Welcome to “Crafts of A Culture.” This project contains lots of information, fun facts, and activities to help your members learn. This project allows members to choose a culture/country they would like to study, via the crafts of the people. This project focuses on planning and improving goal setting skills. 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.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the chosen culture and it’s crafts. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections. Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

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

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in depth background information on the topics, material lists, suggestions, and time requirements for activities. Activating, acquiring, and applying questions are incorporated 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 skill building outcomes for members in this project are on the chart on the following page.
Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

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

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Nepal Recall</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review the elements of design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review the principles of design</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>St. Kitts Pick</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select a culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Choose which craft(s) to make</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set goals for the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Japan Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan how to accomplish the selected goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indicate resources and a finish date</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Vanuatu Do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record your progress in achieving the goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keep track of time and costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Mexico Go</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete the project goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Report what you learned about the culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Bangladesh Assess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Measure the success of the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Showcase &amp; Portfolio</strong></td>
<td>• Explain success in using the skills listed above</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showcase Challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My Portfolio Page</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**The Role of a Mentor**

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. Some of the important jobs that mentors take on are listening, role modeling, building self-confidence, providing challenges, and offering perspective.
**4-H Project Series Skill Development Levels**

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

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

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

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

Showcase Challenge and My Portfolio Page

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

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

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

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

♦ Depending 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 performance. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills – such as how to make flour. 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 – 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 - that is, no “put-downs” – amongst members, or by other adults, also contributes to a positive experience. Remember, you are teaching the student not the subject.

♦ There will be opportunity for experimentation and applying skills that members have learnt 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 work. Creating inventive 4-H members will be very rewarding.

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

**Have fun and thanks for your belief in young people!**
Skill Builder 1: Nepal Recall

Skills Checklist

• Review the elements of design
• Review the principles of design

Dream it!

Background for Leaders

The elements and principles of design are the building blocks used to create art. The elements of design are the tools that make up a painting, drawing, design etc. Good or bad - all paintings will contain most of if not all, the seven elements of design. The principles of design govern how the tools are used. If they are successfully applied, a good work of art should result.

Resources

http://www.johnlovett.com/test.htm or use a search engine with "elements and principles of design." The Explore and Discover levels of the Craft Series also contain the necessary information.

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 describe examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Design Elements</th>
<th>The use of colors, space, texture, and other components in an artistic representation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Principles</td>
<td>The rules that govern the relationships of the elements used and organize the composition as a whole.</td>
</tr>
<tr>
<td>Colour</td>
<td>The quality of an object or substance with respect to light reflected by the object, usually determined visually by measurement of hue, saturation, and brightness of the reflected light.</td>
</tr>
</tbody>
</table>

Age Considerations

• 14 and up

Thinking Ahead

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

Preparing for Success

• Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
**Malawi Memory: Design Elements and Principles**

**Time Required:** 15 minutes

**Equipment/Supplies**
- Pencil
- Optional: samples of art that demonstrate the elements and principles

**Instructions**
1. Have the members fill in the blanks with the correct design elements (line, shape, colour, texture, form and space).
2. Have the members fill in the blanks with the correct design principles (balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, unity).

**Answers**

- **FORMS** are three dimensional shapes, expressing length, width and depth. Balls, cylinders, boxes and triangles are FORMS.
- **SPACE** is the area between and around objects. It is sometimes refers to depth.
- Light reflected off objects is called **COLOUR**. It is made up of hue, value and intensity. Hue is the name of the COLOUR (red, blue, yellow, etc). Value is determined by how dark or light the COLOUR is. Intensity of COLOUR is determined by how bright or dull the colour is.
- Surface quality that can be seen and felt is known as **TEXTURE**. These surfaces can be rough, smooth, hard, etc.
- **SHAPE** is a closed line. It comes in many forms including geometric, organic or natural. It can be flat or express length and width.
- **LINE** is a mark that is longer than it is wide. It can go in many different directions including horizontal, vertical, diagonal, straight or curved.
- **MOVEMENT** is the path the eyes take to get to the focal area. It guides the viewers’ eye through the work of art. MOVEMENT can be directed along edges, shape and colour within the work.
• **EMPHASIS** is the part of the design that catches the viewers' attention. Usually, **EMPHASIS** is used to direct and focus the viewers' attention to the most important part of the design. **EMPHASIS** is also known as contrast.

• **PATTERN** is the repeating of an object or symbol all over the artwork.

• **BALANCE** refers to the feeling of equilibrium and can be symmetrical, asymmetrical radial. In symmetrical **BALANCE**, the elements on one side of the design are similar to the other side. In asymmetrical **BALANCE**, the sides are different but still look balanced. In radial **BALANCE**, the elements are arranged around a central point and may be similar.

• **PROPORTION** is used to describe the relationship of certain elements to the whole and to each other. For example when drawing the human figure, **PROPORTION** refers to the size of the head compared to the rest of the body.

• **RHYTHM** creates a mood by having elements of design used repeatedly to create a feeling of movement. Variety is essential to keep **RHYTHM** exciting and active, and moving the eye of the viewer around the craft.

• **MOVEMENT** works with pattern to make the artwork seem active. The **MOVEMENT** of elements of design creates unity within the artwork.

• **VARIETY** is the use of several elements of design to hold the viewers’ attention and to guide the eye through the craft. A craft that is made up of many different colours, values, lines, textures and shapes would be described as complex. Complex crafts increase visual interest.

• **UNITY** is the feeling of harmony between all parts of the craft creating a sense of completeness. It could be accomplished by using repetition and gradual changes.

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**Qatar Colour**

**Time Required:** 15 minutes

**Instructions:** Have the members look at this website (they could do this activity before or after the meeting) or you could print off the pdf.

http://www.utextension.utk.edu/4h/projects/AdditionalResources/Linedesign/ColorWheel.pdf

Ask them to define the terms analogous, complementary, and monochromatic. You may wish to test them further by asking them to give examples of each.

**Answers:**

Analogous: colours next to each other on the colour wheel. For example, yellow & yellow-green.

Complementary: colours opposite of each other on the colour wheel. For example, red & green.

Monochromatic: one hue of different values and intensities. For example, dark purple to light purple.
Discuss the following question with the members:
How will you know if you have incorporated the elements and principles of design into your crafts?

Which elements and principles of design can you find in this picture below?

Elements:
Shape, Space, and Line.

Principles:
Emphasis, Movement, Pattern, Repetition, Rhythm, Unity, ...

Have the members choose and name two elements and two principles to illustrate in the space in their manual.

What’s next?
Skill Builder 2 helps members choose where this project will take them. They will decide on the craft(s) and goals that will define their project. Before the next meeting, they may want to research some different cultures so that they can have it narrowed down to three possible choices.
**In the Member Manual**

**Skill Builder 1: Nepal Recall**

**Snips Says...**

To make any arts and crafts project look good, there are a few rules to follow. This Builder will help you review the elements and principles of design before getting started in planning the rest of your project.

**SKILLS CHECKLIST**
- Review the elements of design
- Review the principles of design

**Dream it!**

What do you remember about good design? Make a word web using your knowledge about elements and principles of design. Feel free to use pictures to illustrate your ideas.

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**Do it!**

**Malawi Memory: Design Elements and Principles**

The Elements of Design are important to consider when thinking of designing a craft, drawing or painting a picture or sculpture. They form the basis of good design and produce something that is pleasing to the eye. The Principles of Design are rules of organization or guidelines for using the elements of design. In arts and crafts, the visual appearance or what our eyes and brain see is reduced down to six elements of design. Even though many different materials are used, these elements remain constant. They are the tools in our tool box.

The Elements of Design are colour, form, line, shape, space, and texture. Fill in the blanks with the correct element that the paragraph is describing:
- __________ is three dimensional shapes, expressing length, width and depth. Balls, cylinders, boxes and triangles are __________.
- __________ is the area between and around objects. It is sometimes referred to as depth.
- Light reflected objects is called __________. It is made up of hue, value and intensity. Hue is the name of the __________ (red, blue, yellow, etc.). Value is determined by how dark or light the __________ is. Intensity of __________ is determined by how bright or dull the colour is.
- Surface quality that can be seen and felt is known as __________. These surfaces can be smooth, hard, etc.

---

**Important words**

Watch for these important words throughout this builder:
- Elements, Principles, Colour

**Design**

---

**The Principles of Design are balance, emphasis, movement, pattern, proportion, rhythm, variety and unity.**

**Do it!**

- ________ is a closed line. It comes in many forms including geometric, organic or natural. It can be flat or express length and width.
- ________ is a mark that is longer than it is wide. It can go in many different directions including horizontal, vertical, diagonal, straight or curved.

**The Principles of Design are balance, emphasis, movement, pattern, proportion, rhythm, variety and unity.**

- ________ is the path the eyes take to get to the focal area. It guides the viewers' eye through the work of art ________ can be directed along edges, shape and colour within the work.
- ________ is the part of the design that catches the viewers' attention. Usually, ________ is used to direct and focus the viewers' attention to the most important part of the design. ________ is also known as contrast.
- ________ is the repeating of an object or symbol all over the artwork.
- ________ refers to the feeling of equilibrium and can be symmetrical, asymmetrical radial. In symmetrical ________, the elements on one side of the design are similar to the other side. In asymmetrical ________, the sides are different but still look balanced. In radial ________, the elements are arranged around a central point and may be similar.
- ________ is used to describe the relationship of certain elements to the whole and to each other. For example, when drawing the human figure ________ refers to the size of the head compared to the rest of the body.
- ________ creates a mood by having elements of design used repeatedly to create a feeling of movement. Variety is essential to keep ________ exciting and active, and moving the eye of the viewer around the craft.
- ________ works with pattern to make the artwork seem active. The ________ of elements of design creates unity within the artwork.
- ________ is the use of several elements of design to hold the viewers' attention and to guide the eye through the craft. A craft that is made up of many different colours, values, lines, textures and shapes would be described as complex. Complex crafts increase visual interest.
- ________ is the feeling of harmony between all parts of the craft creating a sense of completeness. It could be accomplished by using repetition and gradual changes.

---

**Color Wheel**

Go to this website: www.extension.unr.edu/4h/projects/AdditionalResources/Linedesign/ColorWheel.pdf and define the following:

- Analogous: __________
- Complementary: __________
- Monochromatic: __________
In the Member Manual

Snips’ Fun Facts!
Traditional Nepalese paper is made of lokta or daphne bark. Mithila art comes from the mid-eastern territory and is a kind of traditional painting that reflects the natural environment including animals, people, life style, tradition and culture of the local people. House walls, paper, clothing and pottery are commonly painted.

Dig It!

How will you know if you have incorporated the elements and principles of design into your crafts?

Which elements and principles of design can you find in this picture below.

Choose and name two elements and two principles to illustrate in the space below.

What’s next?

Where in the world will this project take you! In the next Builder, you will select the culture and crafts that you will learn about. You will also set goals for your project. Before the next meeting, you may want to research some different cultures and see which one you want to learn more about.
Skill Builder 2: St. Kitts Pick

Skills Checklist

• Select a culture
• Choose which craft(s) to make
• Set goals for the project

Dream it!

Background for Leaders

There are 6912 living languages in our world today, over 200 countries, and there are many different crafts that represent each. Encourage the members to peruse a world map, or use the internet for a more in-depth search. There are fun facts and pictures throughout the members' manual and they may also serve as inspiration.

Important Words

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

<table>
<thead>
<tr>
<th>Decision</th>
<th>The act of making up one’s mind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Material or immaterial items that help people learn.</td>
</tr>
<tr>
<td>Skills</td>
<td>The ability, coming from one’s knowledge, practice, aptitude, etc., to do something well.</td>
</tr>
</tbody>
</table>

Age Considerations

• 14 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Have the members consider the following questions:

1. What culture do I want to study?
2. What craft(s) do I want to make?
3. What craft skills do I have?
4. Is there someone in my community who has skills they will share with me?
5. Is there a library that I can use for resources?
6. Is there a craft store that I can use as a resource?
7. Do I have access to the internet?
**Do it!**

**Your Place in the World**

**Time Required:** 20 minutes

**Equipment/Supplies:**
- A computer/internet
- A library

**Instructions**

Encourage the members do a quick search to find out about their three possible cultures/countries that they would like this project to focus on. They should look up the main crafts from the culture that they would like to make and state a reason why they are interested. If there would be a mentor in the community that they will try and get to help them with the project, they should also list that. At the end of this activity, they should choose the culture that they want this project to be about.

**Crafty Choice**

**Time Required:** 10 minutes

**Instructions:**

Have the members name and describe each of the crafts that they will learn to make in this project. They can draw a picture or paste one in if they wish.

**Lesotho Goal**

**Time Required:** 15 minutes

**Instructions:**

Lead the members through creating their goal(s) for the project. Concrete project goals will help members progress through their work and help them measure success. The most effective goals are SMART - specific, measurable, achievable, realistic, and timely. A good example goal would be:

"I will learn how to make 12 decorated pysanky by meeting monthly with my mentor, a Ukrainian lady who lives in my community. I will complete 3 per month in order to receive a completion certificate at achievement. I will learn why pysanky are important in Ukrainian culture."

**S - Specific:** Goals should be straightforward and emphasize what you want to happen. This helps us to focus on what is going to happen, why it is important and how we are going to do it.

**M - Measurable:** Establish concrete criteria for measuring your progress. This will help you stay on track and reach your goal. Choose a goal with measurable progress so you can see the change occur.

**A - Achievable:** Do you have the attitude, ability, skills, time and financial capacity to reach the goal?
R - **Realistic:** Are you willing and able to work toward this goal? Your goal is probably realistic if you truly believe that it can be accomplished.

**T - Timely:** A goal should have a set time frame. Putting an end point on your goal gives you a clear target to work towards. If you don’t, the commitment is too vague and it tends not to happen.

| ✓ Specific                      | Where — monthly meeting  
|                                | How — learn skills from a lady in the community  
|                                | When — monthly between now and achievement  
|                                | Why — to learn skills I have always wanted to learn  
|                                | Who — myself and my mentor, a Ukrainian teacher |

| ✓ Measurable                   | I know I have accomplished my goal when I have 12 completed eggs and have receive completion at achievement. |

| ✓ Achievable                   | I have given myself time to learn how to do this and 4 months to complete 12 eggs at 3 eggs per month. |

| ✓ Realistic                    | I have always wanted to know how to decorate pysanky. |

| ✓ Timely                       | My deadline is to be completed before our achievement date. |

Encourage the members write a goal in pencil in their book. They can use the checklist to SMART test the goal. If it does not meet any of the five criteria, the goal should be edited until it passes. If members want to have multiple goals they can attach extra pages to their project book.

**Dig it!**

Ask the members the following questions:

  - How do you feel about your choices?
  - Do you feel that you will be able to follow through with the choices you have made?

They should also clearly state in the banners which culture and crafts they will cover over the next four Builders.

**What’s next?**

Skill Builder 3 helps members plan out their project in order to achieve all their goals. They will set deadlines and research resources to help them successfully complete the project.

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

Skill Builder 2: St. Kitts Pick

Snips Says...
Think of all the different cultures in the world and of all of the crafts associated with those cultures. Do you have a favorite culture or craft? Do you want to learn about a specific country and the crafts and their importance to culture of that country?

Dream it

Maybe you have some crafts in mind that you would like to try in this project — or maybe you are looking for ideas on what culture and crafts you would like to learn about this year. To begin you will need to make some decisions on what you would like to study and learn this year. For this project you will need to decide on one culture and crafts from that country. You may want to pick one major craft item or a number of smaller items representing the country/culture.

Is there a culture or country that truly interests you? If you look at Crafts of the World did you have a favorite culture that you learned about? Do you have friends who are from a different culture that you would like to learn about? What crafting skills do you have? The library, the internet, international craft stores and friends and community people can be a great resource to go to in order to learn about crafts and cultures.

Here are some questions to think about. The answers will help you begin your project.
1. What culture do I want to study?
2. What craft(s) do I want to make?
3. What craft skills do I have?
4. Is there someone in my community who has skills they will share with me?
5. Is there a library that I can use for resources?
6. Is there a craft store that I can use as a resource?
7. Do I have access to the internet?

As you work through your Master level project, there are many people who will be able to help you. Your 4-H leader, the Manitoba Agriculture Food and Rural Initiatives staff and community members are all possibilities to offer guidance, technical help or be a mentor.

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person who invests time, energy and knowledge in contributing to another person's growth. Mentors can serve a variety of roles including:
- Listening - not talking, but really listening to what the mentee has to say
- Role modeling - leading by example is a powerful teacher
- Building self-confidence - offering encouragement and appropriate praise
- Providing challenges - encouraging personal growth; often referred to as coaching
- Offering perspective - helping the mentee to see the big picture by providing feedback that gives accurate information and encouraging them to explore all available options.

Snips’ Fun Facts!
Batik painting uses water based dyes on fabrics. First, one draws and traces the pattern on the fabric. Then the painting with the water-based dye occurs. To seal in the image, wax is applied. Batik has roots in Africa and Indonesia.

Do it!

Your Place in the World
Choose three cultures/countries you are interested in and fill out the chart to help you decide which one to focus this project on.

<table>
<thead>
<tr>
<th>Culture/Country</th>
<th>#1:</th>
<th>#2:</th>
<th>#3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Crafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why I'm Interested</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crafty Choice
Describe the different crafts from your chosen culture/country that you will make in this project. Sketch a picture if you like.

Lemtho Goal
Concrete project goals will help you progress through your work and help you measure success. The most effective goals are SMART - specific, measurable, achievable, realistic, and timely.
- S - Specific: Goals should be straightforward and emphasize what you want to happen. This helps us to focus on what is going to happen, why it is important and how we are going to do it.
- M - Measurable: Establish concrete criteria for measuring your progress. This will help you stay on track and reach your goal. Choose a goal with measurable progress so you can see the change occur.
- A - Achievable: Do you have the attitude, ability, skills, time and financial capacity to reach the goal?
- R - Realistic: Are you willing and able to work toward this goal? Your goal is probably realistic if you truly believe that it can be accomplished.
- T - Timely: A goal should have a set time frame. Putting an end point on your goal gives you a clear target to work towards. If you don’t, the commitment is too vague and it tends not to happen.
In the Member Manual

Here is a SMART goal: I will learn how to make 12 decorated pysanky by meeting monthly with my mentor, a Ukrainian lady who lives in my community. I will complete 3 per month in order to receive a completion certificate and achievement. I will learn why pysanky are important in Ukrainian culture.

Now you can set your goals for your project. Write the first one on this page. If you have more than one goal, add extra sheets and complete the steps for each goal.

Step 1 – Goal (write in pencil so it can be revised):


Step 2 – Does it pass the SMART test?

☐ Yes ☐ No

Measurable? - Can you assess your progress?
☐ Yes ☐ No

Achievable? - Is it possible for you to reach your goal?
☐ Yes ☐ No

Realistic? - Are you able to reach your goal?
☐ Yes ☐ No

Timely? - Will you have enough time to reach your goal?
☐ Yes ☐ No

Step 3 – If you answered no to any of the above, revise the goal so it passes the SMART test.

Dig it!

How do you feel about your choices? Do you feel that you will be able to follow through with the choices you have made?

The culture I will study is...

Craft or group of crafts I want to make...

What’s next?

Skill Builder 3 will help you create a plan to accomplish all your goals. Before your next meeting, you may want to check with your possible mentor and find resources to help you with your project.
Skill Builder 3: Japan Plan

Skills Checklist

- Plan how to accomplish the selected goals
- Indicate resources and a finish date

Dream it!

Background for Leaders

Planning is an important skill for members to develop. Planning not only improves productivity, but also reduces stress. Remaining task-oriented will help members make informed decisions. Planning helps eliminate bad habits (ex. procrastination) and removes the fear of failure, as one is more likely to succeed when there is a solid plan in place.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Have members describe the words in terms of their experiences to solidify.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>A period of time during which something has taken or will take place.</th>
</tr>
</thead>
</table>

Age Considerations

- 14 and up

Thinking Ahead

What will you discuss with members? Gather observations and examples that will help you.

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 might look like, sound like, or feel like.

Activating Strategies

Have the members go back to the last builder and review their goal(s). In this Builder, they will break up their goal into steps and set a completion date for each step. For each step, members will research supports and resources to help them be successful. If the members need more guidance, the following example may help.

<table>
<thead>
<tr>
<th>Description of Steps</th>
<th>Possible Resources to Use</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Learn the story behind pysanky.</td>
<td>Look for web sites, check the local library for books. Learn about the different patterns used on the eggs.</td>
<td>October 15</td>
</tr>
<tr>
<td>2 Find someone to teach me to make pysanky.</td>
<td>Talk to Mrs. Kolosky about teaching me to make pysanky.</td>
<td>By 2nd meeting</td>
</tr>
<tr>
<td>3 Practice technique.</td>
<td>Practice using a stylus and creating designs on the eggs.</td>
<td>December 1</td>
</tr>
<tr>
<td>4 Work on my pysanky.</td>
<td>Work on 3 eggs a month for January through April.</td>
<td>By achievement</td>
</tr>
</tbody>
</table>
Do it!

Polish Process

Time Required: 30 minutes

Instructions: Aid the members in breaking up their project goals into manageable steps, research resources, and set a timeline.

Dig it!

Have the members consider the following questions:

- How do you feel about your plan?
- Do you feel that you will be able to follow through on what you have said you will do?
- Do you think you will be rushed?

What’s next?

Skill Builder 4 will help the members record their progress as they begin learning about their chosen culture and crafts. Hopefully your members have found mentors or appropriate sources to start on their craft.

Leader’s Notes
Skill Builder 3: Japan Plan

Snips Says...
Now that you have created your goals, it is time to solidify a plan to help you accomplish all your aims. You will break each goal up into achievable segments and set completion dates. It is also important to research all the resources to help with each step.

SKILLS CHECKLIST
- Plan how to accomplish the selected goals
- Indicate resources and a finish date

Dream it!

Go back to the last builder and review your goal. In this builder, you will consider: 1) the steps required to achieve goal 2) the resources (people, money, information) that you might use for each step and 3) when you need to have each step completed. To help you figure out the answers, here is an example.

Sample Goal and Plan
I will learn how to make 12 decorated pysanky meeting monthly with my mentor, a Ukrainian lady who lives in my community. I will complete 3 per month per month in order to receive a completion certificate at achievement. I will learn why pysanky are important in Ukrainian culture.

<table>
<thead>
<tr>
<th>Description of Steps</th>
<th>Possible Resources to Use</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Learn the story behind pysanky.</td>
<td>Look for web sites, check the local library for books. Learn about the different patterns used on the eggs.</td>
<td>October 15</td>
</tr>
<tr>
<td>2 Find someone to teach me to make pysanky.</td>
<td>Talk to Mrs. Kolosky about teaching me to make pysanky.</td>
<td>By 2nd meeting</td>
</tr>
<tr>
<td>3 Practice technique.</td>
<td>Practice using a stylus and creating designs on the eggs.</td>
<td>December 1</td>
</tr>
<tr>
<td>4 Work on my pysanky.</td>
<td>Continue working on eggs and talking to Mrs. Kolosky about different patterns. Work on 3 eggs a month for January through April.</td>
<td>By achievement</td>
</tr>
</tbody>
</table>

Dig It!

How do you feel about your plan? Do you feel that you will be able to follow through on what you have said you will do? Do you think you will be rushed?

What's next?
In the next Builder, you will put your plan into action and begin learning about your culture and crafts. According to the first step on your list, what do you need to do before the next meeting?
Skill Builder 4: Vanuatu Do

Skills Checklist
- Record your progress in achieving the goals
- Keep track of time and costs

Dream it!

Background for Leaders

There are multiple ways to record progress while achieving goals. 1) A learning journal is like a diary that is written in after research or craft making and records challenges and successes. It is amazing what one can learn by taking a few moments to really think about the experience and reflecting those thoughts on paper. It is great to review at the end of the project and see what progress one made as well. 2) Use a calendar that logs time and expenses. People usually underestimate the amount of time and money that they have contributed. Sometimes people work at a craft in short amounts of time and then underestimate how long it took them to complete. 3) Prepare a photo journal. Pictures are worth a thousand words so recording crafting experiences through photos is very effective. 4) Start a resource library where information pieces are collected that were used as references during the culture and craft searches.

Important Words

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

| Learning Journal | A written account of an activity that can be looked back upon to discover what learning has taken place. |

Age Considerations
- 14 and up

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

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

Activating Strategies

Discuss different strategies for recording progress. Four that are covered in this project are a learning journal, a calendar, a photo journal, and a resource library.
**Do it!**

**Mauritius Progress**

**Time Required:** 10 minutes

**Instructions:** Have the members write a journal entry about one of their chosen crafts. It might be about the history of the craft or describing their challenge in creating it.

**East Timor Record**

**Time Required:** 20 minutes

**Instructions:** Members will keep track of their money spending by recording the date, the description of what they bought, and the amount of money spent. Make sure members remember to include everything that goes into their project (internet, gas, craft show fee, …). This chart should be used throughout the entire project, not just for this builder.

**Dig it!**

Ask the members to attach a picture of them learning about their culture or craft. They need to fill in the blanks about what is in the picture and what they want people who read the manual to notice.

**What’s next?**

Members will continue to work on their crafts and discover more about their chosen culture with their mentor. The next Builder will explore the calendar and resource library form of recording progress.

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

**Skill Builder 4: Vanuatu Do**

**Snips Says...**

This Builder will help you record your new knowledge as you learn about your chosen culture and crafts. It is important to keep an accurate record of the time and money you spend on activities so that you can refer to them in the future when making decisions.

**SKILLS CHECKLIST**
- Record your progress in achieving the goals
- Keep track of time and costs

**Important words**
Watch for this important word throughout this builder: Learning Journal

**Dream it!**

As you work on your exploration of the culture you have picked and complete the crafts of that culture, be sure to keep track of the resources and information you have found. Be sure to make the most of your experiences by using your network of resources.

Keeping track of your progress:
- 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.
- Reminds you of the resources you have used along the way.

To help you record your progress, you might want to:
- **Keep a learning journal.** A learning journal is like a diary that you write in after each time you work on your research and craft making. 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 sitting a few moments to really think about your experiences and reflect those thoughts on paper. It’s great to review at the end of the project and see what progress you made as well.

- **Use a calendar** that logs your time and expenses. People usually underestimate the amount of time and money that they have contributed. Sometimes we work at a craft in short amounts of time and then underestimate how long it took us to complete. Remember to include gas money for any extra trips to town!

- **Prepare a photo journal.** Pictures are worth a thousand words. Record your crafting experiences through photos.

- **Start a resource library.** Research and collect information pieces that you may have used during your culture and craft searches. This includes books, websites, and people.

Which style of documentation do you prefer to use? All four will be explored in this project.

---

**Do it!**

**Mauritius Progress**

How is your project going? Create a journal to help you keep track of what you have done this year to accomplish your goal. Write one entry here about what you have learned about your chosen crafts.

---

**East Timor Record**

It is important to keep track of the time and money you spend on a project. Record your project expenses on the chart below. Don’t forget gas or internet charges.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
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</table>

**TOTAL COST**

Did you borrow any equipment? Was anything donated to help you with your project? Record these items here:

---

**Snips’ Fun Facts!**

**Tais** is a traditional cloth woven in East Timor. Common images woven into are animals, like the crocodile or rooster and geometric patterns, called kaf. Most of the tais is used for clothing, with gender unique styles of wrapping.
Snips’ Fun Facts!
A traditional handicraft in Vanuatu is basket weaving. The baskets are made of pandanus or bamboo. The leaves are cut and placed in the sun to dry, then boiled to bleach them white. During boiling, the leaves are dyed black by adding the coppermine leaf. Once cooked, the leaf is scraped on both sides to make it pliable.

Dig it!
Photos are a great record keeping tool too! Attach a picture of you learning about your chosen culture and craft. Fill in the blanks with information about the photo.

In this picture I am ________________________________

I want you to notice ________________________________

Weaving a World Wide Web
Do you want to buy some Manitoban crafts or learn how to market your own? http://www.uniqueymanitoba.ca/general.php is a site for Manitoba crafters and artisans to gather information that can help them showcase their unique talents. There are galleries that might inspire you and encourage you to explore the various crafts that appear in our own province!

What’s next!
In the next Builder, you will put your plan into action and begin learning about your culture and crafts. According to the first step on your list, what do you need to do before the next meeting?
Skill Builder 5: Mexico Go

Skills Checklist

- Complete the project goals
- Report what you learned about the culture

Dream it!

Background for Leaders

Members will continue on with the creation of their crafts and recording of their learning in this builder. You will want to check in and ask for an update as to how they are progressing with their mentor. Make sure to check the goals and steps to assess for progress.

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.

| Resource Library | A collection of all the resources that one uses to aid in their learning. |

Age Considerations

- 14 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

- Have the members fill out the calendar for one month with what they need to do to complete their project. The upper right square is for the numbers of the dates. There is also space at the top of the calendar to write the name of the month. Each entry should include the time working on the project (example 7 - 9 p.m.) and what will happen during that time.
Do it!

**Finnish Finish**

**Time Required:** 15 minutes

**Instructions:** Assist the members in recording all the sources they have used to learn about their chosen country and culture. This includes paper, electronic, and human sources.

**Guadeloupe Scoop**

**Time Required:** 15 minutes

**Instructions:** In this activity, members use the journaling style of record keeping to make note of what they have learned about their chose culture or country of origin.

**Dig it!**

It is time for the members to become the mentors and think about three key things they have learned that they would pass on to their mentee. There is space to record these in their manual.

**What’s next?**

The final Builder will help the members assess how their project went and what changes they should make for the next project they take. Members should finish their crafts before the next meeting.

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

Skill Builder 5: Mexico Go

Snips Says...
This Builder will also help you record your new knowledge about your chosen country and crafts. You should finish making the crafts while working on this Builder. Keep up the hard work!

Skills Checklist
- Complete the project goals
- Report what you learned about the culture

Important words
- Watch for this important word throughout this builder:
  Resource Library

Dream it!
Use this calendar to keep track of what you need to do to finish your project on time. Record the amount of time you will spend on the project each day you work on it and what you will do. For example, April 10th, 7 - 9 p.m., Meet with Mrs. Kolinsky. Examine 40 triangles pattern, dip first layer.

<table>
<thead>
<tr>
<th>Month:</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
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</tbody>
</table>

Dig it!
If you were to be a mentor to someone taking this project and studying your culture and crafts, what are three things you have learned that you would be sure to tell them?

1. 
2. 
3. 

What's next?
Skill Builder 6 will help you assess your project. Have you met all your goals? Assessing your progress will help you the next time you take on a project like this. You will want to finish all your crafts before the next meeting.

Do it!
Finnish Finish
If someone asks you how you learned about your selected culture and crafts, it might be handy to have a list of resources you used to pass on. Record them below.

Guadeloupe Scoop
Share what you have learned about your chosen culture/country in the space below.


Skill Builder 6: Bangladesh Assess

Skills Checklist

• Measure the success of the project

Dream it!

Background for Leaders

Assessment plays a major role in how people learn, their motivation to learn, and how they are taught. Assessment is embedded in the learning process and plays a constant role in informing instruction, guiding progress, and checking for achievement. Evaluation, although used interchangeably, actually means giving a mark or a value at the end of a project. Assessment looks at the whole picture and can be used to make decisions that support further learning.

Important Words

Some examples of how to use the “important words” to increase the members understanding are:

• Ask members to form a mental image of the new word.
• Get members to use a dictionary and show them the range of information it provides.
• Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Assess</th>
<th>Assessment provides all with valid information and is used to improve learning. Assessment is ongoing and requires looking at all sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognition</td>
<td>The awareness and understanding of one's thinking and cognitive processes.</td>
</tr>
</tbody>
</table>

Age Considerations

• 14 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Help members through the thinking process as they consider the following questions:

• Why is it important to reflect?
• What new crafting skills did you learn?
• What questions should you ask yourself?
• What can you gain from reflection?
Do it!

Bahrain Appraise

Time Required: 15 minutes

Instructions: The members will answer the following questions in their manual.
1. What was your original goal?
2. Did you achieve your goal?
3. Did your plan change? If yes, how did it change?
4. What was the most successful part of your project?
5. What was the most challenging part of your project?
6. Project planning skills look great in a résumé/professional portfolio. What words would you use to describe how you put the plan together and illustrate the skills you learned?

Celebrate Place

Time Required: 30 minutes

Instructions:
Have the members create a plan to celebrate their learning. There is a place to record the plan in the manual. There is also room for members to attach two pictures that showcase their chosen culture and crafts. They may wish to include their mentor in one of the pictures.

Dig it!

Discuss these questions with the members:
- After reflecting and evaluating your success, how do you think you did?
- Are you happy with the craft article(s) you completed? Will it last? Was it worthwhile?
- Were the elements and principles of design successfully integrated?

Review the skills checklist with the member to make sure that all skills have been covered.

What’s next?

Congratulations on leading the members through six Builders and helping them master their chosen craft. The Showcase Challenge and Portfolio Page are the sections that the members still need to complete to finish this project.

Leader’s Notes
In the Member Manual

**Skill Builder 6: Bangladesh Assess**

**Snips Says...**

Assessment is an ongoing process that will help you see whether your plan was successful and how it could be enhanced. Metacognition is thinking about how you think. Both will enrich how you learn.

**SKILLS CHECKLIST**

- Measure the success of your project

**Dream it!**

- Why is it important to reflect?
- What new crafting skills did you learn?

**Important words**

- Watch for these important words throughout this builder:
- Assess, Metacognition

**Do it!**

**Bahram APPRAISE**

Assessment is an important step in the learning process where you reflect on the new skills.

1. What was your original goal?

2. Did you achieve your goal?

3. Did your plan change? If yes, how did it change?

4. What was the most successful part of your project?

5. What was the most challenging part of your project?

6. Project planning skills look great in a résumé/professional portfolio. What words would you use to describe how you put the plan together and illustrate the skills you learned?

---

**Celebrate**

Attach two pictures that exemplify your new knowledge. You may want to include your craft and/or mentor. Fill in the blanks with information about the photos.

In this picture I am ____________________________

I want you to notice ____________________________

---

**Celebrate Place**

How will you celebrate your successes? Will you enter your craft in a local Agricultural Society fair? Could you demonstrate to others how to make your craft? Would you be able to turn your hobby into a business? Share your idea and make sure to include a finish date.
In the Member Manual

Weaving a World Wide Web
Want to go to a craft sale? Here are some options:
Scattered Seeds: http://www.thescatteredseeds.com/
Person Carnival of Crafts: http://carnivalofcrafts.tripod.com/

Dig it!

- After reflecting and evaluating your success, how do you think you did?
- Are you happy with the craft article(s) you completed?

Thinking about this Builder and the activities you did...
- Review the skills checklist on page 21. What skills have you developed? Do you need more practice? What skills did you use to make this project a success?

Record it...
Discuss what you have learned with your leader so that the information can be recorded on your portfolio page.

Apply it...
How would you explain to others the steps you need to take to have a successful project?

What's next?
Now that you have finished all the Builders in this project, it is time to think about and plan for the Showcase Challenge on page 19, which will help prepare for your 4-H Achievement. Page 21 is your Portfolio Page, where you can make sure your Crafts of a Culture Project Skills Chart is complete. Don’t forget to thank all those who helped you on this project.
Showcase Challenge

In the Member Manual

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

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Teach a class
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Or come up with your own idea. It is up to you and your leader!

Do It!

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

Dig It!

Now that you have showcased your project skills;

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

Have members use their member manuals to help them in organizing what they have learned. The form of presentation can vary according to the wishes of the leaders and member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the member manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

My Showcase Challenge Plan

My showcase idea

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?
Portfolio Page

Once members have completed all the Builders, they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the portfolio page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

In the Member Manual

My 4-H Portfolio Page

Name: ___________________ Date: ____________ Year in 4-H: __________
Club: ___________________ Hours Spent on 4-H: __________
(Project and Other 4-H Activities)

Mastering Leadership Roles Project Skills Chart
To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nepal Recall</td>
<td>Review the elements of design</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>2 St. Kitts Pick</td>
<td>Select a culture</td>
<td></td>
</tr>
<tr>
<td>3 Japan Plan</td>
<td>Choose which craft(s) to make</td>
<td></td>
</tr>
<tr>
<td>4 Yanuatu Do</td>
<td>Set goals for the project</td>
<td></td>
</tr>
<tr>
<td>5 Mexico Go</td>
<td>Plan how to accomplish the goals</td>
<td></td>
</tr>
<tr>
<td>6 Bangladesh Assess</td>
<td>Indicate resources and a finish date</td>
<td></td>
</tr>
<tr>
<td>Showcase Challenge</td>
<td>Record your progress in achieving the goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep track of time and costs</td>
<td></td>
</tr>
<tr>
<td>Showcase Challenge</td>
<td>Complete the project goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report what you learned about the culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measure the success of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain success in using the skills listed above</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments/Activities:

Leader Point of Praise!

I am most impressed by…

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

Leader’s Signature: ____________________
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H. (Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)


**Feel free to add additional pages that include awards, certificates, news 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
What is 4-H?

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

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

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

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

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

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

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