

EXPLORE 4-H

Leaders' Guide



**Ontario
4-H Council**



Ontario

**Ministry of Agriculture,
Food and Rural Affairs**

4-H 585 91 LE

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."

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PURPOSE OF THE 4-H PROGRAM

The primary purpose of the 4-H program is the personal development of youth in rural Ontario.

In 4-H, members will be:

- encouraged to develop self-confidence, a sense of responsibility, and a positive self-image;
- helped to develop their skills in communications, leadership, problem solving, and goal setting; and
- offered the opportunity to learn about the food production, processing, and marketing systems and the heritage and culture of Ontario through projects such as livestock and crop production, financial management, food preparation, nutrition, recreational activities, and career development.

WELCOME TO 4-H

The 4-H Club Leaders' Handbook says that, "Volunteer 4-H leaders are a blend of friend, teacher and parent." What a big order to fill! But you will discover that you have many talents as a 4-H leader. Having an interest in young people and their development and being willing to take up the challenge of 4-H leadership is the first step to success.

This project focuses on exploring the variety of project topics available in 4-H. However, the development of members as individuals is your real goal. You will get to know the club members very well and where their interests lie. Use this knowledge, your own expertise and imagination to plan a fun, interesting and challenging club program for your members. And enjoy being a 4-H leader!

This project is recommended for Junior members ages 10-12.

WHAT ARE MY RESPONSIBILITIES AS A 4-H LEADER?

Before your club begins:

1. Attend a leader training session,
2. Advertise the project and organize a club which will have a minimum of six members, and
3. Review available resources and begin planning the club program.

During the club:

1. Attend each meeting and the Achievement Program,
2. Assist members in planning and presenting the club program,
3. Provide a FUN, learning atmosphere,
4. Have members complete enrollment cards and the club membership list and forward to the Ontario Ministry of Agriculture and Food office by
5. Help each member to set and reach goals for personal development,
6. Encourage members to work together as a group,
7. Provide guidance in choosing and completing an Achievement Program, and
8. Evaluate the club program.

4-H CLUB PROGRAM PLANNING

WHY DO I NEED TO PLAN THE CLUB PROGRAM?

A successful 4-H club doesn't just happen! Careful planning is necessary and very important. As a 4-H leader, you have a responsibility to do the best job you can in providing a fun, learning experience for the 4-H members. Planning will make this a reality. Some other benefits of planning include:

- setting goals to strive for,
- sharing the workload,
- ensuring that club time will be productive,
- providing better communications,
- avoiding calendar conflicts,
- providing a role for each person,
- knowing who will be responsible for what part of the program,
- making the best use of available resources, and
- learning planning skills.

O.K. ... HOW SHOULD I PLAN?

You will want to make some initial plans before the club starts but involve 4-H members at some point early in the planning process. Achieve this by one or more of the following.

- hold a general meeting and have the entire membership suggest ideas
- meet with the elected club officers
- form a planning committee of members and leaders (parents and sponsors could also be included)

It doesn't matter which approach you take but there are some basic steps to follow.

1. Look at the club's situation.
 - ages, interests and locations of members
 - successes and failures of past clubs
 - county/regional activities
 - available time
2. Identify the club's goals.
 - base these on the club's situation
3. List possible activities.
 - how goals can be met
 - brainstorming is a good technique at this stage
4. Determine activities.
 - keep goals and the club's situation in mind
 - balance business, learning and social recreation
5. Prepare the Club Program Plan.
 - when will activities take place, where will they be held, what will they be, who will do them
 - share and discuss the plan with the entire membership

HOW CAN I MAKE THE BEST USE OF RESOURCES?

There are many resources available to 4-H leaders. Awareness of these resources and how to use them will help in planning the club program.

1. 4-H MEMBERS' MANUAL and LEADERS' GUIDE

The Members' Manual has been developed using a fun new format. There is a minimal amount of text with lots of illustrations. The members should find it very interesting to look at but should spend most of the meeting time in hands-on activity.

The Leaders' Guide suggests possible activities, presentation ideas, discussion questions and time guidelines for meetings. Use this as an aid in planning the club program. Again, **ONLY USE THE ACTIVITIES YOU HAVE TIME FOR AND THOSE THAT FIT YOUR PROGRAM PLANS.** You will have ideas from the members and ideas of your own to use too.

USE READING ALOUD (by you or a member) SPARINGLY as a method of sharing information. Daydreaming, fidgeting, whispering, and perhaps even snoring are sure to follow this type of presentation.

When selecting activities and methods keep this chart in mind.

Method	Retention	Examples
Reading	Members will retain 10% of what they read.	- Members' supplement
Hearing	Members will retain 20% of what they hear.	- Lectures, speakers, being read to
Seeing	Members will retain 30% of what they see.	- Exhibits, posters, illustrations
Hearing and Seeing	Members will retain 50% of what they see and hear.	- Observe videos, demonstrations, films, slides, tours
Saying	Members will retain 70% of what they personally explain.	- Discussion groups, judging, expression ideas
Saying and Doing	Members will retain 90% of what they are personally involved in saying and doing.	- Practice, explore, demonstrate, build

2. CLUB MEMBERS

The ages of the members in your club probably cover a span of several years. This means there will be many different needs, strengths and abilities. Although it is important for the club members to learn to work together you must also recognize individual differences.

Junior members will be active and full of energy. Capitalize on this energy by providing lots of variety in the meeting to hold their interest.

Youth Leader - If there is a senior member in the club who has completed several projects this may be the challenge he/she is looking for. You can help this member put leadership skills into action by having him/her assist with delivery of the club program. This member would receive a project completion for Youth Leader but not for Explore 4-H (since it is recommended for beginning 4-H members).

Club Executive - Make sure this group is aware of its responsibilities and then **LET THE MEMBERS LEARN BY DOING**. The executive is responsible for the business portion of the meeting; chairing, taking roll, and recording minutes, etc. The club might consider pairing a junior and senior member together for some of these positions.

3. PARENTS AND SPONSORS

Members will learn and enjoy more if their parents are interested in what they are doing. Likewise, sponsors will be more willing to continue their support if they can see the value of the 4-H program.

INFORM - Many parents and sponsors don't know what the goal of the 4-H program is or know how it benefits the members. Talk to them about 4-H at every opportunity.

INVITE - Parents and sponsors should be invited to a 4-H meeting to see the club in action.

INVOLVE - Once parents and sponsors are more aware of the 4-H program they are more likely to accept your requests for help (hosting a meeting, being a guest speaker, arranging for a tour). Recognize parents and sponsors for their support with thank you notes, newspaper articles, etc.

4. OTHER LEADERS, THE 4-H ASSOCIATION AND THE RURAL ORGANIZATION SPECIALIST

Don't feel that you are walking this road alone. Other 4-H leaders, the 4-H Association and the Rural Organization Specialist are willing to lend an ear for your ideas or offer suggestions.

5. GUEST SPEAKERS

Be sure to give a speaker lots of notice. Be specific about what you would like discussed and how much time he/she will have. As with your club program planning, the guest should be aware of the club situation, ages of members, attention span and interests. Encourage the guest to involve the members in hands-on activity rather than just lecturing to them.

6. SOCIAL RECREATION

4-H should be FUN! Using a variety of social recreation activities at each meeting adds enthusiasm and enjoyment. The age, sex and size of the group determine the kinds of activities. Possibilities include games, relays, active sports, picnics, singing, puzzles and refreshments. Involve members in planning and carrying out the activities.

These are just some of the resources available to you. Become familiar with your community and what it has to offer. The possibilities are endless.

HAS THE 4-H CLUB PROGRAM BEEN A SUCCESS?

Taking time to evaluate your 4-H club program is just as important as the initial planning. Ask everyone who was involved (members, other leaders, parents, sponsors and guests) for comments and suggestions. Their ideas will be very helpful in planning the program for your next club.

Here is a check list that may stimulate your thinking as you try to measure the success of the club program.

1. Did members and leaders enjoy coming to meetings?
2. Did each member have a chance to actively participate?
3. Did each member receive praise or encouragement in some way?
4. Did I plan for the differences in age level, abilities and interests of the members?
5. Did I give each member a chance to assume responsibility when it was appropriate?
6. Did members learn at least one new thing at each meeting?
7. Did all members feel they were "a part of" or "belonged to" the group?
8. Did I involve the parents and sponsors in some way?
9. Did all members and leaders have fun?

Always	Sometimes	Never

Some of the material in this section on "4-H Club Program Planning" was adapted from, "Managing a 4-H Club" and "Managing a 4-H Project" from the Manitoba 4-H program, and "Home Study 4-H Advisor Course" from Ohio Cooperative Extension Service.

4-H CLUB PROGRAM PLANNING CHART

MEETING OR EVENT	DATE	TOPIC ACTIVITY OR TASK	PEOPLE WHO COULD HELP	PRESENTATION IDEAS TO CONSIDER

4-H CLUB PROGRAM PLANNING CHART

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WHAT IS AN ACHIEVEMENT PROGRAM?

The Achievement Program is an opportunity for members to share the knowledge and skills they have gained during this 4-H project. Each member should be involved in some way. It should also inform the public about the purpose and goals of the 4-H program. Achievement Program Ideas specific to this project are suggested below. Involve club members in selecting a suitable idea and making the necessary preparations.

SUGGESTIONS

1. Get together with other Explore 4-H clubs for a judging program or skillathon. Invite friends and parents to join you for the program. A skillathon would include a series of stations that each teach a skill. Guests would move from station to station. The skills should relate to things learned during this project.
2. Plan a 4-H family information session, to invite others to join 4-H in your community.
3. Have a "Round Robin" program, where every member brings a friend, and every club brings an activity.
4. Come up with your own idea — that meets the criteria outlined above.

MEETING ONE

4-H IS FOR YOU

Any page numbers refer to the Members' Manual unless otherwise indicated.

OBJECTIVES

1. To introduce the aims of the 4-H program to new members.
2. To introduce the 4-H pledge, crest and motto.

PREPARATION AND EQUIPMENT

1. Have the pieces of the 4-H pledge chart ready to reassemble.
2. Write the topics of 4-H projects on pieces of paper for use during the warm-up activity. For example, beef cattle, dairy cattle, veterinary, sewing, foods, animal friends, knitting, wildlife conservation, field crops, horticulture...
3. Remove the 4-H crest pages 77-79 from the back of this Guide and tape them together to form a large outline of the crest.
4. You will need a package of toothpicks and a bag of large marshmallows for the working together game.
5. Prepare nametags.

TIME GUIDELINES

Time guidelines have been provided for activities at the meetings but please remember that these are guidelines only. The number of members, their maturity, specific interests and the way in which the meeting is structured will all influence the duration of various activities.

IN A NUTSHELL	
Roll Call	10 minutes
Welcome to 4-H	15 minutes
Working Together	20 minutes
Electing Officers	15 minutes
Before the Next Meeting	5 minutes
	<hr/> 65 minutes

ROLL CALL (10 min.)

After all members have arrived have each person say his/her name. Then pin a sheet with the name of a 4-H project topic on it on the back of each member. They then have to ask questions of other members for clues as to what that topic is. Questions can only be answered with yes or no. When they think they know the answers, have them all return to their seats, but they can't look at their own topic.

Then have each member sign in with his/her name on the crest outline, and make a guess about the topic. Ask for names to be printed quite large so everyone can see.

This should mix the members up a bit, and hopefully make them more comfortable with each other.

WELCOME TO 4-H (15 min.) page 2

You may want to give the members a very brief outline of the 4-H program, with some of the following points.

- young people have been involved in 4-H in Canada since 1915, over 75 years
- there is some form of 4-H in every other province in Canada and many other countries
- most other projects are all about one topic, but Explore 4-H will let them do just that - find out a little about several of the topics available in 4-H
- that for members who have taken a few clubs, there are chances for conferences, trips and exchanges to meet other 4-H members.

Before talking about the 4-H crest, you could show members symbols for other things they might recognize: the black bat on yellow background for Batman, crests from hockey sweaters or baseball caps.

After showing members the 4-H crest, talk about the 4-H pledge. Use the chart and symbols on pages 67-75 of this Guide to review the pledge. Symbols can be added to the chart as each section is discussed. Explain that each 4-H member should use his/her head, heart, hands and health to better the club, community and country. You could ask members to talk about one activity they take part in, or would like to participate in, that requires one of the 4 "Hs". Ask members if they have any questions about 4-H.

WORKING TOGETHER (20 min.) page 4

Where have you seen groups at work?

- Examples:
- groups of construction workers building a house
 - members of a hockey/baseball team playing a game
 - groups of students/teachers putting on a play
 - members of a choir/band

For the working together activity, divide members into groups of three (you may have to add a leader to a group to make them come out evenly). Give each group of three 20 toothpicks and 15 large marshmallows. Each group will be trying to build a house out of these materials.

First, each group will have to talk about how they want to build the house, using the toothpicks as beams, and the marshmallows as glue to put them together. They also have to decide who will be "director" and the other two will be engineers or builders.

During the construction, the director can see the work, but can't touch any of the materials. It's his/her job to tell the engineers how to put the house together. One engineer will have use of his/her right hand only, and the other use of his/her left hand. Both the engineers have to keep their eyes closed during the building.

The director has to make sure that s/he is explaining things clearly, and s/he relies on the engineers to get things done. The engineers have to listen carefully to the director, and also work together with each other to co-ordinate their efforts.

Once the houses are completed, or if the members' interest is decreasing, wind up the activity by reinforcing the ideas that groups have to make decisions together, that members have to work together, and that it's important to listen carefully and speak so you can be understood when working in a group.

ELECTING OFFICERS (15 min.) page 4

Explain to the members that each 4-H club has some directors, or executives that find out what the business of the club is, and present the club business to other members to make decisions.

There's a job for everyone in a 4-H club, and every member, not just the executive, is important for a club to work well.

If you feel that the members would be intimidated by the idea of being on the executive, you could suggest they share the office with someone else - partners as president, press reporter and secretary, since those would be the most work. (You would probably forgo the vice-president in this case.)

Before conducting an election of officers, you should go over the duties of each position.

President: Is in charge of running the meeting. If you have something you want to say at a meeting, raise your hand until the president asks you to speak.

Secretary: Takes roll or attendance. Writes the minutes of a meeting. Minutes are a record of when and where the meeting was held, what decisions were made and who made those decisions.

Treasurer: The treasurer looks after the money. S/he keeps records of all the money taken in and puts the money in the bank. S/he records and pays all the bills. The treasurer also reports to each meeting how much money came in, how much was spent and how much the club has now. If you do not plan on having any money come in, you may not need a treasurer for your club.

Press reporter: Reports the activities of the club to newspapers, newsletters and T.V in your area. Be sure to report as soon as possible after the meeting.

BEFORE THE NEXT MEETING (5 min.) page 5

Make members aware of this section and answer any questions they may have.

Ask members to begin saving paper for an activity in Meeting Three. It can be white or colored paper, or newsprint.

Remind members of the sewing equipment they'll have to bring to the next meeting.

MEETING TWO

SEW YUMMY

OBJECTIVES

1. To introduce members to the basics of sewing and food preparation.
2. To offer activities that encourage them to work as a group.

PREPARATION AND EQUIPMENT

1. Set up the kitchen centres for meal maze activity.
2. Assemble fabric, thread and buttons needed for sewing demonstration.
3. Assemble ingredients for recipes.

Unless you have a very small club, it will probably be easier to split the club in half, and have one group sewing, the other in the kitchen, and then switch half way. In that case, the first group would probably make the recipes requiring more cooking time, such as meatloaf and rice, and the second group make faster recipes such as the salad and dessert sauces.

IN A NUTSHELL	
Roll Call	5 minutes
Sew What?	20 minutes
Mm-mmm-good	
Meal Maze Game	15 minutes
Recipe Preparation	20 minutes
Tasting	15 minutes
Before the Next Meeting	5 minutes
	<hr/>
	80 minutes

ROLL CALL (5 min.) page 6

SEW WHAT? (20 min.) page 6

Demonstrate a hemming stitch, with members following the demonstration by working on a sample. Then continue with sewing on a button (with and without a shank).

Then with the needle, thread, and pill bottle they've brought from home, help them put together their sewing kit.

MM-MMM-GOOD page 8

MEAL MAZE (15 min.)

This activity should help members learn about basic kitchen and cooking skills. Before the meeting, set up three activity centres with the following equipment.

1. Measure Up:
 - a dry 250 mL measure, flour
 - a liquid 250 mL measure
 - a 5 mL measure, salt
 - an egg
 - shortening and 250 mL liquid measure.
2. Small Appliance:
 - one or all of: toaster, fork and chopstick or wooden spoon, blender, hand mixer, mixing bowl with water in it to mix, food processor, electric wok or frying pan with instruction booklet, bread knife, paring knife, celery.
3. Around the Stove:
 - stove with oven, oven mitts, old shirt with long sleeves, pot with a lid, baking soda.

There is a set of activity cards for each centre, with questions and answers relating to the equipment there. There are also some additional questions on nutritional topics you can use if you have additional time.

Have members pick a card, and then help them as they demonstrate the answer to the others in the group. Each member should get at least two things to demonstrate. If there is another concept or technique that you think should be included at a centre, please add it.

Notes For Leaders

MEASURE UP

FLOUR: Spoon the flour into the dry 250 mL measure and level it off with the dull back edge of a knife.

SALT: Dip 5 mL measure into salt and level off as with the flour. If salt must be poured into the measure, remind members not to pour over a bowl containing other ingredients, in case the extra also falls into that bowl. Pour it over a piece of waxed paper so any overflow can be returned to the container.

WATER: Water should be poured into the 250 mL liquid measure. Then place it on a level surface, and look for the line of liquid. Always look at eye level and not down from the top or the measurement won't be accurate.

SHORTENING: Use the water displacement method for measuring shortening and other hard fats. In this method, to measure 50 mL, you would measure 200 mL (250 - 50) of water into a 250 mL liquid measure. Then add shortening until the water level reaches 250 mL - then you know there is 50 mL of shortening in the measure. The shortening must be totally covered by the water for an accurate measurement. Remember to read the measurement at eye level.

SMALL APPLIANCES

TOASTER: Make sure toaster is unplugged. Mike could get a shock by putting metal in the toaster, even if it is unplugged or not turned on. Use a wooden spoon or chopstick, since they don't conduct electricity. Toaster must still be unplugged.

BLENDER: When the lid comes off, the contents will spill out. There is also the danger of the spatula getting caught in the blades. When blender is taken apart be sure the blades are handled very carefully.

ELECTRIC FRYING PAN OR WOK: If the control knob is on the detachable cord, the pan **MAY** be submersible. If the control knob is on the handle, it shouldn't be put into water. Help the member find the recommended washing method in the instruction booklet.

MIXER: To add ingredients, turn the mixer off. Set it down on the heel, to the beaters drip into the bowl. Add the ingredient. Put beaters back into the bowl and resume beating.

KNIFE: Use a paring knife, the other knife is for things that have crumbs, like bread. Cut downward and away from yourself on a chopping board. Wash knives separately so you don't accidentally reach into the dishwater and grab the knife by the blade.

STOVE

LONG SLEEVES: Ask the member who draws this card to put on the long-sleeved blouse and try to reach the back of the stove (**MAKE SURE THAT ALL OF THE BURNERS ARE QUITE COLD BEFORE DOING THIS**). One of the sleeves will probably drag across a burner, and this is a safety hazard.

HANDLES: Pot handles should point toward the centre of the stove, so someone walking past the stove doesn't hit one accidentally, or a child doesn't grab one by accident and pull the contents over onto him/herself.

FIRE: Put the lid on to extinguish the fire, or sprinkle baking soda on top. Don't throw the soda on a grease fire, because you don't want to make the oil splash up.

PREHEAT: Demonstrate preheating, and explain that the oven light will go out when the oven has reached the correct temperature.

NUTRITION

FOOD GROUPS: milk and milk products, fruits and vegetables

LASAGNA: noodles - breads and cereals
 meat sauce - meat
 tomato in sauce - fruits and vegetables
 cheese - milk and milk products

RECIPE PREPARATION (20 min.)

The recipes have been chosen for ease of preparation, and because they are the components of a meal. You probably won't make all of them at the meeting but try to select a variety that includes all food groups. For those that you do not make at the meeting, the members could read over the recipe, and talk about the food groups they would contribute. Answer any questions a member may have about the recipe s/he wants to make at home.

TASTING (15 min.)

If any of the recipes don't turn out exactly as they should be sure to offer lots of encouragement and support for the cooks. Explain that like learning any new skill, cooking takes practice.

BEFORE THE NEXT MEETING page 13

Ask members again if they have any questions about the recipes they want to prepare at home.

Remind members to bring the paper they've been collecting to the next meeting.

MEASURE UP CARDS

The recipe calls for 250 mL of flour. Measure it into a bowl.

Measure out 5 mL of salt.

You need 250 mL of water. How will you measure it?

Beat an egg until it's frothy!

Measure out 50 mL shortening.

SMALL APPLIANCES CARDS

Your friend Mike was making toast, and the bread stuck in the toaster. He reached in with a fork to pry it loose, but you stopped him. Why? Is there any other kitchen utensil that would be safer?

Liz thought she could save time by scraping down the sides of the blender while it was still running. Do you think she should?

Liz made a milk shake as an after school snack. She wanted to wash the blender, but she didn't know how to take it apart? Could you show her how?

Pat's mother had gone out to a meeting, and Pat was doing the dishes. He wanted to wash the electric frying pan, but he wasn't sure it could be put under water. How could Pat find out?

You are going to make a birthday cake, and you want to beat it with the mixer. Put the beaters into the mixer, and pretend you are making the cake. How would you add another ingredient? Then remove the beaters from the mixer as though you were going to wash them.

You are making a recipe that calls for chopped celery. Which of the two knives will you use? Do you cut toward yourself, or away from yourself? On a chopping board or on the counter? Would you put the knife into the dishwater with other cutlery during clean up?

STOVE CENTRE CARDS

Janice has on a blouse with long loose sleeves. She begins to reach across the stove to reach one of the back burners. You stop her. Why?

Is it safer to have pot handles pointed into the centre of the stove, or out over the edge? Why?

You are heating some oil in a pot on the stove and it catches fire. What are two things you could use to stop the fire?

When a recipe says to preheat the oven to 200°C, what should you do?

Practice taking something hot out of the oven.

NUTRITION CARDS

We can divide the foods we eat into four basic food groups. Meat and meat products is one group. Breads and cereals is another. Can you name the other two?

Last night, for supper, you had lasagna, made with noodles, meat and tomato sauce and cheese. What food groups do those ingredients fit into?

MEETING THREE

OUR PLACE IN THE WORLD

OBJECTIVES

1. Expose members to the idea that we have different kinds of resources available to fulfill our needs, and our use and decisions about these resources are important.

PREPARATION AND EQUIPMENT

1. For Let's Do It Again, you will need:
 - an egg carton
 - a clean margarine or yogurt tub with a lid
 - two clean milk cartons
 - an old ripped pair of jeans
 - a t-shirt with a hole in it or a stain on it
 - a plastic detergent bottle
 - a plastic grocery bag
 - anything else that you reuse around your home.
2. For What Do We Use In A Day, one copy of Joe's story (page 27, this Guide) for each group.
3. For Recycling In Action, you will need:
 - a blender
 - a piece of screen approx 30 cm square on a wooden frame (This can be very rough - screen can be recycled from an old window or door, or a local hardware store may give away pieces they are discarding from window screen repairs. The wooden frame could just be leftover dowels, or sticks - just thick enough to hold up the screen and about half a kilogram of weight which will be added to it.)
 - old newspapers (about 100 pages)
 - a hard flat board, slightly larger than the size of the screen
 - a wooden spoon
 - a pail
 - a sponge
 - paper towels
 - plain, unflavored gelatin.

IN A NUTSHELL	
Roll Call	5 minutes
Sources of Resources	10 minutes
What Do We Use In a Day	15 minutes
Let's Do It Again	10 minutes
Recycling In Action	20 minutes
Before the Next Meeting	5 minutes
	<hr/> 65 minutes

ROLL CALL (5 min.) page 15

SOURCES OF RESOURCES (10 min.) page 15

To illustrate the types of resources, you could use the following examples.

Man-made: libraries, hospitals, arenas

Human: teachers, police, people who can build or fix things, people who grow food or cook it. You could ask members what kind of skills they have and make a list on a blackboard or wall chart. Members could work with a partner or small group to come up with some ideas first. When do they rely on the skills of other people?

Natural: air, water, soil, plants, climate or weather

You could also use these or other examples to illustrate how we use resources. Perhaps members could think of other examples.

What do we use to make a cotton T-shirt? soil to grow cotton, cotton plants, harvesting machinery, transportation, human time/skill in making it

What do we use to make leather shoes? soil; grass and grains to raise the cow; resources to skin, tan hide, and make shoes; transportation and packaging to take shoes to the store

What do we use to make a popsicle stick? tree grown in soil; resources to cut the tree, move it to sawmill, and make the stick

WHAT DO WE USE IN A DAY (15 min.)

Divide the members into smaller groups for discussion. Each group will read over the story of Joe and make a list of what resources Joe used during the day.

Then bring the groups together, and talk a little bit about how smart Joe is about using/wasting resources.

What are some of Joe's good habits?

- reuses sandwich container
- remembered to recycle can

What are some of Joe's bad habits?

- leaving the shower running while listening to the radio
- using toilet paper instead of a reusable towel
- using a drinking box instead of a reusable thermos
- using plastic wrap instead of reusable containers
- using a new lunch bag every day
- leaving light and radio on in room

What resources did Joe use?

- electricity for radio
- water for shower
- toilet paper
- toothpaste and tube
- gas in bus
- paper for story
- drinking box, paper lunch bag, plastic wrap, chip bag
- can of pop
- electricity for preparing supper
- gas to get to 4-H meeting
- electricity for light in bedroom

The members may miss some of the less obvious things that Joe used that can't be used again — the gas in the bus to take him to school, the toothpaste container, the chip bag, the wasted water and electricity.

LET'S DO IT AGAIN (10 min.)

Using something over again saves on resources, and can be fun at the same time. For this activity, you could again break the members up into smaller working groups.

Show them the collection of possible reusables, and ask them to make a list of all the new things they could do with these old materials? You could make it into a contest between small groups. Each group could come up with ideas for all of the reusables or give each group one or two items to concentrate on.

If they are having trouble getting started, here are some suggestions.

Egg Carton — decorate and make into a jewellery box

Milk Cartons — decorate, fill with sand or something heavy and turn into book ends; turn into a bird feeder

Old Jeans — take one of the legs, sew up one end, add a strap for a knapsack; the rest of the pair can be cut into rags

Margarine Container — make into a coin bank; store leftovers

Plastic Bottle — cut up and use as scoop for powdered soap or animal feed, put holes in bottom and trim off top for flowerpot, fill with water and use as fire extinguisher for barbecue

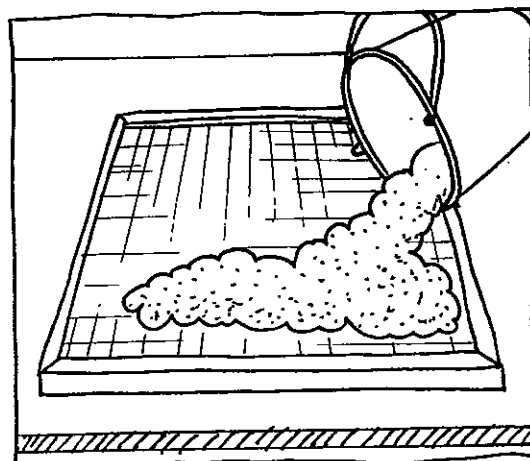
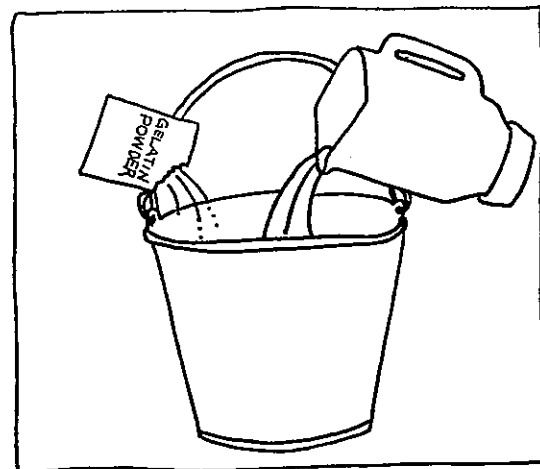
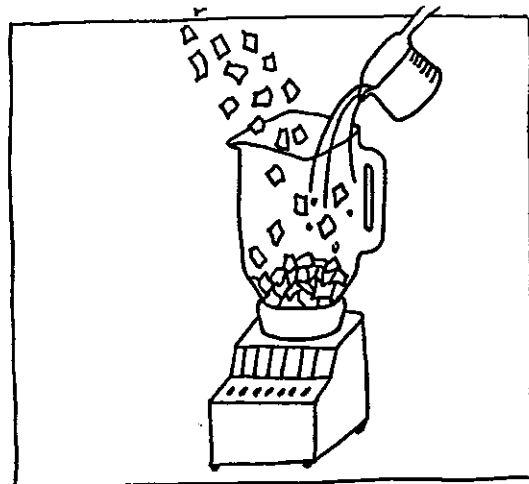
Old Shirt — paint over the stains with fabric paint, sew a patch or another fabric over hole or stain; use for rags

RECYCLING IN ACTION (20 min.)

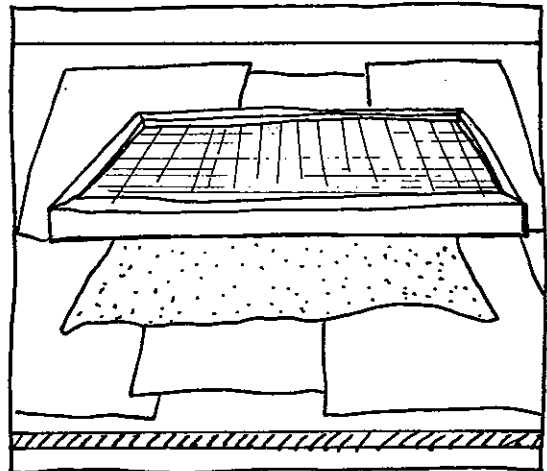
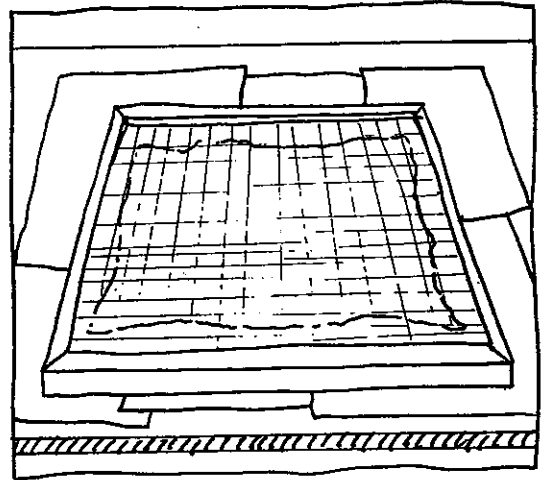
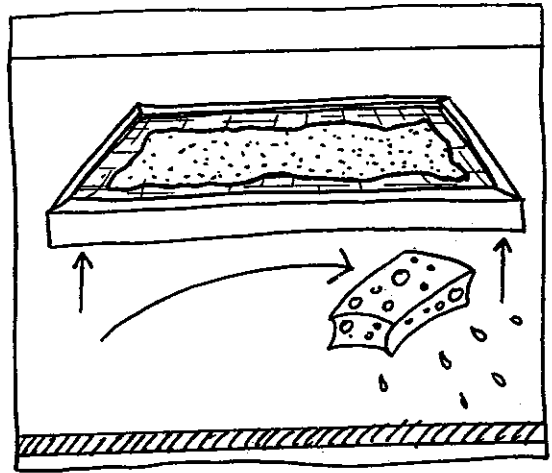
What really happens to the things we set aside for recycling? Making new paper from old will at least give members some idea of the process.

Depending on the size of the group, you may want to have the members sort out the paper they've brought, and make one batch of paper from newsprint, and another from white (office, letter) paper, because each will produce a different final product.

1. Have members tear up the paper into very small pieces. It might work best to cut the paper in strips, and then cut the strips into tiny squares, so the pieces are roughly the same size. You will need about 1 quart of paper bits for each batch of recycled paper.
2. Shred up three paper towels and add to each quart of paper bits you are using.
3. Turn the paper into pulp by processing about a third of the paper at a time in a blender, adding two or three cups of water to each third. (It won't gum up your blender as you might first suspect.)
4. Dump the pulp into a pail, and add one package of plain, unflavored gelatin powder. Stir until blended. This mixture is called slurry.
5. Pour the slurry over the screen in a square (so that the finished paper will be square). This works best outside where the water from the slurry can just drain onto the ground.



6. Tip the screen up slightly, and sponge away excess water from the underside, wringing out the sponge after each wiping. You will get less and less water in the sponge each time.
7. After about 10 minutes, flip the screen over onto a flat surface covered with newspapers. (The frame side is now facing up.) Keep sponging up excess water through the screen.
8. Carefully remove the paper by raising and gently tapping the screen. If the paper will not come off, keep sponging until the paper falls from the screen onto the newspaper-covered surface.
9. Cover the paper with more sheets of newsprint, and press to soak up excess water. Remove the wet newspapers.
10. At this point, you can either leave the paper to air dry, or cover with more newsprint, and place under heavy books, for a flatter final product.
11. Let dry completely before trying to remove from the newspaper. (It takes about 24 hours.) Then peel the newspaper off carefully.



Members can split up the paper at the next meeting.

(Recycled paper recipe adapted from The Super Scrap-craft Book, Artis Aleene Eckstein, Heidi Borchers, and Tiffany Windsor.)

BEFORE THE NEXT MEETING (5 min.) page 15

Follow the directions in this section and demonstrate to members how to determine the weight of a bag of garbage.

JOE'S STORY

Hello - my name is Joe, and this is the story of my day.

I woke up early, and turned on my radio — because I wanted to hear last night's baseball scores. It wasn't on yet, so I went into the bathroom, and turned on the shower. I left the water on when I went back to my room, heard the sports report and finally got into the shower five minutes later. When I got out of the shower, I couldn't find a towel, so I had to use toilet paper to dry myself off. There was only a teeny bit of toothpaste left to clean my teeth so I threw out that tube and opened up another one.

My brother had already packed my lunch by the time I got downstairs — my peanut butter sandwich in the plastic container I use every day, a drinking box, an orange, and some cookies wrapped up in plastic wrap. Everything was put in a new paper lunch bag.

We almost missed the bus, but we got to school anyway. Shucks. I had to write a story in one class, and made mistakes on the first sentence five times, so I had to rip up all those pages and start again.

I ate all my lunch, took out my sandwich container, and put everything into the paper bag and threw it out. I bought a bag of chips and shared it with my friend, Jason.

After I got home from school, I was thirsty so I had a can of pop. I almost threw out the can, but then I remembered that we saved them to recycle, so I rinsed it out, squashed it up, and put it with the other saved cans.

I had to do my homework in a hurry, and eat my supper really fast before my mom drove me to the 4-H meeting. I was in so much of a rush that I left the light and the radio on in my room. They were still on when I got back.

MEETING FOUR

LET'S TALK

OBJECTIVES

1. To make members aware of methods of communication, and to help them develop communication skills

PREPARATION AND EQUIPMENT

1. You will need:
 - a baseball glove and ball
 - individual slips of paper with Speaking Up topics written on them
 - a wall chart and markers, or a blackboard
 - a stopwatch or something to time 30 second intervals
 - any two glasses, tins, etc., that will make two different noises when tapped with a fork, and the fork.
2. In Meeting Six, you will need a sprouted plant, preferably a bean or other vegetable plant, old enough to have developed a root system, stem and leaves. Depending upon your meeting schedule, you may want to plant that now.

IN A NUTSHELL	
Roll Call	5 minutes
What's The Message	15 minutes
Hearing Is Believing	20 minutes
Speaking Up	20 minutes
	<hr/>
	60 minutes

ROLL CALL (5 min.) page 16

WHAT'S THE MESSAGE (15 min.) page 16

As an example of how we use our senses in communication, you could use this example.

If your friend has just won a prize at a piano competition, how would you know that s/he is excited and happy?

- Possible answers:
- seeing friend's happy expression
 - hearing friend describe winning
 - shaking hand, hugging
 - smelling flowers for winning
 - tasting cake and ice cream to celebrate the win.

You will find, on pages 33 and 35 of this Guide, a list of translations for "4-H is for you — Welcome to our club" in French, German, Spanish, Russian, Morse code and American sign language.

The language translations have been given in the spelling of that language, and in English terms for pronunciation.

Morse code is a radio signal, in which long and short sounds are written as dashes and dots. For members, it might be easiest to have them tap the code out on two different sounding tin cans, etc., so that the differences between the dots and dashes are more noticeable. It could even be "played" using two notes on a piano, with a pause between each word.

American Sign Language, or ASL, is sort of a shorthand of hand gestures used by people who can't speak, or who can't hear spoken communication. The version used here has been simplified, and would represent the gestures of someone just learning ASL.

Break the members into small groups or partners, to learn one of the ways to say the phrase. Then bring them back together and have each group communicate in their new way.

HEARING IS BELIEVING (20 min.)

Sometimes what we hear isn't exactly what the other person thought s/he was saying. We sometimes have to ask for more information, or check that we understand what the person who was communicating meant.

The Gossip Chain will show members how this works. Members will sit side by side in a row. Whisper this message to the person sitting at the front of the row.

"Last night I went to feed my pet rabbit Fluffy, but the cage was open and she was gone."

The first member has to pass the message to the next person, but s/he cannot repeat it to you or ask any questions.

Then have the last member of the group repeat the message s/he received. How much did it differ from the original? Ask the members if they can explain this difference.

This is one-way communication. Because no one gets a chance to check what s/he heard, the meaning of the original message may have been changed or lost.

Now, do a second round of the Gossip chain, with a new message. Shuffle the members around so they are in a different order.

"My dad said he'd take me to a movie next Saturday. Would you like to come?"

This time, each can ask questions, in a whisper, of the person telling the message until s/he is sure the message is correct. Again, ask the last person to repeat the message. Again, talk about the difference between the first and last message. Was it still the same at the end of the Gossip chain?

When we try to communicate with someone else, it's like throwing him or her a baseball. (You could actually ask a member to stand and throw him/her a baseball to make this point.)

Sometimes there are things that get in the way of the person throwing or the person catching. (Ask your catcher to go through a door, or behind a wall into another room.) The wall or door will prevent you from throwing the ball, or communicating with the catcher.

Describe the following scenes briefly to the members. Ask them to talk about what the door or block is in each case.

Your teacher has just finished explaining something in math class, and you don't understand what she said. You'd like to ask a question about it, but you're afraid the other people in the class will think you're not very smart.

You are trying to tell your sister about your problems in math when you get home, but she is watching T.V.

You are sitting at the very back of a theatre watching a movie, and the sound isn't turned up enough.

You miss the first half of a detective show on T.V.

You stay up late to watch your favorite movie on T.V., and you fall asleep after the first 10 minutes.

Can they think of any more examples where they have not been understood, or haven't understood something?

The list will probably look something like:

- not being able to ask questions
- being afraid of looking stupid
- distractions
- can't hear
- don't get all the information
- too tired to pay attention.

These things keep us from getting our message out, or understanding one that's coming to us.

Then see if the members can turn these blocking things around into things we need for good communication. Some of these answers might be:

- need to be alert
- need to be able to ask questions
- need to hear and see something properly
- free from distractions
- can't be afraid to ask for clarification.

SPEAKING UP (20 min.)

This activity is almost like a public speaking relay race. But to keep members at ease it is probably best not to describe the activity as public speaking. Put a chair at one end of the room, and the members line up at the other end. Give each member a slip of paper with a topic on it, selected from the list below, or one of your own choosing.

Some examples:

lamp, flower, dog, footstool, chair, vase, radio, trunk, pillow, basket, bowl, bow, suitcase, ball, needle, spoon.

In the first round, members will walk to the chair, sit in it, say the word they've been given, and then return to the back of the line. In the second round, they will add another word to the first one. In the third round, they will make a sentence out of those two words. In the fourth round, they have to talk about the subject for no more than 30 seconds.

As an example, if the word was ketchup, the second round might be Heinz ketchup, the third "My brother will only eat Heinz ketchup on his french fries" and the 30 seconds about a ketchup spill or the family ketchup fiend.

Many people, and not just the members, would be too afraid to stand up and talk for 30 seconds of "public speaking" but they have done just that, through this activity.

If you have the time and member interest, you could have members switch the topics or make up their own, and relay again.

BEFORE THE NEXT MEETING page 17

Members are asked to use their communication skills. Answer any questions they may have.

Give one of these to each group to learn.

German

4-H wird dir gefallen - willkommen in unseren klub
(Fear-Ha veerd dear guhfallen - vill-come-in in unseren kloob)

Spanish

Quatro-H es para vos - Bienvenido en nuestro club
(Kwah-trow-Ha es pahrah vos - beeanveneedo an newestrow klub)

French

Quatre-H est pour toi - bienvenue à notre club
(Catruh-ah es poor twa - be-aven-u ah knot-ruh kloob)

Russian

4-H - ЭТО та Телё Йодпо rosicaubaiñe b Hauelen Kilye
(Cheteari-ha eta zah tebya - dobro pajahlovatch veh nashem kloobyuh)

Morse Code

• (dots) = short sounds and — (dashes) = longer sounds

4-H = • • • • — / • • • •

is = • • / • • •

for = • • — • / — — — / • — •

you = — • — — / — — — / • • —

Welcome = • — — / • / • — • • / — • — • / — — — / — — / •

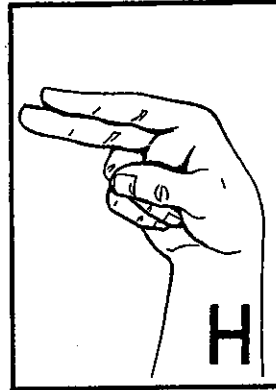
to = — / — — —

our = — — — / • • — / • — •

club = — • — • / • — • • / • • — / — • • •



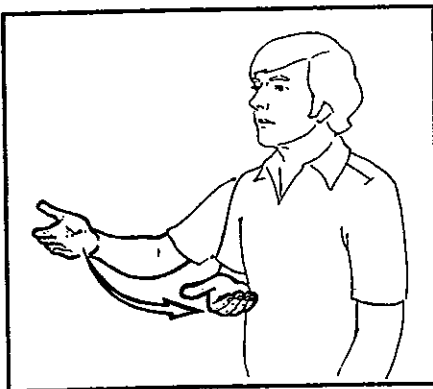
four



FOR



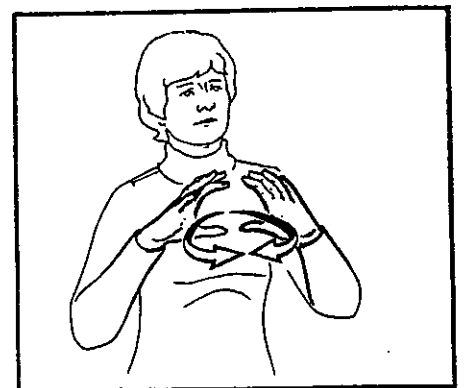
YOU



HIRE, INVITE, welcome



OUR, ours



CLASS, GROUP, team

MEETING FIVE

ALL ABOUT ANIMALS

OBJECTIVE

1. To introduce members to the animal health and management components of 4-H.

PREPARATION AND EQUIPMENT

1. To make this meeting into a field trip, you could:
 - visit a pet store,
 - visit a senior 4-H member with a livestock project, or a farmer that has a different type of livestock other than members might be personally familiar with,
 - visit a riding stable,
 - visit a kennel, or
 - visit a zoo.

If you go on a field trip have someone who cares for the animals talk about what her or his job involves.

2. As a warm-up or a wind-down for this meeting, you could pair off members, and have each pair choose an animal noise. (Ex. dog barking, cat meowing, cow mooing). Then the pairs are separated, blindfolded, and moved around the room. Each person has to find his/her partner by calling to each other with the animal noise. When the partners have been reunited, they can take off the blindfolds and watch the other pairs.
3. Set up animal food buffet.

IN A NUTSHELL	
Roll Call	5 minutes
Feathered and Furry	5 minutes
Munch Bunch	5 minutes
Time for a Check-up	5 minutes
Being a Pet Parent or Field Trip	40 minutes
	<hr/>
	60 minutes

ROLL CALL (5 min.) page 19

FEATHERED OR FURRY (5 min.) page 19

If you feel there is member interest in livestock or animal clubs, you could briefly show them project books from past clubs, or invite a member in a livestock/animal club to talk to the members.

MUNCH BUNCH (5 min.) page 20

Don't get into a lot of detail about the digestive system. Just make members aware that the digestive system changes from species to species depending on what types of food the animal eats.

You could set up a small animal food buffet and have members try to match food with its muncher. Suggestions:

hay, grain, corn, calf starter, soybeans, dry dog food, fish food, cuddlebone or birdseed for birds.

TIME FOR A CHECK-UP (5 min.) page 21

You could ask members to think about what they look like and how they act when they are feeling great (or not so great), and then compare those suggestions with the behavior and appearance of animals.

BEING A PET PARENT (40 min.)

This activity would take the place of a trip or guest speaker for this meeting.

Divide the members into an appropriate number of groups, and give each one an animal fact sheet. The fact sheet contains some basic information about the animal and has a series of questions - Things to Think About - for the members to talk about regarding that animal.

After the group members read the fact sheet and talk about the animal, they will make up a very short skit about what they've found out about the care of that animal. They will perform the skit for the rest of the club so everyone will learn a little bit about the animals their group didn't discuss.

(For some clubs, it may be best to split the club into two groups, and have a leader with each one to guide the discussion.

Other clubs may be more able to direct the discussion and prepare the skit on their own.)

BEFORE THE NEXT MEETING page 21

Members are asked to either talk to or do some brief investigation into the care and rewards of looking after a pet of their choice. No written report or comments are required.

FISHY FRIENDS

WHERE THEY LIVE

Fish have to live in water, and because we don't, we keep pet fish in a glass tank called an aquarium.

Fish who would usually live in lakes and rivers must be kept in a fresh-water aquarium. Fish who live in the ocean must be kept in salt water.

WHAT THEY EAT

Fish like a variety of foods (you wouldn't want to eat the same food every day either!)

You can buy fish food at a pet store in a small container — it's in tiny flakes or pellets like parsley flakes or chocolate sprinkles.

Fish need only a little bit of food each day. You should sprinkle the food on the top and watch to see if the fish come to eat it. If they are hungry, they will swim up and start eating. If they aren't hungry, they will ignore the food, and it will sink to the bottom.

If you feed fish too much, or too often, a lot of food will be wasted, and go bad on the bottom of the tank.

HOW THEY STAY CLEAN AND HEALTHY

Fish will need:

- a place that is always a fairly warm temperature,
- water with air bubbles blown into it,
- gravel or small colored stones for the bottom of the aquarium, and
- plants that give off oxygen and give fish a place to rest.

You should replace about one-third of the water in an aquarium every few weeks, and take out deposits of dirt on the bottom of the tank.

If your fish do become sick, you can buy medicine to add to the aquarium water that may help the fish.

WHAT MAKES THEM HAPPY

If you are going to have more than one kind of fish in an aquarium, you have to make sure that you choose fish that get along with each other. Some fish will eat other kinds of fish. Sometimes smaller fish will gang up on a large fish, and bite its fins until it is badly hurt.

Fish like interesting things like rocks, coral, plants and little glass figurines that they can swim around.

THINGS TO THINK ABOUT

What special place does this animal need to live in?

Would it be very expensive to provide this special place?

What kind of food does this animal need?

How much time do you think it would take every day to look after this animal?

How can you tell if this animal is healthy?

How can you tell if this animal is sick?

What would you have to do to keep this animal happy?

FEATHERED FRIENDS

WHERE THEY LIVE

Although some people keep large birds like parrots as pets, most people have small birds from the budgie, finch or canary family as pets.

Birds are kept in cages, made of many fine steel bars. The cage may have bars on all four sides and on top, or only on the front and top with solid walls on the other three sides.

Most cages will have glass panels along the sides at the bottom, to keep seeds and sand from being scattered outside of the cage.

A cage should be big enough so the birds can fly around a bit. Square or rectangular cages give more flying area than a round or tall cage. The cage should also have a removable clean-out tray.

A cage should be a place where the temperature is warm, away from a draft, but not in the direct sun. Direct sun will make the bird too hot.

WHAT THEY EAT

Pet stores sell special seed mixtures for each different type of bird, as well as a mixture of "bird vitamins." Feed cups should be emptied and refilled with fresh seeds each day.

For a treat, you could offer the bird fresh washed spinach or lettuce. Only leave the leaves in the cage for a few minutes, and take away the leftovers so the birds don't eat too much and get sick. Twigs from a fruit or nut tree are also good for snacks.

Birds also need something gritty with their meals, to help them digest their food.

You should keep clean water in the cage at all times.

HOW THEY STAY CLEAN AND HEALTHY

Most birds like to have a bath. Put a small bowl of water in the bird's cage for it to bathe in. If your bird does not like to bath, you may spray it with lukewarm water in a pump spray bottle about once a week. Some birds will take a "shower", sitting on your finger under a small stream of water.

You should clean the bird's cage at least once a week. Slide out the tray at the bottom of the cage and dispose of the sand and litter. You could line the bottom with newspaper cut to the right size.

Every two weeks, you should use a stiff brush and some hot water with bleach, and disinfect the tray and lower bars of the cage. Use a wire brush or scraper knife to scrape wooden perch bars clean. Wash all water and food bowls regularly in mild soap and water and rinse well.

WHAT MAKES THEM HAPPY

Some birds like toys like a mirror, a bell on a cord, or swinging perches.

You can teach some birds to talk or sing, if you are patient, and start when the bird is young. It may take a bird weeks or months to learn just one or two words. When you are around your bird, you should only say the word or words that you have chosen to teach it.

THINGS TO THINK ABOUT

What special place does this animal need to live in?

Would it be very expensive to provide this special place?

What kind of food does this animal need?

How much time do you think it would take every day to look after this animal?

How can you tell if this animal is healthy?

How can you tell if this animal is sick?

What would you have to do to keep this animal happy?

FAST AROUND THE RACETRACK FRIENDS

WHERE THEY LIVE

A pony or horse should have a shed or barn to live in. This could be something simple like a three-sided shelter open to the south or it could be a stall in a barn. It is also important to have a fenced area where the pony or horse can exercise.

WHAT THEY EAT

Water should always be available in the stall.

Horses and ponies also need hay and a grain mixture, minerals and salt.

For a treat, you could feed them slices of apple or long strips of carrot. Don't feed whole apples or carrots as these can be swallowed whole and may cause choking.

HOW THEY STAY CLEAN AND HEALTHY

The stall should be cleaned every day. All manure should be removed along with any damp bedding. Fresh, dry straw should be put down to replace any wet bedding which was removed. The stall should be completely cleaned out at least twice a week.

Horses and ponies also have to be groomed. That means cleaning their hoofs, combing them, and washing them.

Horses and ponies also need daily exercise.

WHAT MAKES THEM HAPPY

Most people who keep horses or ponies as pets want to ride them, or have them draw a cart. Training a horse or pony to do what you want takes time, and someone with experience in training. Bad habits can be learned quickly. Horses and ponies like human friends who look after them well and treat them with kindness.

THINGS TO THINK ABOUT

What special place does this animal need to live in?

Would it be very expensive to provide this special place?

What kind of food does this animal need?

How much time do you think it would take every day to look after this animal?

How can you tell if this animal is healthy?

How can you tell if this animal is sick?

What would you have to do to keep this animal happy?

FURRY FRIENDS

WHERE THEY LIVE

Rabbits can be kept in an outside hutch. Most small hutches for one or two rabbits are made like a wooden box with a door in one side. The box is attached to a wire cage which the rabbit can go into to get exercise. It should have a waterproof roof to keep the rabbits dry.

Rabbits can also live in a garage, or even your house. They like a cool room, and a place inside or outside, where they can get exercise. If you put your rabbit in an exercise pen, be sure that it is not in the direct sun. Remember that shady areas can become sunny later in the same day.

WHAT THEY EAT

Rabbits should be able to get to water all the time, either in their hutch or in the exercise pen.

You would probably feed special rabbit food, but they also enjoy hay, especially alfalfa. Rabbits may eat small amounts of grass, lettuce, carrots, or carrot tops. But too much green feed or grass could make the rabbit sick.

Don't be surprised if you see your rabbit eating its own feces. This is normal, and it helps the rabbit digest food.

HOW THEY STAY CLEAN AND HEALTHY

Keep your rabbit's nails trimmed short so it can't scratch you. Rabbits can be brushed with a soft brush or just by running your hands in the same direction as the fur growth.

Keep your rabbit's cage VERY clean. Clean it by brushing with a wire brush to remove any manure or hair, and washing the cage with a bleach and water mixture and rinsing well.

The wire floor in a cage could cause cuts to the rabbit's feet. It's a good idea to keep a piece of board in the cage to give the rabbit a solid place to rest.

WHAT MAKES THEM HAPPY

Rabbits need lots of exercise, and they will be very playful if handled often. They will play hide and seek games if they are very tame.

You can also train your rabbit to come when it is called, or to sit up for a treat.

Do not treat your rabbit roughly during play or it will become afraid of you.

THINGS TO THINK ABOUT

What special place does this animal need to live in?

Would it be very expensive to provide this special place?

What kind of food does this animal need?

How much time do you think it would take every day to look after this animal?

How can you tell if this animal is healthy?

How can you tell if this animal is sick?

What would you have to do to keep this animal happy?

MEETING SIX

LET'S GET GROWING

OBJECTIVE

1. To show members the basic structures of soils, seeds and plants.

PREPARATION AND EQUIPMENT

1. You may want to add discussion about the club's plans for an Achievement Program to the business section of the meeting.
2. You will need a collection of seeds for the seed quiz. You might have some left over from planting a garden, such as beet, carrot, bean, pea, or garden corn. Also try to add some that the members think of as food or spice — sesame or poppy seeds, mustard seed, sunflower seeds, popcorn, lentils and beans, peanuts (only the unroasted peanuts will sprout) and seeds from tomatoes, green peppers, cucumbers, melons, oranges, etc., that you discard before eating.
3. Take the pages (at the back of this Guide) for the Seedside golf course and tape them together. For the "hole in one" you will need a pencil for each member, and a dried pea.
4. You will also need a sample of soil taken from your garden.
5. Two pillows, one fairly large and fluffy, the other small and flat are needed for the judging activity. You'll also need four entries of two specimens per entry of a fruit or vegetable class. You might want to refer to the Horticulture section in the 4-H Judging Handbook in setting up the class, and also the judging scorecard in the Members' Manual to see what they are looking for.
6. A visit to a vegetable, fruit, greenhouse products grower would be a good option for this meeting.
7. Supplies to demonstrate how to grow sprouts. See Before The Achievement Program page 24 for instructions.
8. Optional activities - have members practice planting seeds or transplanting.

IN A NUTSHELL

Roll Call	5 minutes
Seed Quiz	10 minutes
The Facts of Sprouting	10 minutes
A Hole in One	15 minutes
You Be the Judge	20 minutes
Before the Achievement Program	10 minutes
	70 minutes

ROLL CALL (5 min.) page 22

SEED QUIZ (10 min.)

Set the seed samples on a table and put a number beside each one. You may want to put some of the smaller ones in small dishes or glasses.

Members will then make up their own answer sheet, with numbers, guessing the identity of the seeds and writing their answers down beside the appropriate number.

When they have finished, go through the samples and reveal their identities.

THE FACTS OF SPROUTING (10 min.) page 22

Take a seed and the plant that you started prior to this meeting, and ask members to compare the two things. What does the plant have that the seed does not? leaves, roots, stem

What made the difference between the two? The things that the plant needed to grow - water, air, light, nutrients from the soil.

Using the sprouted plant, explain to members that the roots absorb water and nutrients from the soil — they move into the stem, the streets of the plant where the nutrients and water travel, and into the leaves.

In the leaves, the nutrients and water mix with the carbon dioxide, which the leaves breathe in from microscopic pores on their underside. The plant uses light to make these things into sugar. The sugar travels down the stem to feed other parts of the plant.

Then look at the soil sample from your garden. See if you can pick out any bits of:

- clay — smallest particles
- silt — next smallest particles
- sand — biggest particles
- organic matter — twigs, earthworm castings, decomposed leaves, etc.

Clay holds onto water and nutrients in the soil.

Silt particles are like clay in composition, but have smoother surfaces. If you think of a clay particle as a golf ball, there are many pockets to hold water and nutrient particles. If silt is like a billiard ball, - it's smooth, and there are fewer places to store nutrients and water.

Sand keeps the soil from cementing together and allows air to circulate.

Organic matter adds nutrients to the soil.

A HOLE IN ONE (15 min.)

Just as in golf, the route from the seed to the mature plant is filled with sand traps, water hazards, and roughs. For this game, the golf clubs are pencils and the golf balls are dried peas. Use the unsharpened end of a pencil to hit the ball. In addition to counting the number of strokes needed to get the pea in the hole, there are hazards with penalty points assessed to them. As in golf, the player with the lowest score wins.

The course would probably be easiest to play if placed on a carpet, but a hard floor will also be fine. Any shots that leave the course count an extra 2 strokes; the ball should be placed back in the same place that it left the course.

YOU BE THE JUDGE (20 min.) page 23

Tell one member to pretend that s/he has a tack on his/her chair. Offer two pillows (one large and fluffy, one small and flat) that could be used to prevent the member from getting stuck with the tack. Chances are that s/he will pick the biggest one. Ask why? Because it offered the best protection against the tack.

Many times each day we think about a job or situation, what we have to use in that case and make a decision about which are the best options. In 4-H, we try to improve those decision making skills with judging activities and contests.

To help us when judging, there are always points or criteria to look for. Marks are assigned to each point or criteria on a scorecard. The marks an entry receives will depend on how many points or criteria it meets.

Then have them go over the scorecard in their manuals. Talk through the card using oranges as an example, since the class they'll be judging probably won't be oranges.

The collection of all the oranges to be judged is known as a class. It's like having four horses in a race; there are four pairs of oranges trying to be the best. The oranges will be judged in four different categories.

First, you would have to look at the pairs of oranges, group by group, and decide how alike they are. The best matched pair of oranges would get 4 points, the next best 3 points, the next best 2 points, and the worst one point.

The second category is condition. Do they look fresh; are there spots of mould or other bruises. Again the best looking gets four points, the next 3, the next 2, and the worst 1 point.

Then consider form and colour. The oranges that are going to win have to look round and juicy and orange - not like a pear, and not green.

The last category, size, is sort of like the form and color category. It's checking for fruit that's a normal size, not like something out of "Honey, I Shrunk the Kids."

Ask members if they have any questions, and tell them that this activity isn't a competition, it's just for practice.

Show them the class to be judged, and encourage them to pick up the items in the groups, and ask questions. Make the class fairly simple to judge with an obvious top and bottom group.

When the members are finished, have them (or help them) add up their scores. The group with the most points wins.

How many ranked the groups in the same order?

BEFORE THE ACHIEVEMENT PROGRAM (10 min.) page 24

Demonstrate how to start growing sprouts.

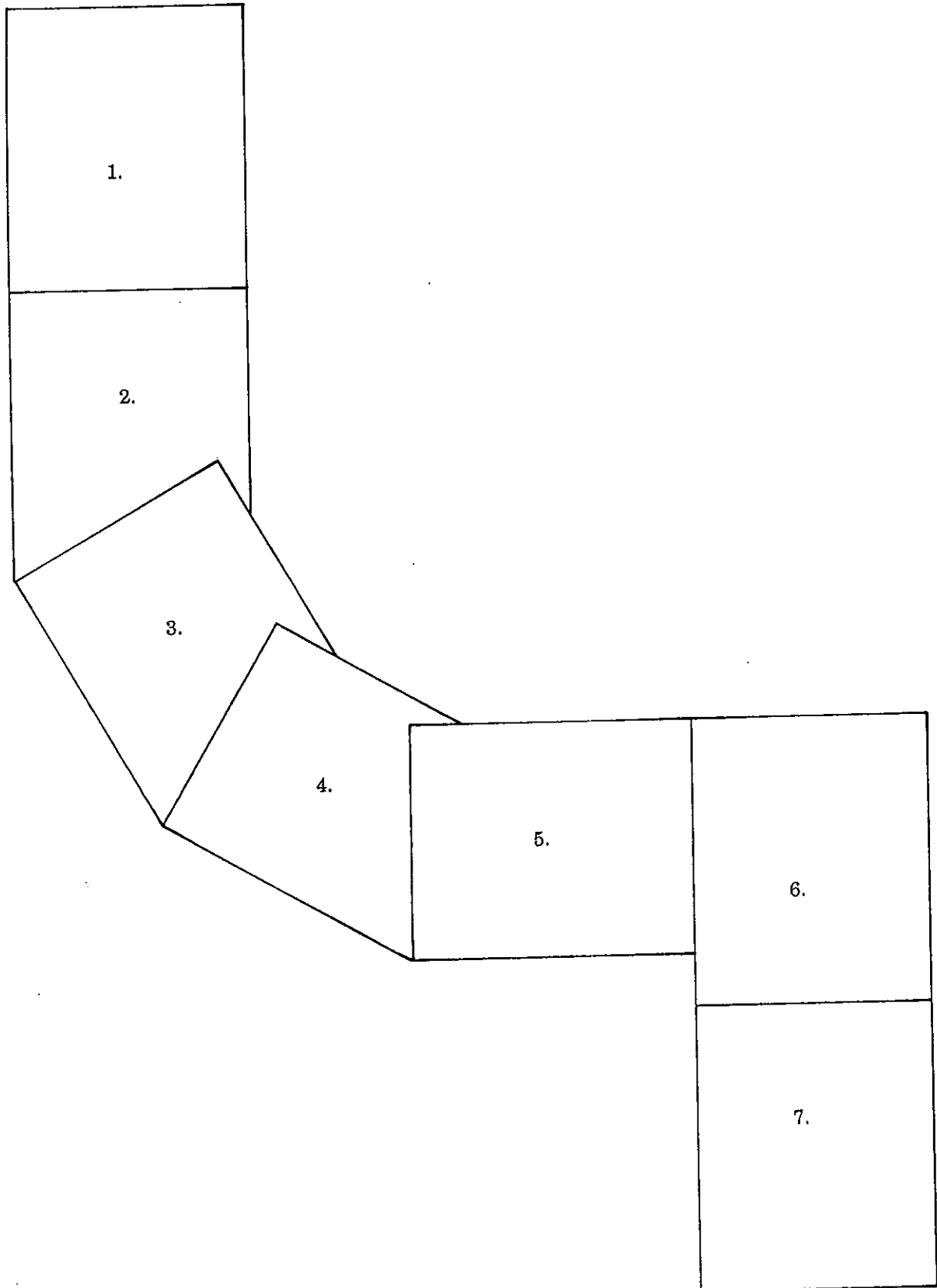
Answer any questions members may have about the Achievement Program.

SO WHAT DO YOU THINK? page 25

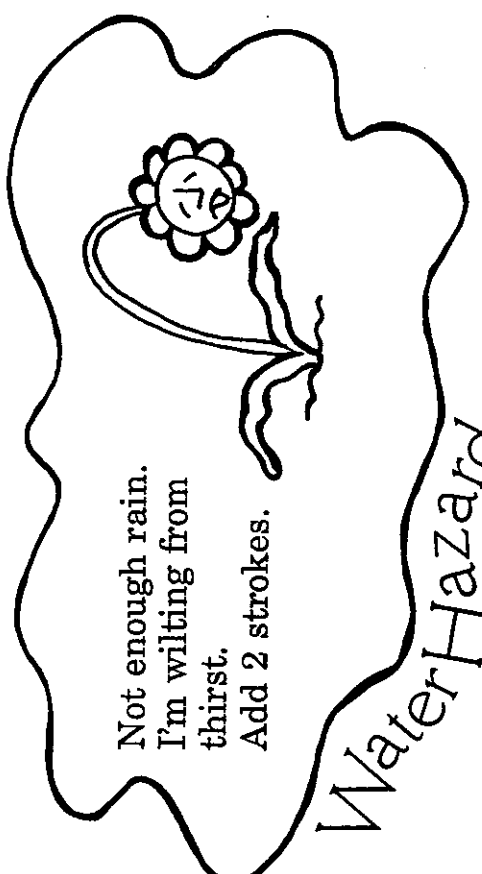
Your signature on the So What Do You Think? page indicates that you feel the member has completed the project to the best of his/her ability. It encourages the member if you write short evaluation comments in his/her book at the completion of the project. There is a space provided for this on the So What Do You Think? page. Your 4-H Club Leaders' Handbook suggests some comments that may be appropriate.

THANK YOU FOR BEING
A VOLUNTEER 4-H LEADER!

Tape the next 7 pages together to form the Seaside golf course. Use the pattern below as a guide.

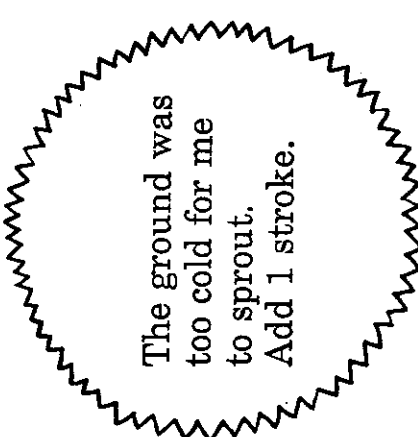


TEE OFF ZONE

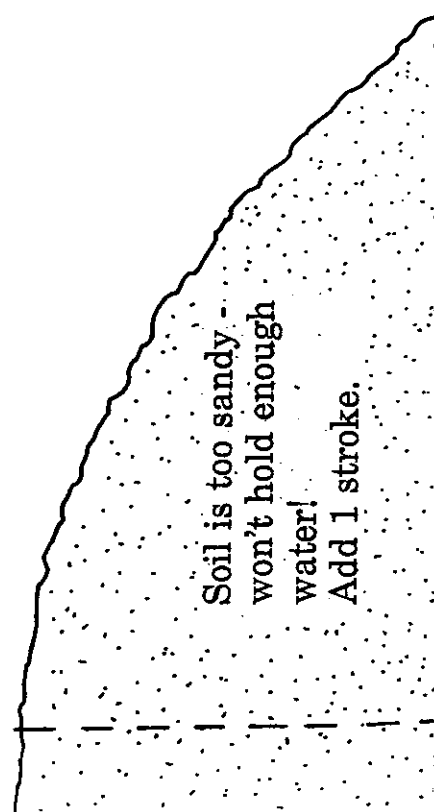


Not enough rain.
I'm wilting from
thirst.
Add 2 strokes.

Water Hazard



The ground was
too cold for me
to sprout.
Add 1 stroke.



Soil is too sandy -
won't hold enough
water!
Add 1 stroke.

1.

TAPE PAGE #2 ALONG DOTTED LINE.

SAND TRAP

There was a
slight frost -
it took a few
days for my
leaves to recover.
Add 1 stroke.



TAPE PAGE #3 ALONG DOTTED LINE.

CEMENT HAZARD

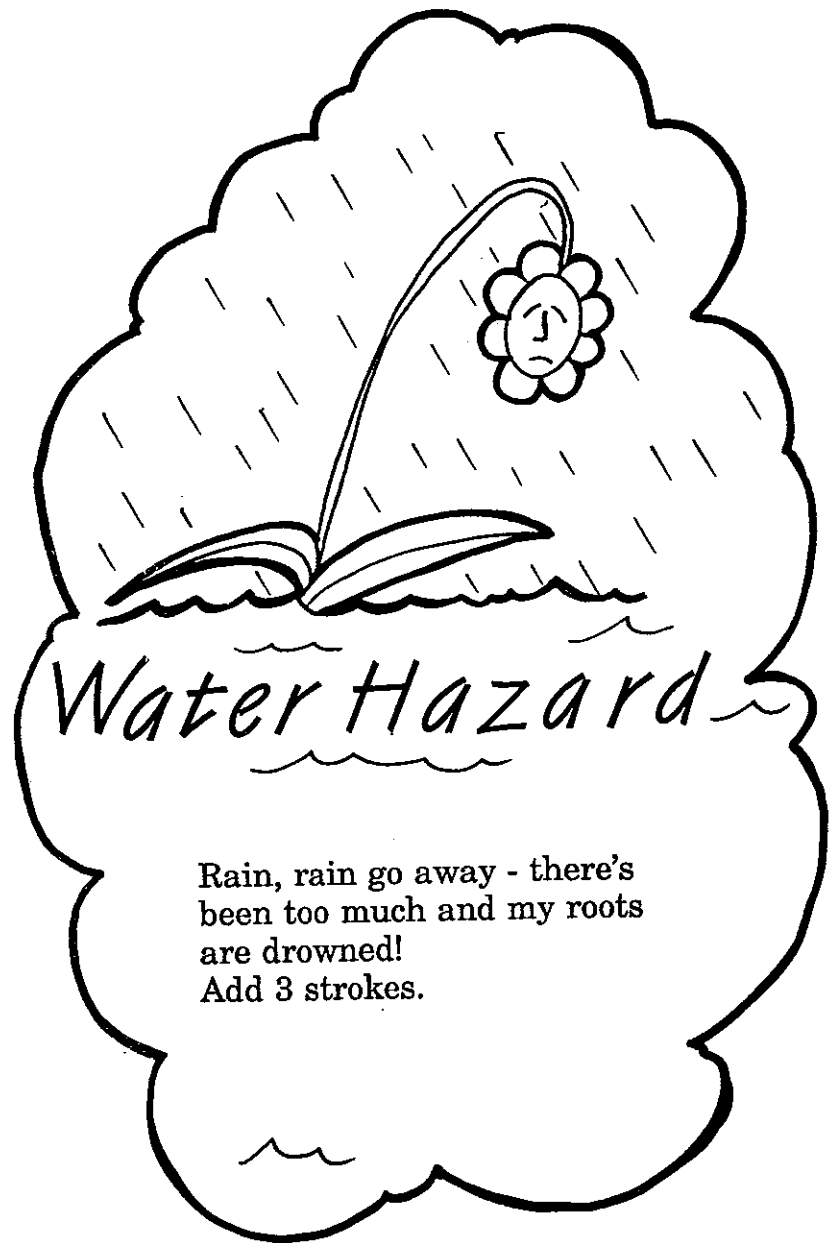
Too much clay in
the soil - it has
hardened - it's
so hard to get
my roots through!

Add 3 strokes.

TAPE PAGE #4 ALONG DOTTED LINE.



TAPE PAGE # 5 ALONG DOTTED LINE



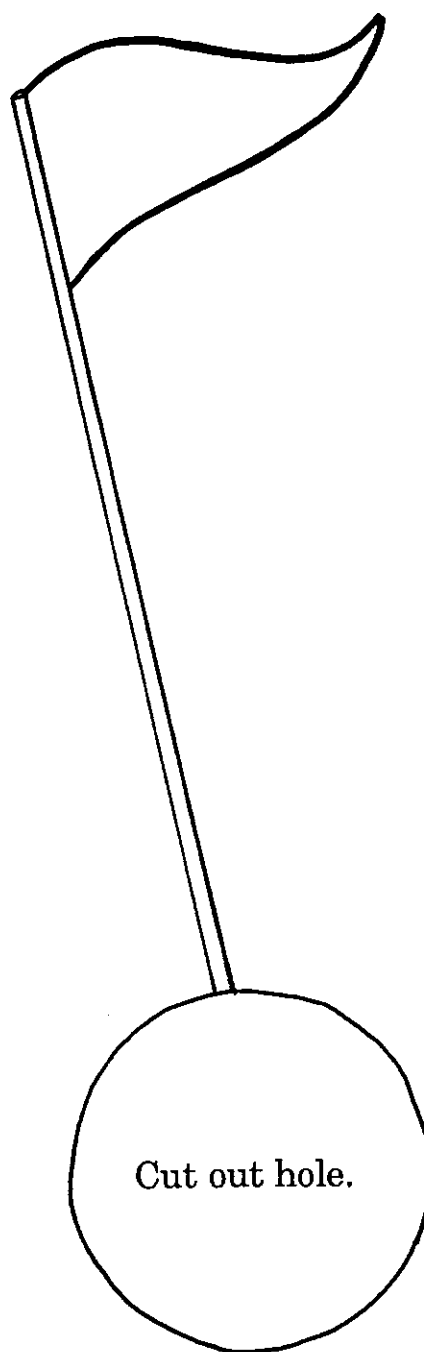
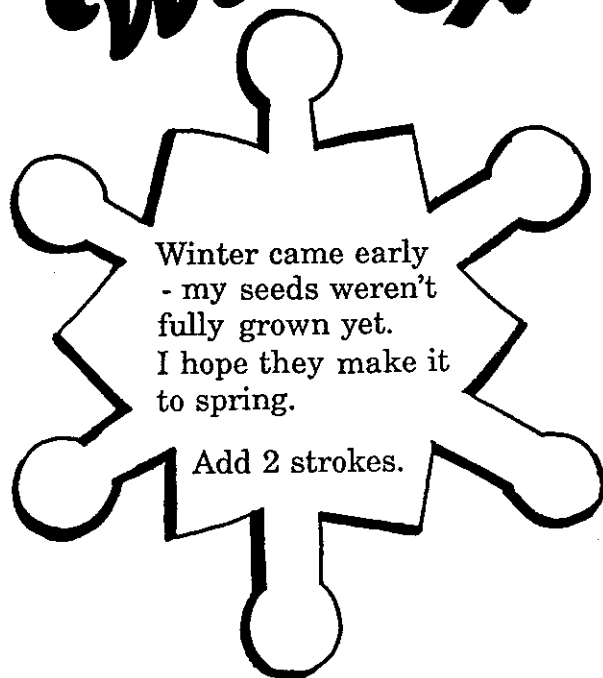


**TOO
CLOUDY!**

It's been too cloudy, and
there hasn't been enough
sun for my leaves to
make food.

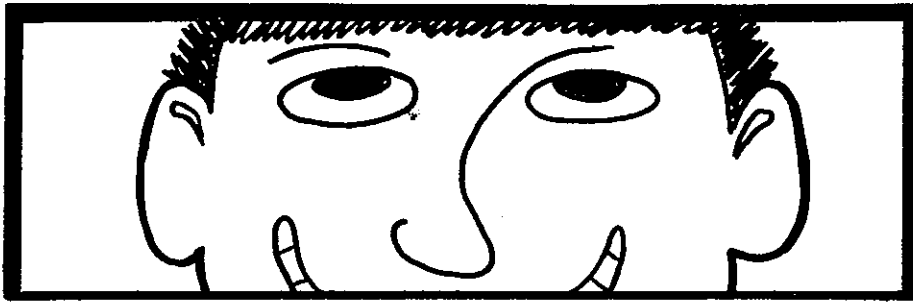
My growth has stopped. Add 1 stroke.

Winter

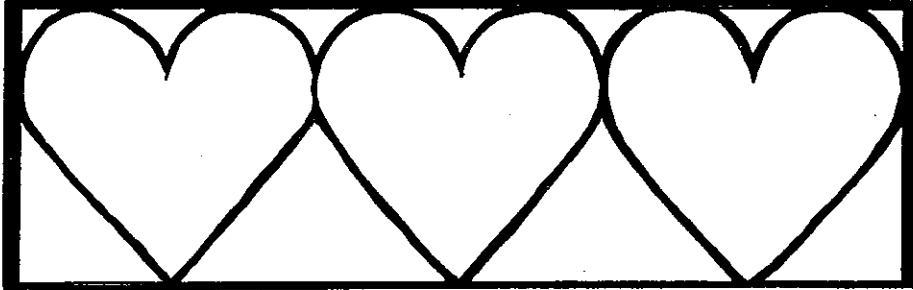


SYMBOLS TO ADD TO PLEDGE:

HEAD



HEART



HANDS



HEALTH



COUNTRY

CLUB



COMMUNITY



"I Pledge:

My _____ to
clearer
thinking

My to
greater
loyalty

My _____ to
larger
service

My _____ to
better living

For my _____,

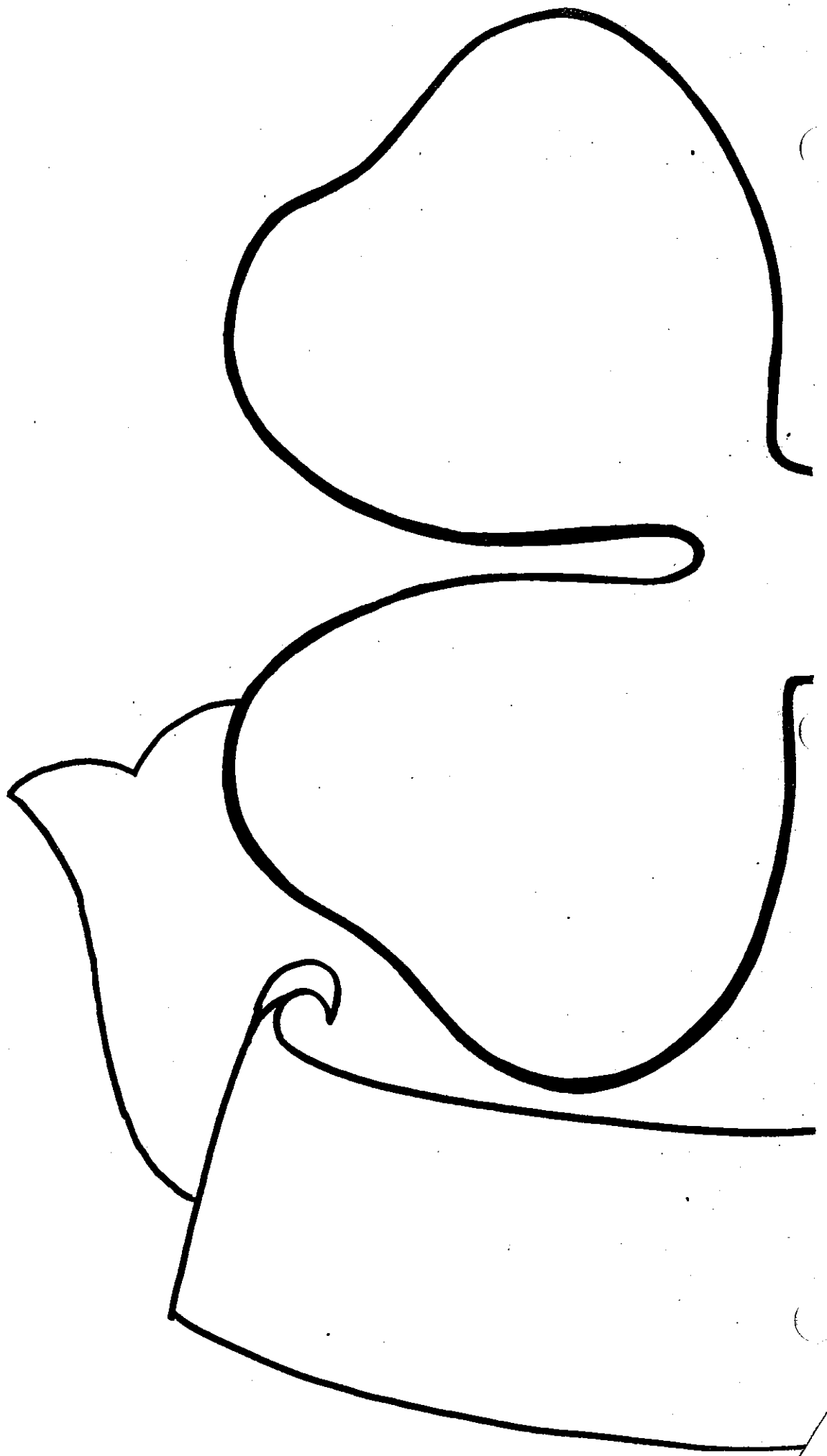
my _____

and

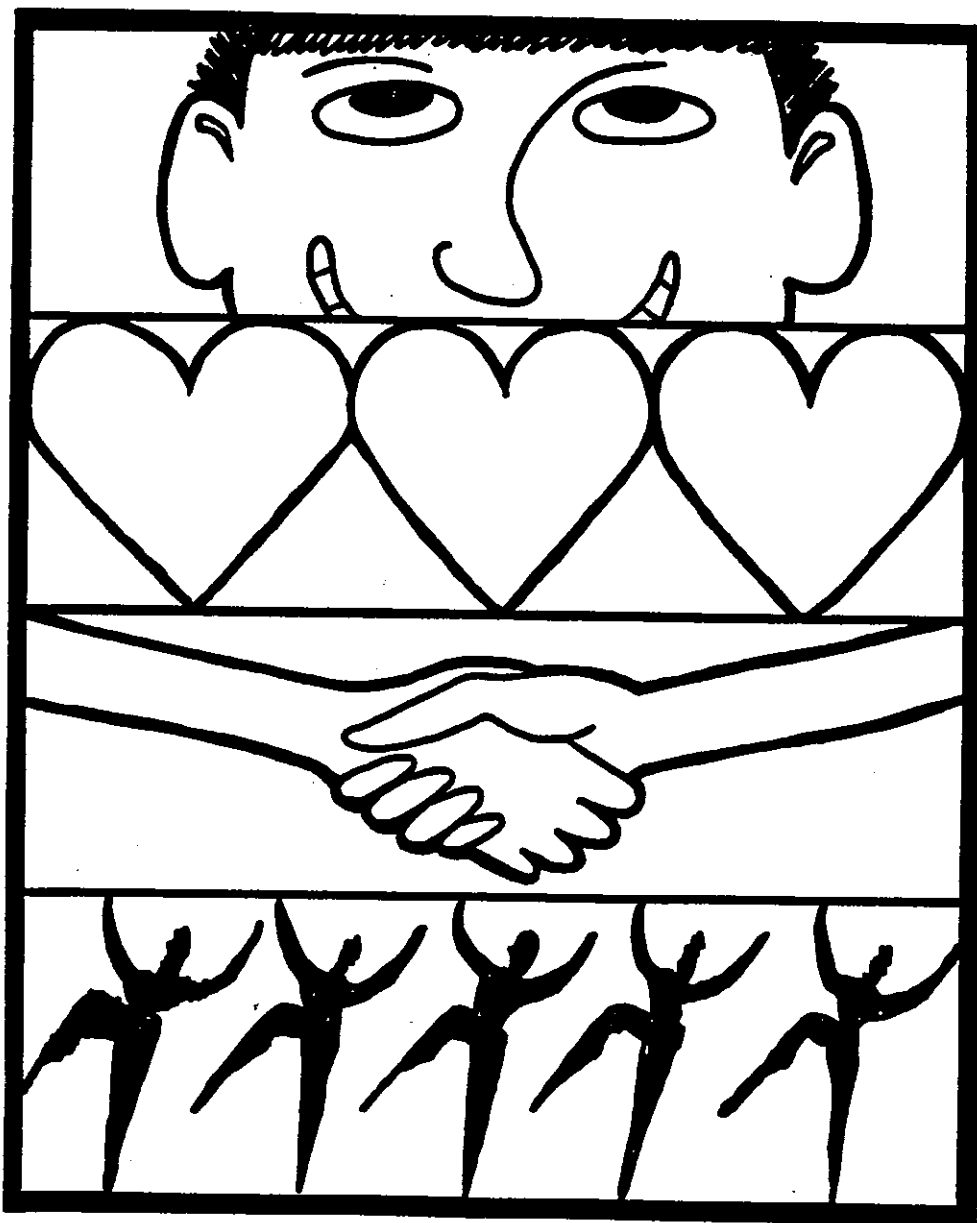
my _____.

”





EXPLORE 4-H



Ontario
4-H Council



Ontario

Ministry of Agriculture,
Food and Rural Affairs

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4-H Resource Specialist
Rural Organization Specialist
Rural Organization Specialist
4-H Resource Assistant
Rural Organization Specialist
4-H Member
4-H Leader

Guelph
Walkerton
Peterborough
Guelph
Sudbury
Rockwood
Wellington

This project was jointly funded by the Ontario Ministry of
Agriculture and Food and Agriculture Canada.

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."

Dear Parent/Guardian:

The primary purpose of the 4-H program is the personal development of youth in rural Ontario.

In 4-H, members will be:

- encouraged to develop self-confidence, a sense of responsibility, and a positive self-image;
- helped to develop their skills in communications, leadership, problem solving, and goal setting; and
- offered the opportunity to learn about the food production, processing, and marketing systems and the heritage and culture of Ontario through projects such as livestock and crop production, financial management, food preparation, nutrition, recreational activities, and career development.

Ontario 4-H Council

Requirements

A member will complete this project satisfactorily by:

1. participating in at least 2/3 of his/her own club meeting time,
2. completing the project requirements to the satisfaction of the club leader(s), and
3. taking part in an achievement program.

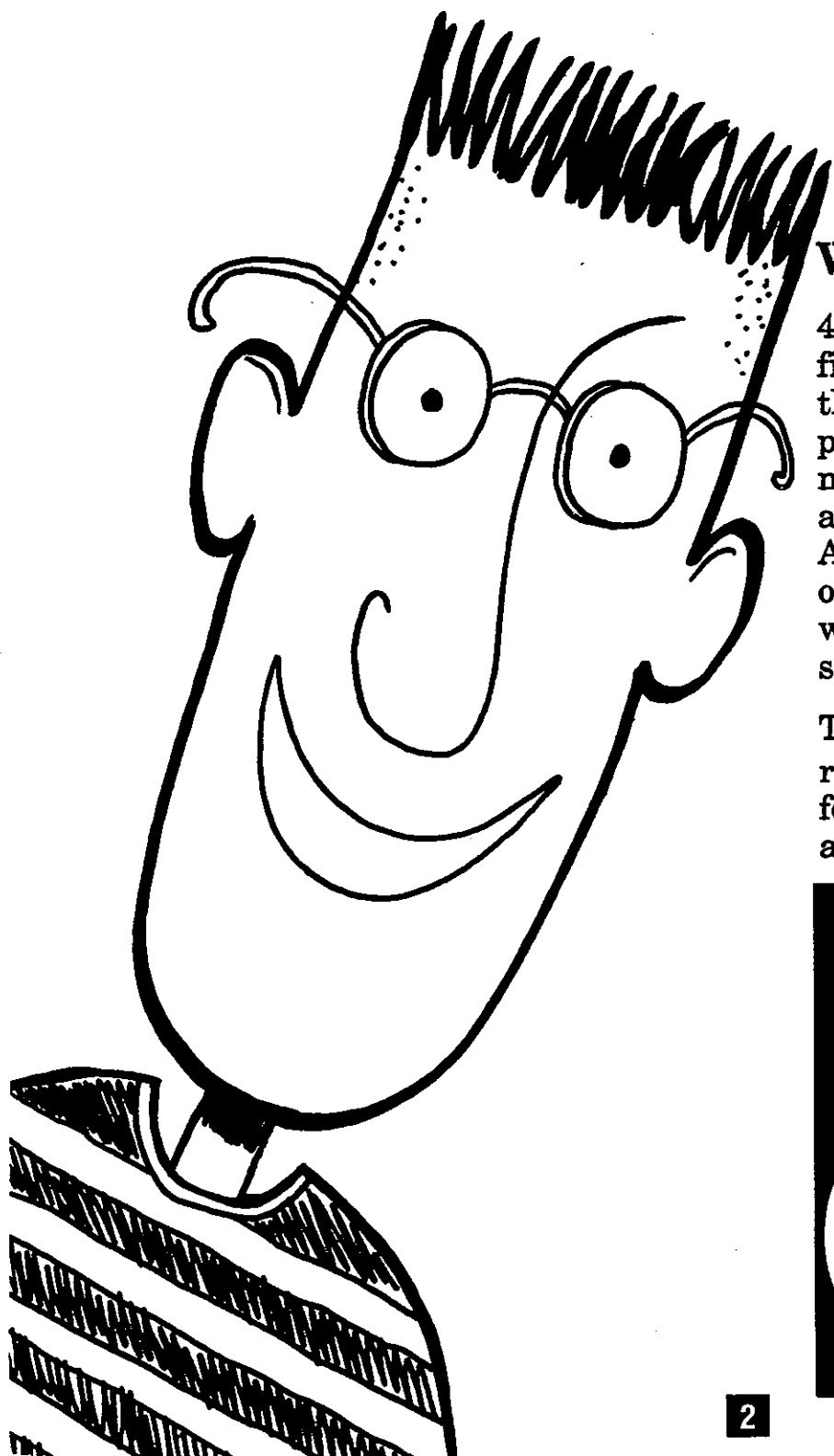
My name: _____

Age: _____

Club: _____

Number of clubs: _____

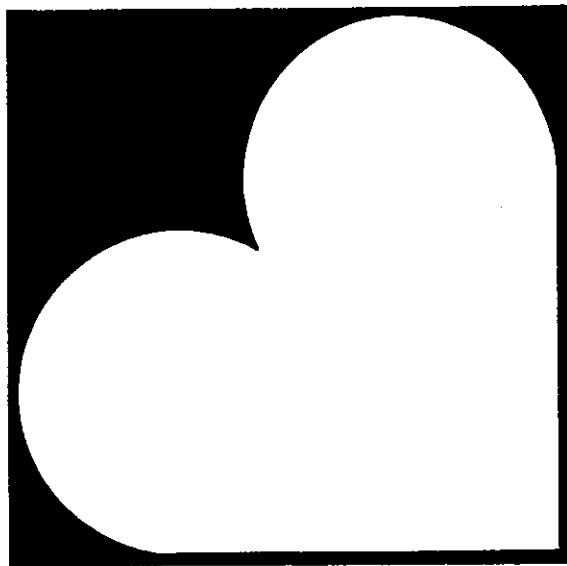
~~4~~-H IS 4U

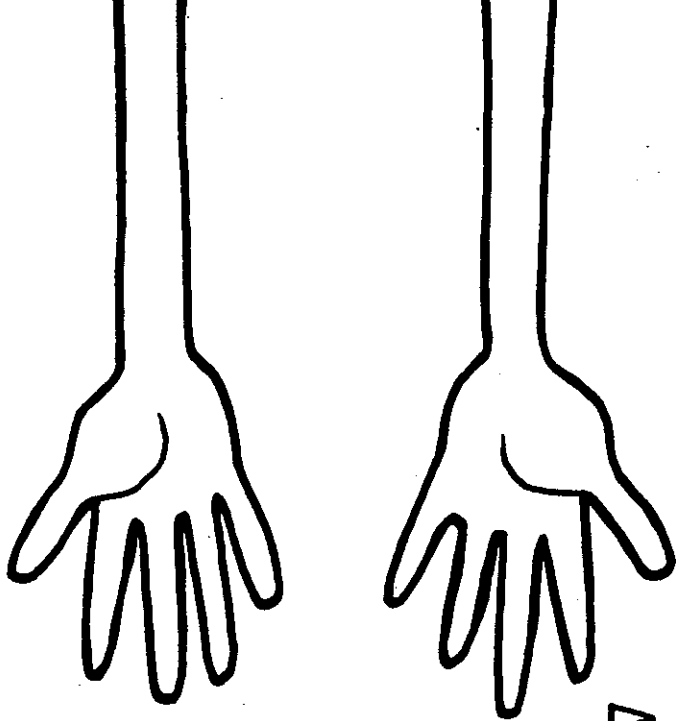


Welcome to 4-H

4-H is a way to meet people, to find out about things by doing them, and to have fun! The people in your 4-H club (the club members and leaders) talk about and do things together. Activities are usually based on one topic but in this club you will have a chance to explore several topics.

There are only four things to remember about 4-H — 4-H is for friends, for doing, for fun, and 4-H is for you!





How do your friends and family or the people at school recognize you? By your name, the way you look or talk?

Just like people, groups have names, and symbols that are special, just for them.

The 4-H symbol is a 4-leaf clover, with an H in each corner. The four Hs stand for *head*, *heart*, *hands* and *health*.

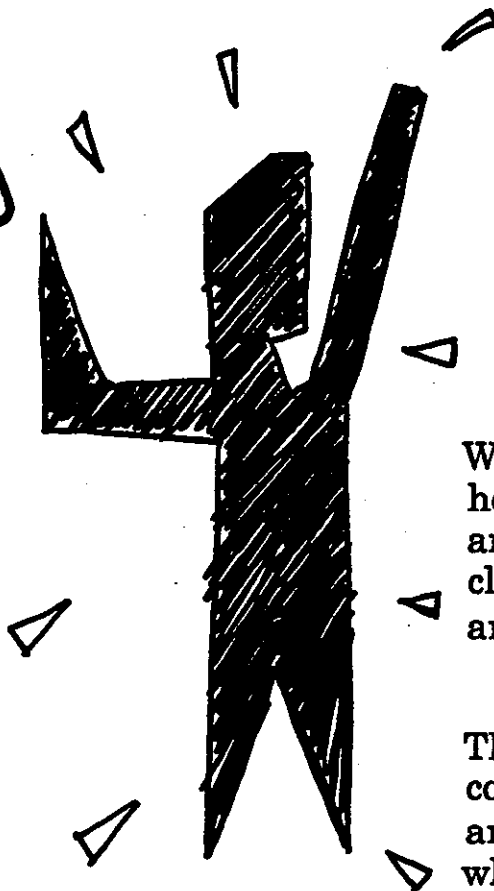
Each of us has a head, a heart, hands and our health to use in special ways.

Head — we train our head to think, to plan and to make careful decisions

Heart — we train our heart to be kind, true and caring for others

Hands — we train our hands to be useful, helpful and skilful

Health — we keep our bodies healthy to have full and better lives.



We use our heads, hearts, hands and health in our clubs, community and our country.

The official 4-H colours in Canada are green and white.

Green represents agriculture and young people. White stands for purity.

At meetings, 4-H members might say the 4-H pledge, and the motto.



WORKING TOGETHER

Working Together

Part of the fun of 4-H is working on things yourself, but another part is working on things together with members of your 4-H club. Where else have you seen groups at work?

Electing Officers

Some club members may take on an extra job to help the club run more smoothly. These members are called the club officers or executive. Who are your officers?



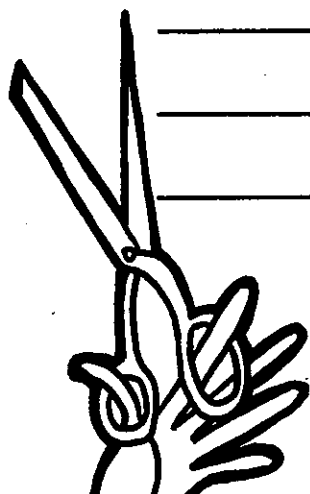
President: _____

Vice-president: _____

Secretary/treasurer: _____

Press reporter: _____

Who are the other Members of
your club?



Who are your leaders?

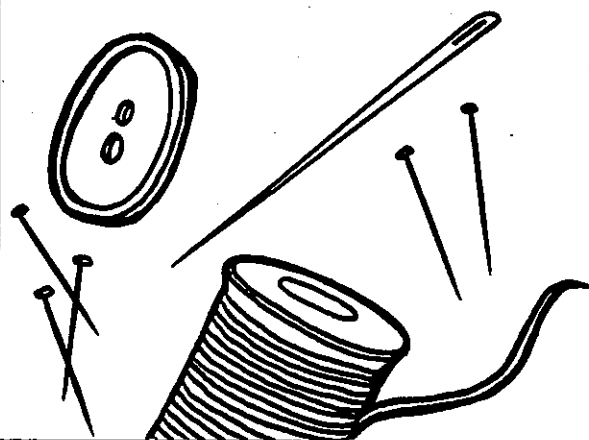
B · E · F · O · R · E · T · H · E

NEXT MEETING

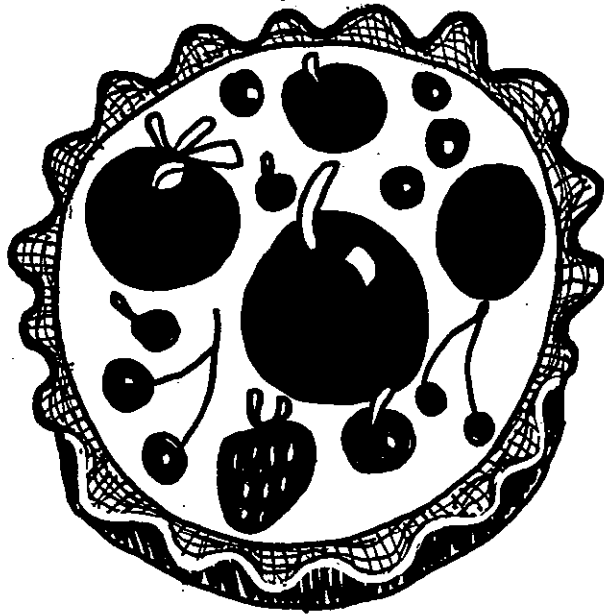
For the next meeting, you will need:

- a small hand sewing needle
- 5 straight pins
- a piece of thin cardboard (a recipe card will be fine)
- two safety pins
- a piece of lightweight fabric, about 17 cm square
- a flat button
- a spool of any colour thread (you will be using about 4 m)
- an old pill or film canister or small container. Be sure it is clean.

Gather these things and put them with this book, so you will be sure to take them to the Sew Yummy meeting.



SEW Yummy



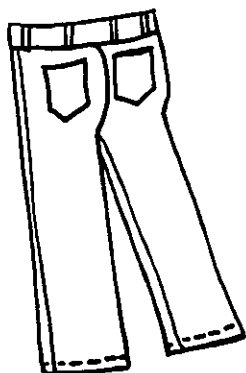
Roll Call

Have you ever had to make a meal for yourself or your family? What did you make?

Sew What?

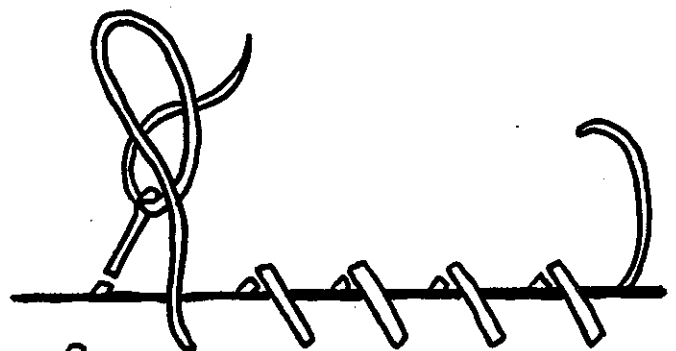
Hemming Stitch

As you can tell from the name, the hemming stitch is used to sew a hem. Use thread the same color as the fabric.



Work on the wrong side of the fabric. Push your needle down through the fabric right next to the hem edge and then up again

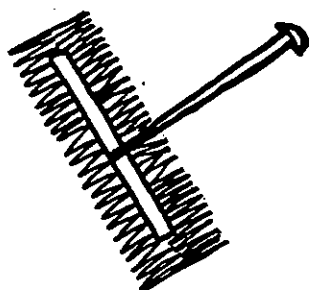
through both the fabric and the hem edge. This stitch should be very tiny, because it shows on the right side of the fabric.



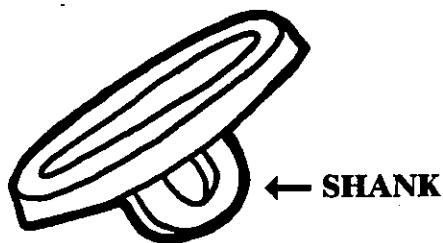
Make another stitch the same way about $\frac{1}{2}$ cm from the first. On the wrong side of the fabric, the stitches will look slanted. Continue all the way around the hem.

Sewing on a Button

Working on a table, lay the garment down and do up the other buttons. Now, put a pin through the centre of the buttonhole, and leave it there to show where the missing button should go. Carefully lift away the buttonhole side of the garment, leaving the pin in place.



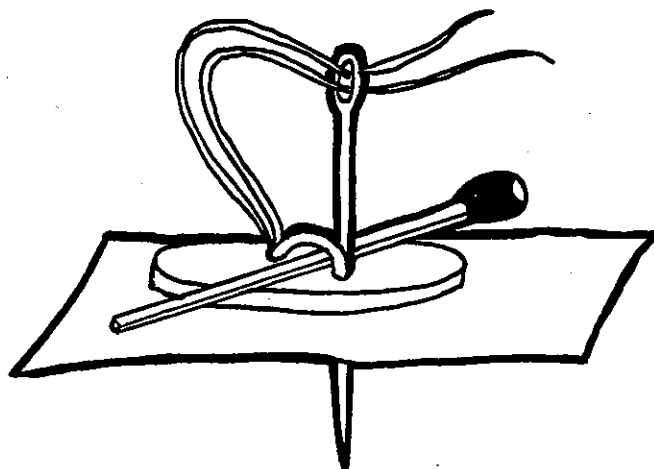
Use double thread in a matching color. Make two small stitches, on top of each other, to secure the thread. Lay the button on top.



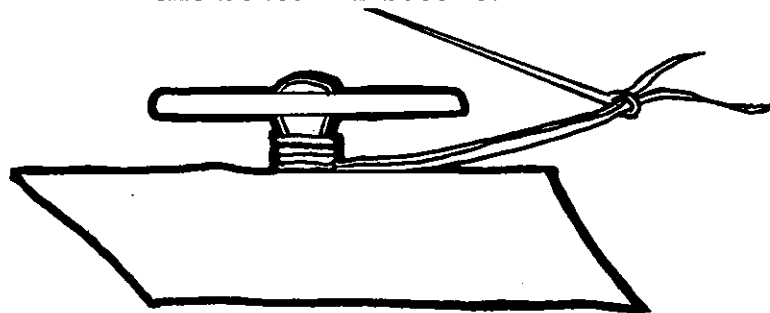
If the button has a shank (which looks sort of like a tail), sew it securely to the garment. Fasten the thread, again with two or three stitches on top of each other, on the inside (also called the wrong side) of the garment. A shank allows for the thickness of the fabric, and prevents stretching of the buttonhole. If the button doesn't have a shank you should make one out of thread.

To make a thread shank use these steps.

1. Place a heavy pin, matchstick or toothpick across the top of the button.

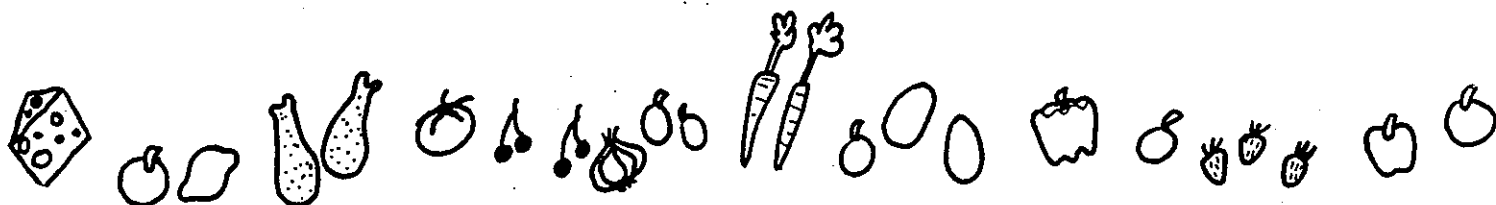


2. Bring the needle and thread up through the button, over the pin and back through the button. Continue sewing over the pin four or five times until the button is secure.



3. Remove the pin. Pull the button away from the fabric. Beginning at the base of the button, wind the thread firmly around the stitches under the button. This forms the shank. Take two stitches through the thread shank, then pull the needle through to the wrong side of the fabric and secure or knot the thread.

m-m-m-m-m-m-m-m GOOD



Egg 'N' Muffin

This jiffy breakfast recipe also makes a great quick lunch.

- 1 slice cooked ham
- 1 egg
- 25 mL grated cheese
- 1 english muffin

Yield: 1 serving

Preparation Time: 5 min.

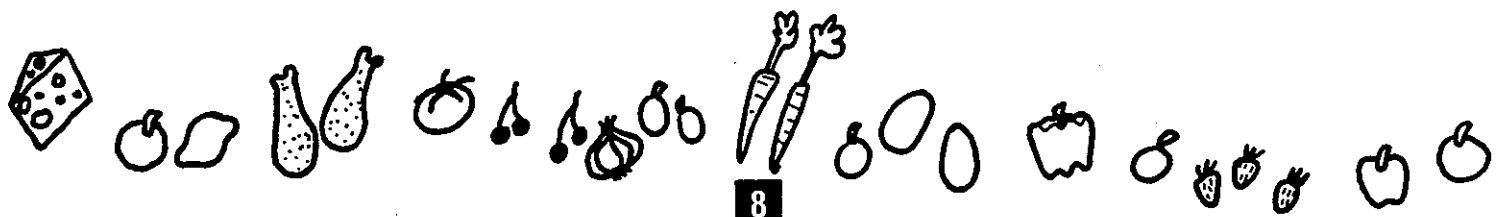
Cooking Time: 3-5 min.

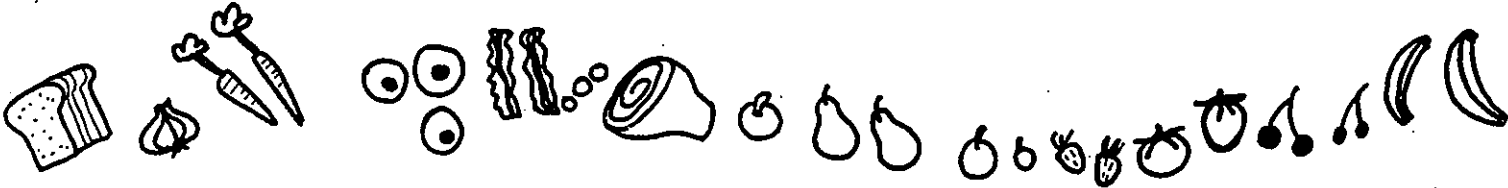
Standing Time: 1-3 min.

Equipment:

large custard cup or cereal bowl
fork
grater
microwave safe plastic wrap
knife

1. Read recipe.
2. Line bottom of large custard cup with ham.
3. Break egg on top of meat. Gently pierce the yolk once with fork tines so the egg doesn't explode. Top the egg with cheese.
4. Cover the custard cup tightly with plastic wrap, folding back one edge so steam can escape.
5. Microwave on 50% power for 2 - 3 minutes.
6. Let stand, covered, 1 - 3 minutes to reach desired firmness.
7. Split english muffin in half, wrap in a paper towel. Microwave on 100% power for 30 seconds.
8. Place the egg and meat between two halves of english muffin.





Oven-ready Rice

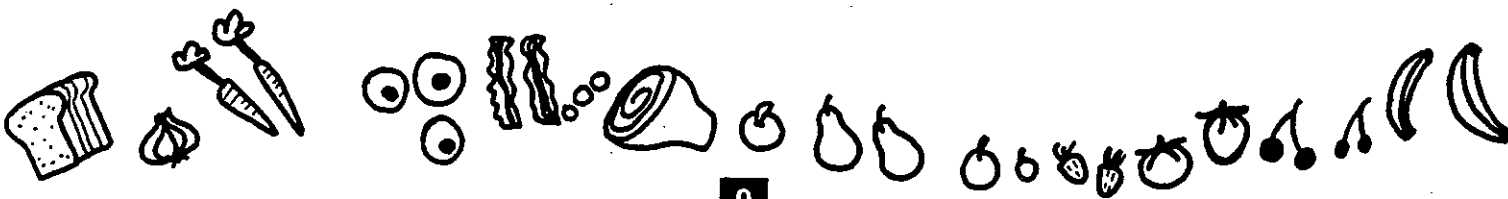
500 mL boiling water
1 chicken bouillon cube
250 mL rice
25 mL butter
375 mL frozen mixed vegetables,
thawed (1-250 g pkg.)

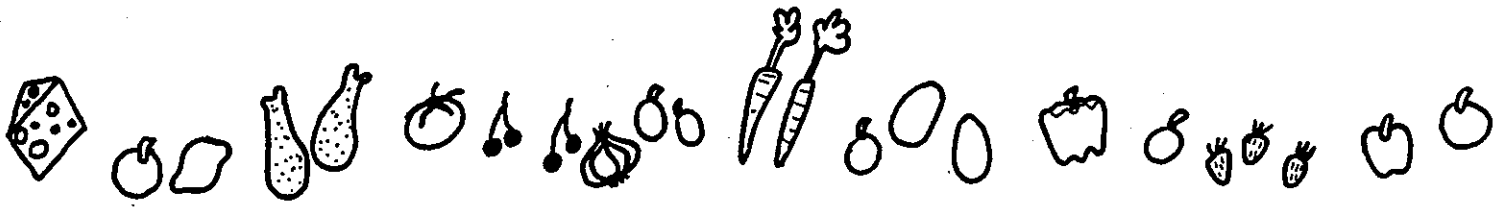
Yield: 6 servings
Preparation Time: 5-10 min.
Cooking Time: 55 min.
Equipment:
liquid measure
2 L casserole with lid
wooden spoon
dry measure
rubber spatula

1. Read recipe.
2. Set oven temperature to 160°C (325°F).
3. Pour boiling water into casserole dish. Crumble bouillon cube into water. Stir to dissolve.
4. Add rice, butter, and vegetables and stir well.
5. Cover casserole and place in oven for 45 min. Using oven mitts, remove dish from the oven. Take lid off dish being careful of the steam. Stir. Return dish to oven, uncovered, to finish baking, about 5-10 min. or until all the liquid is absorbed.

MICROWAVE DIRECTIONS

1. Read recipe.
2. Heat water in microwave safe dish using 100% power 2-3 min. Crumble bouillon cube into water. Stir to dissolve.
3. Add rice, butter, and vegetables and stir well.
4. Cover dish using lid or plastic wrap. Microwave on 100% power 5 min.
5. Then microwave on 50% power 15-20 min.
6. Let stand, covered, for 5 min. before serving. Be careful of the steam when removing the lid or plastic wrap. If all the liquid is not absorbed, simply return to the oven 1-2 min. at 50% power.





Vegetable Salad With Spicy Tomato Dressing

- 1 head iceberg or romaine lettuce, washed, torn into bite-size pieces
 - 2 carrots, peeled, sliced thinly into coins or rounds
 - 2 stalks celery, sliced diagonally
 - $\frac{1}{2}$ green pepper, sliced in thin strips
 - 2 tomatoes or red apples, cut in wedges
- dressing to pass

Yield: 6 servings

Preparation Time: 15 min.

Equipment:

cutting board
vegetable peeler
sharp knife
large salad bowl
salad tongs

1. Prepare vegetables as suggested.
2. Toss together in large salad bowl.
3. Serve with Spicy Tomato Dressing or another favorite. Pass dressing separately. Leftovers can then be refrigerated without the vegetables becoming soggy.

Spicy Tomato Dressing

- 1 284 mL can tomato soup
- 50 mL liquid honey
- 125 mL cider vinegar
- 15 mL Worcestershire sauce
- 1 mL paprika
- 1 mL dry mustard
- 1 mL minced onion

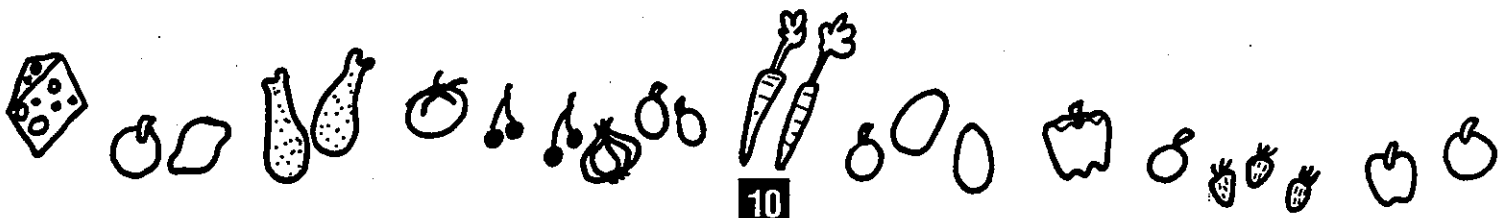
Yield: 500 mL

Preparation Time: 10 min.

Equipment:

liquid measures
small measures
food processor or blender
can opener
rubber spatula

1. Place all ingredients in food processor or blender.
2. Blend for 2-3 min. or until well combined. Store in refrigerator until serving time.



Meatloaf In A Mug

This recipe for the microwave oven makes a quick meal for one person.

125 mL lean ground beef
1 slice bread, torn into
small pieces
25 mL milk
1 green onion, thinly sliced
2 mL Worcestershire sauce
pinch salt
pinch pepper

Yield: 1 serving
Preparation Time: 5 min.
Cooking Time: 4 min.
Equipment: small bowl
dry measure
small measures
sharp knife
cutting board
fork
medium straight-sided mug
wax paper

1. Read recipe.
2. Mix all ingredients thoroughly in small bowl.
3. Press into medium size mug.
4. Cover with wax paper.
5. Microwave at 70% power for 4 minutes or until meat is firm, rotating mug half a turn after 2 minutes.
6. Let stand 1 minute.

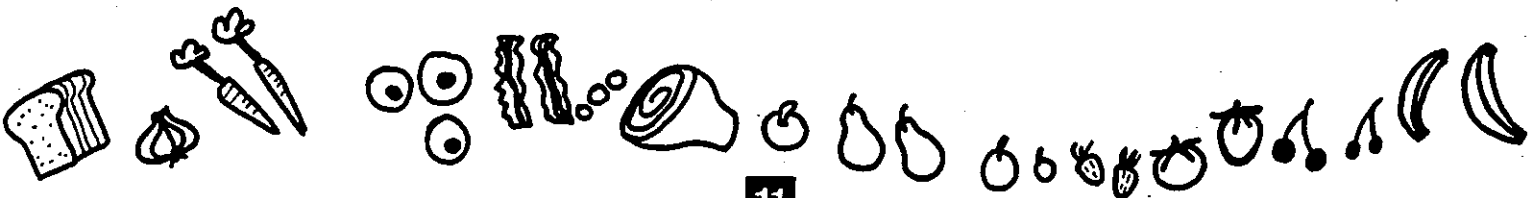
Shake-em-up Pudding

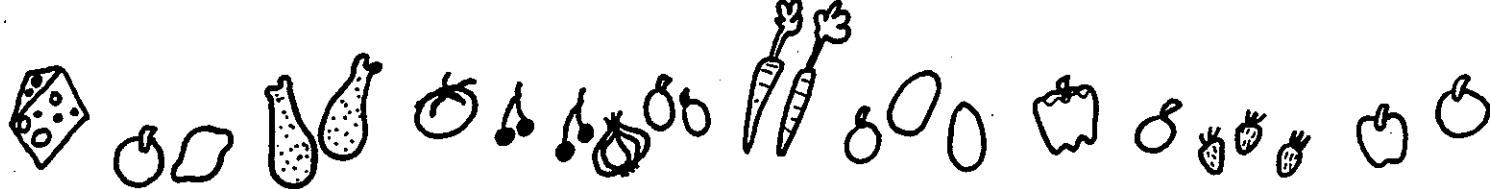
500 mL cold milk
1 pkg. (4 serving size)
vanilla instant pudding
250 mL fresh or unsweetened
canned fruit such as fruit
cocktail, peaches, or
pears, drained

Yield: 4-5 servings
Preparation Time: 10 min.
Equipment:
liquid measures
1 L jar with lid
spoon
4 or 5 serving dishes
rubber spatula

1. Read recipe.
2. Pour cold milk into jar.
3. Add package of instant pudding mix.
4. Cover and shake well until all the lumps are gone. Make sure the lid is on tightly!
5. Place some fruit in the bottom of each serving dish.
6. Pour pudding over fruit. Store in refrigerator until ready to use.

You might like to try other pudding flavours and fruit combinations.





Strawberry Sundae Topping

25 mL corn starch
50 mL sugar
50 mL water
500 mL frozen strawberries*
thawed (1-300 g pkg.)
15 mL lemon juice

Yield: 500 mL
Preparation Time: 3 min.
Cooking Time: 3-5 min.
Equipment:
2 L microwave safe bowl
small measures
liquid measure
wooden spoon

1. Read recipe.
2. In a 2 L microwave safe bowl, combine cornstarch, and sugar.
3. Stir in water and berries.
4. Microwave on 100% power for 3-5 minutes, stirring every minute with a wooden spoon until thickened.
5. Add lemon juice and stir.

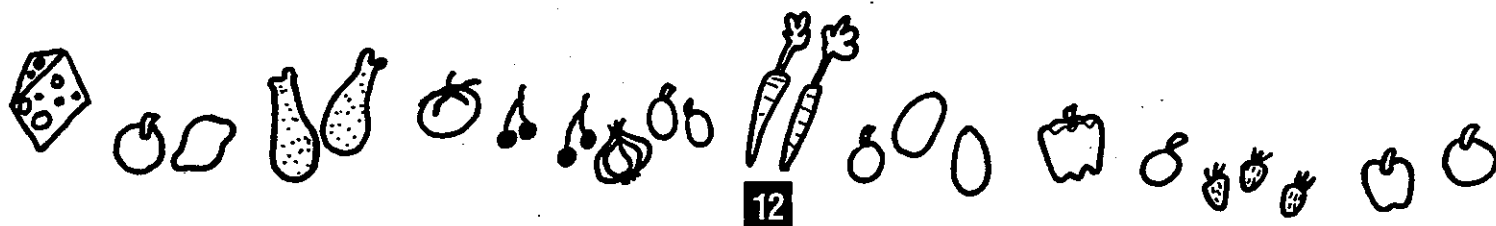
* Raspberries or blueberries could also be used.

Butterscotch Sauce

250 mL brown sugar
125 mL light cream
50 mL corn syrup
25 mL corn starch
50 mL butter
pinch salt
5 mL vanilla

Yield: 375 mL
Preparation Time: 5 min.
Cooking Time: 4 min.
Equipment:
1 L microwave safe dish
dry measure
liquid measure
small measures
small wire whisk

1. Read recipe.
2. In a 1 L microwave safe dish, blend sugar, cream, corn syrup, corn starch, butter, and salt.
3. Microwave at 70% power for 4 minutes, stirring for 5 seconds every minute with whisk.
4. Stir in vanilla.
5. Serve warm or cold.





Hot Fudge Sauce

250 mL chocolate chips
(1-175 g pkg.)
15 mL butter
50 mL light corn syrup
30 mL water
pinch salt
5 mL vanilla

Yield: 250 mL

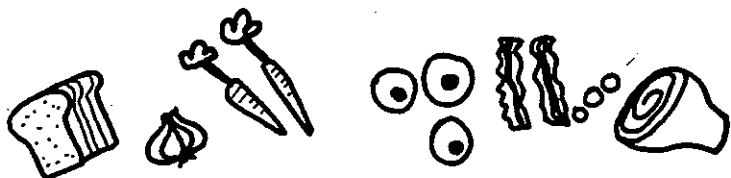
Preparation Time: 3 min.

Cooking Time: 5 min.

Equipment:

500 mL glass measure
dry measure
small measures
wooden spoon
liquid measure

1. Read recipe.
2. In 500 mL glass measure combine chocolate chips and butter.
3. Microwave on 50% power for 3-4 minutes, stirring every minute until smooth.
4. Gradually add corn syrup and water mixing well until smooth.
5. Add salt and vanilla.
6. Microwave on 100% power for 1 minute until hot.
7. Serve immediately.

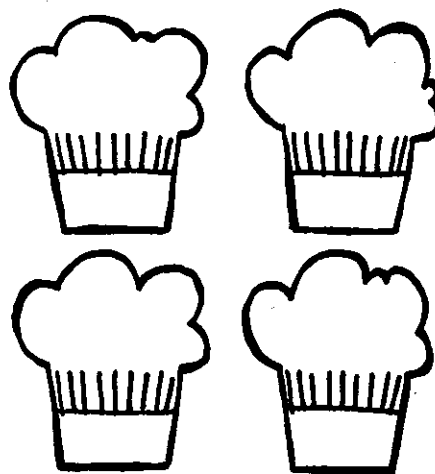


B · E · F · O · R · E · T · H · E

NEXT MEETING

1. Try an MM-m-m recipe for your family. It could be one you tasted at the meeting, or another one from your Members' Manual.

How did it turn out? Give it a score. Color in one chef's hat for just O.K., two for pretty good, three for great, or four for terrific.



2. Find a good place for your emergency sewing kit. It might be handy in your locker or gym bag, in the family car, or with a first aid kit.

OUR PLACE

IN THE WORLD

NATURAL RESOURCES

HUMAN RESOURCES

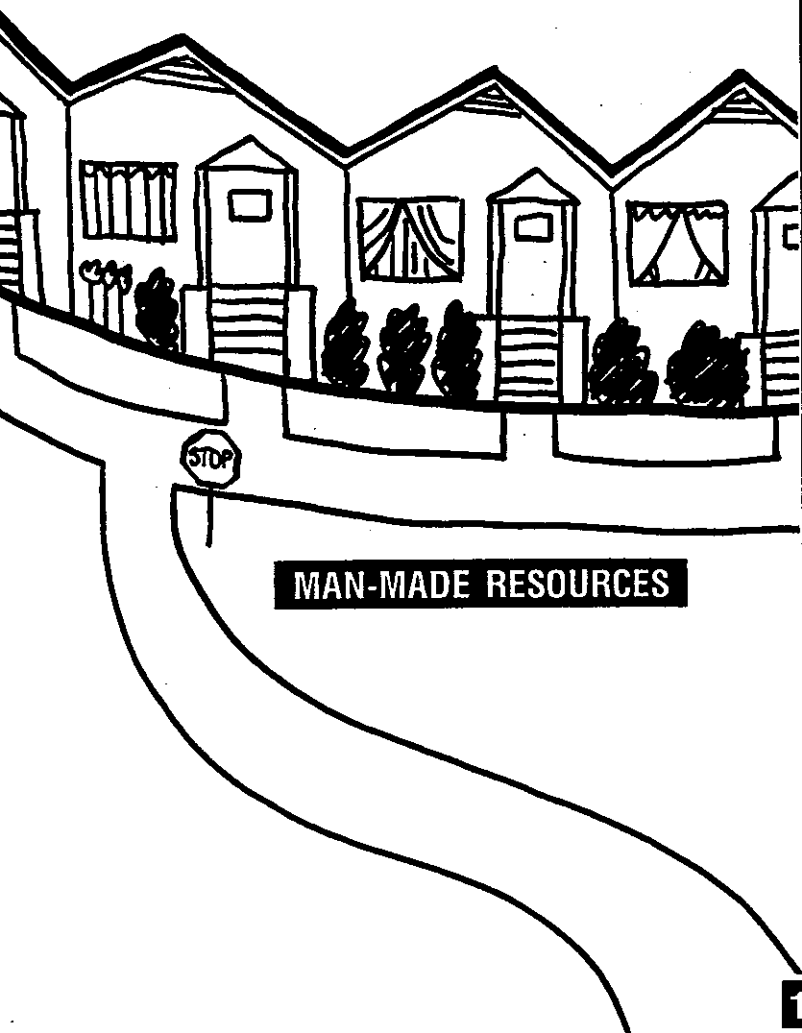
Roll Call

Name two things of your own that you use almost every day.

Sources of Resources

Resources are things that we can use to live and do the things we want. Resources divide into three groups - natural resources, human resources and man-made resources.

Taking care of our natural resources and using up only what we really need is called conservation. By conserving, we can make sure we don't run out or waste important resources.



B · E · F · O · R · E · T · H · E

NEXT MEETING

Talk to one of your parents, or someone about the same age, and your grandparents, or someone older than your parents. Ask them these questions.

What did they take to school for lunch?

How was it packaged?

Compare that to the lunch you usually take.

OR

Weigh all the garbage produced at your house in one day.

Collect it all in one bag or box and use the bathroom scales to weight it.

First, weigh yourself — I weigh _____.(1)

Next, pick up the garbage, and look at the weight again.

Holding the garbage, I weigh _____.(2)

Subtract your weight (1) from the total weight of you holding the garbage (2), and you'll get the weight of the garbage alone.

What are three things that your family could do to produce less garbage? Write them down here.

LET'S TALK



Roll Call

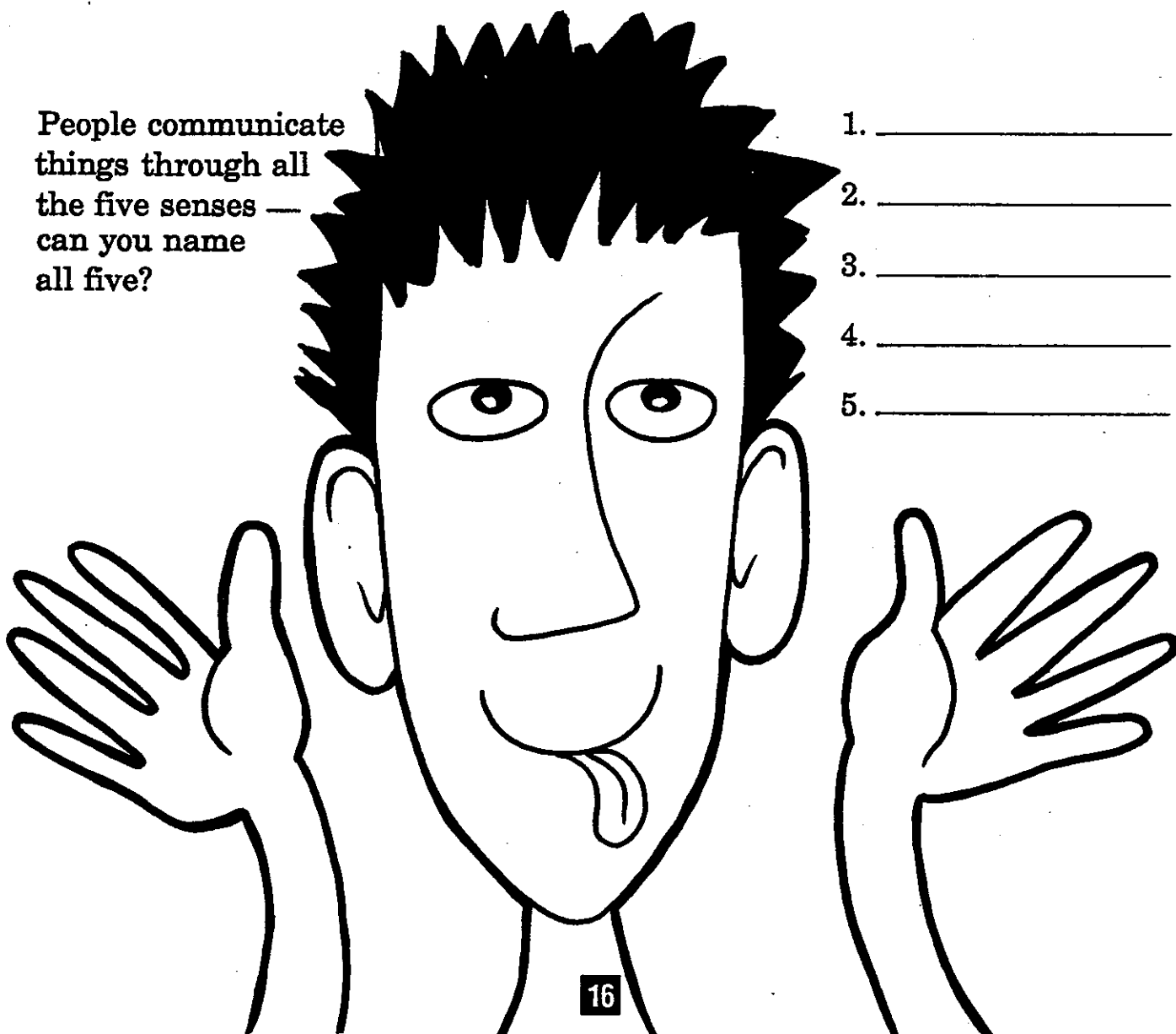
Make up a message for a telephone answering machine.

What's the Message?

When we are trying to understand someone else, or make someone understand us, we are trying to communicate.

People communicate things through all the five senses — can you name all five?

1. _____
2. _____
3. _____
4. _____
5. _____

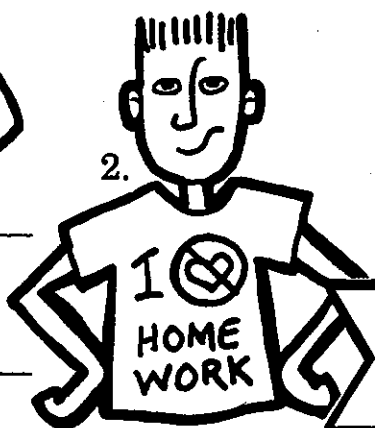


What is being communicated in these examples?



1. _____

2. _____



3.



3. _____

4. _____

5. _____



4.



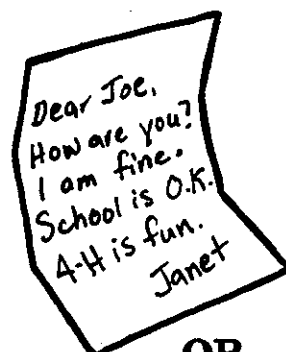
5.

Most often we communicate by talking or writing. What language do you use the most to talk or write? Do you know anyone who speaks or writes in another language?

BONJOUR! OLA!
Aloha! ciao! G'DAY!

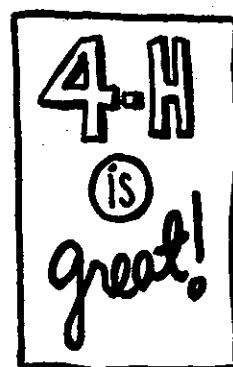
B E F O R E T H E NEXT MEETING

Use your communication skills — write a letter to a friend or relative, **OR** make a poster about 4-H or something else you'd like to communicate,



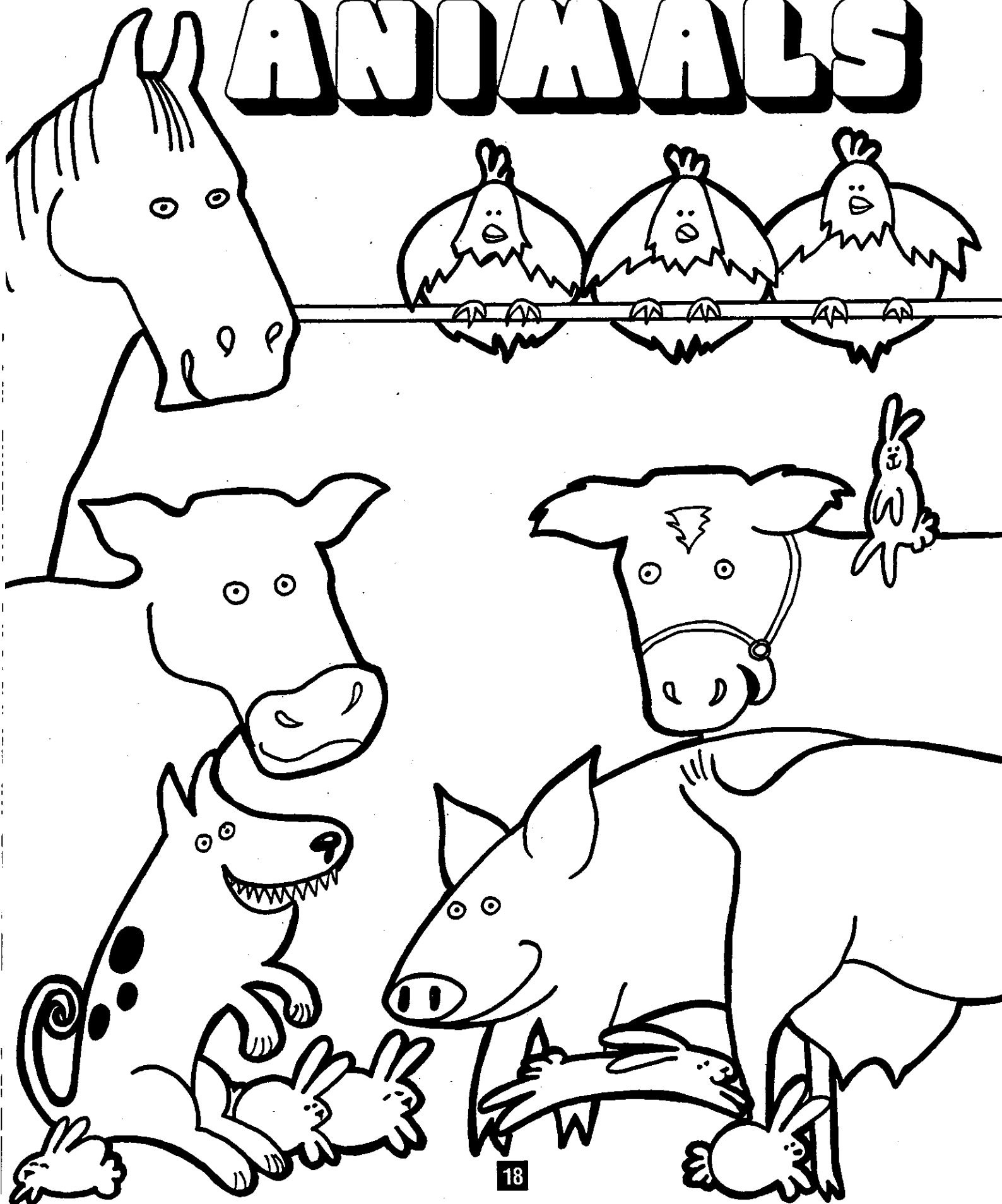
OR

during lunch at school sit beside someone that you don't know very well and talk to him or her.



A L L A B O U T

ANIMALS



Roll Call

If you could find a way to talk to one animal, which one would it be? Why?

Feathered or Furry

Many of the 4-H clubs you could join involve the care, showing and judging of animals.

You could find out more about:

- beef cattle
- horses
- dairy cattle
- swine
- goats
- rabbits
- sheep
- poultry
- pets and small animals

Animals have given us many things. In early times cave people hunted wild animals for food and clothing. Later, animals were tamed and supplied people with meat, clothing, shelter, transportation, protection and friendship.

What Do Animals Need?

Animals need the same basic things that people need:

- proper care and attention
- good food
- proper housing.

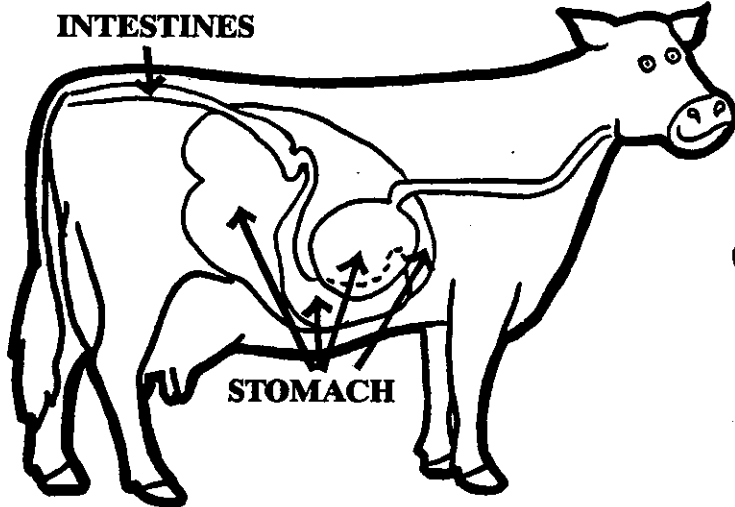


Munch Bunch

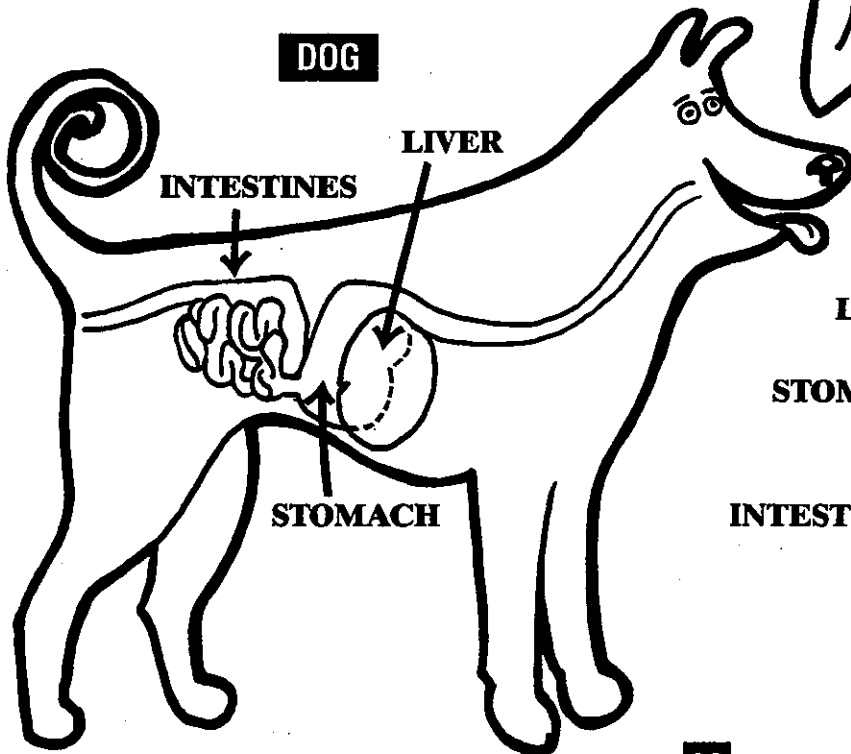
Some animals eat bulky food such as grass and hay. Others eat finer, heavier foods such as grain or meat. Usually those eating bulky foods have a large stomach (like cattle), while

those eating less bulky foods have a small stomach and a streamlined body. All animals need plenty of fresh water everyday. This is especially important in warm weather.

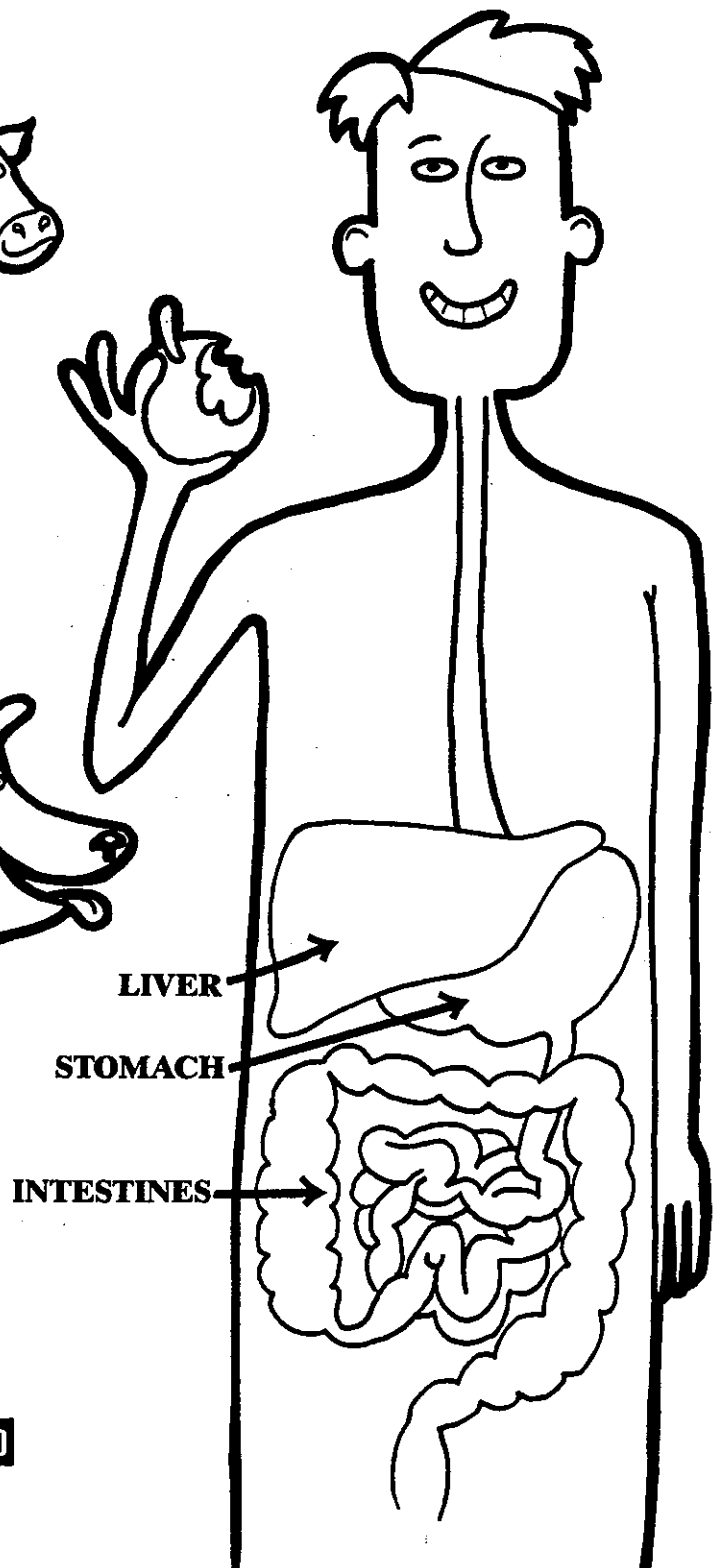
COW



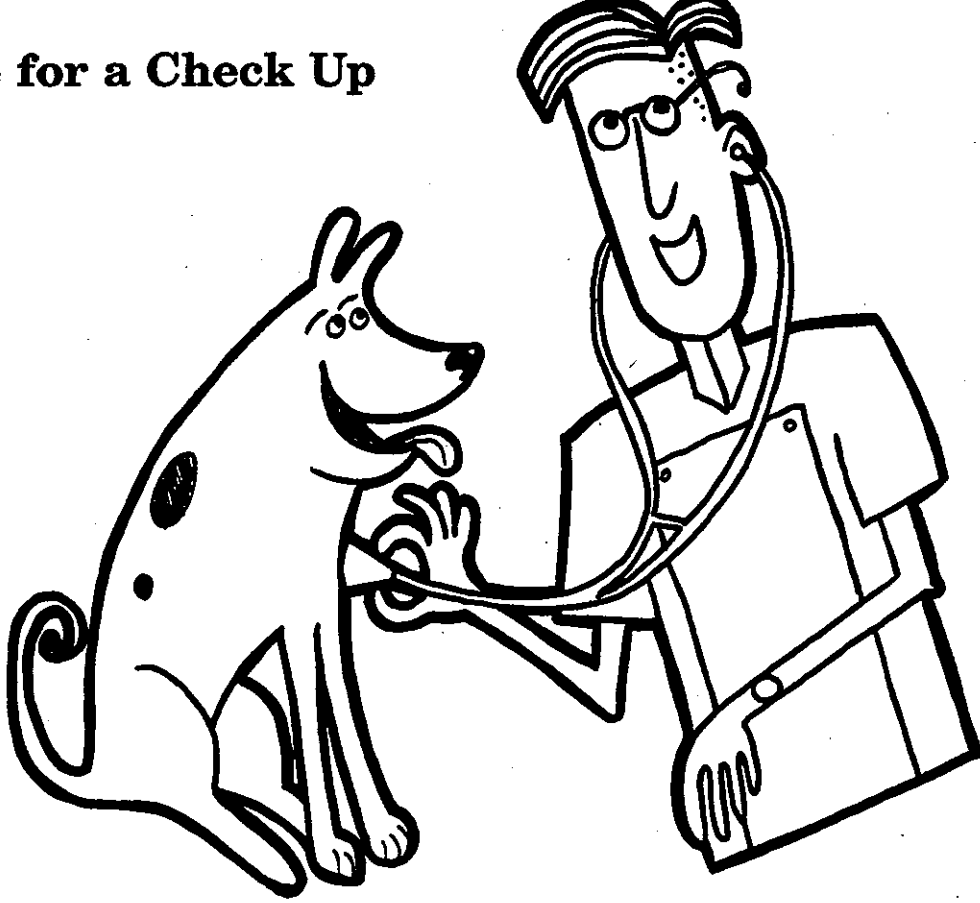
DOG



HUMAN



Time for a Check Up



What an animal eats, and what its body produces as waste are very important ways to tell how it is feeling. What are the signs of a healthy animal?

- it has a shiny coat or glowing skin or isn't shedding too much fur or feathers
- eyes are bright and shining
- nostrils are clean
- body is not too thin (so you can see the ribs) or overweight
- breathing is clear (no rumbling, wheezing, or watery sounds)
- animal is alert and interested
- it has a good appetite

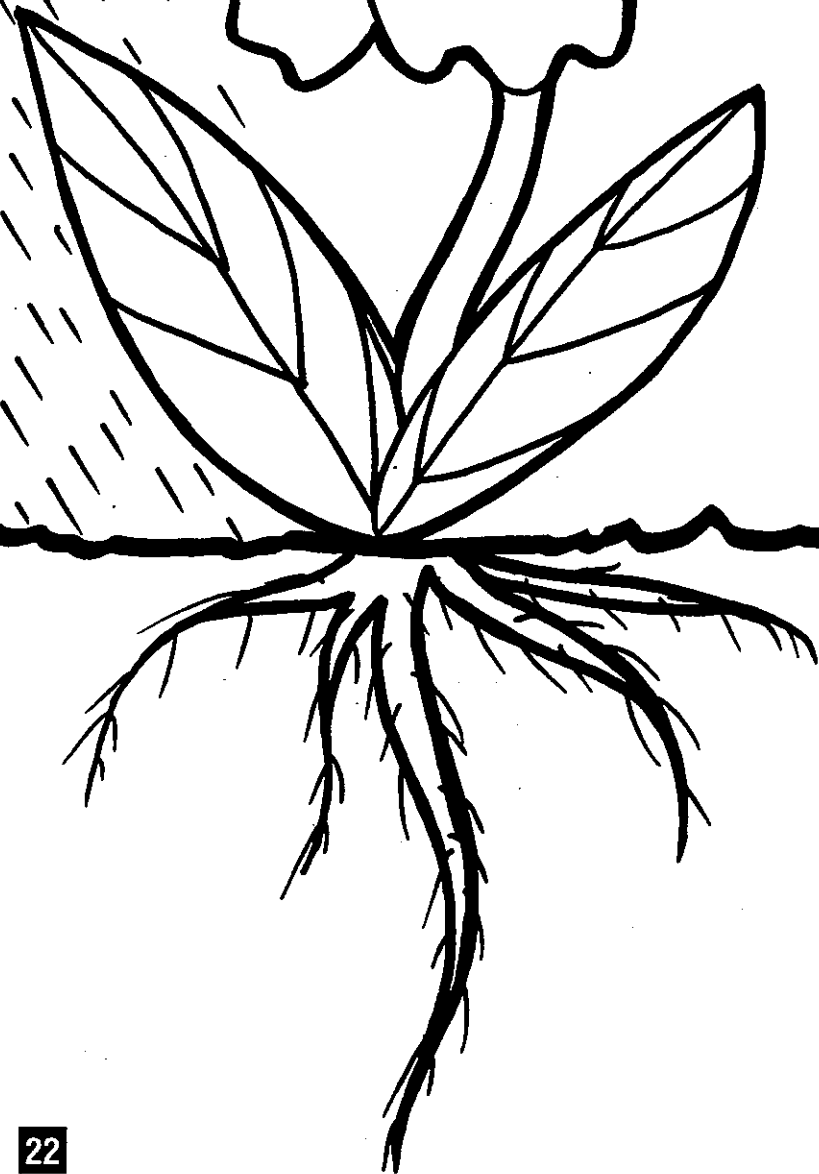
B E F O R E T H E NEXT MEETING

Talk to someone who looks after animals — a farmer, a vet, or someone who has a pet. What are the rewards? What are some of the problems?

OR

Is there something that you have always wanted to raise or have as a pet, but have never had? Pretend that you are really going to have this pet. Find out, from pet stores, or books, or other people who have this pet, what you would need to make your new pretend pet comfortable at your place.

LET'S GET GROWING



Roll Call

"4-Her, 4-Her, tell us true.
What three plants would you
put in a garden for you?"

The Facts of Sprouting

What do plants need to grow?

soil, air, light, water

What's my job?

Flower:
(or fruit)
produce seeds
for new plants

Stem:
highway for
nutrients and
water to travel
through the
plant

Leaves:
produce food for
plant

Roots:
absorb water
and nutrients,
anchor plant in
the soil, store
food over winter



This scorecard was used in judging a class of _____

Likeness:

Items in one group are
all the same size, shape
and colour.

Condition:

Look fresh, no bruises or
cuts, no insect damage.

Form and Colour:

Shape and colour are good.

Size:

All items in one group
are normal size — no
giants, no tiny ones.

TOTAL

Group A	Group B	Group C	Group D

Group _____ has the highest score of _____.

Group _____ has the second highest score of _____.

Group _____ has the third highest score of _____.

Group _____ has the lowest score of _____.

. . . B E F O R E T H E . . .

ACHIEVEMENT PROGRAM

Sprouts are the tiny stems and leaves that are the first stages of an adult plant. You can grow sprouts of radish, mustard and alfalfa plants in the house all year round — and you can put them into sandwiches, or salads or cook them with other vegetables.

Why grow sprouts? They taste good. They are full of protein and vitamins. They are fun and don't cost much to grow.

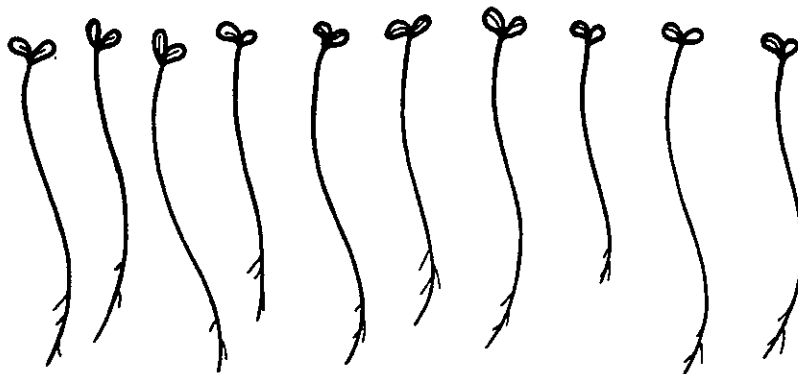
You can get the seeds for sprouts in grocery or health food stores. Don't use seed that has been specially treated for outdoor planting or for a field crop.

You will need a dish that drains easily, like a collandar, a jar with screen lid or a shallow pan with 3 or 4 layers of paper towels spread over the bottom. The dish should be glass or plastic, not metal.

1. Soak 15 to 30 mL of seeds in water for 3 hours.
2. Place the seeds in a dish and drain off the water.
3. Spray the seeds 2 to 4 times a day with warm water. Be sure the dish is draining so seeds are not in a pool of water.
4. Grow seeds in good light so the leaves will turn green.

The alfalfa and radish seeds will be ready to eat in 3 to 5 days; the mustard will take about 5 or 6 days.

Sprouts keep for up to a week. Drain sprouts by placing them on a dry paper or cloth towel. Then place the sprouts in a tightly covered dish and store in the refrigerator until ready to use. If the sprouts develop roots, snip the roots off just before serving.



So What Do You Think?

A. Please answer these questions.

1. What do you think you will remember about this project for a long time?

2. What did you like best about this project? Why?

3. What did you not like about this project? Why?

4. Would you have changed any of the activities? Which ones? How would you change them?

5. What topics would you like to explore in other 4-H projects?

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily.

Member

Leader

Date