

4-H Crafts Series

Exploring Crafts

Welcome 4-H Leaders!

In this project the members will create a variety of different crafts. This guide provides you with the 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.

Members will examine, by **learning to do by doing**, the elements of design that work together to make a craft item that they can be truly proud of. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

There are craft ideas listed and instructions provided in the Leader Guide. You may substitute craft ideas depending on member interest and availability of supplies. Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

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

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

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

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

The sequence of project meetings and specific skills building outcomes for members in this project are on the chart on the following page.



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- Revised 2019 -

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).

	Members will be able to...	Activities	Page
Skill Builder 1	Tools of the Trade <ul style="list-style-type: none"> • Identify tools used in making crafts • Use tools safely • Create a craft using at least 2 tools 	<ul style="list-style-type: none"> • Draw 4 tools • What does it say? • Create a craft 	6 6 6
Skill Builder 2	The Wonderful World of Colour <ul style="list-style-type: none"> • Name the 3 primary colours • Demonstrate how colours mix • Create a craft using colour 	<ul style="list-style-type: none"> • Catch a rainbow • Create a craft 	12 12
Skill Builder 3	Get in Touch with Texture <ul style="list-style-type: none"> • Explain what texture is • Identify different textures • Create a craft using texture 	<ul style="list-style-type: none"> • Texture Collection • Texture Walk • Create a craft 	21 21 21
Skill Builder 4	Line Up <ul style="list-style-type: none"> • Explain why line is an important element of design • Create a craft using line 	<ul style="list-style-type: none"> • Line Sampler • Create a craft 	28 28
Skill Builder 5	The Shape of Things <ul style="list-style-type: none"> • Name 4 regular shapes • Explain what irregular shapes are • Create a craft using shape 	<ul style="list-style-type: none"> • Shape Collage • Create a craft 	35 35
Skill Builder 6	The Final Step - Form and Space <ul style="list-style-type: none"> • Demonstrate how to use colour, texture, line, shape and space by creating a final craft 	<ul style="list-style-type: none"> • Putting It All Together • Create a craft 	44 44
When members successfully complete these builders, they will showcase what they have learned.			
Showcase & Portfolio	<ul style="list-style-type: none"> • Explain success in using the skills listed above 	<ul style="list-style-type: none"> • Showcase Challenge • My Portfolio Page 	52 53

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

4-H Project Series Skill Development Levels

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

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

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

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

4-H LEADER TIPS FOR SUCCESS!



- ◆ To complete, members **must** complete all the activities referred to on the “Project Completion Requirements” page **OR** alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.
- ◆ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.
- ◆ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.
- ◆ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.
- ◆ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.
- ◆ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.
- ◆ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.
- ◆ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.



CANADA
4-H Manitoba

Have fun and thanks for your belief in young people!

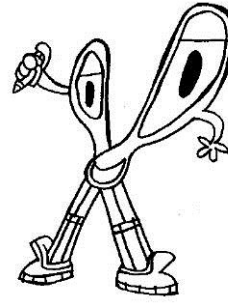


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Skill Builder 1: Tools of the Trade

SKILLS CHECKLIST

- Identify tools used in making crafts
- Use tools safely
- Create a craft using at least 2 tools



Dream it!

BACKGROUND FOR LEADERS

In this builder the members will learn about some of the tools they might use to create their crafts and about some safety precautions to consider when working with equipment and supplies.

Members will make a craft that is fun and easy - if they pick the Pizza for the Birds craft they might want to take a picture of it before they actually hang it outside for the birds to eat. If they make the boxes from old greeting cards have them take a picture to show what they have done. If they will be using the boxes for small gifts for special occasions, pictures will show some of their unique boxes.

Important Words

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

- 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.

safety	Freedom from harm or danger; quality or state of being safe
tools	Any instrument used in doing work; anything used to achieve some purpose
scissors	A tool for cutting that has 2 sharp blades fastened so their edges slide against each other
glue	A substance used to stick things together

Age Considerations: 9 and up

Thinking ahead

1. What will you have your members bring to the first meeting?
2. What will you discuss with members? Gather observations and think of examples of tools and equipment that will help support your discussion on tools of the trade with the members.

Preparing for Success

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



Activating Strategies

- Have any of the members made crafts before? What types of things have they made? What is their favourite type of craft to make? What types of craft supplies or equipment have they used before?
- With the members brainstorm as many tools and supplies as they can think of that might be used in making craft items. The list could include; glue gun, different kinds of glue, scissors, pliers, wire cutters, hammer, hand saw, electric saw, hand or electric drill, nails, glass, spray paint, craft paints, craft knives, ruler, pencil, markers. Some might mention very specific tools like looms for weaving, wheels for throwing pots, cutting tools for stained glass are some examples.

Draw Four Tools

Time Required: 20 - 30 minutes

Have the members draw or write 4 different tools in the boxes in their project book and on the line below each, have them list a safety precaution they need to consider when using that piece of equipment.

What Does It Say?

Time Required: 15 minutes

Assemble some of the types of tools and supplies they might use and have members identify one safety precaution and write it in the space provided in their manual. Try and find some that list safety precautions right on the label. For example, spray paint can have the hazardous product symbols on them as well as some have a written precaution about using in a well ventilated location. Different types of glue might have a caution on them as well, some types of markers might give guidelines such as keep lid on when not in use - and that could be because of fumes from the pen or so it won't dry out.

Do it!

Crafts to Make

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

Fun Foam Door Hangers

MATERIALS NEEDED:

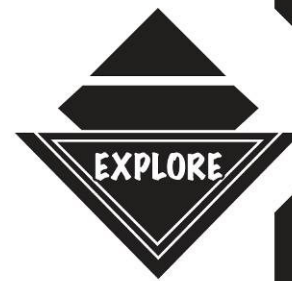
- Foam shapes (pre-cut or cut your own)
- glue

1. Like the Do Not Disturb signs that you find in hotel rooms, members will have fun making one or two of these to use at home.
2. Purchase the pre-cut shapes or make your own (sample included on page 8). Use foam shapes or other ideas that the members have to decorate them. If the members are cutting their own door hangers this project will take more time to complete.
3. Some of the foam shapes have adhesive backs - others will need to be glued. If the members are using glue make sure they let it dry well before they pick up the hanger and try to hang it on a doorknob. Whatever decoration they use it should be very secure on the backing because the hanger will be used in an area where it will be handled and bumped.

Pizza for the Birds

MATERIALS NEEDED:

- Waxed paper
- Bagels with visible holes and/or bread that has been toasted and cooled
- Peanut butter (be sure no one has a peanut allergy) or other sticky spread
- Wild birdseed
- Dried cranberries (i.e. Craisins)
- Ribbon
- Aluminum pie plate
- Spatula or butter knife



1. Cover the workspace with waxed paper.
2. Cover the bottom of the pie plate with birdseed.
3. Using spatula or knife cover the sides of the bagel with peanut butter. Cut a small hole in the corner of the toast before covering it with peanut butter.
4. Then take the bread/bagel and place it in the birdseed one side at a time and make sure it is well covered with seed. Use your hands or a knife to spread the seed around.
5. Shake off the excess and lay the bagel/toast on your waxed paper.
6. Dip one side of the Craisins in peanut butter and press onto the bagel/toast. Do they look like the pepperoni on a pizza? If there is any peanut butter showing add more birdseed.
7. Cut a piece of ribbon and thread it through the hole in the bagel or toast and tie the two ends of the ribbon together to make a hanger.
8. Now you are ready to have a pizza party for the birds. Hang the pizza outside on a tree branch.
9. Watch and see what kinds of birds come over for a pizza party!

Greeting Card Boxes

Here is a great way to recycle old greeting cards - Christmas, birthday or other occasion ones.

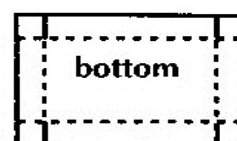
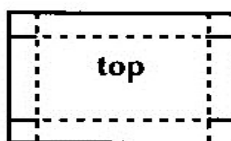
MATERIALS NEEDED:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Old greeting cards | <input type="checkbox"/> Glue |
| <input type="checkbox"/> Scissors | <input type="checkbox"/> Ruler |
| | <input type="checkbox"/> Paper clips |

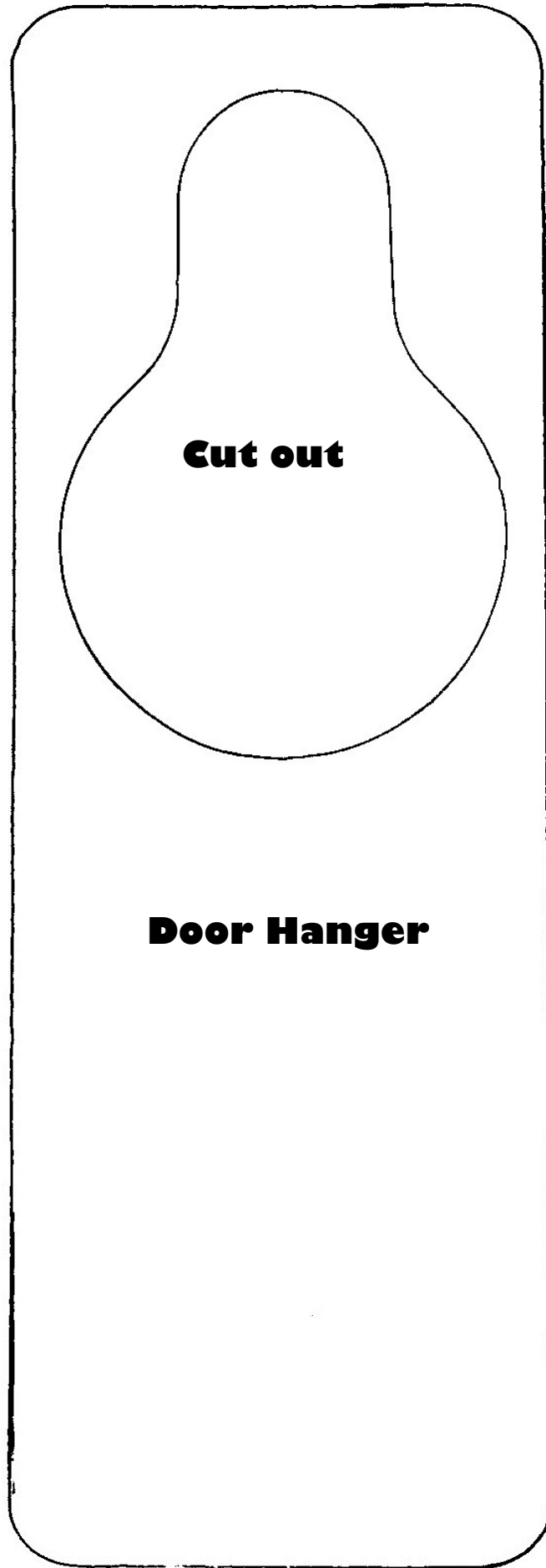
1. Gather old greeting cards.
2. Cut along the fold of each card to separate the back and front. Sometimes there is a good decoration on the inside or back of the card and you might want to use it for the top of the box.
3. Trim 1/8 inch from all four edges of the back of the card. This will be the bottom of the box.
4. Decide how deep the box will be. Working on the wrong side, mark this amount from all edges of the card.
5. Using a ruler for a guide, fold toward the wrong side along all of the lines. Cut one slit on each corner as shown. Glue the flaps. You may need to paper clip the corners until the glue is dry. Your box is ready to be used as a gift box or to store treasures in.



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EXPLORE



Door Hanger

Dig it!

With the members, review what tools they used. How many did they name? Were they able to identify safety rules for working with the different tools? Did they have any difficulty completing their craft?

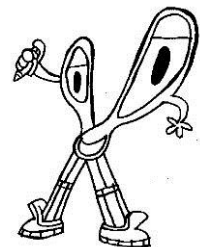
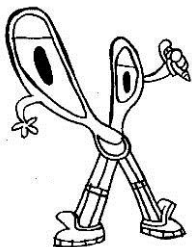
This information will be used to complete the Skills Chart on members' My Portfolio Page at the back of their manuals

What's next?

Skill builder 2 looks at the world of colour. Members will learn about colours and what happens when colours are mixed. They will also explore how colour can affect what we see, or think we see.



Leader's Notes



In the Member Manual

Skill Builder 1: Tools of the Trade

Snips Says....

In making crafts we can use a large variety of tools and each one may have a hazard attached to it's use. We need to know what tools are used and what the potential hazard is so we can avoid getting hurt when we are making crafts.



SKILLS CHECKLIST

- Identify tools used in making crafts
- Use tools safely
- Make a craft using at least 2 tools

Important words

Watch for these important words throughout this builder:

Safety, Tools, Scissors, Glue



EXPLORE

What Does It Say?

Look at the items that your leader has assembled for you. Read the labels and see if you can find a safety caution listed on the label. Copy the safety caution on to the lines below and tell us what product it is referring to.

EXPLORE



Do it!

Choose one of the following crafts (or another idea) that uses at least two of the tools discussed in this builder.

- Fun foam door hanger - make one for your room
- Pizza for the birds - winter food for our feathered friends
- Boxes from old greeting cards - maybe you can use these for small gifts for family and friends

The item(s) I made in this builder _____

Dig it!

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

Review the Skills Checklist on page 3. What skills have you developed? Do you need more practice?

Record it ...

Discuss what you have learned with your leader so that the information can be recorded on your Portfolio Page.

Apply it ...

Discuss how you could explain how to stay safe when using craft supplies?

What's next?

In the next skill builder we will explore colour; learning about primary colours and how they mix to form other colours.



Skill Builder 2: The Wonderful World of Colour

SKILLS CHECKLIST

- Name the 3 primary colours
- Demonstrate how colours mix
- Create a craft using colour



Dream it!

BACKGROUND FOR LEADERS

One of the first things that draws your eye to everything you see is colour. It is everywhere around us in nature and in the things we create. Knowing how colour works is important in the crafts we make.

The 3 *primary colours* are red, yellow and blue. They cannot be produced by mixing any other hues. The *secondary colours* are found by mixing the primary colours. When you mix red and yellow you get orange, yellow and blue you get green, blue and red you get purple. These are secondary colours. The *tertiary* or third set of colours is made when you mix primary and secondary colours. These colours would be red-orange, red-violet, yellow-green, yellow-orange, blue-green and blue-violet.

Tints are made by adding white to a colour. *Shades* are made by adding black to a colour. Black, white and grey are not considered colours. Black is caused by complete absorption of all light rays and white is caused by reflection of all light rays. Grey is the imperfect absorption of light.

Colour Schemes

Monochromatic - uses only one colour. It could use shades and tints of the colour as well as bright or dull colours of the one colour. *Analogous* - uses colours that are found next to each other on the colour wheel with one colour in common. For example, yellow/green, green and blue/green all have green in common. *Complementary* - uses colours that lie opposite each other on the colour wheel. When they are used together they make each other seem brighter and more intense like red and green.

With colour you can attract attention, alter size and affect emotion. Colours are said to be warm or cool. Warm colours are red, orange or yellow. They tend to pulsate toward the viewer. Cool colours are blue, green or purple. They tend to recede from the viewer. Warm colours are bright and can make you feel happy, active and cozy. Cool colours can make you feel quiet and relaxed.

Important Words

Help members define the following words and look for them using this vocabulary in their discussions.

primary colours	red, yellow and blue
secondary colours	colours found by mixing the primary colours
light	Pale in colour; tend to look smaller; often cool colours
bright	Vivid, strong, brilliant colours; more easily noticed; tend to look bigger than darker objects of the same size.
dull	Colours that are not bright or brilliant; can make a person feel unhappy, inactive and depressed.
dark	Deep in shade; closer in colour to black than white; tend to look smaller than lighter or brighter coloured objects of the same size.

Age Considerations: 9 and up

Thinking ahead

1. What will you have your members bring to the meeting?
2. What will you discuss with members? If you have access to a computer check out these two websites for the experiment on mixing colours and on the Grand Illusions site for an example of how colour affects what we see.

Preparing for Success

- Ask members how they know they will be successful in this builder.



Activating Strategies

Activate members' prior knowledge of colour by asking the following questions. What does colour mean to you? Do you have a favourite colour? Why is it your favourite?

Catch a Rainbow

Time Required: 15–20 minutes to set up.

Use the experiment on the website to show what happens to colours when they mix together. If you don't have access to a computer have the members mix paints. If you have good paints in primary colours have the members mix them together to see what happens. The paints will need to be craft paints in the true primary colours for them to mix correctly. Try the experiment found at <http://www.kidzone.ws/science/rainbow.htm> or <http://www.grand-illusions.com/opticalillusions/square/>

Do it!

Crafts to Make

Here are some suggestions for the members to try. Instructions are included in the Leaders Guide. Other craft ideas showing the design element may be substituted.

Bath Salts

Materials needed:	<input type="checkbox"/> glue	<input type="checkbox"/> styrofoam cups	<input type="checkbox"/> small glass container (spice jars work well);
<input type="checkbox"/> epsom salts	<input type="checkbox"/> scissors	(one per colour used)	
<input type="checkbox"/> food colouring	<input type="checkbox"/> fabric scraps		<input type="checkbox"/> a piece of paper.
<input type="checkbox"/> ribbon	<input type="checkbox"/> plastic spoon;		

1. Put small amounts of epsom salts in styrofoam cups.
2. Colour salt in each cup with a few drops of different colors of food colouring. Stir with plastic spoon.
3. Fold paper to form a funnel shape. Funnel each colour into jar, layering according to preference.
4. Fill jar right to top and put on the lid. Cut a circle of fabric to fit lid and glue on to lid, tie with a ribbon. Have the members look for interesting shapes of jars that will add interest to their craft.

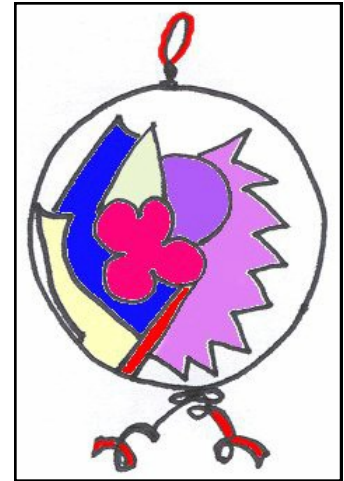
Sun Catcher

Materials needed:

- | | |
|---|--|
| <input type="checkbox"/> margarine container and lid; | <input type="checkbox"/> plastic wrap; |
| <input type="checkbox"/> paper tissue various colors; | <input type="checkbox"/> scissors |
| <input type="checkbox"/> curly ribbon; | <input type="checkbox"/> glue. |



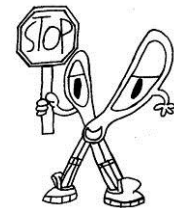
1. Cut the center out of the margarine lid so only the outside rim is left.
2. Cut the bottom off the margarine container so that only the top rim that snaps into the lid rim is left.
3. Lay a piece of saran wrap over the bottom rim.
4. Cut paper tissue pieces in the colors of your choice and that look attractive together. If the colours overlap what happens to the different colours? Do they still look good together?
5. Arrange the pieces to your liking on the saran wrap.
6. Lay another piece of saran over top. Snap on the lid rim.
7. Trim the edges of the saran wrap off.
8. Take a length of curly ribbon, fold in half and tie a loop in the top of it.
9. Put a few drops of glue along the outside of the rim.
10. Lay ribbon around outside of the rim, tie a bow at the bottom.
11. Curl ribbon with scissors.



Snips Says

If you plan to use the 4-H logo in your project make sure it is the correct one - in Canada the registered logo is the one with Canada across the bottom.

You can download the correct logo from the Canadian 4-H web site front page <http://www.4-h-canada.ca/> OR you can get a copy from a MAFRI GO office.



CANADA
4-H Manitoba

Berry Ink

When writing a letter or doing your homework you probably use a ballpoint pen. Before ballpoint pens were invented, people used fountain pens with ink cartridges or stick pens that had pointed ends to dip into bottles of ink.

If you've never written in this way it can be fun and you'll enjoy it even more if you make your own ink. All you need is some crushed, ripe berries. Believe it or not, this was one of the ways writing ink was first produced. Try the Berry Ink with the Fruit or Vegetable Prints.

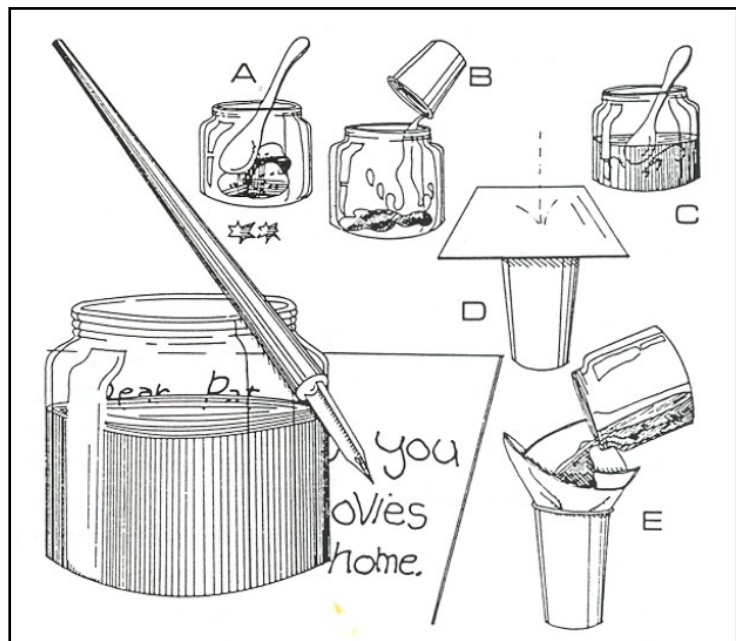
EXPLORE

Materials needed:

- | | |
|--|--|
| <input type="checkbox"/> ripe cherries | <input type="checkbox"/> small jars with lids; |
| <input type="checkbox"/> blueberries | <input type="checkbox"/> spoon |
| <input type="checkbox"/> blackberries | <input type="checkbox"/> paper towels |
| <input type="checkbox"/> strawberries/raspberries (or thaw frozen berries) | <input type="checkbox"/> paper cups |

Directions:

1. Remove stems and leaves from ripe berries and place them in a small jar.
2. Press the berries to a pulp with the back of a spoon (figure A).
3. Add a little water to the crushed berries. The more water you add, the lighter the colour, of the finished ink (figure B).
4. Stir the mixture well (figure C).
5. Place a sheet of paper toweling over a paper cup. Push the paper towel down into the cup (figure D). (If you have access to cheesecloth or a very fine sieve it can also be used for straining.)
6. Slowly pour the berry mixture through the towel into the cup (figure E).
7. Let all of the liquid drain through the towel. Remove the towel and throw it away.
8. Pour the strained ink back into the jar and screw on the lid.
9. Use a paintbrush, the pointed end of a feather, straight or fountain pen or use the Berry Ink with the Fruit or Vegetable Printing.



Fruit & Vegetable Printing

Cut a grapefruit, carrot or an orange, in half. The exposed surface has a pretty design. Every fruit cut in half reveals a different pattern. You can use cut fruit and vegetables to make prints for gift wrap, place mats, posters, cards, T-shirts, etc.

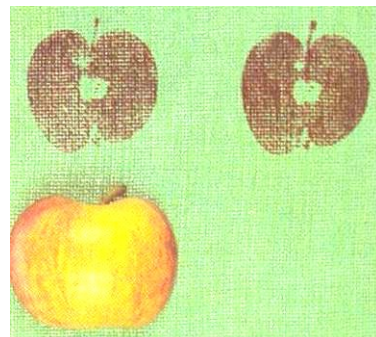
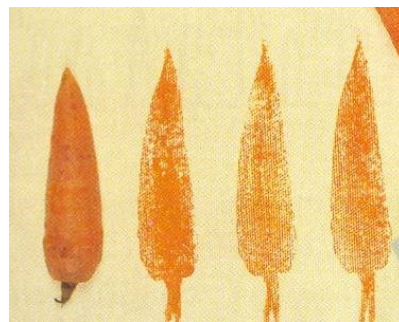
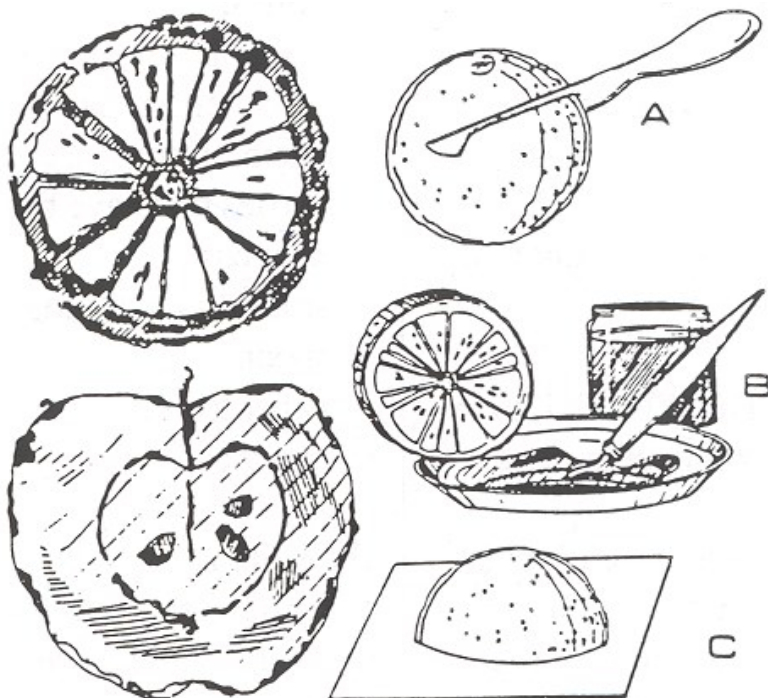
Materials needed:

- | | |
|--|--|
| <input type="checkbox"/> cardboard | <input type="checkbox"/> nontoxic fabric paint (if printing on fabric, otherwise poster paint will work) |
| <input type="checkbox"/> plastic bag | <input type="checkbox"/> knife |
| <input type="checkbox"/> pre-washed white or light-coloured cotton T-shirt | <input type="checkbox"/> a variety of fruits and vegetables |
| <input type="checkbox"/> masking tape | <input type="checkbox"/> paper towels and newspaper |
| <input type="checkbox"/> pie plates | |

EXPLORE

Fruit & Vegetable Prints

1. Slice the fruits and vegetables in half and place cut-side down on paper towels. Just about any fresh produce will do, although juicy ones, like oranges or even onions, should be allowed to dry for 15 minutes or so.
2. Meanwhile, wrap the plastic bag around the cardboard and slip it inside the shirt, stretch the shirt tightly around it and tape the sleeves and sides to the back.
3. Set out pie plates and pour a different color of paint into each. Spread the paint evenly over the bottom of the plate with a paintbrush. Cut open the fruits and veggies (A); anything that's not too juicy will work. Onions make good circles; apples cut lengthwise look like butterflies; broccoli and mushrooms resemble trees; a cantaloupe wedge or pea pod makes a lovely smile.
4. Use a paper towel to blot the produce, then have members press the stamps into the paint (B). Do a test run on newspaper, showing kids how to press firmly without squeezing out any juice (C) - or try brushing the paint onto the vegetables. When ready, move on to the shirts. Try patterns, landscapes, silly faces or abstract designs.
5. Once the paint dries, remove the cardboard. Then follow the paint manufacturer's directions for setting the paint.



Carrot Mosaic Shirt

EXPLORE

Materials needed:

- plastic bag;
- cardboard cut to fit between the front and back of the shirt;
- pre-washed T-shirt or bandana;
- a few carrots;
- paring knife;
- paper;
- pencil; fabric paint (if printing on fabric, otherwise poster paint will work).

1. Wrap the plastic bag around the cardboard and slip it inside the shirt/bandana.
2. Create the stamps by cutting the tip of each carrot into a square or triangle shape. Use the paper and pencil to experiment with a few designs. It's best to stick with shapes that aren't too intricate, like a broad-leaved flower or a flag.
3. Once you've gotten a design you like, re-sketch it on the shirt/bandana.
4. Now pour fabric paint onto the plastic plates and dip the carrot tips into the paint and use them to print a series of squares and triangles to fill in the sketched design.
5. Try a 4-H clover. Use a white T-shirt and green paint. To make your design easier to follow, pencil in the clover and you can even tape off the H's and anywhere else that you want to remain white when complete. Stamp in the clover leaves with green. Remove the tape.



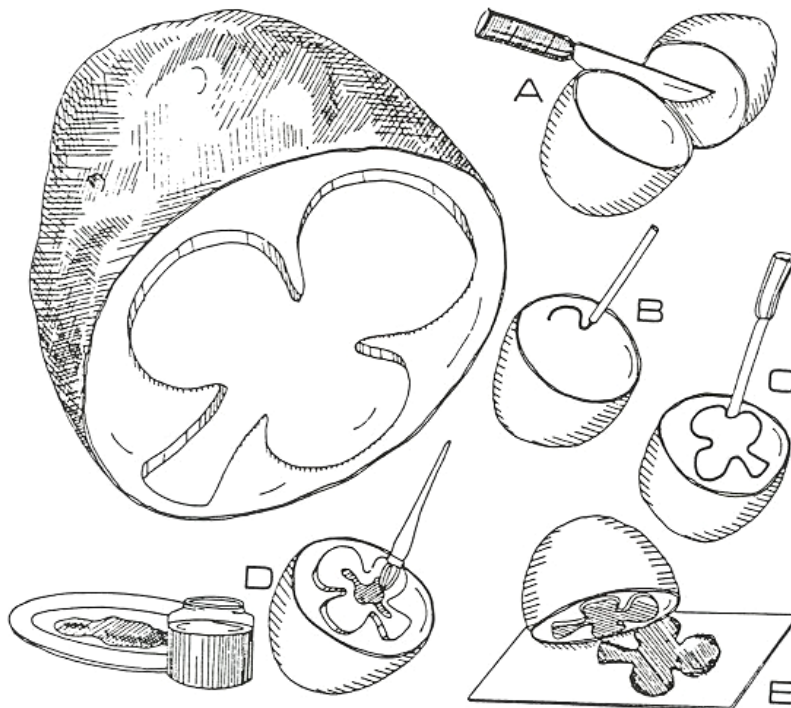
Potato Printing

Materials needed:

- knife (or cookie cutters)
- potatoes;
- paper towels;
- watercolour felt-tipped markers;
- potato peeler;
- poster paints;
- paper plate;
- paintbrush;
- paper



1. To make a potato print, cut a potato in half. Carve a design on the surface. Place a small amount of paint on a paper plate. Dip the potato into the paint and press the painted design onto a piece of paper.
2. Make a potato impression with interesting texture results. You can also use purchased cookie cutters for a variety of designs.
3. Even the largest potato does not have a very wide surface once it is cut in half, so you will probably want to repeat a single design in interesting ways all over your paper.
4. Create your own potato print design and make one of a kind cards, gift wrap, posters, etc.



Dig it!

Have the members review what colours mix to form the secondary colors in the colour wheel and complete this section in their manual.



Do they know a rhyme that will help them remember the colours of the rainbow? One example is given but they maybe have a different one they have learned along the way.

What's next?

Builder 3 looks at texture and how it can effect the project they are working on. The way something feels is very important.

Thinking ahead

1. What will you have your members bring to the meeting? Have the members bring a favourite item that they like to touch and feel.
2. What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Leader's Notes



CANADA
4-H Manitoba

In the Member Manual

Skill Builder 2: The Wonderful World of Colour

Snips Says....

When we look at something our eye is drawn to the colours in the object a scene in nature - think of a sunset, our eyes are drawn to bright colourful reds, yellows and oranges. In nature there are three primary colours and every other colour is made from them. The primary colours are red, blue and yellow.



SKILLS CHECKLIST

- Name the 3 primary colours
- Demonstrate how colours mix
- Create a craft using colour

Important words

Watch for these important words throughout this builder:



Primary Colours, Secondary Colours, Light, Bright, Dull, Dark



EXPLORE

Catch a Rainbow

To see what happens when colours mix together, try one of the following activities:

- try the experiment at <http://www.kidzone.ws/science/rainbow.htm>
- experiment with mixing paints - instructions are in the Leader's Guide

Do it!

Choose one of the following crafts (or another idea) to learn more about colour

- Bath salts - layered in a fancy bottle these make a great gift
- Sun catcher - add these to a sunny location and see how they reflect colour
- Berry ink, fruit printing, potato printing - use products grown in Manitoba for this craft

The item(s) I made in this builder _____

More Crafts!

Check out this site of illusions to see how colour affects what we see <http://www.grand-illusions.com/opticalillusions/square/>



Dig it!

Review what you learned about mixing colours - and fill in the following blanks

What colours do you mix to get

- Orange _____ + _____
- Green _____ + _____
- Purple _____ + _____

How do you remember the colours of the rainbow? One rhyme to help you remember is Roy G Biv - Red, Orange, Yellow, Green, Blue Indigo Violet. Do you know another rhyme?

- How could your knowledge about colour in this builder be used to help you in other situations?

Snips Says....

If you plan to use the 4-H clover logo in your project, make sure it is the correct one - in Canada the registered 4-H logo is the one with Canada across the bottom. To download the images see <http://www.4-H-canada.ca/>



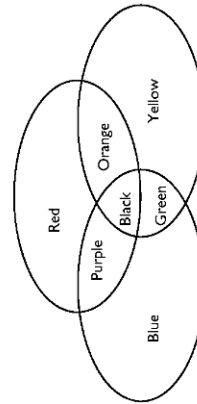
What's next?

In the next builder we will explore texture and how it can add to the feel of the _____ crafts you make.



Dream it!

There are millions of colours, however, they are all combinations of 3 primary colours red, yellow and blue. Primary colours cannot be made from other colours. Mixing red and yellow gives you orange, yellow and blue gives you green, blue and red gives you purple.



When you mix colours in different combinations you can get all the colours of the rainbow - red, orange, yellow, green, blue, indigo and violet. Picking colours you like will make your craft unique. What's interesting about colour is that it can play tricks on your eyes. Think about these points....

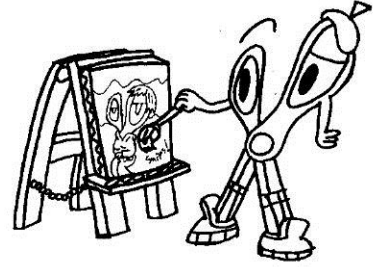
- Dark, dull colours make things look smaller
- Light, bright colours make things look bigger
- Reds, yellows and oranges make us feel warm, happy and active
- Blues and greens make us feel cool and relaxed

Skill Builder 3: Get in Touch with Texture



SKILLS CHECKLIST

- Explain what texture is
- Identify different textures
- Create a craft using texture



Dream it!

BACKGROUND FOR LEADERS

Texture is derived from the Latin word for weaving. Texture is the quality of an object that we sense through touch. Everything that has a surface has texture.

Texture can be tactile or visual. You might be able to touch it like a piece of fabric or a brick or even paint on a painting that uses a lot of paint to produce a rough texture. That is tactile texture. It can also be a picture of silk or a painting with a smooth surface or subject matter that you can imagine or that triggers a memory. This is visual texture. Your eyes, along with past experiences, help you interpret texture even when you can't feel an object. For example, you know fur on a kitten is soft and a porcupine is prickly without having to hold either.

Texture is the way something feels when you touch it. Some things are soft, some rough, some smooth. Texture affects how light is reflected from a surface. Some things are shiny and some are dull. When light is reflected off of a rough surface it will appear dull. Light reflected from a smooth surface will make the surface appear shiny. In this builder the members should be able to explain how surfaces feel and reflect light by knowing if a surface is soft, smooth rough, shiny and dull.

Important Words

Help members define the following words and look for them using this vocabulary in their discussions.

texture	how things feel, or how we imagine they might feel if we were able to touch them.
tactile	having to do by the sense of touch
visual	that which is seen or a picture in the mind
light	that by which we see, daytime brightness
reflection	give back an image or likeness

Preparing for Success

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

Activating Strategies

Ask the members what makes their stuffed toys or a favourite outfit or a favourite blanket special - what do they like about how it feels?

Texture Collection (see page 7 in members manual at the end of this builder)

Texture Discovery Walk

Time Required: 20 – 30 minutes (depending on the number of members)

Divide the group into pairs. Have a blindfold for each group. One member will be blindfolded and the other members will be the guide. The guide will lead the partner around the room to experience as many different textures as possible. If the weather is good you might want to go outside as well as doing this activity inside.



The blindfolded partner must try and name the texture and try to guess what the object is. Switch around so everyone has a turn. Remind the members that the idea of this walk is to experience touch only. Before the members arrive for the meeting check the area to see that there are as many items as possible for the members to discover. You might include water, glass, fabrics, metal, wood, plastic, rugs, plants, skin, feathers, etc. Have the guides place the blindfolded person's hand on whatever is to be touched. Try to see how different textures feel on different parts of the hand - palm, fingertips, back or even on the face. Remind the members to be careful when touching different objects - you do not want them breaking objects or getting hurt. Did the members like how everything felt on their skin?

Using the spaces provided in the members book, have them pick different textures to show in each category. To facilitate this you might want to have some items on hand for the members - aluminum foil, paper, fabrics that are rough or smooth, sand paper, etc.

Do it!

Crafts to Make

Here are some suggestions for the members to try. Other craft ideas showing the design element may be substituted.

Seed Wreath or Pictures

Materials needed:

- seeds (as indicated for individual pictures)
- tracing paper
- carbon paper
- pencil
- toothpicks
- scissors
- small bowls
- picture frame
- cardboard to fit picture frame

- coloured construction paper
- Elmer's Glue All
- heavy black thread
- black marker

To colour seeds:

- small, pointed paint brush
- slotted spoon
- paper towels
- wax paper
- food colouring

1. Measure and cut cardboard to fit in picture frame. Cut coloured construction paper the same size, and glue on cardboard.

2. Trace designs from pictures below (or use clip art pictures from a computer). Lightly trace designs onto construction paper using carbon paper. Spread glue on one area of design at a time, and press seeds in place to fill area. For neat appearance in filling areas, first outline the space with a row of seeds, then fill successive rows to middle.



EXPLORE

In placing small seeds, you may find it helpful to use toothpicks with a tiny dab of glue on the tip to pick up each seed and place it. Pointed tweezers work well also.

3. To dye rice, mix a little vegetable coloring with water in a bowl. Drop small amounts of white rice at a time into dye. The rice will quickly reach a bright shade. Remove rice from dye with slotted spoon and spread on paper towel to blot; then place dyed rice on waxed paper to dry thoroughly.

Cat: Glue on two dried baby lima beans for feet, two lima beans for cheeks, a dried lentil for nose, and two black-eyed peas for eyes. Cover remaining area of body, head, and tail thickly with glue; sprinkle poppy seeds thickly over entire cat, let set a few seconds, then shake off loose seeds. Cover lima bean feet with glue and cover with poppy seeds. Cut six pieces of black thread $\frac{3}{4}$ " to 1" long, and glue to cheeks for whiskers. Tie a short piece of narrow blue ribbon into a bow and glue to neck.

Mouse, Peas-in-Pod, and Flowers:

Peas - Dye a small amount of rice green; dye a few grains of rice red. Fill entire pea pod with green rice, and make stem of green rice. Glue on dried green peas in a line along center; glue on four dill seeds at stem end of pod.

Mouse - Glue a large dried lima bean above pea pod for mouse body, two yellow corn kernels for ears, a peppercorn for nose, and white rice for legs with dill seeds for feet. Draw eye and mouth with black marker. Cut $\frac{1}{2}$ " pieces of black thread for whiskers, and glue in place. Cut 3 $\frac{1}{2}$ " piece of black thread for tail, with an apple seed at end and glue in place.

Flower - Glue a lentil at center, apple seeds radiating out from center with dill seeds between, and three red-dyed rice grains at tip of each apple seed.

Ear of Corn: For cob area, fill with yellow corn kernels. Fill both sides of husk area up to tips with white rice. Make tips of husks with dried dill seeds.

Apple Slice and Worm: Dye a small amount of rice red and a few grains yellow. Fill in bottom area of apple with red rice for skin; fill in top section with white rice, using three real apple seeds for core. For worm, make body of yellow corn, legs of yellow-dyed rice. For head, glue two dried baby lima beans at end of body, one above the other. Glue two black-eyed peas on head for eyes, and a peppercorn for nose. Cut short pieces of black thread; glue in place for antennae and tail.

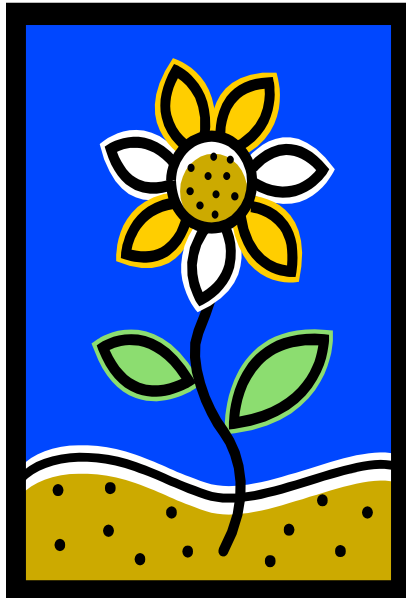
Adapted in part - Comstock, N. (1972). *The McCall's Book of Handcrafts*, Random House



Sand Pictures

Materials needed:

- scissors
- white glue
- black or other dark-coloured construction paper
- shoe box or other shallow box lid or a shadow box frame
- sand
- assorted shells



1. Sand can be a sort of natural version of glitter (except, unlike glitter, the supply of sand is practically inexhaustible). In the winter, sand may be hard to find but you can usually “dig up” enough for this type of project.

2. Cut a sheet of construction paper so that it fits inside the box lid--this is the background or canvas.

3. To make a picture, draw with the tip of the glue bottle, and then sprinkle on loose sand.

4. Once the sand is dry, shake off the excess sand by gently tapping the side of the lid. For added detail, glue on shells, pebbles, branches and other finds that will “keep”.



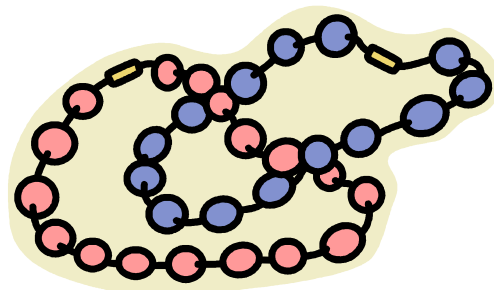
Beaded Necklaces or Bracelets or Anklets

There are hundreds of different beads available on the market today. If members want to make a necklace they have a great selection to pick from. They might even like to look in second hand stores to find old beads that can be reused.

They can also decide if they want to use beading sting or beading wire. Beading wire will give them more strength for their necklace.

If they are using only a few beads on the strand they will need to use crimping beads to hold each bead in place.

They will also need some type of fastener for the necklace unless it is to be slipped over the head. There are many places to look to for instructions in beading - library books, craft store, internet sites and local crafters.



Seed Topiary

EXPLORE

Materials needed:

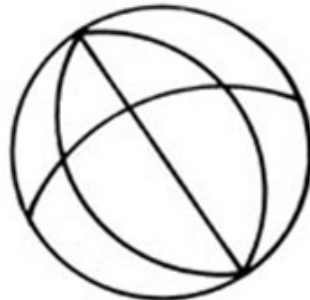
- | | |
|--|---|
| <input type="checkbox"/> 4" Styrofoam ball | <input type="checkbox"/> fine point permanent marker |
| <input type="checkbox"/> 2 1/2" Styrofoam ball | <input type="checkbox"/> toothpicks |
| <input type="checkbox"/> 6" cinnamon stick | <input type="checkbox"/> scissors |
| <input type="checkbox"/> 2 1/2 " clay pot | <input type="checkbox"/> #2 soft pencil |
| <input type="checkbox"/> tacky glue | <input type="checkbox"/> ruler |
| <input type="checkbox"/> small handful of green moss | <input type="checkbox"/> dried green and yellow split peas |
| <input type="checkbox"/> 3 strands of natural raffia | <input type="checkbox"/> dried black, red kidney and navy beans |
| <input type="checkbox"/> 4 rubber bands | |

Gather seeds and beans to create a wonderful geometric design in a clay pot. Learn how to divide and measure a round object the easy way, using rubber bands.

Directions:

1. Glue the 2 1/2" ball into the pot. Push hard on the foam with your fingers until the foam is level with the top of the pot. Make a hole in the center of the foam with the pencil
2. Place a rubber band around the 4" ball dividing it into 2 equal parts. Place two more rubber bands around the ball dividing it into six sections. Place the fourth rubber band around the center of the ball across the other rubber bands. There are now twelve sections. Make lines along the rubber bands with the marker, then remove the bands. See picture below.
3. Sort the different peas and beans (an egg carton is great for this). Work first on one side of the centre line. Glue the black beans along the lines to form sections. Spread one section with glue. Glue a kidney bean in the center and fill with navy beans. Repeat this process first with green peas, then with yellow peas. Continue until all sections at the top are covered. Let dry.
4. Make a 1" deep hole at the bottom of the ball and glue the cinnamon stick into it. Glue black beans over lines to form sections then glue different types of beans and peas in each section as you did on the top half of the ball. Glue the cinnamon stick into the hole in the ball in the clay pot. Allow to dry.

Glue moss around the base of the cinnamon stick to cover foam. Tie raffia bow around cinnamon stick at bottom of ball and trim tails to about 4".



Hint: Have family members make different sizes of balls using different patterns to use as a centerpiece at Christmas or another holiday time.



From hands on Crafts for Kids at www.crafts4kids.com

Dig it!

Have members complete the Finishing Touch Test in their manuals; is their craft ready to use? If they have made a picture can they hang it up right away? Is their necklace ready to wear? Does it fit the intended wearer - if they made a bracelet they need to take into consideration the person's wrist size. If they made a Topiary tree will it stand up without support and not fall over all the time?

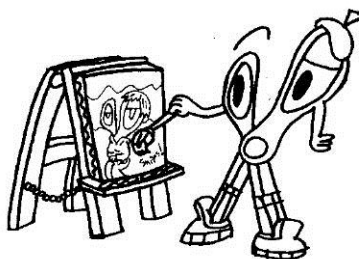
Work with the members to complete this section of the Skills Checklist on the My Portfolio Page in their manual.

What's next?

In builder 4 the members will work with lines as an element of design. What do members need to bring for the next meeting?



Leader's Notes



In the Member Manual

Skill Builder 3: Get in Touch with Texture

Snips Says....

The way something feels is very important to us. Think of relaxing in a comfortable chair - we want the chair to feel smooth and soft. Think of your favourite stuffed animal toy - does it feel soft and smooth and cuddly? If it felt rough and prickly would you want to cuddle with it? Texture is another element of design we need to think about when we are making a craft project.



SKILLS CHECKLIST

- Explain what texture is
- Identify different textures
- Create a craft using texture

Important words

Watch for these important words throughout this builder:

Texture, Tactile, Visual, Light, Reflection



Dream it!

Texture is the way something feels when you touch it. When light is reflected from a surface the way it is reflected is affected by the texture or feel of the surface. Some things are soft, some are rough, some smooth to the touch. When light is reflected from a surface it can be shiny or dull.

When making crafts you want to use textures that look like they belong together. Coarse or heavy yarns and bold, big prints look good on a bulky burlap fabric but on a fine woven cotton they would not look as good. Finer threads and more delicate patterns would be more suitable.

Texture Collection

Look around to see what you can find that shows different textures. Attach a small sample, draw or describe each item that will show the texture in the spaces below.

Shiny		Rough	
Dull		Smooth	
		Soft	

Texture Discovery Walk

Working in pairs, one partner will be blindfolded and the other will be the guide. The guide will lead the partner around the room to experience as many different textures as possible. The blindfolded partner should try and name the texture and guess what the object is. Switch around so everyone has a turn and remember, the idea of this discovery walk is to experience touch only.

Ideas for objects to encounter on your discovery walk include water, glass, fabrics, metal, wood, plastic, rugs, plants, skin, feathers.

Have the guide place the person's hand on whatever is to be touched. Try to see how different textures feel on different parts of the hand - palm, fingertips, back or try touching the face with some of the textures.

Do it!

- Choose one of the following crafts (or another idea) to learn more about texture.
- Seed wreath or pictures - try and use many different seeds grown in Manitoba
 - Sand pictures
 - Beaded necklaces - try using beads with texture or ones that look like they have texture
 - Topiary trees - using pine cones, seeds, dried fruits, shells, pebbles.

The item(s) I made in this builder _____

Dig it!

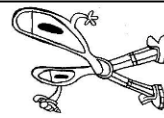
The Finishing Touch Test

1. Is your craft item ready to use? Yes No
(i.e. if you made a picture, is it ready to hang up? If you made a necklace, is it ready to wear? Is your item totally finished?)
2. Is your item made with quality in mind? Yes No
(i.e. Are there any glue gun "strings" hanging? Is it well made? Is your item a quality item?)
3. If you were going to give yourself a mark for your work during the year what would it be:
 Excellent (I am a hard worker and do more than expected; my work is quality)
 Pretty Good (I work hard and complete what is necessary; my work is quality)
 O.K. (My stuff is O.K. but I know I could do better if I would make more of an effort)
4. If there was any thing that you would change in your work on this craft, what would it be and why?

Fun Fact

Farmers in Manitoba grow over 25 different grain and oilseed crops.

If you decide to make a seed wreath or picture or a topiary tree from seeds, try using as many as you can.





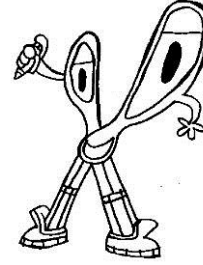
What's next?

You will be looking at line in the next builder. Do you know how many types of lines there are?

Skill Builder 4: Line Up

SKILLS CHECKLIST

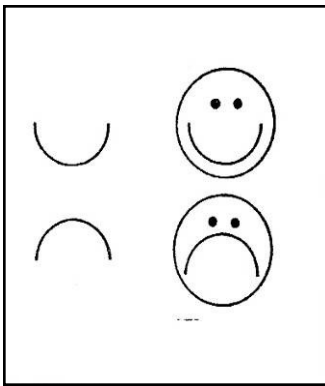
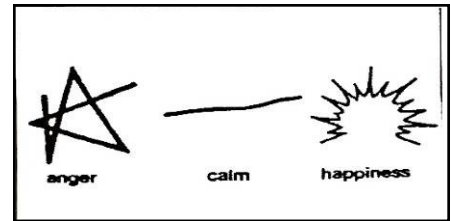
- Explain why line is an important element of design
- Create a craft using line



Dream it!

BACKGROUND FOR LEADERS

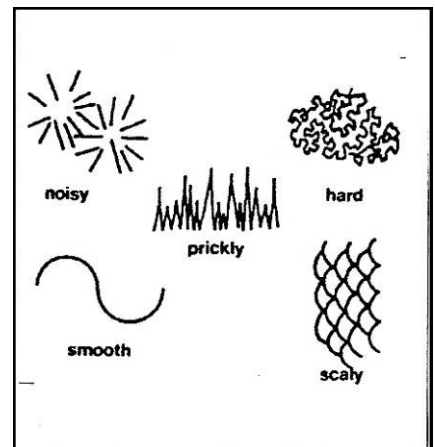
An important element of design, line gives shape, movement and feeling to almost everything in our lives. One common use of line is writing. There are two different kinds of lines - straight and curved. Line can express emotion or feeling. It is the combination of how straight and curved lines are used that can make us feel that emotion.



The curve of a line may be very deep or very slight, depending on the desired effect. If you want to portray calm water, the waves would be very slight curves but a stormy ocean might use deep curves and may be almost vertical straight lines to give the feeling of how the wind is making the water move.

Think of how cartoon artists use line to show movement in their drawings. The curve of the line in the drawing of the two faces shows very clearly how line can portray feelings.

Varying the thickness of a line and putting different lines together gives a design its unique character. Line can also suggest sound and touch. As a line draws the eye along its path, it gives the suggestion of movement. Horizontal lines suggest a feeling of rest. Vertical lines communicate the feeling of loftiness and spirituality. Diagonal lines suggest tension and curved lines suggest flowing movement.



Important Words

Help members define the following words and look for them using this vocabulary in their discussions.

curved line	a line that bends smoothly or regularly
straight line	a line without a bend or curve

Age considerations: 9 and up

Thinking ahead

1. What will you have your members bring to the meeting?
2. What will you discuss with members? The following website shows how straight lines put together can create a curved line.
<http://www.mmwindowtoart.com/drawing/para1.html>



Preparing for Success

- Ask members how they know they will be successful in this builder. Have the members look around and see how lines are used in the area or room where they are meeting.

Activating Strategies

Ask the members where they think line is used? What type of answers do they have. Line is everywhere - even in the typing on the pages they are looking at. Lines straight or curved make up the letters we are reading.

Line Sampler

Time Required: 15 –20 minutes

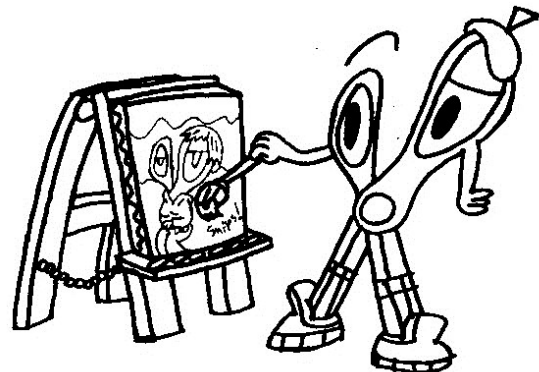
Have the members complete the sampler of lines in their book. How they chose to do it is up to them. Try to have on hand pens, pencils, paintbrushes, magazine pictures or swatches of fabric with lines that they might decide to use to show curved, diagonal, zigzag, horizontal, wavy and parallel lines. They can just use the space provided or if they need to add extra pages to their book that is fine.

Do it!

Crafts to Make

The following pages provide some suggested crafts for members to try. The instructions are included in the Leader Guide only. Other craft ideas showing the design element of line may be substituted.

The art work for our character 'SNIPS' was created by 14 year old Jonathan Baker of Virden, Manitoba.



Seed Layering

Materials needed:

- large jar with a lid
- spoon
- raffia or ribbon

- dried lentils, kidney beans, black-eyed peas, split peas or any other kinds of dried beans;



If the members work on this craft have them think about the crops that are grown in Manitoba and encourage them to use seeds that are produced here in our prov-

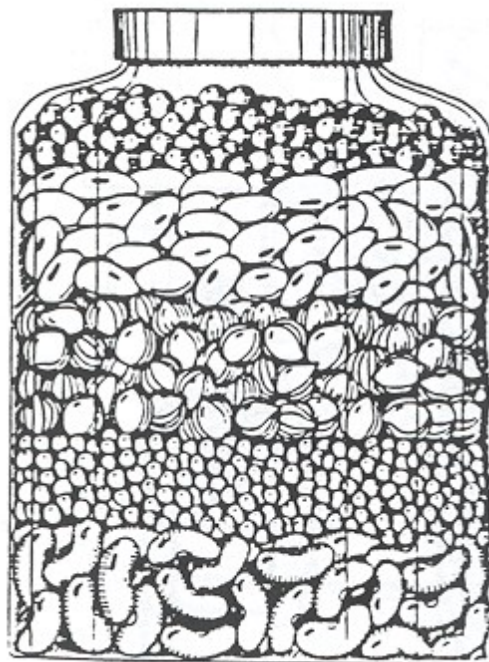
Dried seeds, the kind used in home-made soup, come in many shapes and colours. You know how good they are to eat, but did you know they could be used in a variety of craft projects? One of the prettiest is bean layering.

Usually, beans are stored in separate jars and not mixed together. However, in this craft, you will discover a beautiful way of layering different colours and sizes of beans and neatly pack them into a jar.

When completed, this craft makes a pretty addition to the kitchen or to a special corner in your room.

Directions:

1. If the jar has a label on it, place it in water and soak until the label slips off. In any case, wash the jar and lid, and dry them carefully.
2. Spoon the first kind of bean into the jar to form the first layer, which can be as high as you wish.
3. Spoon layers of different kinds of beans on top of each other until you reach the very top of the jar. Be careful, if any space is left the beans will move and you lose the layered effect.
4. Screw the lid on tightly. Tie a ribbon or length of raffia around the neck of the jar.



Sand Pouring

Beautiful objects can be made by layering different coloured sand.

Collect several small jars with lids and bring home a bag of sand the next time you are at the beach. Once the sand is dyed, start making different coloured sand layers in the jars. Use the sand-poured jars as paper weights or decorations.

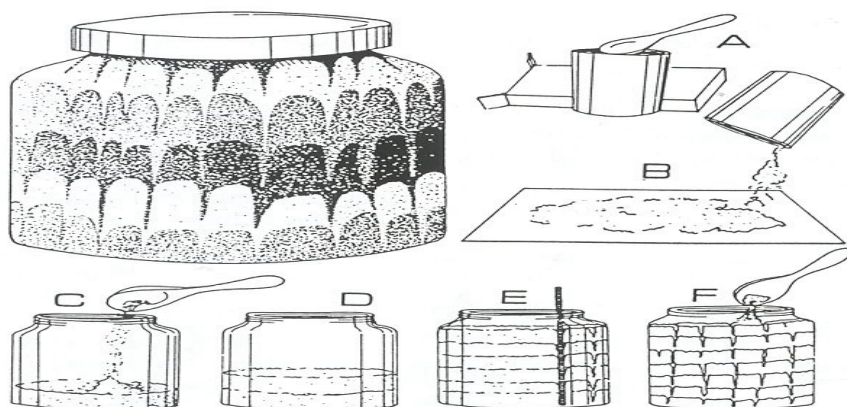
EXPLORE

Materials needed:

- | | |
|--|--|
| <input type="checkbox"/> paper; | <input type="checkbox"/> plastic spoons; |
| <input type="checkbox"/> fine sand; | <input type="checkbox"/> paper towels; |
| <input type="checkbox"/> powdered fabric dyes or food colouring; | <input type="checkbox"/> small jars with lids; |
| | <input type="checkbox"/> paper clip |

Directions:

1. Fill paper cups half-full with sand. If using dark sand, lighten it with bleach before you begin colouring it.
2. Add water to each cup to cover the sand completely.
3. Add different colours of powdered fabric dye or drops of food colouring to the water and sand. The more colouring you add, the deeper colour the sand will be.
4. Stir the sand, water and dye with a plastic spoon.
5. Let the sand sit in the dye and water for 15 minutes.
6. Pinch the edge of the cup so you can pour out most of the water without spilling the sand. Pour out the water.
7. Spoon the sand from each cup onto separate sheets of waxed paper. Keep colours separate.
8. Spread out the sand and let it dry.
9. Spoon a layer of coloured sand into a small jar that you have washed and dried well.
10. Carefully spoon different layers of coloured sand on top of one another into the jar. The last layer should come close to the neck of the jar, leaving only a small amount of space.
11. Open a paper clip to form a straight piece of wire.
12. Holding the wire against the inside of the jar, push the wire down through all the layers of sand.
13. Pull the wire out of the jar and you will see how it pulls the different layers into each other.
14. Make these design around the entire jar.
15. When the design is finished, spoon sand to the top of the jar and screw on the lid.



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Twig Candles or Cans

Children can help find small sticks to use for this project, but it is likely an adult will need to use a pruning shears to cut the sticks to the right length for the children. Since each individual twig needs to be glued one at a time, it may be hard for children to share a glue gun. Start by making sure each twig is approximately the same length and matches the height of the can or candle. Each member will need about 20 sticks about 1/2 inch in width to cover a soup can or a candle with a width of about four inches.



Select thin, straight sticks with the same approximate width and height. Begin by applying a line of glue from the top to bottom of the candle or can. Work quickly to put the stick in place while the glue is warm. When it is time to place the last three or four sticks in place, put them in place without gluing them to assure that they will fit without leaving a gap. Adjust widths of the sticks as needed to finish the last section. Use a pruning shears to trim the tops if they are not even with the top of the can or candle. An adult will need to do this for younger children.

Wrap raffia around the sticks and tie it tightly in a bow, leave some of the string hang down. Insert decorative nature items like shells, moss, pieces of bark, a sprig of cedar or berries, flowers or small craft feathers behind the bow and glue in place.

The finished projects should be left in the air for several weeks to allow the sticks to dry.



Rustic Stick Frame

Gather sticks from your backyard or a walk in the woods. Look for straight sticks from 1/4" to 1/2" thick. Strip off any leaves or branches and break six of the sticks to 11" length. Break the other six to 9" lengths. Arrange the sticks to form your picture frame using a glue gun to tack the sticks in place. Wrap the four corners with twine as shown and glue ends in place on the back. Trim your photo to fit. Glue to back of frame at corners. Cut and glue a 6" piece of twine to back of photo for hanging.



Refer to this website for even more craft patterns!
<http://www.wisconsinforestry.org/webtemplate.php?linkname=forestrycrafts>

Dig it!

Discuss with the members the following questions:

Think about it . . . Review the Skills Checklist, what skills have they learned? Do they need more practice?

Record it . . . Discuss what they have learned and together record it on the My Portfolio Page in the member manual. Ask the following; Is the craft well made and ready to use? If they used glue are there any glue strings hanging from it? Would it be ready to give as a gift to a parent or a teacher?

Apply it . . . How would they explain to others how to use line to create new and different designs?

What's next?

Skill builder 5 is the shape of things to come. The members will work with shape as another element of design they need to consider when then are making a craft project.

Leader's Notes



In the Member Manual

Skill Builder 4: Line Up

Snips Says....
 Line is another element of design we need to think about when deciding what we want to make and how to put it together for our articles. Line gives depth and definition to a craft.



SKILLS CHECKLIST

- Explain why line is an important element of design
- Create a craft using line

Important words

Watch for these important words throughout this builder:

Straight, Curved



Dream it!

Line is an important element of design. It gives shape, direction and feeling to everything around us. There are only 2 different kinds of lines - straight and curved. By putting these two kinds of lines together you can give a design its own unique shape and character.

Line Sampler

Create your own sampler of the variations of curved and straight lines in the chart below. Use your imagination and your medium of choice - it could be a pen, paintbrush, picture or swatch of fabric. The sky is the limit!

Curved	
Diagonal	
Zigzag	
Horizontal	
Wavy	
Parallel	




Do it!

- Choose one of the following crafts (or another idea) to learn more about line
- Seed layering
 - Sand pouring
 - Twig picture frames, candles or cans

The item(s) I made in this builder _____

Fun Fact



If you have used a glue gun and find that you have strings of glue left on your project, take a blow dryer and pass it over the craft to get rid of the strings. This helps to give your craft project that finished professional look. Be careful not to burn your fingers!

More Crafts!

Check out this site. It talks about line and shows you how straight lines put together can create a curved line.
<http://www.mmwindowcoart.com/drawing/para1.html>



Dig it!

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

Review the Skills Checklist on page 9. What skills have you developed? Do you need more practice?

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 how to use line to create new or different designs?



What's next?

The next builder explores the design element of shape. Think about the different shapes around you and how they affect the design of everyday items.



Skill Builder 5: The Shape of Things



SKILLS CHECKLIST

- Name 4 regular shapes
- Explain what irregular shapes are
- Create a craft using shape

Dream it!

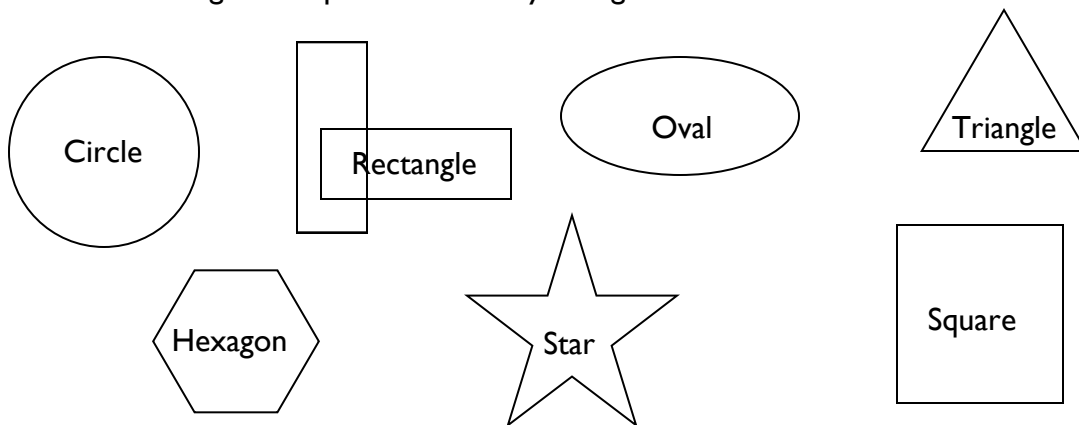
BACKGROUND FOR LEADERS

Can you imagine what the world would look like if all we saw were lines? Shapes are the result of lines meeting and that gives dimension to what we see. An object may be identified by its shape. For example, an elephant is still an elephant even if it is pink, we know a tree by its shape whatever its colour or type.

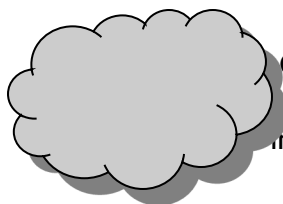
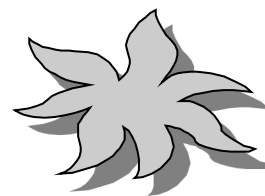
The spider is a master in the use of line. You may see the spider's web as decorative; however to the spider it is entirely structural - it makes the trap that catches the spider's dinner.

People make use of line in design too. Hydro lines and shoelaces are structural lines because they have definite purposes. Line is also used in many decorative ways. Line gives shape, direction and feeling to almost everything in our lives.

Shapes can be classified as regular shapes that are very recognizable:



Irregular shapes can be shapes that are still recognizable and may suggest the forms of a living organism like a fish or flower. They are soft, curving and often irregular.



Other irregular shapes appear more abstract and may be of any size or configuration. Have the members think of a spill of oil on a wet floor or clouds in the sky.

Age Considerations: 9 and up

Thinking ahead

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



Preparing for Success

- Ask members how they know they will be successful in this builder.

Activating Strategies

Ask the members about shape. Ask if they sit and doodle. If they do what types of things do they draw? Are they recognizable shapes or something that is more abstract?

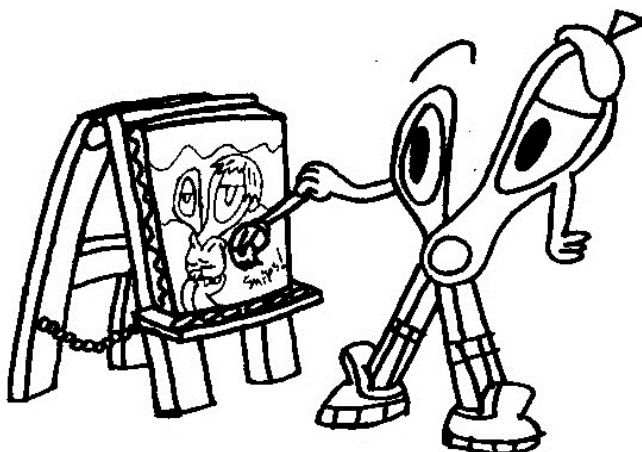
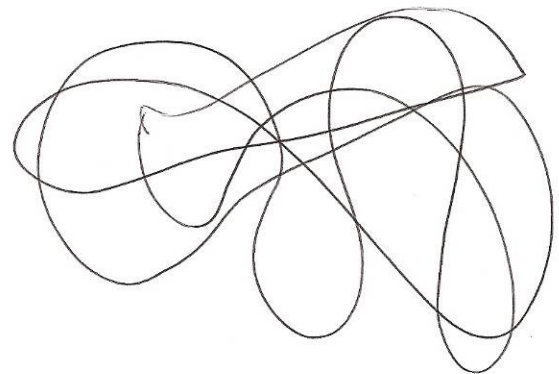
Shape Collage

Time Required: 20–30 minutes

Using a collection of pre-cut paper or fun foam shapes, have the members combine the shapes to make new shapes. They can cut them, overlap them - whatever it takes to get a new shapes.

Optional Activity - Free Form Shape

Have members draw something like the example on the right. Then using different colours, have them colour in the shapes they have made.



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Do it!

Crafts to Make

EXPLORE

Here are some suggestions for the members to try. Instructions are included in the Leaders Guide. Other craft ideas showing the design element in this builder may be substituted.

Eye of God

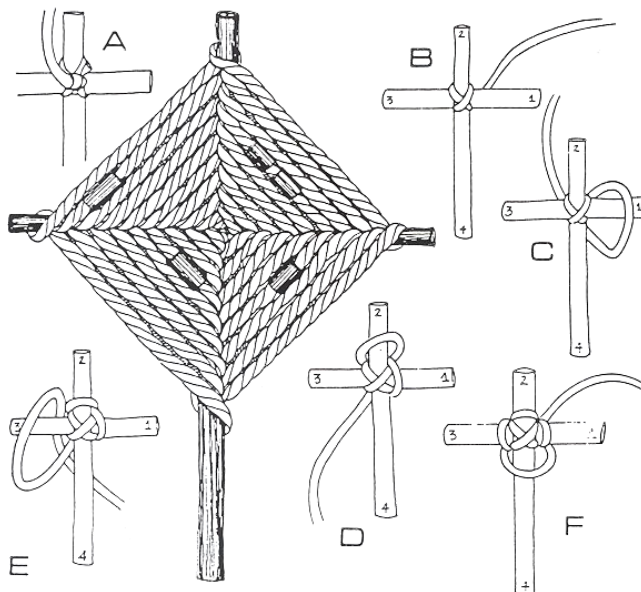
The Eye of God is an interesting craft from Mexico. It is made with two twigs and different coloured yarn. The twigs are crossed and the yarn is tied around them. Use several colours of yarn to make it look like a “big eye”. This is how the project got its name.

Materials needed:

- 2 thick twigs, one longer than the other;
- liquid white glue;
- coloured yarn;
- macaroni or beads with large holes.

Directions:

1. Make a cross with the twigs. That is, cross the smaller twig over and closer to the top of the larger twig.
2. Using liquid white glue, stick the two twigs together.
3. When the glue has dried, tie the end of a length of coloured yarn around the point where the twigs cross on the back side of the cross (figure A).
4. Bring the yarn over arm 1 of the cross, down and then under it (figure B and C).
5. Bring the yarn behind and over arm 2 of the cross, then around, over and behind again (figure D).
6. Bring the yarn down behind arm 3 of the cross, around and over then behind it (figure 3).



7. Bring the yarn behind arm 4 of the cross, around and over, then behind it (figure F).
8. You have now connected the four arms of the crossed twigs by wrapping the yarn around each arm in exactly the same way.
9. Repeat the procedure winding the yarn around four more times.
10. Continue to wrap the yarn around the cross always moving outward along the arms. (You can use different coloured yarns as you wish, or you can thread beads or tube macaroni into the yarn).
11. Leave a little bit of wood visible at the top and sides of the arms. Let more wood show at the bottom.
12. Glue the end of the yarn to the back side of the Eye of God.

Dream Catchers

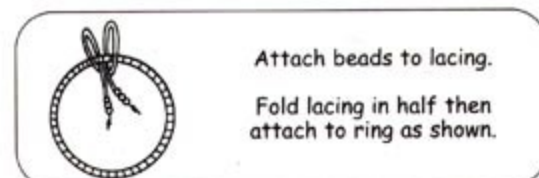
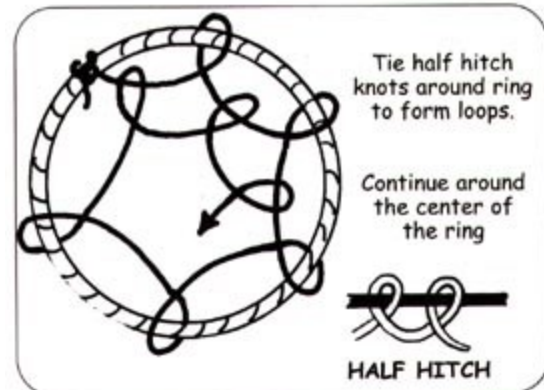
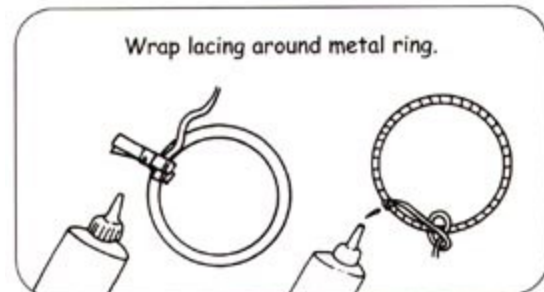
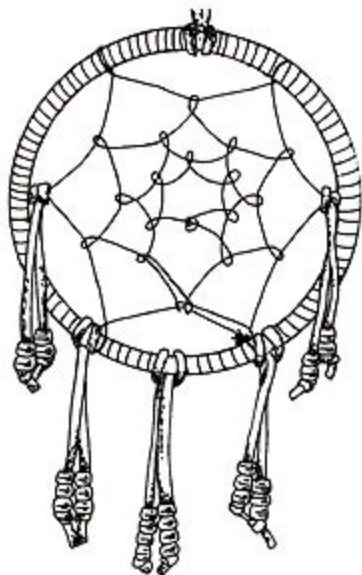
Native American Tradition says that if you hang a dream catcher over your bed, it will catch the bad dreams in its net. Good dreams spiral around the web and pass through the centre and back to you.

Materials needed:

- | | |
|--|--|
| <input type="checkbox"/> tacky glue | <input type="checkbox"/> natural cotton twist cord |
| <input type="checkbox"/> 6" metal ring | <input type="checkbox"/> scissors |
| <input type="checkbox"/> assorted pony beads | <input type="checkbox"/> ruler |
| <input type="checkbox"/> 8 yd beige suede lacing | <input type="checkbox"/> two clothespins |

Directions:

1. **Wrap the ring:** Spread glue on first inch of suede lacing and hold in place on the ring with a clothespin. Wrap the lacing around the metal ring, being careful not to twist the lacing. Glue the end to the lacing where they meet and hold with the clothespin until dry.
2. **Tie the webbing:** Roll cotton cord loosely into a ball. Knot one end of cotton cord around the metal ring then seal the knot with glue. Tie approximately six half hitches every three inches around the ring. Pinch each completed knot as you begin the next. Add a half hitch next to the knot where you began. Then begin tying half hitches in the middle of the cord you already added. Continue until you complete a total of three more circles of half hitches. Double knot the cord in the centre of the webbing then seal knot with glue. Cut off excess cord.
3. **Add the hanger:** Cut three 10" lengths and three 12" lengths of suede lacing. Knot ends together of one 10" length and insert one end of loop through metal ring at the top. Draw knot through loop and pull tight.
4. **Adding the dangle:** Knot one end of each of the other laces. Thread an even number of beads onto each lace then knot other end. Slide the same number of beads up to each knot. Fold lacing in half then attach the same way as the hanger.



Fun Foam Frames



Materials needed:

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> fun foam (colours of choice) | <input type="checkbox"/> black |
| <input type="checkbox"/> photograph | <input type="checkbox"/> medium |
| <input type="checkbox"/> magnetic strip | <input type="checkbox"/> rickrack |
| <input type="checkbox"/> transfer paper | <input type="checkbox"/> scissors |
| <input type="checkbox"/> black fine line permanent marker | <input type="checkbox"/> ruler |
| | <input type="checkbox"/> pencil |
| | <input type="checkbox"/> glue |

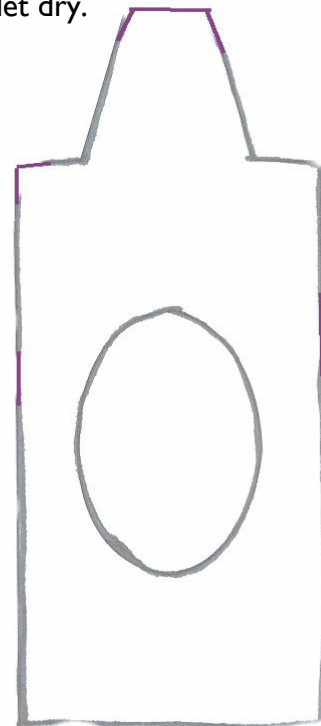
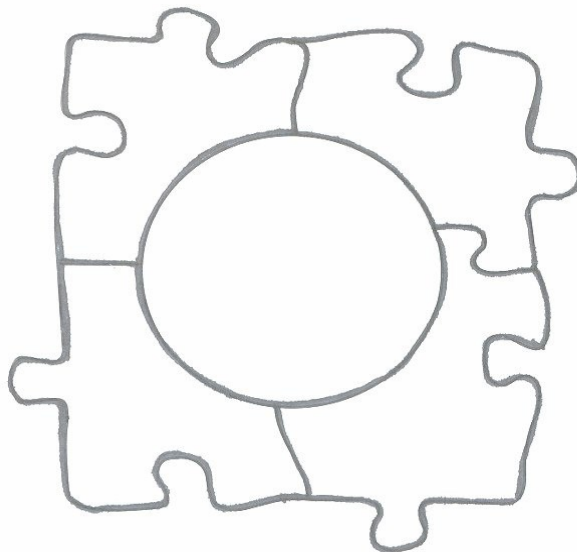


Puzzle Frames

- 1 Trace pattern below and transfer individual puzzle pieces onto separate colours of craft foam; cut pieces from foam. To get a good vertical edge for a good fit, be sure to hold scissors perpendicular to craft foam when cutting out pieces.
- 2 With puzzle pieces right side up. Use black marker to draw dashed lines around top edge of each puzzle piece. Let dry completely or the marker will smudge.
- 3 Cut photograph slightly larger than frame opening. Glue backs of puzzle pieces to front of photo, gluing edges of puzzle pieces together; let dry.

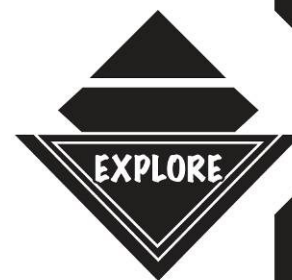
Crayon Frames

- 1 Cut crayon frame pattern following instructions above.
- 2 With black marker draw dash / dot line around top outside edges and around opening of frame. If desired write name on crayon. Let dry.
- 3 Cut two 2" lengths of rick rack; glue one length across each end of frame. Let dry.
- 4 Cut photograph to measure opening. With photo centered in opening; glue back of frame to front of photo. Let dry.
- 5 Cut two lengths of magnetic strip; glue strips to back of frame on each side of picture. Let dry. Glue magnetic strip to center back of frame and let dry.



Leaf Pictures

In autumn the leaves on the trees turn from green to brown and all sorts of golden red colors in between. When you are out on an autumn walk collect some leaves of varying shapes, sizes, and colours. At home, press them between the pages of a book. Choose the colours carefully and make sure the leaves you choose don't have tears or holes. When they are dry they still show some of their colour. You can then use them as bookmarks on their own and maybe save the best ones to frame as a picture to hang on a wall, as a reminder of autumn. Try sponging the leaves with gold paint for good effect.



Materials needed:

- | | |
|---|--|
| <input type="checkbox"/> leaves | <input type="checkbox"/> picture frame |
| <input type="checkbox"/> heavy books | <input type="checkbox"/> glue |
| <input type="checkbox"/> paints (gold, black) | <input type="checkbox"/> paintbrush |
| <input type="checkbox"/> paper | <input type="checkbox"/> saucer |
| | <input type="checkbox"/> sponge |

Directions:

1. To make a leaf picture choose leaves that have good shape and colour, and are not torn or broken. Carefully place them between the pages of a book and leave them for several weeks to flatten and dry.
2. When the leaves are ready, arrange them on a sheet of paper. When you are happy with the picture, use glue to hold them in place. Put your picture into a frame.
3. In this project the leaf pictures are made more decorative with gold paint, sponged over the leaves. Before you apply the gold, cover the leaves with a layer of black paint.
4. When the black paint is dry, give the leaves an antique metallic look by using a dry sponge with some gold paint. Don't cover the whole leaf with gold paint, make it patchy and interesting.
5. When the gold paint is dry the leaves are ready to be placed in a frame. It may be an idea to collect a selection of leaves from a favourite walk. Press and hold them and when they are framed you can give the picture a title and sign it.



Adapted from: Bolton, V. (2003).
365 Things to Make and Do,
Bath, UK: Paragon Publishing

Stone Creations

Use a stone or combinations of stones to create anything from a paperweight to stone people to a stone statue.

EXPLORE

Materials needed:

- | | |
|--|---|
| <input type="checkbox"/> pebbles and stones of various sizes | <input type="checkbox"/> glue |
| <input type="checkbox"/> paints | <input type="checkbox"/> dried flowers |
| <input type="checkbox"/> brushes | <input type="checkbox"/> bits of lace, ribbon or fabric |

Paperweights: Large smooth stones make attractive paperweights especially when decorated with a monogram. Select your smooth stone(s). Paint each stone with several coats of acrylic paint and allow to dry. Use a co-coordinating paint colour which has been thinned, and apply with an old toothbrush. Draw your thumb over the bristles to splatter fine drops of paint on your painted stone. Use a fine brush to paint your initials the same colour as the splatter. For a glossy finish, apply a coat of acrylic varnish when the paint has dried.

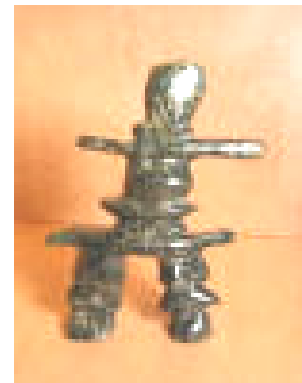


Stone People: Select a suitable stone to create your stone person. Build your rock person from the feet up. Select small stones for the feet and legs and use small dabs of white glue to stick them together. Let the glue dry for five minutes, then glue a medium-size stone body or a layer of medium sized stones on top of the feet and legs. Glue on a smaller stone for the head. Use paint, felt, seeds, sticks, wool, dried flowers, lace, ribbon or fabric to add personality to your stone person. Create anything from Anne of Green Gables to an one-eyed pirate. It's lots of fun!

Stone Statues: For this item you will need to select a variety of stones suitable for your statues. With a small rag and a tiny drop of vegetable oil, polish the surface of the stones. Be sure to wipe off any excess oil. Use play clay, plasticine or silly putty that does not dry out easily and split. Use this clay to hold statue stones together and to hold decorations in place. Try your hand at making an Inukshuk.

Inukshuk

Lifelike figures of rock, they are erected by the Inuit and stand along Canada's most northern shores. They are Inukshuk (INOOK-SHOOK) which is an Inuit word meaning "in the image of man". One of their purposes was to serve as directional markers on the treeless horizons, to guide those who followed. As such, they stand as eternal symbols of the importance of friendship and remind us of our dependence on one another.



Dig it!

Talk about the different shapes the members have used in their craft. Have members complete the **Finishing Touch Test**:

1. Is your craft item ready to use? **Yes** **No**
(ie. If you made a picture, is it ready to hang up? If you made a necklace, is it ready to wear? Is your item totally finished?)
2. Is your item made with quality in mind? **Yes** **No**
(ie. Are there any glue gun “strings” hanging? Is it well made? Is your item a quality item?)
3. If you were going to give yourself a mark for your work during the year what would it be:
 Excellent (I am a hard worker and do more than expected; my work is quality)
 Pretty Good (I work hard and complete what is necessary; my work is quality)
 O.K. (My stuff is O.K. but I know I could do better if I would make more of an effort)
 It Will Do (I am really not happy with what I’ve done, I’m not sure I want to do this again)
4. If there was any thing that you would change in your work on this craft, what would it be and why?


5. Do you feel it is important to complete a task and have pride in a job well done? Why?

What’s next?

Members have looked at colour, texture, line and shape - the last design elements they will explore are form and space. Discuss with members how space is used to bring emphasis to different parts of a poster or magazine - this is an example of form and space. Builder 6 also briefly explores the Principles of Design. Members will create a craft and start planning for their Showcase Challenge.



Leader’s Notes



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Skill Builder 5: The Shape of Things

Snips Says....

Shapes can be fun. There are regular shapes that we recognize and can give a name to. There are also irregular shapes that really don't have a name - these shapes are called abstract. Have you ever doodled on a piece of paper drawing lines and making many different shapes? Some of the shapes you created were likely abstract or a combination of regular shapes.



SKILLS CHECKLIST

- Name 4 regular shapes
- Explain what irregular shapes are
- Create a craft using shape

Important words

Watch for these important words throughout this builder:



Shape, Square, Circle, Rectangle, Triangle

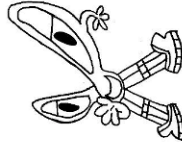
Dream it!

When lines begin to connect, a shape is created. Shapes can be regular like a square, circle, rectangle, triangle, star, heart, sphere, oval, cube or cone. Irregular shapes are those that are not recognized by a name - they may be an abstract design or something that is created from several regular shapes.

Shape Collage

Use a collection of precut paper or foam shapes to make a new shape by combining different sized circles, squares, triangles and rectangles.

Once you have tried a couple of pictures using regular shapes, try experimenting to make new or abstract shapes from the existing ones. As you are working with the shapes think about what you have learned in the other builders and look at the colour, texture and line you have used.



Just for Fun...

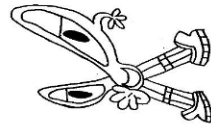
Using a pencil, create a free form picture of many shapes and then colour them in different colours with either pencils, crayons or paint. What does your picture look like?

Do it!

- Choose one of the following crafts (or another idea) to learn more about shape.
- God's eye - what colours will make an interesting finished project?
 - Dream catchers - try a simple one to hang in your room
 - Foam frames - pick a picture you would like to use in the frame. Maybe it can be used as a gift for your family or a friend
 - Leaf pictures - try different leaf shapes
 - Stone creations - you might like to try an Inukshuk



The item(s) I made in this builder _____



Take it on the road . . .

There are over 55 Agricultural Societies in Manitoba. Most of them host an annual fair with exhibitor crafts, sewing, baking, schoolwork, etc. Is there an Agricultural Society Fair in yours or a neighbouring community? You could find a class to enter any of the crafts you are making.

Each class is reviewed by a judge and placings are awarded with prize money allocated for each placing. Find out if there is a fair close by go to the website for a listing of the fairs and their dates www.gov.mb.ca/agriculture/organizations/agsocieties/

Dig it!

1. Is your craft item ready to use? Yes No
(ie. If you made a picture, is it ready to hang up? If you made a necklace, is it ready to wear? Is your item totally finished?)
2. Is your item made with quality in mind? Yes No
(ie. Are there any glue gun "strings" hanging? Is it well made? Is your item a quality item?)
3. If you were going to give yourself a mark for your work during the year, what would it be:
 - Excellent (I am a hard worker and do more than expected; my work is quality)
 - Pretty Good (I work hard and complete what is necessary; my work is quality)
 - O.K. (My stuff is O.K. but I know I could do better if I would make more of an effort)
 - It Will Do (I am really not happy with what I've done, I'm not sure I want to do this again)
 - 4. If there was any thing that you would change in your work on this craft, what would it be and why?
5. Do you feel it is important to complete a task and have pride in a job well done? Yes No
Why? _____

What's next?



You have looked at colour, texture, line and shape - the last design elements we will explore are form and space. Think about how space is used to bring emphasis to different parts of a poster or magazine - do some words or numbers pop out more? This is an example of how space is used in design.

Skill Builder 6: The Final Step - Form and Space

SKILLS CHECKLIST

- Demonstrate how to use colour, texture, line, shape, form and space by creating a final craft

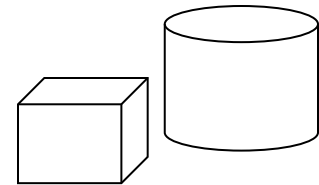


Dream it!

BACKGROUND FOR LEADERS

Design is an arrangement, a way of organizing something. In arts and crafts, the visual appearance or what our eyes and brain see is reduced down to six elements of design. Even though we use many different materials, these elements remain constant. They are our tools. The **elements of design** are line, shape, colour, texture, form and space.

In this project we have talked about line, shape, colour and texture. Form is three dimensional shapes that have width and depth. Circles become balls or cylinders and boxes become cubes. Space is the area between and around objects. Real space is three dimensional; in visual art when the feeling of depth is created, it is called space.



Important Words

space	area between and around objects
form	three dimensional shapes that have width and depth

The **Principles of Design** are how we organize or use the tools or elements of design. While this information is not in the members book it may be part of what you discuss with the members as they are putting together their final project. Principles of design are: balance, emphasis, movement, pattern, proportion, repetition, rhythm, variety and unity.

Balance refers to the feeling of equilibrium. Balance can be symmetrical, asymmetrical or 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.

Emphasis is the part of the design that catches the viewers attention. Usually, emphasis is used to direct and focus the viewer's attention to the most important part of the design. Emphasis is also known as contrast.

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.

Pattern is the repeating of an object or symbol all over the artwork.

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Pattern is the repeating of an object or symbol all over the artwork.

Repetition works with pattern to make the artwork seem active. The repetition of elements of design creates unity with the artwork.

Proportion describes the relationship of certain elements to the whole and to each other. i.e. when drawing the human figure, proportion refers to the size of

Rhythm creates a mood like music or dancing. Rhythm is created when one or more elements of design are used repeatedly to create a feeling of movement. Variety is essential to keep rhythm exciting and active, and moving the viewer around the craft.

Variety is the use of several elements of design to hold the viewer's attention and to guide the eye through the craft. A craft 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.

Age Considerations: 9 and up

Thinking ahead

1. What will you have your members bring to the meeting?
2. What will you discuss with members? Are there parts of the principles of design that the members need to look at when they are deciding on the craft to make?

Preparing for Success

- Ask members how they know they will be successful in this builder.

Activating Strategies

Ask the members how they want to demonstrate what they have learned in the skill builders?

Putting It All Together

Time Required: 15 – 20 minutes

Review the elements of design explored throughout this project. You may also discuss with them some of the Principles of Design. Discuss with the members the following: Think about what you have learned in each of the builders. Do you remember the 3 primary colours and the secondary colours and what looks best together? How does texture effect the design of a craft? What are the two types of lines and how do they combine to give you regular and irregular shapes?

Do it!

Crafts to Make

The following pages have some suggestions for members to try. Other craft ideas showing the design element may be substituted.

Shadow Box

Think *inside* the box!



Materials needed:

- shadow box
- seashells

- quilt batting
- fun foam or cardboard

Directions:

1. Remove the back of the shadow box and place the box on a table with the glass side down. Beginning at the bottom of the box, begin arranging the seashells. For the best balance, position several larger seashells as the lower layer, with medium sized seashells in the middle and smaller ones at the top.
2. Place the seashells in upside down, so that you're looking at the bottom of them and the fronts will show through the glass.
3. Use smaller shells to fill in any gaps between the larger shells. Gently pick up the box and tip it on a slight angle to force the shells to fall into a natural position. You'll probably find that this creates a gap at the top which should be filled in with more small shells.
4. Preview your shadow box seashell display by carefully holding the box above your head to see through the glass. If the shells are positioned in a pleasing way, replace the cardboard, fill the space with quilt batting, fun foam, more cardboard, or other lightweight material that will prevent the shells from moving.

Shadow Box (Baby)

Materials needed:

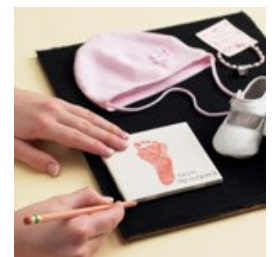
- shadow box
- fabric

- ruler
- spray adhesive
- pencil

- scissors
- newspaper
- memorabilia

Directions:

1. Measure the height, width and depth of objects to be displayed. Select appropriate size of shadow box.
2. Remove back panel from shadow box.
3. Cover the back panel with fabric for the background. Use a different colour or texture as desired.
4. Measure and cut fabric to cover back panel with enough to overlap to the back. Press with iron to remove any wrinkles.
5. Make sure back panel is free from dust and dirt.
6. To protect surfaces from overspray, place fabric face down on newspaper, plastic or craft paper.
7. Following directions on can and working in a well-ventilated area, spray back side of fabric with a spray multipurpose adhesive.
8. Wait 30 seconds, then, starting in the center, smooth the fabric out to the corners. Wrap excess around the edges to the back.
9. Arrange items you wish to display on to the back panel, marking their location with a pencil. (Note: You may want to lace wire or fishing line through the back to hold heavier, dimensional objects).
10. Place items on newspaper. Spray an item, then the designated area of the back panel with the spray adhesive.
11. Wait 30 seconds and press the item into place.
12. Repeat steps 10 and 11 until all pieces are secured.
13. Reassemble the shadow box.



Polymer Clay

There are several types of polymer clay available on the market. Primo, Fimo, Fimo Soft, Sculpey I & II are a few examples. This clay stays soft and workable even if left out.

EXPLORE

To harden the clay, it needs to be baked in an oven on a low temperature. Sculpey and Fimo Soft are slightly easier to work with because they soften faster to make it more pliable to work with. Do not mix the brands of clay as they bake at different temperatures. Do not over bake items (times and temperatures are listed on the packages). Over baking can cause colours to change and the clay gives off smelly odours.

Depending on the ability of the member, they could choose to make beads, cover items that can be baked (i.e. glass jars) or make a sculpture of an animal, person or other object. There are books, magazines and websites that give ideas for using the polymer clay.

The sky and the imagination are the limit!

How to Make a Kite

Materials needed:

- | | |
|---|--|
| <input type="checkbox"/> 2 doweling rods, or 2 straight bamboo or wooden sticks (one should be 16 “ the other 24” | <input type="checkbox"/> strong string |
| <input type="checkbox"/> string or twine (the tail should be made from string as opposed to heavy twine) | <input type="checkbox"/> one sheet of strong paper (about 102 cm by 102 cm) |
| <input type="checkbox"/> ruler | <input type="checkbox"/> glue |
| <input type="checkbox"/> utility knife | <input type="checkbox"/> scissors |
| | <input type="checkbox"/> ribbons |
| | <input type="checkbox"/> Optional - crayons; markers and spray paint to decorate the paper |

Directions:

1. Form a “t” shape using the two rods (the short one goes horizontal and over the long one, at about one-third of the way down).
2. Using either string or twine, fasten the two sticks together so they are at right angles to each other. For added durability, dab glue onto the joint you have made.
3. You will need to cut notches on the ends of the sticks (there will be four notches in total) and they must be wide enough to accommodate the string or twine that will be used to form the frame.
4. To make the kite frame, cut a single piece of string long enough to go around the kite frame, along with some excess. Starting at the top of the kite frame, insert the string into the notch and wind it around the rod a few times to fasten it. Continue to draw it around the rest of the notches to make the frame. When the string is back at the top, tie the two ends together in a knot.
5. Lay out your sail material flat on the floor or a table. Place your kite frame on top of it face down. Cut out your sail material to match the shape of your kite but make sure to leave a margin of a few centimeters around the frame.
6. Fold the margins over the string and tape or glue the material to the frame, ensuring it is taut.



Creepy Crawly Tic-Tac Toe

Materials needed:

- | | |
|--|---|
| <input type="checkbox"/> scraps of felt (black, bright green | <input type="checkbox"/> needle nose pliers |
| <input type="checkbox"/> dark green and orange) | <input type="checkbox"/> ruler |
| <input type="checkbox"/> 20 googly eyes | <input type="checkbox"/> set square |
| <input type="checkbox"/> 22 gauge green or black wire | <input type="checkbox"/> compass |
| <input type="checkbox"/> 10 bottle caps | <input type="checkbox"/> pen |
| <input type="checkbox"/> hole punch; | <input type="checkbox"/> cardstock |
| | <input type="checkbox"/> glue gun |



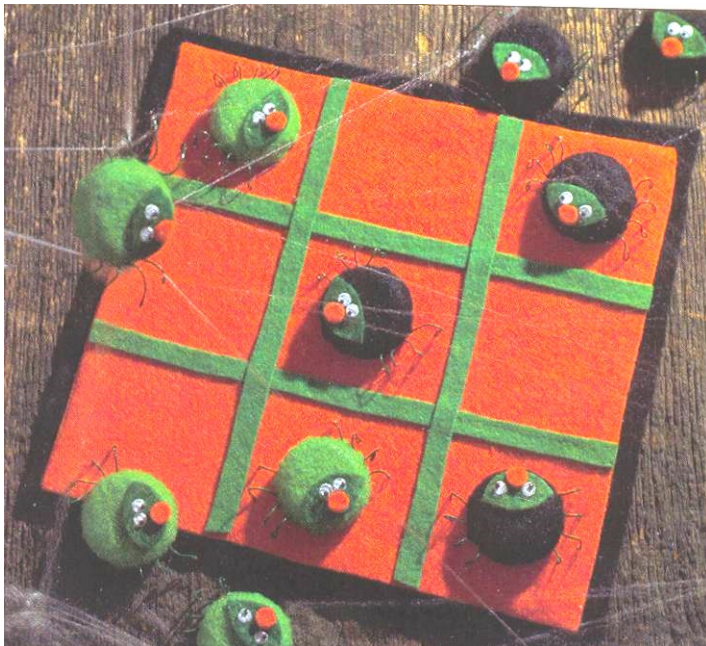
Directions:

1. On card stock, mark 4.5 cm (1 3/4 ") circle; cut out for pattern. From black and bright green felt, cut out 5 circles, each using pattern. From dark green felt cut out 10 heads, using pattern (below). From orange felt, punch out 20 dots for noses.
2. For each spider: apply glue to top of bottle cap, centre on felt circle and press to adhere. Apply glue around cap side, then press felt up side to adhere. Trim felt even with bottom edge of cap.
3. For each set of legs: from wire, cut four 9 cm (3 1/2 ") lengths. With pliers, bend tiny loop at each cut end to blunt. With ends even, hold lengths in bundle, then twist together 5 or 6 times along centre 2 cm (3/4 "). Press twisted centre up against and across underside of cap, bending legs down; glue centre in place Bend each leg around bottom edge and up against cap side, then down again to form "knee".
4. On each, glue head and eyes; stack and glue two dots for nose on top.

To Make Game Board:

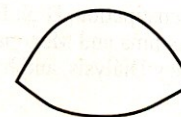
1. From black felt, cut out 20.5 cm (8") square. From orange felt, cut out 18 cm (7") square. From bright green felt, cut out 4 strips, each 18.5 cm x 1 cm (7 1/4 " x 3/8 ").
2. On black square, centre and glue orange square, then glue on strips to divide orange square into nine smaller squares as shown in picture.

You can also make enough spiders to use with a checkerboard—you'll need 12 of each colour. If even fake spiders give you the creeps, make a set of pumpkins instead (5 happy orange pumpkins and 5 grumpy green ones). Glue black cutout felt features, tiny googly eyes and a contrasting colour felt stem on to each.



SPIDER HEAD PATTERN

cut 10



Actual Size

Tic Tac Toe Game

This homemade version of the game has a matching trinket box to hold the game pieces when not in use.



EXPLORE

Materials needed:

- | | |
|---|--|
| <input type="checkbox"/> 5" wood square; | <input type="checkbox"/> and green); |
| <input type="checkbox"/> 8 wood finial pieces or something similar; | <input type="checkbox"/> white acrylic paint; |
| <input type="checkbox"/> 4 small wood knobs or something similar; | <input type="checkbox"/> 220 grit sand paper; |
| <input type="checkbox"/> 1 small trinket box; | <input type="checkbox"/> ruler; |
| <input type="checkbox"/> acrylic paints (yellow, blue, pink) | <input type="checkbox"/> pencil; |
| | <input type="checkbox"/> paint brush; |
| | <input type="checkbox"/> clear coat or varnish; |
| | <input type="checkbox"/> wood glue or tacky glue |

Directions:

1. Sand all of your wood pieces and wipe dust with a damp cloth. Paint the entire wood surfaces with white paint. Allow paint to dry and apply a second coat of white paint. Allow to dry and sand gently to remove any roughness on the surfaces.
2. Using a ruler, measure the top centre surface area and divide into 3 equal parts. With a pencil, very lightly mark lines to create your blocks or grid on the top of the disk.
3. Colour the grid squares in alternate colours. Paint the trinket box with a green and pink stripe. This box has grooves cut in the wood, making it easy to paint. Paint the top centre of the trinket box blue.
4. Paint the four knobs, each a different colour (these knobs will be the legs for the game board). Paint four finial pieces (the ball section only) with blue paint and the other four with green paint. The finish on the project is slightly distressed, giving it an aged and worn effect, but the soft colours make it look very nice. To create this distressed look - gently sand all the surfaces, scratching the paint slightly. Do this very gently as you don't want to remove the white paint below. You'll begin to see small white scratches through the paint and once you are satisfied with the appearance, wipe free of all dust using a damp cloth.
5. Glue four knobs in place for legs on the under side of the board. Allow the glue to dry completely.
6. Apply one or two coats of clear coat or varnish to protect the surfaces.



CANADA
4-H Manitoba

Halloween Concentration Game

Materials needed:

- orange or white construction paper
- paper cutter (or scissors)
- pencil
- ruler
- Halloween rubber stamps
- stamp pad
- zipper closure bags in snack size or sandwich size
- printer
- paper

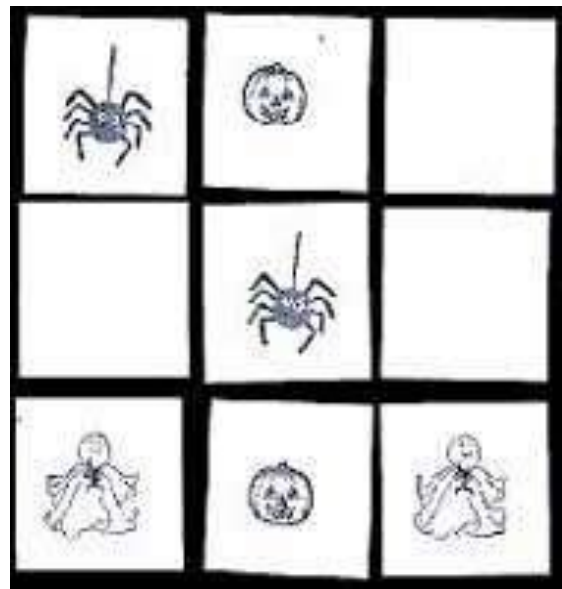


Directions:

1. Figure out how many children you are going to make this game for.
2. Take the number of Halloween rubber stamp images times the number of children times two. This is how many squares you will need to cut. For example: 6 rubber stamp images x 24 children x 2 = 288 squares.
3. Cut the squares using a paper cutter or a pair of scissors (measuring the paper into even sized squares using the ruler and pencil). Make the squares a little bit larger than the largest rubber stamp. Make all squares the same size. (Note: we do not recommend making them smaller than 1 1/2 ").
4. Stamp the images on the paper squares. You will be stamping two of each image per child.
5. Separate into "sets" (two of each image) and put into zipper closure plastic bags.
6. Type up and print out the instructions and include inside the zipper closure plastic bags.
7. Give these as party treats for the classroom or even when Halloween trick-or-treaters come to visit.

Game Instructions:

1. Lay all cards face down on the table.
2. Turn over two cards.
3. If the cards match, put them in a pile by you. Then turn over two more cards.
4. If the cards do not match, turn the two cards back face down.
5. The second player now turns over two cards.
6. Repeat until all cards have been matched.



Dig it!



Members are asked to insert a photo or visual representation of the craft they made and answer the following questions:

- In this picture, I want you to notice . . .
- If I was to change one thing about this craft, it would be

What's next?

Now that members have finished all the builders in this project it is time to think about and plan for the Showcase Challenge. Make sure to work with them to complete the My Portfolio Page. There will be space for you to write down some thoughts and reflections on the members' progress. Be sure to refer to Page 2 to review what is required to complete this Exploring Crafts project.

Leader's Notes



In the Member Manual

Skill Builder 6: The Final Step - Form and Space

Snips Says....

You've done it - you have learned about safety and some of the tools you will use in your crafts projects. You have practiced using colour, texture, line and shape. Now it is time to put all that you have learned together with space and create a final project!



EXPLORE



SKILLS CHECKLIST

- Demonstrate how to use colour, texture, line, shape, form and space by creating a final craft

Important words

Watch for these important words throughout this builder:



Space, Form, Shape, Line, Colour, Texture

Dream it!

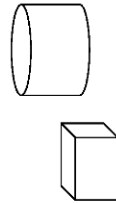
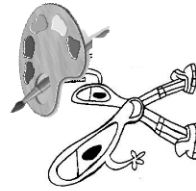
Space is endless - borders or outlines limit it. Our eye also limits space because we can only see so far ahead or to the side without moving.

Space around a design is just as important as the design itself. Some shapes look good together while others do not look very good together. Curved lines look better with curved shapes and spaces. Straight or angular shapes are usually best put together with other angular shapes and spaces. Sometimes size will affect how well the design looks together.

Form is three dimensional shapes that have width and depth. Circles become balls or cylinders and boxes become cubes.

Putting it All Together

Think about what you have learned in each of the builders and discussion the following questions with your project group or leader. Do you remember the 3 primary colours and the secondary colours and what looks best together? How does texture effect the design of a craft? What are the two types of lines and how do they combine to give you regular and irregular shapes? Lets demonstrate how you can combine all of those elements to make a fabulous final project.



Do it!

- Choose one of the following items, (or another idea) that demonstrates all the elements of design:
- Shadow box - do you have a collection of things you would like to display together - shells, small stones, baby items, trading cards, or other items that would fit into a show box?
 - Experiment with polymer clay - try making beads, an animal, a person or some other item.
 - Make a kite - the sky's the limit!
 - Make a game - Tic Tac Toe, Ring Toss, Juggling Balls are just some ideas.



Dig it!

Picture this . . . insert a photo of the craft(s) you made, or describe in the space provided.

In this picture, I want you to notice _____

If I was to change one thing about this craft, it would be _____

More Crafts!

Check out these web sites. You might find ideas for your final project.

http://www.canadianliving.com/crafts/kids_crafts/

<http://www.sculpey.com>

<http://www.hgtv.com>



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. Make sure to complete the Portfolio Page. There will be space for you to write down some thoughts and reflections on the project (what you liked and didn't like, etc.). Be sure to refer to Page 2 to review what you need to do to complete this Exploring Crafts project.

Showcase Challenge

Have members use their member project books 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 workbook. The best results are almost always obtained when members are allowed to present their information in the style of their choice.


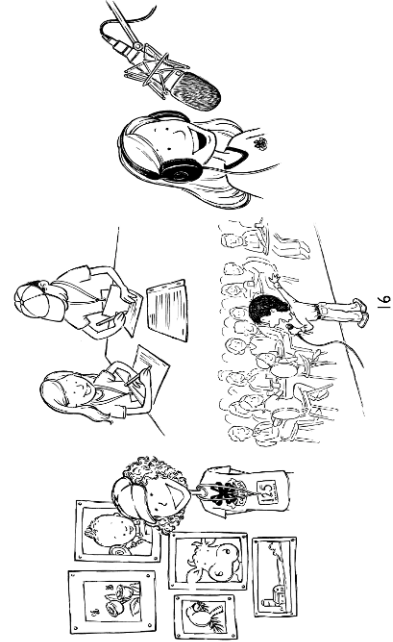
In the Member Manual

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



Dig It!
Now that you have showcased your project skills:

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

Showcase Challenge
Bringing it all together!

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

Dream It!

Here are some Showcase Challenge suggestions:

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


My Showcase Challenge Plan

My showcase idea: _____

What materials and resources do I need? _____

Who do I need to help me? _____

When do I need to have things done by? _____




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.

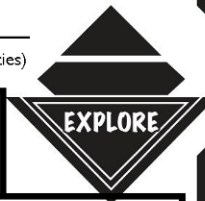
In the Member Manual



My 4-H Portfolio Page

Manitoba

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



Exploring Crafts Project Skills Chart

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

Skill Builder	Members will be able to... Each Skill Builder had a Skills Checklist which identified the skill you will learn.	We know this because... Identify activities completed and record observations and information from discussions about activities.
1	<ul style="list-style-type: none"> Identify tools used in making crafts Use tools safely Create a craft using at least 2 tools 	
2	<ul style="list-style-type: none"> Name the 3 primary colours Demonstrate how colours mix Create a craft using colour 	
3	<ul style="list-style-type: none"> Explain what texture is Identify different textures Create a craft using texture 	
4	<ul style="list-style-type: none"> Explain why line is an important element of design Create a craft using line 	
5	<ul style="list-style-type: none"> Name 4 regular shapes Explain what irregular shapes are Create a Craft using shape 	
6	<ul style="list-style-type: none"> Demonstrate how to use colour, texture, line, shape, form and space by creating a final craft project 	
Showcase Challenge	<ul style="list-style-type: none"> Explain success in using the skills listed above 	

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: _____





CANADA

4-H Manitoba

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 Council

Phone: 204-726-6136

Fax: 204-728-9040

Email: learns@4h.mb.ca

www.4h.mb.ca

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

CANADA
4-H Manitoba

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

www.4h.mb.ca



CANADA
4-H Manitoba

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"



CANADA
4-H Manitoba

4-H Pledge

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

All project materials are available in
alternate format upon request.

4-H Manitoba project material is developed by
Manitoba Agriculture