing for the Interview

Who will you interview? To decide who is the right person (or people) to interview, you first need to decide what information it is that you are looking for. Do you want advice on sports nutrition, or work-out tips? Perhaps you’re looking for techniques to improve a specific skill.

List the topics that you want to learn about, and who could potentially assist you. This may require some research, and you may need to talk to others in the sport or contact professional athletic associations or groups. If possible, list their contact information below. Try to step outside of your comfort zone and talk to someone that you have never met.

My interview with __________________________

Date __________________ Location __________________

<table>
<thead>
<tr>
<th>What I want to know</th>
<th>My Question</th>
<th>Type of Question</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Write o’type questions on a separate piece of paper and leave space to record the answers.

Do it!

Conduct the Interview

Now go out and conduct your interview. Be sure to practice your interview with a friend or family member to become more comfortable with your questions.

Dig It?

- What were your overall impressions of the interview?
- What was the easiest part of the interview?
- What was the most difficult part?
- If you could re-do the interview, what would you change?
- Do you feel that you got all of the information that you wanted?

What’s Next?

The next skill builder will provide you with some skills to help you accomplish your goals. You will reflect upon your organization habits and select a method for keeping track of your progress. Record keeping can be enjoyable, if you can add a personal touch.
Skill Builder 5: Accomplishing Your Goals

Skills Checklist
- Understand basic time management and motivation techniques
- Identify personal record keeping preferences
- Select record keeping tools based on personal preferences

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>Time Management</th>
<th>A range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>To give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior</td>
</tr>
</tbody>
</table>

Dream it!

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

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

Activating Strategies
Ask members what motivates them to complete daily tasks or long term goals. Are there any tricks that they use to keep them on track with their goals?

Background for Leaders
Keeping track of your progress:
- Helps you to understand and gain more from your experiences.
- Gives you a clear picture of how successfully you have accomplished your goals.
- Provides a descriptive project display for achievement evaluation.
- Showcases how you may have needed to alter your plan at some point throughout the process.

Time & Motivation

Background for Leaders

Time Management
Let’s face it, members are busy. With school, extra curricular activities and commitments to friends and family, you’re often left without much time in the day to get everything done and find time to relax and have some fun.
This is why it is important to learn to use time management skills. It’s not difficult, but it does take practice. So if you’re first attempt isn’t successful, don’t get discouraged. Just remember that practice can make you better. Below are some practical tips that can help you manage your time and stick to your project plans.

- Create periods of uninterrupted time - this includes turning off your computer or phone, or even hanging a “do not disturb” sign in your work area. This could be suitable for doing homework, work-outs, or researching for your project. Make a point of setting aside a specific amount of time to complete your task and write it down in a calendar or scheduler. (ex - 4:30-5:15 - History project research 7:00-8:00 - outdoor jog and stretches) You are more likely to stick to a plan if you write it down.

- Just say NO - You can’t say “yes” to everything or else you’ll turn into a doormat - people will walk all over you! Be sure that you follow through on your commitments and plans by saying “NO” to the less important activities. Although it may be hard to turn down friends when they ask you to go to a movie or hang out, try to prioritize your activities and focus on the most important tasks.

- Use the Swiss Cheese method - If a task seems too large and overwhelming, poke holes in it like Swiss cheese and do it one little piece at a time. Your project plan may include many steps and the end goal may seem too far away, but if you break down the task into smaller pieces and complete one task each day, soon the end result will be in your sights.

- Choose a high energy time - this means that you choose to tackle the most challenging tasks when you have the most energy. Perhaps that time is morning, noon or evening - everyone is different. Test it out and determine when your peak energy hours are. In some cases a fitness professional may have advised you to exercise or work out at specific times, to get the maximum benefit. If so, follow those instructions, but keep in mind that other tasks, such as chores or studying may be done during your peak energy hours.

- Re-charge your batteries - Don’t try to do everything at once as you may quickly become burnt out and lose interest and motivation in your project. Especially with physical activity, it is important to have times of rest to refresh, re-energize and re-charge your batteries.

- Get organized - If you’re a super-organized person, you’re no stranger to calendars, schedulers, and reminder notes. Everyone organizes themselves differently, so use whatever tools you need to keep yourself on track. Some popular tools are, reminder notes, calendars on the refrigerator, cell phone alarms, and verbal reminders from others. Think about what tool helps you the most and use it!

Motivation

One of the biggest struggles that most people encounter when working through a plan to accomplish a goal is, you guessed it, lack of motivation. Motivation is the desire or need to achieve something personally significant.

Often our lack of motivation comes from a lack of interest in the task. Perhaps the job is exhausting, unpleasant or you’re just not sure what to do and where to start.

There are a few things that you can use to overcome this lack of motivation.

1) Write it down. You have already accomplished this, by writing down your personal fitness goal. Return to this goal from time to time to remind yourself of your desire to reach your goal.

2) Divide and Conquer. By splitting up tasks into smaller parts, you can keep yourself from becoming overwhelmed. You have already done this by developing a plan. Be sure that you are following your plan and break up these steps if they seem difficult to complete. Reward Yourself. Just like you would reward a pet for doing a trick, you can reward yourself for improvement and progress. Just be sure that your rewards don’t counter your goal.
3) Be realistic. Keep in mind that things probably won't go exactly as planned. There may be set backs or stumbling blocks along the way. But try to keep motivated by keep an encouraging quote nearby or talking to a mentor or your leader for encouragement. You may also choose to post a motivational picture or other visual item, like an item of clothing you would like to wear, or reward you will give yourself if you accomplish your goal.

4) And sometimes we just have to use good old will-power to get something done. You may have to “suck it up” from time to time and trust that your efforts are leading you towards your goals.

**Age Considerations:** Appropriate for all ages

**Time Required:** 10 minutes

**Supplies:** Member Manual and writing utensil

**Instructions**

Have members List 2 things they can to do to manage their time and two things that they can do to stay motivated.

**Do it**

**Select/Create a record keeping tool**

**Learning Goals**

- Understand basic time management and motivation techniques
- Identify personal record keeping preferences
- Select record keeping tools based on personal preferences

**Background Information**

Every time the member spends time working on their fitness goal, they should record the details in the record keeping option you choose below.

Members can increase the amount they learn about accomplishing goals in this project by:

- **Keeping a learning journal.** A learning journal is like a diary that is written in after each experience throughout a project. Record challenges and successes. How did you deal with them, how did you feel, what did you do, how would you handle it differently the next time, what did you learn. It is amazing what you can learn by taking a few moments to really think about your experience and reflect those thoughts on paper. It’s great to review at the end of the term and see what progress you made as well. Member may want to consider if they want this to be kept personal or if they will share it with others?

- **Keeping a calendar** that logs your time and expenses on this project. People usually underestimate the amount of time and money that they have contributed. Remember to include gas money for any extra trips to practice or a facility!

- **Preparing a photo journal.** Pictures are worth a thousand words. Record your experience through photos.
• **Developing a portfolio** of your experience. Save any letters, reports, photos, comments, awards, name badges, etc. of your experience. Display them to show what skills you have accomplished.

• **Starting a resource library.** Research and collect information pieces that have offered advice on accomplishing your fitness goal and working through challenges you may have encountered.

It is up to the member to determine how they wish to record their experience. Members should personalize their record keeping to match their needs and style.

**Age Considerations:** Appropriate for all ages

**Time Required:** 30 minutes

**Supplies:** Depending on what tool the member chooses to use, they may require a journal, craft supplies, computer software, binder, calendar, etc.

**Instructions**

Have members set up, design, create or decorate their chosen record keeping tool. They may also choose to fill in dates, appointments and other items included in their plan. They may choose to incorporate some of the time management or motivation tips that they learned in the Dream It section.

**Discussion**

Be sure to discuss how they will record progress and how often it will be recorded.

**Dig It!**

Have members answer the following questions to reflect on their learning:
- What form of record keeping did you choose to use? Why?
- What do you think will be the benefit of tracking your progress?
- What will be challenging part of working through your plans?
- What other types of resources did you search for to help you through your plans?"

**What's Next?**

In the final skill builder will be completed by the member once their have completed their action plan. Then they will have a chance to reflect on their experience and evaluate and celebrate their successes. Members will also have the chance to go back to their original budget and see if they were able to stay within their estimates. Have members bring receipts to the next meeting to determine how much they spent on this project.

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

Skill Builder 5: Accomplishing Your Goals

What are you going to achieve?
As you put your project plans into action, there are many resources that can help you to be successful. Your library, 4-H Catalogue of Supplies, Manitoba Agriculture, Food and Rural Initiatives staff, 4-H leaders, and local role models can provide valuable support and information to you. Be sure to make the most of your experience by using your network of resources.

SKILLS CHECKLIST
- Understand basic time management and motivation techniques
- Identify personal recording keeping preferences
- Select record keeping tools based on personal preferences

Important words
Watch for these important words throughout the builder:
- Time Management
- Motivation

Dream it!
Keeping track of your progress:
- Helps you to understand and gain more from your experiences.
- Gives you a clear picture of how successfully you have accomplished your goals.
- Provides a descriptive project display for achievement evaluation.
- Shows how you may have needed to alter your plan at some point throughout the process.

Time Management
Let’s face it, you’re a busy person. With school, extracurricular activities and commitments to friends and family, you’re often left without much time in the day to get everything done and find time to relax and have some fun. This is why it is important to learn how to manage your time effectively. It’s not difficult, but it does take practice. So if your first attempt isn’t successful, don’t get discouraged. Just remember that practice makes perfect. Below are some important tips that can help you manage your time and stay on track.
- Create periods of uninterrupted time - this includes turning off your computer or phone, or even hanging a “do not disturb” sign in your work area. This could be suitable for doing homework, work-outs, or researching for your project. Make a point of setting aside a specific amount of time to complete your task and write it down in a calendar or schedule. (ex: 4:30-5:30 - History project research 7:00-8:00 - outdoor jog and stretches) You are more likely to stick to a plan if you write it down.
- Just say NO - You can’t say “yes” to everything or else you’ll turn into a doormat - people will walk all over you. Be sure that you follow through on your commitments and plans by saying “NO” to the less important activities. Although it may be hard to turn down friends when they ask you to go to a movie or hang out, try to prioritize your activities and focus on the most important tasks.

- Use the Swiss Cheese method - if a task seems too large and overwhelming, poke holes in it like Swiss cheese, and do it one little piece at a time. Your project plan may include many steps and the end goal may seem too far away. But if you break down the task into smaller pieces and complete one task each day, soon the end result will be in your sights.
- Choose a high energy time - this means that you choose to tackle the most challenging tasks when you have the most energy. Perhaps that time is morning, noon or evening - everyone is different. Test it out and determine when your peak energy hours are. In some cases a fitness professional may have advised you to exercise or work out at specific times to get the maximum benefit. If so, follow those instructions, but keep in mind that other tasks, such as chores or studying may be done during your peak energy hours.
- Recharge your batteries - Don’t try to do everything at once, as you may quickly become burnt out and lose interest and motivation in your project. Especially with physical activity, it is important to have times of rest to refresh, re-energize and re-charge your batteries.
- Get organized - if you’re a super-organized person, you’ll be stronger to calendars, schedulers and reminder notes. Everyone organizes themselves differently, so use whatever tools you have to keep yourself on track. Some popular tools are reminder notes, calendars on the refrigerator, cell phone alarms, and verbal reminders from others. Think about what tool helps you the most and use it!

Motivation
One of the biggest struggles that most people encounter when working through a plan to accomplish a goal is, you guessed it, lack of motivation.
Motivation is the desire or need to achieve something personally significant.

Often our lack of motivation comes from a lack of interest in the task. Perhaps the job is exhausting, unpleasant or you’re just not sure what to do and where to start.

There are a few things that you can use to overcome this lack of motivation.
1) Write it down - You have already accomplished this, by writing down your personal fitness goal. Return to this goal from time to time to remind yourself of your desire to reach your goal.
2) Divide and Conquer - By splitting up tasks into smaller parts, you can keep yourself from becoming overwhelmed. You have already done this by developing a plan. Be sure that you are following your plan and break up the work into smaller steps if it seems difficult to complete. Reward yourself just like you would reward a pet for doing a trick, you can reward yourself for improvement and progress. Just be sure that your rewards don’t counter your goal.
3) Be realistic - Keep in mind that things probably won’t go exactly as planned. They may be set backs or stumbling blocks along the way. But try to keep motivated by keep an encouraging quote nearby or talking to a mentor or your leader for encouragement. You may also choose to post a motivational picture or other visual item, like an item of clothing you would like to wear or reward you will give yourself if you accomplish your goal.
4) And sometimes we just have to use good old will-power to get something done. You may have to “suck it up” from time to time and trust that your efforts are leading you towards your goals.

Time & Motivation
List 2 things you can do manage your time and two things that you can do to stay motivated.
1. ___________________________ __________________________
2. ___________________________ __________________________

In the Member Manual

Do It!

Select/Create a Record Keeping Tool

Every time you spend time working on your fitness goal, you should record the
details in the record keeping option you choose below.

You can increase the amount you learn about accomplishing goals by:

- **Keeping a learning journal.** A learning journal is like a diary that you write in after each
everything you have throughout the project. Record your challenges and successes. How
did you deal with them, how did you feel, what did you do, how would you handle it differently
the next time, what did you learn. It is amazing what you can learn by taking a few moments to
totally think about your experience and reflect those thoughts on paper. It’s great to review
at the end of the term to see what progress you made as well.

- **Keeping a calendar** that logs your time and expenses on this project. People usually
underestimate the amount of time and money that they have contributed. Remember to include
pay money for any extra trips to practice or a facility.

- **Preparing a photo journal.** Pictures are worth a thousand words. Record your experience
through photos.

- **Developing a portfolio** of your experience. Save any letters, reports, photos, comments,
awards, name badges, etc. of your experience. Display them to show what skills you have
accomplished.

- **Starting a resource library.** Research and collect information pieces that have offered advice
on accomplishing your fitness goal and working through challenges you may have encountered.

It is up to you to determine how you wish to record your experience. Personalize your record
keeping to match your needs and style.

What record keeping tool will you choose to use?

Dig it!

What do you think will be the
benefit of tracking your progress?

Why?

What will be challenging part of
about working through your plans?

What other types of resources did you search to you help you through your plans?

What's Next?

You will complete the final skill builder once you have completed your plan. Then you will have a
chance to reflect on your experience and evaluate and celebrate your successes. You will also have
the chance to go back to your original budget and see if you were able to stay within your
estimates.
Skill Builder 6: Evaluating Your Success

Skills Checklist

- Reflect upon and evaluate successes
- Understand the role of reflection and evaluation in accomplishing goals
- Make conclusions based on personal reflection and evaluation

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.

| Reflection | Intent consideration of events that have passed |
| Evaluation | Assess the worth, and significance of something |

Dream it!

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

To get members thinking about reflection and evaluation, remind them that this skill builder is about celebrating the completion of the plan. Tell members that they are not measuring their success against anyone else. The activities in this skill builder are to help them think about what they learned throughout the whole process.

Complete your budget

Learning Goals

Learn how to use a budget

Background Information

Members will return to their budgets to complete the unfinished columns. They will use this information to help them in their evaluation.

Age Considerations: Ages 12 and up

Time Required: 15 minutes
Supplies: Budget from Skill Builder 2, receipts, calculator, pencils

Resources: Any budgeting resources you may have used for Skill Builder 2

Instruction

Have members return to their budget. They will be filling in the Actual and Difference columns.

Now have members go back and reflect upon their budget by discussing their reactions, conclusions and changes they would make next time.

Do It!

Evaluate Your Success

Learning Goals: Learn how to reflect upon and evaluate successes

Background Information: Members should spend sufficient time reflecting on their project. Before they can answer the questions in their manual, have a thorough discussion with them about these topics.

Age Considerations: Appropriate for all ages

Time Required: 30 minutes

Supplies: Member’s manual and pens, recording keeping tool, goals from Skill Builder 1

Instructions: Have members discuss the questions in the “Do It” section and record their answers in the Member Manual.

Dig It!

Discuss the following questions with members;
- What were some of the emotions that you experienced when you evaluated your successes?
- Why do you think that evaluation is important?
- What did you learn about yourself by completing this evaluation?
- AND don’t forget to celebrate your successes!!!
In the Member Manual

Skill Builder 6: Evaluating Your Success

Why evaluate?
Evaluation is an important step to learning AND to celebrating your successes. This Skill Builder will help you with your evaluation by providing questions, but you can think of your own questions as well.

SKILLS CHECKLIST
- Reflect upon and evaluate successes
- Understand the role of reflection and evaluation in accomplishing goals
- Make conclusions based on personal reflection and evaluation

Dream it!
Reflect on Your Project
To get started, you can reflect on your project. Reflection is simply the process of thinking about what you did, how you did it, and what you would change if you did it again. Here are some areas that you can reflect upon. Share your reflections with your leader.

Do it!
Complete your budget
Remember your budget! Well it’s time to return page 8 to it and complete the Actual and Difference columns.

Did you stay on track? Why or why not?

Evaluate Your Success
Evaluate the rest of your project by answering the following questions.
- Was your original fitness goal achievable? Now that you have lived through the experience, what would you add or delete from your goal to make it more accurate?
- Did you achieve those goals? If you were unable to meet the entire goal, what parts of your goal were you able to accomplish?

Dig it!
Discuss these questions with your leader:
- What were some of the emotions that you experienced when you evaluated your successes?
- Why do you think that evaluation is important?
- What did you learn about yourself by completing this evaluation?
AND ... don’t forget to celebrate your successes!

What’s Next?
Get ready, it’s time for the Showcase Challenge! Think about the information you have learned in the 6 Skill Builders. What was your favorite part? What would you like to teach others?

Go back and reflect upon your reactions, conclusions and changes you would make next time with your leader.
Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned. The form of presentation can vary according to the wishes of the leaders and members' ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the member workbook. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the My 4-H 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. 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 Skills Chart

<table>
<thead>
<tr>
<th>Skill</th>
<th>Builder</th>
<th>Members will be able to:</th>
<th>We know the member was successful if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Identify specific goals</td>
<td>Identify specific goals that they want to achieve</td>
<td>Identify specific goals</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Understand the elements of an effective goal</td>
<td>Understand the elements of an effective goal</td>
<td>Understand the elements</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Identify the steps used to develop a plan</td>
<td>Identify the steps used to develop a plan</td>
<td>Identify the steps</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Identify different types of interviews and the purpose of interviews</td>
<td>Identify different types of interviews and the purpose of interviews</td>
<td>Identify different types</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Reflect on and evaluate accomplishments</td>
<td>Reflect on and evaluate accomplishments</td>
<td>Reflect on and</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Make decisions based on personal reflection and information</td>
<td>Make decisions based on personal reflection and information</td>
<td>Make decisions</td>
</tr>
</tbody>
</table>

**Additional Comments/Activities:**

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

**Leader's Signature:**

---

**Portfolio Page**
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, Bonfires, 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

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
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