

**The 4-H Motto**  
“Learn To Do By Doing.”

**The 4-H Pledge**

I pledge

My *Head* to clearer thinking,  
My *Heart* to greater loyalty,  
My *Hands* to larger service,  
My *Health* to better living,  
For my club, my community and my country.

**The 4-H Grace**

(Tune of Auld Lang Syne)

We thank thee Lord, for Blessings great  
on this our own fair land,  
Teach us to serve thee joyfully,  
With head, heart, health and hands.

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## To 4-H Craft Leaders

There are an increasing number of new craft ideas each year that 4-H members wish to become involved with. For this reason, the 4-H Branch has stopped publishing craft manuals. We have created a record book that is to be used by all 4-H craft members for the craft project they have completed.

We feel that it is important that members have as wide as possible a choice in creating projects which they enjoy making and are proud to display, while at the same time learning the basic principles of good design. We also believe that it is important that, no matter what type of project a member undertakes, he or she learns to keep accurate records of his or her accomplishments.

Members along with the project leaders will select the craft projects that they wish to complete based on ability of the members and of course their interest in the project as well. Resources available in the community will play a part in the feasibility of completing the desired craft project.





## Record Book and Project Information

### How to Use the 4-H Craft Record Book

The record book is very simple for 4-H craft members to use.

Members are to fill in the following pages:

- ◆ About Me
- ◆ About My Club
- ◆ Record of Your Club's Activities
- ◆ Your Clipping Page
- ◆ 4-H Craft Project Evaluation



#### "About My Craft Project" pages:

- ◆ The record book has four complete sets of these pages that are to be filled in for each project. Encourage the members to include the pattern and, or instructions with the information pages. It will be an excellent resource in years to come. If your club completes more than four projects, you will need to photocopy more sheets. Be sure to include the **4-H Craft Project Score Card** as well.
- ◆ The **4-H Craft Project Score Card** is included in the record book and will be filled in by the Achievement Day judge. The reason it is in the record book is that the evaluation of the project is right with the information on the project.
- ◆ There is only one copy of the **4-H Craft Project Display Score Card** in the record book. The Achievement Day judge will fill this in at the time of judging the member's overall display at Achievement Day.

The record book is part of the requirements for completing the 4-H year. Each member is encouraged to keep accurate, neat and complete records for all of the 4-H craft projects. Each member is encouraged to personalize the record book as it is an excellent record of their 4-H year and their projects. It is up to the individual member to do what they want.





## Record Book and Project Information

(continued)

### 4-H Craft Project Achievement Day Requirements

- ◆ A completed project book to be displayed and judged. It should include:
  - ❖ completed record book
  - ❖ Yearly 4-H Diary
  - ❖ club program plan
  - ❖ other 4-H items
- ◆ A minimum of four completed projects to be displayed and judged.
- ◆ A small display to serve as a background for the member's project work. This may reflect an overall club theme, an achievement day theme, or a theme of the member's choice.





## Record Book and Project Information

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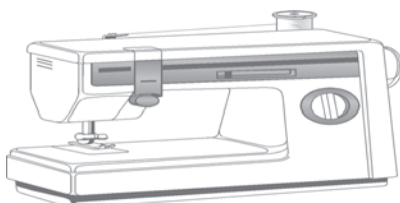


## Resources Available

Now that the 4-H Branch is not supplying the project manuals for clubs, it is up to you to find ideas for your craft club members to complete. **But Wait!!** It really isn't going to be a huge task, there are many resources available to you that are current, and a lot of fun!!

### Where to look:

- ◆ **Magazines:** there are a number of these on your local newsstand or check with your public library.
- ◆ **4-H Homemaking Leaders Update:** held every 2<sup>nd</sup> year at the Alberta 4-H Centre. For more information on this idea packed weekend, refer to your provincial 4-H program booklet, your regional newsletter or talk to the general leader of your 4-H club.
- ◆ **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 generation 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.






## Record Book and Project Information

(continued)



 **Internet:** there are a number of interesting sites to explore and some discussion groups on line that may be useful to your club. Here are some sites to get you started for some great ideas:

<http://www.canadianliving.com>

<http://www.yahoo.com/recreation/hobbies-and-crafts>

<http://www.offray.com>

<http://www.countrystitches.com>

<http://www.quilts.com>

<http://www.deltacrafts.com>

<http://www.pack-o-fun.com/projects/index.htm>

<http://www.familyfun.com>

<http://www.tandyleather.com>

You may also want to check the Alberta Agriculture 4-H message board at:

<http://www.agric.gov.ab.ca/wwwboard/4-h/>

Watch the *Cloverleaf Quarterly* for more interesting web sites to access for great project ideas.





## General 4-H Information

### Philosophy of 4-H

4-H is young people and adults learning project skills and life skills co-operating and having fun together, sharing leadership, and *learning to do by doing.*



### Why 4-H?

Today's youth belong to a rapidly changing society. They have access to knowledge through technology. They do not want to opt out - they want to be involved, accepted, valued, and heard. 4-H is an ideal opportunity for young people to increase knowledge, express themselves, and to learn personal and life skills.

### What are the goals of 4-H?

- ◆ **Knowledge:** 4-H provides members with learning experiences tailored to the needs and interests of each individual. The project exposes the members to the latest scientific and technical information. Skills develop as members work more and more with their project.
- ◆ **Leadership:** Opportunities for learning leadership skills are found in every phase of 4-H. Each situation requires that the member analyze facts, discuss alternatives, and make decisions. One 4-H member said "*I have learned to be a friendly leader - working for and with others*".
- ◆ **Citizenship:** 4-H club work encourages democratic decision making and learning to respect the decisions of the group. It offers members the opportunity to have input into decisions, and to experience team work. It promotes loyalty to friends, ideas, and a program that has stood the test of time.
- ◆ **Personal Development:** 4-H often provides members with their first real experience using their own initiative to complete projects and to serve the club and community. As personal and group goals are set and met, confidence grows and new situations are met with increased ease. Maturity is the result.

4-H is about acquiring knowledge and learning skills. It is an education in self-reliance by ***Learning to Do by Doing.***





## General 4-H Information

### 4-H Club Program Planning

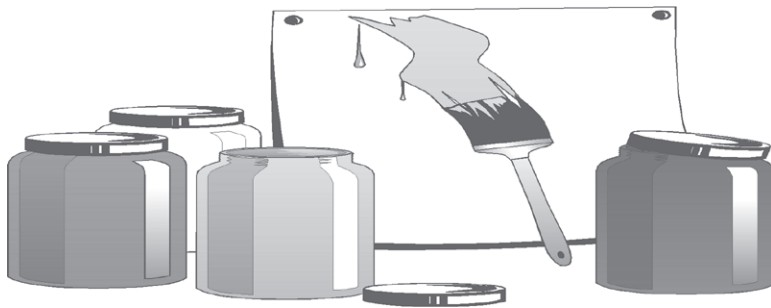
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In 4-H, the club goals, activities and meetings are all considered to be a part of the program. The 4-H club program determines what the club is doing and when. It should also include who is responsible for each part of the program.

When several people are involved, as in a 4-H club, the program should be planned to meet the needs of all those involved. Program planning helps:

- ◆ share responsibilities
- ◆ ensure a balanced program of business, education (project and communications), recreation and community service
- ◆ give each member a specific job
- ◆ ensure ample preparation time
- ◆ avoid date conflicts
- ◆ provide for better communications

For specific program planning information, refer to the **Leaders' Information Manual** and other resources available in your **4-H Club Supplies Catalogue**.



## Club Meetings

A multi project club will function differently from a single project club. A multi club will meet as a whole for business, communications, recreation and community service activities. Each project group meets separately. Project meetings can occur after the business meeting and recreation, or on another day. If some members are in more than one project, then the project groups should meet on different days.







## General 4-H Club Meetings (continued)

### Information (continued)

One of the first decisions your club will make is when and how often to hold meetings. There are two kinds of meetings: business and project. These may be held on the same day or on different days. A minimum of six meetings per year should be held, but the actual number depends on the amount of business and number of projects. However, it is best to have a regular meeting date at least once a month with all members in attendance.

Your club can work out an arrangement to suit its members. The most common meeting patterns are:

- ◆ **One regular meeting** at which both business and projects are covered. Generally, this suits a club carrying only one project. Extra project meetings may occasionally be necessary.
- ◆ **Two meetings a month** - one for business and perhaps some project teaching, and one for projects only. This is better for multi clubs because each project group can arrange a separate time and place for the second meeting.

For more information on effective club meetings and parliamentary procedure refer to the **Leaders Information Manual** which is available from your regional 4-H specialist.



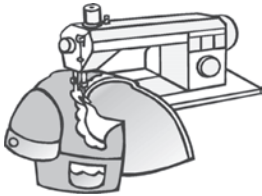


## General 4-H Information

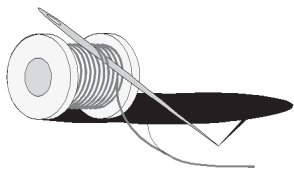
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### Motivation

Many of us spend a great deal of time and energy trying to get ourselves and others to do things. We try to motivate ourselves to clean out the garage or shed, get the kids to do their homework or chores, and get 4-H members to fill out their record books. Motivation . . . something we can do for ourselves but not for others. Motivation . . . something that must come from within each individual.



It is important to realize that what motivates you may not motivate your 4-H members. In fact, what motivates some of your 4-H members will not inspire all of them. As a leader, your challenge is to provide a variety of activities in your club programming to attract and hold different members. You probably know by now that some members really enjoy the project part of 4-H and take great pride in completing record books and showing well at achievement day. For some members, the highlights of 4-H are the social activities and opportunities to attend district, regional and provincial programs. Still others are motivated by the public speaking program, and some love the club projects that involve community service. Some members love to work in small groups while others do better on their own.



Leaders have to be very perceptive and understanding to uncover what motivates the members that they work with, how this changes as the members change, and what will encourage them to participate in and remain in the 4-H program. Clubs can customize their 4-H program to correspond to the needs of the members and leaders. It is not necessary or even desirable to do the same things meeting after meeting, and year after year.

If members leave the program, 4-H is no longer motivating them. The club must modify its program to meaningfully involve the members or they will move on. 4-H can not meet the needs of all individuals. In some cases members and leaders will try to satisfy their needs elsewhere. The key is to allow for flexibility to accommodate member and leader needs without compromising the basic philosophy and objectives of the 4-H program.





## General 4-H Learning Characteristics and Styles Information

(continued)

If one recognizes that each member is a unique individual, learning styles then become important to keep a member motivated, interested and involved in all aspects of 4-H.

It is important to recognize that different age and skill levels will affect what types of articles are produced for the craft project, as well as what events a member will be interested in attending.

### Learning Characteristics of 9 to 11 Year Olds

Characteristics	Implications for 4-H Learning Experiences
Are quite active, with boundless energy.	Put emphasis on "hands-on" learn-by-doing activities. Keep members busy with individual or group projects. Group free time is encouraged.
Like group activity.	Emphasize group learning experiences.
Like to be with members of own sex.	Encourage learning experiences to be done with participants of same sex.
Have interests that often change rapidly, jumping from one thing to another.	Encourage many brief learning experiences.
Usually do best when work is laid out in small pieces.	Use detailed outlines of sequential learning experiences.
Guidance from parents and adults important if members are to attend to a task and achieve their best performance.	Provide opportunities for parent involvement. Outline "things to do" and make assignments. Participants will probably need individual and group guidance. Suggest how parents and other volunteers can help.
Admire and imitate older boys and girls.	Encourage apprenticing with teen volunteers.
Are easily motivated, eager to try something new.	Provide a wide variety of learning experiences.
Do not like to keep records and do not see the value in them; need assistance and close supervision.	Keep written work simple. Review the project or activity forms with the group step by step. Give clear instructions and solicit the help of parents to assist their children with written work.
Like symbols and regalia.	Make recognition available to those who earn it.
Need recognition and praise for doing good work.	Present recognition in front of peers and parents. Let members know that they will receive rewards for completing activities.
Are extremely curious, 9 - 11 year olds constantly ask "why".	Do not answer all of their questions. They will learn by finding some answers on their own. Encourage a few members to find answers and report back to the group.



## General 4-H Information

(continued)

### Learning Characteristics of 12 to 14 Year Olds

Characteristics	Implications For 4-H Learning Experiences
Are concerned about physical development, being liked by friends.	Encourage learning experiences related to understanding yourself and getting along with others.
Desire a sense of independence, yet want and need their parents' help.	Encourage working with adults and older teens to complete learning experiences and apprenticing.
Are self-conscious, with many needing help to get over inferiority complexes.	Concentrate on developing individual skills.
Like fan clubs, with many having adult idols.	Need to have opportunity to practice leadership roles with coaching. Encourage working with or apprenticing to older teens and adults. Teen and adult leaders must be well-liked to be effective, and teen leaders should be three or four years older than participants and considerably more mature (must not reject those who they are leading).
Want to get outside of their own community to explore.	Provide learning experiences outside of the community.
Are getting over the age of fantasy and beginning to think of what they will do when they grow up, but are often unclear of needs and values.	Relate what they are doing to career choices.
Are interested in activities involving boys and girls.	Encourage learning experiences involving boys and girls.
Are interested in sports and active games.	Encourage active, fun learning experiences.
Are ready for in-depth, longer learning experiences.	Tasks may be more difficult and of longer duration. Encourage deeper exploration of leadership roles; encourage more detailed record keeping of leadership experiences. Activities provide hands-on and skill-centered experiences in specific subject matter.



## General 4-H Information

(continued)

### Learning Characteristics of 15 to 19 Year Olds

Characteristics	Implications for 4-H Learning Experience
Have social needs and desires that are high.	Emphasize leadership life skills that also relate to social development. Provide opportunities for self-expression.
Want and need a strong voice in planning their own program.	Encourage youth to plan programs with guidance and support of adult helpers.
Want adult leadership roles.	Encourage working with adult role models. Emphasize guidance and counsel from adults rather than directions.
Are quite interested in coeducational activities.	Encourage coeducational learning experiences.
Have areas of interest that are more consistent than earlier, with patterns of interest becoming more definite.	Encourage greater in-depth study of leadership roles and life skills.
Often need guidance in selecting careers.	Apply leadership life skills to career exploration, especially decision making.
Are developing community consciousness.	Encourage learning activities involving the community.
Are beginning to think of leaving home for college, employment, marriage.	Emphasize application of leadership life skills to being on your own.
Many will leave the community for employment, and many who go to college will not return to their present community after graduation.	Need experiences that expose and involve members with the larger society.



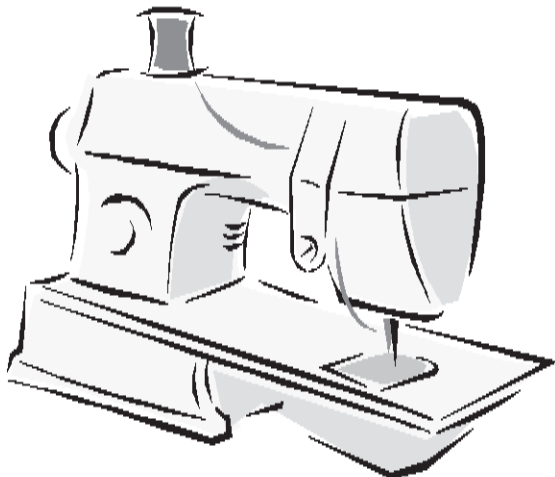
## General 4-H Teaching Techniques Information

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Effectively motivating members is often as simple as knowing how to sequence activities.

- ◆ **Attention:** today's children receive more than 2,000 messages a day - from a variety of sources such as media, moms, teachers, and so on. How do you capture and keep their attention for the 4-H lesson? You must first create in them a need for your information. *"If you reach the heart first, you can open the door to the head."* Various techniques that you can use to get attention are: story telling, a game or unusual props.
- ◆ **Acquisition:** the next step after you have their attention is to give them some information. You have created a need to know more information. Some techniques that you can use to pass on information are: a short talk, case studies, videos, reading or a slide show.
- ◆ **Application:** information itself will not last very long. It has been suggested that within 48 hours more than 75 per cent of the information is forgotten. Therefore the members need to apply and test the information (learn to do by doing). You can best help the members to learn through techniques like hands on projects, role playing, simulation or field trips.
- ◆ **Action:** The last step is to ensure that the member uses the information again and again. Some techniques to ensure this are: contests, members teaching others or judging.

If you can plan your 4-H lessons with these steps in mind, you will hopefully have great success in getting your message across.





## General 4-H Information

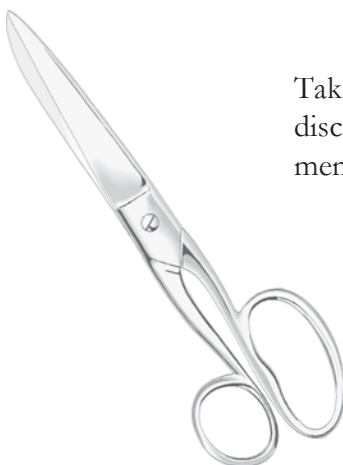
### Creating Motivating Lesson Plans

(continued)

With many different learning styles and varying ages of the members in your club, it may seem that creating 4-H meetings that will appeal to all is a difficult task. Take heart!! The following may be of some help to you:

- ◆ **Include variety at your club meetings.** Don't spend too much time in the business portion of your meeting. Include project training and time for fun and social interaction.
- ◆ **Include variety in your teaching methods.** You will likely prefer to teach in the same manner that you prefer to learn. Don't forget that a good portion of your members don't learn well from that method. There are many ways to get across the same information. Techniques such as games, buzz groups, role playing, videos, field trips and contests can all be effective teaching techniques and will motivate different members.
- ◆ Make sure that the **members have input into club activities and events.** Ask members what they want to do. They will be much more motivated to participate if they also helped plan. You can also involve members in teaching others. The leader does not have to do it all. Many senior members are very motivated by the opportunity to work with junior members.
- ◆ Make sure that the **members see the need for what they are doing.** Do not have them do things just because it is tradition. As was said earlier, motivation must come from the member, and they must see the relevance of the information to them. Allow for new ideas and methods of doing things. This is always motivating.

**Resources available:** *4-H Teaching Techniques* video. Contact your regional 4-H specialist to borrow a copy.



Take the opportunity at council meetings and leader events to discuss this topic with other leaders. Also listen to your 4-H members. They may be your best source for feedback and ideas.





## Meeting Ideas

There are many different activities that you can incorporate into your meeting to make project learning more fun for the 4-H members. Below are some ideas. Be creative to come up with more ideas to share project information.

## Skillathon

<b>Time:</b>	10 minutes per station to conduct
<b>Suggested group size:</b>	eight to 40
<b>Materials needed:</b>	Station signs, situation and task signs, materials necessary for the team to perform the tasks at each station.

Adapted from  
Woodworking  
Group Activity  
Helper's Guide,  
page 20.

The members in your club may be interested in testing their skills and working together to solve problems. A skillathon is a great way for them to perform a wide variety of craft skills and to discover new areas of interest. The skillathon works well at a project meeting, in a group meeting, in the classroom or at a mall or fair.

A skillathon is a series of learning stations at which teams are presented with realistic situations and tasks to do. The teams attempt to complete the task before being told or shown how. The operator at each station follows with questions to help the teams build on their experiences.

**How to Get Started:** Organizing a skillathon is an excellent activity for members to practice developing their leadership skills. People and materials need to be organized, decisions made and signs prepared. To help guide the planning committee, some of the tasks to be considered are listed as well as an example of a station. A series of stations can be set up to test a number of skills.

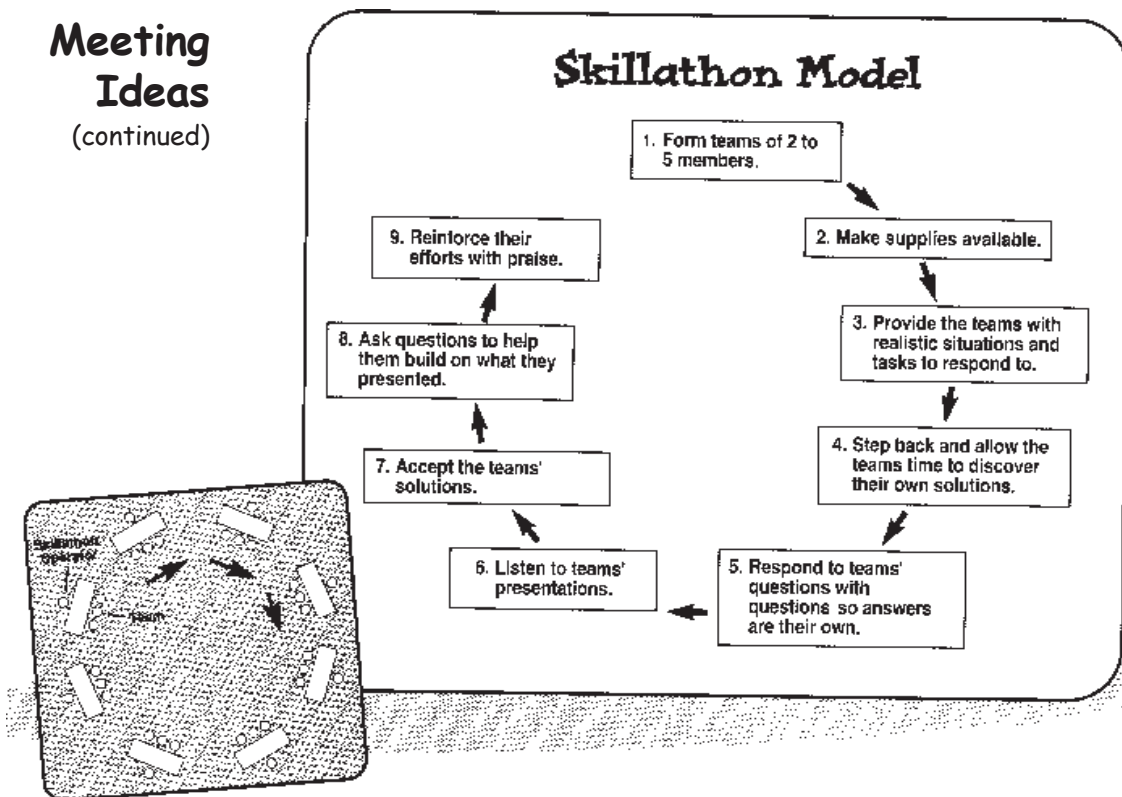
**To prepare for the skillathon,** have the members -

- ◆ Decide on the stations wanted, considering time and resources available.
- ◆ Make up a realistic situation and task sign for each station so teams don't require additional directions.
- ◆ Decide who will be in charge of each station.





**Meeting Ideas**  
(continued)



- ◆ Decide what equipment and supplies will be needed at each station.
- ◆ Delegate responsibility for gathering supplies.

**The station operator should -**

- ◆ Become familiar with the topic.
- ◆ Develop several questions to ask each team.
- ◆ Allow the team members to discover for themselves how to accomplish the task, instead of first telling or showing them how.
- ◆ Facilitate the learning using the steps of the skillathon model shown here.

**How to run the Skillathon:** Once the stations are prepared, begin the skillathon. Depending on the size of the group and the number of stations, form the members into teams of two to four. Start each team at a different station. The members of a team work together to complete the tasks outlined. Allow about eight minutes at a station



## Meeting Ideas

(continued)

and then have the teams rotate to the next station. After each team has visited all stations follow with questions about each station and the overall activity. The questions that follow will help the members reflect on what they have learned by planning, conducting and participating in a skillathon.

### Questions to ask the 4-H members:

- ◆ What did you do to organize the skillathon?
- ◆ How did it feel solving a problem at each station?
- ◆ How did you work as a team?
- ◆ What makes a skillathon a good activity to practice solving problems?
- ◆ What is your usual way of solving a problem?
- ◆ How could you improve your problem solving in the future? Who or what might help?

### An example of a station:

- Topic:** Using a Glue Gun
- Situation:** Your project requires that you use a glue gun.
- Your Task:** Your job is to use the glue gun to apply glue to fabric safely.
- Materials:** Glue gun, glue stick, fabric.





## Meeting Ideas

# Quiz Bowl

(continued)

Adapted from  
Woodworking  
Group Activity  
Helper's Guide,  
page 28.

<b>Time:</b>	30 to 60 minutes
<b>Suggested group size:</b>	eight to 20
<b>Materials needed:</b>	30 to 50 craft related questions with answers, buzzer equipment (optional), clock and scoreboard.

Conducting a quiz bowl is a popular way to involve everyone while they learn about different craft projects. The way your bowl will be conducted will depend on the group. To play the Quiz Bowl, one team challenges a second team to see which team can respond to the most questions or situations correctly. A question is presented by the moderator and the first team to respond and give the correct response receives points. Quiz Bowl offers 4-H members an opportunity to practice leadership and organizational skills as well as learn about craft projects.

**How to Get Started:** Preparation may be minimal or elaborate. Some clubs conduct quiz bowls on the spur of the moment, asking each member to write two or three questions to contribute to the game. Others do a lot of research, outline the questions and answers, make buzzers and build scoreboards. To play you'll need:

- ◆ two or more teams of two to four members per team
- ◆ a moderator to ask questions and indicate who should answer the questions
- ◆ a judge to indicate correctness of response
- ◆ a scorekeeper
- ◆ a time keeper.

Rotate positions so that everyone can be involved and develop important skills.

A computer is a help in organizing the questions. Follow the bowl with a discussion about how the bowl was conducted and what was learned about the specific craft, leadership and teamwork.





## Meeting Ideas (continued)

### Questions for the 4-H Members:

- ◆ How did you organize the bowl?
- ◆ How did you get the questions? Decide on the rules?
- ◆ How did you work as a team?
- ◆ What were some of the challenges you faced getting the bowl organized?
- ◆ What did you learn about your knowledge of the craft?
- ◆ How did organizing this activity compare to other activities you have organized?
- ◆ What would you do differently next time when organizing an activity?

## Craft Glossary Games

Adapted from  
Woodworking  
Group Activity  
Helper's Guide,  
page 30.

Every new area of discovery has its own unique vocabulary. The activities described here offer fun ways to make the words come alive and make learning new words exciting.

**Time:** 20 to 30 minutes

**Suggested group size:** 12 to 20

**Materials needed:** index cards, markers

**How to Get Started:** Several different games are outlined in this activity. Each offers an opportunity for one or more members to take the leadership and introduce it to the group. You and your group may have other fun ways to learn the words. Anything goes. Several questions are included to help everyone talk about not only the words but how they learned them. You may find that each person is most successful in learning in his or her own style. Be sure to end the games while the enthusiasm is high. Have fun!



## Meeting Ideas

(continued)

**How to Prepare for and Play the Games:** Make a set of note cards with a craft term on one side and definition on the other. Begin with basic words so that everyone can be quickly involved. Have a member select a word game and introduce it to the group. You may want to play more than one to keep interest high.

### Questions for the 4-H Members:

- ◆ What new words did you learn?
- ◆ Which game do you feel helped you learn the words best?
- ◆ Why is learning with others sometimes more fun than learning alone?
- ◆ Why is playing a game a good way to learn?
- ◆ What ways do you feel you learn best? Why?
- ◆ Why is it important to know how you learn new things best?
- ◆ When did you last learn in a fun way? Describe what happened.
- ◆ How might you try to learn new things in the future, based upon the games you played today?



## The Games

**Spelling Bee:** Divide the group into teams of two to three members. The game leader draws a card and reads the word to the first team. That team attempts to spell the word correctly. If spelled incorrectly, the next team gets an opportunity until a team spells it correctly or the game leader gives the correct spelling. A team gets three misses before being eliminated. Rotate game leaders frequently.

**Word-Meaning Bee:** Play the same as Spelling Bee, but instead require the definition of the word be given. Players are challenged to supply the word.



## Meeting Ideas

(continued)

**Definition/Spelling Bee:** Play the same as Spelling Bee, but instead of giving the word, give only the definition. The teams identify the word and then spell it correctly.

**Sentence-to Story Game:** The object of this game is for the group to make up a story by adding sentences using the words provided. Members sit in a circle with partners. The game leader announces a general situation for everyone to use as a frame of reference and then hands out a different word card to each pair. For example, the leader might ask the group to pretend they are touring an airport. Partners are given a minute to figure out what their word means. If someone has no idea what a word means, the definition may be provided. One pair makes up a beginning sentence for the story, using their word in the sentence. Each pair then makes up a sentence using their provided word and adds it to the story. It's more fun if each pair repeats the story before adding their own sentence.

The procedure is repeated until each pair has had an opportunity to add to the story. Follow with general questions such as the following:

- ◆ How did you decide how to use the word in a sentence?
- ◆ How did discussing and repeating the previous pair's sentence help you remember the words?

**Charades:** Select words from the glossary that can be acted out. Write the words on individual cards. The game leader hands a word card to each member. Youth may consult with others to prepare a charade. After five minutes of preparation time, the game leader asks for volunteers. This is a fun game with no winners or losers. Allow great flexibility for challenging words.

**Matching:** Everyone can help make these cards. Select several words and definitions from the glossary. Make sets of note cards with the word on one side and the definition on the other and several cards with only the word on one side. Provide each team of two a set of cards. They lay out the cards with only the word on one side. The teams then attempt to match the definition side of the other cards with the word cards, one by one. When complete, two teams check each other's and discuss any differences. Finally turn the definition cards over and see if the words on the two are the same. Discuss any differences with the entire group.



## Meeting Ideas

(continued)

## The Games (continued)

**Categorize:** The cards used for matching can be used for the categorizing game. Lay down note cards with categories written on them such as wood species, tools, finishes, adhesives, wood science careers, and so on. See how many categories the members can think of before volunteering any. Then provide teams or the entire group, if not too large, with word cards. Players place the word cards under the most appropriate categories. Discuss each category as completed.

## Tours

Most places, when contacted with enough advance notice, will give a tour. This is a fantastic opportunity for members to learn about applications of their project in a very practical way. Some ideas: a home based craft business, a craft store, a small manufacturer, and so on. Look around your community to see what places of business you can tour. Most places are only too glad to share their knowledge and expertise with 4-H members. Well planned and organized tours will develop more interest in project work. Tours will create group feeling and commitment. New experiences are a vital part of each person's development. Young people are always interested in meeting new people and seeing different places. You will probably find that this is a popular teaching technique.

## Roll Call

Every meeting, when the secretary takes attendance, each member will respond that they are present at the meeting. There are a variety of responses that can be solicited. For example, a question could be asked: What is your current project? Or, what is your favorite season of the year?



## Meeting Ideas

(continued)

### Demonstrations

Showing and explaining how to do something is a demonstration. This is a traditional teaching technique in 4-H. For younger members, a demonstration is a great way to begin public speaking and develop confidence. For older members, a demonstration is an opportunity to share knowledge, help the club leader, and polish speaking ability. Leaders find that members retain much more from a demonstration than from a lecture.

For more information on demonstrations, consult the publication “*Doing Demonstrations*” available from your 4-H Club Supplies Catalogue.

### Discussion Groups

Can help 4-H members increase their subject matter knowledge and learn skills in leadership and sharing with others.





## Judging Standards

### 4-H System of Judging:

4-H craft projects are judged against a standard. 4-H craft projects are never judged against each other.

Each project is judged out of a total of 10 points. Often clubs will also request that a member's display be judged as a project item as well. If a member scores 8, 9 or 10 out of 10, they are awarded a red ribbon. If they score 5, 6, or 7 out of 10 they are awarded a blue ribbon, and projects below 5 out of 10 are given a white ribbon. After all of a member's individual projects have been scored, an average is taken, and the appropriate rosette is awarded (example: 8, 9, 10 is awarded a red rosette; 5, 6, 7 is awarded a blue rosette; under 5 is awarded a white rosette).

A member will receive a comment card (this is often the scorecard) for each article displayed, as well as for their display and their project book.

The standards for each project are outlined on the individual project scorecards. Further detail on project standards can be obtained from the publication "**Judging Standards for Foods, Sewing, and Handicrafts**". Contact your regional 4-H specialist if you have any questions regarding judging.





## Judging Standards

(continued)

### Conference Judging

Conference judging increases the learning that occurs for the member as members are allowed to speak with the judge, and share their experiences related to the creation of their projects. It involves the judge helping the member analyze their work so that each subsequent project will continue to be successful.

Conference Judging does take longer than conventional judging. The club leader must allow plenty of time for proper conference judging to occur.

### How Conference Judging works:

- ◆ 4-H members set up their project display.
- ◆ Members from the same project unit sit with the judge to discuss project work. Judges may use a prepared sheet of conference questions, allowing each member to answer one or two questions, or they may just talk and question the members informally. The principle involved is that all participants learn from one another. The judge should set a friendly and positive tone for the conference, and members should be set at ease in order to have a meaningful discussion.
- ◆ Once the conference has ended, the judge and member will view each individual member's projects. The judge will discuss the strong and weak points of each project.
- ◆ The member leaves and the judge decides on the placing and writes comments on the score sheet for the member. They leave the appropriate ribbon.
- ◆ The judge awards a rosette for overall performance.



## Recognizing 4-H Members

Achievement Day is the traditional time to recognize members. However, the end of the year is a long time to wait to find out that you are doing a good job. In addition to Achievement Day recognition, it is important to reward members for smaller accomplishments throughout the year. A great way to motivate members is to give them a small note or word of praise when they learn a new skill, complete a project, give their first speech and so on. Recognizing small steps for each member requires skill, objectivity, tact, and a belief that the member is more important than the project. How can you ensure that each member of your club gets adequate recognition for their work?

Offer praise immediately when a member shows initiative, completes a project, participates in a meeting, helps another member and so on. Timing is everything. If you wait to recognize a member, the impact is reduced.

Use different recognition techniques for different members. Sometimes a small note is appropriate, sometimes recognition in front of the whole group is what is needed. Your technique will depend upon your style and the particular member involved.

Be on the lookout for positive things that are happening in your club and reward them. Encourage members to thank and reward each other. Remind them to look for success.

### What about Achievement Days?

Some clubs are introducing new ideas into their achievement days that help ensure all members feel their work during the year has been worthwhile and is well respected by their leaders, parents, and peers. A club may design their Achievement Day to meet the needs of the members and the community.



## Recognizing 4-H Members

(continued)

A few suggestions:

- ◆ **Introduce Conference Judging:** Many clubs have found that this technique allows each member to receive individual attention from the judge. For more information on conference judging contact your key leader or regional 4-H specialist.
- ◆ **Use the 4-H Judging System:** This system allows each project to be judged against a standard rather than against each other. The members strive to beat their personal best rather than compete against one another.
- ◆ **Reward members for a variety of accomplishments:** Not just for the best project. Some ideas are: improvement awards, participation at meetings, attendance at club activities, community project involvement, leadership abilities, assisting with younger members, and so on. Remember that project success is only one aspect of the club program. Members can be chosen for these awards through a vote by all club members, or by a committee of members and leaders. Don't forget that leaders and parents like to be recognized as well.
- ◆ **Replace trophies with mementos that are useful to the member:** Some suggestions are club t-shirts, club jackets, project equipment (example: grooming brushes or sewing shears), embroidered duffle bags or backpacks and so on.
- ◆ **Replace trophies with individual member plaques:** Some clubs have yearly plaques that are presented to members. These plaques list all of the involvements and accomplishments of that member for the year. A variation of this is to give large plaques to members when they join the club, and add a smaller plate with the member's accomplishments each year. In some communities, businesses will donate the plaque to new members.

As your club designs its recognition program, consider that your members need to be successful and they also need to be strong contributing members of the club.







