



# Cloverbuds Leaders Resource

A Cloverbud is a 4-H member who is between the age of 6 and 8 years old as of January 1st in the given club year. Cloverbuds are registered as regular 4-H members however, due to their young age, and taking risk management best practices into consideration, they will not be entitled to all the rights of a regular 4-H member. Cloverbuds will not compete in district or provincial competitions; however, they are permitted to participate in district and provincial events and programs at the discretion of the district and provincial Councils. Cloverbuds cannot participate in any project involving animals of any kind other than activities which fall under the Cloverbud Project (see official Cloverbud Policy for more details). Cloverbuds should be encouraged to participate in the traditional elements of the 4-H year: Communications, Community Service and Agriculture Awareness. See pages 3 & 4 in this guide for the complete Policy.

## Project Completion Requirements (PCR)

### Project Items & Record Pages

- Complete Skill Builder 1, along with at least five (5) other Skill Builder activities
- Create at least two (2) tangible items that will be on display
- Project activities should be documented by the Project Leader - This is mandatory
- Member Booklet (*with completed member reflection pages*)
- NOTE:** Although the group may do activities together, project members are expected to document & display their own project/activity items at Achievement Day.

**Please make sure that ALL PCR's are completed and present at the Club Achievement Day.  
Resource material (including patterns) is available from the 4-H PEI Office**

## Exhibition Requirements

**Members are strongly encouraged to participate in the 4-H Classes at PEI Fairs & Exhibitions**

Members may choose to submit one (1) item from their project to be included for display at fairs and exhibitions. They will be awarded a purple ribbon and will only receive project completion monies.

## 4-H Year Completion

**In order to complete the 4-H year members are encouraged to:**

- Complete the PCR's (**Project Completion Requirements**) as outlined above
- Complete a **Communication** Project
- Complete a **Community Service** Activity
- Complete an **Agriculture Awareness** Activity

# The Project Leader's Job

To begin, thank you for volunteering your time to be a 4-H project leader! We appreciate your time and willingness to teach today's youth a new skill and share your knowledge.

Becoming a project leader can feel overwhelming at first, but we hope that this page will make your "job" clear and offer some tips to help you be successful.

## Responsibilities

### 1. Become a screened leader

You may have already completed this step, but it is a very important one. The best place to go is to the 4-H PEI website and visit this page: <https://www.pei4h.ca/4-h-leaders>, to see if you have completed all the necessary requirements. Project meetings cannot begin until you have received a "conditional letter" from the Provincial 4-H Office.

**NOTE:** As of July 2019 a new policy has been implemented by 4-H Canada that each project group be accompanied by two screened leaders. *Insert more information about what National has to say about this policy and why they think it is important for this policy to be in place.*

### 2. Set Project Meeting Dates

The amount and length of project meetings is determined by you, the project leader. That being said, you are responsible for covering **five** activities or topics (see project activity ideas pages) with the group. You may decide that you'd like to have five meetings - covering one topic per meeting, or you may decide to spend two 5 hour sessions with your group and cover multiple topics or activities in one meeting. This will also depend on the project you are leading. For instance, if you are leading a quilting project, then the member will be focused on one large item with multiple steps and skills involved. However, a rabbit project may require multiple meetings (and even locations) to cover different activities and topics. Meetings can begin anytime after November 15th.

Whatever the case, we highly recommend that Project Leaders **set dates in advance of members signing up for the project**. This method will ensure the members know what they are signing up for, or enable them to make a decision to not sign up if they cannot commit to the dates listed. We also hope that this will avoid a lot frustration for you, because working around multiple schedules is almost impossible!

### 3. Choose Topics and Activities

You may choose to work on this step before setting dates for project meetings. Some topics and activities may be able to be covered in one project meeting, while others may need their own meeting. Regardless, we ask that you document your project meetings and topics covered on the next page so that the 4-H Specialist can refer to this information at Achievement Day if necessary.

### 4. Materials & Supplies

While you are responsible for determining what materials and supplies are needed, you **are not** responsible for covering these costs. Options to consider:

A. 4-H Canada has a FCC 4-H Club Fund that all leaders are welcome to apply to. These grants are valued at \$500 each. Applications are accepted August through to the end of October.

B. Asking for supplies. Depending on what project you are leading, just putting a call out for the supplies you need to friends, family, etc. may be successful

C. Determine an estimate total for the materials and supplies needed and set a "project fee" that all members will pay to help cover the additional costs

### 5. 4-H Year Completion and Project Completion Requirements

The project leader **is not** responsible for 4-H Year Completion (these components will be completed at the Club level) though each member **must** complete these components. Project leaders should focus on the Project Completion Requirements, found on the front cover of this guide. These are the items that the 4-H Specialist will expect to see on display at the Club's Achievement Day (typically scheduled for June-July).

### 6. Club Meetings & Events

Project leaders are not expected to attend monthly club meetings, but are more than welcome to attend if they'd like to know what is going on at the Club, Provincial or National level of 4-H. Similarly, Club events and activities are open to project leaders, but it is not necessary to attend. Project leaders are encouraged to attend Achievement Day. This is an event that wraps up the Club's 4-H year and a celebration of member success.

# Cloverbud Series

Welcome to the Cloverbud project. This guide provides you with project meeting plans (Skill Builders) that include some background information, suggested resources, 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. We encourage project leaders to work together; another project leader may be willing to let the Exploring 4-H members tag along to a project meeting that will meet the requirements of a certain activity.

## Be Prepared!

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

## Safety

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.

## Remember...

The multiple intelligence theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of "intelligence" and weaker in others. It follows that the more ways we teach, the more members we will reach. Teaching projects using a broad blend of writing, reading, hands on work, artwork, self evaluation, discussion, and so on, 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. Modeling and expecting supportive behaviour (i.e. no "put-downs") amongst members, or by other adults, also contributes to a positive experience.

## Celebrate!

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.

## Resources

If you are looking for help with one of your project activities, let your 4-H Specialist know, we can help you out!  
Call 368-4833 or drop by the PEI 4-H Office at 40 Enman Crescent, Charlottetown.

Retrieved from, and for leader reference: 4-H Manitoba  
<https://www.gov.mb.ca/agriculture/rural-communities/4h/pubs/cloverbud-leaders-manual-2013.pdf>

## POLICY #1.02

### PEI 4-H Cloverbud Policy

After a three year introductory period which began in 2012 to adopt standardized member ages with the rest of Canada, the PEI 4-H Council will now encourage and recognize 4-H members between the ages of 6 and 21. Cloverbuds will represent those members who are 6-8 years old as of January 1 in the given club year, and will be recognized as PEI 4-H Cloverbud members as set out in Policy #1.01 – PEI 4-H Member Policy, approved August 10, 2012, specifically: *“Cloverbud – at least six (6) years of age on or before January 1<sup>st</sup> of the club year, and not more than eight (8) years of age on or before January 1 of the club year.”*

Date Approved:	August 10, 2012
Date Revised:	November 16, 2015 (by motion of the 4-H Provincial Board of Directors)
Date Revised:	March 14, 2016 (by motion of the 4-H Provincial Board of Directors)
Date Revised:	September 19, 2016 (by motion of the 4-H Provincial Board of Directors)

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### PROCEDURES:

1. Effective with the approval of this policy, only those children who are six (6) to eight (8) years of age as of January 1<sup>st</sup> in the given club year will be eligible to participate in the 4-H PEI program as Cloverbud members. Cloverbuds will be registered as regular 4-H members however, due to their young age, and taking risk management best practices into consideration, they will not be entitled to all rights of regular 4-H members, more specifically set out below.
2. In order for their chil(ren) to participate in the 4-H PEI program, parents of Cloverbuds must be prepared to stay at club and project meetings, unless otherwise discussed and agreed with volunteer leader(s).
3. Cloverbud members may be registered to join a club which is designated for Cloverbud members only. Registrations may only take place once a club has formed which includes a minimum of two (2) screened adult leaders for every 15 members. Members taking the Junior Leader project may assist but do not count as screened adult leaders in this requirement. In order to provide them with an age-appropriate introduction to 4-H, members in such a club will all take the Cloverbud Project (similar to the Exploring 4-H project).
4. Existing regular 4-H clubs may opt to accept Cloverbud members. In their first year of the 4-H program, and in order to provide them with an age-appropriate introduction to 4-H, these Cloverbud member will all take the Cloverbud Project (similar to the Exploring 4-H project).
5. To alleviate problems arising in 4-H competition, Cloverbuds will not compete in district or provincial competitions; however, they will be permitted to participate in district and provincial events and programs at the discretion of the district and provincial Councils.

6. Due to risk-management and safety concerns, Cloverbuds cannot participate in any project involving animals of any kind other than activities which fall under the Cloverbud project which do not involve the direct handling of any animal unless the child's parent/guardian is present at the time and provides their consent to this activity.
  8. It is up to Cloverbuds and their 4-H club/leaders to decide which facets of the 4-H year a Cloverbud is required to complete. In addition to the Cloverbud project, Cloverbuds should be encouraged to complete the traditional elements of the 4-H year including: Communications, Community Service, and Agricultural Awareness.
  9. Cloverbuds who participate in the Communications project will receive the same Communications certificate other members receive. *It has been common practice that Cloverbud members be given an 'A' seal for their communications project, so as to encourage them in future communications projects.*
  10. Cloverbuds will receive a certificate of achievement for the Cloverbud project at their club's Achievement Day. The member will receive a tan 'Cloverbud Project' ribbon for their work. They will not receive any other project certificates or ribbons.
  11. Cloverbuds may choose to submit one (1) item from their Cloverbud project to be included for display at fairs and exhibitions. These items will be displayed with a special, orange 'Cloverbud Special Award' ribbon.
  12. Cloverbud members will only receive project completion monies received by regular members but will not receive any monies for having items exhibited at fairs or exhibitions.
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Please note: Local clubs are not required to accept any age group or special project interests into their club should they not have that capacity or focus. This means that any club that feels they can't take on younger Cloverbud members are not required to, just as a club without a woodworking leader isn't required to offer that project.

# The Project Leader's Plan

After reviewing the Project Completion Requirements list on the front of this guide, review the Project Activity Ideas page/s. You can also pull ideas from past experiences, books, social media, online or you can plan to join a tool, attend an event or book a guest speaker. The sky is the limit! Regardless of what activities or topics you decide upon, you should choose five in total. It might be a good idea to ask the 4-H members in your project group what they envision before making a concrete plan. In some cases, the project group members may depict what activities or topics based on what project item they have in mind.

## Topics and Activities

1. \_\_\_\_\_

### Supplies needed:

_____	_____
_____	_____
_____	_____

2. \_\_\_\_\_

### Supplies needed:

_____	_____
_____	_____
_____	_____

3. \_\_\_\_\_

### Supplies needed:

_____	_____
_____	_____
_____	_____

4. \_\_\_\_\_

### Supplies needed:

_____	_____
_____	_____
_____	_____

5. \_\_\_\_\_

### Supplies needed:

_____	_____
_____	_____
_____	_____

# Skill Builder Ideas

## **Skill Builder 1 - What is 4-H?**

Learn the 4-H Pledge, Know the “H’s” and recognize the logo. What is a Club? What does being a 4-H member mean? Who is a leader? Learn the ins and outs of the 4-H program!

**Resources:** Page 9-12; 4-H Canada Member Handbook

**Outcome:** Member will have an understanding of the 4-H program, will know the pledge along with hand actions , the logo, 4-H facts and the basics about their 4-H Club.

## **Skill Builder 2 - Communications**

Learn about the 4-H Communications Project, play a fun ice breaker game to use your public speaking skills and practice writing a speech.

**Resources:** Pages 13-18; 4-H PEI Communications Handbook; Powerpoint that includes information that will be found in this section

**Outcome:** Member will have an understanding of the communications project

**Possible Display Item:** Speech on cue cards

## **Skill Builder 3 - You as a Leader**

Members will learn about being a leader in their community. They may choose to volunteer in an existing project or create their own to showcase their leadership skills. This will count as a *Community Service Activity*.

**Resources:** Page 19

**Outcome:** Members will have learned what leadership is and how to be a leader by participating in a project within their community

## **Skill Builder 4 - Large Animal Projects**

Members can explore at least one large animal project - horse & pony, beef and/or dairy. It is suggested that members visit a farm, attend a livestock show or event, or tag along to a project meeting.

**Resources:** Page 20 & 21; 4-H PEI Member Guides

**Outcome:** Member will learn about one of the large animal projects and be given the opportunity to see the animals.

## **Skill Builder 5 - Small Animal Projects**

Members can explore at least one small animal project - rabbit, sheep, goat, poultry or canine. It is suggested that members visit a farm, tag along to a project meeting or visit a small animal hospital.

**Resources:** Page 22 & 23; 4-H PEI Member Guides

**Outcome:** Member will learn about at least one small animal projects and be given the opportunity to see the animals or learn

**Possible Display Item:** Small Animal Activity Sheet

## **Skill Builder 6 - Agriculture**

Members will learn about the agriculture industry. Where does food come from? What jobs fall under agriculture? How do you plant a seed? Where do bees live? This will count as an *Ag Awareness Activity*.

**Resources:** Page 24

**Outcome:** Understanding of where food comes from & the people who work in the industry

**Possible Display Item:** A seedling/plant; or something that corresponds with the activity of choice

## **High Lighted Skill Builders**

- The high lighted boxes indicate skill builders that the PEI 4-H Council strongly encourages leaders to explore with their Cloverbud Group at some point in time. These skill builders will eventually become mandatory for the 4-H members when they become Junior members. Though we do not have the same expectations of Cloverbuds, it is important that they are familiar with these components of the 4-H program. If the project groups decides to forego the aforementioned skill builders please be sure to invite Cloverbuds to participate or observe at the Club level.

# Skill Builder Ideas

## **Skill Builder 7 - Outdoor Living**

Learn about the ecosystems on PEI - the wildlife, the plants, the weather and more! This is a great opportunity to visit a wildlife or forestry organization on PEI.

**Resources:** Page 25

**Outcome:** Members will have an opportunity to learn about PEI Wildlife in some capacity and go on a field trip

**Possible Display Item:** Nature craft or other item related to skill builder activity

## **Skill Builder 8 - Science**

Members will explore a science experiment under the direction of their leader.

**Resources:** Pages 26

**Outcome:** Members will participate in a hands on science experiment that focuses on at least one law of science.

## **Skill Builder 9 - Sewing & Needlework**

4-H has a wide range of sewing and needlework projects. Though members will not have time to complete a detailed item, they can explore a skill that they may use later in their 4-H career.

**Resources:** Page 27

**Outcome:** Members will have learned a basic sewing or needlework skill

**Possible Display Item:** Tangible item

## **Skill Builder 10 - Arts & Crafts**

Members can explore at least one large animal project - horse & pony, beef and/or dairy. It is suggested that members visit a farm or tag along to a project meeting.

**Resources:** Page 28

**Outcome:** Member will have created a piece of art or a craft that can be displayed

**Possible Display Item:** Tangible item

## **Skill Builder 11 - Engineering**

Members will become engineers for a day by using Legos to create mazes and games. Let their imaginations shine through!

**Resources:** Page 29

**Outcome:** Members will put their imaginations to use and come up with a unique game or recreate one using Legos or another type of building material

**Possible Display Item:** Tangible Item or Photo

## **Skill Builder 12 - Endless Ideas**

Leaders can explore any project that falls under 4-H PEI or perhaps something new! There are endless ideas out there to explore and the Cloverbud Project allows for lots of flexibility. This is an opportunity to inspire members to try new things and learn about all that 4-H has to offer!

## **New Format. New activities. New ideas.**

- In its first year of the new project format, the 4-H staff welcome any feedback, questions or concerns about the Blacksmith Project. Please do not hesitate to get in touch. Further instructions are provided in the Leader Guide.
- If you have an idea or topic in mind for a project activity that relates to blacksmithing, be sure to talk to your project leader! The new project format allows you to review, discuss and select activities that interest you and your fellow 4-H project members. If you don't see something that you are interested in, suggest a new idea! Have fun with it!



# Skill Builder 1: What is 4-H?

**Additional Resource Available:** 4-H Canada Member Handbook

<https://4-h-canada.ca/sites/default/files/memberbookeng-lr.pdf>

## Conversation 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?

In this section, the 4-H program is introduced. The PEI 4-H program recommends that leaders use the **4-H Canada Member Handbook (2017)** for this section. Your 4-H Specialist can acquire copies of this handbook for your project group. This is a colourful, information packed guide to 4-H that covers almost everything! We do not recommend going through the whole book, but here are some pages that we do suggest would be important to cover. While we want to equip the 4-H members with as much information as possible, it is also important not to overwhelm or make the members feel bored with too much information. Be sure to choose carefully and make it fun!



**Page 6**, Welcome to 4-H! & **Page 7**, Why 4-H?

As you repeat the 4-H pledge with members, be sure to demonstrate the actions and discuss the **meaning of the 4-H's**:

Verse	Action	Meaning
<b>I pledge, my head to clearer thinking</b>	<i>Hand touches head</i>	-be open minded -do what is right -pursue excellence -take responsibility for your own actions
<b>I pledge, my heart to greater loyalty</b>	<i>Hand over heart</i>	-be a person of high integrity -tell the truth and keep your word -be the friend you would like to have
<b>I pledge my hands to larger service</b>	<i>Hold hands out in front of body, palms facing up</i>	-volunteer in the community -protect your neighbours, the environment and our natural resources -promote good citizenship
<b>I pledge my health to better living</b>	<i>Point towards body, moving hands from head to toe</i>	-show concern for others -be kind, considerate and compassionate -treat people fairly -respect yourself and others
<b>For my club, my community, my country and my world</b>	<i>Hold hands in front of body, palms facing each other and spaced apart. Widen the space with each word.</i>	

**Page 8**, Who are 4-Hers? & **Page 9**: What do the 4 "Hs" Stand For?

**Page 10**, 4-H Pledge and 4-H Motto

**Page 26 & 27**, What does it mean to be a 4-H member?

**Page 28 & 29**, What is a 4-H project?... *Further information on pages 30-36*

**Page 38 & 39**, My 4-H Club




# Skill Builder 1: What is 4-H?

In this section, the 4-H program is introduced. While we want to equip the 4-H members with as much information as possible, it is also important not to overwhelm or make the members feel bored with too much information. Be sure to choose carefully and make it fun!

## Conversation 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?

## Important topics to cover

4-H Pledge	4-H Motto	4-H Logo
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.	Learn to do by Doing!	

As you repeat the 4-H pledge with members demonstrate the actions and discuss the **meaning of the 4-H's**:

### **I pledge, my head to clearer thinking** (*touch head*) :

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

### **I pledge, my heart to greater loyalty** (*hand over heart*) :

- 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** (*hold hands out in front of body, palms facing up*) :

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

### **I pledge my health to better living** (*point towards body, moving hands from head to toe*) :

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

**For my club, my community, and my country** (*hold hands in front of body, palms facing each other and spaced apart. Widen the space with each word*).

**History:** 4-H is an international youth and volunteer organization, that started in Canada in Roland, Manitoba in 1913. 4-H began on PEI in 1918. The 4-H program gives youth many opportunities for personal growth. They help build self-confidence, responsibility, and leadership skills that last a lifetime!

**Projects:** Each member picks a project and works with a volunteer leader, to develop skills related to the project. Today 4-H Clubs are active in communities across Prince Edward Island, driven by hundreds of 4-H members and volunteers.

## Skill Builder 1: What is 4-H?

Suggested display item:



Supplies needed: Green cardstock, burlap, white paper, printed logos or logo stickers (available at the Provincial 4-H Office), hot glue and brooch pins

Instructions on how to make a paper pinwheel can be found here:  
<https://www.handsoccupied.com/how-to-make-a-perfect-paper-pinwheel/>

# Skill Builder 1: Activity Sheet

NAME: \_\_\_\_\_

THE 4-H LOGO



THE 4-H MASCOT



**CANADA**

4-H PEI

THE 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.**

# Skill Builder 2: Communications

**Additional Resource Available:** 4-H PEI Communications Handbook; Powerpoint that includes information that will be found in this section; cue card sample (*to be printed*) on page 13

## Conversation Strategies

- Ask members what communication means to them.
- Have they ever seen a 4-H Communications event?
- How do they feel about speaking in front of people? Why?

In this section, the 4-H Communications is introduced. The PEI 4-H program recommends that leaders use the **4-H PEI Communications Handbook** for reference for this section. It is important to remember that your Cloverbud members will not be required to complete a communications project until they become **junior members (9 yrs old)**. We recommend this book only as a reference for the leader to become familiar with the communications project.

**4-H Communications** can be defined as the sharing of information in the form of speech or demonstration. The purpose of the 4-H Communications Project is to provide 4-H members with the opportunity to become effective communicators by learning to express themselves in public, thereby gaining in experience and self-confidence.

**The Communications Project is divided into three (3) categories:**

1. **Speech** - an original verbal presentation which can be completed with or without the use of visual aids. Visual aids may include pictures, slideshows, posters, etc. However, the aids must not distract from the speaker and/or the speech. An **Illustrated Speech** (ie. Power Point Presentation) also fits into this category and is defined as *"mostly speaking with the use of some visual aids"*.
2. **Demonstration** - a verbal presentation showing **HOW TO DO** or **HOW TO MAKE** something, showing as many steps as possible. A demonstration is the combination of speech and action with the use of materials, props and visual aids. Posters can be either digital or created on Bristol board and will be used to illustrate, list the steps and summarize the process. Demonstrations will have a tangible item to display at the end of the presentation.
3. **Alternate Communications** - provides an opportunity for Senior 4-H members to use their learned communication skills to chair an event or complete an alternate project – **must be approved by the Club Communications Coordinator (or Overall Leader) and the Regional 4-H Specialist.**

## First time Speakers

First year members (or first time presenters) will receive a communications certificate upon completion. Members are not required to complete a communications project until they are a **junior member (9 years old)**. Members are encouraged to keep this certificate throughout their 4-H career, adding lettered seals for each year of completion. Seals will be presented to members completing the Communications Project within the given 4-H year reflective of their score range:

**Group A = 90 - 100 / Group B = 80 - 89 / Group C = 79 or lower**

## Activity Suggestion

Hold a mini-communications workshop for the members. As much as possible, do not emphasize the public speaking side of communications, rather the writing and sharing elements. This age group should be familiar with writer's workshop through school. It would be helpful to compare the communications project to other situations in their life where the member must stand up and speak in front of a group of people.

# Skill Builder 2: Communications

## Ice Breaker

Begin this skill builder with an activity that will encourage members to speak. A simple game could be the “skittles game.”

- For this game, members will be given 4-6 skittles (depending on the size of the group) and told not to eat them... just yet! You could also pre-package the skittles in baggies if you wanted to make the process quicker and be able to strategically choose the colours for each member.
- When all members have their skittles show them “the rules.” For each skittle they have they must answer the corresponding question. It is helpful to have these written out or displayed on a powerpoint so that the members do not have to remember or ask each time.
- One by one, members should stand up in their spot or at the front of the room (or it may be a challenge for some members to just sit in their spot and participate—you be the judge!).
- After they have shared their answers they can eat their treat!



*Note - This activity can be done with any type of coloured candy.. Just make sure you check the colours vs the questions to be sure they correspond with one another.*

### Color Codes

Favourite summer activity...

Favourite food

Tell us about your family...

Game, toy or sport...

Favourite ice cream flavour

## Alternate Ice Breaker

The 4-H Specialists have access to FUNtalking conversation starters... just ask and you can borrow a jar!



# Skill Builder 2: Communications

## Overview of Writing a Speech

Tell the group that everyone is going to learn how to write a speech and what it means to public speak. Review a few of the main points in the Communications Handbook:

- There are two main types of Communications projects:

**Public speaking:** This is when you stand up at the front of the room with a speech written on cue cards (show cards) and read it out loud to the audience.

**Demonstration:** This is when you show an audience how to make or do something. For an example, how to bake cookies. You would bring all of your ingredients, a bowl spoon, measuring cup, and so on, and show the audience how to make cookies.

Explain that today's focus will be on public speaking.

- Four main parts to know:

### 1. Topic

A speech is really just a short story or a journal entry. You can write about ANYTHING you want!

Sometimes 4- H members choose to write about their pets, a favourite sport, their brother or sister, a vacation or something that they are interested in like space or farming. You can pick whatever you want to talk about.

### 2. Parts – 4

i. A speech (or demonstration!) can begin two different ways:

A. Good evening chairperson, judges, family and friends.. Today I am going to tell you...

B. Have you ever wondered what it would be like to... Do you know what is... Good evening chairperson, judges, family and friends...

ii. Introduction – tell the audience what you are going to talk about!

iii. Body – explain... facts... etc.

iv. Closing

*\*Remember that you do not have to say your name at the beginning or say thank you at the end.*

### 3. Length

Usually a junior speech (junior means that you are between the ages of 9 and 11 years old) are 2-3 minutes long. BUT, I because our group is younger than this we will not be focusing on a time limit.

### 4. Cue Cards

It is very important that your speech is written on cue cards. This makes it easier for you to hold and they are much “neater” and “quieter” than holding a piece of paper.



# Skill Builder 2: Communications

Practice, practice, practice!

Explain some important things that the members should try to remember when public speaking:

**1. Eye contact**      *Does anyone know what this could mean?*

It is very important that members do not look down at their cue cards the entire time that they are speaking – be sure to look up. A hint that some leaders share with their 4-H members is.. Even though it is called “eye contact” that does not mean that you have to look at the faces in the audience – sometimes that can make you nervous. Even if you look at the back of the room, at someone’s shirt or at a family member.. That all counts as eye contact!

**2. Volume**      *What does volume mean?*

When public speaking the members should speak loud enough so that everyone in the room can hear. Members do not get to use a microphone, so this is something that they might have to practice! Another hint is to hold cue cards up.. If members are holding cue cards (*demonstrate*) down low, their voice will go to the floor, but if they hold their cue cards (*demonstrate*) at chest level, their voice will carry out.

**3. Speed**      *What does speed mean?*

Members have to be sure that they are not talking too fast! When they talk too fast their words do not come out clear, sometimes they lose their spot (which could make them nervous!) and the audience will not get to hear all of the interesting things that they have to say.

**4. Expression**      *Any idea what this one means?*

Expression means changing your voice, your facial expressions and maybe even using your hands. Tell the members that they should present their speech in their natural voice as if they are telling a story to a friend, or their mom or dad!

Remind the member to not become discouraged if they are nervous, if they lose your place or if they don’t feel comfortable looking up at all! These are all skills that will be practiced and each year they will gain more confidence.





## Skill Builder 2: Communications

### Sample

# Katie's Speech

Title: My dog, Luna

Name: Katie MacCormack

Good evening chairperson, judges, family and guests.

She's furry and white.. but sometimes red... she has the prettiest blue eyes and she loves to cuddle. My dog Luna. Luna is Siberian Husky. She is lovable, friendly and mischievous! Luna loves going running, playing with her duck and, of course, food!

There are lots of things that Luna likes, but let me tell you about something Luna doesn't like. Last summer I decided to plant some flowers. As I left for work the next morning I admired my flower garden as I walked to my car. I said goodbye to Luna and went on my way. When I arrived home later that evening, my beautiful flowers were ALLLLL over the yard! Needless to say, I won't be planting a flower garden this year!



### Your Turn!

- Give everyone a cue card (it already has the good evening... typed onto it).... *See next page for printable copy.*
- If possible, divide into smaller groups
- [In our groups,] I would like you to:
  1. Come up with a topic to write a speech about (the adult with your group can help you!)
  2. Write at least 3-5 sentences about your topic.
  3. After everyone is finished writing their speech... The adult in your group is going to ask if anyone would like to read it out loud! This is a great time to practice your public speaking skills.
  4. After that... We are going to come back together as a group. I am going to ask if anyone would like to come up here with me and read their speech to everyone. You do not have to do this! But, if you are feeling brave and would like to share your speech you will have a chance!

Title: \_\_\_\_\_ Name: \_\_\_\_\_

Good evening chairperson, judges, family and guests.

---

A blank sheet of lined paper with a red header line and blue horizontal lines, alternating with yellow and white background colors.

## Skill Builder 3: You as a Leader

**Additional Resource Available:** <https://volunteerpei.ca/> for a list of ideas

### Conversation Strategies

- What is a leader?
- In what way are you a leader?
- How can we be leaders in our community?

This is an opportunity for members to learn about Community Service Projects. It is never too early for members to learn that they are an important part of their community and the choices that they make can impact others positively or negatively.

Brainstorm ideas with your project group about what they could do to help in their community. Is there a flowerbed that they could take care of? Is there a seniors home that they could go visit and play games or sing songs? What about a food drive? Can your group plan a roadside cleanup day?

This skill builder may require more than one meeting to see through. The Cloverbud group may also decide to join their Club's Community Service Activity. The most important outcome is that these young members realize that even though they are young, they can still be a leader and make a positive impact on those around them.



# Skill Builder 4: Large Animal Projects

**Additional Resource Available:** 4-H PEI project guides; Agriculture in the Classroom - Farm Animals <https://aitc-canada.ca/en-ca/learn-about-agriculture/category/farming-basics/farm-animals> ; National Agriculture in the classroom <https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=267> has lessons based around Milk or Meat? Beef or Dairy? For ages K-grade 2.

## Conversation Strategies

- What are large animals?
- Have you ever been close to a cow... horse... ?
- Do you know the difference between a beef cow and a dairy cow?
- Do you know how milk is processed?

## Suggested Activities

- Visit a horse stable, beef or dairy farm
- Ask a horse, beef or dairy project group if the Cloverbuds can come observe a project meeting



# Skill Builder 4: Large Animal Projects



by: Michele Reedy

## Topic: Beef & Dairy Cattle

### What I **K**now

What I know about Beef and Dairy Cattle.

### What I **W**ant to learn

What I want to learn about the foods Beef and Dairy Cattle produce.

### What I **L**earned

What I learned about the foods Beef and Dairy Cattle produce for me to eat.

# Skill Builder 5: Small Animal Projects

**Additional Resource Available:** 4-H PEI project guides; Agriculture in the Classroom - Farm Animals

## Conversation Strategies

- When you think of small animals, what comes to mind?
- What products do we use that come from small animals? Goat? Sheep? Poultry?

## Suggested Activities

- Visit a farm where members can see and learn about these animals
- Ask a senior member to come demonstrate how to show a rabbit and talk about the different breeds
- Learn about different types of poultry
- Make goats milk soap with a local artisan
- Visit a mill where wool is harvested
- Visit a small animal hospital for a tour
- Invite a dog trainer to come talk about the important things to know before getting a pet
- Ask a small animal project group if the Cloverbuds can come observe a project meeting



# Skill Builder 5: Small Animal Project Activity



E P E S H

\_\_\_\_\_



O G D

\_\_\_\_\_



A R B I B T

\_\_\_\_\_



T G O A

\_\_\_\_\_



L T P U O R Y

\_\_\_\_\_



R C K U Y T

\_\_\_\_\_

## Skill Builder 6: Agriculture

**Resources:** Canadian Ag in the classroom website <https://aitc-canada.ca/en-ca> has endless ideas! National Agriculture in the Classroom, an American website, <https://www.agclassroom.org/teacher/index.cfm> also has great ideas with a link called "Curriculum Matrix Link" that allows you to search by grade and subject area.

### Conversation Strategies

- What is your favourite food?
- Where does it come from?
- Who helps put that food on our table? How?

### Suggested activities

- Visit a farm: potato, fruit, animal, egg, etc. learn about what the farm produces and talk to the farmer about why he became a farmer
- Plant individual seeds
- Help plant a community garden
- Visit a bee keeper ; make a product using beeswax or honey
- Participate in a tree planting event
- Visit a food processing plant, ADL for instance, and learn about what they make and who works there





# Skill Builder 7: Outdoor Living

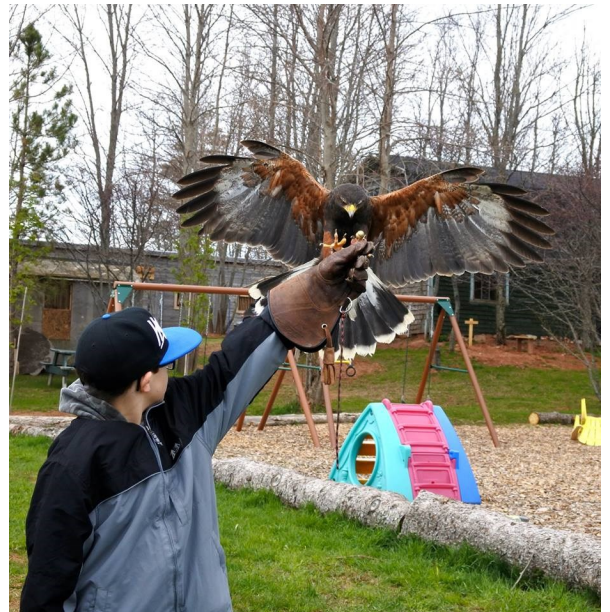
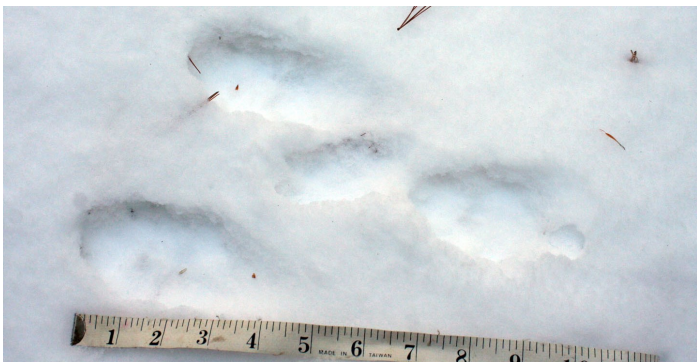
**Resources:** 4-H PEI Outdoor Project Guide; The MacPhail Ecological Forestry Project, <https://macphailwoods.org/> , along with wildlife branches and organizations across PEI are great resources to tap into.

## Conversation Strategies

- What is your favourite part about being outdoors?
- What do you know about wildlife on PEI? What animals live in the wild on PEI?
- How many different trees, plants and flowers do you think grow on PEI? Do you know the names of any?

## Suggested activities

- Go for a nature walk - check out the plants and trees... take photos or have a plant/tree book with you to help identify different species
- Participate in an Island Falconry presentation
- Visit your local wildlife branch or watershed group
- Go snowshoeing - look for tracks in the snow... take photos and try to identify which animal may be the owner!



## Skill Builder 8: Science

**Resources:** The internet is filled with science experiments, but a good resource that also includes a list of materials and an explanation for “why this happened” is <https://www.stevespanglerscience.com/>

### Conversation Strategies

- What are some words that come to mind when you think of science? What about colour, sound, light, experiments...
- Have you ever done a science experiment?

### Suggested activities

- Elephant’s Toothpaste

<https://www.stevespanglerscience.com/lab/experiments/elephants-toothpaste/>



- Light Sticks—Liquid Light

<https://www.stevespanglerscience.com/lab/experiments/light-sticks-the-science-of-liquid-light/>

- Homemade Magnet

<https://www.stevespanglerscience.com/lab/experiments/homemade-magnet/>



- Slime

<https://www.stevespanglerscience.com/lab/experiments/slimes-real-recipe/>

- Germ Science

<https://www.stevespanglerscience.com/lab/experiments/glo-germ-and-giantmicrobes/>



- Bottle Rockets

<https://www.stevespanglerscience.com/lab/experiments/acid-base-rocket/>

## Skill Builder 9: Sewing & Needlework

**Resources:** Again, there are endless ideas on the internet to explore. Leaders can also check out the 4-H PEI member guides, but many of the project ideas are advanced. Check with your 4-H Specialist and they may be able to offer you a suggestion!

### Conversation Strategies

- Who knows how to sew!?
- Do you know anyone who knits?
- What do you do if a button falls off your shirt or you get a rip in your pants?

### Suggested activities

- Set each child up with a piece of burlap or a paper plate and a plastic needle or a metal one with a dull point and let them practice... you could also have shapes or lines pre-drawn on the burlap for them to follow if they choose



- Cut felt shapes and pre cut holes in the felt that the members can weave ribbon through



- Create a mini sewing kit with the members complete with the basic essentials



# Skill Builder 10: Arts & Crafts

**Resources:** Again, there are endless ideas on the internet to explore. Leaders can also check out the 4-H PEI member guides, but many of the project ideas are advanced. Check with your 4-H Specialist and they may be able to offer you a suggestion!

## Conversation Strategies

- What is your favourite colour?
- Would you rather use paint or crayons? Would you rather use glue or string? Etc.
- What is your favourite holiday?

Please note that it is an option to complete this Skill Builder as part of Skill Builder 1 - found on pages 6-8 - a 4-H logo inspired craft.

## Suggested activities

- Christmas ornament



- Nature craft



- Crayon art (small canvas)



# Skill Builder 11: Engineering

**Resources:** Bricks 4 kids <https://www.bricks4kidz.com/> ; Pinterest has a lot Lego projects to look into; if you do not have access to Legos but would like to explore this skill builder with you group please contact your 4-H Specialist - we may be able to help!

## Conversation Strategies

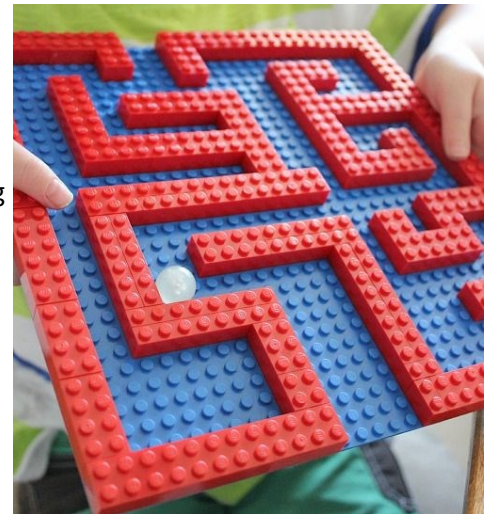
- What types of materials do we use to build things with? Buildings, cars, toys?
- Have you ever designed something?... Maybe just a drawing...
- Do you know what we call a person who designs or builds things?

Explain to the members that they are going to get to be engineers today - using Legos!

Have the members start by designing a maze. All you need for this are different sized Legos, Lego baseplates and marbles or a small ball.

Next (if there is time!) allow the members time to design their own game or design a game that already exists with Legos.

If the Legos have to be returned or cannot stay assembled for Achievement Day be sure to take photos. It is also suggested that this skill builder could be saved until close to Achievement Day so that the Legos can stay assembled for display purposes and then returned. Alternatively there are many building gadgets out there to use... even marshmallows and toothpicks!



LEGO Secret Codes



take along  
LEGO TIC-TAC-TOE



# 4-H Judging

Judging is an important skill that you will use in 4-H and beyond. As a 4-H member, judging will help you develop important assessment skills, and with practice, you will learn to carefully **observe, evaluate, make decisions, communicate with confidence.**

## Is Judging a requirement for THIS project?

Judging is not a requirement for **ALL** 4-H PEI projects, but you are encouraged participate in the practice whenever possible.

- When Judging is a requirement, it will be listed in the PCR's (Project Completion Requirements) on the front page of this member booklet. Members will need to fill out the score card below showing that the activity has been completed. The judging activity will be arranged by your project leader!
- When Judging is not a requirement, members and leaders may use the information and scorecard below for practice and learning. The skills learned from 4-H judging are used in everyday life situations, so it is always a useful skill to build!

## Score Card for Judging

I place this class of: \_\_\_\_\_ in the order of \_\_\_\_\_  
(Description - specify type of animals or items) (1st) (2nd) (3rd) (4th)

I place \_\_\_\_\_ over \_\_\_\_\_ because:

Reasons: \_\_\_\_\_  
\_\_\_\_\_

I place \_\_\_\_\_ over \_\_\_\_\_ because:

Reasons: \_\_\_\_\_  
\_\_\_\_\_

I place \_\_\_\_\_ over \_\_\_\_\_ because:

Reasons: \_\_\_\_\_  
\_\_\_\_\_

I place \_\_\_\_\_ at the bottom of this class because:

Reasons: \_\_\_\_\_  
\_\_\_\_\_

For these reasons, I place this class of: \_\_\_\_\_ in the order of \_\_\_\_\_  
(1st) (2nd) (3rd) (4th)

## 4-H MEMBER OPPORTUNITY - Provincial 4-H Judging Competition (Annual Event)

This event is open to all members, ages 9-21, and offers a great opportunity to learn more about judging in a competitive atmosphere (Three age categories & cash prizes awarded to top members for their judging abilities). Senior members (17-21) also compete for the chance to join the **Maritime 4-H Judging Team** to compete at **Agribition** (Regina, SK) in November.



- **4-H Canada Learns** is a resource tool providing information on 4-H projects from different provinces. Check out [www.4-h-learns.org/resources](http://www.4-h-learns.org/resources) - keyword "judging" for resource documents that will help with developing and building your judging skills!
- **4-H PEI** is able to provide information to members and leaders on both livestock and non-livestock judging practices. Check with your 4-H Specialist for more information **AND** be sure to check out the 4-H PEI Judging Resource page at [www.pei4h.ca/4-h-judging-resources](http://www.pei4h.ca/4-h-judging-resources)

# Member Reflection

As a 4-H member, you are encouraged to “Learn to Do by Doing” through hands-on activities. Keeping a record of your 4-H activities with this **Member Reflection** will provide helpful insight for you, your leader and the 4-H Specialist as to skills you have learned and projects you have completed throughout the 4-H year!



**Skill Based Project:** You are encouraged to work on skill development and completion of project requirements (with guidance from the project leader) throughout the 4-H year. Not every activity will have a tangible item (for display), but you are asked to share the activities and learnings in which you participate below...

**Project Activity:** \_\_\_\_\_

What I did: \_\_\_\_\_

What I learned: \_\_\_\_\_

What I liked: \_\_\_\_\_

**Project Activity:** \_\_\_\_\_

What I did: \_\_\_\_\_

What I learned: \_\_\_\_\_

What I liked: \_\_\_\_\_

**Project Activity:** \_\_\_\_\_

What I did: \_\_\_\_\_

What I learned: \_\_\_\_\_

What I liked: \_\_\_\_\_

**Project Activity:** \_\_\_\_\_

What I did: \_\_\_\_\_

What I learned: \_\_\_\_\_

What I liked: \_\_\_\_\_

**Project Activity:** \_\_\_\_\_

What I did: \_\_\_\_\_

What I learned: \_\_\_\_\_

What I liked: \_\_\_\_\_

*(feel free to use more space if necessary!)*

**LEADER COMMENTS (optional):** Leader observations can be helpful to you in future years with this and other 4-H projects. Be sure to ask your project leader if they would like to reflect on your 4-H year.

I am most impressed by... \_\_\_\_\_

I believe that you have learned... \_\_\_\_\_

In the future I encourage you to... \_\_\_\_\_

## 4-H Year Completion Checklist

In addition to completing Cloverbud activities, members are also encouraged to participate in the Club Communication Night or a Communications workshop, at least **ONE** Ag. Awareness Activity and **ONE** Community Service Activity in order to complete the 4-H year. When they become junior members these components of the program will be mandatory to complete in order to successfully complete the 4-H year.

Use the space provided to reflect on what you have learned through participation in these activities.

### My Communications Activity

- Speech                     
  Club Communications Night                     
  Communication Workshop

What I learned:

---

What I can work on:

---

### Agriculture Awareness Activity

What did you do to complete this activity this year? (Either on your own or with your 4-H Club)

---

What area of Agriculture would you like to explore in the future?

---

### Community Service Activity

What did you do to complete this activity this year? (Either on your own or with your 4-H Club)

---

What will you do in the future to give back to your community?

---

## 4-H PEI - Staff Comments (Optional)

Completion Requirements		Completion Notes
Skill Based Project	NA	
Communications	NA	
Ag. Awareness Activity	NA	
Community Service Activity	NA	