
LIFE SKILLS MODULE: CLOTHING

Did you ever want to create your own wardrobe - wearing items that you made with your own hands? Well, here's your opportunity!!

WHAT WILL WE LEARN?

In this module you will learn some sewing machine terminology so that you can create your own pair of pyjama shorts or pants.

WHO CAN HELP?

There are many people that have a lot of experience sewing. Talk to neighbours, parents or friends and try to find someone that can assist you with this module.

WHAT DO YOU NEED?

You will need to purchase a pattern for pyjama pants/shorts. I suggest the Kwik Sew pattern #3074. This pattern gives directions for both pyjama shorts and pants and is a unisex pattern that gives different size options in one package.

LET'S GET EDUCATED!

- A. Straight Pins** – Pins should be fine, sharp and rustproof. Dressmaker pins with sharp points are suitable for woven fabrics and ball-point pins are suitable for knits or delicate fabrics.
- B. Hand Sewing Needles** – Needles are available in many types and sizes. Sharps are suitable for most hand sewing. They have round eyes that prevent the thread from slipping out. Choose a needle that is suitable in size for your fabric and thread. The larger the number, the smaller the needle. Chenille/candlewicking size 18/22 are great for beginner sewers as they have large eyes and sharp points.
- C. Machine Sewing Needles** – Machine sewing needles are available in assorted types and sizes. The smaller the size, the finer the needle.
- D. Thread** – Thread is available in many types and sizes. A polyester or a polyester/cotton blend thread can be used on most fabrics.
- E. Thimble** – A thimble fits the middle finger of your sewing hand. It is used to push a needle through fabric.
- F. Dressmaker Shears** – Dressmaker shears are more than 15cm long. They have bent handles with one handle larger than the other to fit two or more fingers and the smaller one the thumb. They are used to cut fabric.

Scissors – Not Shown In The Puzzle – Scissors are talked about here so you know the difference between scissors and shears. Scissors are less than 15cm long. They have identical finger and thumb handles. They are used for trimming, snipping and crafting.

- G. Pinking Shears** – Pinking shears cut out notches in the fabric. They are used for edging seams that will not ravel easily and trimming seam allowances. They work great for grading curved seams because they evenly reduce the bulk. They are also useful for decorative trimming.
- H. Embroidery Scissors** – Embroidery scissors are small scissors approximately 5 cm long with sharp points. They are ideal for cutting threads and removing stitches.
- I. Thread Clippers** – Thread clippers have small blades and sharp points. They are used to trim seams and clip threads.
- J. Seam Ripper** – A seam ripper has a curved blade with a sharp point. It is used to remove stitches.
- K. Sewing Gauge** – A sewing gauge is a 15 cm ruler with an adjustable marker. It is used to measure short lengths and turn up hems.
- L. Tape Measure** – A tape measure is numbered on both sides and has metal ends. The best tape measure starts with 1 on either side for ease when using. It should be flexible, but it should not stretch. A tape measure is useful for taking body measurements.
- M. Ruler** – A ruler and meter stick are used for taking long, straight measurements.
- N. Dressmaker Tracing Paper** – Dressmaker carbon is used to trace pattern marks to the wrong side of fabric. Choose a color close to the color of the fabric.
- O. Tracing Wheel** – A tracing wheel is used with dressmaker carbon to transfer pattern markings to fabric. Tracing wheels are available with a smooth or serrated wheel.
- P. Fabric Marking Pen** – Fabric marking pens are used to transfer pattern markings to a fabric. Several kinds are available including water soluble, evaporating and tailor's chalk.
- Q. Pincushions** – There are two basic pin cushions. The Tomato Pincushion is ideal for storing pins. It has attached an emery-filled strawberry that is perfect for cleaning pins and needles. The Magnetic Pincushion grabs pins, needles and bobbins. It is great for picking up pins that have spilled. They should not come near a computerized sewing machine as they will harm the memory.

LET'S HAVE SOME FUN!

SEWING TOOL SCRAMBLE

The items below need to be put away in the sewing box, however, before this is possible you must identify them. Use the words in the Let's Get Educated section above and write the proper tool name in each of the blanks.



































SOLUTIONS!**SEWING TOOL SCRAMBLE****FABRIC MARKING PEN****SEAM RIPPER****STRAIGHT PINS****SEWING MACHINE NEEDLE****PINKING SHEARS****EMBROIDERY SCISSORS****SEWING GAUGE****THREAD CLIPPERS****TAPE MEASURE****PIN CUSHIONS****RULER****TRACING WHEEL****DRESSMAKER TRACING PAPER****THREAD****HAND SEWING NEEDLES****THIMBLE****DRESSMAKER SHEARS**

SEWING FUN

Now that you have learned about some of the sewing machine tools you might use for your sewing project you can begin to sew.

- With your leader, look through the pattern you selected to determine the type and quantity of fabric to purchase.
- Set a couple of dates to get together to cut out and sew your pyjama pants or shorts.
- If you don't have the necessary sewing supplies you may need to borrow some items from your helper.
- Follow the sewing directions that are included with the pattern. You may need some help with this.

GOOD LUCK AND HAVE FUN!!

MORE! MORE! MORE!

If you enjoyed this module and would like to pursue the clothing project further talk to your leader and see if you can look at the Clothing Project books. You may want to experiment and try sewing some other items. Have someone help you choose simple patterns. It's better to keep things simple at first so you don't get discouraged.

RESOURCES USED TO CREATE THIS MODULE

Information for this module was taken from the Clothing Level One 4-H Project books created by the 4-H Branch.

LIFE SKILLS MODULE: **EXCHANGE**

Keystrokes and Keypals

WHAT WILL WE LEARN?

You will learn about another culture and community by exchanging emails with a child of your age. You will also learn basic safety procedures when exchanging email with a keypal.

WHO CAN HELP?

You will need some supervision for your email exchange. A parent, librarian, or group leader needs to monitor the email exchange and ensure that no inappropriate information is exchanged.

WHAT DO YOU NEED?

Access to the internet in a supervised environment:

- School, library, or your home with your parents permission
- Computer

LET'S GET EDUCATED!

It would be a good idea to visit a library and talk to a librarian in a Computer Access Point. They could talk to you and your supervisor about good web use monitoring equipment. Yahoooligans, for example, is a well monitored site.

Here is a list of safety rules for children exchanging messages.

1. Only tell your first name.
2. Do not give out personal information such as your last name, home address, parent's work address, or telephone number.
3. Never share a password for an internet game or chat room with an online pen pal.
4. Never agree to meet in person with someone you meet online.
5. Notify your parent if you receive an obscene message.
6. Never send identifying pictures to your pen pal. Class pictures are fine to send as long as individuals are not named (for example, John is the third person in the second row).
7. Never attach pictures or other files to an e-mail message unless the people receiving the message have given you permission.

LET'S HAVE SOME FUN!

Email exchange is an interesting and quick way of exchanging information about your community. Remember to only exchange general information about your community, your interests etc. Any identifying information should be avoided.

Remember, interesting information about yourself, and your community, can include what you do in the winter, what kind of food you eat, what kinds of wildlife there is in your area. It's not necessary to ever exchange your name or the name of your community.

Now you're ready to begin exchanging emails. Follow the list of steps below:

1. Log into one of the websites recommended for keypal exchanges.
2. Choose an ID
3. Write an introduction.
 - Make it interesting. Maybe you would like to exchange information on stamp collecting. Perhaps you are a basketball fanatic and would like to exchange stats. Write this information into your introduction and maybe you will meet someone with the same interests.
 - Make it honest. Remember exaggerating or fibbing about your accomplishments will only set yourself for disappointment later on.
4. Be careful when first introducing yourself. Let a parent or supervisor read the first few exchanges so that everything seems on the up and up.
5. If something seems strange or uncomfortable ask your supervisor or parent before answering.
6. Don't feel bad about discontinuing contact if you feel uncomfortable.

Most importantly have fun!

KEYSTROKES AND KEYPALS

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

WORD LIST

CHAT	FRANCE	PETS	EMAIL
ENGLAND	PENPALS	YAHOOIGANS	KEYPALS
MEXICO	WEBPAGES	COMPUTERS	SPORTS
WEATHER	COMMUNITY	INTERNET	
CLASSROOMS	FRIENDS	SAFETY	

SOLUTIONS

KEYSTROKES AND PENPALS

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

OVER, DOWN, DIRECTION

CHAT (8,11,NE)

CLASSROOMS (1,3,E)

COMMUNITY (9,1,SE)

COMPUTERS (7,2,S)

EMAIL (1,13,N)

ENGLAND (18,13,NW)

FRANCE (4,6,S)

FRIENDS (18,12,N)

INTERNET (16,1,SW)

KEYPALS (8,7,NE)

MEXICO (11,7,SW)

PENPALS (8,13,E)

PETS (11,10,E)

SAFETY (15,17,W)

SPORTS (18,6,NW)

WEATHER (11,5,SE)

WEBPAGES (8,8,W)

YAHOO LIGANS (5,15,NE)

MORE! MORE! MORE!

1. Make your own webpage.
2. If you are going to “chat”, make sure you use a kid friendly space, an ID name, and your parents are monitoring. Never give your name, community, or other personal information.

RESOURCES USED IN THIS MODULE

Email Sites

1. www.siec.k12.in.us/west/online/coll1b.htm
2. www.safebrowser.epals.com/en/techSpecs
3. www.zen.org/~brendan/kids-pen.html
4. www.ks-connection.org/home.cfm
5. www.ks-connection.org/connect/kc_result.cfm
6. www.yahooligans.yahoo.com/
7. www.kiddonet.com/

Monitored Chat Rooms

1. Yabber.net (Canadian site) www.yabber.net
2. Headbone Zone www.headbone.com
3. Zeeks www.zeeks.com

Kid Friendly Search Engines (Some have chat capacities)

1. Yahooligans! www.yahooligans.com
2. KidsClick! www.sunsite.berkeley.edu/KidsClick!/
3. Ask Jeeves for Kids www.ajkids.com
4. AOL Kids Only Search www.aol.com/netfind/kids/
5. <http://searchenginewatch.com/links/kids.html>

Kid Friendly Directories

1. KidsClick! sunsite.berkeley.edu/KidsClick!/
2. 700+ Great Sites, American Library Association www.ala.org/parentspage/greatsites/
3. Yahooligans! www.yahooligans.com
4. The Canadian Kids Page www.canadiankids.net/ck/default.jsp

LIFE SKILLS MODULE: **FOODS**

When it's time to use a knife here is something you should always do.

When you're going to chop, or slice, or dice, be sure to face the blade away from you!

*Cooking on a stove can be lots of fun,
but it must be handled with care.*

*If you remember that pots
can get really HOT,
then you'll be halfway there!*

WHAT WILL WE LEARN?

In this module we will prepare two separate afternoon/afterschool snacks. We will include information on nutrition, making choices, preparation, cooking and eating.

WHO CAN HELP?

A senior member, leader or parent can assist you with this module. You may want to complete this module at your home or your helpers' home or perhaps it would work better to take all the supplies needed to a hall or school equipped with a kitchen.

WHAT DO YOU NEED?

Refer to the recipes below for a list of supplies and ingredients.

LET'S GET EDUCATED!

SOME GENERAL TIPS FOR COOKING

Wash your hands - that means using soap too – before you start and when you're done.

Make sure you get permission from your mom or dad before you start cooking using any equipment.

Wear an apron so that your clothes don't get splashed or stained.

Make sure that the dishes, utensils and countertops are clean before you begin. Keep your work surface as neat as possible so that you can see what you are doing.

Read the recipe from start to finish; get all the ingredients and utensils that you will need so that you don't have to stop in the middle of a recipe to find something.

Do any of the food preparation that is listed in the ingredients (i.e. toast bread, washing and preparing fruit)

Be careful not to cut yourself. Don't be afraid to ask for help when using these sharp utensils.

Be careful whenever you use the stove. Always use potholders or oven mitts when handling hot pots and pans. Be sure to turn oven or burner dials to "off" when you have finished cooking. Make sure pot handles are turned in toward center of stove.

AFTER YOU FINISH

1. Put away any unused ingredients.
2. Wash, dry, and put away all of your dishes and utensils. If you are loading your dishes into a dishwasher, remember that the dishes also have to be unloaded and put away once they have been washed.
3. Clean the countertops, stovetop and any spills made on the floor.

COOKING TERMS

You may not need all these terms for the recipes we have included, but they are terms you may need if you enjoy this module and decide to do some more cooking.

1. **Mix:** Stir, distributing all ingredients evenly.
2. **Beat:** Mix with hand or electric beater until all ingredients are blended together.
3. **Chop:** Carefully cut food into small pieces using a small knife on a cutting board.
4. **Shred:** Carefully cut into tiny strips using up and down motions on a grater.
5. **Blend:** Combine two or more ingredients together until smooth and uniform in texture and color.
6. **Sizzle a drop of water:** Heat the pan at "medium heat". To determine if pan is hot, sprinkle a drop of water into the pan. If the drop "sizzles" and then evaporates, the pan is ready.
7. **Dash:** A very small amount, less than 1/8 teaspoon.
8. **Garnish:** To decorate a finished dish, making it more attractive.
9. **Some recipes use abbreviations.**
 - **Tsp** – teaspoon
 - **Tbls** – tablespoon

We have provided instructions for you to create two afternoon/afterschool snacks. Each recipe provides its own list of directions, suggestions, ingredients, supplies and nutritional information.

LET'S HAVE SOME FUN!

FUN FRUIT KABOBS

Prep time: 15 minutes

Serves: 4

Serving Size: 1 kabob

Ingredients:

- 1 apple
- 1 banana
- 2/3 cup pineapple chunks
- 1/3 cup red seedless grapes
- 1/3 cup green seedless grapes
- 1/4 cup dried coconut, shredded
- 1 cup non-fat yogurt

Equipment kit:

1. knife (you may need help from an adult)
2. 2 wooden skewer sticks
3. large plate

Directions:

1. Prepare the fruit by washing the grapes, washing the apples and cutting them into small squares, peeling the bananas and cutting them into chunks, and cutting the pineapple into chunks, if it's fresh. Put the fruit onto a large plate.
2. Spread coconut onto another large plate.
3. Slide pieces of fruit onto the skewer and design your own kabob by putting as much or as little of whatever fruit you want! Do this until the stick is almost covered from end to end.
4. Hold your kabob at the ends and roll it in the yogurt, so the fruit gets covered. Then roll it in the coconut.
5. Repeat these steps with another skewer.

Variation: Roll your kabobs in something besides coconut. Try granola, nuts, or raisins, or use your imagination.

Nutritional Analysis (per serving):

141 calories, 3 g fat, 28 g carbohydrate, 1 mg cholesterol, 2 g saturated fat, 52 mg sodium, 103 mg calcium, 0.5 mg iron, 3 g fiber

Note: Nutritional analysis may vary depending on ingredient brands used.

LET'S HAVE SOME FUN!

TASTY EGG MUFFINS

Mmmmmmm good! It's been said that these are just as good – if not better – than the McD ones (you know the ones I mean)!

Prep time: 15 minutes

Serves: 1

Serving Size: 1 egg muffin

Ingredients:

- 1 teaspoon butter or margarine
- 1 egg
- 1 whole wheat English muffin, split and toasted
- 1 slice cheddar or processed cheese
- 1 slice cooked ham or turkey

Equipment kit:

- Toaster
- Measuring spoons
- Frying pan
- Spatula

Directions:

With adult supervision...

1. Melt butter in a frying pan over medium heat. Break egg into frying pan.
2. With a spatula, break yolk and mix a bit with the white.
3. When egg is cooked, using the spatula, turn it over and briefly cook the other side.
4. Place cooked egg on a toasted muffin half.
5. Top with a slice of cheese and ham or turkey.
6. Cover with the other toasted muffin half.

Variation: Use other toppings of your choice, such as tomato, lettuce, pickles, ketchup, mayonnaise or onions and bun top.

Nutritional Analysis (per serving):

361 calories, 18.5 g fat, 28.5 g carbohydrate, 20.7 g protein

Note: Nutritional analysis may vary depending on ingredient brands used.

MORE! MORE! MORE!

To find more information on Foods in 4-H, check out the foods resources created by the 4-H Branch. If you are looking for more recipes for kids you can go on line to any search engine, type in kids + recipes and you will find numerous great tasting, nutritious, fun to create snacks and meals.

RESOURCES USED TO CREATE THIS MODULE

1. www.kidshealth.org
2. www.eggs.ab.ca
3. www.cookingwithkids.com
4. In Pursuit Of Eggcellence produced by the Canadian Egg Marketing Agency

LIFE SKILLS MODULE: **COMMUNICATION**

You might not believe this, but 4-H leaders agree unanimously that the 4-H communication program is one of the best ways to develop self-confidence in members. Leaders frequently attest to seeing remarkable personal growth in members during three to five years of club membership.

WHAT WILL WE LEARN?

In this module, we will use some public speaking activities to begin this journey of personal growth and self-confidence in 4-H members.

WHO CAN HELP?

There may be an assistant leader or senior member in your club that looks after communication activities. Perhaps they could assist you as you prepare and complete the activity suggestions we have provided you with in this module.

WHAT DO YOU NEED?

Follow the directions for each activity – each one will have its own supply list.

LET'S GET EDUCATED!

Speaking is one of four basic communications skills. Listening, writing and reading are the others. Employers rate the ability to communicate as the second most important job related skill. By increasing their communication abilities, members are contributing to the development and advancement of their future careers.

Completing speaking activities is the best way to become more educated in the skill of communication.

Let's have some fun with a few of these activities.

LET'S HAVE SOME FUN!

We have included directions for a number of different communication activities. You will be able to do some of them in a small group, while others will need to be done with your whole club. Work with one of your leaders to find time during club meetings to complete the activities.

PRESS CONFERENCE

Purpose

Learn to think on your feet and gain confidence in your speaking abilities.

Materials

None

Group Size

4 to 6 people

Background

What makes a singer a great singer? They practice. What singers do to practice varies greatly. A great singer may practice singing scales, may sing with others, may spend time memorizing the words of songs, may try to write her/his own songs, may practice by watching others, or may hire a coach to help her/him develop her/his vocal abilities.

To help you become better at speaking, here is one practice idea. It works at helping you to think on your feet. Every speaker needs this ability. You never know what may happen during your speech. You might forget a part, drop your notes, or get asked questions. Being prepared can in part be done through exercises like the one you are about to engage in.

Activity

1. Imagine that you are a well-known soccer player, farmer, writer, singer, actor, teacher, artist, or computer inventor.
2. Announce to your group who you will be. Give the group about two or three minutes to come up with some questions for this famous person.
3. Now hold a press conference. You are at the head of the group - sitting in an interview chair. The others are around you, members from the press and ready to ask you some questions about yourself.
4. Give each member of the group the opportunity to ask you at least one question.
5. Respond to each question as briefly as you can. This is a pretend press conference, so you can make up your responses as you go. The point here is to get your answers out quickly and briefly.
6. You always have the right to not answer a question. You may want to reply with "no comment". Try to avoid using this too much.
7. After your press conference, another member may want to hold their press conference.

Debrief

- What was the easiest question you were asked? What made it so easy?
- What was the hardest question you were given? Why?
- What do you need to work on to become better at this?

PROP TALK

Purpose

- To develop your ability to convince others.
- Learn how to use a prop in your talk.

Materials

Prop

Group Size

4 to 6 people

Background

Have you ever tried to sell something to someone? If you really think about it, we're selling all the time. We may not be selling products like computers or cars, but we do attempt to sell our idea to others. For example:

- When you want a particular gift for your birthday, you sell your suggestion to your parents.
- When you want to go to a pop, western or rock concert, you try to convince your friends to join you.
- When you need more time on your assignment, you try to convince your teacher to give you the time you need.

We're selling our ideas all the time! What is most important in selling your ideas? You guessed it, effective communication. Your idea may be a great one, but convincing the buyer to buy your idea depends on how well you present yourself.

- Do you prepare your thoughts before you open your mouth?
- Do you think of the buyer and not just about yourself?
- Do you use a variety of voice skills like different pitch and power levels?
- Do you look at your buyers with a friendly face?
- When you are selling ideas, it's always more effective if the buyer can see the idea.

In this exercise we will use props.

Activity

1. Choose a common object you might find around your home, school or club. It might be a pencil, lamp, compass, watch, hat, purse, box, milk carton, or whatever.
2. Now think of two or three creative uses this object might have for which it is presently not being used.

E.g. milk carton:

- Cutting one side off - this side can be used as a memo pad.
- Cutting the top off of the carton to make into a pencil storage container.

3. With your creative ideas, think how you might present them.
4. Plan your talk to include:
 - A brief introduction
 - Your key ideas
 - And a conclusion

For example, you might want to start with a question to pique their curiosity. Then follow with the three creative uses of your object and conclude with a challenge for the audience to use your object.

5. Include a prop in your talk. (E.g. the milk carton, pencil, etc.). You may want to demonstrate how your prop can be used creatively. Remember, to use your prop appropriately. Don't let yourself or the audience be distracted by the prop and make sure everyone can see it.
6. Give your prop talk. Your objective is to sell the audience on the creative uses of your prop.

Debrief

- Did you sell your prop ideas? What gave you the feeling that you did or didn't?
- How did you feel about using a prop? Would you change how you used your prop?

MUSICAL RIDE

Purpose

Increase the number of people listening to you and learn how to keep their attention and interest.

Materials

None

Group Size

Pairs

Background

The human voice is a wonderful musical instrument. Like a piano or guitar, the voice can produce different sounds from high to low. In fact, you probably have the ability to talk in at least one octave - that is produce sounds that span eight notes on the piano. Good speakers take listeners on a musical ride. They use the pitch of their voice to give high and low sounds. This helps to keep their talk interesting. You can develop the ability to vary your voice. When you get excited, chances are your voice goes up. When you are in a thinking mood, your voice may go down. In a speech, there is plenty of opportunity to vary your voice as well. Let's work on your voice pitch to develop qualities in your voice that will make it attractive to listen to.

Activity

1. Read each sentence below.
2. When a word goes up, pitch your voice upward. When a word goes down, pitch your voice downward. Enjoy the musical ride.
3. Use your partner to help you. Get them to listen to you read out loud. Then get them to look at the sentence to see if what they see is what they heard you say.

Musical Ride

a. Why leave?
 don't you

 can't
b. I stay!

 don't diff
c. Please be cult

 see you to
d. I shall tomorrow

Debrief

- As you read these sentences, can you hear the change in pitch?
- Practice some more sentences. You can make them up like the ones above or simply read sentences from a book, focusing on pitch change.

THE WINGER

Purpose

Build up your flexibility and creativity in speaking and learn how to think on your feet.

Materials

None

Group Size

4 to 6 people

Background

When you get a call from your friend who says, "Hi, how are you doing?" you have a wide range of responses available to you.

Some of your responses may include:

- "Just great, I aced my math test yesterday. That's the first time I've ever done that."
- "Okay, I guess. So what's up with you?"
- "Oh, not bad. But it's Saturday and I'm in for some fun. What do you want to do?"
- "Super! My dad just gave me permission to go to the country and western concert in Edmonton - you know the one next week. I'm getting tickets tomorrow."
- "Well I'm feeling a little down today. It's all over the argument I had with Joe. What do you think I should do"?

What you're thinking, feeling and doing - all give you choices on how you might respond to the other person. You are thinking on your feet when you respond.

Let's develop our ability to think on our feet and develop some flexibility in the way we respond.

Activity

1. Look around the room you are in. Pick an object. Let this be your topic.
2. One person says something about that object - in one sentence.
3. The person to their right takes one word out of that sentence and makes it the new topic.
4. He or she then makes up a sentence on that new topic.
5. The next person does the same - picks a new topic based on one word in the last sentence and makes up a sentence on that new topic.
6. Continue going around the group for as long as you can.

EXAMPLE:

First person: I like digital clocks, because they're easy to read.

Second person: The last book I read was awesome.

Third person: Mario LeMeiux is an awesome hockey player.

Fourth person: Hockey has become a big paying sport.

Fifth person: Money is easy to get but hard to keep.

Debrief

- The more you do this the better you get at it - try it again! Maybe this time you might want to say two or three sentences before you pass to another person.

MORE! MORE! MORE!

If you enjoy the activities included in this module and would like to try some more, go to the website listed below to see what other communication activities are included in the Speak Pack.

RESOURCES USED TO CREATE THIS MODULE

The Speak Pack - Communicating Effectively...the 4-H Way! – available through the 4-H Branch or online at www.4h.ab.ca. Talk to your leader about the User Name and Password to access the resources section of the website.

LIFE SKILLS MODULE: **CRAFTS**

Would you like to create something that is a permanent record of your 4-H participation and accomplishments? Do you enjoy painting, drawing, building, creating? If so this is a project you will probably enjoy. 'Crafting' has few boundaries - you can let your imagination run wild.

WHAT WILL WE LEARN?

We have provided directions to create a plaque/display board that you can use to record and display your accomplishments in 4-H.

WHO CAN HELP?

Anyone who has a sense of creativity and enjoys crafting would be helpful with this project. Present this module to a leader or friend. They may already have the supplies necessary to complete this project. This would save you from spending a lot of money. You could offer to pay them a sum of money to cover the cost of the supplies you may use. These expenses, of course, you will include in the Exploring 4-H Record Book. Your helper may also be familiar with painting and woodworking and may be able to provide further suggestions.

WHAT DO YOU NEED?

Some supplies will only be necessary for certain decorating techniques.

1. 12" x 16" piece of wood – any type of wood works. Check out prices at a local building supply store. It may be possible to purchase pre-cut widths of wood. Some stores may cut you the exact width you want.
2. Craft paint or stain suitable for wood
3. Clear spray or brush on acrylic for finishing
4. Paintbrushes
5. Fine sand paper
6. Old clothes
7. Rags

LET'S GET EDUCATED!

As you create your plaque/display board you will learn to work with wood and use different painting and finishing techniques.

LET'S HAVE SOME FUN!

PLACQUE/DISPLAY BOARD

Now, let's start using our creativity. There are many different designs and techniques you can use to create your board. Some of these are outlined below.

1. There are two basic ways to use the piece of wood. The first is to use it as is. The second is to router the edges so as to create a more decorative look.
2. Once you have decided how to use your board, you need to prepare it. As only one side will be displayed, you can focus on that side. You will need to sand the edges as well. Using a fine sand paper gently sand your board to remove any imperfections.
3. We will now go through a number of different finishing techniques and design ideas.

a. Stained Board – choose a stain color you like and follow the directions for application. Be sure you cover the sides and front of the board.

i. Using this technique if you are artistic you can paint a picture or scene on the board.

ii. You could also use stencils to create designs or pictures.

b. Painted Board - If you decide to paint your board there are a number of different techniques you can use. Make sure you put lots of newspaper down (or you can use an old cardboard box), as this can get quite messy!

i. Toothbrush Splatter

- Choose a base color and paint your board. Let dry.
- Choose a few of your favourite color paints.
- Find an old toothbrush. You may want to have a couple of different ones so you can see which one splatters the best.
- Pour your splatter color/colors into separate containers (such as paper cups). Paint may need to be thinned. Experiment to find the right consistency.
- Dip your toothbrush into the paint color desired and using your finger, flick the paint onto the board.
- Before splattering on your board you may want to practice on paper. Experiment with different amounts of paint, different colors, and the end result you would like to achieve.

ii. Marbled

- Choose a base color and paint your board. Let dry.
- Choose two paint colors. It is most effective if you use white and a shade of your base color. So if your base is dark green you can use white and light green as your second two colors.
- Craft paints that come in squeeze bottles work well here. Using first one color, then the other squeeze paint from the bottle in long, narrow strips/streaks across your board.
- Now you will need a long (12") candle. Starting at one edge of your board and applying **firm** pressure, roll the candle to the other side of the board. You only need to roll the paint once. The paint will spill over the edges, but that's okay just use old rags or paper towels to dab up the excess paint.

IMPORTANT: When you roll the paint with the candle, be sure you roll in the opposite direction you put the strips/streaks of paint. So if the strip/streaks go from top to bottom, roll from side to side and vice versa.

- Again you may want to practice on paper and experiment with colors and technique.

iii. Sponging

- Choose a base color and paint your board. Let dry.
- Choose one or more other paint colors. Put a small amount of paint in a flat container such as a pie plate. This paint may need to be thinned. Experiment to get the right consistency.
- You will need pre-cut sponge shapes or you will need to purchase larger sponges and cut the shapes you want.
- Dip the sponge in the paint. Dab off the excess on a cloth or newspaper.
- Sponge on your board. Use as many different colors and sponge prints as you like.
- Again you may want to practice on paper and experiment with colors, quantity of prints and patterns.

4. Finishing – To finish your board and set your paint you need to coat it with a spray on, or brush on clear acrylic. For boards that are done with more than one paint color and don't have a smooth finish a spray works better.

5. Decorative Finishes

- Decorative metal corners can be added.
- You can purchase 4-H emblems and metal plates with your name engraved on them from companies that make trophies. These can be placed at the top of your board.
- You can purchase more plates later and display your accomplishments with your club. This may include plates for 1st in Public Speaking, 2nd in Showmanship or could list the projects you have completed.
- This is your own creation and you can personalize it however you want.

Check out the design suggestions below. You can use one of these or a creation of your own.



The first two are done on boards that are just stained.

The 4-H Cloverleaves can be drawn and painted on, or a stencil could be made to apply them.

The third design uses a painted board that could be sponged, splattered or marbled.

The 4-H Emblem and name plate are items that you could purchase from a trophy store.

If you didn't want the expense of purchasing the emblem and plates you could use a stencil to do the printing.

Decorative corners could be added to any one of these designs. Keep in mind that if your board is routed you won't be able to use decorative corners.

MORE! MORE! MORE!

If you would like more craft ideas the 4-H Craft Project Leaders' Guide provides the following suggestions.

Magazines – there are a number of these on your local newsstand or check with your public library.

4-H Members and their Parents – typically if the parent of a 4-H member is crafty, they will have all sorts of neat ideas for the club. Members will also have some great ideas that the rest of the club will want to create.

Community members – are a fabulous resource to your 4-H club. Most will be willing to help the club with a project or two. Don't overlook the older generations who have many heirloom type crafts that they would like to share with the younger generation. What a wonderful way to get member's grandparents involved. Who knows, maybe there could be some community service work that results in exchange for the crafting ideas!!

Craft Fairs and Farmer's Markets – everywhere you look there is a craft fair popping up. These shows have numerous ideas for everyone to take away and use with their clubs. Farmer's markets are also a good place to look for new ideas. Again, maybe you could approach the person to help with a specific project.

Internet – there are a number of interesting sites to explore. Here are some sites to get you started.

www.canadianliving.com

www.yahoo.com/recreation/hobbies-and-crafts

www.offray.com

www.countrystitches.com

www.quilts.com

www.deltacrafts.com

www.pack-o-fun.com/projects/index.htm

www.familyfun.com

www.tandyleather.com

RESOURCES USED TO CREATE THIS MODULE

1. Marianne Ferriss – Three Rivers 4-H Beef Club
2. www.bbc.co.uk

LIFE SKILLS MODULE: **GARDENING**

Pot Of Pansies

This project is best to do in the spring, from mid April to June.

WHAT WILL WE LEARN?

In this session you will learn what a garden needs to survive. You will demonstrate that knowledge by planting and caring for a pot of pansies.

WHO CAN HELP?

Finding someone who has a green thumb (that is someone who likes to grow plants) isn't tough. Many people find gardening therapeutic. Maybe your neighbour likes to grow their own food in a community garden. Maybe your teacher loves to grow flowers to relieve stress. Maybe the lady who works with your mom has a pond and specializes in water plants. Or maybe your granddad has a greenhouse. Planting and harvesting is arguably the most popular hobby there is. Find one of those people and recruit him/her to lead this session or book a tour with your local greenhouse operator. Tell him/her you are planting a planter and let them have some fun.

WHAT DO YOU NEED?

1. A Planter With Drainage.

- Two gallons is a good size.
- A bucket with holes drilled in the bottom will do, so will a wooden box, a two gallon terra cotta pot, an antique milk jug or even an old coal scuttle with a few inches of rocks on the bottom.

Here is where your expert will help. There are any number of creative choices that are possible, but before you decide on your planter you may want to check if there will be sufficient drainage. Also check with your mom, because you may think her antique milk jug needs a few petunias, but she may not agree.

2. Potting Soil or Garden Soil

- Remember to check with the garden owner that the soil you are taking is healthy and weed free.
- Remember that your garden soil should be dark and loamy.

3. Seedlings for transplanting (four healthy plants should do it).

- Pansies or petunias are good for the first time gardener.

4. Acrylic Paints and brushes

LET'S GET EDUCATED

Preparation

It would be a good idea to visit a greenhouse as a part of your project or before your 4-H meeting. If you speak to the greenhouse ahead of time and explain that you are trying to learn some basic gardening concepts as part of a 4-H project, the greenhouse will know to have someone on hand who has a little more experience. Once you arrive hopefully you can take a tour of not only the commercial part of the greenhouse but maybe tour the non-public areas and learn about humidity, fertilizers, and temperature controls.

During your tour may be a good time to purchase your seedlings. You can talk to the operator about where you plan to put your planter. He/she should be able give you advice on what kind of plants to buy according to: the amount of sun they will need, whether they are suited to a basket or pot, and how much water they require. You can also see some different varieties of familiar plants and maybe you can fill your pot with a pansy that will make a statement.

If you don't have an expert opinion to rely on, try to pick a pansy or a petunia. There are lots of different colors and varieties to choose from. They produce an abundance of flowers that are generally tough and drought resistant.

What Does A Plant Need To Survive?

Its needs are simple: soil, sun, and water.

Soil

Plants use minerals in the soil for food; the roots stretch out in the soil to stabilize the plants. Some plants spread their roots into water, others cling to rocks but for the most part plants spread their roots in soil.

Sun

Plants need sun. Plants use the sun's energy to photosynthesize, which means they turn the energy from the sun and the food from the soil into starches which make up the plants body. The byproduct of this process is oxygen, plants produce oxygen, which means as a species, we need plants to produce the air we breathe. Animals and humans use plants for food. (Think of the foods we eat that are plants. Now think of the other kinds of food that come from animals that need plants to survive.)

Some plants like lots of sun. Marigolds and pansies love lots of sun. Some like shade. Hostas and ferns like to live in the moist shadows under trees or in the shade of the house but even they can not survive in total darkness.

Water

A plant can not survive without water. Some plants can survive on very little water. Cactuses can live without water for months at a time. Other plants need to live in water. Lilies and some kinds of bamboo, can root in water and live out their entire lifecycle, taking minerals they need to survive from the water they are rooting themselves in. Some vegetable producers grow vegetables in huge ponds. Lettuce can be grown that way!

LET'S HAVE SOME FUN!

1. Prepare your planter.
 - You will first need to wash it with a mild bleach solution and let it air dry. This will get rid of any fungi that might harm your plant.
2. Make sure your planter has enough drainage.
 - Depending on the type of material your planter is made of you may be able to drill holes in the bottom of your bucket (oops planter) to let the water drain.
 - Another solution is to put a layer of rocks on the bottom of your planter to allow the water to drain. If you have an unusual type of planter this will likely be a good solution.
 - Remember planters can be adapted from everything from cream separators to wheel barrows.
3. Decorate your planter with the acrylic paints.
 - Be as creative as you want. Remember even plants love a beautiful place to live.
4. Put soil in your planter.
 - Don't pack it. Just put enough soil that it is within an inch or two of the lip of your planter.
5. Dig a hole large enough to drop the seedling root ball in, so the top of the ball is slightly below the surface of the soil in your planter.
6. Pick three or four of the healthiest seedlings in the bunch.
 - Pinch off any dead leaves. It is sometimes a good idea to even pinch off the flowers so that your seedling will concentrate its efforts on growing roots after transplanting.
 - Water your seedling and squeeze the bottom of the container to loosen the roots. (Don't pull your seedling from the top. You'll end up breaking the plant off.)
 - Gently take the root ball from the plant pot and set it into the hole in the planter.
 - Cover the root ball with soil and gently pack the soil around the stem of the plant.

7. Plant two more seedlings into your eight-inch planter.
8. Water your plants immediately and then again at least once every week until the soil is damp, or maybe as much as every day, depending on how hot and dry the weather is.

Remember to talk to your plants regularly. It is unlikely this actually helps them grow but it will make your parents wonder!

PETUNIAS AND PANSIES

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

WORD LIST

FOOD

PETUNIAS

SEEDLING

GREENHOUSE

PHOTOSYNTHESIS

SHOVEL

LETTUCE

POTTING

SOIL

MARIGOLDS

PLANTER

SUN

OXYGEN

ROOTBALL

WATER

PANSIES

SOLUTIONS

PETUNIAS AND PANSIES

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

OVER,DOWN, DIRECTION

FOOD (7,6,SW)
 PETUNIAS (1,11,E)
 SEEDLING (14,1,S)
 GREENHOUSE (11,10,N)
 PHOTOSYNTHESIS (14,14,NW)
 SHOVEL (1,10,NE)
 LETTUCE (1,8,N)
 MARIGOLDS (6,9,NE)
 PLANTER (9,13,NW)
 SOIL (12,7,S)
 OXYGEN (1,12,E)
 POTTING (12,4,W)
 SUN (3,13,W)
 PANSIES (8,1,SW)
 ROOTBALL (5,7,SE)
 WATER (7,5,SE)

MORE! MORE! MORE!

1. Dry your flowers and make a flower arrangement.
2. Use dried pansy leaves to decorate a cake. They are edible!
3. Draw a flower garden plan.
4. Visit a Farmer's Market, or a market garden.
5. Find a recipe using vegetables from your garden and bring it for your friends at 4-H to try.
6. Research and make a composter.

RESOURCES USED TO CREATE THIS MODULE

1. 4-H Gardening Project, Alberta Agriculture, Food, and Rural Development, 4-H Branch, Edmonton 2001.
2. Gardening Life
3. www.canadianliving.com - Canadian Living Magazine
4. www.holesonline.com - Holes Greenhouses

LIFE SKILLS MODULE: INTERIOR DESIGN

Memory Board

WHAT WILL WE LEARN?

In this module you will be learning basic concepts on choosing colors and patterns in fabric. You will also be creating a memory board.

WHO CAN HELP?

Lots of your friends and family may be experienced crafters or quilters. Recruit one to help you decide which colors would work well in a room.

WHAT DO YOU NEED?

- 19" x 24" piece of plywood
- fabric pieces 25" x 30" and 20" x 25"
- sand paper
- 7 meters ribbon to match fabric
- 12 buttons to match ribbon
- cardboard cut 18" x 30"
- batting approx. 25" x 30"
- picture hanger
- glue gun, glue sticks, scissors, tape measure, pliers
- staple gun and staples

LET'S GET EDUCATED!

Choosing Your Fabric

When choosing fabrics for projects there are some points you should consider.

1. For your memory board, consider the style/theme of the room you are going to put it in. If you have sports items in the room, a frilly pink fabric probably won't work.
2. With the style and theme in mind, decide on an 'anchor' fabric for your board that has three or more colors.
3. Select a co-ordinating color for your ribbon. You may want to choose one of the brightest colors in your anchor fabric.
4. Later you may want to make upholstery covers for furniture or throw rugs for the floor. You could use your anchor fabric or using your anchor fabric as a guide, you could select a mid-toned color. This could be a solid or patterned design.

For example, to use an 'anchor' fabric with an American flag design: use white (the background color) for walls, navy (a mid-toned color) on floor, blue and white ticking on the sofa, and red (the brightest color) for accessories and accents.

LET'S HAVE SOME FUN!

Memory Board

1. Choose your fabric.
2. Sand the piece of plywood so the edges are not rough.
3. Center the quilt batting atop the plywood. Wrap it around to the back of the plywood and staple the batting securely in place.
4. Iron your fabric.
5. Center your plywood over wrong side of fabric. Pull fabric tight and staple to board. Be careful not to make puckers at corners.
6. Starting at one corner, measure 4 ½" in and place ribbon diagonally across board.
7. About 2 " from the backside edge, staple one end of the ribbon.
8. Pull tight and staple the other end of ribbon. Cut ribbon.
9. Measure 6" from the ribbon and attach in the same manner as step six. Measure another 6" and place and attach ribbon in the same way. Measure 4 ½" and place and attach ribbon again in the same way.
10. Starting in the opposite corner measure and attach ribbon in the same way as in steps 6 and 7, crisscrossing over existing ribbon. If the measurements aren't working right, you can just eye it.
11. At ribbon intersections staple the ribbon to the board to secure it.
12. Measure cardboard 18" x 23" and cut out. Glue your other piece of fabric to the cardboard.
13. Staple cardboard to back of memory board.
14. Attach picture hanger to back of memory board, either direction.
15. Glue buttons at ribbon intersections.

Knock Knock!
Who's there?
Alfred!
Alfred who?
Alfred the needle! If you sew!

Pictured below is a memory board. Each memory board shows the personality of the person who creates it. There are many variances in the types of fabrics used, and the style the creator uses when covering the board and adding ribbon etc. Although the picture does not follow the pattern exactly as we have included it, you can use it as a guide as you put your memory board together



MEMORY BOARD USES

Crack the code and figure out the mystery message.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|----|---|---|---|----|----|---|---|----|---|---|----|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 4 | | | 9 | | | 24 | | | | 10 | 12 | | 2 | 16 | | | 15 | | | 6 | | | | | |

$\frac{A}{4}$ $\frac{\quad}{11}$ $\frac{\quad}{7}$ $\frac{\quad}{23}$ $\frac{\quad}{20}$ $\frac{UR}{6}$ $\frac{\quad}{15}$ $\frac{\quad}{14}$ $\frac{\quad}{7}$ $\frac{\quad}{5}$ $\frac{OR}{1}$ $\frac{\quad}{16}$ $\frac{\quad}{15}$ $\frac{\quad}{20}$ $\frac{\quad}{26}$ $\frac{A}{4}$ $\frac{\quad}{20}$ $\frac{\quad}{26}$ $\frac{OU}{16}$ $\frac{\quad}{6}$ $\frac{\quad}{5}$ $\frac{AND}{4}$ $\frac{\quad}{2}$ $\frac{\quad}{9}$
 $\frac{ORD}{1}$ $\frac{\quad}{16}$ $\frac{\quad}{15}$ $\frac{\quad}{9}$ $\frac{\quad}{5}$

SOLUTIONS

MEMORY BOARD USES

A picture is worth a thousand words

MORE! MORE! MORE!

1. Glue fabric to an old lampshade to coordinate with your room colors.
2. Paint a frame with colors to match your room and put it on a cork board to keep notes and your calendar.
3. Find some boxes and paint them in a coordinating color to use as storage and reduce clutter in your room.

RESOURCES USED TO CREATE THIS MODULE

www.interiordec.about.com

LIFE SKILLS MODULE: JUDGING

DARE TO COMPARE!!

WHAT WILL WE LEARN?

In this module you will learn how to judge. We will provide you with the steps needed to compare items or animals. Through the information we provide you with you will complete a 4-H judging card where you will place four items and give reasons for your placings.

WHO CAN HELP?

Anyone who is involved in the 4-H program – past or present who has judging knowledge would be able to assist you with this module.

WHAT DO YOU NEED?

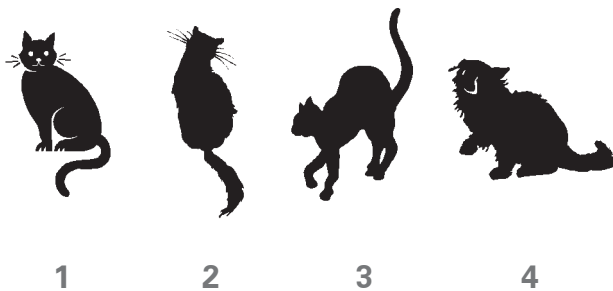
You will need two groups of four items of the same type. For the first group we suggest four jogging shoes, as we will refer to this group throughout this module while teaching you about judging and how to fill out a judging card. The second four items will be used to complete a second judging card. You can use any items you wish, just remember they must be of the same type. Four winter gloves/mittens, four snacks (one candy bar, one granola bar, one bag of potato chips, one apple), four cats, four binders, etc. Be creative – as long as items can be compared using the same criteria they will work.

LET'S GET EDUCATED!

As mentioned above, we will refer to the four jogging shoes throughout this section. There are a few things that you need to know before we begin the nine steps to successful judging.

4-H JUDGING

- Four items are always used.
- Items are always numbered from left to right.



NINE STEPS TO SUCCESSFUL JUDGING

- 1. Picture The Ideal** – Before you look at the four jogging shoes, picture what a perfect or ideal one would look like. If you are judging loaves of bread, get a picture of an ‘ideal’ loaf of bread in your mind. Take the time to sketch the ideal, or write down the points that you feel make up the ideal. Number the items according to their importance.
- 2. Prepare To Compare** – Judging means comparing. You will compare the four jogging shoes to each other and to your idea of the ‘ideal’ jogging shoe. See if you can pick out the advantages one shoe has over the next. Examples of questions you might ask are: Are they new? Are they old? Do they have holes? Do they have good support? How are the laces? Compare quality – good quality shoes that are broken in might be more useful than new shoes that have poor ankle support or are poorly made.
- 3. View From A Distance** – Now stand back and compare the shoes. If you are judging livestock, stand about 6 or 7 meters away from the animals. The smaller the items you are judging the closer you will have to be to get a good overall view of them. Compare the way they are made and their overall appearance.
- 4. View From The Front And The Rear** – Move around the items, still looking from a distance. View the items in the class from all angles.
- 5. Move In For A Closer Examination** – Now you are ready to take a closer look at the items you are judging. Look at each shoe individually and make a thorough assessment of each one. At the same time continue to compare it to the others in the class. Because you are judging small items you should be able to pick them up and look at them from all angles. If you are judging larger items such as sheep or beef cattle you won’t be able to pick them up, but you should be able to touch them in order to get a feel for what is under the hide.
- 6. View Again From A Distance** – By now, you should be getting close to making your decision on the placings of the class. Once you have finished your close examination, move back and take one last look from a distance.
- 7. Build A Picture** – Now close your eyes, and build a picture in your mind of the class as it stands in front of you. This step will be important as you begin to write your reasons. This step will also become important, as at some point in the future it may be necessary for you to give oral reasons.
- 8. Make Your Decision** – If you haven’t already done so, now is the time to make your final decision on the placings of the class. You will put the jogging shoe that you think best fits your picture of the ideal in first place, down to the jogging shoe you think least fits your picture of the ideal in fourth.
- 9. Mark Your Cards** – Now you need to write your placings on the card in the placings section. Do not forget this step as many markers won’t give you credit for your placings if they are not written in the appropriate section. Also be sure they match the numbers you use when writing your reasons. We will do more on writing reasons later in this module.

Above are nine steps you can use when judging.


We will now look at the 4-H judging card and give you some tips on how to effectively fill them out.

Remember:

- Good reasons have a specific format.
 - This format is used for both written and oral reasons.
 - For this module we will focus on written reasons.

On the following page is a sample of how a judging card could be filled out. It shows the format and terminology 4-H members use.

Study the card and then refer to the points that follow it to identify what points you need to concentrate on.

| | | | |
|---|---------------|---------------------------|----|
|  | | <h3>4-H Judging Card</h3> | |
| Club name _____ | | | |
| Name | Mary Jane | Age | 11 |
| Class | Jogging Shoes | Contestant's number _____ | |

| | | | |
|----------|--------|-----|-------|
| Placing: | First | — 2 | _____ |
| | Second | — 1 | _____ |
| | Third | — 4 | _____ |
| | Fourth | — 3 | _____ |

| | |
|-----------------------|-------|
| For official use only | |
| Placing | _____ |
| Reasons | _____ |
| Total Score | _____ |

Reasons: Be comparative and brief.

I placed this class of jogging shoes in the order 2143.

I placed 2 over 1 because #2 is a more sturdy shoe, shows quality workmanship and is made from a more breathable material.

I place 1 over 4, in a close placing (Statement 2) because although #4 has more overall eye appeal than #1, #1 provides more support than #4 and also has stronger laces for tying securely.

I place 4 over 3 because (Statement 1) #4 is a more well put together shoe than #3 and the stitching in the seams is straighter and more even.

These are my reasons for placing this class of jogging shoes in the order 2143.

INTRODUCTION

THE BODY

CONCLUSION

As you can see on the card, reasons follow a specific format and have three parts – **the introduction, the body and the conclusion.**

The Introduction – This is a simple statement that tells the listener/marker:

- The class you judged
- Your placing of the class

Example – “I placed this class of market steers 2134.” Or

“In this class of canine agility I placed the dogs 3214.”

As I have shown, the statement doesn’t always have to be exactly the same, as long as it states the class name completely and correctly, and identifies the placings.

The Body – This is the most detailed part of your card. This is where you will spend the most time.

- There are three pairs that you will compare: the top pair, the middle pair and the bottom pair. In the following example - “I placed this class of pyjama pants in the order 1 3 2 4” you will compare 1 and 3, 3 and 2, 2 and 4.
- Be descriptive and comparative in your reasons. You are not only describing the items, but you are comparing them as well. You need to use words ending in “er” and phrases beginning with “more”. Refer to the card above. These words are formatted in italics and underlined so you can easily pick them out.
- Be sure the information you provide is true. Don’t make things up just so that you can write something down.
- State your most important points first, then go on to your less important points.
- Be thorough – mention all of the points you consider to be important.
- Be sure your words are descriptive and specific. Words that aren’t descriptive or specific and that you should never use on your card are “good”, “better”, “best” and “nice”. The words you use will describe specifically why one item is good, better, best or nice. If you were to say item # 1 is better than item #3, this wouldn’t really describe why it is better, so don’t use these non-descriptive words.
 - **A hint** – if your statement doesn’t say **why** one item is better than another you know it’s not something you want to write on your card.
- Use correct terminology. Often a judging official will tell you what the ideal is to him. Write down the points he uses and when you fill in your card you will have some of this terminology and understand its meaning.
- Be positive. State the advantages of one item over another, rather than pointing out the weak points of the lower placed item. See statement 1 above. Notice it doesn’t say #3 is more poorly put together than # 4, but rather that #4 is more well put together than #3. Avoid being negative.
- Try to keep your reasons organized.
- If a placing is close it’s okay to say so, as exhibited by statement 2 on the card.
- Be concise. If possible, get your point across in a few words rather than many words.
- Avoid using “he”, “she” or “it”. Refer to the items in the class with their number.

The Conclusion – This should be a simple statement summarizing the information from your introductory statement. Again, give a complete and correct identification of the class and your placings of the class.

For the purpose of this module the teachings have been kept at the introductory level. If you enjoy this module and decide you would like to pursue this project further, you will be able to learn how to be more creative with your judging card.

For many years 4-H has put a great deal of time and effort into written reasons. In the past few years leaders have tried to spend more time teaching oral reasons. In most competitions, officials explain their placings and reasons verbally, rather than in a written format. So, although 4-Hers need to know the basics and know how to complete their reasons in a written form eventually if they intend on continuing with judging, most of their judging experiences will require giving reasons verbally in front of a group of spectators.

LET'S HAVE SOME FUN!

Now it's time to complete your own judging card. Enlist the assistance of your project leader or someone who is familiar with 4-H judging cards. Work with this person to find four items that you can compare in a regular judging class to fill out your judging card. You can photocopy the card we have included with this module or if you want more experience, or would like an official judging card, these can be obtained through the 4-H branch. Allow your leader to go over the card with you pointing out the strengths and areas where you need improvement.

MORE! MORE! MORE!

A 4-H Judging Project is now available through the 4-H Program. There are also many workshops and competitions that 4-H members can participate in. Check one of your leaders if you are interested. They may be able to help you with this. In the resources section of the Alberta 4-H website – www.4h.ab.ca you can access the Let's Judge pamphlet as well as see other judging pamphlets on livestock species that are available through the 4-H Branch. The publication called, '4-H Judging Manual', is available from the 4-H Branch.

As a senior member more judging opportunities are available, beginning at the provincial level, with the Provincial Judging Competition held each year in Olds. From here you can qualify to go to other competitions across Canada and the U.S.

RESOURCES USED TO CREATE THIS MODULE

Much of the information supplied in this module comes from the 'Let's Judge' publication.

LIFE SKILLS MODULE: **PERFORMING ARTS**

Drama

The theatre is so endlessly fascinating because it is so accidental. It's so much like life.

Arthur Miller

WHAT WILL WE LEARN?

This module is designed to explore basic concepts of movement and interaction between actors. You will complete activities that will enable you to learn to improvise in response to fellow actors.

WHO CAN HELP?

It would be a good idea to have someone with acting experience work with you for this module. However, remember that much of drama is designed around the basic spontaneity and creativity in each of us. Don't be afraid to explore this without expert help. Just be prepared to be spontaneous and have fun.

WHAT DO YOU NEED?

A group of five or more

Your sense of fun and creativity!

LET'S GET EDUCATED!

We could but why not have fun and see what develops.

LET'S HAVE SOME FUN!

Using the 4-H Fun Pack that is available through the 4-H Branch, start with the following activity that is taken from the section entitled "Creating A Positive Environment."

LINE 'EM UP

Divide your members into groups of eight to ten people.

Have each group form a line, with plenty of room between each participant.

Each group's task is to rearrange themselves in the order you call out. For example, if you say, "alphabetical order by last name," groups hurry to rearrange themselves so members are all standing in alphabetical order.

Here are some formations to call out:

- By birthday months
- By age
- By alphabetical order of first or middle names
- By number of brothers and sisters
- By number of people in your family
- By how long they've lived in the community
- By length of hair
- By time they get up in the morning
- By bedtime
- By distance from school

The following activities will help you continue your performing arts module.

FREEZE

When everyone is relaxed and laughing, start a game called "Freeze." Have your members start by moving, walking, adding movement, and then call out "freeze!" suddenly, when you want them to stop. They will soon get the idea that the more they explore movement the funnier the pose when they freeze in. Try this a few times and see where it goes.

Tell your members to explore different scenarios:

- You are climbing a mountain
- Trying to see over a lady at a football game and your team scores a touchdown
- Fight an imaginary partner
- You are a burglar and you are trying to escape with the crown jewels when the guards see you

Use your imagination.**PARTNER FREEZE**

Now explore a more advanced form of the game. Split the group into groups of three. (You might use a Teaming Up game from the 4-H Fun Pack.) Have each group start their own private game of "Freeze." One person thinks of a scenario and starts to act it out. The partners watch until they figure out a scenario that matches the first person's actions. It doesn't matter whether this is the intended scenario. The purpose is to draw a second person in. The first person may pretend to be a prisoner being escorted to prison and his/her partner may decide they look like a ballroom dancer. The partner moves in and the first must adapt to this new reality using their dialogue and movement to convey the scenario; the more movement the participants use, the better.

Then the third person watches the new tableau until a movement reminds them of another scenario and then they call, "Freeze." He/she taps a person on the shoulder they wish to replace and move into the partner's spot. Suddenly the cat burglar/ballroom dancer is being measured for a wedding dress and getting stuck with pins.

On and on it goes until the partners are learning to adapt to one another's cues. If you find one group does a great job and others are floundering, try asking one member of each group to move to another group.

MOVEMENT EXERCISE

Drama is about more than dialogue and emotion; a story can be conveyed in movement. Members must practice moving in a very self-aware way. A basic concept is that a movement—any movement—can be changed in a number of specific ways. Among them:

Change the size of the movement. A movement can be made wider or narrower, higher or lower, deeper or shallower. (Demonstrate these three concepts by walking—and having the members walk. One can make the walk wider or narrower by widening or narrowing the stance and swinging the arms further away or closer to the body. One can make the walk higher or lower by walking on tiptoe or slouching. One can make the walk deeper by taking larger steps or swinging the arms further forward and back.)

Change the weight of the movement. A movement can be light or heavy. (An angry schoolteacher may walk heavily; a ballet dancer may move lightly.)

Change the direction of the movement. A movement can be direct—moving to a specific point without veering off the path—or indirect—wandering aimlessly.

Change the tension of the movement. The muscles can be loose and relaxed or tense and constricted.

Now have your members practice changing movements. Start by creating a scenario for them. "You are waiting for a bus, now it's late and you're angry. Your foot tapping gets more impatient, heavier. You decide to walk." Now have your members change their style of walking. Change the size and weight of the walking by making it bigger or smaller, lighter or heavier.

Another activity that asks members to explore movement might be the following:

MIRROR IMAGES

Members need to find partners. Stand opposite one another and have one person choose to be the leader and the other their mirror image. Now have the leader move slowly and have the mirror image copy the motions as accurately as they can. Soon you will be responding to very simple cues to copy one another's movements. To make this easier, have a leader or senior member walk around the groups and if one is not catching on,

suggest a scenario that will allow more cooperation between the partners. For example - you are getting ready for a date, shaving, or putting on makeup.

HAMSTER BUBBLES

Now that you are learning to respond to one another, try incorporating more movement. Curl up into a small ball. Picture yourself as being curled up into a small bubble. Now you must expand the bubble by pushing on the walls, which are heavy and elastic, like a rubberized hamster ball. Push on the walls of the bubble until it slowly expands to accommodate you standing inside the spherical bubble.

Now, picture that you are a hamster in the bubble, rolling the bubble around and bumping into other bubbles. Remember that at this point you cannot collide because each of the members is trapped in their own spherical bubble.

Now change the scenario and suggest that you can reach through a small hole in the bubble and catch the hand of someone else in his or her bubble. Shake that person's hand. Now you can expand the hole to allow the other person into a larger bubble that formed out of the two bubbles. Now you two people must learn to roll your bubble around the room by working together.

When you get the hang of rolling your bubbles around the room in partnership, run your bubbles into another pair, shake their hands, and then expand the bubble again. When the four get the hang of moving around together collide again until everyone is in a very big bubble. Now expand the bubble to encompass the room.

You did it.

CLOSING ACTIVITY

A good closing activity for this module is “Rain” from the 4-H Fun Pack. Another might be a relaxation meditation involving deep breathing and visualizing. Discuss with other members completing this module, what they liked about it.

DRAMA FUN!

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

WORD LIST

CHARACTERS

FIGHT

MUSIC

COSTUMES

FUN

RUN

CURTAINS

LAUGH

SONG

DANCE

MAKEUP

STAGE

DIRECTOR

MASK

VOICE

FACE

MOVEMENT

WRITER

SOLUTIONS!

DRAMA FUN!

H G U A L G + M M + + F
 F A C E N R O + U C + U
 + + + O U V + + S H + N
 + + S N E + + + I A + +
 S S E M U T S O C R R +
 + N E V F + P + E A O +
 E N I I O U + + C C T +
 T G G A E I + + N T C +
 + H A K T M C + A E E +
 T + A T + R A E D R R +
 + M + + S + U S + S I +
 W R I T E R + C K + D +

OVER, DOWN, DIRECTION

CHARACTERS (10,2,S)

FIGHT (5,6,SW)

MUSIC (9,1,S)

COSTUMES (9,5,W)

FUN (12,1,S)

RUN (6,2,SW)

CURTAINS (8,12,NW)

LAUGH (5,1,W)

SONG (3,4,NE)

DANCE (9,10,N)

MAKEUP (2,11,NE)

STAGE (5,11,NW)

DIRECTOR (11,12,N)

MASK (6,9,SE)

VOICE (4,6,SE)

FACE (1,2,E)

MOVEMENT (8,1,SW)

WRITER (1,12,E)

MORE! MORE! MORE!

- As a group you could go to see a theatre production, a drama festival or improvisational theatre.
 - Most communities have drama clubs that put on productions and with their experience they may have an added appreciation for the production.
- Make a paper mache mask conveying an emotion.

RESOURCES USED TO CREATE THIS MODULE

The 4-H Fun Pack produced by the Alberta 4-H Branch

LIFE SKILLS MODULE: **SCRAPBOOKING**

Creative keepsakes – scrapbooks for all occasions!!

WHAT WILL WE LEARN?

We will give you some basic tips that will help you create your own scrapbook page. We hope to give you a glimpse of this creative pastime that has people creating precious heirlooms to pass on from generation to generation. You will use photos and memorabilia that you collect throughout your 4-H year to create a title page for your Exploring 4-H Project.

SUGGESTION: Because you will be acquiring photos and memorabilia throughout the year, from each module, to use to create your cover page, you may want to complete this module last.

WHO CAN HELP?

You can enlist the help of any senior member, parent, leader or community member that has experience scrapbooking. One of your leaders may be a scrapbook 'specialist' or may be able to point you in the direction of someone who is.

WHAT DO YOU NEED?

You will be creating a title page for your Exploring 4-H Project. You will need the following items:

1. Approximately 3-8 photos and/or memorabilia items from your Exploring 4-H Project
2. One 8 ½" x 11" photo album page with plastic cover
3. Stickers that follow the theme of your Exploring 4-H Projects
4. Colored paper
5. Acid free pen or pencil for tracing
6. Markers for journaling - giving your photos dates and captions
7. Scissors-regular and/or scissors with a special edging blade called paper edgers
8. Photo splits, photo corners, photo glue or something that will adhere your photos and colored paper to your title page

The items you use to create this page should be archival quality, acid-free and lignin free to ensure your page will not deteriorate over time. If you use items on your page that don't follow these guidelines your photos will deteriorate. A scrapbook enthusiast may be able to help you acquire the necessary materials. They can also be purchased at drugstores, craft stores, department stores or through home party scrapbook consultants.

LET'S GET EDUCATED!

There is a wonderful new craft called scrapbooking (creating memory albums). It provides a creative, fun way to get your precious photographs out of shoe boxes and into photo albums where they can be seen and shared.

"Everything we do depends on memory. Without it, we would have no history, no reading or writing, no ability to learn by experience. Being able to recall the past-either a recent moment or a distant decade-makes us who we are.

We rely on certain objects to help us reconstruct the past - a past that would certainly blur, if not disappear entirely from our grasp, without them. Photographs help us remember the all-too-quick stages of a child's growth, a treasured landscape, or our own life's milestones. And by compiling these photographs and mementos into scrapbooks (or, more literally, memory books), we are preserving not only the physical remains of the event but the invaluable story that they trigger in our memory."

The art of scrapbooking combines photographs, memorabilia and decorative design elements to capture and illustrate events or particular moments in time.

Scrapbooking is a one-of-a-kind expression of creativity. It is yours and yours alone - no one else will ever be able to re-create what you have created.

It is your own personality and imagination that will be displayed in your creation. What you choose to include in your memory album, or in this case on your Exploring 4-H Cover Page is up to you.

Your own combination of photos, colors, stickers, embellishments and overall arrangement will reflect your own creativity and personality.

Before starting your page, take the time to look at the creations of someone who has completed memory albums.

You can use the internet to find ideas for scrapbook pages. Simply use a search engine; type in scrapbooking and you will be amazed at the ideas that pop up.

Other peoples' albums and the internet will provide you with inspiration and give you ideas on how to complete your Exploring 4-H Cover Page.

You may also be inspired to go further with this module and take scrapbooking as a project of its own.

LET'S HAVE SOME FUN!

Now that you are full of ideas and enthusiasm it is time to put your creativity and imagination to work. Included below is a list of steps to get you organized and help you create your Exploring 4-H Cover Page.

- 1. Sorting:** Sort your photos and memorabilia according to module. Set your photos and memorabilia on the page and decide which work best together.
- 2. Cropping:** Cropping is the cutting away of all the unnecessary parts of a photograph. The photo is most exciting if you crop it just around the focal subject. Images in the background should be eliminated unless they pertain specifically to the focal point. When cropping, turn the photo, not the scissors. After cropping, you may want to re-cut some photos with paper edgers. You may want to cut out photos close to the focal subject or you may want to cut them in a circle, square, oval or other unique shape.
- 3. Cutting Shapes:** For perfect shapes, use a plastic stencil or household items such as plates, lids, containers etc. Place stencil (or household item) over the photo, framing the image, then mark around stencil using an acid-free pen or pencil and cut inside the line. For cutting shapes from your colored paper, trace on the back of the paper and then cut out.
- 4. Matting:** Select your papers. You can use paper to border your photos and/or memorabilia. You can co-ordinate your colors with your photos or use a color theme on the entire page. Cut your matts or photo borders approximately $\frac{1}{4}$ " to $\frac{1}{2}$ " outside the edge of the photo. You can put triple or double matts on some photos or leave some with no matts. Matts can be trimmed in a different shape from the photo and you can use different combinations of paper edgers and straight scissors to create different effects.
- 5. Mounting Photos/Memorabilia To Matts:** Once you have decided what paper color combinations, shapes and paper edgers you are going to use you can mount your photos. There are two ways you can do this:
 - a. Glue/stick the photo to the selected sheet then cut around it.
 - b. Cut all your matts first and then glue/stick the photos to them.
- 6. Borders & Shapes/Die Cuts:** You can use colored paper to create borders and shapes (often called die cuts) that will add to the overall design you are creating. You can co-ordinate these colors with the colors you use with your photos.
- 7. Putting Your Page Together:** Arrange your photos on the background sheet until you

are satisfied with your arrangement. Consider where you will place your borders and die cuts as well as where you will place stickers to enhance the overall design. Once you are satisfied with the placement of items, glue or stick pieces in place using photo splits or an acid-free adhesive. Don't forget to leave some space for journaling.

8. Journaling: This may be the most important step in scrapbooking. While you may not like your printing or handwriting this adds a valuable personal touch. Some details you may want to add are names, dates and places. To make your page more personal it's nice to add a little more information. "Our leader, June 2005, Judging Day" is adequate but it's better to add a little more creativity with something like "Leader's name, entertaining us with a presentation on Scrapbooking, Judging Day, June 2005."

When journaling you can write on a colored sheet, cut it out and stick it on the background sheet or you can write directly on the background sheet. Colored markers will also add to your design, but be sure they are acid free.

9. Enjoy: Now sit back and take a look at your creation – you have created your first scrapbook page.

MORE! MORE! MORE!

There are a huge variety of decorative design items as well as scrapbook idea books. These are available at pharmacies/drugstores, department stores, craft stores and through home party sales consultants. Many of these also offer classes and workshops that can be helpful when creating memory albums. As mentioned earlier in this module, entering scrapbooking into any search engine on the internet will turn up numerous sites that will be helpful.

RESOURCES USED TO CREATE THIS MODULE

1. Fiskars – A Snip Down Memory Lane
2. Cynthia Hart's Scrapbook Workshop

Quote 1 - Cynthia Hart's Scrapbook Workshop

LIFE SKILLS MODULE: **SMALL BUSINESS**

Turning Lemons Into Lemonade

This project is easiest to do in the summer from June to August.

WHAT WILL WE LEARN?

In this module you will learn some basics on how to plan a successful business venture.

WHO CAN HELP?

There a lot of people with basic business skills. Most people have to write a business plan to get a business loan; bank employees would be especially good to help develop your business plan. If you can find someone who loves to help people with good business ideas you will be well on your way.

WHAT DO YOU NEED?

A Business Plan

A good idea for a business: Some ideas might be: Rent A Kid, Babysitting, Dog Walking, Lemonade Stand, A Garage Sale.

LET'S GET EDUCATED!

On the following pages is a sample business plan for you to follow as you prepare your business venture.

BUSINESS PLAN OUTLINE – Garage Sale

| WHAT YOU NEED TO PLAN | YOUR IDEAS |
|---|------------|
| <p>Executive Summary
 (Quit your gabbing. What do you want to do in one or two sentences?)</p> <p>I want to hold a garage sale to raise money for our class field trip.</p> | |
| <p>The Industry
 (Who is your competition and how are they doing?)</p> <p>Garage sales are very popular on Saturday mornings. They do really well on sunny days during the summer. There are at least five garage sales held every Saturday morning in the summer.</p> | |
| <p>The Market
 (Describe your potential customers, what they are looking for, and where they are coming from.)</p> <p>They are relaxing on a Saturday morning. They probably won't spend more than fifty dollars.</p> | |
| <p>Competitive Analysis
 (How am I going to beat the competition? And if I can't beat 'em how can I join 'em.)</p> <p>My customers are looking for inexpensive household items, baby furniture, and recreational items. I'll need a couple of larger items to draw the customers in but have lots of smaller stuff to fill things up.</p> | |
| <p>Marketing Plan
 (How am I going to reel in the customers?)</p> <p>There is cheap ad space for garage sales in the local paper. I'm also going to have free coffee and ice water for customers.</p> | |

Management Plan**(Who's in charge, and what is their job?)**

Me! Mom and Mrs. Kelley will help. My job is to coordinate, Mom will give me ideas and help me arrange things, and Mrs. Kelley is arranging the transportation of the sale items to my garage.

Operating Plan**(How are we going to arrange the business idea?)**

My dad is helping me unload items. My mom said she would help me write the ad and price the items. The kids in my class will bring their items to our garage. I will make posters for the corners and to put up at the gas station at the corner. I have three friends coming to man the table and collect money.

Financial Plan**(We need seed money!)**

| | |
|------------------------------|--------------|
| Expenses | |
| Gas to bring items to garage | donated |
| Poster Paper | \$3 |
| Labels | \$3 |
| Tape | \$2 |
| Coffee | \$6 |
| Disposable cups | \$3 |
| Total | \$17 |
| | |
| Estimated Sales | \$125 |
| Less Expenses | -17 |
| PROFIT | \$118 |

LET'S HAVE SOME FUN!**LEMONADE STANDS AND GARAGE SALES**

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

WORD LIST

BABYSITTING
 MARKETING
 STAND
 BOSS

MONEY
 SUCCESS
 DOG
 OPERATION

WALKING
 GARAGE
 POSTER
 WORK

LEMONADE
 SALES

SOLUTIONS!

LEMONADE STANDS AND GARAGE SALES

+ W + + + + + + + + + + G Y +
 G + A + + + + + + + + + + A E +
 + N + L + + + + + + + + + + R N +
 + + I + K + + + + + + + + + + A O +
 G N I T T I S Y B A B N G M P
 + + + + E + N E + + + O E O +
 + + + + + K D G + + + I S + +
 + + + + + A R + + + + T + + +
 + + + + N + + A + + E A D + +
 + + + O + + + + M R + R + O +
 S + M S U C C E S S S E + + G
 + E D N A T S + + S + P + + +
 L + L + + + + + + O + + O + + +
 + + + A + + + B W O R K + + +
 + + + + S + + + + + + + + +

OVER, DOWN, DIRECTION

BABYSITTING (11,5,W)

MARKETING (9,10,NW)

STAND (7,12,W)

BOSS (8,14,NE)

MONEY (14,5,N)

SUCCESS (4,11,E)

DOG (13,9,SE)

OPERATION (12,13,N)

WALKING (2,1,SE)

GARAGE (13,1,S)

POSTER (15,5,SW)

WORK (9,14,E)

LEMONAD (1,13,NE)

SALES (5,15,NW)

MORE MORE MORE!

1. Try out your business plan.
2. Take pictures and present your business idea to your club.
3. Create a scrapbook of how you built your business.
4. Create posters to advertise your business.

RESOURCES USED TO CREATE THIS MODULE

1. From Susan Ward, Your Guide to Small Business: Canada.

LIFE SKILLS MODULE: **SNOWMOBILE**

Snowmobile Safety

WHAT WILL WE LEARN?

In this module you will learn some basic rules for snowmobile safety. Specifically, you will learn to prepare properly for a snowmobile outing.

WHO CAN HELP?

Try to find a member of a local snowmobile club who would be willing to come to your club and help explain the uses for the items in your safety kit.

WHAT DO YOU NEED?

Supply list is included in the Let's Get Educated section below.

Where do snowmen go to dance?

SNOWBALLS!

LET'S GET EDUCATED!

Planning A Snowmobile Trip

Planning for your ride is always an important factor in making your trip a success. Whether you're going for the afternoon, the day, or camping overnight, make sure you have everything you need.

What do snowmen wear on their heads?

ICE CAPS!

Basic Snowmobiling Equipment and Survival Gear

- flashlight
- candles
- tool kit
- pocket knife
- first aid kit
- strobe
- radio/cell phone
- high energy food/drinks
- nylon tow rope
- waterproof matches
- extra batteries
- extra key
- axe, saw & shovel
- mirror/reflective material
- thermal blanket
- spark drive belt
- spark plugs
- a map and compass
- extra mitts & socks
- extra boot liners
- flares
- metal cup or pot
- extra fuel
- space blanket
- transceiver/probe

Pack smart and check your snowmobile gear and tools each time before you head out.

Basic Equipment Checklist:

- Clothing (numerous layers) to stay warm and dry in all weather and temperature conditions.
- Certified snowmobile helmet.

Additional Tips

- Always file your travel plans with family and friends to let them know where you are planning to go and when you will return.
- Get to know your riding area.
- Talk to local people in the area and discuss safe routes with other snowmobilers.
- Obtain a local map and ride with others.
- Have someone experienced do a Snowmobile Maintenance Checklist.

Preparation

1. Have your group assemble all the needed items.
2. Pack them in a canvas tote that can be packed easily.
3. Do a presentation to your group about the items and their uses.

LET'S HAVE SOME FUN!**SLED SAFETY**

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

WORD LIST

BLANKET

FLASHLIGHT

MAP

CELL

FOOD

MATCHES

COMPASS

KEY

ROPE

FLARE

KNIFE

SHOVEL

SOLUTIONS!

SLED SAFETY

F + + + + + Y T + + + + + + + +
 + L + + + E + E + + + + + + + +
 + + A + K L + K + + + + + + + +
 + + + S E + + N + + + + + + + +
 + + + V H + + A + + + + + + + +
 + + O + + L + L + + + + M + P
 + H + + + + I B + + + A + A +
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 + + + + + + + D H C E + + + C
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 + + + + P O + E F + + + A + L
 + + + + F O S + + I + + + L L
 + + + + + + R + + + N + + + F
 + + + + + + + + + + K + + +
 + + + + + + + + S S A P M O C

OVER,DOWN,DIRECTION

BLANKET (8,7,N)

CELL (15,9,S)

COMPASS (15,15,W)

FLARE (15,13,NW)

FLASHLIGHT (1,1,SE)

FOOD (5,12,NE)

KEY (5,3,NE)

KNIFE(12,14,NW)

MAP (13,8,NE)

MATCHES (13,6,SW)

ROPE (7,13,NW)

SHOVEL (1,8,NE)

MORE! MORE! MORE!

- Take a First Aid Course or hire an instructor to teach your whole 4-H club
- Go on a day trip with an experienced snowmobiler
- Look on Alberta Snowmobile Website for hand signals and practice them
- Make a tool kit
- Plan a snowmobile trip with an adult
- Make a first aid kit

RESOURCES USED TO CREATE THIS MODULE

1. Alberta Snowmobile Association website
2. www.ahajokes.com
3. www.puzzlemaker.school.discovery.com

LIFE SKILLS MODULE: **VISUAL ARTS**

You use a glass mirror to see your face; you use works of art to see your soul.

George Bernard Shaw

Irish literary critic, playwright and essayist.

1925 Nobel Prize for Literature, 1856-1950

WHAT WILL WE LEARN?

You will learn basic visual art method and techniques and create a map of your community.

WHO CAN HELP?

It is sometimes difficult to find an artist able to teach basic drawing technique. However, if you talk to a local art gallery or art supply store, you may be able to find someone who can work with you. There may be art teachers or visual artists in your community and you don't even know it. Many schools don't have an art program but do have teachers on staff that are familiar with fine arts and would be willing to help out.

WHAT DO YOU NEED?

1. Sketchbook
2. Graphic pencils
3. Magazines
4. 12x18 inch black construction paper (any large drawing paper will do)
5. Light-colored pencil, and an assortment of crayons or markers

Optional:

- Instrumental music
- CD player

LET'S GET EDUCATED!

Map Of Your World

Maps are made for different reasons. Different maps show different information. For example, some maps are made to show property lines and other maps show us how to get where we want to go (like road maps). Pirates used maps to find buried treasure. There are also weather maps which show precipitation (rain, sleet, snow) and cold fronts in a particular region.

The most important function of a map is to show location—where certain things are. Maps also show the characteristics and features of a place which make it unique and different from other places. Another feature a lot of maps have in common is that they show distances between things.

LET'S HAVE SOME FUN!

1. Put your favorite CD in the player and turn it down low. Music without words can stimulate your right brain and can help you be more creative. Avoid talking during this exercise.
2. Make a list of the places and things in your community that you want to include on your map? Think about places you go to regularly in your community (like your school), places where relatives or friends live, and your favorite places. How do you get to these places? By bus? car? bicycle? What roads or paths do you take? What kinds of things do you see along the way?
3. On a large sheet of black construction paper, draw (with a light-colored pencil) pictures of the places or the things you decided to include on your map. Include places and things on your map that you feel make your community a special place to live. Show the roads or pathways you use to get to these places. Your map doesn't have to be exactly how it is in real life. You can add more things to see to make your map fun to look at.
4. Lightly draw in roads or pathways that show how you get to these places. Make sure that you label all the features of your map so that others can tell what they are.
5. Next, fill in the shapes of the places and roads with light-colored colored pencils or wax crayons. Try using two or more colors on each feature of your map. You can blend these colors to make you map more interesting to look at.
6. Using darker colors fill in the areas between the features and roads on your map. You can also blend these colors to make you map more interesting to look at. Every area of your map should be filled in with color. When your map is finished, sign, date and title it in the bottom right-hand corner. Show it to your friends or family members to see what they think of it.

MORE! MORE! MORE!

If you would like to pursue Visual Arts further try one of the ideas below.

- 1. Quick Draw.** Copy a masterpiece in less than 30 seconds. It will teach you to estimate proportion quickly.
- 2. Two Face.** Take a full page picture from a magazine looking at a face, human or animal, straight on. Cut it in half, glue it on a sheet of paper and draw the other half of the face.
- 3. Checkerboard Drawing.** Take a picture you find interesting and draw a checkerboard on top of the picture. Have a group of people take a square each and reproduce what is in that square onto an 8X8 inch piece of sketch paper. Paste the completed sketches back onto a large canvas.

RESOURCES USED TO CREATE THIS MODULE

1. "My Map Book" by Sara Fanelli (1995).
2. Check out the maps in The Harvard Map Collection and the Panoramic Maps Collection.
3. Visit the Community Maps Project web site.