



Exploring 4-H Leader Resource

This project is designed for **youth ages 9 and 10 years of age**, or for 4-H members who do not have previous experience with the 4-H program. The Exploring 4-H Project allows new 4-H members to become familiar with a variety of projects and learn what is involved in being a 4-H member. At the end of this project members should have an understanding of the 4-H program in general and of the projects that they will have the option to enroll in for the next 4-H year.

Project Completion Requirements (PCR)

Project Items & Record Pages

- Members should explore at least five (5) different projects
- Create at least two (2) tangible items that will be on display
- 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

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.

Exploring 4-H Project

Welcome to the Exploring 4-H project. This guide provides you with project meeting plans 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. We encourage project leaders to work together; another project leader may be willing to let the Cloverbud members tag along to a project meeting that will meet the requirements of a certain Skill Builder.

Be Prepared!

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.

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>

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:

_____	_____
_____	_____
_____	_____

Project Activity Ideas

Communications

It is mandatory for Junior 4-H Members to complete the communications project. It will be important for each member to learn the proper way to write and present a speech.

Resources: Pages 7-9; 4-H PEI Communications Handbook; Powerpoint that includes information that will be found in this section

Outcome: Member will complete their communications project

Display Item: Completion Year Check-list, page

Community Service Activity

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.

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

Display Item: Completion Year Check-list, page

Note: This can be Completed with Club

Agriculture Awareness Activity

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?

Outcome: Members will have an understanding of where food comes and the people who work in the industry

Display Item: Completion Year Check-list, page

Note: This can be completed with Club

Activity 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 10-12 or 4-H Canada Mem. 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.

Activity 2 - 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 13 or 4-H PEI Project 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: Journal Entry

Activity 3 - 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 14 or 4-H PEI Project Guides

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

Possible Display Item: Journal Entry

High Lighted Project Activities

- The highlighted boxes are mandatory components of the 4-H year. These three components will not be accepted as one of the five project activities, rather, they are included as a resource to help 4-H Leaders with project meetings. The Junior Members do not have to have separate project meetings for their components, they can and should participate with their Club as a whole when possible.

Project Activity Ideas

Activity 4 - 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 15 or 4-H PEI Project Guides

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

Activity 5 - Science

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

Resources: Pages 16 or 4-H PEI Project Guides

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

Activity 6 - 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 17 or 4-H PEI Project Guides

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

Possible Display Item: Tangible item

Activity 7 - Arts & Crafts

Members can explore at least one arts or craft project. It is suggested that the group connect with a local Artisan to facilitate this activity.

Resources: Page 18 or 4-H PEI Project Guides

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

Possible Display Item: Tangible item

Activity 8 - Engineering

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

Resources: Page 19

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

Activity 9 - 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 Exploring 4-H 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!

Communications

Additional Resource Available: 4-H PEI Communications Handbook; Powerpoint that includes information that will be found in this section

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 that junior members learn how to properly write a speech and the tips/tricks to public speaking.

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 required to complete a communications project when they become **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

Communications

Overview of Writing a Speech

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.



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.



Activity 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
I pledge, my head to clearer thinking	<i>Hand touches head</i>	-be open minded -do what is right -pursue excellence -take responsibility for your own actions
I pledge, my heart to greater loyalty	<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
I pledge my hands to larger service	<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
I pledge my health to better living	<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

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

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 2: 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 3: 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: Outdoor Living

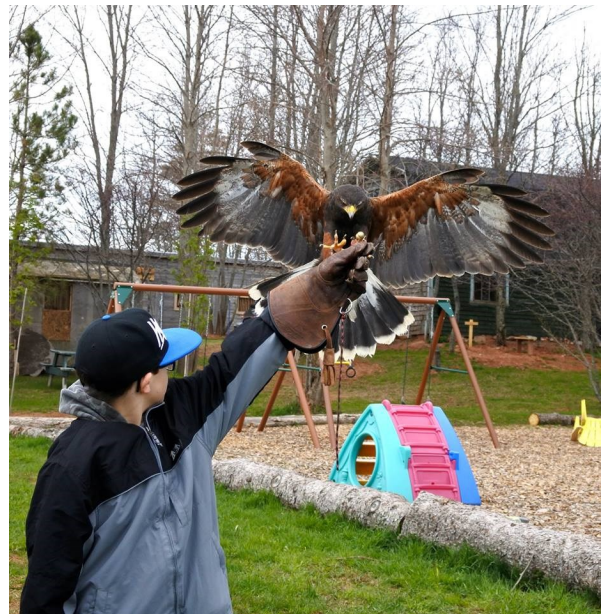
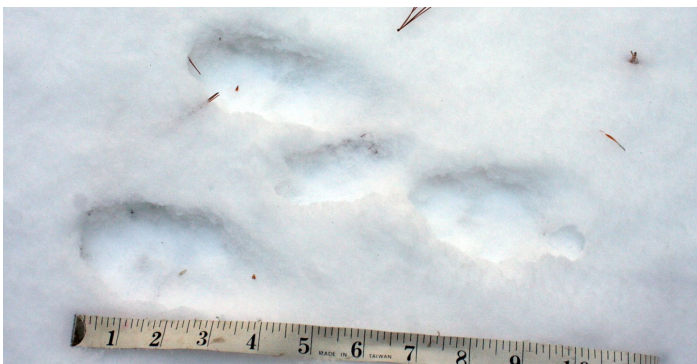
Resources: 4-H PEI Outdoor Project Guide; The MacPhail Ecological Forestry Project, <https://macphailwoods.org/> , along with wildlife branches and organizations across PEI are great resources to tap into.

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 5: 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 6: 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



Activity 7: 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!

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

Suggested activities

- Christmas ornament



- Nature craft



- Pom pom bunny (or another animal!)
<http://www.ikatbag.com/2014/07/bunny-party-bunnies.html>



Skill Builder 8: 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

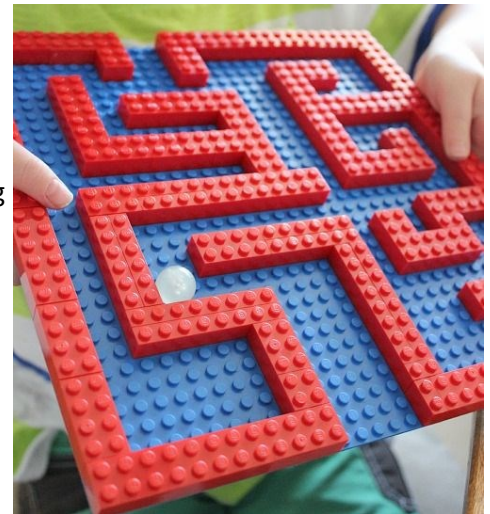
- What types of materials do we use to build things with? Buildings, cars, toys?
- Have you ever designed something?... Maybe just a drawing...
- Do you know what we call a person who designs or builds things?

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 - 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

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 a Skill Based 4-H project, members are also required to participate in Communications, at least **ONE** Ag. Awareness Activity and **ONE** Community Service Activity in order to complete the 4-H year.

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

If this information has already been completed in another booklet, please indicate where it can be found:

My Communications Activity

- Speech
 Demonstration (Single)
 Demonstration (Team)
 Alternate Communications: _____

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		
Communications		
Ag. Awareness Activity		
Community Service Activity		