

Exploring 4-H Series

Cloverbud

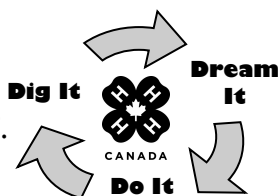
Welcome 4-H Leaders!

Welcome to the “Clover Bud project. This guide provides you with project meeting plans (**Skill Builders**) that include a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. You will need a copy of the member manual as well.

The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about the project topics and how they work. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

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

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



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

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

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



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- Revised 2019 -

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart below and following page. The page numbers in the chart refer to the member manual.




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:

- Finish Skill Builder 1 - along with at least five of the other Skill Builders.
- Complete the activities in each Builder **or** a similar activity that focuses on the same skills as you and your leader 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	What is 4-H? • Say the 4-H Pledge • List the names of the four H's • Recognize the 4-H logo	• My 4-H Year • Clover Time	9 10	
Skill Builder 2	Agriculture • Find some words that talk about jobs in agriculture. • Understand that agriculture is more than just food	• Make an item from an agricultural product • Take a tour of a grocery store • Make a poster • Jobs in Agriculture	14 16 16 17	
Skill Builder 3	Beef • List 2 kinds of beef cattle • List 2 breeds of beef cattle • List 3 things a beef animal needs to be healthy	• All About Beef	20	
Skill Builder 4	Body Works • Choose healthy foods from Canada's Food Guide • Explain why it is important to play every day. • List three things that everyone needs to feel healthy	• Snack Time • Get Moving • Marvelous Me	25 25 26	



	Members will be able to...	Activities	Page	
Skill Builder 5	Crafts <ul style="list-style-type: none"> Name basic craft supplies Follow the steps to make a craft 	<ul style="list-style-type: none"> Matching Snow Globe Popsicle Stick Airplane 	28 28 29	
Skill Builder 6	Fibres and Fabrics <ul style="list-style-type: none"> Name sewing tools Sew a running stitch 	<ul style="list-style-type: none"> Things Made of Fabric Body Pillow Pant Leg Basket Felt Case 	30 32 32 33	
Skill Builder 7	Foods <ul style="list-style-type: none"> Name the four food groups Follow a recipe 	<ul style="list-style-type: none"> Food Group Cranberry Crunch Puppy Chow Orange Julius 	35 36 36 37	
Skill Builder 8	Horses <ul style="list-style-type: none"> Describe the colour of their horse Describe the markings of their horse 	<ul style="list-style-type: none"> Word Search Horseplay 	43 44	
Skill Builder 9	Machines <ul style="list-style-type: none"> Explain what machines do Name the type of machine used in the Skill Builder 	<ul style="list-style-type: none"> Marshmallow Catapult 	46	
Skill Builder 10	Money and You <ul style="list-style-type: none"> Name all the coins we use Think of ways to help raise money for others in our community. 	<ul style="list-style-type: none"> Word Matching Dot to Dot Fun 	49 50	
Skill Builder 11	Outdoor Living <ul style="list-style-type: none"> List 3 things that an animal or plant needs to live Describe a habitat in their area 	<ul style="list-style-type: none"> Create a Terrarium Who's Living Here? Senses Hike 	52 54 54	
Skill Builder 12	Photography <ul style="list-style-type: none"> Name the parts of the camera Take a picture 	<ul style="list-style-type: none"> Photo Scavenger Hunt 20 Pictures 	58 59	

	Members will be able to...	Activities	Page	
Skill Builder 13	Small Animals <ul style="list-style-type: none"> List 3 kinds of small animals Name what all animals need to be healthy 	<ul style="list-style-type: none"> Animal Needs Poster Meet My Pet 	61 61	
Skill Builder 14	Speaking Up <ul style="list-style-type: none"> Talk to each other Understand ways to communicate 	<ul style="list-style-type: none"> Fill in the Blanks Practice Speaking Out 	64 65	
Skill Builder 15	Technology <ul style="list-style-type: none"> Identify technological tools we use everyday Explain how technology has made tools better 	<ul style="list-style-type: none"> Just Ask Get Surfing On Tour 	67 67 68	
Skill Builder 16	You as a Leader <ul style="list-style-type: none"> Find leader qualities See themselves as a leader Plan ahead 	<ul style="list-style-type: none"> Word Search Role Models 21 Balloon Salute 	69 70 70	
When you successfully complete your builders, you will showcase what you 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 	72 73	

Showcase Challenge and My Portfolio Page

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

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

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



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

4-H Project Series Skill Development Levels

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

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

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

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

4-H LEADER TIPS FOR SUCCESS!



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



CANADA

Have fun and thanks for your belief in young people!



CANADA

Skill Builder 1: What is 4-H?

Skills Checklist

- Say the 4-H Pledge
- List the names of the four H's
- Recognize the 4-H logo



Dream It!

Background for Leaders

In this section, the 4-H program is introduced.

4-H is an international youth and volunteer organization, that started in Canada in Roland, Manitoba in 1913. 4-H programs give youth many opportunities for personal growth. They help build self-confidence, responsibility, and leadership skills that last a lifetime!

Each member picks a project and works with a volunteer leader, to develop skills related to the project. There are 20 topic areas including beef, photography, outdoor living, machines, and crafts! Today 4-H Clubs are active in communities across Manitoba, driven by thousands of 4-H members and volunteers, plus a strong partnership with Manitoba Agriculture, Food and Rural Development (MAFRD) and Manitoba 4-H Council (M4HC).

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.

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

Pledge	A solemn promise or agreement to do or refrain from doing something
Motto	A phrase that is used to express the purpose of a person or program

Age Considerations: Designed for ages 6 and up



Thinking Ahead

What will you discuss with members? Think of examples that will help you support your discussions

Preparing for Success

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

Activating Strategies

Ask members what they know about 4-H.
Do they have siblings or friends who have been a 4-H member?
What did they observe from them?

“Learn to do by Doing”

Introduce the 4-H motto and discuss the importance of having hands-on experiences in 4-H.

4-H members are part of a 4-H club. The club is where members will learn about running meetings, public speaking, and helping out in the community. One of the first things to learn is the 4-H Pledge, so that it can be repeated it with other members at the start of club meetings.

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, and my country.



Meaning of the 4-H's

As you repeat the 4-H pledge with members, be sure to discuss the meaning of the 4-H's.

I pledge, my head to clearer thinking:

- be open minded
- do what is right
- pursue excellence
- take responsibility for your own actions

I pledge, my heart to greater loyalty:

- be a person of high integrity
- tell the truth
- keep your word
- be the friend you would like to have

I pledge my hands to larger service:

- volunteer in the community
- protect your neighbours, the environment and our natural resources
- promote good citizenship

I pledge my health to better living:

- show concern for others
- be kind, considerate and compassionate
- treat people fairly
- respect yourself and others

For my club, my community, and my country.

Have members practice repeating the 4-H Pledge. Try including hand actions to describe the 4-H's.

Head – touch head

Heart – place hand over heart

Hands – hold hands out in front of body, palms facing up

Health – point towards body, moving hands from head to toe

Club, community, country – hold hands in front of body, palms facing each other and spaced apart. Widen the space with each word.



Challenge members to memorize the pledge and lead members and leaders at the next club meeting.

The **4-H Grace** can be said before lunch is served at meetings, achievement, etc. The grace can also be sung using the tune to *Auld Lang Syne*.

The grace goes as follows:

We thank thee, Lord, for blessings great

On this our own fair land.

Teach us to serve Thee joyfully

With head, heart, health, and hands

The **4-H logo** is used all over Canada. The letter “H’s” in the clover leaf stand for the words learned in the pledge: head, heart, hands, and health.

The green represents agriculture and youth, whereas the white represents purity.

Leaders and parents also play an important role in the 4-H club. They volunteer their time to teach project skills, transport members to meetings, and support hands-on learning, through completion of projects.

4-H Achievement is a 4-H club celebration when members have completed their projects. Achievements are planned by the club. Members and leaders can show others in the club what they have learned in the 4-H projects.

An important part of belonging to a 4-H club, is attending meetings. 4-H clubs hold meetings with all of their members during the year. At meetings, 4-H members decide which special events the club will have, such as field trips, tours, Achievement celebrations and more. Each club does not have to elect officers, but some of the executive positions include president, secretary, treasurer and news reporter.

Do It!

Members will complete both activities

My 4-H Year

Time Required: 5 -10 minutes

Equipment/Supplies:

Project manual

Pencil or pen



Instructions:

Have members record information about their 4-H year and assist them in deciding which five Skill Builders they will complete over the year. This decision may be based on available resources, such as supplies, meeting location or time, but members can be brought into this discussion to allow them to experience the decision making process.

It is recommended that all project members work on the same Skill Builders, for ease of delivery, as a leader. Members may each choose one or two Skill Builders that they would like to complete, or the group may come to a consensus on all five Skill Builders. If time and resources allow, and it is the desire of the members and leader, more than six Skill Builders may be completed in total.

This is my ___ year as a 4-H member.

I belong to the _____ 4-H Club.

My leader is _____.

These are the members in my project group: _____

Put a “check” beside the Skill Builders that you will finish this year.



___ What is 4-H?

___ Fibres & Fabrics

___ Outdoor Living

___ Small Animals

___ Foods

___ Photography

___ Agriculture

___ Horses (Equine)

___ Speaking Up

___ Beef

___ Machines

___ Technology

___ Body Works

___ Money & More

___ You are a Leader

___ Crafts

Encourage members to use the information they wrote down to write a speech about themselves and their 4-H year.

Clover Time

Time Required: 20-30 minutes

Equipment/Supplies:

4-H Crest outline (template on page 11)

Pen or Pencil

Tape or glue

Crayons, markers or pencil crayons

Other craft supplies

Instructions:

Members can now create or decorate their own 4-H clover

Members can create the clover individually or together as a group. They may use whatever tools and supplies that are available to them.



CANADA

Dig It!

Encourage members to recite the pledge at each 4-H meeting, or even lead the pledge at their club meeting.

Have members record what they are most looking forward to in the coming 4-H year. This may be a specific project activity, or a club event. They may write their response, or draw a picture.

What's Next?

Members are now ready to complete the five Skill Builders that they have chosen. Plan to take photos at your project meetings and encourage members to keep the items that they make. They may choose to display their work at the club Achievement or other events.

Leader's Notes



CANADA

Skill Builder 2: Agriculture

Skills Checklist:

- Find some words that talk about jobs in agriculture
- Understand that agriculture is more than just about food



Dream it!

Background For Leaders

Understanding the importance of agriculture is key because agriculture provides many opportunities.

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.

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

Agriculture	Is the business of growing crops and raising animals
Non-Food	Objects that are not consumed by the body
Food	Something that is eaten, drunk, or consumed into the body to sustain life, provide energy, promote growth, etc.

Age Consideration: Designed for ages 6 & 7

Thinking Ahead

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

Preparing for Success

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

Activating Strategy

Ask members the following questions:

- What does agriculture mean to you?
- What do you know about agriculture?

Agriculture Products

Time Required: 15 minutes

Equipment/Supplies: Pen or Pencil

Instructions:

Get members to think about different products agriculture provides.

Some example are pillows (poultry), soap (beef), artist's paint brushes (beef), talcum powder (oats), chewing gum (beef), computer duster (ostrich), car door panels (flax), wheat weaving (wheat), ink (canola), football (swine), crayons (beef), buttons (beef).

Have them write down three different products in their manuals.

Have members complete the exercise about Samantha the farmer.

Samantha the farmer is going to the market. Help her get there. Circle the correct words. Samantha's (form, **farm**) is (for, **far**) from the (**market**, marked). Every day, Samantha (**works**, worms) very (**hard**, harm). She (turms, **turns**) the soil, which is sometimes called (**dirt**, diet). When there are lots of (warms, **worms**) in the soil, it is healthy. Samantha (**grows**, goes) vegetables in the soil. She takes (**beans**, bears), peas and lettuce to the market. It is (**fun**, fan) to grow good **food**.

Do it!

Have members participate in at least one of the following activities. Remember that you may choose other similar activities in place of the ones listed.

I. Make an item from an agricultural product. Some examples are:

Wheat Straw Weaving

Materials:

- Wheat straw
- Long container (wallpaper tray works well)
- Water
- Thread
- Ribbon



Instructions

These country tokens can be hung above a doorway for good luck or hung on a Christmas tree.

- Select straw of wheat, oats, or rye which is at least 12" from the base of the ear to the first leaf joint. Strip away any leaves from the straw. Fill a long container or tall jar (like a spaghetti jar or wallpaper tray) with water. Soak the straws for one hour so they will be flexible.
- Gently wipe the straws with a cloth. Tie the three straws together just below the ears with a piece of strong thread. Trim excess thread.
- Braid the straws in a simple three-strand braid. Not everyone knows how to braid so you might want to practice with pipe cleaners, yarn, etc. before starting with the wheat. Secure the end of the braid with another piece of strong thread. Cream coloured thread works best as it blends well with the straw.
- Ease the braid into a lover's knot (two circles). Then tie the end and the beginning of the braid with a piece of ribbon.

Adaptations:

For a more complex straw doily, braid three strands of three straws and loop together.

Beeswax Candle

Materials:

- Sheets of beeswax (approximately 16 x 8 inches)
- Wick
- Hair dryer

Instructions

- If the beeswax you are working with is rolled, gently unroll it. If it's stiff, or cracks while unrolling, soften it by warming it with a hair dryer set on low.
- Lay a piece of wick along one of the short edges of the beeswax sheet.
- Roll it up

Fruit and Vegetable Printing

Cut any fruit or vegetable in half. The exposed surface has a pretty design. Every fruit or vegetable cut in half reveals a different pattern.

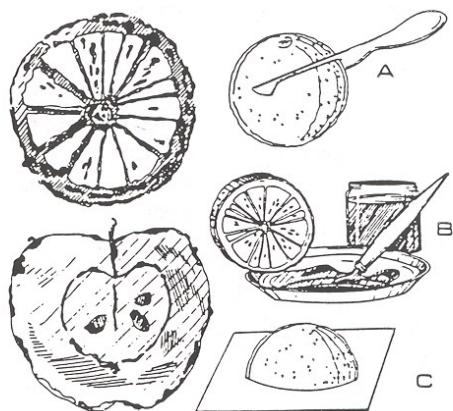
You can use cut fruits and vegetables to make prints for gift wrap, place mats, posters, cards, T-shirts, etc.

Materials:

- Paper/envelopes/note cards
- Pie plates
- Nontoxic craft or poster paint
- Sharp knife
- A variety of Manitoba fruits and vegetables
- Paper towels and newspaper

Instructions

- 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 peppers or even onions, should be allowed to dry for 15 minutes or so.
- 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.
- 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 members how to press firmly without squeezing out any juice (C) - or try brushing the paint onto the vegetables.
- When ready, move on to the paper for the final project. Try patterns, landscapes, silly faces or abstract designs.
- Allow the paint to dry completely before handling the finished project.
- Alternate method—cut stamp designs in potatoes or other hard vegetables to use for this project.





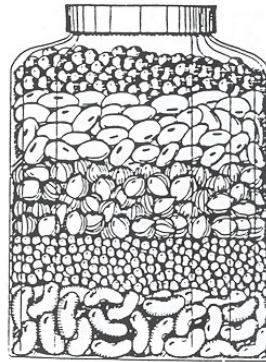
Layered Seeds in a Jar

Materials:

- A glass jar
- A variety of seeds, peas, beans
- Newspaper or a cloth to work on

Instructions

- Put a tablecloth or newspaper over your work surface
- Choose one seed variety and pour it into the jar until the bottom of the jar is covered.
- Take turns pouring seeds a layer at a time until the jar is full. It will make a beautiful work of art when you see all the layers of seeds together.
- Hint: use smaller seeds on the bottom and larger ones near the top, so that the layers stay separated.



2. Made in Manitoba Grocery Tour

Materials:

- Paper
- Pen or Pencil

Instructions

- Take a tour of a grocery store. Depending on your location, the store manager may be willing to have a staff member give a guided tour.
- Have the members make a list of all the foods you find that are made in Manitoba.

3. Made in Manitoba Poster

Materials:

- 1 sheet of poster board
- Old magazines and newspapers to cut up
- Glue stick
- Writing utensils

Instructions

- Ask members to make a list of the Made In Manitoba products they know of.
- Ask them to make a poster with pictures of the items that are Made in Manitoba products.

Check this website for lists of Made in Manitoba food products:
<http://www.buymanitobafoods.ca/>

4. Jobs in Agriculture

Materials:

- Pen or pencil
- Paper

Instructions

- Arrange a tour for your members. Places that would be ideal for touring are butcher shops, feedlots, bakeries, elevators, the auction mart, or the veterinarian's office.
- Have the members make a list of all the job they saw.



Have the members save their crafts, posters or lists for display at achievement or to use in their Showcase Challenge.

Dig it!

Have members reflect on their learning by asking the following questions:

What was something new you learned about agriculture?

What is your favourite Made in Manitoba item?

If you could have a job in agriculture, what would it be?

What's Next?

Projects that members may want to explore another year include the "Growing Things" series. "Exploring Plants" or "Growing Things" would be great projects to try. They may also be interested in projects in the Beef Series, Dairy Series, Equine Series, Food Series or Small Animals.

Leader's Notes



Skill Builder 3: Beef

Skills Checklist

- List 2 kinds of beef cattle
- List 2 breeds of beef cattle
- List three things a beef animal needs to be healthy

Dream it!

Background for Leaders

In this section, the beef project series is introduced. Let the members know that this is one of the three animal projects that are offered. There are three levels in the Beef series – Exploring Beef, Discovering Beef (2 manuals) and Mastering Beef.

Note: The grade 1 science curriculum has a cluster called “Characteristics and Needs of Living Things”. Several of the goals of this section refer to needs as well as caring for a pet, farm animal or plant. As a result, 4-H members taking this skill builder may have some familiarity with the important words for this section and what needs are important to animals.

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.

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

Needs	Things that animals and people must have to be healthy and survive
Beef cattle	Cattle that are raised for meat
Breed	A distinct kind of or type of cattle
Calf	A young male or female if the cattle family
Steer	A male of the cattle family that has been castrated
Heifer	A young cow, usually one that hasn’t had a calf
Cow	Adult female cattle
Bull	Adult male cattle

Age Considerations: Designed for ages 6 and up.

Thinking ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. Finding colour pictures in magazines or on the internet will help with the discussion about kinds and breeds of beef cattle.

Preparing for Success

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

Activating Strategies

Discuss the Dream It! questions in the member manual with the members after they have had a moment or two to think about them.

Do you have beef cattle where you live?
Do you know someone that has cattle?
Do you like to eat beef?
What cuts of beef do you eat at home?
Why do you want to raise a beef animal?

There are no right or wrong answers – the questions are to get them thinking about beef cattle and doing a beef project.

Do It!

Time Required: 10—15 minutes

Equipment:/Resources

Project manual
Pencil or pen, eraser
Magazines for pictures of cattle or pictures from the internet
(Breed websites are a good resource)

Instructions:

Have members talk about all the things that cattle need.
Lead them through the questions below. Explain to them that needs are things that animals and people must have be healthy and survive. Needs include food, water, shelter, air, care/love, something to do.

Have them talk about all the things that cattle need.

What needs can you think of?
Write three needs.

Needs are things that animals must have to be healthy and survive. Answers could include:

Food : GRAIN, GRASS, HAY, MINERALS, PASTURE, PROTEIN, RATIONS, SALT,
SILAGE, SUPPLEMENTS, VITAMINS

Water

Shelter: BEDDING, RANCH, BARN



Beef animals come in different types and breeds.

Show members pictures of different beef breeds and ask if they know what breed they are. Members may know one or two breeds because they have beef animals at home.



Beef animals come in many different breeds – some are different colours, some are the same. Can you name a breed of beef cattle?

Here are some of the breeds that 4-H members have worked with in Manitoba:

ANGUS	CHAROLAIS	GELBVEH	HER-
EFORD	LIMOUSIN	MAINE-NJOU	
PING	SALERS	SHORTHORN	
SIMMENTAL			

Explain that beef animals can also be grouped by type – ask them how they might group beef animals. – explain cow, bull, heifer, calf and steer.

All About Beef

Time Required: 10—15 minutes

Equipment:/Resources

Project manual
Pencil or pen, eraser
Crayons, markers or coloured pencils

Instructions:

Have the members complete the All About Beef word search in their book. The word list includes types of beef cattle and many of the needs of beef cattle. Encourage them to work together.

The answers to the word search are below and on page 21.

BEDDING	BEEF	BULL	CALF
COW	GRAIN	GRASS	HAY
HEIFER	MINERALS	PASTURE	PROTEIN
RANCH	RATIONS	SALT	SILAGE
STEER	SUPPLEMENTS	VITAMINS	WATER



Dig it!

Have them reflect on their learning by discussing the question in the member manual:
Did you find any new words in the word search?

Have the members sort the words in the list by colouring them as follows:

Colour the words that are **kinds** of cattle green

BULL CALF COW HEIFER STEER

Colour the words that are cattle **needs** red.

BEDDING GRAIN GRASS HAY MINERALS
 PASTUREP ROTEIN RANCH RATIONS SALT
 SILAGE SUPPLEMENTS VITAMINS WATER

Ask the members to share:
What kinds of cattle they have seen on their farm or on a neighbour's farm?

What breed of cattle are they?

What's Next?

Members that are interested in a beef project for another year may want to explore the Beef series. The series has 4 project manuals at the Explore, Discover and Master levels.

Leader's Notes



Skill Builder 3: Body Works



Skills Checklist

- Choose healthy foods from Canada’s Food Guide
- Explain why it is important to play everyday
- List three things that everyone needs to feel healthy

Dream it!

Background for Leaders

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.

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

Healthy	Being in good health, body and mind
Physical Activity	Any bodily activity that enhances or maintains physical fitness and overall health or wellness.
Self Esteem	How you think and feel, and what you believe about all parts of yourself

Age Considerations – Designed for ages 6 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Ask members what they have learned in previous Skill Builders, include the Skill Builder about 4-H. Ask members if they have ever thought about what their bodies need to stay healthy.

Nutrition and Healthy Snacking

The foods that we choose to eat should keep us healthy and strong. That’s why it is important to follow the recommendations provided in Canada’s Food Guide (attached to the Leader Guide and

Member manual). Both the type and amount of food that we eat can affect our physical and mental performance throughout the day.

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

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

Physical Activity

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

Screen Time

Over the years, we have become increasingly inactive. We spend more time in front of "screens" (watching television, playing video games and using the computer) than ever before. This means that less of our time is being spent in physical activity.

An important message for youth is to limit "non-active" time that may be spent watching television, or using the computer or internet. Encourage youth, to spend more of their time being physically active each day.

List of Activities

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

Shovelling	Marco Polo	Sit-ups	Sprints
Making snow people	Raking leaves	Vacuuming	Tennis
Hockey	Kneading Bread	Washing the car	Shoot hoops
Tobogganing	Scrubbing floors	Weeding	Ping-pong
Nature walks	Doing Laundry	Yoga	Badminton
Walking your dog	Horseback riding	Cleaning windows	Bowling
Hoola Hoop	Martial Arts	Tag	Cheerleading
Gymnastics	Mopping floors	Biking	Basketball
Tumbling	Pull-ups	Hopscotch	Handstand contests
Keep up the balloon	Push-ups	Dance	Jump Rope
Twister	Rowing a boat	Pogo Stick	Pitching and hitting contests
Hackey Sack	Running in place	Skipping	

Throw snowballs
Frisbee
Hiking
Skateboarding

Baseball/Softball
Volleyball
Snowboarding
Kickball

Dodgeball
Skating
Rollerblading
Touch football

Soccer
Jogging
Double Dutch

Dream It!

Guide members through the following questions.

What does **healthy** mean? You may encourage members to brainstorm words that they associate with being healthy.

What do you need to be **healthy**?

Have members draw a picture of someone who is healthy. They may draw an image of someone exercising or eating healthy foods.

Do It!

Guide members through all three activities provided in their manuals. They can be completed in any order. If possible, you may consider completing these activities outdoors, to model the importance of being active and spending time outdoors. This may provide an opportunity to discuss the basics of sun safety with members.

Snack Time

Time Required – 15 – 20 minutes

Equipment/Supplies

Healthy snack foods
Canada's Food Guide

Safety Concerns:

Be aware of any food allergies amongst the members in your group. You may want to inform parents/guardians ahead of time, that you will be offering a snack as a part of the lesson.

Instructions

Prepare two or three healthy snack foods that the members will enjoy. You may consider including a food the members will enjoy or including a food that members may not have tried before. You may ask the members to bring their own healthy snacks, that a parent or guardian has helped them prepare.

Have members attempt to identify what food group their snack comes from, using the food guide. You may also choose to offer them a treat, such as a cookie or piece of cake, to prompt the discussion about sugary snacks, and how they do or do not fit with the food guide.

Get Moving

Time Required – 15 – 20 minutes

Equipment/Supplies

As required for the activity selected



Instructions

Ask members to decide on two games that everyone can play, as a group. They can brainstorm games on their own, or use the list of examples provided in this manual. Each game should be 5 minutes long and provide **physical activity**.

Be sure that members are using a safe location to play. When you're finished, provide members with water and discuss the importance of re-hydrating after physical activity.

Ask members how their body's feel after being physically active. What do they notice about their bodies? Are they sweating? Has their heart rate increased? Finally, ask members how physical activity or play help keeps them healthy?

Marvelous Me

Time Required: 15-20 minutes

Equipment/Supplies

- Kraft paper or brown wrapping paper
- Pencil or Pen
- Marker, crayons or pencil crayons

Instructions:

Cut one piece of paper for each member, large enough that their body could be traced on it.

Have each member lay down on their paper. Assist members with tracing the shape of their bodies. Have each member write their name on their tracing and decorate or draw in their facial features.

Each member then writes one thing that they like about themselves on the tracing. Members will likely choose a physical feature. Encourage members to think about characteristic and personality traits as well as skills. All things that will build self-esteem.

Discuss with members, the importance of self-esteem. They will realize how good it feels to have other say positive things about them. Therefore it is equally as important to speak positively of others.

Dig It!

Ask members to reflect on what they learned during the Skill Builder. Have them name three things that are important to stay healthy, both body and mind. Encourage them to share what they learned with someone at home.

What's Next?

Members that are interested in a body works project for another year may want to explore the "Body Works" series. The series has 4 project manuals at the Explore, Discover and Master levels.

Leader's Notes

Skill Builder 3: Crafts

Skills Checklist

- Name basic craft supplies
- Follow the steps to make a craft



Dream it!

Background for Leaders

In this builder the members will learn about some of the tools they might use to create their crafts.

Members will make a craft that is fun and easy - if members choose to make the popsicle stick airplane, be sure to stress the importance of using a hot glue gun properly. Make sure to mention how hot the hot glue gun can get and to be extra careful when using it. If members choose to make the snow globe, supervision will be required when using the epoxy glue.

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.

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

Instructions	Recommended rules for guidance
Materials	Anything that serves as an initial product to a final product

Age Considerations: Designed for ages 6 and up.

Thinking ahead

What will you have members bring to this meeting?

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

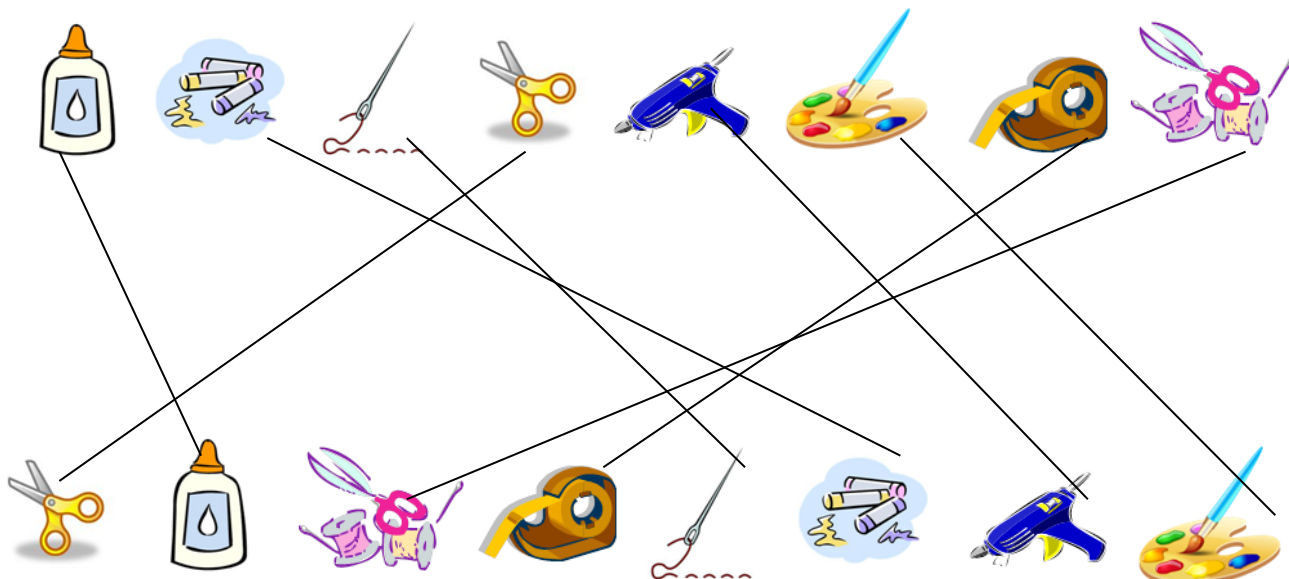
Preparing for Success

Linking back to the Skills Checklist, ask members how they will be successful in this builder. Have members look around and see how many craft supplies they can see in the room they are meeting in.

Activating Strategies

Have any of the members made crafts before? What types of things have they made? What is their favorite type of craft to make? What types of craft supplies have they used before?

Draw a line matching the craft supplies that are the same. Let them know that there are many different types of craft supplies and that the ones shown are only some of the common ones.



Do it!

Here are some suggestions for members to try. Instructions are included. Other crafts may be used if you wish.

Snow Globe

Time Required: 1 hour

Materials:

- 1 clean jar with screw on lid, label removed
- Plastic, ceramic or glass figurine or toy.
- Clear Drying Epoxy Glue
- Glitter
- Glycerin (Available at drugstores)
- Distilled water



Safety Considerations:

Be careful when using the glue not to use too much or to get it on your fingers. If you do, rinse with water and consult the package for further instructions. Make sure to use the glue in a well ventilated room.

Instructions:

1. Using the clear drying epoxy glue stick the figurine to the inside of the lid. Let the glue dry.
2. Fill the jar almost to the top with distilled water.
3. Add 5ml of glitter and a dash of glycerin. Glycerine keeps the glitter from falling too quickly. Don't add too much or the glitter will stick to the bottom of the jar.
4. Screw on the lid, being careful not to knock off the figurine. If you like you could seal the jar lid with additional glue.
5. Turn the jar over and back again and let it snow!



Popsicle Stick Airplane

Time Required: 1 hour

Materials:

- 1 clothes peg
- 3 popsicle sticks
- Hot glue gun and sticks of glue
- Scissors
- Paint
- Stick on strip magnet (optional)

Instructions:

1. On the clip end of the clothes pin glue one popsicle stick on the top and one on the bottom.
2. With your leaders help cut one popsicle stick in half.
3. Glue one half of the stick to the back of the clothes pin on the top.
4. Paint your airplane.
5. Optional: Let your airplane dry and attach the magnet.

Dig it!

With the members, review what tools they used. How many did they name? Were they able to follow the instructions of the craft that they made?

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

What's Next?

Members that are interested in a crafts project for another year may want to explore the "Crafts" series. The series has 4 project manuals at the Explore, Discover and Master levels.

Leader's Notes



CANADA

Skill Builder 4: Fibres and Fabrics

Skills Checklist

- Name sewing tools
- Sew a running stitch



Dream it!

Background for Leaders

Cutting tools

- **Sewing scissors** - are very important and members will need their own. Choose a pair 10 cm to 15 cm long, with sharp blades for cutting threads, trimming and clipping seams.
- **Dressmaker's shears** - are used for cutting fabric, and are very sharp. Use them with care.

Measuring tools

- **Ruler** - a 15 cm clear plastic ruler or a metal sewing gauge is handy.

Sewing tools

- **Pins** - choose fine, non-rusting, stainless steel dressmaker pins. Pins with coloured heads are easy to see and handle.
- **Pin cushions** - come in different shapes and sizes.
- **Stitch ripper** - a useful tool used to take out stitches when a mistake is made.

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.

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

Sewing Machine	Any of various foot-operated or electric machines for sewing or making stitches
Stitch	One complete movement of a threaded needle through a fabric or material, leav-
Fabric	A cloth made by weaving or knitting

Age Considerations: Designed for ages 6 and up.

Thinking ahead

What will you have your members bring to the first meeting?

- Sewing scissors, tape measure, 15 cm ruler, pins, pin cushion, marking pencil, stitch ripper
- Supplies for the stitching project - discuss with the members which project they want to complete.

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

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 members to think about what they know about sewing, who they have seen sewing, and what members would like to sew.

Safety Considerations:

Be sure there is good light to see the needle clearly to control it .
Keep the knee or foot control where you won't accidentally bump it.
Have your right hand ready to control starting and stopping the balance wheel.
Careful not to put your fingers in front of the sewing machine needle when it is sewing.

Do it!

Fabrics

Time Required: 10 minutes

Equipment/Supplies:

Pen or Pencil

Instructions

Have members look around the room to see how many different things they can see that are made from fabric. Some examples could include jackets, clothing, carpet, furniture, dish towels, etc. Have members write or draw them in the box.

Members should now have an idea of what the important sewing tools are.

Help members do the Skill Builder activities below.

Running Stitch

Time Required: 10 - 20 minutes

Equipment/Supplies:

Needle and thread
Scrap of fabric or a piece of loose leaf



Instructions:

A simple stitch used for stitching small projects together. Demonstrate to members. Thread the needle, tie a knot at the end of the thread. Poke the needle up from the back of the fabric (or paper), poke down and up creating a dotted line on the front and back of the fabric. Stitches should be even and 5mm long.



Activities To Do

Members should make one of the projects. Other simple sewing projects can also be used.

Body Pillow

Time Required: 1 hour

Materials:

- 5 pillow cases
- 5 pillows to go into the pillow cases
- Thread
- Sewing Machine

Instructions:

1. Pin together 2 pillowcases by overlapping one long un-open edge of one pillow case on top of another by .5 cm
2. Stitch across close to the edge.
3. Do the same for the next 3 pillowcases until they are sewn together.
4. Insert pillows into the cases.

Pant Leg Basket

Time Required: 1 hour

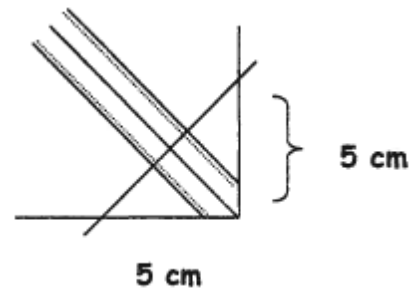
Materials:

- Old pair of worn out jeans
- Needle and embroidery thread
- Ruler and marking pen
- Optional: Trim or buttons to decorate the basket



Instructions:

1. Turn jeans inside out and lay flat with the zipper facing you. Cut across one leg 25cm from the bottom.
2. Lay the leg flat, with the seams on the sides.
3. Thread needle and use a running stitch to sew across the cut end, from side seam to side seam.
4. With the sewn fabric still right sides together, match the side seams and bottom seam (place exactly on top of each other) to form a triangle. Place a pin in the seams to hold them together. It is very important that you match the seams exactly so you create a boxed corner.
5. Mark the depth of the triangle with a fabric marking pen or pencil and a straight ruler, positioning your ruler so the depth is measured from side to side at the base of the "triangle." 5 cm is recommended but you can use any depth you like. Sew across the triangle on the drawn line. Be sure to backstitch at the beginning and end of the seam.
6. Turn basket right side out and fold the top down.



Felt case

Time Required: 30-45 minutes

Materials:

- 1 felt square
- Thread to match or coordinating
- Scissors
- Sewing Needle or Sewing Machine
- Optional: Pinking shears
- Optional: felt scraps to decorate the case, glue



Instructions:

1. Cut the felt square in half lengthwise.
2. Optional: Cut out shapes to decorate. Stitch or glue onto case.
3. Fold up the bottom edge the length of a crayon approx 10cm.
4. Use running stitch by hand or by sewing machine to sew up the two sides using a 1cm seam allowance. Go back and forth at the ends so the stitches stay in place.
5. Optional: If you have pinking shears trim the edges to give a zigzag edge, add a line of decorative running stitch to the flap as shown in the picture, or cut out shapes from felt and glue or stitch them to the flap.

Dig it!

Now that members have a deeper understanding of the basics of sewing it is time for them to reflect on their learning and apply what they now know by answering the following questions.

1. How many items made from fabric did you draw or write down in the Dream It! section?
2. Do you know what kind of fabric they were?
3. What other sewing projects would you like to make?

What's Next?

Members that are interested in a Fibres and Fabrics project for another year may want to explore the Fibres and Fabrics series. The series has 4 project manuals at the Explore, Discover and Master levels.

Leader's Notes



Skill Builder 7: Foods

Skills Checklist

- Name the four food groups
- Follow a recipe

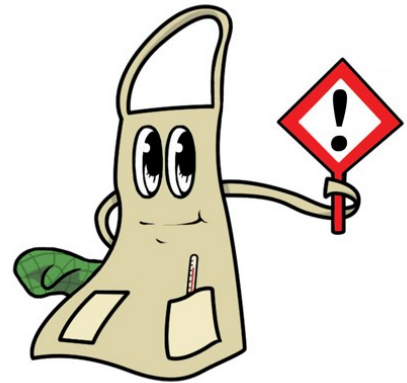
Dream it!

Background for Leaders

Learning about the food we eat is important health-wise. People need food in order to survive and gain energy.

Kitchen Safety

1. Kitchens should have a fire extinguisher and a smoke alarm located in or near by.
2. Teach the members the dangers in the kitchen. Remind them that they will encounter hot surfaces and sharp objects, and they need to take extra caution when working in the kitchen. Let members know that the kitchen is not a place for 'horseplay'. They need to pay attention to each task they are doing.
3. Demonstrate how kitchen equipment works, such as a mixer. However, use good judgement when deciding what is safe for the members to do at their particular age.
4. Have members use metal or plastic utensils, measuring cups and bowls that won't break if they fall.
5. Good hand washing is the first line of defense against the spread of many germs and cross contamination.



Food Guide - Groups and Suggested Servings

Fruits and Vegetables

Examples include asparagus, soy beans, berries, beets, celery, spinach, zucchini, mushrooms, oranges, grapes, etc.

Grain Products

Examples include bread, cereal, crackers, pasta or noodles, muffins, popcorn, rice, waffles, etc.

Milk and Alternatives

Examples include cheese, milk, cottage cheese, soy milk, yogurt, etc.

Meat and Alternatives

Examples include chicken, beef, duck, fish, beans, eggs, nuts, peanut butter, tofu, turkey, pork, veal, etc.

	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+ Years	
	Girls and Boys			Female	Male	Female	Male	Female	Male
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

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.

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

Ingredient	Something that is mixed with other components.
Food Group	A group of foods that give similar nutrients.
Recipe	Instructions for making a food item including what ingredients to use.

Age Considerations: Designed for ages 6 and up

Thinking ahead

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

Preparing for Success

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

Activating Strategies

Get members to think about the different food groups. Have they seen the Canada Food Guide before? Have they helped plant a garden?

Do it!

Food Group

Time required: 20 minutes

**Equipment/Supplies:**

Pencil, crayons or pencil crayons
Member manual

References

Canada's Food Guide (included in manual)
Heath Canada website:
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Instructions:

Have members think about the 4 food groups. Ask them to draw foods that would go in each part of the food guide rainbow. Then have them colour each section as marked.

Cooking up a Storm

Time Required: Depends on project chosen

Choose ONE of these recipes to try. Keep in mind, that these are only suggestions. Other recipes are also acceptable.

Cranberry Crunchers**Safety Considerations:**

Be careful when taking the marshmallow mixture from the microwave oven. It will be very hot and could burn your fingers.

Equipment/Supplies:

Large microwave safe bowl
Wooden spoon
Measuring spoons
34cm x 22cm pan

Ingredients

125 ml margarine
1 bag marshmallows (8 oz -250g)
2.5 ml almond extract
1.5 L Cranberry Almond Crunch cereal or you can use other cereal if you would like.

Instructions:

Melt 125 ml margarine in a large microwavable bowl for 40 seconds. Add 1 package (8 oz -250 g) marshmallows, tossing to coat well. Microwave on High for 1 to 1 ½ minutes or until smooth when stirred. Stir in 2.5 ml almond extract. Add in 1.5 L Cranberry Almond Crunch cereal stirring until coated. Press into a buttered 34cm x 22cm pan. Cool. Cut into squares.

Puppy Chow

Time required: 30 minutes

Safety Considerations:

Be careful when taking the chocolate chip, peanut butter mixture from the microwave oven. It will be very hot and could burn your fingers

Equipment and supplies:

Large microwave safe bowl or saucepan
Ice cream pail
Wooden spoon
Measuring spoons

Ingredients:

350 g bag of chocolate chips
250 ml peanut butter
275 g box Crispex cereal or other crispy rice cereal squares
250 ml icing sugar

Instructions:

Melt together the chocolate chips and peanut butter in a large saucepan or in the microwave
Mix in the Crispex. Take half the coated Crispex mixture and place in an ice cream pail. Add the icing sugar and shake until coated. Repeat with the second half of the mixture.

Orange Julius

Time Required: 30 minutes

Equipment and supplies:

Blender that will chop up ice – some will not manage it

Ingredients:

250 ml water
200 ml can frozen orange juice
250 ml milk
125 ml sugar
18 ice cubes

Instructions:

Put in blender. Blend until well mixed. Serves 6-8 people.

Dig it!

While enjoying the food you prepared, have members reflect on their new skills and apply what they now know by answering the following questions.

1. What recipe did you make?
2. What are the different food groups that are used in your cooking project?
3. What was the easiest part of your cooking project?
4. What was the hardest part?



What's Next?

Members that are interested in a foods project for another year may want to explore the Food series. The series has 5 project manuals at the Explore, Discover and Master levels.



Leader's Notes



Skill Builder 8: Horses

Skills Checklist:

- Identify the colour of your horse
- Identify the markings of your horse



Dream it!

Background For leaders

The skill check list focuses on helping the members learn how to identify their horse. In Exploring Horses they will learn to describe common horse markings, colors and breed characteristics. In Clover bud, they are asked to describe their horse's colour and any markings.

Show the members pictures of horses from magazines or the internet. You may wish to ask them in advance to bring 2 or 3 pictures to the meeting. Ask them to tell you what colour the horses are – share the “official” horse colour with them. For example many horses might be described as yellow, but there are many separate terms used in the horse world, such as palomino, buckskin, dun or even bay.

The members will not likely know the official terms for the markings on their horse. Ask them to find a picture that has a marking like their horse and ask them to describe it.

This information will be helpful in describing the colours and markings in the pictures and later when the members are completing the Do It activities.

Colours

A good horseperson needs to know how to describe a horse by its colour and markings. You may have to describe a horse to someone to identify it when you are not there to point to it. When identifying the colour of a horse, the colour of the summer coat is used. In winter, the coat colours may be different.

Albino - An animal that has no pigment in its eyes, skin, hooves or body hair. There are conflicting reports on albinism, some sources say there are no such things as true albinos – they are really white horses.

Bay - Body colour ranges from tan, to red, to reddish-brown. Points (mane, tail, lower legs and the tips of the ears) are black.

Black - Body colour is true black without any light areas. Mane and tail are black.

Brown - Body colour can be shades of brown or black with light areas at the muzzle, eyes, flank, and, or inside the upper legs.

Buckskin - Body colour yellowish or gold. Mane and tail are black or mixed. Other markings can be the same as the dun but most have black on lower legs and ear tips

Chestnut/Sorrel - Body colour ranges from light copper to reddish brown. Mane and tail are usually the same colour as the body, but may be flaxen (straw yellow or dirty white colour caused by a mixture of dark hair in with the white).

Dun - Body colour is yellowish, brownish-reddish or gold. Mane, tail and legs are a variation of body colour. The identifying mark is often the DORSAL STRIPE running down the spine and/or zebra stripes on legs and/or transverse stripes over withers.

Grey - Mixture of white and coloured hairs. They are usually born solid coloured, or almost solid coloured, and become lighter with age. They always have dark skin underlying the patches of white hair. Grey includes dappled (variegated with round spots of white) and flea-bitten (small dark spots “sprinkled” over an animal’s coat).

Grulla/Blue Dun - Body colour smokey or mouse coloured to dark grey (not a mixture of coloured and white hairs, but rather each hair is mouse coloured). Usually they have darker lower legs and a DORSAL STRIPE.

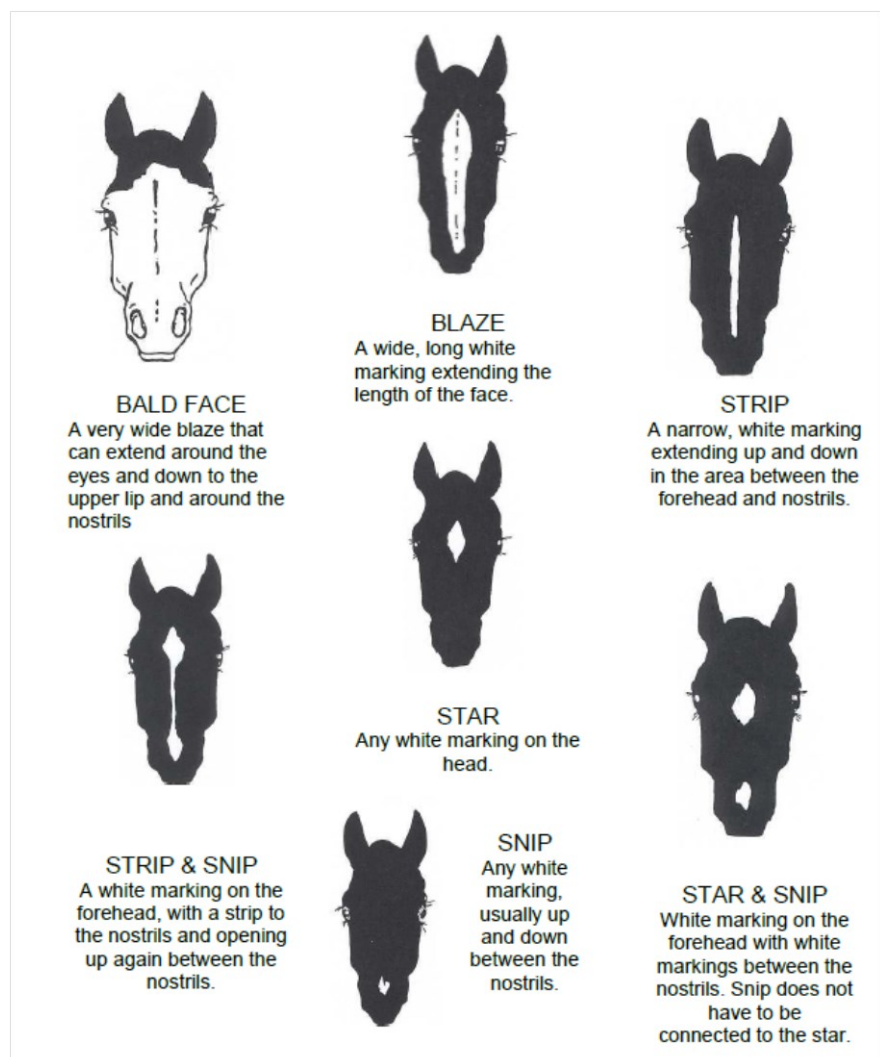
Palomino - Body colour is cream to golden yellow. Mane and tail are white.

Pinto - Body colour can be any colour combination with white.

Roan - Any coat colour mixed with white hairs. Common roans include black roan (also known as blue roan), bay roan (black legs, mane and tail) and red roan (has red colored mane, tail and legs).

White - A true white horse is born white and remains white throughout its life. A white horse has snow white hair, pink skin and normally brown eyes.

Face Markings:



Leg Markings:



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.

- 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 experience.

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



Equine	Relating to horses; the horse family
Marking	A spot; an identifying feature; A mark or pattern of marks that occur naturally on a horse's coat
Colour	Natural shade

Age Considerations: Designed for members 6 and up

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion. You may wish to gather coloured pictures of various horses to illustrate the information in this skill builder.

Preparing For Success

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

Activating Strategies

Ask members what they have learned in previous skill builders including the skill builder What is 4-H.

Explain to members that equine is the scientific word for horses and other horse like animals (zebras, donkeys, mules, etc.). Remind them that the equine project can include all kinds and types of horses—any breed, miniatures, ponies, light or heavy horses. This Clover Bud Skill Builder has been called Horses to link it to the first level in the Equine Series—Exploring Horses.

Lead members through the Dream It questions, and have them share their answers with each other:

Do you want to learn about horses and how to ride them? Then the Equine project is for you.

Do you have a horse? Do you know someone that has a horse?

Why do you like horses and riding?

Why do you want to own a horse?

What kind of things do you like to do with your horse?

DO IT!

There are two activities for the members to complete in this skill builder. The first is a word search on colours and markings. The second is Horseplay, where they colour in the markings of their horse or their dream horse.



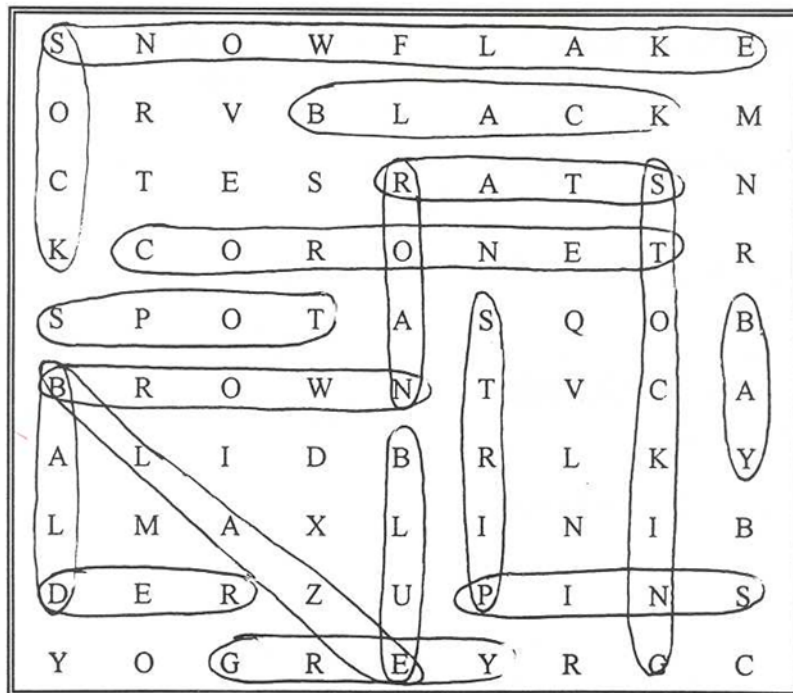
Word Search - Colors and Markings

Time Required: 15 – 20 minutes

Equipment/Supplies

Pen or pencil

Member manual



BLAZE

RED

STOCKING

ROAN

BLACK

BLUE

SOCK

BALD

BROWN

SNOWFLAKE

CORONET

STAR

GREY

SPOT

BAY

SNIP

STRIP

Instructions

Have the members complete the word search in their manual. When the members have completed the word search share the correct answers with them. You may wish to ask them if they can match the terms with the pictures you brought to show them.

HORSEPLAY

Time Required: 20 minutes

Equipment/Supplies

Member manual

Pencil

Pencil crayons, crayons or markers

Colour pictures of horses from magazines or internet



Instructions:

Have the members use the outline to draw in the markings of their favourite horse or pony. Then color it to match the horse's color. If they don't own a horse, have them pretend that this is the horse/pony they hope to have someday. Remind the members to colour the markings on the horse's face as well as on the side view of the body.

Use the pictures to help the members match the markings and colour of their horse.

Use the background information on the previous pages to share with the members as needed to help them identify the colour of their horse and the types of markings on their horse.

Dig it!

Have the members tell you and the other members what their horse looks like.

Lead them through a discussion of these questions:

Why do you need to be able to tell others what your horse looks like?

(in case your horse is lost or stolen; to share info with other people when the horse is not there, etc)

What did you learn about horses that you didn't know before?

Would you like to take a 4-H equine project?

What's Next?

Remind members about the Equine series of projects which is available to 4-H members, starting with the Exploring Horses project.

Leader's Notes



Skill Builder 9: Machines

Skills Checklist

- Explain what machines do
- Name the type of machine used in the Skill Builder



Dream It!

Background for Leaders

A machine is a tool used to make work easier. To put in another way, machines help you get a job done with less effort. Some machines are called simple machines. They are called “simple” because they have only one moving part. Some have no moving parts. There are six simple machines. They are the lever, screw, wheel and axle, inclined plane, pulley and wedge.

The lever is a tool that pries something loose. A lever has an arm that pushes against a “fulcrum” (or point).

A lever has three parts:

1. Resistance force or load – what you are trying to move or lift
2. Effort Force – the work done on the lever.
3. Fulcrum – a fixed pivot point

The farther the force is from the fulcrum, the easier it is to work the lever.

Examples of levers:

- See-saw
- Wheel barrow
- Screw driver
- Catapult
- Nutcracker

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.

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

Work	The transfer of energy in order to move an object. Pushing, pulling and lifting are all common types of work.
Machine	Simple machines have few or no moving parts and use energy to make work easier.

Age Considerations: Designed for ages 6 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Ask members what they have learned in previous Skill Builders

Ask members to think of some of the biggest and smallest machines that they know. What do these machines do?

Have members brainstorm machines that they use every day. They may start with household machines around them.

Why are they called machines? What do they do?

Machines make our daily life easier by doing work for us, so that we don't have to use as much energy.

Do It!

Marshmallow Catapult

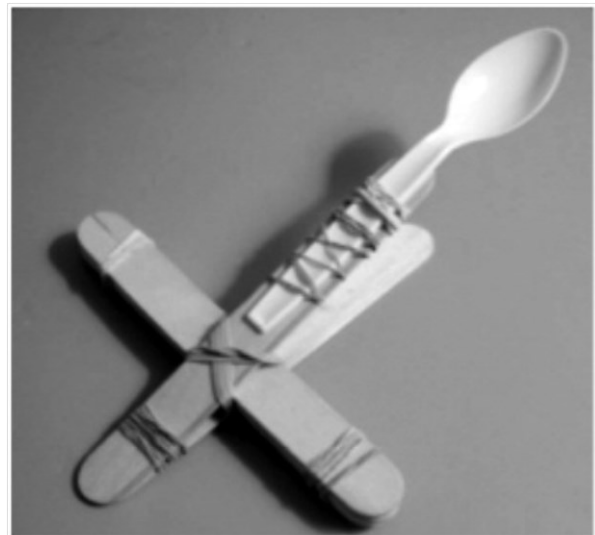
Time Required: 15-20 minutes

Materials

- 9 craft sticks
- 4-6 rubber bands
- 1 plastic spoon

Instructions

1. Take 7 sticks and tie a rubber band tightly around one end.
2. Tie another rubber band tightly around the opposite end so all 7 sticks are bound together.
3. Take the remaining 2 sticks and tie a rubber band on one of the ends. Try to tie the band close to the edge of the sticks.
4. Insert the 7 sticks banded together through the 2 stick bundle.
5. Tie the rubber band in a cross fashion joining the 2 pieces. The closer the stick bundle gets to the edge, the more leverage the catapult will have.
6. Use a few rubber bands and attach the plastic spoon on the end.



Have the members throw a marshmallow using their arm and hand. Measure the distance or leave the marshmallow where it landed to compare.

Now have them use the catapult to throw the marshmallow.

Repeat the experiment with a smaller or larger marshmallow.

Dig It!

Ask members if they were able to throw the marshmallow farther using the machine (catapult) or just by throwing it?

Was there a difference if they used small or large marshmallows?

Did the machine make their work easier? What if the load was larger like a pumpkin or a rock?



What's Next?

If members are interested in learning more about machines they may wish to take one of the projects in the Machines Series. They can learn about small engines, rocketry and welding! The Adventure into 4-H project also has a Skill Builder that teaches them about simple machines.

Leader's Notes



Skill Builder 10: Money and You



4-Her's need to earn money to buy things they want and need. They can also help raise money for club and community work as well. They will see that every 4-H project has a spot for 4-H record keeping and keeping track of costs. That is why it is important to learn about money. Everyone is different in the way they look at money.

Skills Checklist

- Name all the coins that we use
- Learn ways to help raise money for others in your community.

Dream it!

Background for Leaders

It is important to let members know that money has different monetary value. Different countries have different currency. It is important to know that there is more about money than just dollar amount. Budgeting and record keeping are related to money. Without records of your money, you won't know how much money you have saved, how much you have spent, or how much you have to spend. Budgeting helps make sure that you have a strategy on saving and spending your money.

Additional resources can be found by contacting your financial institutions. All of them have basic information for children starting out with a savings plan.

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.

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

Age Consideration: Ages 6 & 7

Save	To keep something in order to get larger amounts of it.
Money	Any circulating medium of exchange, including coins, paper money, and demand deposits
Spend	To pay out.

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

4-H members know that it takes money to buy things we want or need. How do you get money to buy the items you want or need. List three ways you earn money for the things you want:

1. _____
2. _____
3. _____

Get members to think about something they have wanted to buy. How did they save enough money to buy it?

Match the words in the word bank to the correct box.

I am 200 pennies. I am a
Toonie

I am 25 cents. I am a
Quarter

I am 10 cents. I
am a
Dime

I am one cent. I am
a Penny

I am five cents. I
am a
Nickel

I am one hundred
pennies. I am a
Loonie

Help members answer these questions from their manual:

What is a penny? (a coin worth one cent; made of copper; orangey pink in colour; has maple leaves)

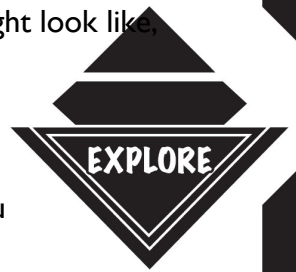
Why don't you see pennies in your change today? (our government has stopped minting the penny)

Earn Money

Time Required: 10 minutes

Equipment/Supplies:

Pen or Pencil
Member manual
Paper





Instructions

Get members thinking of different ways to make money using their 4-H Skills. Some examples are: entries at the fair, selling food from the garden, selling their 4-H animal.

Help members think of other ways they can earn money using skills that they have. Some examples may include selling homemade baking, raking leaves, walking the neighbors dog, doing household chores, etc.

Do it!

Activities to Do

List one group that your 4-H club could help raise money for in your community.

Have members complete the dot to dot in their manual. The finished shape is a calculator.

Dig it!

Have members reflect on their learning by asking the following question:

What are some ways you will save your money to buy things you want?

(bank account, piggy bank, have an adult keep the money for you, writing it down in a chart so you have a total)

Have members complete the Dig It! Activity by drawing a picture of some of the things they would like to save for and buy.

What's Next?

Leader's Notes



CANADA

Skill Builder 11: Outdoor Living

Skills Checklist:

- List three things that an animal or plant needs to live
- Describe a habitat in your area



Dream it!

Background for Leaders

The Outdoor Living series has three options for members – “Camping and Survival Skills”, “Fins, Feathers and Fur” and “Respect, Renew, Relate”. This Skill Builder will focus on habitat and environments.

Note: The grade 1 science curriculum has a cluster called “Characteristics and Needs of Living Things”. One of the learning goals is to describe how living things depend on their environment to meet their needs while another is to make a representation of an environment that meets the needs of a Manitoba animal. As a result, 4-H members taking this skill builder may have some familiarity with the important words for this section and how animals and humans depend on their environment to meet their needs.

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.

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

Habitat	Home, environment, surroundings
Environment	Surroundings, setting, location,
Nature	Physical world and everything in it

A habitat is an area, environment or in simple terms- a home, where an animal such as a mammal, bird, insect, reptile or fish lives. The habitat supplies what the animal needs to live and reproduce. The needs could include oxygen or air, food, a place to live or protection from the weather or predators.

In nature it is important that we disturb wildlife and their habitats as little as possible.

Age Considerations: Designed for ages 6 and up.



Thinking Ahead

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

Preparing for Success

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

Activating Strategy

Discuss these questions with the members after they have had a moment or two to think about them.

What is a habitat?

What does a habitat give to the person or animal that lives there?

Do you live in a habitat? What do you need?

Do it!

Have your project group do one of these activities or another similar one. The website – www.ecokids.ca has many ideas for classroom use that could be used with 4-H members as well. The materials on the website are free of charge.

Create a Terrarium (building a habitat)

Time Required: 20-30 minutes

Equipment/Supplies:

Clear glass container (a jar will work, a fish bowl, an empty 2 litre pop bottle)

Glass lid or piece of glass, plastic or kitchen wrap

Small stones or gravel

A bag of potting soil (make sure it's the type that can be used in terrariums or aquariums)

Vermiculite or perlite

An old nylon stocking, pantyhose or piece of cloth

A spoon to get plants out of their pots, put soil into the container and dig holes

Scissors

Plants that like the same environment and care

(a local nursery can suggest plants that will be appropriate)

Additional decorative items (rocks, shells, small decorative items, drift wood etc)

Instructions:

Find a place to work such as a big table or even spread out on the floor. Cover the spot you picked with newspapers and gather all of the things you need. Put them on one corner of your work area so you will have room to work.

Wash the container inside and out with warm, soapy water. Rinse it out well and make sure it's completely dry before you put anything inside. If a pop bottle is being used decide if it will be used vertically or horizontally. Save the top to put back on the terrarium. If vertical, cut the top 2-3 inches of the bottle off. If horizontally, cut a flap in the bottle to allow the members to place the soil and plants.

Approximately one-quarter of the container should be devoted to the soil layer. It will consist of the drainage material, charcoal, soil separator and planting mix.

Follow these steps:

Put three-quarters of an inch (1.88cm) of small stones in the jar for drainage.

Put a few spoonfuls of charcoal over the drainage layer.

Cut up an old stocking or thin cloth to fit inside and act as a soil separator.

Mix the potting soil and vermiculate or perlite together to act as the planting mix.

Pour it into the terrarium, spreading it evenly over the soil separator.



NOTE: You may want to use a funnel or piece of paper shaped into a cone to direct the soil away from the container sides. The soil has to be deep enough to allow for adequate root growth and to hold the plants in place.

Before planting, arrange the potted plants next to each other on your work space. Move them around until you like the way they are grouped together. The easiest method is to place the “focal” plant in position first (usually the tallest plant) then arrange the others around it.

Don't crowd the plants, they need room to grow. Once you have decided on the order, here is how to plant them:

Dig a hole in the dirt in the terrarium.

Hold the stem of the plant between your index and middle fingers. Turn the pot upside down and get the bottom lightly with a spoon until the plant comes out of the pot.

Put the plant in the hole you dug. Pack some soil around the plant to keep it in place. Do the same with all the plants except the ground cover. Measure 375 mL (1 ½ cups) of soil. Spread it around the plant and press it down lightly with your fingers.

Take the ground cover plant out of its pot. Dig a small hole in the soil and put in the plant. Add more soil around the plant and pack it down.

Now put in the rocks, drift wood and other decorative items. Move them around until you like the way they look.

Using a mister, water the plants well. Stop spraying when water begins to seep into the layer of pebbles or gravel at the bottom. Water plants sparingly.

Dust off the plants and clean off the container walls with a small, soft brush.

When all the water has evaporated off the inside walls, cover your container with a lid.

Take the terrarium to its new home, but remember not to place it in direct sunlight. Terrariums should only be watered when the soil is dry to the touch.

This can be saved and shown at Achievement.

Who's Living Here? (observing a habitat)

Time Required: 15-30 minutes

Equipment/Supplies:

Pen or pencil
Paper to record observations
Hula hoop or 3 m long rope

Safety Considerations

Members should be suitably dressed for the weather and reminded to stay together in a group. Remind members not to touch or disturb the things they are observing. Check for poison ivy, etc. in advance.

Instructions

Go out to the yard, park or another safe natural area. Lay the hula hoop or the rope on the ground in a circle. Within this area observe all the non living and living things the members can find. Remember to include plants as well as mammals, birds, insects and reptiles.

Keep in mind that signs of animals such as tracks and droppings (manure) mean that even though you don't actually see the animal, this area is part of its habitat.

Ask the members if they recognize any of them? Have them record all their observations. Members could list them in different categories – nonliving and living, birds, insects, mammals, plants reptiles etc. Can they identify what things in the habitat supply the needs of other things living in the habitat?

Air – all plants and animals

Water – all plants and animals

Plants – may be food for the animals; may be place for animals to live

Animals – may be food for larger animals

Soil, rocks – place for plants to live and possibly animals to hide/live

Senses Hike (a new way to observe a habitat)

Time Required: 20 minutes

Equipment/Supplies:

Pen or pencil
Notebook or paper and clipboard
Blindfold
Clothing appropriate for the weather conditions

Instructions

Take the members on a short walk into the yard or a nearby park or pasture. They will need to take their writing materials and the blindfolds with them.

Find a comfortable place to sit down – watch for ant hill, thistles or wet ground.

Have the members put on the blindfolds and sit quietly for two or more minutes listening carefully to the surroundings.

Have the members take off their blindfolds and write down everything they heard or felt (birds, wind blowing through the trees or grass, insects, gravel crunching etc).

Have the members put on their blindfold and try the listening experiment a second time.

Have them record what they heard and felt. Depending on the age of the members, you may have to write down the list for the group.

Either at the site or back in your meeting space – ask the members to share:

What they heard and felt

Did they hear or feel more the first or second time?

Did they see or hear anything that they didn't see?

What did they learn about this habitat with their other senses?

This activity lets the members gather observations with more than the sense of sight!

Have the members keep any notes they made for the Showcase Challenge. or to display at the Club Achievement.

Dig it!

Have them reflect on their learning by asking the following questions:

What did you learn about the outdoors that you didn't know?

What other outdoor activities would you like to try?

What's Next?

The Outdoor Living Project Series has 3 projects to choose from.



Leader's Notes



CANADA

Skill Builder 12: Photography

Skills Checklist

- Name the parts of a camera
- Know how to take a picture

Dream it!

Background for Leaders

Taking picture and using digital cameras may not be new activities for members or leaders, but when taking photos there are more things to consider than one might realize. Before a picture is even taken, a good photographer must assess the dangers of photographing in the environment they are in, prepare for those dangers, and be courteous to others at all times.

Please remind members that they should save their photos in a labelled spot on their computer. Or store printed photos in a folder or box where they will be available for Achievement.

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.

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

Lens	Focuses the light from your subject onto the camera’s digital sensor.
Flash	Helps light up a dark environment or clear away shadows from portraits.
Viewfinder	This is the window that you look through to see your subject.

Age Considerations: Designed for ages 6 and up

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Photographers have hazards too! To help members start thinking about camera safety, ask them to brainstorm and describe different hazards that might come up during the course of taking photos. (Ex - standing on uneven surfaces, nearness to animals, leaning over railings, etc.)



Do it!

Name that Part

Time Required: 10 minutes

Equipment/Supplies:

- Pen or Pencil
- Instruction manual for a digital camera

Instructions:

Have members work together labeling the basic digital camera parts.



It may be helpful for them to refer to their own cameras and the owner's manual.

Activities to do:

Picture Precautions

Time Required: 30 minutes

Equipment/Supplies:

- Pen or pencil
- Paper

Instructions

Have members brainstorm different ideas that they think a photographer should consider before taking a picture.



Ask members the following questions:

What makes a picture look good?

What makes a picture look bad?

Some examples of things photographers should consider before taking pictures are:

1. Proper lighting is available
2. Hold the camera steady. Brace your feet comfortably but steadily and slightly apart. Keep your arms close to your body. No fingers on the lens.
3. Stand close to the main person or object that you want in your picture. Pick one person or object to zoom in on. "Fill the Frame" – your subject must fill the frame to remove distractions such as signs, clutter in a room etc.
4. Avoid placing the subject in the centre of the picture. Put the picture subject to the left or right for a better picture. This is called the rule of thirds. For more information please do an internet search of rule of thirds. Stand with the sun behind you.
5. Look to see what is in the background.
6. No heads are 'chopped' off.
7. Keep your finger away from the lens.
8. Always think about your safety or the safety of the subject when taking pictures.

Scavenger Hunt!

Time Required: 1 hour

Equipment/Supplies: Camera

Safety Considerations:

Remind members to keep in mind the safety precautions they brainstormed in the Dream It! Section when they take their pictures.

Instructions

Members will be taking photos using different settings on the camera. Encourage members to take multiple shots of the same object with different settings. Encourage members to try a variety of angles for their photos.

You can use the suggested list of things to take pictures of or you and your members can come up with a list suitable to the member.

- 📷 Things that are green
- 📷 A tree
- 📷 Things that are round
- 📷 Things you find interesting
- 📷 Things that are your favourite colour
- 📷 Animals
- 📷 Things with wheels
- 📷 Things that start with the first letter of your name
- 📷 Your family and friends
- 📷 A sunset

OR

How many ways can you take a picture of the same thing? Can you take 20 different pictures of the same tree?

Once members have completed their photos, go over the photos with them. Help them point out improvements.

Display the members favorite pictures at Achievement or as part of their Showcase Challenge.



Dig it!

Have members reflect on the new skills they have learned by asking the following questions:

1. What have you learned? Have members go back to the skills checklist and review what they have learned.
2. Record some of these skills under the Portfolio Page.

What's Next?

Photography is part of the Technology Project Series. There are two photography projects.

Leader's Notes



Skill Builder 13: Small Animals



Skills Checklist:

- List three kinds of small animals
- Name what all animals need to be healthy

Dream it!

Background for Leaders

In this section, the small animal projects are introduced. Let the members know that this is one of the three animal projects that are offered.

Note: The grade 1 science curriculum has a cluster called “Characteristics and Needs of Living Things”. Several of the goals of this section refer to needs as well as caring for a pet, farm animal or plant. As a result, 4-H members taking this Skill Builder may have some familiarity with the important words for this section and what needs are important to small animals.

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.

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

Small Animals	Includes cats, dogs, rabbits, chickens etc.
Needs	Things that animals and people must have be healthy and survive
Habitat	Home, environment, surroundings

Age Considerations: Designed for ages 6 and up.

Thinking ahead

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

Preparing for Success

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

Activating Strategies

Ask members what they have learned in previous skill builders including the skill builder about 4-H.

Ask members if they have thought about the needs of small animals?

Lead the members in a discussion/sharing session about their pets and small animals using these questions from the member's manual:

Do you have a pet? What is it? Is it a small animal?

If you don't have a pet – what kind of small animal would you like to have for a pet?

Why would this small animal make a good pet?



Do it!

Members are given a choice to do one of the following activities or others that are similar.

Before the members begin their activity, ask them:

What is a need? What do we all need to be healthy?

Explain to them that needs are things that animals and people must have to be healthy and survive.

Needs include food, water, shelter, air, care/love, something to do.

Explain that a habitat is where the animal lives that includes all or many of those needs. Ask them for an example of a habitat they may know (ex. their town, the farm yard, the marsh, the pasture, the lake or stream),

Animal Needs

Time required: 20 – 30 minutes

Equipment/Supplies

Paper

Pen or pencil

Tape or glue

Pictures of animals and their needs from magazines or the internet

Crayons, pencil crayons or coloured markers to draw their own pictures

Instructions

Have each member select a small animal.

Each member will search for or draw pictures of the needs of their small animal and their small animal.

Each member will make a collage/poster of what they have found for their animal choice.

Meet My Pet

Time required: 20-30 minutes

Equipment/Supplies

Paper
Pen or pencil
Tape or glue
Photo or drawing of their pet
Crayons, pencil crayons or coloured markers to draw their pet



Instructions:

Have the members answer the questions about their pet or a pet they would like to own. Then have the members draw or paste a picture of their pet in the box.

When the members have completed their activity (either Animal Needs or My Pet) – have them share with each other what small animal they selected and what the animal needs to be healthy.

Ask them what needs were the same for all the animals? Examples would be food, water, habitat, housing, attention and care.

Ask them to talk about what needs were different – examples would be type or amount of food, what kind of housing they need, how often they need to eat.

Dig it!

Members should be able to list at least three kinds of small animals.

Members should now understand that all small animals have needs that must be met for them to be healthy and happy.

Remind the members to keep their poster/collage for display at achievement or as part of their Show Case Challenge.

What's Next

The Small Animals Project Series has three projects. In these projects members will learn more about pets or small farm animals.

Leader's Notes



CANADA

Skill Builder 14: Speaking Up

Skills Checklist

- Talk to each other
- Understand ways to communicate



Dream it!

Background for Leaders

In this Builder, members will learn that speaking is not only about verbally talking, but is also about actions and gestures.

Most clubs have 4-H speech competitions. Discuss with members some advice for this type of event.

Someday you might take part in your club at a communications event. Print two ideas of what you would like to talk about. Eg. My favourite animal or my favourite sport.

1. _____

2. _____

Here are the categories and time limits for members in the Clover Bud age group for 4-H public speaking competitions.

Age Categories and Time Limits

All ages are as of January 1st of the current 4-H year

Speeches

Cloverbuds: (do not go on to compete at Provincial level) Up to and including 8 years of age = 1-2 minutes

One Person Visual Presentations

Cloverbuds: (do not go on to compete at Provincial level) Up to and including 8 years of age = 2-5 minutes

Two Person Visual Presentations

Cloverbuds: (do not go on to compete at Provincial level) Combined ages equal 16 or less = 3-5 minutes

Your MAFRI GO team office will have many resources on communications. You can find some great DVD's, fun activities and hints on how to improve your members' communication skills.

There is a list of communication resources in the "Catalogue of Supplies". Ask your head leader for a copy or you can get one from your local MAFRI GO Team office.

Visit <http://www.gov.mb.ca/agriculture/rural-communities/4h/club-resources.html> for copies of the 4-H Speeches and 4-H Visual Presentation Fact Sheets.



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.

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

Speak	To communicate vocally
Listen	To pay attention
Speech	Telling something to your audience
Visual Presentation	Telling something and showing something to your audience

Age Considerations: Designed for ages 6 and 7

Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Activate members’ knowledge of listening and speaking by asking them to think about times when they had to listen to somebody (whether that be a parent, a babysitter, or older sibling) and when they had to talk in front of a group of people. Were they scared? Why were they scared?

To listen is a good way to understand what is being said at the meeting. You will hear all the messages if you listen. Practice your listening and you will know what is happening next with your club.

Do it!

Choose the words from the word bank and finish the sentences.

Speech Listen Fun 4 -H Quiet Clap

John sat down to **listen** to music.
It is very **quiet** in the room when no one speaks.
We like to **clap** to show how we enjoyed the speech.
A **speech** is a story about something we know.
We like to say the **4-H** pledge and motto.
It can be a lot of **fun** to talk about or show everyone something you learned in 4-H.



Practice Speaking Out

Time Required: 30 minutes

Equipment/Supplies:

Member names on slips of paper

Instructions:

As a group have members choose and complete one of the two projects

- speaking on their favourite object or
- telling the group good things about the person whose name they pulled

Dig it!

Members should now understand how important it is to be able express ideas and that there are different ways to communicate. It is time for them to reflect on their learning and apply what they now know by answering the following questions.

Question 1. Please help the 4-H member think of words and phrases that would assist the member to complete the sentence. For example, Things I like about speaking out are sharing my thoughts, sharing my enthusiasm for a topic, others can hear my great story, etc.

Question 2. How will it help in school? Doing a report, a presentation, sharing a joke, group project.

What's Next

Any of the projects in the 4-H series would benefit from any skills members have learned in Speaking Up. Each project has some time where members must showcase their good communication skills. Members may also be interested in the Discover Leadership—Communications project.

Leader's Notes



Skill Builder 15: Technology

Skills Checklist

- Find technological tools that we use every day
- Explain how technology has made tools better



DREAM IT!

Background for Leaders

Technology new and old surrounds us and is constantly changing. Cloverbud members have grown up with technological tools aiding them wherever they go. To truly understand the value of these tools, and how technological advancements have improved them, members should look back at what these tools used to look like.

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.

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

Technology	All of the things that people make and use, like tools, machines, hardware, utensils and gadgets that help us every day.
Tools	A handheld device that aids in accomplishing a task.

Age Considerations – Designed for ages 6 and up

Thinking Ahead

What will you discuss with members? Gather observation and think of examples that will support your discussion

Preparing for Success

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

Activating Strategies

Ask members what they have learned in the previous Skill Builders.

Ask members if they have a favorite machine, or technological tool that they use every day. What is it? What does it do? Would you miss it if you didn’t have it? Why?

Have members show, draw, or cut out pictures of technological tools. Lead a discussion about what each one does.

Examples include – laptop or personal computer, tablet, MP3 player, smart phone, GPS, video game console, etc. This may include automobiles, farming machinery, etc.

What can these tools do?

Does anyone know what people used before these tools were invented?



DO IT!

Members can choose to do one of the following activities.

Just Ask!

Time Required – 30 minutes

Equipment/Supplies – List of questions, designed by members
Special guest, with knowledge of old technologies

Instructions

Arrange to have a guest come into to answer questions about technology from the past. They may choose to bring in examples of cell phones, etc. You will need to assist members with preparing questions.

Get Surfing!

Time Required – 20 minutes

Equipment/Supplies – computer and internet access

Instructions

Assist members with an internet search for technology from the past.

Members may want to start their search using questions such as:

- How did people make phone calls?
- How did people listen to music?
- How did people wash their clothes?
- How did people harvest their crops?

You may need to assist members by giving them a key word to search. A search engine search for “technology from the past” will bring up some helpful web pages.

Have members print a list or make a list of what they found.

On Tour

Time Required – 1 hour

Equipment/Supplies

List of items to find

Instructions

Take members on a tour of a local community museum.

Be sure to help members create a list of the items that they would like to find, before they arrive at the museum.

Have the members make a list of what they discovered.

Remind members to keep their results to use to display at Achievement or use in the Showcase Challenge.

Dig It!

Have members choose one piece of technology that they have learned in this Skill Builder. They can describe how the old one is different from the new one. And why they think the new one is better.

What is one piece of technology that they think could be improved?

What's Next?

The Technology Series has four projects that members can choose from.

Leader's Notes



CANADA

Skill Builder 16: You are a Leader

Skills Checklist

- Find leader qualities
- See yourself as a leader
- Plan ahead



Dream it!

Background for Leaders

Coming up with some examples of leaders might be a good way to introduce the idea of a leader. Most leaders have a strong component linked to a personal belief system.

Goals help set direction, visualize success and provide motivation to achieve.

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.

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

Trust	A feeling of confidence and respect for someone whom you know will do what they say
Leader	A person who leads, guides, or directs others
Teamwork	Cooperative or coordinated effort with a group or more than one person

Have the members complete the word search in their manual either alone or as a group. Review the answers with the group.

K T L R E S P E C T P O
P E L O Y A L D B C V L
F L S R L X W I L A E J
A K D S C E U P L R I Q
I T R U S T M D P I R L
R Y G K N P X Z H N A T
T E A M W O R K I G F B



Thinking Ahead

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

Preparing for Success

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

Activating Strategies

Ask members to think of people they think are leaders. What do leaders do that make them leaders?

Do it!

Role Models

Time Required: 20 minutes

Equipment/Supplies:

Pen, pencil, markers
Project manual

Instructions:

Have the members think about who they want to be like-or who they look up to. Have members circle the qualities that this leader has in the list of words in their manual. Have them discuss how they know that the role model has those qualities.

Have the members draw a picture of themselves as a leader of their group.

21 Balloon Salute

Time Required: 30 minutes

Equipment/Supplies:

Enough balloons for everyone present (have a few extra just in case),
Markers that can be used to write on balloons,
Straight pins for everyone.

Instructions:

Today we are going to have a 21 Balloon Salute to leaders. (use however many participants you have for the number of balloons in your salute).

1. Pass out balloons. Have members blow up and tie balloons. Help tie knots for those having trouble tying.
2. Now, have members think of a leader that they would like to salute.
3. Pass out markers. Get members to write that person's name on their balloon with a marker.
4. Have members explain why they believe the person is a good leader.
5. Once all the members have gone through and explained their balloon and have given their reasons, get them to line up in a straight line.
6. Hand out the pins to the members, emphasizing to be careful not to poke themselves.
7. Get members to hold their balloons high. Number 1 will pop his/her balloon when you give the signal FIRE! Leave a few seconds in between each balloon. You will continue to yell FIRE until all the balloons are popped.
8. Be sure to gather all the pins immediately when finished the activity.



Dig it!

Have members think about the leader qualities listed in Dream it! Discuss with the members and then have them write down one thing that makes them a great leader now. Then have the members write down the six qualities of a good leader and circle the qualities they have now.

What's Next

The Leadership series has five projects that members may find of interest.

Leader's Notes



CANADA

In the Member Manual

Showcase Challenge

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

EXPLORE

Dream It!

Here are some Showcase Challenge Suggestions:

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

EXPLORE

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? _____

EXPLORE

Winding It Up

Way to go! You have finished your 4-H project. You have done many new activities since you started at the beginning of this project.

Did you enjoy 4-H this year? Take some time to think about what 4-H project you would like to take next year.

Was there one special section in this project that you would really like to learn more about? Turn to pages 2, 3 and 4 and look at the list of the project completion list at the front of this book, and then put a star beside the section you liked the most.

Talk to your leader for more information on the project you have chosen. Remember, you may do more than one project at a time. Now when 4-H starts up next year you will be ready to go. Have fun!

EXPLORE

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.

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 exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

Cloverbuds 4-H Project Skills Chart

	Members will be able to...	Date completed and two words you remember from the skill builder
Skill Builder 6	Fibres and Fabrics <ul style="list-style-type: none"> Name sewing tools Sew a running stitch 	
Skill Builder 7	Foods <ul style="list-style-type: none"> Name the four food groups Follow a recipe 	
Skill Builder 8	Horses <ul style="list-style-type: none"> Identify the colour of their horse Identify the markings of their horse 	
Skill Builder 9	Machines <ul style="list-style-type: none"> Explain what machines do Name the type of machine used in the Skill Builder 	
Skill Builder 10	Money and You <ul style="list-style-type: none"> Name all the coins that we use Think of ways to help raise money for others in our community. 	
Skill Builder 11	Outdoor Living <ul style="list-style-type: none"> List three things that an animal or plant needs to live Describe a habitat in their area 	
Skill Builder 12	Photography <ul style="list-style-type: none"> Name the parts of a camera Take a picture 	

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My 4-H Portfolio Page

Manitoba

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

Cloverbuds 4-H Project Skills Chart

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

	Members will be able to...	Date completed and two words you remember from the skill builder
Skill Builder 1	What is 4-H? <ul style="list-style-type: none"> Say the 4-H Pledge List the names of the four H's Recognize the 4-H logo and understand what it stands for 	
Skill Builder 2	Agriculture <ul style="list-style-type: none"> Find some words that talk about jobs in agriculture. Understand agriculture is more than just food 	
Skill Builder 3	Beef <ul style="list-style-type: none"> List 2 kinds of beef cattle List 2 breeds of beef cattle List 3 things a beef animal needs to be healthy 	
Skill Builder 4	Body Works <ul style="list-style-type: none"> Choose healthy foods from Canada's Food Guide Describe why it is important play everyday List three things that everyone needs to feel healthy 	
Skill Builder 5	Crafts <ul style="list-style-type: none"> Name basic craft supplies Follow the steps to make a craft 	

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4-H Achievement

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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.

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

www.4h.mb.ca



CANADA

What is 4-H?

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

A diamond-shaped logo with the word "EXPLORE" written inside in a bold, sans-serif font. The diamond has a double-line border.

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.



CANADA

4-H Motto

"Learn To Do by Doing"

4-H Pledge

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

All project materials are available in alternate format upon request.

4-H Manitoba project material is developed by
Manitoba Agriculture