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# Quality Equation

## 4-H Club Pack

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**65 hands on activities**



**Completed in 30 minutes or less**



**Custom designed for club and project activities**





The Quality Equation 4-H Club Pack was developed by the Manitoba 4-H Council in 2003.

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# The **Q**uality **E**quation

What's It All About?



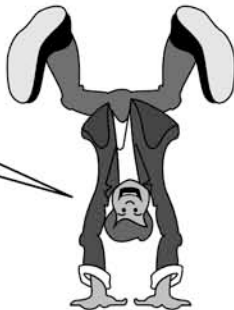
## **Q**uality People



Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork, and caring.

## **Q**uality Experiences

Provide members with personal development and skill development experiences.

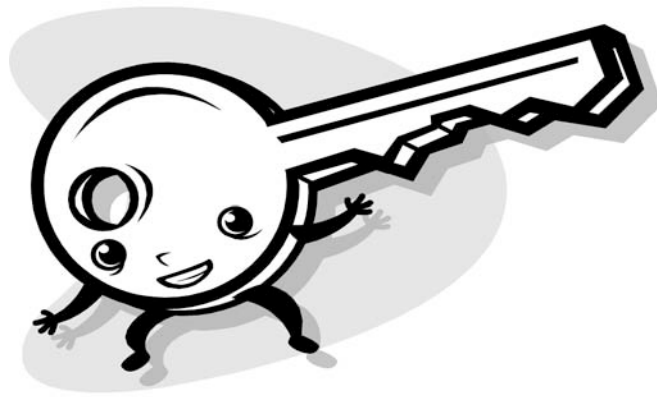


## **Q**uality Projects



Promote and value quality effort.  
Promote high quality, safe food production within industry standards.

In 1999, the 4-H Quality Equation program was launched. Since that time, Manitoba 4-H Council has adopted the Quality Equation philosophy as their guiding principles. Five provincial leader conferences have been hosted offering training on the 4-H Quality Equation. With the creation of this resource, the desire is to “build quality from the grassroots up” - motivating every 4-H leader and club to include the program concepts in their activities. We would like to acknowledge the contributions of the 4-H leaders, members, friends and Manitoba Agriculture and Food staff for their dedicated contributions to this resource and to furthering the Quality Equation principles.



## Key Principles of the Quality Equation

### Quality People

- Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens. \* **Character Development – A**
- Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth. \* **Modeling / Expectations – B**

### Quality Experiences

- The more ways that we teach, the more people that we reach. \* **Teaching Methods – C**
- 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants. \* **Youth Development – D**
- A balance of both competitive and non-competitive opportunities for 4-H members is the most effective program strategy. \* **Competitive Balance – E**
- The key for success is tapping into members' internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money. \* **Internal Motivation – F**
- We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program. \* **Ethics – G**
- Safety must be modeled, promoted and practiced, as a quality experience is a safe experience. \* **Safety – H**

### Quality Projects

- A quality project is not only a specific item or skill shown at achievement but the entire effort throughout the year – including the hard work that has been done, the specific skills that were learned, the extra effort given and the feelings of pride and accomplishment. \* **Quality Project Work – I**
- To develop a quality project, a member must draw on a variety of strengths such as: prioritization; time management; goal setting; new or progressive skill development; perseverance and desire. \* **Skill Development – J**
- It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish. \* **Value Skills – K**
- As livestock producers, we have a responsibility to produce safe, wholesome, high quality food. \* **Quality Food Production – L**
- As consumers, we have a responsibility to handle and cook our food in a way that maintains its quality and keeps it safe to eat. \* **Safe Food Handling – M**
- 4-H members and their families should provide safe and humane care for their animals. \* **Humane Animal Care – N**
- The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals. \* **Animal Industry Standards – O**

\* NOTE: Topic & letter correspond with those on Activity Selection Guide.

# Using the Quality Equation 4-H Club Pack . . .

The Quality Equation 4-H Club Pack is filled with 65 custom designed activities that can be used in 4-H clubs and project groups to promote the Quality Equation principles of Quality People, Quality Experiences and Quality Projects.

Each activity can be completed in 30 minutes or less. The activities are presented in an easy to use manner. Below is an outline of the information on each activity page.

## TITLE: A Descriptive Name for the Activity

### Quality Equation Connection . . .

Information on which segment of the Quality Equation is promoted in the activity and a key quality principle statement.

**Keywords Here**

**Supplies Needed:** Supplies required to carry out the activity are listed. All activities can be done with readily available supplies. Any suggested worksheets required for activities are included.

**Target Audience:** Indicates the most appropriate age(s) for the activity. May be any combination of 8-14 year olds; 15 – 19 year olds; and/or adult.

## Step into Action



This section explains the process of how to complete the activity.

### LINKS TO LEARNING

*This section may include quotes and/or definitions that can be used as part of the activity or as a point of interest for the presenter.*

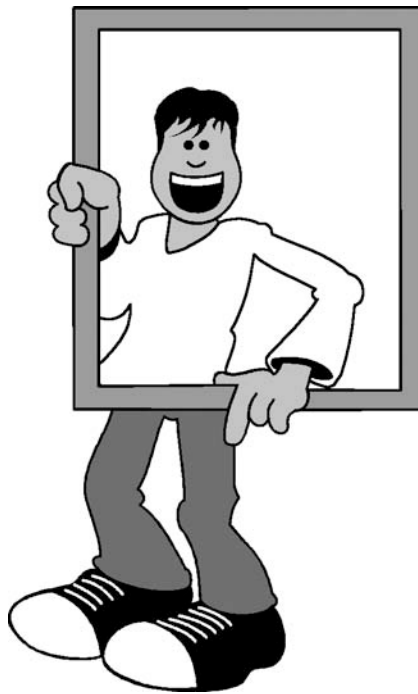
### ACTIVITY #

**Quality Equation  
4-H Club Pack**



## Tips for Leading Activities

1. Check out the Activity Selection Guide, and then look through the “4-H Club Pack” to get an idea of what activities might work for the group – mark them for easy reference.
2. Plan the program. Know how to deliver the activity. Read it over ahead of time to know what to do and what supplies are needed. Gather supplies ahead of time.
3. When presenting, be in a position that can be seen and heard by the group. Make sure to have the undivided attention of the whole group before explaining the activity. Be pleasant and never resort to yelling to gain attention.
4. Show enthusiasm – it’s contagious!
5. If teams or formations are required, organize this prior to giving instructions. There are many creative ways of selecting teams. It is important to ensure that team selection is a positive experience for everyone.
6. Explain briefly and keep directions as simple as possible. A brief overview can be given so everyone has an idea of what to expect. Be flexible and adapt activities to suit the ages, skills and abilities of the group.
7. Demonstrate step by step if an activity is complicated.
8. Stop the activity when there is still lots of excitement. Groans and “Can’t we keep going a little longer?” are preferred to “How much longer do we have to do this?”



# TITLE: Activity Selection Guide

## Quality Equation Connection . . .

### Quality People

- A Character Development
- B Modeling / Expectations

### Quality Experiences

- C Teaching Methods
- D Youth Development
- E Competitive Balance
- F Internal Motivation
- G Ethics
- H Safety

### Quality Projects

- I Quality Project Work
- J Skill Development
- K Value Skills
- L Quality Food Production
- M Safe Food Handling
- N Humane Animal Care
- O Animal Industry Standards

## Cross Reference Chart

Activity Number	Title	QE Connection	Key Words	Ages
1	The Amazing Balancing Nails	A	Teamwork	All
2	Obstacles of Trust	A	Team Building, Trustworthiness	8-19
3	Friendship Resume	A	Character Development, Job Preparation, Friendship	15-19
4	Fish Pond of Character	A	Character Development, Decision Making	8-14
5	Developing Sportsmanship	B	Sportsmanship	All
6	21 Balloon Salute	B	Respect, Role Models	All
7	Puzzle Picture	A	Teamwork	8-19
8	Jenga	B	Recreation, Meeting Management, Communication	8-19
9	Connecting to Our People	A	Citizenship	8-19
10	Citizen Certificate	A	Recreation, Communication, Citizenship	8-19
11	A Canadian Family Tree	A	Citizenship, Teamwork	8-14
12	Canadian Culture	A	Citizenship, Recreation	8-19
13	The All Canadian Treasure Hunt	A	Citizenship	8-14
14	No Put Down Pledge	B	Team Building, Recreation, Expectations	8-19
15	High in the Sky	J	Communication, Recreation, Goal Setting	8 – 14
16	Magic Carpet	A	Caring, Community Mindedness, Teamwork	All
17	Gearing Up!	A	Caring, Meeting Management, Recreation, Teamwork	8-19
18	Creating "Harmony" Within A Group	A, C	Communication, Recreation, Responsibility, Teamwork	All
19	What Would You Do...Should You Do?	B, G	Decision Making, Ethics, Respect	All
20	Ten Commandments for Show Ring Parents	B, G	Parental Involvement, Role Models	Adults
21	Manners Marathon	A, G	Respect, Manners	8-19
22	Quality Equation Scavenger Hunt	A, C, L	Quality Equation Principles, Values, Recreation	8-14
23	Commitment to Excellence	G	Projects, Quality, Ethics	8-19
24	Information Toss Up	C	Communication, Teamwork, Project Teaching	All
25	Back to Basics	D	Decision Making, Parental Involvement, Team Building	All
26	Pick Up Sticks	C	Recreation, Meeting Management, Communication	8-19
27	Self Evaluation	F	Pride, Evaluation, Achievement	8-19
28	Line in the Sand (Livestock)	G	Decision Making, Ethics	All

Activity Number	Title	QE Connection	Key Words	Ages
29	Line in the Sand (Multipurpose)	G	Decision Making, Ethics	All
30	Token or Knowledge	F	Team Building, Values, Celebration	15-Adult
31	4-H Candlelighting Ceremony	D	Achievement, Communication	All
32	The Finishing Touch Test	J	Quality Workmanship	All
33	Games with a Western Theme	E	Recreation, Teamwork	8-19
34	Name Change Challenge	D	Team Building, Recreation, Empathy	All
35	Maintaining the Balance	E	Competition, Balance	All
36	Building A Tower	F	Communication, Meeting Management, Recreation, Teamwork	All
37	Grrr! It's Just Not Fair	G	Fairness, Decision Making	8-19
38	Wholesome Assurance Statement	L,O	Food Safety	8-19
39	Animal Safety Tic-Tac-Toe	H, O	Recreation, Safety	8-14
40	Lending a Hand	K	Team Building, Recognition, Thank Yous	All
41	Caring For My Animal	N	Responsible Animal Care	8-19
42	Code of Practice Contract	N, O	Responsible Animal Care	8-19
43	Follow the Cow	L, M	Food Safety	8-14
44	Pin the Syringe	L, O	Safe Wholesome Food	8-19
45	Quality Project Word Find and Discussion	I	Quality, Recreation	8-14
46	Safe Animal Handling	H, N	Safe Animal Handling, Safety	8-14
47	Safety Charades, Safety Phrase or Pictionary	H, N	Safety, Humane Animal Care	8-19
48	Selling What You've Got	K	Marketing, Communication	8-19
49	Chaos in the Kitchen	M	Communication, Quality Equation, Recreation	All
50	Design a Certificate	K	Recognition, Value, Individuality	8-19
51	Autograph Book	I	Caring, Community, Reflection	All
52	Fun Pun Gift Ideas	K	Volunteers, Achievement, Recognition	Adults
53	Why We Do What We Do	O	Livestock Production, Humane Care, Ag Awareness	All
54	I am Bananas About Meetings	K	Meeting Attendance, Fairness, Recognition	8-19
55	Able, Trained, Supervised – Ready? Or Not!	H, O	Communication, Responsibility, Safety	8-19
56	Animal Handling	H, N	Communication, Humane Animal Care, Safety	8-14
57	Kick Up Your Heels	A,B, C,F,I	Recreation, Extra Effort, Responsibility	All
58	Meeting Jeopardy	C	Meeting Management Recreation	8 – 19
59	AWE (Animal Welfare Education) Trivia Quiz	N, O	Humane Animal Care	All
60	Listen Up	B	Respect, Communication, Listening	8 – 19
61	Check & Double Check	D	Values, Assessments	All
62	Human Outline	B, F	Conduct, Expectations, Meetings	All
63	Building Strength by Popping Challenges	D,I,J	Conduct, Self Esteem	8 – 19
64	Towers of Champions	A,F,K	Community, Goal Setting	All
65	Walk a Mile in My Shoes	A,G	Empathy, Team Building	All

*Also included at back the Club Pack are indexes for two additional resources; the 4-H Club Discovery Zone and the Quality Equation Binder.*



# TITLE: The Amazing Balancing Nails

## Quality Equation Connection . . .

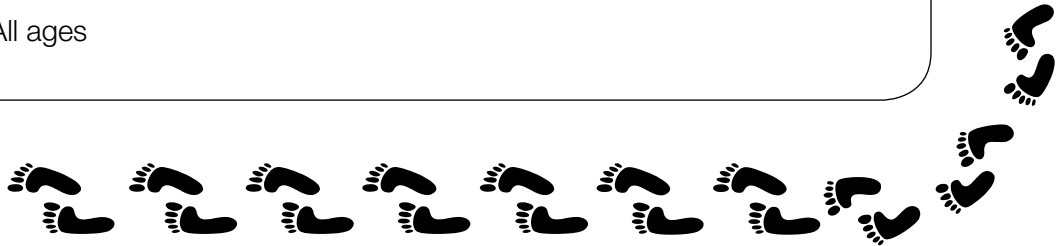
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Teamwork**

**Supplies Needed:** A small board with one nail hammered into the middle of it (leave the nail sticking out at least 3”) (see reverse for illustration), and 14 loose nails for each group. Ideal group size is five people. Note: Nails need to have heads on them.

**Target Audience:** All ages

## Step into Action



Break the participants into small groups of about five people. Ask them if they think that it is possible to balance 14 nails on only one nail. Have the group brainstorm how they think this could be done.

Some key questions you could pose are:

- What type of base should you use?
- Will they balance better in a tall structure or a wide structure?
- Should we only put one on at a time or all on at one time?

Give them the supplies and let them get started. The objective is to balance 14 nails on only one nail.

If they struggle give them one hint at a time.

### HINTS:

1. Start on the ground.
2. One nail is the foundation.
3. Think head to head
4. The last nail holds everything together.

Once one or more teams have accomplished the feat, share the trick so that everyone can be successful at achieving the goal. Talk about how in life working together can build amazing results and/or the value of brainstorming.

*SOURCE: NORTH CENTRAL LEADERS FORUM 2002*

## LINKS TO LEARNING

### Brainstorm –

*“Attempt to solve a problem in a group by having the members suggest every possible solution they can think of.”*

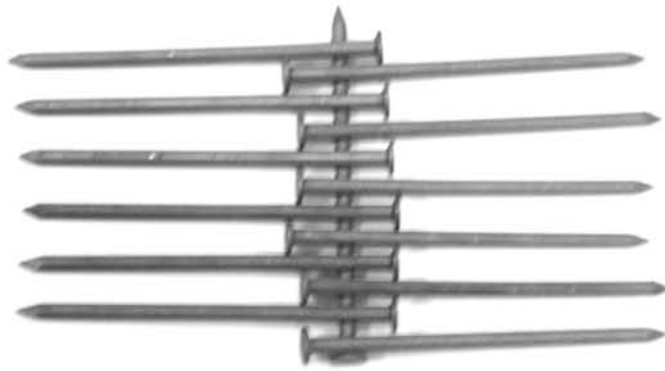
**Gage Canadian Dictionary**

*“Individual commitment to a group effort – that is what makes a team work.”*

**Vince Lombardi**

**1**

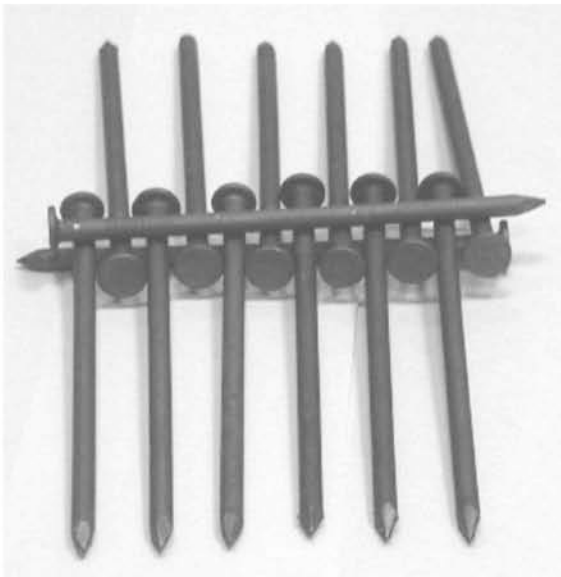
**Quality Equation  
4-H Club Pack**



Step 1

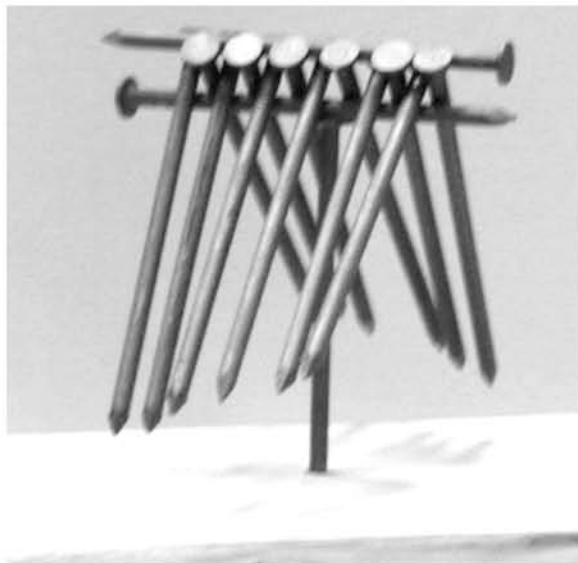


Step 2



Step 3

Step 4



# TITLE: Obstacles of Trust

## Quality Equation Connection . . .

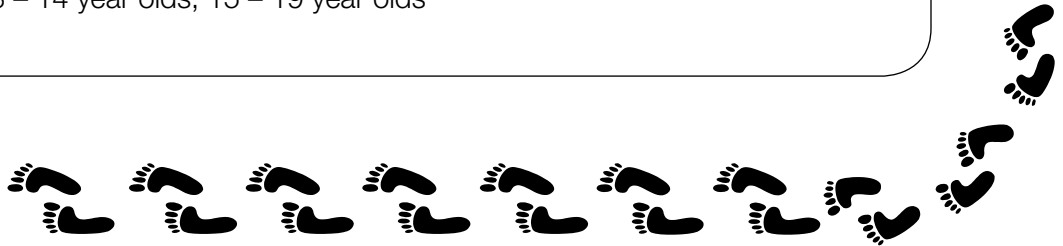
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Team Building**  
**Trustworthiness**

**Supplies Needed:** Blindfolds for half of the participants. Obstacles and a spacious area are needed. Use whatever is easily available. An extra helper can assist to reset obstacles or to keep score.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Before the meeting, set up an obstacle course in a separate room. Examples of obstacles may be: under a table, along a board balanced on two low foot stools, walk through a tub of grapes or water, walk through a group of hanging balloons that brush your face, etc. When setting up the obstacle course, be sure to have a safe environment.

Have participants pair off. Blindfold one person in each pair. The blindfolded partner will trust the other to get him/her safely through the obstacle course. Partners can determine how this will be done, e.g. leading, talking, etc. Determine how many attempts for each obstacle will be allowed. (Note: should be more than one to allow trust issues to arise but not too many dependent on time available). It will not be timed – speed is not part of the game. Think safety!

Each pair is awarded 10 points. The object is to have each blindfolded partner complete each obstacle in the course. For each obstacle that the blindfolded partner is unable to complete (within the agreed upon # of attempts) one point is deducted.

Now, have partners change places, and do the obstacle course again.

The pair with the most points wins the “Obstacle of Trust” Challenge.

## LINKS TO LEARNING

*“Trust is the emotional glue that binds followers and leaders together.”*

**Bennis & Nanus**

*“Faith is to believe what we do not see, and the reward of this faith is to see what we believe.”*

**St. Augustine**

# 2

**Quality Equation**  
**4-H Club Pack**



Here are some questions for discussion:

- How did you feel when you were going through the obstacle course?
- Was it hard to trust the person leading you?
- Was it easier for the second person to go through the obstacles (because they saw them before being blindfolded)?
- You gained the benefits of more points by trusting your partner. In real life, what benefits do you gain from trusting people?
- You could have been injured in the obstacle course if your partner was untrustworthy. In real life, what risks do you take when you trust someone?
- Would you rather be viewed as trustworthy or untrustworthy? What do you need to do to be seen as trustworthy?



# TITLE: Friendship Resume

## Quality Equation Connection . . .

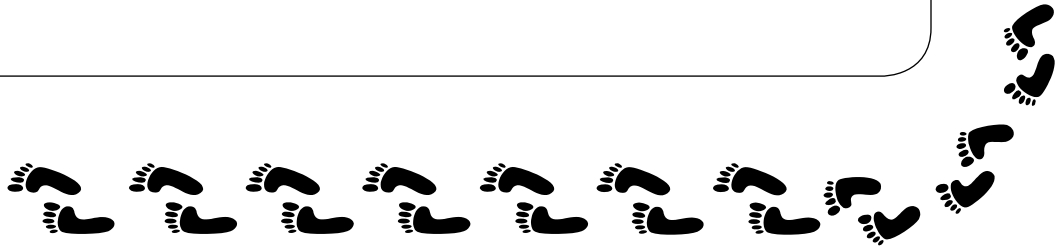
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Character Development**  
**Job Preparation**  
**Friendship**

**Supplies Needed:** Resume Template (on reverse) – one per participant, pens or pencils.

**Target Audience:** 15 – 19 year olds

## Step into Action



Being a good friend is often linked with being a person of quality character – being responsible, respectful, trustworthy, honest, fair, and caring are attributes that we look for in our friends.

Discuss the purpose of resumes in the job field. Introduce the idea of making a friendship resume.

Ask them what they would want to know about someone who wanted to be their new friend. Brainstorm what makes someone a good prospective friend – quality character, common interests, etc.

Have the members fill in their template for themselves. Remind them that the idea is to create a resume about themselves that is personalized and tells other people what makes them such a good friend to have.

Allow them to talk to other people in the group. This will help them realize what they are good at.

Some potential friendship qualities are:

caring	confident	supportive	creative	kind
courteous	conscientious	diplomatic	dynamic	patient
energetic	enthusiastic	fair-minded	flexible	friendly
generous	good listener	hard working	helpful	honest
idealistic	resourceful	loyal	mature	responsible
optimistic	cooperative	tactful	perceptive	reliable
punctual	tolerant	trustworthy	team player	sensible
sensitive	sociable	cheerful	practical	

## LINKS TO LEARNING

**Resume** – “a short account of a person’s education, employment history, etc. prepared for submission with a job application.”

Gage Cdn Dictionary

**Reference** – “a statement about someone’s character or ability.”

Gage Cdn Dictionary

“Just as much as we see in others we have in ourselves.”

William Hazlitt

# 3

**Quality Equation**  
**4-H Club Pack**



**NAME:**

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**Personal Information**

Age:

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Grade:

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Family:

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Where you live:

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Words that describe me:

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**Interests and Hobbies**



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**References**



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# TITLE: Fish Pond of Character

## Quality Equation Connection . . .

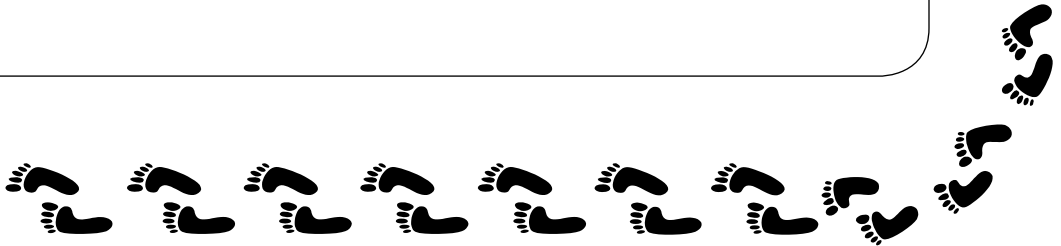
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Character  
Development  
Decision Making**

**Supplies Needed:** Fishing poles with magnets on the end, paper fish (pattern on reverse), paper clips, scenarios (on reverse).

**Target Audience:** 8 – 14 year olds

## Step into Action



To prepare, copy and cut out a number of fish (on reverse) – at least one per member. Write different problems or situations on the back of each fish (see reverse for ideas). Build a fishing pole(s) with a stick, string and a magnet. Put paper clips on each of the fish so it can be caught.

To begin, ask the group: “Have you ever been in a situation that you just did not know what to do?” Ask anyone if they would like to share their story.

Discuss with the group how hard it sometimes is to make a good decision all by yourself or all of a sudden. Sometimes it makes it easier if you discuss it with a group or think of it ahead of time. Example: when you are fishing, it is easy to handle the small fish by yourself, as it is often easy to handle small situations. BUT just like with big fish, big situations sometimes need more people to help get it under control or handled correctly.

One at a time, allow the participants to go fishing.

Once a participant catches a fish, he/she or the leader will read the situation out to the whole group. The fisher will get the first chance to try and come up with a solution. If he/she wants help, encourage him/her to ask for it.

## LINKS TO LEARNING

*“If you give a man a fish,  
he will have a single meal.  
If you teach him how to  
fish, he will eat all his life.”*

**Kwan-Tzu**

*“He who seeks advice  
seldom errs.”*

**Anonymous**

**4**

**Quality Equation  
4-H Club Pack**



After the fisher has his/her chance, ask the group if they have any other suggestions. Allow for lots of discussion on each one.

Once a solution has been found take the fish off the hook and put into the bucket. If a solution cannot be found then put the fish back into the “pond” as the big one that got away.

Examples of possible situations to use:

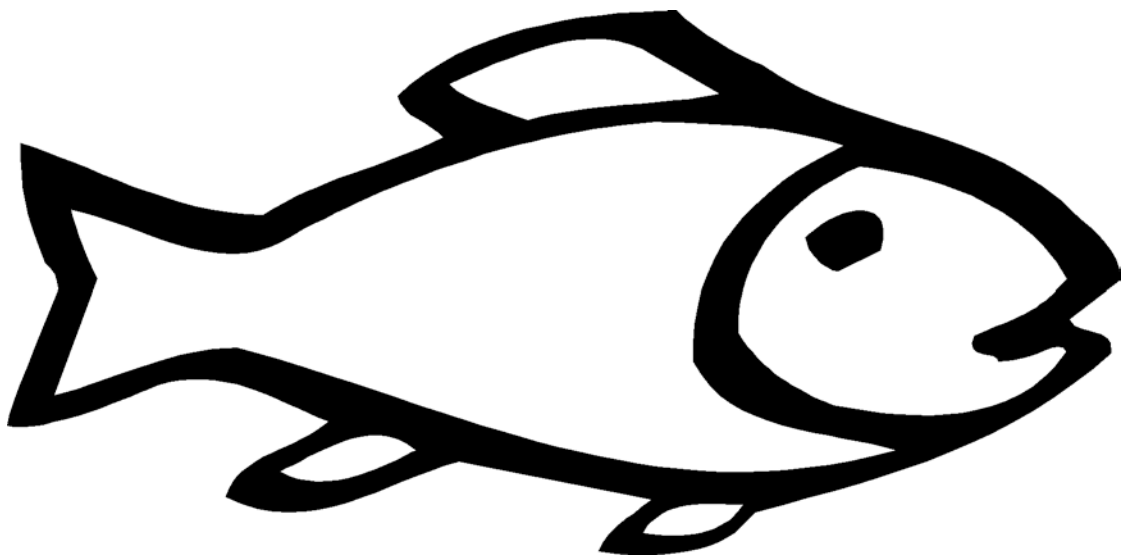
The key question is “What do you do (if or when) . . .”

- You accidentally trip someone in the hall.
- You are with your best friend when he steals a \$20.00 hat from the store.
- You see a classmate cheat on a test.
- You know another member in your project had her Mom do her project work for her.
- You see a group of kids teasing another kid.
- You see a girl that you don't know sitting in the corner of the schoolyard. You are pretty sure that she is crying.
- You failed a test. You are to get a parent signature on it. You know that if your Dad sees it he is going to be upset.
- You broke the handle on your brother's ghetto blaster. It fits back together so it is hardly noticeable.
- Your principal comes to your class wanting to know who broke the window at the school. You know who did it.

Make up situations that you may, or have, encountered in your club.

Mix a blend of easy and tough situations. As you can tell, there are no easy answers or only one right answer. Be sensitive in the discussions so that everyone feels comfortable in sharing their thoughts.

Use the character traits as a basis to help members make decisions. Key character traits are: responsibility, respect, trust, honesty, fairness, sportsmanship, community mindedness, teamwork and caring.





# TITLE: Developing Sportsmanship

## Quality Equation Connection . . .

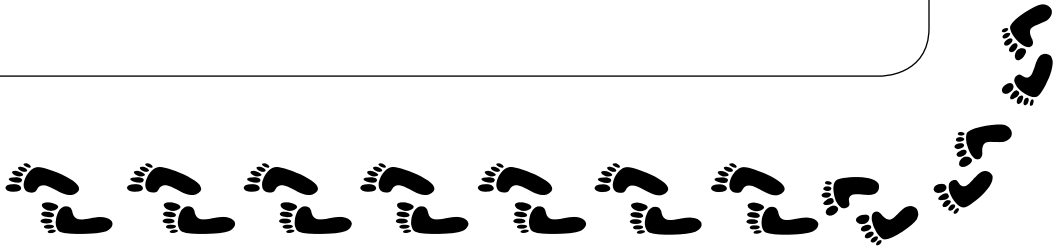
**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Sportsmanship**

**Supplies Needed:** Copies of selected role-plays for members to perform – one set (two role-plays) per sheet (on reverse).

**Target Audience:** All ages

## Step into Action



Promoting sportsmanship in clubs can be done both through the adults role modeling sportsmanlike behavior, and by stating clear expectations as to what is considered appropriate behavior.

On the following page, there are pairs of role-plays. Each pair showcases a sportsmanlike and an unsportsmanlike behavior. Each requires 2 – 3 people – each card states how many people the role-play requires.

Select the topic(s) of sportsmanship that you would like to focus on from the six offered:

1. Conduct
2. Courtesy
3. Fairness
4. Competition
5. Honesty
6. Graceful Acceptance of Results

Depending on time available, you may choose to do all topics in one meeting or pick one topic each for a series of meetings.

Assign groups of members to each set of role-plays. If you have a small club, have the group of 2 or 3 do both role-plays. If you have a larger club, have a group of 4 or 6 assigned to the pair of role-plays and each member will only act in one role. Assigning the same role-play to two groups of people will usually produce different results.

Role-play and discuss good and poor sportsmanship qualities. Use the opportunity to set clear expectations of appropriate behavior in your club. For further activities refer to the “Developing Sportsmanship” handbook in the Quality Equation binder.

## LINKS TO LEARNING

**Sportsmanship** -  
“conduct becoming to an individual involving fair and honest competition, courteous relations and graceful acceptance of results.”

Webster’s Third International Dictionary

**5**

**Quality Equation  
4-H Club Pack**



<p><b>Conduct</b> <b>2 people</b></p>	<p><b>High Standards of Behavior</b></p> <p>One member acts as the person registering people for the event. Another member demonstrates how you should act when you arrive at the event and approach the registration area. Be pleasant, ask questions politely, and say please and thank you.</p>	<p><b>Poor Behavior</b></p> <p>One member acts as the person registering people for the event. Another member demonstrates how you should NOT act when you arrive at the event and approach the registration area (fuss about how your parents made you late, complain that the line is too long, start a quarrel with your sister, argue about where you're supposed to set up your display, etc.)</p>
<p><b>Fairness</b> <b>2 people</b></p>	<p><b>Showing Sportsmanship Through Fairness</b></p> <p>One member acts as a news reporter. Another member demonstrates how you should act in explaining to a news reporter what members in your project category did in their projects. Explain the project requirements and explain what the judges are looking for. Talk about the projects and other participants fairly.</p>	<p><b>Poor Sportsmanship: Being Unfair</b></p> <p>One member acts as a news reporter. Another member demonstrates how you should NOT act in explaining to a news reporter what members in your project category did in their projects. Brag about the work that the kids in your club did, but make fun of what kids from other clubs did. Or complain that you didn't have as much time to work on your project as the other kids did (when in fact everyone had the same 24 hours per day, 7 days per week).</p>
<p><b>Honesty</b> <b>2 people</b></p>	<p><b>Showing Sportsmanship Through Honesty</b></p> <p>One member acts as the judge. Another member demonstrates how you should act in explaining honestly to the judge what you did in your project.</p>	<p><b>Poor Sportsmanship: Being Dishonest</b></p> <p>One member acts as the judge. Another member demonstrates an example of cheating or dishonesty in explaining to the judge what you did in your project. For example, "borrow" someone else's project and try to pass it off as your own. Or show something that's obviously made from a kit or purchased, and tell the judge not only did you make it, but you even designed the pattern and made the material yourself! Or cheat in little ways, like saying that you're 13 so you can compete in a junior class, when you're actually 14. Better yet, think of a way that someone might actually try to cheat in your project category, and act it out for your group.</p>
<p><b>Competition</b> <b>2 people</b></p>	<p><b>Showing Sportsmanship in Competition</b></p> <p>Two members role play sitting side-by-side in a competition as it should be done. Have a nice conversation with each other. Explain what you did in your project, compliment each other's exhibit, and make helpful suggestions for how you might improve.</p>	<p><b>Showing Poor Sportsmanship in Competition</b></p> <p>Two members role play sitting side-by-side in a competition as it should NOT be done. Have a mean-spirited conversation with each other. Try to convince the other person to change something about his/her exhibit that would actually make it look worse to the judge.</p>
<p><b>Courtesy</b> <b>2 people</b></p>	<p><b>Showing Sportsmanship in Relating to Others</b></p> <p>One member plays a spectator who wants to talk with a participant about the junior fair program. Another member plays a participant who shows sportsmanship in responding to the spectator's questions and excusing yourself when it's time to be judged.</p>	<p><b>Being Unsportsmanlike in Relating to Others</b></p> <p>One member plays a spectator who wants to talk with a participant about the junior fair program. Another member plays the part of a participant who LACKS sportsmanship in responding to the spectator's questions. Sarcastically tell the person if they read the local newspaper once in a while they'd know the answers to their dumb questions...tell him/her you're just too busy to bother with anybody who isn't a judge, etc.</p>
<p><b>Graceful Acceptance of Results</b> <b>3 people</b></p>	<p><b>Showing Sportsmanship in Accepting Results as a Family</b></p> <p>One member plays an announcer of winners. Another member plays a responsible parent. Someone else plays a competitor who shows sportsmanship in accepting results.</p> <p>When the winners are announced, the "parent" shows concern with a statement such as, "I hoped YOU would win this year...I wonder why they picked those other kids?" The "competitor" responds with comments that show acceptance such as, "They had a nice project.", "I talked with them...they had really studied and knew their stuff.", or "I don't know, but the judge's questions were thorough...I bet they did better in their interviews than I did in mine.", etc. The "parent" responds with appropriate comments such as, "Maybe so"..."Next time, would you like me to quiz you on the project?". And "I'm proud of you for realizing that no one can always be the best."</p>	<p><b>Showing Poor Sportsmanship in Accepting Results as a Family</b></p> <p>One member plays an announcer of winners. Another member plays a parent who thinks his/her main job is to be an advocate for his/her child. Someone else plays a competitor who lacks sportsmanship in accepting results.</p> <p>When the winners are announced, the "parent" shows concern with a statement to the "competitor" such as, "I hoped YOU would win this year...I wonder why they picked those kids?" The "competitor" responds with unsportsmanlike like comments that downplay the results such as, "I don't know, but nobody could have studied harder than me...They probably cheated...I was gypped!", "It's not fair! After I didn't know the answers to those two questions, the judge didn't ask me anything else, and she spent ten minutes each talking to the kids who won!", and "If I had spent as much money as the winners, I could have won too!" The "parent" gets all riled up, marches the participant up to the announcer to protest the results in a fit of anger.</p>

*Adapted with thanks from: "Developing Sportsmanship – A Resource for Use by Volunteers and Teen Leaders in Preparing Youth and their Families for Participation in Competitive Programs and Events" – Ohio State University Extension 4-H Program*

# TITLE: 21 Balloon Salute

## Quality Equation Connection . . .

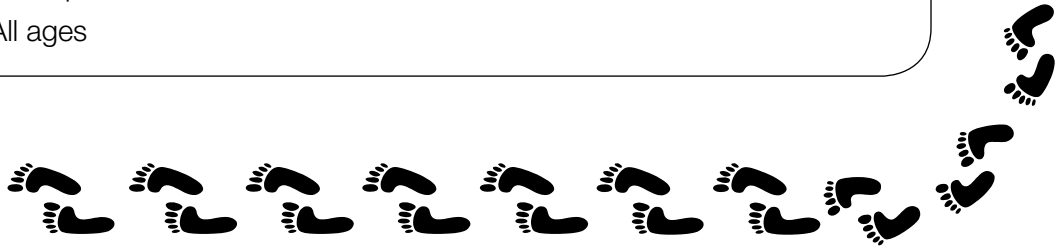
**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Respect  
Role Models**

**Supplies Needed:** Balloons – one per participant . (Have a few extras just in case).  
Markers that can be used on the balloons without popping them.  
Popping weapon (straight pin, thumb tack, screw) – one per participant.

**Target Audience:** All ages

## Step into Action



Whenever people speak and act, they are either showing respect or disrespect. One of the Canadian signs of respect is to issue a “21 Gun Salute”. In 4-H, we like to do a 21-Balloon Salute!

Give everyone a balloon and a marker. Start by having everyone blow up their balloon and tie it in a knot.

Talk about the importance of role models and the value of having someone to look up to.

Have everyone think of someone that they have respect for, or someone who they really look up to. Once they have thought of that person, they can write that person’s name or initials on their balloon with a marker.

Hand out a popping weapon and instruct them to be careful not to poke themselves OR someone else OR the balloon.

Have participants’ line up. Tell them that you are aiming for a strong salute with each balloon being fired one right after another. You will give the signal to FIRE to the first person in line and then the balloons should be popped one at a time down the line. It is often easiest to orchestrate, if you walk down the line signaling at each respective person when his or her turn arrives to pop the balloon – sort of like a conductor with a band.

Make a formal announcement that the 21 Balloon Salute will be held in honor of our role models and those that we hold in the deepest respect.

Order FIRE to begin the salute!

## LINKS TO LEARNING

*“Show me the person you honor, for I know better by that the kind of person you are. For you show me what your idea of humanity is.”*

**Thomas Carlyle**

*Respect – “treat with esteem; show consideration for.”*

**Gage Canadian Dictionary**

# 6

**Quality Equation  
4-H Club Pack**



# TITLE: Puzzle Picture

## Quality Equation Connection . . .

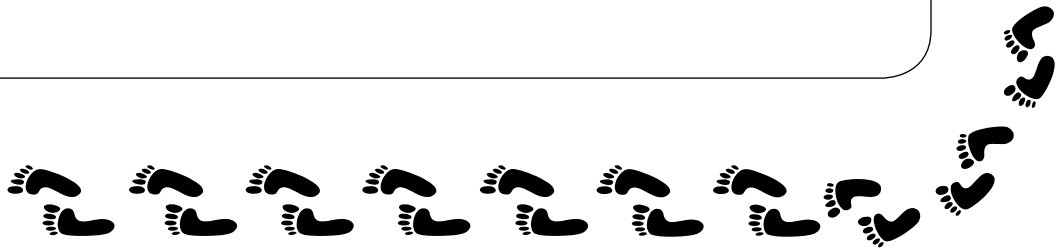
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Teamwork**

**Supplies Needed:** Cardboard, group or individual pictures, scissors, glue.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



As individuals, every person is a piece of the bigger picture and plays a role in that bigger picture. To illustrate that point, the group is going to make a puzzle using either a group picture or individual pictures.

Take a group photo or have the group draw a picture of themselves or bring a photo of themselves (school pictures work well) from home. If a single group photo, enlarge it, paste it on to cardboard and then cut in to puzzle piece shapes. If individual photos, have the group make a photo collage and paste on to cardboard and then cut into puzzle piece shapes. The leader can do this ahead of time to speed up the process.

There are a number of exercises that can be carried out using this puzzle:

- Have the group work on the puzzle without talking. How do they cooperate so that they build the puzzle?
- Divide into teams. Make a number of puzzles, dismantle them and distribute them amongst teams. Without talking, how do you communicate with another team to get one of your puzzle pieces to build your puzzle?
- To determine groups for an activity, distribute puzzle pieces from a set amount of puzzles (e.g. to end up with four teams, use four different puzzles) have them find the rest of the individuals that together make up their puzzle.

## LINKS TO LEARNING

**Teamwork** – “the combined action of a team, group, e.g., especially when effective and efficient.”

**The Concise Oxford Dictionary**

“The important thing to recognize is that it takes a team, and the team ought to get credit for the wins and the losses. Successes have many fathers, failures have none.”

**Philip Caldwell**

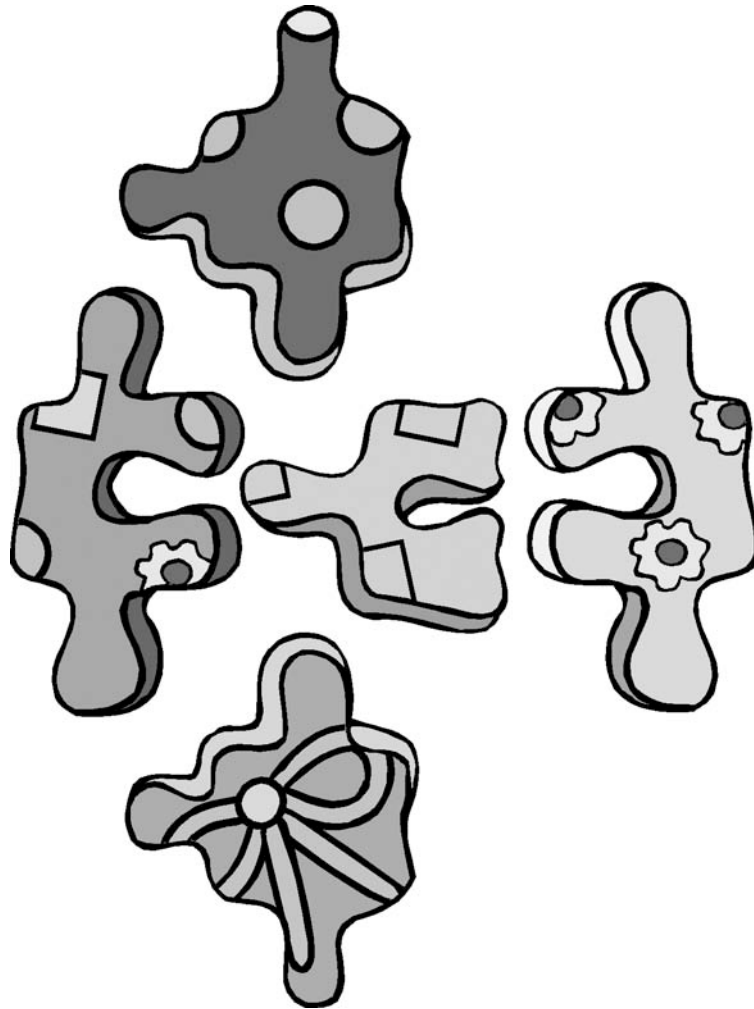
**7**

**Quality Equation  
4-H Club Pack**



**Adaptation:**

- Purchase small ready made puzzles – perhaps can match a theme (e.g. Easter, Christmas, etc.)
- Instead of a group picture, have the group brainstorm, what makes their 4-H club great. Is it the leaders, members, parents, communications events, snacks, attitude, or....? Make a puzzle that represents all the components that make the club so great.



# TITLE: Jenga®

## Quality Equation Connection . . .

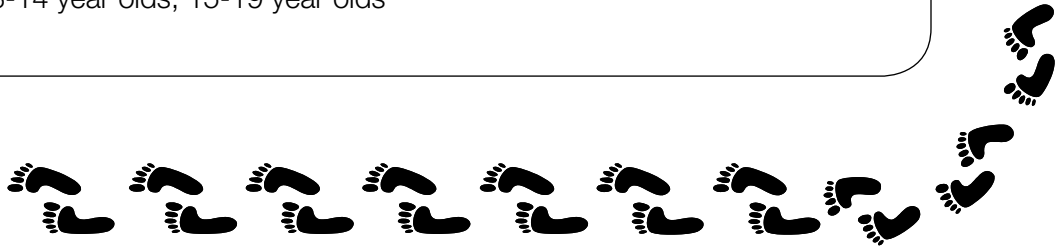
**Quality People** – Modeling quality behavior and expecting quality behavior are two key factors for character development in youth.

**Recreation**  
**Meeting Management**  
**Communication**

**Supplies Needed:** Jenga® game. Depending on how game is played (see options below) sample motions, items to practice public speaking, set of trivia questions, etc.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Jenga® is a fun game for any number of players that can easily be adapted for a number of uses. See reverse for basic game instructions.

### Ways to make this a Quality Equation game:

- Play as teams. Every second or third person is on your team and you DON'T want them to be the ones to knock the tower over.
- Number the blocks and have a set of trivia questions that correspond to the block numbers. These trivia questions could be farm safety questions, 4-H trivia, meeting management trivia (e.g. What does the club secretary do?), project related trivia questions, etc.
- Use colored blocks and have tasks for specific colors of blocks e.g. black – make a motion; red – tell a story.
- Roll call – when your name is called, come up and “pull” a block.
- Number the blocks for dividing a group into teams.

## LINKS TO LEARNING

*“Our greatest glory is not in never falling, but in rising every time we fall.”*

**Confucius**

*“If you’re going to climb, you’ve got to grab the branches, not the blossoms.”*

**Unknown**

# 8

**Quality Equation  
4-H Club Pack**



## OBJECT of the “Real” Jenga® game

Remove one block at a time from the tower, and stack it on top. The last player to stack a block without making the tower fall wins the game.

## SETUP

One player builds the tower on a flat, sturdy surface. Use the loading tray as a guide – place three blocks in each layer, at right angles to the previous layer. When you finish you’ll have a solid, 18-story tower that can more than double during play!

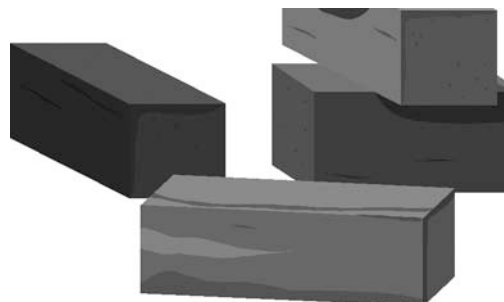
Use the loading tray (or if you don’t have one, just bend a light piece of cardboard at a 90 degree angle as a guide) to set the tower upright. Then carefully slide the tray away, and put it aside.

## PLAY

1. The player who built the tower goes first. Play then continues to the left.
2. On your turn, carefully remove a block from anywhere BELOW the highest completed story, then stack it on top of the tower, at right angles to the blocks just below it.
3. Removing and Stacking Blocks
  - Remove and stack one block per turn. To remove a block, use one hand at a time. You can switch hands whenever you wish.
  - As play proceeds and the weight of the tower shifts, some blocks become looser than others and are easier to remove. You can touch other blocks to find a loose one – but if you move a block out of place, you must fix it (using one hand only) before touching another block.
  - While stacking, always complete one 3 – block story before starting a higher one.
4. Your turn ends 10 seconds after you stack your block-or as soon as the player to your left touches a block.
5. Keep removing and stacking blocks until the tower falls. A real pro can build a tower 36 stories high – or more!

## WHO WINS?

The last player to take a turn without making the tower fall wins the game. The player responsible for making the tower fall gets to set up the tower for the next game! SOLO PLAY: Play alone for practice. Can you top your record height before the tower falls?





# TITLE: Connecting to Our People

## Quality Equation Connection . . .

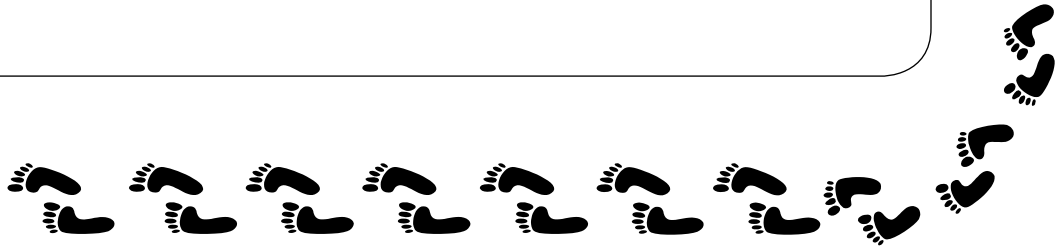
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Citizenship**

**Supplies Needed:** None.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Celebrate the heritage of the individuals in the group. People who are connected to their heritage are better able to keep their culture alive.

Are you connected to your heritage? What aspects of your culture do you keep alive, such as crafts, cooking, language or music?

Organize a “heritage story telling” session where each person shares an element of his or her family’s heritage and family traditions with the group.

Being proud of your culture and celebrating the culture of others enriches us as Canadians.

### Adaptations:

- Have someone come in and talk about their culture, family traditions or heritage.

## LINKS TO LEARNING

*“It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country and mankind its citizens.”*

**Baha'u'llah**

**9**

**Quality Equation  
4-H Club Pack**

Notes – Culture and Heritage



Series of horizontal lines for taking notes.



# TITLE: Citizen Certificate

## Quality Equation Connection . . .

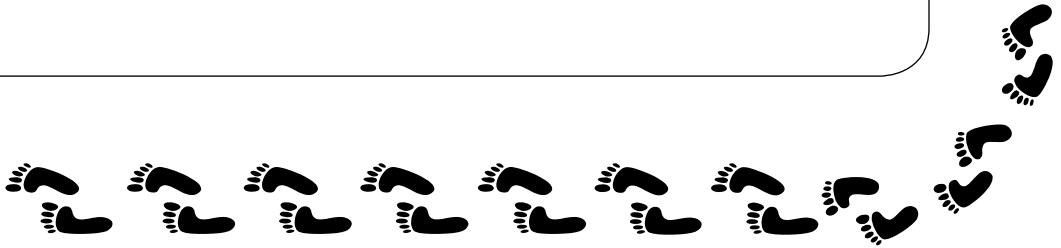
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Recreation**  
**Communication**  
**Citizenship**

**Supplies Needed:** Supplies for making a certificate i.e. paper, markers or the group can use a computer to design a certificate.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Canada is a great country but what does being a good citizen really mean? The answer is probably slightly different for everyone – what does everyone think being a good citizen really means?

Discuss and set out criteria outlining what it means to be a good citizen. Design a “good citizen” certificate and present it to people who make a positive contribution to your group, school, or community.

### Adaptation:

- 4-H Champion Search – Identify 4-H alumni (e.g. an adult who use to be in 4-H) and interview them. What did they learn in 4-H that they are currently using in their everyday adult life. Did they take the sewing project and now sew skating costumes or are a current 4-H leader? Did they do public speaking and now use these communication skills when making presentations in their job?

## LINKS TO LEARNING

*“Do what you want to do... but want to do what you are doing. Be what you want to be... but want to be what you are.”*

**Unknown**

# 10

**Quality Equation**  
**4-H Club Pack**

List of What Makes a Good Citizen



Handwriting practice lines consisting of 20 horizontal lines spaced evenly down the page for writing.



# TITLE: A Canadian Family Tree

## Quality Equation Connection . . .

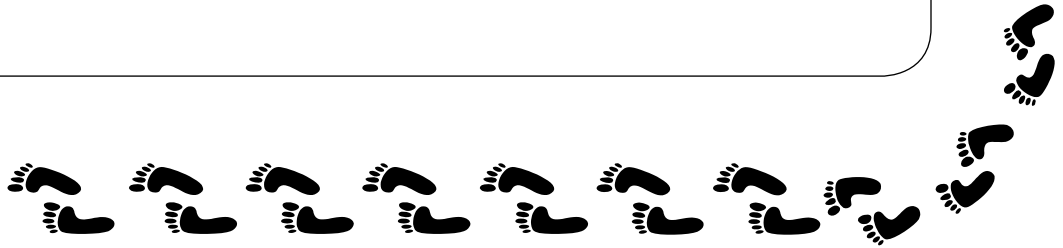
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Citizenship**  
**Teamwork**

**Supplies Needed:** Maple leaf cutouts (see reverse), tree and branch for the wall, markers, tape or sticky tack and colored paper.

**Target Audience:** 8 -14 year olds

## Step into Action



Have the group (or prepare ahead of time) make a paper tree trunk and branches; fasten to a wall. Trace the maple leaves (on reverse) and cut out. Have each person write why they are proud to be Canadian onto the maple leaves. Decorate the leaves and attach to the tree.

It is important to remind each other that we live in a great country and also what it is about Canada that makes it so great!

### Adaptations:

- Use clover cut-outs and have the members write their name on the clover (or clovers) and their favorite part of 4-H or why they're proud to be in 4-H.
- Make a smaller poster sized tree or individual trees for each member to keep in their binders.
- Make a community tree by identifying and writing the admirable traits (not names) of people in the community. Display the community tree in the library, school, town or municipal office, etc.

## LINKS TO LEARNING

*"Use what talents you possess; the woods would be very silent if no birds sang except those that sang best."*

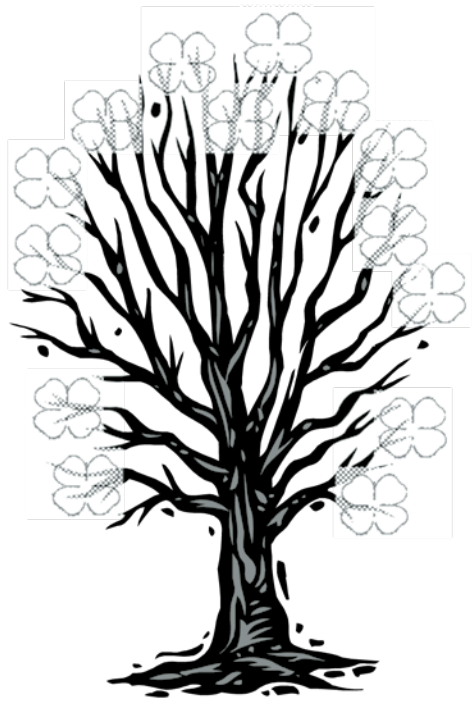
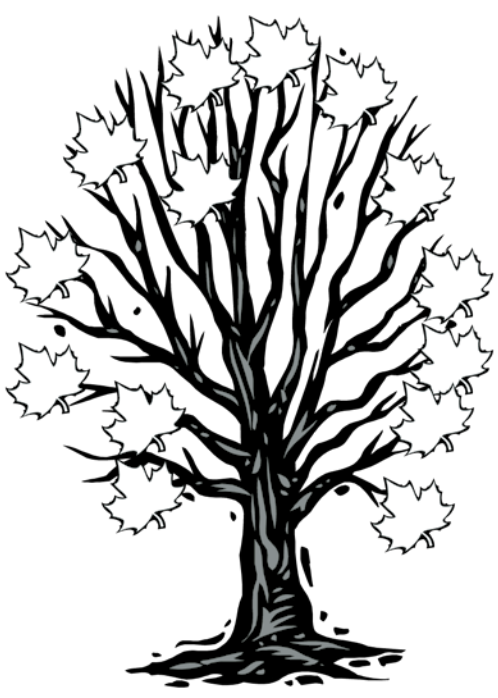
**Thomas Fuller**

*"If you add a little to a little and do this often, soon that little will become great."*

**Unknown**

# 11

**Quality Equation**  
**4-H Club Pack**



# TITLE: Canadian Culture

## Quality Equation Connection . . .

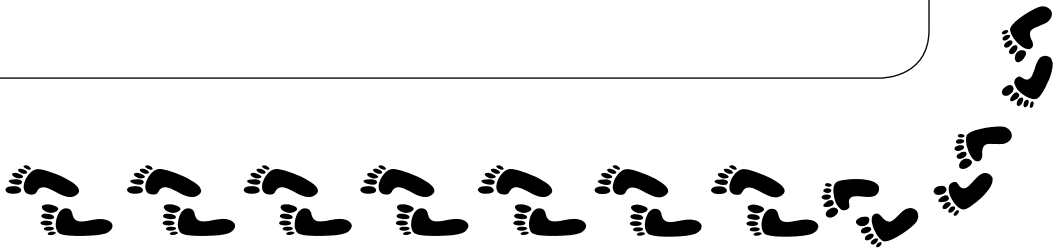
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Citizenship  
Recreation**

**Supplies Needed:** Canadian symbols (maple leaf, red and white clothing, flags, etc.)

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Canada is a country that celebrates the cultures of many different ethnic groups but what is it that makes Canadians distinctly Canadian?

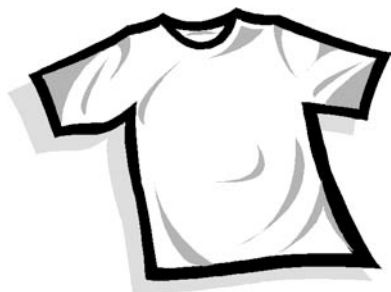
Decorate homes, meeting rooms, schools or workplaces with maple leaves and other Canadian symbols (e.g. Canadian money, beavers, R.C.M.P memorabilia, etc.). Have everyone wear red and white (Canada's official colors) to the next meeting.

Being proud of your country, showing it and promoting your Canadian Citizenship is important.

### Adaptations:

Try this activity for other cultures.

Design a list of Canadian expressions. Make a poster or copy on to a T-shirt transfer and iron onto T-shirts for everyone or offer them as a club fundraiser.



## LINKS TO LEARNING

### Canadian Coins

1¢ Penny – Maple Leaf

5¢ Nickel – Beaver

10¢ Dime – Bluenose Schooner

25¢ Quarter – Caribou

\$1 Loonie – Loon

\$2 Twoonie – Polar Bear

# 12

**Quality Equation  
4-H Club Pack**





# TITLE: The All Canadian Treasure Hunt

## Quality Equation Connection . . .

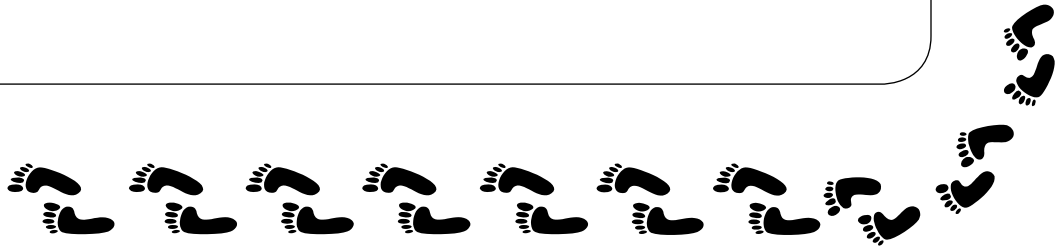
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

Citizenship

**Supplies Needed:** None.

**Target Audience:** 8 -14 year olds

## Step into Action



Organize an All Canadian treasure hunt. Break the group into teams and send them out to search the meeting room, home, school or community for emblems that represent Canada. These may include flags (or pictures of flags), beavers, maple leaves, stamps, coins, R.C.M.P., etc.

Have a contest, keep a list or make a poster from the items found and what each represents. Give each team member an opportunity to share what was found by the group.

### Adaptations:

Rather than going out and collecting the items, give the members a minute to think of their favorite Canadian emblem and why; then have them share with the group during roll call.

All 4-H Treasure Hunt – search for things that represent the 4-H program and its philosophies e.g. the 4-H Quality Equation, the pledge, the motto, etc.



## LINKS TO LEARNING

*"I realize that patriotism is not enough. I must have no hatred or bitterness towards anyone."*

Edith Cavell,

**Emblem** – "Symbol; visible representation of a quality or idea; flag."

Webster's Dictionary

13

Quality Equation  
4-H Club Pack

**My Pictures and Thoughts About Being a Canadian**

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# TITLE: No Put Down Pledge

## Quality Equation Connection . . .

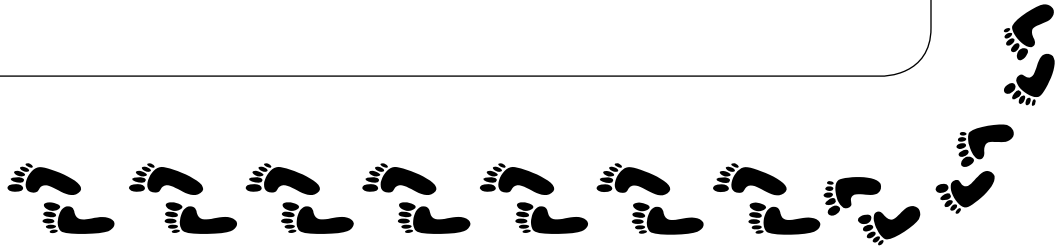
**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Team Building**  
**Recreation**  
**Expectations**

**Supplies Needed:** Poster paper and markers.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Ask the group if they know the 4-H pledge and ask them to recite it.

Then ask them what they think the pledge means.

Introduce the activity, which is to create a unique pledge about how the club will act together.

The pledge should include things that are important to remember when working with others.

The pledge should also have some kind of rhythm or beat to it so that it is easy to remember.

Have members come up with some important things that need to be remembered when working with other people. Have somebody record the ideas.

Then try to compile it into one pledge for the whole club.

Make it a blend of seriousness and humor.

Post the personalized pledge and decide when to say it. Possibly after the 4-H pledge at the start of the meetings.

## LINKS TO LEARNING

**Pledge** – “a solemn promise.”

Gage Canadian Dictionary

*“If I should win, let it be  
by the code with my faith  
and my honour held high.  
But if I should lose, let me  
stand by the road  
and cheer as the winners  
go by.”*

Unknown

# 14

**Quality Equation**  
**4-H Club Pack**



**Examples:**

**Key words:**

- sportsmanship, courtesy, teamwork, listening, fun

**This is the Rockville club.  
 Being together is at our hub.  
 That means: "Be a good sport."  
 and "Listen from the heart"  
 Say your "please and thank you's"  
 Use the laughter as your clues  
 to how much fun it is to be  
 a member of this society.**



**Key words:**

- smile, listen, attend meetings, help

**I pledge:  
 To wear clothes to every meeting  
 To smile when I do a greeting  
 To listen when someone is talking  
 To help out with out ever balking**



# TITLE: High In The Sky

## Quality Equation Connection . . .

**Quality Projects** – To develop a quality project, a member must draw on a variety of strengths such as: prioritization; time management; goal setting; new or progressive skill development; perseverance and desire.

**Goal Setting**

**Supplies Needed:** Star, Moon and Cloud Shapes (cut out of colored paper in advance, on reverse – about three star and three moon shapes to every one cloud). Colored construction paper for shapes or crayons, markers, string or yarn, scissors, decorations (e.g. sparkles, ribbon, etc.)

**Target Audience:** 8 – 14 year olds

## Step into Action



In life, it is important to set goals; to make a plan for what needs to be accomplished and then put attention and effort towards achieving those goals. This activity will lead members through a goal setting exercise and leave them with a visible reminder of what steps need to be taken to accomplish their goals.

Have members brainstorm some things that they want to accomplish. These may be short or long term goals. Their goals should be somewhat specific, something they can commit to making happen and should be realistically achievable. The following suggestions may help them get started:

- Get along with their parents, siblings, or peers.
- Get at least 75% in a Science class.
- Work hard and do their personal best on their 4-H project.
- Get an after school job.
- Make the first string on the basketball team.
- Be more tolerant of other people.
- Etc., etc.

Have the member write their goals on the cloud shapes. Now they should list some of the things they need to do in order to accomplish their goal. e.g. get at least 75% in Science – they'll need to study for tests, get rest, watch less television, listen in class, etc.

## LINKS TO LEARNING

*"The indispensable first step to getting the things you want out of life is this: decide what you want."*

**Ben Stein**

*"This one step – choosing a goal and sticking to it – changes everything."*

**Scott Reed**

*"We move towards what we picture in our mind."*

**Unknown**

# 15

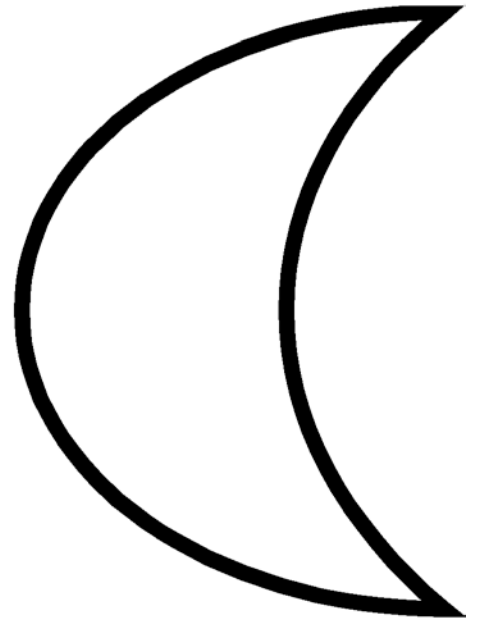
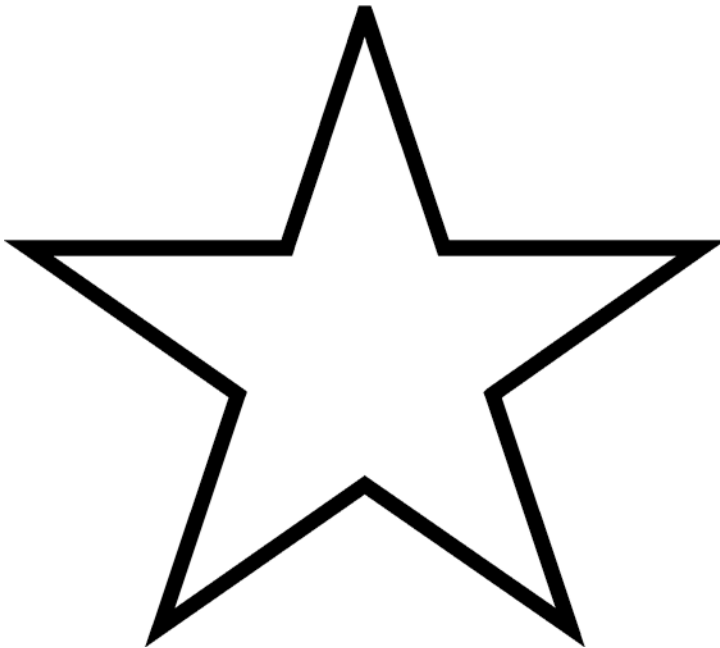
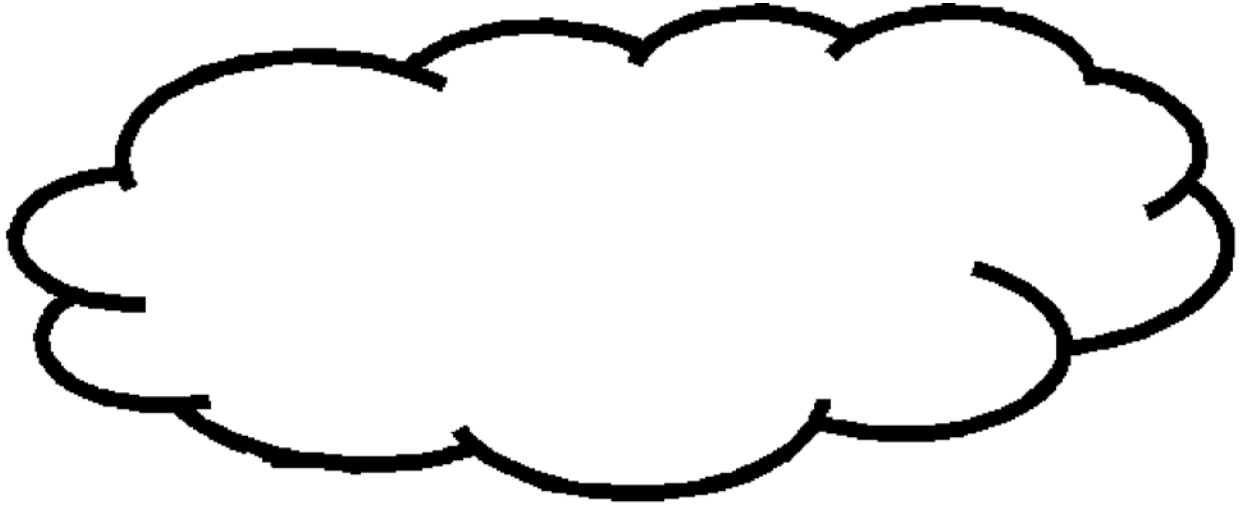
**Quality Equation  
4-H Club Pack**



They should write what they need to do on a star shape and with string hang them from the clouds.

Now they need to identify people that will “buy in” to their goal. Who else has a “stake “ in the goal and can help make it a reality? Is it the 4-H leader, a little sister, parents, guidance counselor, teacher, or who? They will put this person’s name onto the moon shapes and attach them with string to the star shapes.

Members may decorate their mobile further if they wish. They can hang this mobile in a visible spot to remind them of what they are striving for and what they need to do to achieve success.



# TITLE: Magic Carpet

## Quality Equation Connection . . .

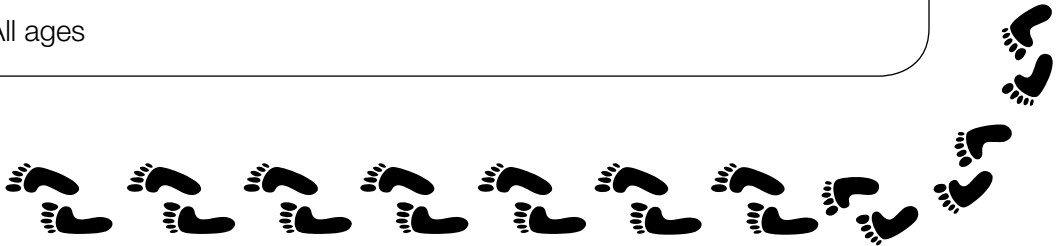
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Caring**  
**Community Mindedness**  
**Teamwork**

**Supplies Needed:** The “magic carpet” consists of a single piece of tarp or plastic cloth (table cloth...) that is different on the back than the front. For groups of 8-12 participants, the carpet should be approximately 4 feet by 5 feet.

**Target Audience:** All ages

## Step into Action



Participants must work as a group to turn the “magic carpet” over, without touching the ground surrounding the carpet.

Divide the participants into smaller groups, and have each group stand on their “magic carpet”. Set the stage with the following scenario:

“Your 4-H group is on a “magic carpet” ride, high above the fields of the surrounding countryside. You suddenly realize that you are going in the wrong direction, because the carpet you are riding is in fact upside down! Since you are no longer on the ground, you must turn the carpet over, without stepping off the carpet.”

**Note:** “Magic Carpet” requires all participants to work in a tightly constrained space, therefore it is important to build up to this level of proximity. The size of the carpet and the size of the group greatly affects the level of difficulty.

Some interesting questions to ask participants after this activity include:

- What was their role with regards to the solution? Were they active or passive in their contribution to the solution?
- Who did most of the work?
- What would have made this activity easier to accomplish?

## LINKS TO LEARNING

*“We must learn to live together as brothers or perish together as fools.”*

**Martin Luther King**

*“Without a sense of caring, there can be no sense of community.”*

**Anthony J. D’Angelo**

# 16

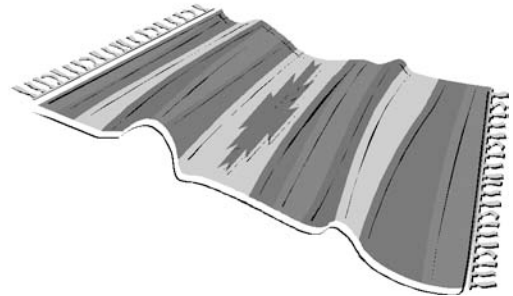
**Quality Equation**  
**4-H Club Pack**



## Magic Carpet Variations

- For larger groups, divide up the participants and use several “magic carpets” placed near each other. If you mention that the whole group is one team, they may decide to combine resources and transfer to another “magic carpet” while turning over the empty carpets. Once the group has accomplished the task by combining resources, encourage them to repeat the activity, this time without sharing space or carpet with the other members of their smaller group.
- Consider using a series of decreasing sizes of “magic carpets” to increase the difficulty level.
- Another variation using a single “magic carpet” is to begin the activity with one person, and gradually add additional team members each time the carpet is flipped over.
- Try using a variety of different shapes for the “magic carpet”. In general rectangles are easier to flip than squares, and triangles are easier than circles.

*SOURCE: NORTH CENTRAL LEADER'S FORUM 2001*





# TITLE: Gearing Up!

## Quality Equation Connection . . .

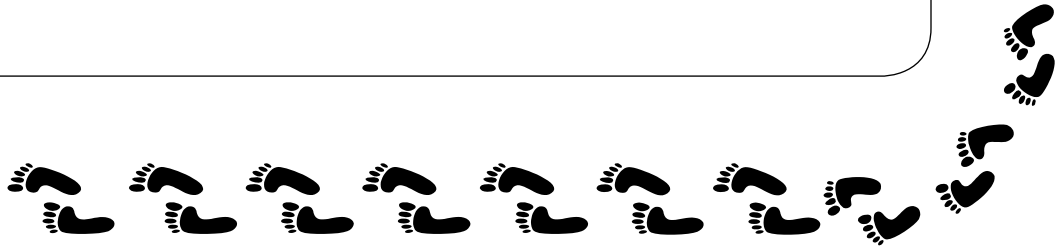
**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Caring**  
**Meeting Management**  
**Recreation**  
**Teamwork**

**Supplies Needed:** Scraps of paper with odd numbers – 3, 5, 7, etc. written on them. You need three – 3's, five – 5's, etc.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Just as well functioning gears keep machinery going, teamwork, responsibility and commitment keeps our community going.

To see how it works, turn each participant into a “tooth” on a gear by having each person draw a slip of paper to see what # of gear they will be.

Participants form circles according to assigned numbers. The 3's will form a tight circle by holding hands and facing outward, joined hands straight out in front of them.

Now the 5's will form their own circle in the same way. The 5's circle will move very close to the 3's with the two circles touching at a tangent point (joined hands), when they rotate. In that way, one gear turns the other.

They can be joined by other circles of 7's, 9's, etc.

The 3's start the movement. The other gears move according to how the momentum develops.

Everyone STOP. Put on the brakes and reverse. Go in the opposite direction.

## LINKS TO LEARNING

*“Leading isn’t pushing children to another place – it is standing beside them where they are now – and opening doors so that they can discover their own possibilities.”*

**Marcia McFarland**

*Together  
Everyone  
Achieves  
More*

**Unknown**

# 17

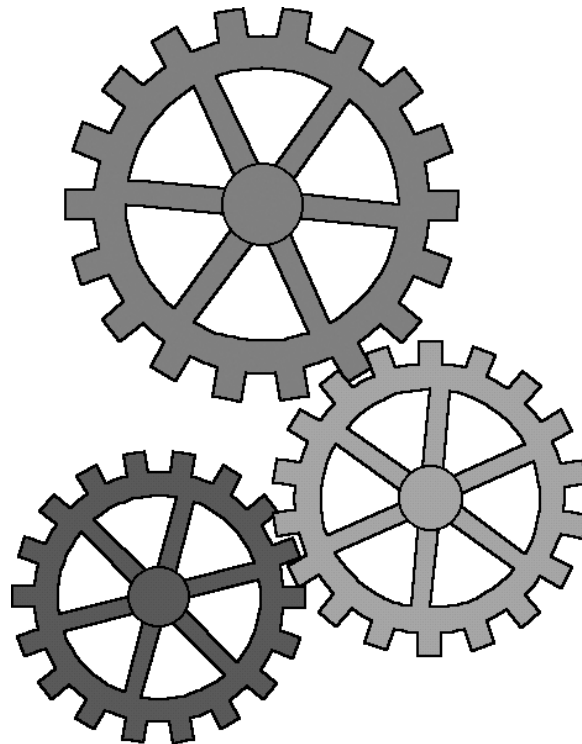
**Quality Equation  
4-H Club Pack**



When the group has tried moving forward and backward, stop them and compliment them on making a great set of gears! Compare them to fine-tuned machinery with every tooth in place. In life, if everyone does his or her part, things move a lot more smoothly . . . just like fine-tuned machinery.

Have the group brainstorm responsibilities in the 4-H Club or families, school, sports team, and community.

- Ask the group the following questions:
- Are the responsibilities shared?
- Does the group work like a machine with well-oiled gears?
- Does it sometimes have breakdowns?
- How can the group prevent or handle breakdowns when they occur?



# TITLE: Creating Harmony Within a Group

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Quality Experiences** – The more ways we teach, the more people we reach.

**Communication**

**Recreation**

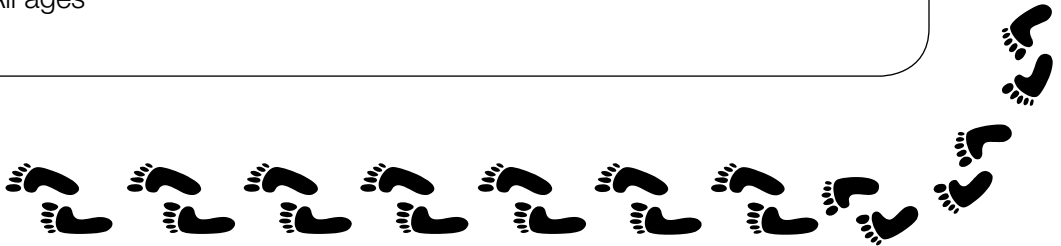
**Responsibility**

**Teamwork**

**Supplies Needed:** A set of chimes (prior to the meeting, it will take 1½ hours to make a set of chimes -see reverse for instructions), musical “scores” (see reverse).

**Target Audience:** All ages

## Step into Action



Harmony can refer to human relationships, just as much as to music. This activity will demonstrate how groups can come together for a common purpose.

Before the first song is played, demonstrate to members how to hold the pipe chime (by the string), how to hit the chime with the bolt (gently, at the bottom of the chime), and the importance of following the leader’s rhythm / beat / cadence.

Ask for volunteers to play the first song. Show them the “musical score” for the first song (on a poster or overhead) and identify the #’s of pipes needed for that song. Ask them to take one pipe and then take a roll call to make sure that all the required pipes are taken (they hit their chime when the respective number is called out).

Remind the individuals to remember the number of their pipe. Sing the song, just in case they don’t know the melody.

Play the song ... cheering almost always takes place at the end! They were successful in making beautiful music with their pipe by doing their part when it was their time to play!

Ask for other volunteers to play another song. Same process of identifying the pipe #’s that are needed, each person taking a pipe. Roll call once again .... play the song, celebrate the success!

Play another song, more people yet. Celebrate!!!

## LINKS TO LEARNING

*“To teach is to learn twice.”*

**Joseph Joubert**

*“Coming together is a beginning.  
Staying together is a process.  
Working together is success.”*

**Henry Ford**

# 18

**Quality Equation  
4-H Club Pack**



### Questions to ask the group:

What were the factors that caused us to create such beautiful music? (Teamwork, clear instructions, good leader, listening, watching, focusing, doing my part at a specific time, being relaxed, etc.).

Are these same factors important in other aspects of our club? How so?

How can we make sure that the environment is right for those factors to come into action?

### To make a set of Pipe Chimes:

#### Materials:

2 each of 10 ft., ½ inches EMT (electrical conduit – must be metal, not plastic)

Thick string or leather strips to hang pipes

Pipe cutter or hack saw

Measuring tape

Drill

20 – 5” bolts

Cut conduit appropriate size. Drill hole 1” from the top for stringing. Label each pipe with number and note name.

Number	Note Name	Length of Pipe	Number	Note Name	Length of Pipe
1	B flat	13 3/8 inches	11	A flat	9 7/8
2	B	13	12	A	9 5/8
3	C (middle)	12 5/8	13	B flat	9 3/8
4	C sharp	12 1/4	14	B	9 1/8
5	D	11 7/8	15	C	8 7/8
6	E flat	11 1/2	16	C sharp	8 5/8
7	E	11 1/4	17	D	8 3/8
8	F	10 7/8	18	E flat	8 1/8
9	F sharp	10 5/8	19	E	7 7/8
10	G	10 1/4	20	F	7 1/2

#### Happy Birthday

(1, 3, 5, 7, 8, 10, 12, 13, 15)

3 3 5 3 8 7 3  
                                   3 1 3  
 3 3 5 3 10 8 12  
                                   1 3 3 13  
 3 3 15 12 8 7 5  
                                   12 8 3 3 1  
                                   8 3  
 13 13 12 8 10 8  
 8 8 8 3 7 3  
 5 5 3 3

#### If You're Happy & You Know It

(3, 5, 7, 8, 10, 12, 13)

3 8 8 8 8 8 8 7 8 10clap, clap  
 3 10 10 10 10 10 10 8 10 12clap. clap  
 12 13 13 13 13 5 5  
 13 12 12 12 10 8 8  
 12 12 10 10 10 10 7 7 5 7 8

Stamp your feet  
Nod your head (also snap your fingers)  
Do all three



# TITLE: What Would You Do . . . Should You Do?

## Quality Equation Connection . . .

**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Decision Making**

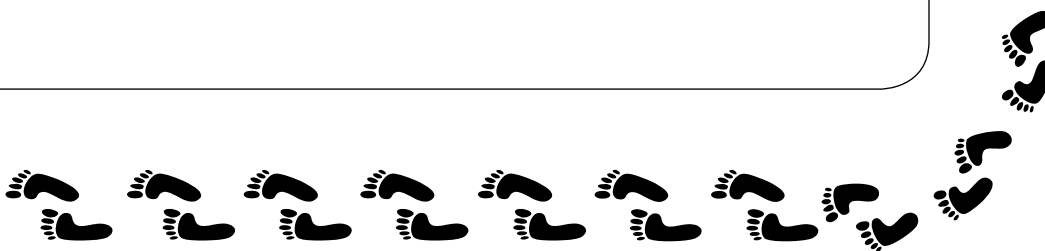
**Ethics**

**Respect**

**Supplies Needed:** Scenarios and Solutions index cards (on reverse).

**Target Audience:** All ages

## Step into Action



Ask the group: “Have you ever been in a situation that you just did not know what to do?” Ask if anyone would like to share their situation.

Ask the group for their definition of “opinion”. Discuss as a group that everyone has the right to their own opinion. Other’s opinions should be respected. It is okay to disagree with an opinion. To be respectful means to listen and try to understand others’ opinions.

Using index/recipe cards, design a deck of cards – one half of the set of cards would have a variety of different scenarios and the other half of the set would provide a variety of broad solutions.

Put the scenario cards in a pile in the middle of the table. Deal out all the solution cards to the players. Each player should have at least three solution cards in their hand.

Once a scenario card is flipped over, each player will take turns looking at their hand of solution cards to see if they have one that they think would be a good solution to the scenario. If they do, they can discard the card as long as they can elaborate on why the solution would work. The other players judge whether the solution and reason are acceptable. If they don’t have an appropriate solution card, they would say pass. The object is to get out of solution cards.

Be involved with the discussion to discuss ethical solutions.

## LINKS TO LEARNING

**Opinion** – “a carefully thought out conclusion based on facts but without the certainty of knowledge.”

**Gage Canadian Dictionary**

“Sometimes it’s the smallest decisions that can change your life forever.”

**Kerri Russel**

# 19

**Quality Equation  
4-H Club Pack**



## Scenario Card Examples

- You found \$120.00 on the ground with no identification.
- You see a bunch of students at school beating up a younger student.
- You are in a restaurant and you have just got your food but it is not what you ordered at all.
- Your mom/dad offers to finish your 4-H project for you.
- You are to write your own speech. You know your friend took his/hers from a magazine.
- The hall has been damaged where you hold your 4-H meetings. You know who did it.
- A new member is sitting by himself or herself off in the corner.
- Your leader has not held a project meeting yet and it is only 2 weeks until achievement.

## Solution Card Examples

- Go get help
- Ignore the situation
- Get involved
- Walk away
- Pick it up
- Wild Card (think of your own solution)
- Give it back
- Just say "NO"
- Say "YES"
- Tell a grown up you trust
- Talk to them
- Do it yourself
- Offer to help
- Don't worry about it
- Nothing
- Ask advice from someone you trust
- Politely ask for the situation to change
- Be part of the solution



# TITLE: Ten Commandments for Show Ring Parents

## Quality Equation Connection . . .

**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

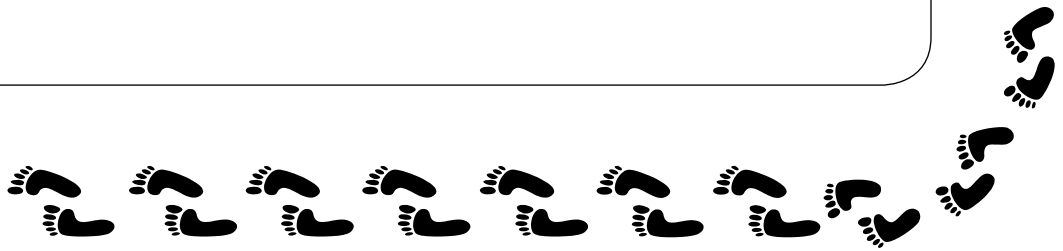
**Parental  
Involvement**

**Role Models**

**Supplies Needed:** Copies of favourite “10 Commandments” documents (samples on reverse).

**Target Audience:** Adults

## Step into Action



4-H is committed to developing quality exhibitors who conduct themselves in an appropriate and sportsman-like manner.

As parents and leaders, the examples set on show ring conduct speak louder than any words.

Some examples of Ten Commandments for Show Ring Parents are shown on reverse. Review the samples and choose one or adapt one, with the parents, for the club to adopt. Parents will feel more committed if they have had opportunity for input and discussion.

As a group, commit to following the club’s Ten Commandments.

As issues may occur throughout the year, this document can be a reminder or reference point in making decisions.

## LINKS TO LEARNING

*Evaluate* – “judge the worth, quality or importance of.”

**Gage Canadian Dictionary**

*“Your actions are speaking so loud, I can’t hear what you are saying.”*

**Unknown**

*“Courage is what it takes to stand up and speak: courage is also what it takes to sit down and listen.”*

**Unknown**

# 20

**Quality Equation  
4-H Club Pack**



## **“Ten Commandments” For Parents**

“Doing the right thing” as a parent isn’t always easy. However, the following list of “Ten Commandments” can act as a guide for parents when it comes to teaching their youngsters about the responsibilities of raising and showing animals:

1. Thou shalt not feed, train and care for the animal, for thou art trying to teach the child responsibility;
2. Thou shalt forgive a child for making mistakes in the show ring, for thou hath made mistakes too;
3. Thou shalt not get mad when thy child forgets items in the show box, for one day thou may forget the show box;
4. Thou shalt help the show management for they are doing a job that thou would not want to do;
5. Thou shalt see that thy child is on time for all show activities for thou would not want to wait on another;
6. Thou shall be sure that thy child has the animals entered and the registration papers in order by the designated time;
7. Thou shalt teach the child that winning a blue ribbon is a desirable goal, but making friends and learning about livestock production along the way is a more worthy goal;
8. Thou shalt not complain about the judge for it is his opinion that has been sought;
9. Thou shalt remember that livestock projects are teaching projects, not necessarily money-making projects;
10. Thou shalt remember that the livestock project is a family project that shall be enjoyed and supported by the entire family.

*REPRINTED FROM THE NATIONAL LAMB & WOOL GROWER, NOVEMBER 1995 ISSUE.*

## **Ten Commandments for Show Ring Parents**

1. Thou shall know the rules.
2. Thou shall allow your children to do their project themselves.
3. Thou shall be supportive and involved.
4. Thou shall allow your child to practice and participate.
5. Thou shall provide proper equipment.
6. Thou shall keep your attitude in check on show day.
7. Thou shall not be a show ring sideline director.
8. Thou shall not complain about the judge.
9. Thou shall not disparage the competition.
10. Thou shall honor your child.

*EXCERPT FROM CANADIAN BEEF BREED BOOKS – SUMMER 95. BY BARBARA LABARBARA, CHEYENNE WYOMING*



# TITLE: Manners Marathon

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

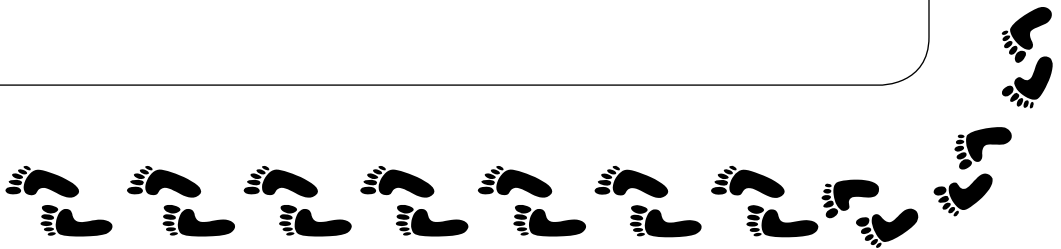
**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Respect  
Manners**

**Supplies Needed:** Manners Marathon cards (see reverse), simple poster making supplies (large paper, markers).

**Target Audience:** 8 –14 year olds; 15 – 19 year olds

## Step into Action



Make up manners marathon cards – see suggestions on reverse.

Appropriate manners in situations are one of the ways that respect can be shown. Respectful people show consideration to others. They conform to accepted ideas of what is right and polite when dealing with others.

Divide into small groups of 3 – 5 people.

Each group will select a card. Each card describes a situation, which may be encountered. The task is to show what behavior shows respect and what behavior may be seen as disrespectful in the situation.

Work through an example. Remember to show both the respectful AND disrespectful behaviors. Disrespectful behaviors will likely add humor and really showcase how inappropriate it is. There are no “absolute right answers” to each situation – use good judgment and knowledge of common courtesy.

The respectful and disrespectful behaviours may be demonstrated through doing a role play, making up a jingle or song, creating a poster, writing a poem or whatever other creative method they wish to showcase their situation.

Give the group 5 – 10 minutes to prepare their presentation.

Host the group presentations. Lead discussion around appropriate respectful behaviour.

## LINKS TO LEARNING

*“The world is like a mirror that reflects back what we are.”*

**Unknown**

*“Politeness goes far, yet costs nothing.”*

**Samuel Smiles**

*“To speak kindly does not hurt the tongue.”*

**French Proverb**

# 21

**Quality Equation  
4-H Club Pack**



- You receive a gift. You think it is the absolute worst gift that you ever received. You will never use it – in fact, you absolutely hate it. What do you say and do when you receive the gift?



- You are with a group of people in a shopping mall. One member of your group decides to shoplift a \$5.00 item. What do you do?



- You are in a group. Someone has just said something hurtful and rude to another group member. Uneasy silence has fallen over the group. What do you do to handle the situation?



- You are staying at a friend's home. It is 9:00 a.m. on a Saturday morning. You have been lying in bed awake for 2 hours already. You still haven't heard a sound. You don't know if anyone's up yet. What do you do?



- You are at a meeting. The person sitting next to you keeps whispering side comments about what is being discussed. You are missing parts of the meeting and people are turning around to frown at both of you. How do you handle this situation?



- You are with a friend. He/she decides it is funny to pull the fire alarm at the school you are visiting. Everyone starts exiting. You know it is a false alarm. What do you do?



- You just found out what the show pattern looks like. It looks really complicated! What do you do?



- You are staying at a host family's home. You have just had a shower and sorted out your dirty clothes. What condition do you leave the bathroom in and what do you do with your dirty laundry?



- A younger 4-H member is asking you for some tips on how to lose gracefully. What do you tell them?



- You are having difficulties getting your animal ready for the ring and are going to be late. What do you do?



- You don't know why you didn't win. After the show, you have a chance to talk to the judge. What do you say?



- You realize you did not bring the proper bit for the next class you enter. What do you do?



- Another competitor repeatedly "cuts you off" when working on the rail. What should you do?



- At your 4-H Achievement, your animal is nervous and causing a disturbance in the show. What do you do?



# TITLE: Quality Equation Scavenger Hunt

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Quality Experiences** – The more ways that we teach, the more people that we reach.

**Quality Projects** – As livestock producers, we have a responsibility to produce safe, wholesome, high quality food.

**Quality Equation  
Principles**

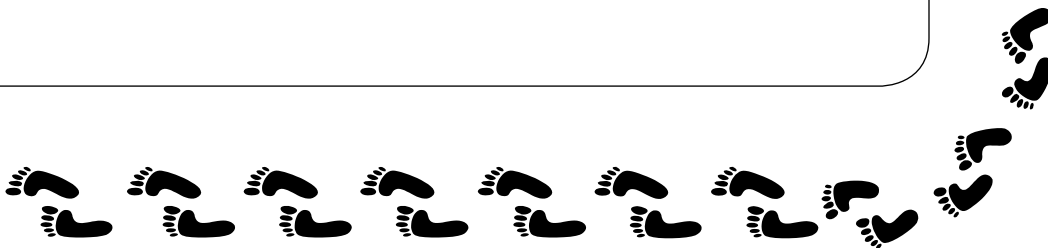
**Values**

**Recreation**

**Supplies Needed:** Newspapers, magazines, scissors, glue, poster paper.

**Target Audience:** 8 -14 year olds

## Step into Action



There's a famous expression that a picture is worth a thousand words. This activity has members gather some pictures that represent the concepts of the Quality Equation.

Have the members cut out words, phrases or pictures that represent:

### Quality People:

- Responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring. One or all of these.

### Quality Experiences

- Competing for a prize and non-competitive examples.
- Learning a new skill
- Different ways of teaching/learning
- Ethical and/or Unethical Behavior
- Safety
- Etc., etc.

### Quality Projects

- Working hard and trying for their personal best
- The links in the food chain
- Humane animal care
- Etc., etc.

They then bring the pictures back and make a collage. They can work in teams or individually. This poster can be a visual reminder of the Quality Equation concepts for the year.

## LINKS TO LEARNING

*"A good head and a good heart are always a formidable combination."*

**Nelson Mandela**

*"The harder you work, the luckier you get."*

**McAlexander**

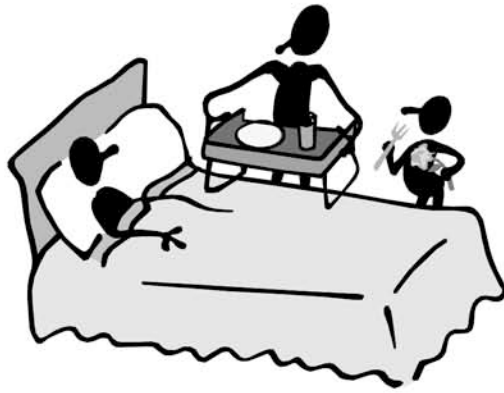
# 22

**Quality Equation  
4-H Club Pack**



**Adaptation:**

Have the members take photos that illustrate some of the concepts. The photos can be “real” activities or the participants can create their own scenes.



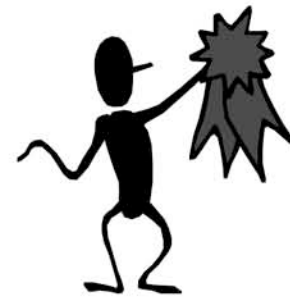
**Caring**



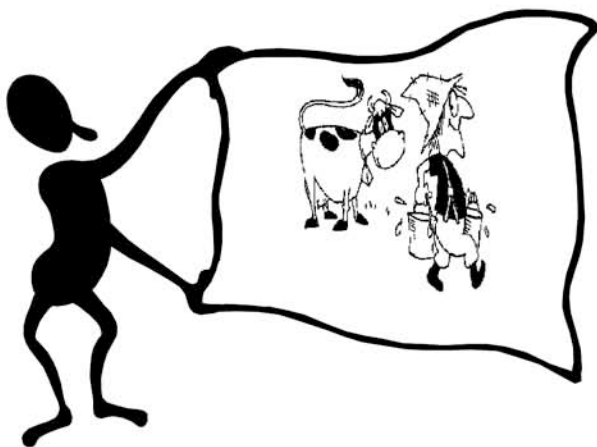
**Trying Hard**



**Different Ways We Learn**



**Competing for a Prize**



**Humane Animal Care**



**Links in the Food Chain**

# TITLE: Commitment to Excellence

## Quality Equation Connection . . .

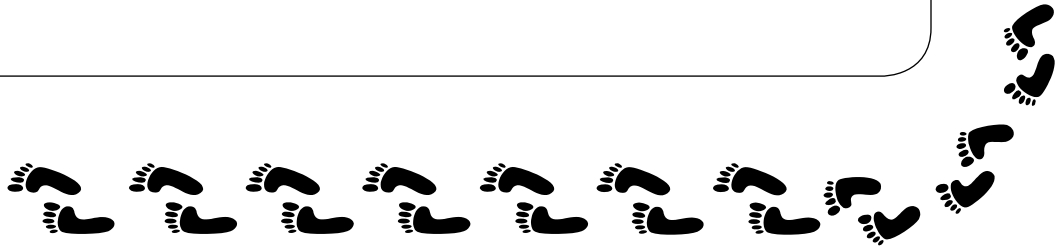
**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Projects**  
**Quality**  
**Ethics**

**Supplies Needed:** Commitment to Excellence (on reverse) – one per participant.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Distribute and discuss the Manitoba 4-H Program “Commitment to Excellence” document. Talk about the various points and explain any definitions or ideas members may not understand.

Personalize the code for your club. Lead a discussion around the best items to add, delete and/or adopt. When the club feels the code is best for their use, make a motion to adopt the code.

Prepare the adopted club code by copying it onto nice paper. Distribute a copy to each member at the next meeting. Suggest they insert it into their project books, or post at home where they will be reminded of the Commitment they have made.

Throughout the year, refer to the points within the code, using it as a guide for appropriate activities and actions.

## LINKS TO LEARNING

**Commitment** – “the state of being bound to some way of thinking or course of action.”

**Gage Canadian Dictionary**

**Excellence** – the state, quality or condition of excelling.”

**Gage Canadian Dictionary**

“Unless commitment is made, there are only promises and hopes... but no plans.”

**Peter F. Drucker**

# 23

**Quality Equation**  
**4-H Club Pack**



## Manitoba 4-H Program “Commitment to Excellence”

- I believe that participation in the Manitoba 4-H Program should demonstrate my own knowledge, ability, and skill of the projects in which I participate.
- I will do my own work to the full extent I am capable and otherwise will only accept advice and support from others.
- I will not use fraudulent, illegal, deceptive or questionable practices in the construction, creation, development, or exhibition of my project.
- I will read, understand, and follow the rules without exception of all project exhibits in which I am a participant and ask that my parents and the leader of my project do the same.
- I wish for my 4-H project to be an example of how to accept what life has to offer, both good and bad, and how to live with the outcome.
- I realize that I am responsible for:
  - The production of high quality, wholesome exhibits and products through my project work.
  - Demonstrating strong moral character as an example to others.

---

Member

Date

---

Parent or Guardian

Date

---

Project Leader

Date

*The primary purpose of this document is as an educational tool. Put a copy up on the refrigerator door (or other highly visible place in the home) so that the points raised in the document are seen and discussed by family members.*

ADAPTED FROM THE IDAHO 4-H PROGRAM.

# TITLE: Information Toss Up

## Quality Equation Connection . . .

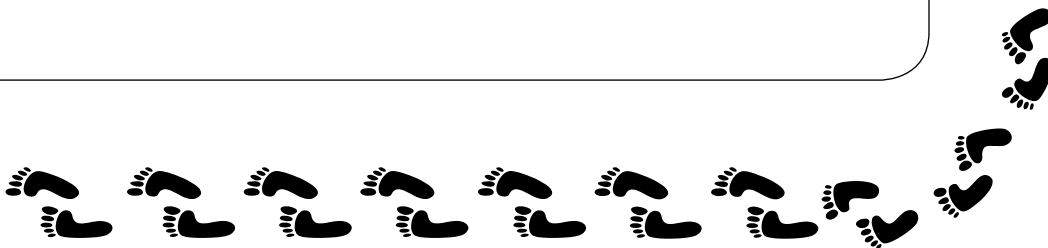
**Quality Experiences** – The more ways that we teach, the more people that we reach.

**Communication**  
**Teamwork**  
**Project Teaching**

**Supplies Needed:** A large ball (beach ball), paper, tape, markers or pens.

**Target Audience:** All ages

## Step into Action



Prior to the activity, create several questions. Themes for questions can be around a variety of topics (examples on reverse). Write the questions on different colors of paper and cut into different shapes and sizes. Tape the questions onto the ball until the whole ball is covered. Or obtain an inexpensive beach ball and write on it with permanent marker to reuse from year to year.

Instruct the group that they are to stand in formation. Choose to have them stand in a circle or in two lines facing each other.

Toss the ball from person to person. When someone catches the ball they are to answer the question that their left thumb lands on ball. Have the catcher read out the question to the group prior answering it.

Be sure not to embarrass anyone through creating a supportive environment of hints or answers from the whole crowd or allowing a “pass” option.

Once the question has been answered, toss the ball on to another person. Be sure that everyone gets a turn.

This is a great game for teaching project terms, meeting management tips, etc.

## LINKS TO LEARNING

*“It’s what you learn after you know it all that counts.”*

**Unknown**

*“Life is the art of drawing without an eraser.”*

**Anonymous**

# 24

**Quality Equation**  
**4-H Club Pack**



## Information Toss Up Sample Questions

### Get Acquainted:

- What is the best vacation you have had?
- What book or magazine are you reading now?
- How many brothers & sisters do you have?
- What is your favourite subject at school?
- Where do you go to school?



### Communications:

- Q. What is the difference between public speaking and visual presentations?  
A. Public Speaking is a speech given using only voice and words to share ideas with the audience. Visual presentations include an oral presentation (speech) along with a visual aid to help get the message across.
- Q. How should you speak when delivering a speech?  
A. Loudly and clearly so that the audience can hear you.
- Q. Where should you look when delivering a speech?  
A. At the audience, or just over their heads to the back of the room.

### Sewing:

- Q. What is a line of stitching that joins two or more fabric layers?  
A. seam.
- Q. What is sewing backward 3 – 4 stitches to secure the beginning and end of a line of stitching?  
A. Backstitching.

### Woodworking:

- Q. What tool is used to cut a board into two parts?  
A. Saw.
- Q. What item is worn to prevent injury to the eyes?  
A. Safety glasses or goggles.
- Q. What are the three dimensions of a piece of lumber?  
A. Width, length and thickness.

### Mechanics:

- Q. What is the part of the small engine where air and fuel are mixed together?  
A. Carburetor.
- Q. What part is used to give a spark to ignite the fuel mixture?  
A. Spark plug.
- Q. What is the bright spark that happens when electricity jumps from the electrode to the metal being welded?  
A. Arc.
- Q. What is the liquid used to lubricate the engine's parts?  
A. Oil.

See Meeting Jeopardy (Activity # 58) for another quiz type learning activity.



# TITLE: Back to Basics

## Quality Equation Connection . . .

**Quality Experiences** – 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants.

**Decision Making**

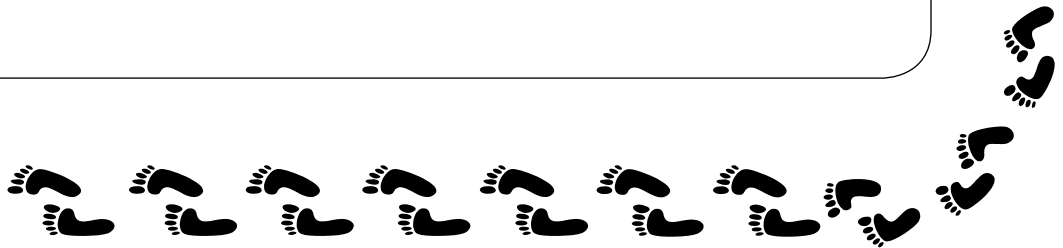
**Parental Involvement**

**Team Building**

**Supplies Needed:** Slips of paper, bowl, sticky tack, flipchart/markers or black board, variety of art supplies.

**Target Audience:** All ages

## Step into Action



Sometimes it's important to go back and remember the reasons that we joined 4-H as members, leaders and families. We can use it as a checkpoint for valuing our participation.

Distribute slips of paper to everyone.

Ask participants to write their reasons why they joined 4-H on the paper slips. Ask them to write one reason per paper and to write as many reasons as they can think of. Collect the slips into a bowl. Start collecting slips as soon as the first ones are written.

Group the reasons into common topic areas. e.g. topic of 'Friends' might include "because my friends were in it", "because I wanted to make new friends", etc.

### Process for Grouping:

- Do this together as a whole group  
*OR*
- Ask the club executive to do it  
*OR*
- Do it yourself and ask the group if they agree with the groupings.

Share and discuss the topic areas. Divide the participants into work groups of 4 – 7 people. Challenge each group to use the topics identified to develop a creative slogan for your club. Have each group present their slogan to the club.

## LINKS TO LEARNING

**Value** – "worth; excellence; usefulness; importance."

Gage Canadian Dictionary

"It's not hard to make decisions when you know what your values are."

Roy Disney

# 25

**Quality Equation  
4-H Club Pack**



If time permits:

- have the groups develop posters depicting their slogan OR
- hold a vote to select the group's favorite slogan – use it as a guide when planning 4-H events OR
- use the slogan(s) to create club chants, advertising, achievement themes, etc.

Two examples for the **Forsyth 4-H Club** might be:

“Friends, Fun Times and Fantastic Skills keep us coming back to the Forsyth 4-H Club.”

OR

**F**riends  
**O**rganizational skills  
**R**ecreation  
**S**kills  
**Y**oung people  
**T**rust  
**H**onesty

Use your creativity and have fun!!

### Did you know?

In a recent survey of Canadian 4-H Alumni, people were asked,

*“What do you feel was the main overall benefit of participating in 4-H programs, projects and activities?”*

**Here's what people said . . .**

#1 Benefit	Communications / Public Speaking Skills	33 %
#2 Benefit	Social Skills / Interpersonal Skills / Developing Friendships	32 %
#3 Benefit	Self Confidence / Self Esteem	24 %
#4 Benefit	Leadership Skills	19 %
#5 Benefit	Responsibility / Commitment	17 %
#6 Benefit	Teamwork / Cooperation	14 %
#7 Benefit	Foundation for Life / Success / Careers	13 %
#8 Benefit	Personal Skills / Development	12 %

SOURCE: CANADIAN 4-H COUNCIL MEASURES OF SUCCESS II, 2002

# TITLE: Pick Up Sticks

## Quality Equation Connection . . .

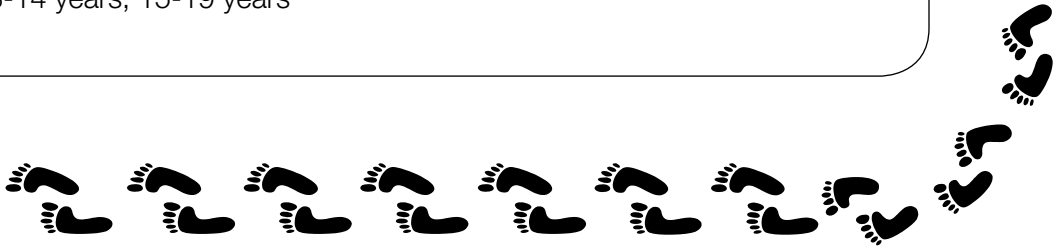
**Quality Experiences** – The more ways that we teach, the more people that we reach.

Recreation  
Meeting  
Management  
Communication

**Supplies Needed:** Round skewers, round toothpicks or purchased set of pick up sticks. Public speaking practice pieces or practice club motions.

**Target Audience:** 8-14 years; 15-19 years

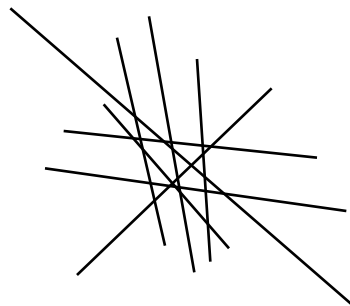
## Step into Action



Pick Up Sticks is an old game that can be easily adapted and used to practice many different skills, learn about fair play and sportsmanship.

### To make this a Quality Equation game:

- Assign an activity or task to a color of pick up stick e.g. if you pick up a red stick, you have to make a “pretend” motion or do a public speaking activity.
- Use this as a roll call activity – as your name is called, you come up and get a turn at the Pick Up Sticks.
- When you switch turns, make a motion or practice public speaking.
- When you switch turns, say one nice thing about the person whose turn is next.



## LINKS TO LEARNING

*“Once the game is over, the king and the pawn go back in the same box.”*

Italian Proverb

*“You don’t understand anything until you learn it more than one way.”*

Marvin Minsky

# 26

Quality Equation  
4-H Club Pack



## Object of the “Real” Pick up Sticks Game: To accumulate 500 points.

### How to Play:

- A player should hold all the sticks (except for the Black Color Stick) upright with a hand on the table. Open the hand quickly, so that the sticks scatter on the table. The Black color stick is to be used as a tool in picking up the other sticks.
- The first player picks up sticks one at a time, until he causes any other stick to move besides the one he is attempting to pick up. Practice fairness, sportsmanship and honesty by “owning up to it” when the sticks move and your turn is over.
- Players keep score by using the scoring chart as shown here:

Blue Sticks – 50 Points

Green Sticks – 40 Points

Red Sticks – 25 Points

Yellow Sticks – 10 Points



# TITLE: Self Evaluation

## Quality Equation Connection . . .

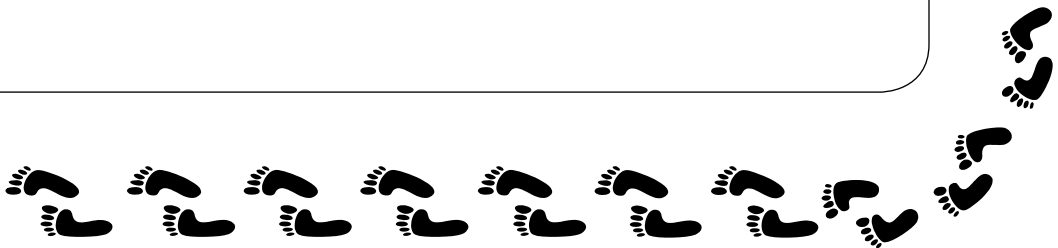
**Quality Experiences** – The key for success is tapping into members’ internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

**Pride  
Evaluation  
Achievement**

**Supplies Needed:** 4-H Project Review Sheet (on reverse) – one per participant, pens or pencils.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



People can learn a lot about themselves through self-evaluation. Self-evaluation just means taking an honest look at both strengths and areas needing improvement. e.g. Are there things the participants like about themselves or things they would do differently if they had the chance to change? This activity allows members and leaders to have a look at what has been accomplished so far in project work and for the members to identify what they think about their work effort.

Have members complete the top section (“Member’s Point of View”) of the 4-H Project Review sheet (on reverse). The evaluation can be done on a specific item or a number of items/tasks for the entire year.

Collect the members’ sheets and complete the “Another’s Point of View” section or give the sheets to project leaders, head leader, another member in the group to complete.

Return the sheets to the members and encourage discussion. Some discussion questions could be:

- What have you learned by doing this?
- How do you feel about your work now?
- Are there any actions you need to take?

### Adaptation:

Adopt this system for your Achievement evaluation and have the achievement ‘judges’ become project reviewers. Display the sheets at achievement day.

## LINKS TO LEARNING

*“To teach a man how he may learn to grow independently, and for himself, is perhaps the greatest service that one man can do another.”*

**Benjamin Jowett**

*“One of the greatest sources of energy is pride in what we are doing.”*

**Unknown**

# 27

**Quality Equation  
4-H Club Pack**



## 4-H Project Review

4-H Member: \_\_\_\_\_

Project: \_\_\_\_\_

4-H Year: \_\_\_\_\_

### Member's Point of View

1. The most successful part of this project was . . .
2. One skill that I learned from this project was . . .
3. One area that I would improve upon or do differently (if I had the chance to redo this project!) would be . . .
4. The most difficult part of my project was . . .

\_\_\_\_\_  
Signature

### Another's Point of View

1. I am most impressed by . . .
2. In reviewing your project work, I believe that you have learned . . .
3. One suggestion for improvement that I have is . . .
4. I congratulate you on achieving the following goals . . .

\_\_\_\_\_  
Signature

If using for achievement purposes:

4-H Project is complete

4-H Project is incomplete

# TITLE: Line in the Sand (Livestock)

## Quality Equation Connection . . .

**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Decision Making**

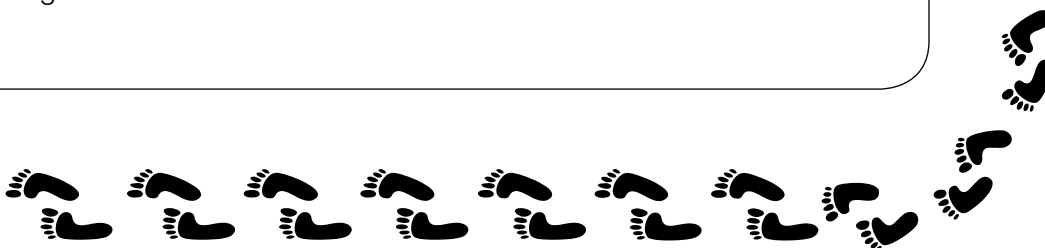
**Ethics**

**Supplies Needed:** Scenarios on index cards (instructions below), masking tape.

**Optional:** “Line in the Sand” video and activity guide (see reverse), TV/VCR.

**Target Audience:** All ages

## Step into Action



Draw a “Line in the Sand” by putting tape on the floor. One side represents ethical behavior. The other represents unethical behavior.

Prior to the meeting, develop scenarios to have members consider (or have them develop scenarios during the program) practices or activities involved in the care or showing of 4-H project animals. Write each scenario on an index card.

Sample scenarios for livestock projects:

1. Changing the color pattern of an animal
2. Polishing or cleaning the hooves
3. Use of a tranquilizer on a show animal
4. An injection of an anti-inflammatory agent to help a crippled animal walk at a stock show
5. Forcing water into a stomach of an animal to meet a minimum weight requirement or to misrepresent the animal
6. The use of twine in the grooming of a show animal
7. Scheduling a daily feeding around a weigh-in at a stock show
8. Injection of air or other substances under the skin of an animal
9. Severe restrictions of feed and water for several days to meet a maximum weight requirement
10. Normal exercise
11. Excessive exercise
12. Injection of an antibiotic
13. False ownership
14. Falsified birth dates

## LINKS TO LEARNING

*“The straight and narrow path would not be so narrow if more people walked it.”*

**Unknown**

**28**

**Quality Equation  
4-H Club Pack**



Assign a scenario to each participant, and have him or her choose which side of the line to stand on. To help them make their decision use Dr. Jeff Goodwin's "Line in the Sand" questions for ethical decision making. Have the group agree or disagree on the choice. Discuss the reasons for their choice.



1. Does it violate Food and Drug Administration law?
2. Is it fraud?
3. Does it compromise the welfare of the animal?
4. Does it relate to real world agriculture?



If questions 1, 2 or 3 are answered yes, the practice is unacceptable.



Use the fourth question of real world agriculture when the first three questions do not provide an answer. If the answer to question 4 is "no", then the practice is unacceptable (or suspect at best).



**Answer Key:**

Scenario numbers 1, 3, 4, 5, 6, 8, 9, 11, 12, 13 & 14 are unethical or unacceptable when the questions are applied to them.



Scenario numbers 2, 7, & 10 are considered ethical.



Other Resources:



"The Line in the Sand" video and activity guide by Dr. Jeff Goodwin is available on loan from your 4-H & Youth Specialist or 4-H Publications.





## TITLE: Line in the Sand (Multipurpose)

### Quality Equation Connection . . .

**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

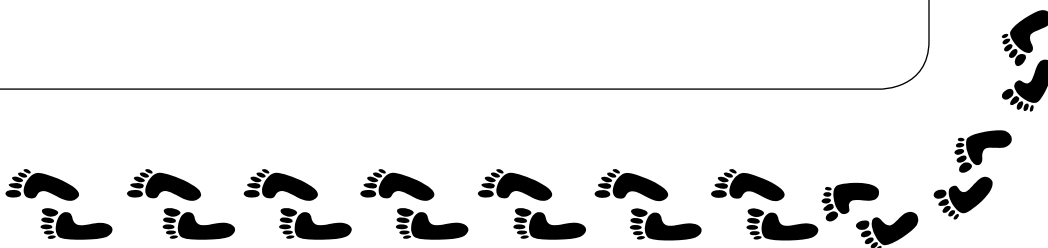
**Decision Making**

**Ethics**

**Supplies Needed:** Scenarios on index cards (instructions below), masking tape.

**Target Audience:** All ages

### Step into Action



Draw a “Line in the Sand” by putting tape on the floor. One side represents ethical behavior. The other represents unethical behavior.

Prior to the meeting, develop scenarios that you want members to consider and/or have participants develop scenarios about practices or activities involved in the construction or exhibition of 4-H project work. Write each scenario on a cue card.

Sample scenarios for multipurpose projects.

1. You use commercial fertilizer and insecticides on the vegetables you entered in a class of organically grown vegetables.
2. In your advanced photography project, you are using an adjustable camera, which your mother set up, and you only click the shutter.
3. During the growing season you periodically roll your prize watermelon over and bed it on straw so that there is no discolored yellow spot on the bottom where it touches the ground.
4. Several of the rocks and minerals in your geology project rock collection were obtained from a national park where picking up rocks and taking them is prohibited.
5. You disregard the “days to harvest” restriction of a pesticide used on the vegetables in your gardening project exhibit.
6. You release your reptile project in a local park because you have grown tired of caring for it.

### LINKS TO LEARNING

*“The ultimate measure of a man is not where he stands in moments of comfort but where he stands at times of challenge and controversy.”*

**Martin Luther King**

**29**

**Quality Equation  
4-H Club Pack**



Assign a scenario to each participant and have him or her choose which side of the line to stand on. To help them make their decision use Dr. Jeff Goodwin's "Line in the Sand" questions for ethical decision making. Have the group agree or disagree on the choice. Discuss the reasons for their choice.



1. Does the practice result in a fraudulent misrepresentation of the project?



2. Does the practice violate the law?



3. Do you have to lie about the practice to cover it up?

If any of these questions are answered yes, the practice is unethical.



4. Will the public stand for it?



If this question is answered no, the practice is unethical or unacceptable.

**Answer Key:**



Scenario numbers 1, 2, 4, 5, & 6 are unethical or unacceptable when the questions are applied to them.



Scenario number 3 is considered ethical.



Other Resources:



"The Line in the Sand" video and activity guide by Dr. Jeff Goodwin is available on loan from your 4-H & Youth Specialist or 4-H Publications.



# TITLE: Token or Knowledge

## Quality Equation Connection . . .

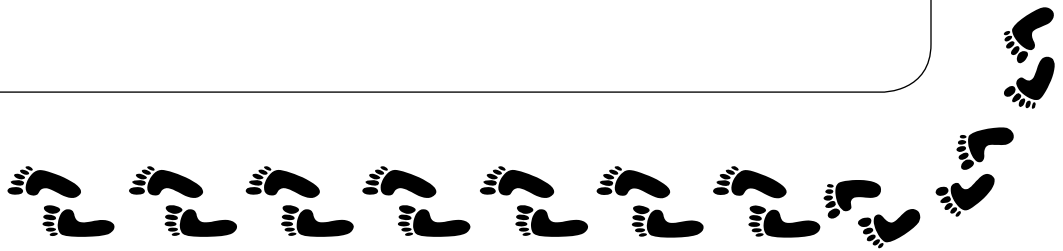
**Quality Experiences** – The key for success is tapping into members' internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

**Team Building**  
**Values**  
**Celebration**

**Supplies Needed:** Paper, pens or pencils.

**Target Audience:** 15 – 19 year olds; adults

## Step into Action



Take a moment to think back over the 4-H year – what were the highlights of the 4-H year?

Read the poem (on reverse) to the group.

Ask participants if when they were reflecting on the highlights of the year earlier, did they think like the father or the son in this poem? It is very easy to automatically think of the material rewards (like the son) but often it is the skills and values learned that will still be rewarding in 10 – 20 years time.

Allow one minute for the audience to reflect.

Break audience into groups of three and brainstorm ten skills and values that they learned / improved through participating in 4-H this year. Allow 3 – 5 minutes.

Have each group share their items with the whole group.

Use the sharing as an opportunity for celebrating the past 4-H year.

## LINKS TO LEARNING

*"Motivation is like food for the brain. You cannot get enough in one sitting. It needs continual and regular top ups."*

**Peter J. Davies**

*"Enjoy the little things for one day, you may look back and realize they were the big things."*

**Robert Brault**

# 30

**Quality Equation**  
**4-H Club Pack**



There once was a boy who won ribbons, mostly red  
Came home from the fair with a big trophy, t'was said  
With a voice glad and proud he said to his Dad,  
"Tis the very best year that I've had."

Said his very wise Dad, "Son, I'd like to hear,  
Why you think that this was such a very fine year."  
"Why, Dad, you well know all the prizes I've won;  
How I've come out on top in most things I've done."

"Just look at the ribbons that hang on my wall,  
And think of the money I've made since last fall  
From premium cheques and a big auction price  
You can't help but think cash and ribbons are nice."

"But the man said, "My son you're not thinking right,  
Red ribbons, 'tis true are better than white:  
But ribbons will fade and trophies grow old,  
Money's soon spent and fame soon grows cold."

"The important things, Son, are not ribbons or pins,  
And sometimes it's really the loser who wins;  
Now here are the things most important, it's true  
Your 4-H experience has accomplished for you."

"You've seen how a business meeting is run,  
This knowledge will help you in years to come.  
You've conquered the fear of addressing a crowd,  
You've learned how to stand up and talk nice and loud."

"Patience you've learned in your projects, too.  
As well as your skills that will always help you.  
You've learned the fine feeling it gives you to lend  
A glad helping hand to a stranger or friend."

"You've learned to cooperate with majority rule,  
To give in with grace and not be a fool,  
Who must always have his very own way,  
Be it in club work, in school or at play."

"You've learned how to lose without making a 'beef'  
You know the judge judges to his best belief.  
You've learned how to win without boasting too loud,  
A kid can lose friends if he's overly proud."

"These are the things most important to you.  
You'll remember and use them all your life through.  
They'll help you become a mighty fine man,  
They'll do more for you than a prize ever can."

*AUTHOR AND SOURCE UNKNOWN*

# TITLE: 4-H Candlelighting Ceremony

## Quality Equation Connection . . .

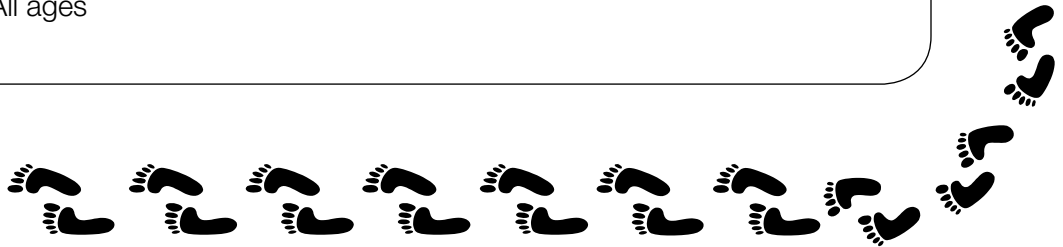
**Quality Experiences** – 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants.

**Achievement  
Communication**

**Supplies Needed:** One large candle and seven smaller candles. Narrator and speakers should be selected before the ceremony. Slips of paper with speakers' script.

**Target Audience:** All ages

## Step into Action



If we were asked to express the true meaning of 4-H, each of us would tell a different story, and many of us would find it difficult to put into words all that needs saying. This is often true of the things that mean a great deal to us.

*(Narrator lights the large candle.)*

***The lighting of candles tonight symbolizes the flow of strength and unity in the 4-H Program and reminds us of our responsibility to embrace and endorse the 4-H Program to ensure its principles flame to life. Each of the candles symbolizes the potential of our youth and rural Manitoba, reminding us why we are all involved in the 4-H Program. Just as this flame requires renewed fuel to burn brightly, 4-H work requires the sincere enthusiastic co-operation of every member, leader and parent if it is to be of worth to us all. From this flame that is kept alive by all of us, we will light the candles of 4-H.***

***(Narrator introduces the speaker by name. The speaker comes forward and lights their small candle from the large candle. After lighting their candle and saying their part, the speaker moves to the appointed place at the front of the room.)***

Representing 4-H Parents: \_\_\_\_\_

Speaker One: I pledge my head to clearer thinking.  
I will act with good judgement, speak with knowledge  
and study in order to grow in wisdom.

Representing 4-H Leaders: \_\_\_\_\_

Speaker Two: I pledge my heart to greater loyalty.  
I will enrich my life with understanding, faith and  
confidence in myself, realizing that what I seek in others, I  
must first develop in myself.

## LINKS TO LEARNING

*"The perfecting of one's self is the fundamental base of all progress and all moral development."*

Confucius

*"Use what talent you possess: the woods would be silent if no birds sang there except those that sang best."*

Henry Van Dyke

# 31

**Quality Equation  
4-H Club Pack**



Representing Senior 4-H Members: \_\_\_\_\_

Speaker Three: ***I pledge my hands to larger service.  
4-H has exposed us to the many opportunities that await us. May I  
pursue a career which will not only serve mankind, but in which I may  
fulfill my potential and realize my dreams.***

Representing all 4-H Members, Past, Present & Future: \_\_\_\_\_

Speaker Four: ***I pledge my health to better living.  
May I find joy in work and play and live fully and well, and guard as a  
valued possession my sound mind and my good health.***

Representing Junior 4-H Members: \_\_\_\_\_

Speaker Five: ***As a 4-H member, I light this candle in appreciation of the many 4-H  
leaders. May they continue to give so generously of their time and  
energy in teaching us to use our heads, hearts, hands and health in  
becoming better Canadians.***

Representing Friends of 4-H: \_\_\_\_\_

Speaker Six: ***I light this candle for the many friends of 4-H, some of whom have  
joined us here tonight.  
Through their support and interest the 4-H Program will continue to  
grow and prosper across Canada.***

Representing the 4-H District: \_\_\_\_\_

Speaker Seven: ***I light this candle as a symbol of unity.  
May we strive together to make our community a better place for all  
of us, and may our country prosper in peace and increase in strength  
as we take our place as Canadian citizens.***

Please stand and join me in concluding this ceremony by saying the 4-H Pledge.

I pledge: My head to clearer thinking,  
My heart to greater loyalty,  
My hands to larger service,  
My health to better living,  
For my club, my community and my country.

### **THE CANDLE**

***A candle is but a simple thing,  
it starts with just a bit of string.  
Yet dipped and dipped with patient hand,  
it gathers wax upon the strand.  
Until, complete and snowy white,  
it gives at last a lovely light.  
Life is so like that bit of string,  
each deed we do a simple thing.  
Yet day by day if on life's strand,  
we work with patient heart and hand.  
It gathers joy, makes dark days bright,  
and gives at last a lovely light.***

**Clara B. Thurston**

# TITLE: The Finishing Touch Test

## Quality Equation Connection . . .

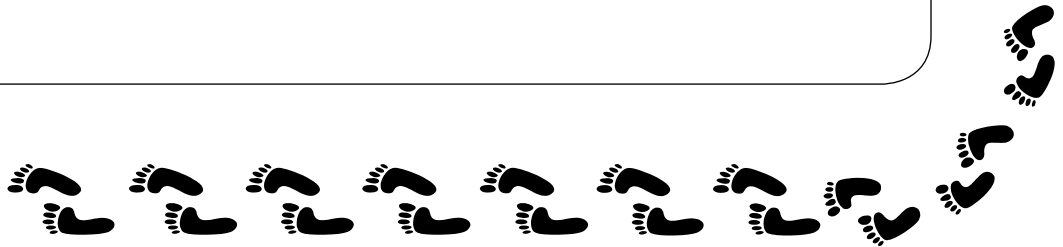
**Quality Projects** – To develop a quality project, a member must draw on a variety of strengths such as: prioritization; time management; goal setting; new or progressive skill development; perseverance and desire.

**Projects**  
**Quality**  
**Ethics**

**Supplies Needed:** Finishing Touch Test (on reverse) – one per participant, pens or pencils.

**Target Audience:** All ages

## Step into Action



Sometimes when there is a task to complete, it can be hard to “buckle down” and get everything done. Things get left until the last minute and then there’s a scramble to get it done in time.

This can occur to anyone and ranges from things like not studying until the night before a big test, waiting until the last minute to put the finishing touches on a 4-H sewing project, or even realizing at the last minute that a 4-H calf needs a bigger halter for the show which is the next day.

Sometimes leaving things until the last minute doesn’t result in a major crisis but often there is a lot of stress, a lower quality result and feelings of dissatisfaction.

Plan ahead for achievement by using the Finishing Touch Test (on reverse). This planning will ensure that all project work is completed and done with care and quality in mind. If any of the Finishing Touch Test questions are answered with a no – the members can complete all tasks to ensure the answer is a yes before achievement day.

Discuss with members the importance in completing a task and the pride they will have when they know they have done a good job and have made the extra effort to make a quality product.



## LINKS TO LEARNING

*“The one quality that all successful people have... is the ability to take on responsibility.”*

**Michael Korda**

*“Quality means doing it right when no one is looking.”*

**Henry Ford**

# 32

**Quality Equation**  
**4-H Club Pack**



## The Finishing Touch Test

Fill in the questions below. Some may not apply specifically to your project where you have not made an item. In this case, consider your display or presentation and run through the test to ensure you are ready for Achievement.

1. Is your item ready to use?

Yes  No

i.e.

If you have made a gun cabinet – is the lock installed?

If you sewed a skirt – is the button sewn on the waistband?

If you are putting together a display for Looking Good Feeling Great – is it ready for achievement?

If you are showing your heifer at achievement – have you been practicing, is your animal use to noise?

2. Is your item finished with quality in mind?

Yes  No

i.e.

If you have made a Christmas wreath in crafts – are there any glue gun “strings” hanging?

If you sewed an item – are the seams loose with threads hanging?

3. Are all the exercises completed in your project manual?

Yes  No

4. If you were going to comment on your work during the year what would you say?

Excellent (I am a hard worker and do more than expected, I plan ahead, my work is quality)

Pretty Darn Good (I work hard and complete what is necessary; my work is quality)

Passable (My stuff is O.K. but I know I could do better if I would only make more of an effort)

Not that Great (I am really not happy with what I’ve done, I would do things differently given another chance).

5. If there was anything that you would change with regards to your project work what would it be and why?

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6. Discuss with your group the importance of completing a task and the pride in a job well done.



# TITLE: Games with a Western Theme

## Quality Equation Connection . . .

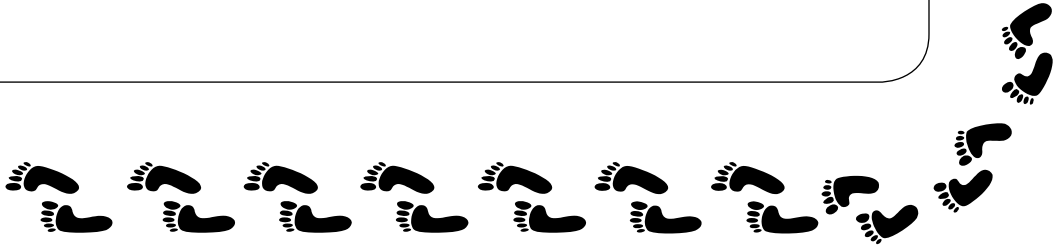
**Quality Experiences** – A balance of both competitive and non-competitive opportunities for 4-H members is the most effective program strategy.

**Recreation  
Teamwork**

**Supplies Needed:** Equipment as listed for each activity.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



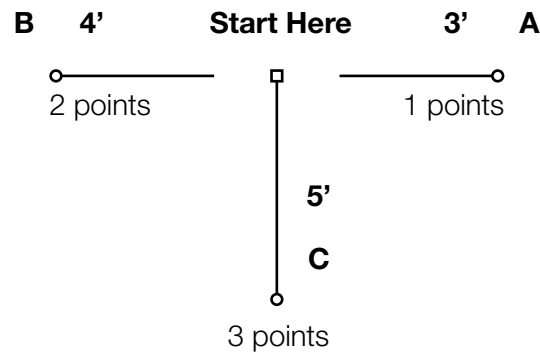
These are simple, active games that can be played with a minimum amount of equipment or preparation. The games could be used individually OR as a set of stations for a night / afternoon of recreation. You can use stopwatches and scorecards to determine a “rodeo champion”.

### Jumping Bronco

Equipment:

- 3 Hula Hoops or Circles made with Rope

Field Plan:



1. All members will be given three tries
2. All members must jump for circle A on their first try.
3. On their second and third try the members may choose A, B, or C hoops. Maximum number of points:  $1 - 3 - 3 = 7$

## LINKS TO LEARNING

*“I wonder what Piglet is doing,” thought Pooh. “I wish I were there to be doing it too.”*

**Winnie the Pooh**

**33**  
**Quality Equation  
4-H Club Pack**



### Bareback Race

Equipment:

- Small Utility Balls, Pylon

Place a ball between knees. Run required distance without losing ball and return to position. Pass ball to next player. Fastest team wins.



### Creek Leap

Equipment:

- Ropes (Skipping Ropes), Mat

Each player in turn tries to jump the "creek". Those who make it count points for their team. (Standing jump).



*\* GAMES BY BESSIE NEBOGIE, CURRIE ELEMENTARY SCHOOL, CALGARY PUBLIC SCHOOL DISTRICT*

### Buffalo Race

Equipment:

- Burlap Bags

This race is ran like a sack race. The sack is passed to the next person in line. Hop up, around obstacle and back into line or run as an individual race, running from start to finish line.

### Horseshoe Toss

Equipment:

- Bean Bags or Horseshoes, Hoops or pylons



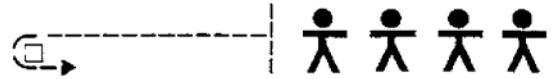
Each player throws "bean bag" into "horseshoe" or hoop. Points could be awarded for number of bags in hoop.

### Leaping Lariats

Equipment:

- Skipping Ropes, Pylon or Chair

Each player skips to and around the pylon and back to the line. Player then hands the skipping rope to the next player.



The next player repeats motion until every player has had a turn.

### Hoop Dance Relay

Equipment:

- Hoops

First member puts hoop over his head and steps through it, hands hoop to the next member who steps through it and brings the hoop up over his head. Next member puts hoop over his head, brings it down his body and steps through it. Repeat until all players have had a turn.



### Wild Pony Race

Equipment:

- Balls to bounce, Pylons



First player on each team is given a ball. Race to and around pylon bouncing ball. Give ball to next player. If ball is "lost", player must return ball, complete his run and pass ball to next player. First team finished wins.

# TITLE: Name Change Challenge

## Quality Equation Connection . . .

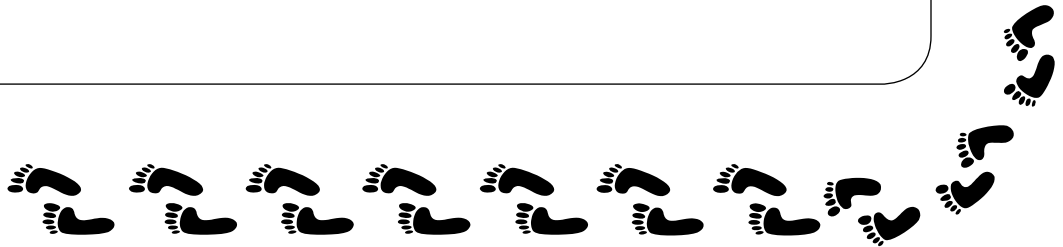
**Quality Experiences** – 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants.

**Team Building**  
**Recreation**  
**Empathy**

**Supplies Needed:** Name tags, pens.

**Target Audience:** All ages

## Step into Action



Get everyone to make a nametag for themselves with their name on it.

Then ask everyone to find a partner.

Have the partners describe themselves to one another. Giving 30 seconds for each person to talk.

After both of them have exchanged their personal descriptions get them to exchange name tags.

Get everyone now to find a different partner. Using what you have just heard now describe the person whose nametag you are wearing to your new partner. Again each partner will get 30 seconds to do this. Again switch nametags.

After switching nametags three or four times. Try and find the person who is wearing your nametag and get them to tell you what they have learned about you. See how close they are.

NOTE: You can do this in a group that already knows everybody by telling little known facts about yourself instead of a general description.

Great icebreaker and/or great for giving people a sense of what it is like to walk in another's shoes.

SOURCE: NORTH CENTRAL LEADERS FORUM

## LINKS TO LEARNING

**Name** – “a word or phrase that constitutes the distinctive designation of a person or thing.”

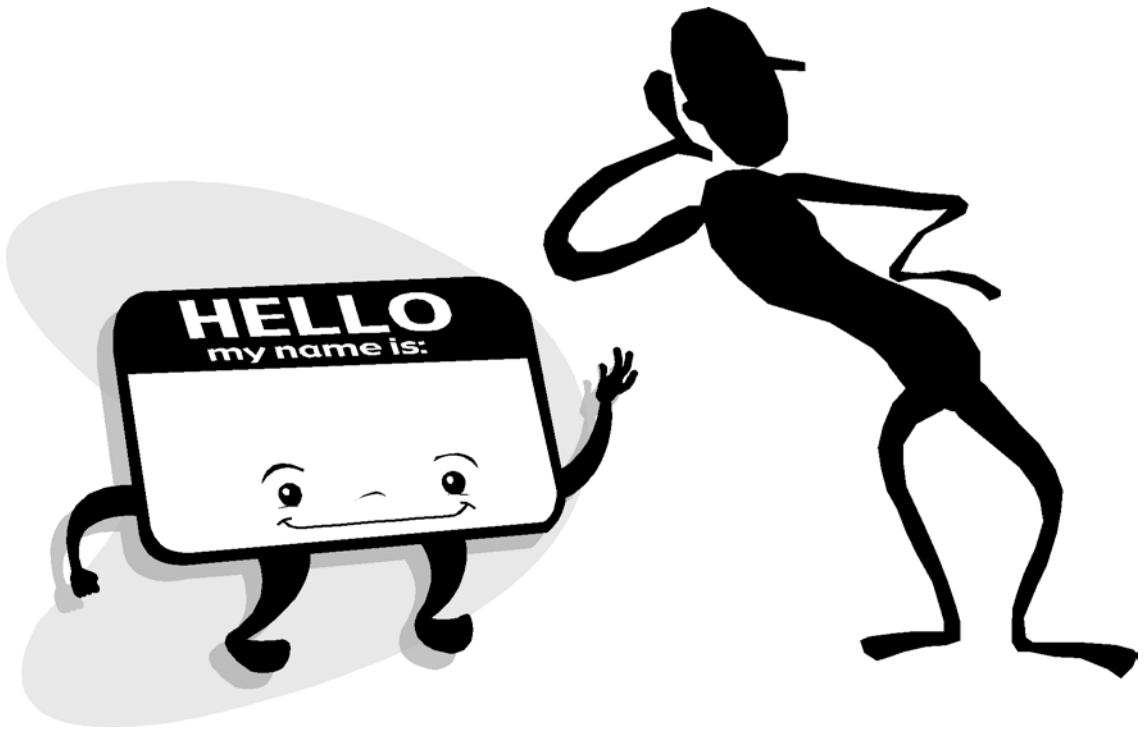
**Websters New Collegiate Dictionary**

“A day without a friend is like a pot without a single drop of honey left inside.”

**Winnie the Pooh**

# 34

**Quality Equation**  
**4-H Club Pack**



**Note** – Self-adhesive 4-H nametags are available, free of charge, from Manitoba Agriculture and Food District Offices.

# TITLE: Maintaining the Balance

## Quality Equation Connection . . .

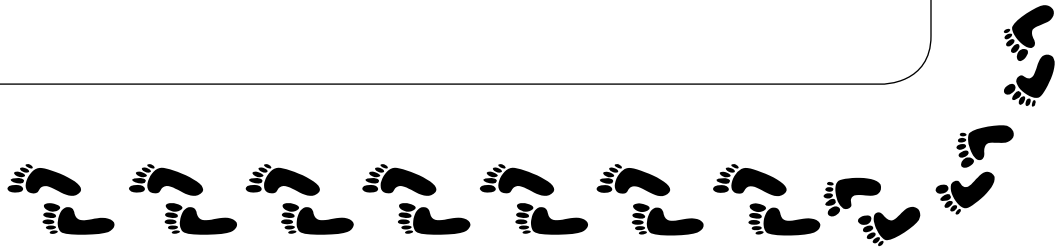
**Quality Experiences** – A balance of both competitive and non-competitive opportunities for 4-H members is the most effective program strategy.

**Competition  
Balance**

**Supplies Needed:** Poster, sticky notes.

**Target Audience:** All ages

## Step into Action



Organizations often debate over what is the appropriate level of competition. There doesn't appear to be one right answer. Some people thrive in a competitive environment while others shine in non-competitive arenas. Both offer benefits.

So, in 4-H, it basically comes down to trying to find a balance between the two. Does the club / district / region offer a balance of competitive and non-competitive learning opportunities? First, what is the difference? Put up a poster or posters of definitions and discuss the difference between competitive and non-competitive.

Distribute a supply of sticky notes to each participant or (if you prefer) small groups of participants. Ask them to brainstorm all the programs that are offered in the club / district / region. Allow five minutes maximum.

Collect the sticky notes and combine the suggestions and/or add suggestions to include all programs offered in the club / district / region. Work until people are satisfied it is a complete list.

Refer back to the definition poster and reach consensus on where each program fits competitive or non-competitive. Note: some programs may have aspects that fit into both categories – record them on two stickies.

Make two rows / categories of sticky notes on the wall – one for competitive, one for non-competitive.

## LINKS TO LEARNING

**Balance** – “Stability produced by even distribution of weight on each side of a vertical axis.”

**Webster's New Collegiate Dictionary**

*“The beautiful thing about learning is nobody can take it away from you.”*

**B. B. King**

# 35

**Quality Equation  
4-H Club Pack**



Count the number of events in each category. Reinforce the balance with a visual message by lining the stickies up in parallel columns or heighten the visual impact with one of these suggestions: have one person represent each event – divide the room in 2 and have the competitive events stand on one side and the non-competitive on the other. Is one crowded? Are they fairly even? OR bring in a balance beam. Place 1 weight for each event on the appropriate side. Does it balance? OR build 2 duplo towers. Again with 1 block representing 1 event. Are the towers the same height?

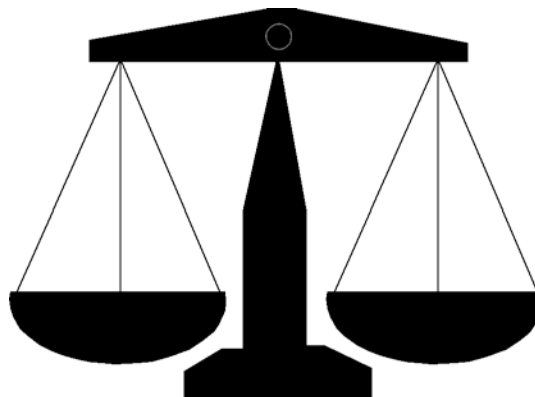
Lead a discussion re: the balance shown. Is it even or close? Is it off balance? What does your club/district think about that? What are some ways that your club/district could help create a balance?

### **Competitive**

- Participants strive for the **same** goal at the same time.
- Participants performance **to be** evaluated according to a set of standards.
- The evaluation **is** comparative to obtain a ranking e.g. 1st, etc.

### **Non-Competitive**

- Participants strive for **similar or the same** goals at the same time.
- Participants performance **may be** evaluated according to a set of standards
- The evaluation (if done) **is not** comparative and **no** ranking is obtained.



# TITLE: Building A Tower

## Quality Equation Connection . . .

**Quality Experiences** – The key for success is tapping into members’ internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

### Communication

Meeting  
Management

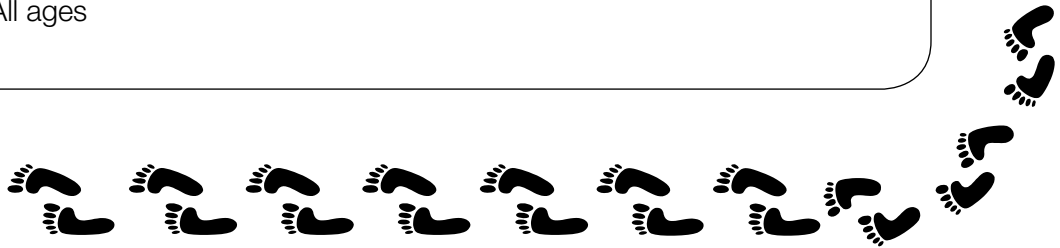
Recreation

Teamwork

**Supplies Needed:** One large strong rubber band with 8-12 strings 3-4 feet long tied to it, 6-7 pieces of “junk”, various shapes and sizes (small box, plastic container, plastic glass, tin can, plastic lid).

**Target Audience:** All ages

## Step into Action



This activity works best with 8-10 people per elastic. It is great to have two or more groups working at the same time in the same room, or have one group act as observers.

Have participants stand in a circle with the facilitator in the center. The facilitator hands each person the end of one string (strings should not cross each other or get tangled)

Introduce the three “rules” for this exercise:

1. You may not talk
2. You may use your hands only to hold your strings
3. Please try to build a tower

If people ask for more information, simply repeat the three rules.

### Optional:

- after 1-3 minutes of working without talking, tell the participants they **may** talk to each other now
- most groups will eventually get a tower together, but be aware of frustration levels and time, and be prepared to have it left unfinished – after all, you only asked them to **TRY...**
- have everyone give themselves a round of applause when the tower is built

## LINKS TO LEARNING

*“Alone we can do so little, together we can do so much.”*

Helen Keller

*“What we think out for ourselves, we are less apt to forget.”*

Unknown

# 36

Quality Equation  
4-H Club Pack



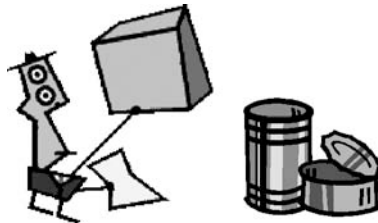
The solutions to the Tower Exercise can be different each time. The junk may be piled in various ways (graduated in size, top-heavy, twin-tower or bridge style). Some people pull the strings to open the elastic, close it over the object and lift; others wrap strings around objects; some will build the tower with their feet and not use the strings at all! Two groups starting with identical materials may have completely different processes and results.

Questions to ask the group following the activity:

- What did you like about building the tower?
- What did you not like?
- What did you see happening in the group? – Could you see things happening in this group that also happen in your 4-H club or other groups (community / professional / volunteer / family)?
- Was it easier / harder when you were allowed to talk?
- How did you feel about the rules?

Discussion following the **Tower Exercise** may touch on:

- Roles within the group – some people want to take charge, others follow
- Ownership – frustration of working under rules that you don't understand, and which have not been explained
- Motivation – having to do something just because you are told to
- Peer pressure – feeling you have to go along with others in the group
- Communication – whether discussion makes the task go more smoothly
- Accomplishment – how good it feels when you get the job done
- Many right answers – the tower could be put together many different ways – all are right
- Importance of planning for successful group work – making sure everyone shares the same vision of what is to be done, how, by whom





# TITLE: Grrr! It's Just Not Fair

## Quality Equation Connection . . .

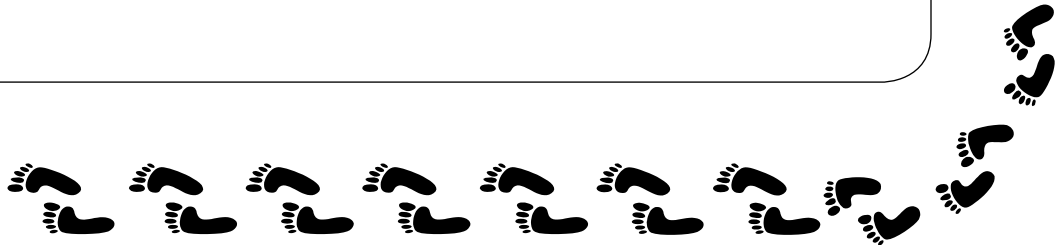
**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Fairness**  
**Decision Making**

**Supplies Needed:** Fair Statement activity sheet (on reverse) – one per participant, pens or pencils.

**Target Audience:** 8 –14 year olds; 15 – 19 year olds

## Step into Action



Sometimes situations that we feel are unfair, make us feel like growling. But have you ever stopped to think why you feel that way? Try it now. Think of some situations that make you feel:

- Frustrated
- Resentful
- Disappointed

Then describe why these situations make you feel that way.

What did you do when you were in situations that made you feel frustrated, resentful or disappointed? Was this appropriate or what would you do differently if it happened again? What can you do to reduce the number of times these situations arise?

Divide into groups of 3-7 people. Hand out activity sheets. Lead discussion on other topics to be added to the sheet. Have the groups write those topics in. This will personalize it to your club situation.

Imagine that your group is a kind of jury. Your job is to judge the fairness of each statement. If you can't agree you can try to convince one another to change or give in. But you must reach a consensus – that is, one group judgment for each statement.

Some guidelines for discussion are:

- That everyone must get a chance to speak.
- That everyone's opinion is to be considered.
- That we be respectful of each other and our opinions.
- That we strive towards mutual agreement.

## LINKS TO LEARNING

**Consensus** – “the consensus of opinion means the opinion of all or most of the people consulted.”

**Gage Canadian Dictionary**

**Fair** – “not favoring one more than the other or others; just honest according to the rules.”

**Gage Canadian Dictionary**

# 37

**Quality Equation**  
**4-H Club Pack**



## Fair Statement

1. Sometimes promises have to be broken.

Agree  Disagree

Why?

---

Other options:

---

---

2. When sharing, everyone should always get an equal amount.

Agree  Disagree

Why?

---

Other options:

---

---

3. There should be awards for meeting attendance.

Agree  Disagree

Why?

---

Other options:

---

---

*Insert the ideas that the club brainstormed:*

4.

---

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5.

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6.

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# TITLE: Wholesome Assurance Statement

## Quality Equation Connection . . .

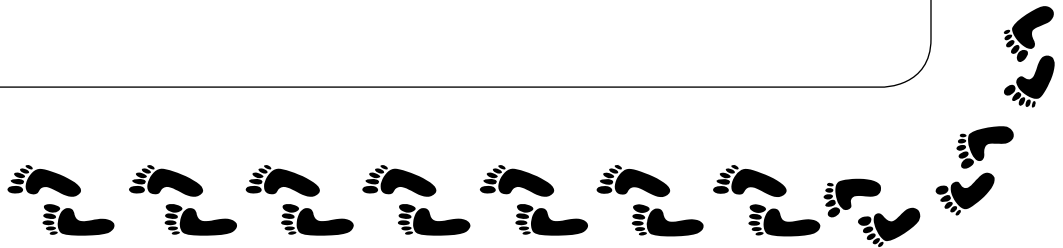
**Quality Projects** – As livestock producers, we have a responsibility to produce safe, wholesome, high quality food. The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Food Safety**

**Supplies Needed:** Wholesome Assurance Statement (on reverse) – one per participant, pens or pencils.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Canadian consumers want to be sure that the food they eat is safe and wholesome. Extensive residue testing and inspection programs are in place to ensure the safety of food products.

Before being licensed for use, all substances used for livestock medication must undergo thorough testing by the Bureau of Veterinary Drugs, Health Canada and/or Agriculture and Agri-Food Canada. The requirements for laboratory toxicology tests for pesticides are similar to those for new drugs or food additives. Pesticides include herbicides (effective against weeds), insecticides (effective against pests), fungicides (control fungi) and rodenticides (control rodents). Safe tolerance levels of chemicals (natural and synthetic) are established and rigorously enforced to ensure residues do not remain in the food we eat.

Agriculture and Agri-Food Canada's meat inspection service and similar provincial services provide a trained inspector and/or veterinarian to examine every animal before and after slaughter. Any suspect animal or carcass is held for further testing, and if it fails to meet Canadian standards it is condemned.

All inspected carcasses are subject to random residue testing for antibiotics, pesticides and hormones. They are also subject to testing for certain diseases. Safe withdrawal periods are specified for all medications, when used, to ensure that no residues remain in the food product. As producers, who may be administering livestock medications, it is important to adhere to the regulations that have been set forth. As a group, read, discuss and commit to the attached Wholesome Assurance Statement.

## LINKS TO LEARNING

*"We are what we repeatedly do. Excellence, then is not an act but a habit."*

**Aristotle**

# 38

**Quality Equation  
4-H Club Pack**

# Wholesome Assurance Statement

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## Attention:

The use by non-veterinarians of animal drugs or other substances in any manner other than in accordance with the labeling approved by Health Canada are a violation of federal law.

Any sample from a food animal must not exceed Health Canada established tolerances for any foreign substance including drugs, pesticides, feed additives, or other chemicals.

Violation results of residue testing are subject to investigation and strict penalties by Agriculture and Agri-Food Canada.

Any misrepresentation of a food animal that can potentially affect the acceptability of the carcass or milk will be considered fraud.

---

*I have read and understand the above statements.*

\_\_\_\_\_  
Exhibitor

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/Guardian

ADAPTED FROM: NATIONAL LIVESTOCK ETHICS COUNCIL, U.S.A., 1995



# TITLE: Animal Safety Tic-Tac-Toe

## Quality Equation Connection . . .

**Quality Experiences** – Safety must be modeled, promoted and practiced, As a quality experience is a safe experience.

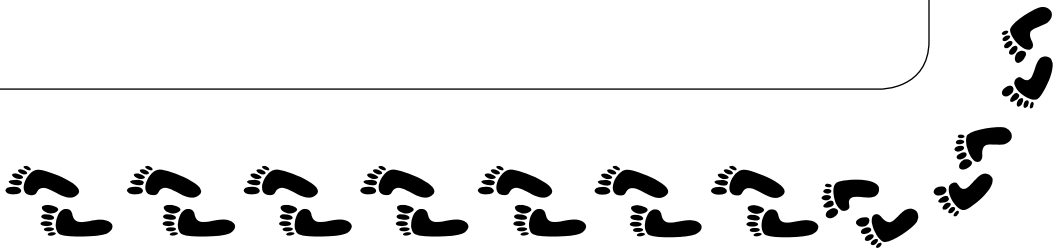
**Quality Projects** – The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

Recreation  
Safety

**Supplies Needed:** Nine cards marked with an X on one side and an O on the other side, questions (on reverse, or your own).

**Target Audience:** 8 – 14 year olds

## Step into Action



This game is played similar to the TV version of Hollywood Squares or, old fashioned Tic-Tac-Toe. Place nine chairs in a square. Have nine people sit in the chairs, giving each one of them a card, one side marked with an O and one side marked with an X.

Select two additional people as contestants A & B to compete against each other. Assign O to one person, X to the other. After determining who will go first, one contestant (A) chooses a person in one of the squares.

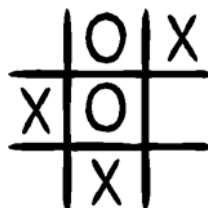
Master of Ceremonies asks a question (on reverse) of the person in the selected square. The person can either:

- A. Give the correct answer
- B. Bluff with a made-up answer if he doesn't know the correct one.

Contestant A has to either agree or disagree with response. If the correct response is given, contestant A gets the square. The person in that square holds up an X or O. If he / she misses, contestant B gets the square.

The only exception to this is – if there are already two marks in a row a contestant can not win by default. The other person has to get the answer correct to have a winning row.

The object is to get three marks in a row just like tic-tac-toe.



## LINKS TO LEARNING

*"The art of teaching is the art of assisting discovery."*

Mark VanDoren

39

Quality Equation  
4-H Club Pack



## Animal Safety Tic-Tac-Toe Questions

1. Best place for children to be when looking at large animals. ***Outside the fence***
2. Shot given to animals to prevent them from getting an infectious disease. ***Vaccination***
3. Emotion animals can sense from a human. ***Fear***
4. Location where animal weight is evenly balanced from back to front. ***Point of balance***
5. Animal most often associated with having rabies, which can be fatal if caught. ***Skunk***
6. What measures should be taken to prevent diseases? ***Clean animal facilities, immunizations, and sanitary practices***
7. Household animal most likely to cause serious blood infections from bites or scratches (Toxoplasmosis). ***Cat***
8. You can get this infection from stepping on a nail, especially if you are in a livestock area. ***Tetanus***
9. All animals can be \_\_\_\_\_. ***Dangerous / unpredictable***
10. The reason you should never get between a mother animal and its babies. ***Maternal instinct or protective***
11. What is the area around an animal where they feel safe, this zone can be determined by slowly walking up to the animal. ***The flight zone***
12. Chutes can be equipped with what to prevent injury? ***Anti-kick or back-up bars***
13. Diseases that can be transmitted to humans from animals. ***Zoonoses***
14. Where are an animal's blind spots located? ***Directly in front or behind the animal***
15. From which direction should you never approach an animal? ***The back or rear***
16. What two items should you be wearing if you intend to ride a horse? ***Sturdy footwear and an approved helmet***
17. What should your first concern be when handling, milking, or showing cattle? ***Safety***
18. The way to approach animals to prevent spooking. ***Talk quietly, walk slowly and be visible***
19. Name one of the gases produced in swine confinement facilities that can be harmful to humans and animals. ***Carbon monoxide, carbon dioxide, ammonia, hydrogen sulfide***
20. This disease can be contracted through the bite of a tick. ***Lyme disease or Rocky Mountain spotted fever***

# TITLE: Lending a Hand

## Quality Equation Connection . . .

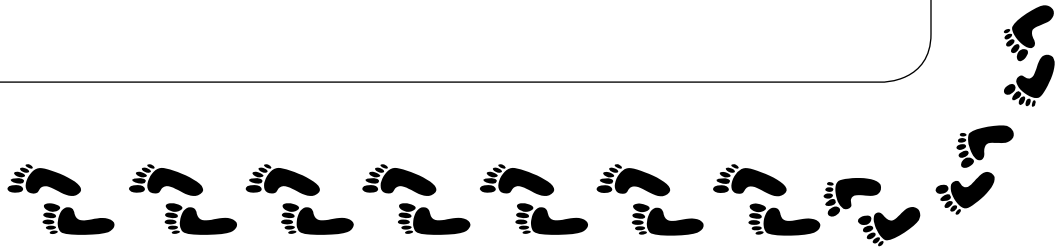
**Quality Projects** – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

**Team Building**  
**Recognition**  
**Thank You**

**Supplies Needed:** Construction paper, pens or pencils, scissors.

**Target Audience:** All ages

## Step into Action



Talk to the group about how important every single one of them are to the success of your club. Everyone gives a helping hand in one way or another. Some ways are more visible than others but they are all equally important.

Start a discussion about what the club needs to be successful. See the back of this page for ideas. Remember to consider both the jobs required and the attitude that we use when completing the task – both are equally vital to the success of the club.

Have all the participants trace one of their hands onto a piece of paper and have them cut it out. Then get them to neatly print their name on the base of the hand on both sides.

Sitting in a circle, pass the hands around and have everyone write on everybody else's hand.

Have them write a thank you statement. They should thank them for a task or special characteristic.

Thank you for...

- organizing the Christmas party
- setting up tables
- being our secretary
- bringing snacks
- always smiling.

Keep passing until each participant gets their own hand back.

## LINKS TO LEARNING

**Commitment** – “the state of being bound to some way of thinking or course of action.”

Gage Canadian Dictionary

**Excellence** – the state, quality or condition of excelling.”

Gage Canadian Dictionary

“Unless commitment is made, there are only promises and hopes... but no plans.”

Peter F. Drucker

# 40

**Quality Equation**  
**4-H Club Pack**



### Ways people lend a helping hand

setting up tables and chairs  
bringing food  
decorating  
organizing Christmas parties  
being a junior leader  
being the president  
making motions  
seconding motions  
giving speeches  
sharing their opinion  
being on time

### Personal Characteristics

always smiling  
being organized  
being a great listener  
being fun  
being easy to talk to  
being so understanding  
working well with others  
being a team player  
being a good friend  
being nice to younger members

### Adaptations:

- **Virtues Mobile** – instead of a hand, cut out numerous 4-H clovers for the members to write comments on. Provide a wire coat hanger and fishing line for members to create a Virtues Mobile.
- **I'm Unique** – Get a non-toxic water based inkpad and finger print each member on to a colored sheet of paper. (One big thumbprint is effective.) Just as everyone's fingerprints are unique – so too are their personalities and characters. Have each member boldly write on their sheet: "I'm (name) and I'm Unique". Then pass the paper around for others to write positive comments on.
- **Character Counts Diary** – Pick a character trait for the month (example: trustworthy, fair, caring, etc.) Ask members to keep a "Character Counts" diary reflecting any time during the month they personally exhibited that character trait or witnessed someone else portraying that trait. At the next month's business meeting, do rollcall by each member sharing one "character counts" experience and assign a new character trait for next month.



# TITLE: Caring For My Animal

## Quality Equation Connection . . .

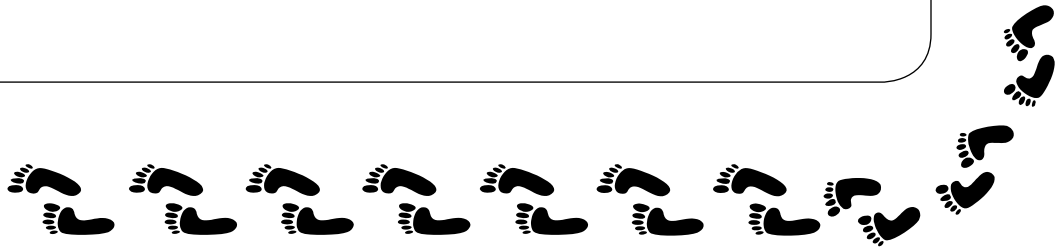
**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals.

**Responsible  
Animal Care**

**Supplies Needed:** Animal Care checklist (on reverse) – one per participant , pens or pencils.

**Target Audience:** 8-14 year olds; 5-19 year olds

## Step into Action

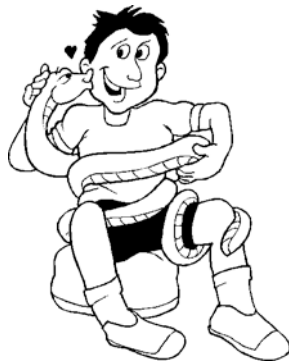


Caring for a 4-H project animal is a big responsibility.

If animals are not well cared for, the project will not be successful. Animals must be treated humanely and with the best possible care.

As a group or individually, go through the checklist (on reverse) to see what things the members are already doing for their animals and those areas that require improvement or explanation.

It is important for 4-H members, leaders and their families to take care of their animals in a safe, responsible and humane way.



## LINKS TO LEARNING

**Responsible** –  
“Dependable;  
trustworthy.”

**Webster Dictionary**

“If you don’t appreciate it,  
you don’t deserve it.”

**Terry Josephson**

# 41

**Quality Equation  
4-H Club Pack**



## Caring For My Animal

Check the things that you are already doing well to care for your animal. If you want to improve how you care for your animal, check that column, too.

I'm Already Doing	I Want to Improve	Care
		Prepare facilities before I get my animal.
		Provide adequate housing and bedding.
		Feed my animal regularly.
		Feed a balanced ration.
		Provide good quality water at all times.
		Control internal and external parasites.
		Castrate, dehorn, dock, and so on when animals are young.
		Train animals to lead or be handled at a young age.
		Have a planned health program to prevent disease.
		Observe animals daily and get treatment for those needing it.
		Have animals identified.
		Keep feed and treatment records.
		Be aware of animal comfort at all stages of production.
		Use proper techniques for vaccination or treatment injections.
		Observe residue avoidance rules.
		Sort and load animals safely and with concern for them.

ADAPTED FROM ALBERTA 4-H, ALBERTA 4-H LAW ONE, LEARNING ABOUT ANIMAL WELFARE

# TITLE: Code of Practice Contract

## Quality Equation Connection . . .

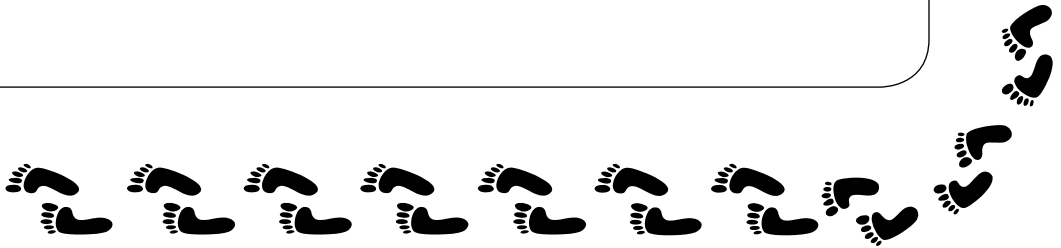
**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals. The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Responsible  
Animal Care**

**Supplies Needed:** Code of Practice Contract (on reverse) – one per participant, pens.

**Target Audience:** 8 -14 year olds; 15 -19 year olds

## Step into Action



Humans have had an inseparable relationship with animals and nature, as people have served as their caretakers for centuries.

As animal “caretakers”, people must be responsible in their animal care methods. The use of proper animal husbandry practices minimizes:

- Stress
- Improves animal efficiency
- Profitability for the farmer
- Ensures a safe, healthy, and wholesome product to the consumer at a reasonable price.

Review the “Code of Practice Contract” (on reverse) with the group. Discuss and have participants commit to following proper care and handling of animals.

### **Adaptation:**

Review the Codes of Practice sheets for the specific animal species (available from Manitoba Agriculture and Food).

Develop a customized “Code of Practice” for the club or organization.

## LINKS TO LEARNING

*“I am only one; but still  
I am one. I cannot do  
everything, but still I can  
do something; I will not  
refuse to do something I  
can do.”*

**Helen Keller**

# 42

**Quality Equation  
4-H Club Pack**



## Code of Practice Contract

The following describes general responsibilities of \_\_\_\_\_(name)\_\_\_\_\_ and all persons in his or her authority in the proper care and handling of their animal(s).

- To provide food, water and care necessary to protect the health and welfare of my animals.
- To provide a safe and healthy environment for my animals that is clean, well ventilated, and provides ample space.
- To provide a well-planned disease prevention program to protect the health of my herd or flock. This includes a strong veterinarian/client relationship.
- To use humane and sanitary methods when it becomes necessary to dispose of my animals.
- To make timely inspections of all animals to evaluate the health and insure that all basic requirements are being met.
- To insure proper handling techniques are used to eliminate any undue stress or injury when manual manipulation is necessary.
- To provide transportation for my animals that avoids undue stress or injury caused by overcrowding, excessive time in transit, or improper handling when loading or unloading.
- The willful mistreatment of my animals or the mistreatment of any animal will not be tolerated. In cases of mistreatment, I will notify the proper authorities.
- To make management decisions based on scientific fact and to consider the welfare of my animals.
- To learn about species-specific quality assurance programs.

*ADAPTED FROM:  
OHIO FARM ANIMAL CARE COMMISSION  
BOX 479, TWO NATIONWIDE PLAZA  
COLUMBUS, OH  
43216-0479*

I have read, understand and commit to the above statements.

\_\_\_\_\_

4-H Member

\_\_\_\_\_

4-H Leader

\_\_\_\_\_

Parent/Guardian

# TITLE: Follow the Cow

## Quality Equation Connection . . .

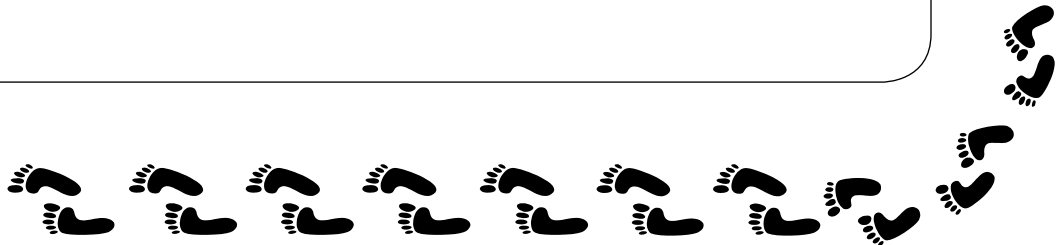
**Quality Projects** – As livestock producers, we have a responsibility to produce safe, wholesome, high quality food. As consumers, we have a responsibility to handle and cook our food in a way that maintains its quality and keeps it safe to eat.

**Food Safety**

**Supplies Needed:** Cutouts (on reverse), scissors, glue, sticky tack or tape, blank sheet of paper.

**Target Audience:** 8-14 year olds

## Step into Action



There are many steps in the production of food. Many times you hear the expression from gate to plate. The gate part is the farm and the plate is of course the consumer. There are, however, many steps in between. This exercise follows beef cattle from the gate all the way to the plate.

Have the members cut out the pictures on the reverse (you may want to photocopy the back page so you don't lose your activity!). Put the cutouts in order by pasting on to a blank sheet of paper.

The correct order is:  
(steps are not all used every time)

1. Beef Animal
2. Farm Yard
3. Transportation
4. Auction Market
5. Feed Lot
6. Slaughter / Packing Plant
7. Butcher
8. Cooking – Food Preparation
9. Home or Restaurant

It is important to recognize there are many steps in the production of our food – from farm to plate. Safe food production is important to us all, every step of the way.

## LINKS TO LEARNING

**Production** – “The making of goods available for human wants.”

**Websters New Collegiate Dictionary**

“Our lives are not in the lap of the gods, but in the lap of our cooks.”

**Lin Yutang**

# 43

**Quality Equation  
4-H Club Pack**

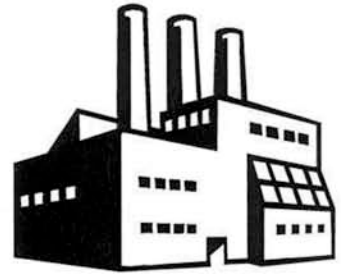
# Paste the Cut Outs in Order



Farm Yard



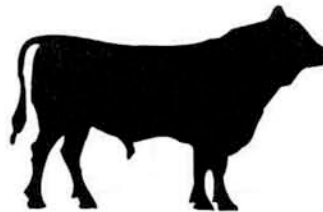
Transportation



Slaughter/Packing Plant



Cooking



Beef Animal



Auction Market



Butcher



Feed Lot



Restaurant

# TITLE: Pin the Syringe

## Quality Equation Connection . . .

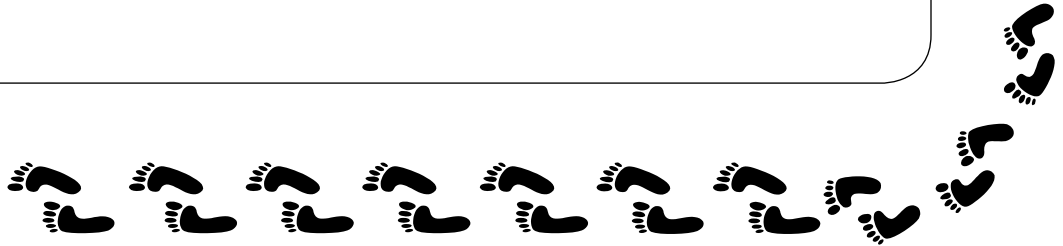
**Quality Projects** – As livestock producers, we have a responsibility to produce safe, wholesome, high quality food. The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Safe Wholesome Food**

**Supplies Needed:** Poster size drawing or picture of animal (examples on reverse), paper syringes (on reverse), scissors, blindfold, sticky tack or tape.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



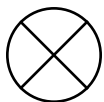
Most vaccines and antibiotics are given to animals as injections. It is important to give injections properly and in the correct “location” for several reasons. Generate discussion regarding what the reasons are including:

- Certain medications must be injected in a particular way (subcutaneously, intramuscularly, or intravenously) in order to be effective.
- Carcass quality can be affected if injections are made incorrectly.
- Improper injection sites can cause damage to prime areas of the carcass.
- An inadequate withdrawal period for a medication can lead to rejection of an animal at slaughter time.

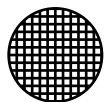
The group is going to play a game similar to Pin the Tail on the Donkey but using a picture of the project animal (e.g. steer) and a cut out of the syringe.

Have the group (or do ahead of time) draw a poster size picture of their animal. It doesn't have to be exact or perfect – that's not the point of this activity. Cut out the syringe and put tape or sticky tack on the back.

Blindfold the participants, turn them around three times (or more). Have them try to “stick” the syringe on to the proper injection site. See reverse for proper injection sites.



Do Not Inject



Proper Injection Site

## LINKS TO LEARNING

**Vaccine** – “Any serum for preventative inoculation.”

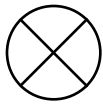
**Webster Dictionary**

**Antibody** – “A serum in the body which combats germs or nullifies their effects.”

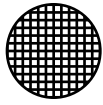
**Webster Dictionary**

# 44

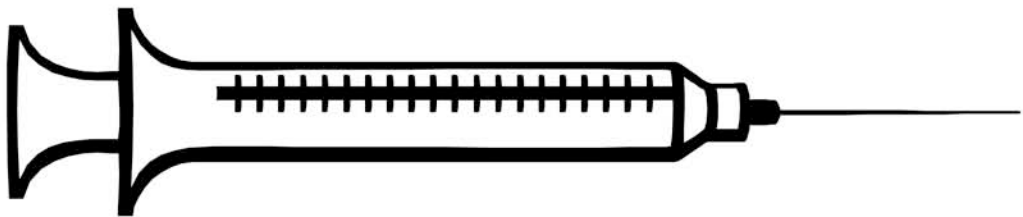
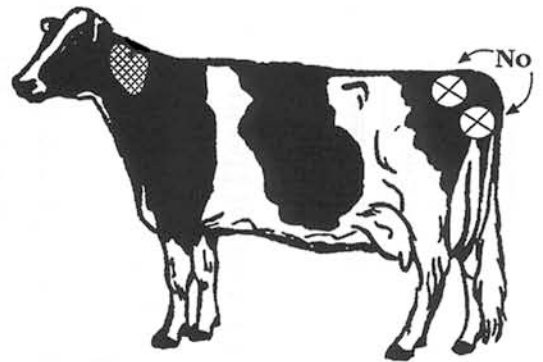
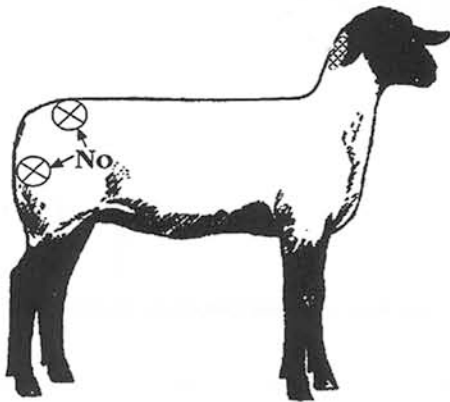
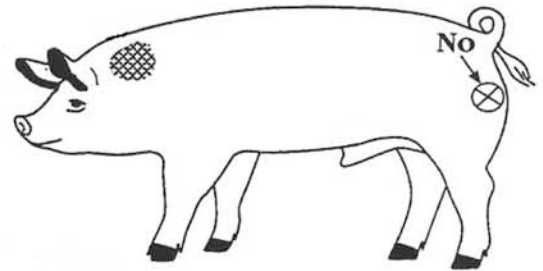
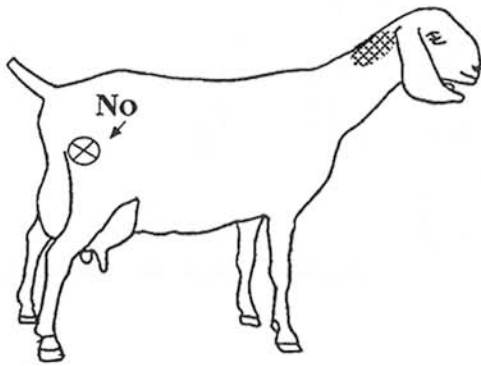
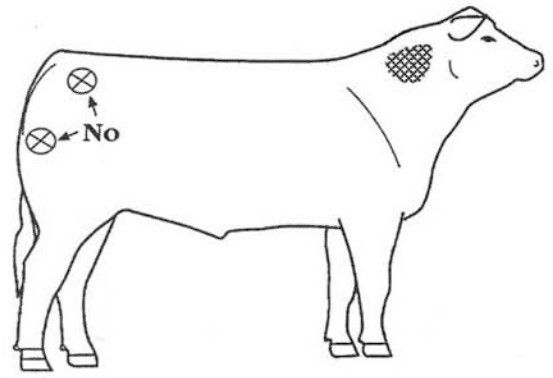
**Quality Equation  
4-H Club Pack**



Do Not Inject



Proper Injection Site





# TITLE: Quality Project Word Find and Discussion

## Quality Equation Connection . . .

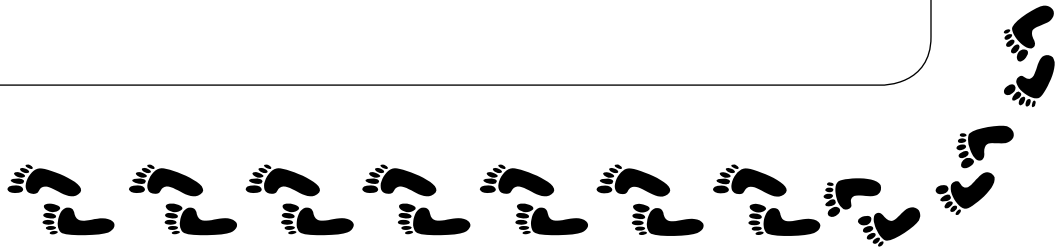
**Quality Projects** – A quality project is not only a specific item or skill shown at achievement but the entire effort throughout the year – including the hard work that has been done, the specific skills that were learned, the extra effort given and the feelings of pride and accomplishment.

**Quality  
Recreation**

**Supplies Needed:** Quality Project Word Find (on reverse) – one per participant or one per group, pens or pencils.

**Target Audience:** 8-14 year olds

## Step into Action



Commitment to quality work is an important and valuable life skill.

Using the words in the Word Find as a guide, discuss with the members how they complete tasks. Why is it important to make a quality product and what value do the skills have in other areas of their lives. What do the words in the word find mean to them and why are they important?



## LINKS TO LEARNING

**Effort** – “A vigorous or determined attempt.”

**The Concise Oxford Dictionary**

“Find a purpose in life so big it will challenge every capacity to be at your best.”

**David O. McKay**

**45**

**Quality Equation  
4-H Club Pack**

## Quality Project Word Find

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

1. Self Esteem
2. Proud
3. Hard Work
4. Effort
5. Valuable
6. Complete
7. Life Skills
8. Champion
9. Market
10. Commitment
11. Price
12. Quality
13. Learn
14. Project
15. Goal
16. Excellence
17. Sell
18. Keepsake
19. Satisfaction
20. Respect



# TITLE: Safe Animal Handling

## Quality Equation Connection . . .

**Quality Experience** – Safety must be modeled, promoted and practiced, as a quality experience is a safe experience.

**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals.

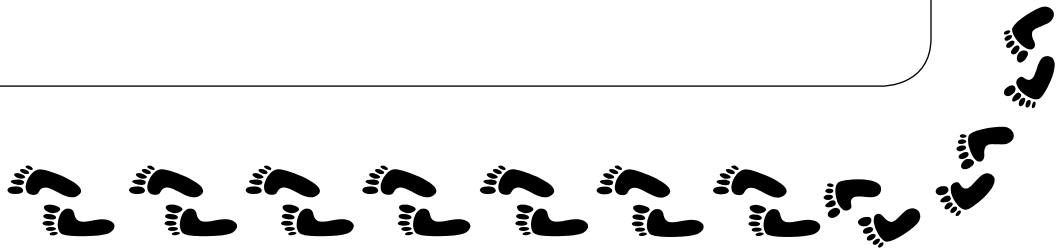
**Safe Animal  
Handling**

**Safety**

**Supplies Needed:** Box (shoe or milk carton), two mirrors, glue or tape, scissors.

**Target Audience:** 8-14 year olds

## Step into Action



Cattle have what is called a panoramic field of vision. This means that cattle can see almost 300 degrees around themselves. They do however, have a blind spot right behind them where they can't see. This is important as it means that when handling cattle, you can't stand in the blind spot of cattle or they will be difficult to handle or easily "spooked".

Make a periscope (or more than one for a larger group). Look through the periscope with both eyes open, walk around the room and discuss what can and can't be seen. What was it like when other people approached? What is different from how humans would normally see? Discuss how that might affect where a person should stand when working with cattle.

Remember: This is not exactly the way cattle see but it does help improve members' basic understanding of how cattle see their surroundings.

Ensuring safety when handling animals is important to 4-H members, leaders and parents.

## LINKS TO LEARNING

**Periscope** – "An apparatus with a tube and mirrors or prisms, by which an observer in a trench, submerged submarine, or at the rear of a crowd etc., can see things otherwise out of sight."

**The Concise Oxford Dictionary**

**46**

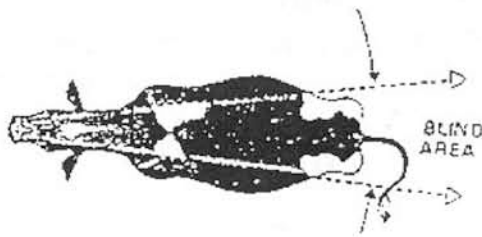
**Quality Equation  
4-H Club Pack**



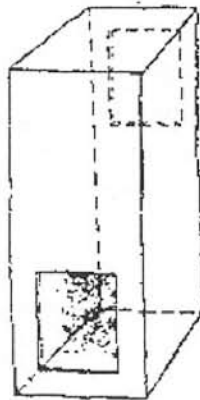
## To Make a Shoe Box Periscope

Needed Supplies: Box (shoe or milk carton), mirrors, glue or tape.

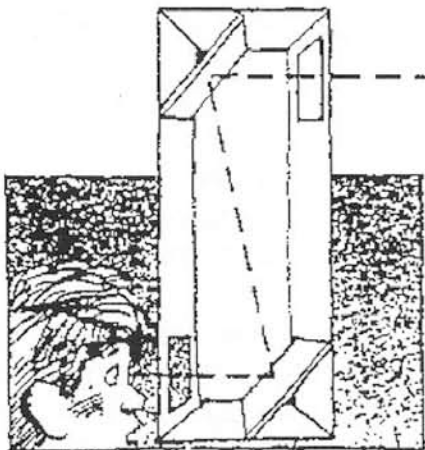
Display of panoramic vision for cattle.



1. Cut two windows in a long box as shown.



2. Glue mirrors inside as shown. When you look through the bottom window you can see out the top.



Adapted from Farm Safety 4 Just Kids. This is one of 28 activities included in the "Quality Starts Here Beef Leader Activity Guide" available from Manitoba Agriculture and Food District Offices and 4-H Publications.

# TITLE: Safety Charades, Safety Phrase or Pictionary

## Quality Equation Connection . . .

**Quality Experiences** – Safety must be modeled, promoted and practiced, as a quality experience is a safe experience.

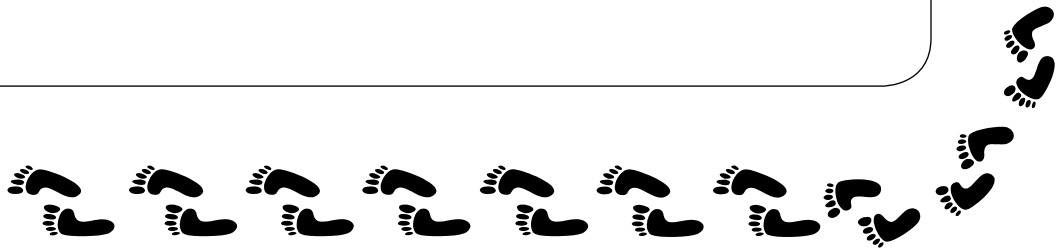
**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals.

**Safety**  
**Humane Animal Care**

**Supplies Needed:** Attached “phrases”, hat or pail to draw phrases from, chalk board or paper, timer, scissors.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



Producing a safe and wholesome food product is very important. In order to produce safe, high quality products, animal owners and food producers are responsible to follow certain rules. Safe rules must be followed to ensure good health.

Cut out the phrases on the following page and place them in a hat. Decide if the group is going to play charades, phrase game or pictionary. Once they use these phrases – have them make up and try some of their own.

1. Charades
  - Divide the members into two teams
  - Have one team member come up and pull a phrase out of the hat.
  - He / she has 30 seconds to act out that phrase (no talking just gestures)
  - The other teammates try to guess the phrase.
  - If they do not guess correctly, the other team gets a chance to guess but no more acting can be done at that point.
  - After each phrase is guessed, have a brief discussion.
2. Phrase Game
  - Same as charades but the person must use words to get the teammates to guess the phrase, e.g. it has four legs and moos. (It is a cow)
3. Pictionary
  - The same as charades but the clues are drawn out (on a chalkboard or blank paper).

### Adaptation:

Develop phrases on different topics, e.g. meeting management to create a different game.

## LINKS TO LEARNING

*“For safety is not a gadget but a state of mind.”*

**Eleanor Everet**

*“Better a thousand times careful than once dead.”*

**Proverbs**

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**Quality Equation  
4-H Club Pack**



## Safety “Phrases” for Charades, Phrase Game or Pictionary

Test Smoke Detectors	Do NOT play in grain
Wear hard-toed shoes when working with animals	Do not shout around animals
First Aid Kit in barn	Do not stand between cow and calf
Always lower tractor loaders	Wash hands before eating
Have shields on augers	Do not wear loose clothing around augers.
Restrain animal when giving medications.	Read label before giving medications
Always lock up your feed especially grain	Do not wrap a lead rope around your hand.
Don't hit animals	Always have clean floors in the barn
Bruised Carcass	Broken needles
Dark Cutters	Lesions
Keep meats refrigerated or in cold storage	Stop, look and listen

This is one of 28 activities included in the “Quality Starts Here Beef Leader Activity Guide” available from Manitoba Agriculture and Food District Offices and 4-H Publications.

# TITLE: Selling What You've Got

## Quality Equation Connection . . .

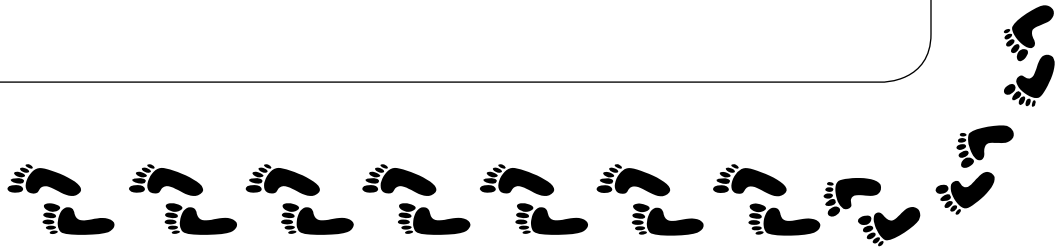
Quality Projects – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

**Marketing  
Communication**

**Supplies Needed:** Pencils, paper.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds (expected to prepare a more in-depth advertisement / marketing plan)

## Step into Action



It is amazing how much of what has been learned in 4-H can be marketed and turned into a summer job, a career or a business. Everyone has something to offer. Members will develop a marketing plan for themselves. Marketing plans will include the following:

1. **What** have you got to offer? Is it a skill, an idea or a product?
2. **Who** will you market to? Who needs what you've got?
3. **How** much is your skill, idea or product worth? Remember that your product or skill may or may not be worth "cold hard cash". It may be on a volunteer basis and valuable because you are providing a service to someone that really needs it. The rewards then, are to that person and to you as well.
4. **When** will your product or skill be needed? Is it a seasonal product (e.g. a Christmas craft) or service (e.g. winter chores)? Can it be turned into a summer job (e.g. babysitting during summer holidays) or something that will develop into a career (e.g. reading to the elderly – a job in the elderly care field)?
5. **What** will your advertisement look like?

## LINKS TO LEARNING

*"A wise man will make more opportunities than he finds."*

**Francis Bacon  
16th Century**

*"Success is a journey, not a destination."*

**Ben Sweetland**

**48**

**Quality Equation  
4-H Club Pack**



Let's do some brainstorming to see **what** you have that you could interest someone else in buying or using.

Is it a product like:

- A food item (e.g. pizzas)
- A craft item (e.g. kites)
- A woodworking item (e.g. door knockers)

Is it a skill like:

- Can do chores (e.g. for a beef or dairy producer)
- Can provide babysitting services
- Can lead the recreation program at a youth drop-in centre
- Can read to the elderly at a personal care home

Once you have figured out **what** you have to offer, you need to decide who might be interested in your product or skill. Is it something that the entire community may be interested in purchasing (craft item)? Is it a skill you can offer to parents (babysitting)? Is it a service for farmers (chores)?

Let's brainstorm who might be interested in what you have to offer.

**How** much is your product or skill worth? How much did it cost you to make the item (including supplies and time)? How much time is the service going to take? Is it something that you want to volunteer to do because you will get experience? Do you want to charge by the hour or by the job? These are all considerations when developing a cost.

Let's brainstorm how much we should charge for our item or our service.

**When** and, if applicable, **where** will your services or product be offered? Will it be after school and weekends, will it be during summer holidays? During the Christmas season at the mall? At the local trade fair? etc.

Let's brainstorm when and, if applicable, where your product or service will be offered.

Now let's put all this information together and develop an advertisement for your product or service. You will decide what information needs to go on the ad, where the ad will be placed (e.g. at the local feed store, in the paper, at the school, etc.). Then make a newspaper ad, a poster, add pictures, references, etc.

Participants can expand or use the information and implement their marketing plan / advertisement if they wish.





# TITLE: Chaos in the Kitchen

## Quality Equation Connection . . .

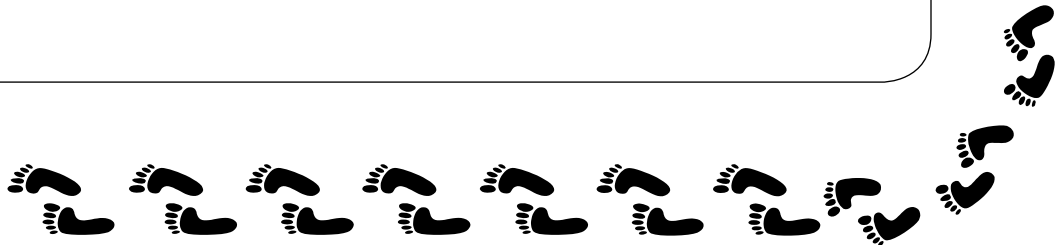
**Quality Projects** – As consumers, we have a responsibility to handle and cook our food in a way that maintains its quality and keeps it safe to eat.

**Communication**  
**Quality Equation**  
**Recreation**

**Supplies Needed:** “Chaos in the Kitchen” story (on reverse), pens or pencils, paper.

**Target Audience:** All ages

## Step into Action



Read the “Chaos in the Kitchen” story to the group. Tell the group to try and pick out the unsafe practices.

Divide the group into smaller groups to work together to identify the unsafe practices.

Read the “Chaos in the Kitchen” story again. This time encourage participants to interrupt and identify the unsafe practice. Discuss each practice as it is identified. There are 15 unsafe practices in the story. Look for the number in the story to identify them. They are:

1. Perishable groceries should be refrigerated within 2 hours.
2. Not cold enough.
3. Should be refrigerated.
4. Danger zone is over 4°C.
5. Thaws too quickly – not dense enough.
6. Pasteurize first.
7. Pass microorganisms from one to another.
8. Should set in sink of cold water to speed cooling.
9. Modern refrigerators are able to cool a hot dish.
10. Refrigerate until ready to cook.
11. Do not partially cook meats.
12. Would take a long time to cool-should spread out.
13. Do not turn bread bag inside out – lead from ink can be passed to the food.
14. Cross-contamination of meat juices to cloth to table. Get a clean cloth.
15. Air-drying is more hygienic.

## LINKS TO LEARNING

**Chaos** – “Great confusion, complete disorder.”

Gage Canadian Dictionary

**Contamination** – “Making impure by contact; pollution.”

Gage Canadian Dictionary

**Micro-organism** – “Any of a great number of one celled organisms too small to be seen with the naked eye.”

Gage Canadian Dictionary

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**Quality Equation**  
**4-H Club Pack**



## Chaos in the Kitchen

### Find the 15 errors Chris made in handling food:

Chris works at an implement dealership in the neighboring town. Grocery shopping is done between job-related errands. On Tuesday, Chris's only opportunity to shop was at (1) 10:30 a.m.

The Yogurt, cheese, ice-cream and pork chops were double wrapped and put in the (2) trunk of the car. The canned goods, vegetables, eggs (3) and coffee were put in the back seat. Outside temperatures ranged from (4) 1°C to 5°C that day.

That morning Chris had put a (5) frozen tuna casserole in the oven, with the timer set to come on about 5:00 p.m. It was ready when the family wanted to eat at 6:00 p.m.

A neighbor had dropped off a jug of (6) raw milk and because supper was ready and they needed milk, it was served. Chris planned to pasteurize it later.

After supper, the table was cleared and all the leftover milk (7) poured in one glass and refrigerated.

The casserole was (8) left on the counter to cool, so it (9) wouldn't heat up the refrigerator.

Chris unpacked the groceries and (10) set the pork chops on the counter. They would be precooked for tomorrow's supper.

Homework, bath time and stories took up the next hour. Once the children were in bed, Chris headed back to the kitchen. The pork chops were (11) browned on each side and then (12) stacked in a pile on a small plate. Chris slipped the plate into a (13) used bread bag and put it in the refrigerator.

The (14) kitchen counter and table were wiped clean.

Chris then washed and (15) dried all the dishes.

*ADAPTED FROM: LYNDA LOWRY, FOOD AND NUTRITION SPECIALIST, MANITOBA AGRICULTURE AND FOOD*



# TITLE: Design a Certificate

## Quality Equation Connection . . .

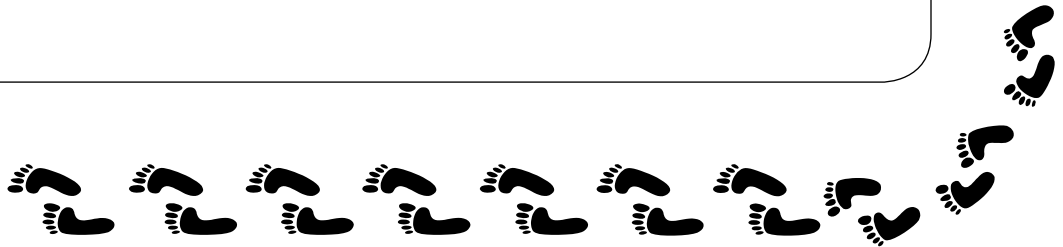
**Quality Projects** – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

**Recognition  
Value  
Individuality**

**Supplies Needed:** Certificate paper, art supplies (markers, stickers, pictures, etc.)

**Target Audience:** 8 – 19 year olds

## Step into Action



Talk to the group about the fact that everyone is unique and have their own set of interests and personal strengths. It is these unique characteristics that make everyone so special.

Introduce the idea that because everyone is so special they deserve recognition for who they are and what they do. Have a brainstorming session as a group, discussing what makes people unique and special. As a group, create personalized certificates that reflect who every member is as a person and what they enjoy in life.

Choose a method to match each individual with a person for whom he/she will create a certificate. Simply put everyone's name into a hat or assign partners based on project groupings, etc. Be cautious that everyone knows each other well enough to make a certificate for the person that they are matched with.

Other options include; members making their own certificates or requesting leader(s) make a certificate for each member.

Have participants make and decorate a unique and personal certificate. Have a variety of supplies available. (paper, stickers, markers, pencil crayons, old pictures, glue, scissors). Be sure to give sufficient time to finish the certificate to their satisfaction.

Make a special presentation of the certificates. Create a special ceremony where the creator presents the certificate to the recipient. Or collect all the certificates and laminate them or roll them into a scroll tied with ribbon and present to each member in a special way. The method of presentation may vary dependent if the creator is to be kept anonymous or not.

## LINKS TO LEARNING

**Certificate** – “A written or printed statement that declares something to be a fact.”

**Gage Canadian Dictionary**

“No matter what age you are, or what your circumstances might be, you are special, and you still have something unique to offer. Your life, because of who you are, has meaning.”

**Barbara De Angelis**

# 50

**Quality Equation  
4-H Club Pack**

## Ideas for Words that Describe People:



accountable

accurate

adapt

adaptable

administer

adventurous

analytical

arrange

assemble

assertive

assist

assure quality

balanced values

budget

careful

caring

cheerful

coach

communicate

compare

competitive

confident

conscientious

construct

consult

cooperative

co-ordinate

copers with stress

courageous

courteous

creative

debate

deliver

democratic

demonstrate

design

determined

diplomatic

display

distribute

dynamic

efficient

elect

energetic

entertain

enthusiastic

escort

evaluate

explore

fair-minded

flexible

friendly

generous

good listener

good sense of

humor

guide

handles pressure

hard working

healthy

helpful

honest

host

idealistic

identify

illustrate

imaginative

independent

industrious

innovative

interview

investigate

kind

listen

logical

loyal

maintain

manage

manages conflicts

mature

model

monitor

motivated

negotiate

network

optimistic

organize

patient

people oriented

perceptive

perform

persevering

persistent

persuade

pilot

positive outlook

practical

present

problem solving

promote

punctual

question

record

reliable

research

resourceful

respond

responsible attitude

schedule

seeks new experiences

self-starter

sensible

sensitive

serious

sociable

sort

strong work ethic

study

summarize

supervise

support

tactful

takes initiative

task-oriented

team player

tolerant

train

trustworthy

# TITLE: Autograph Book

## Quality Equation Connection . . .

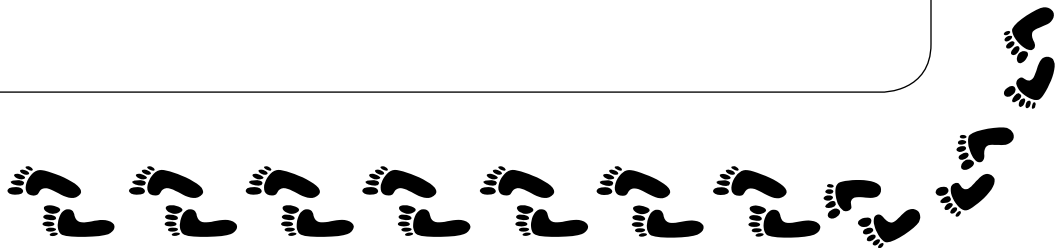
**Quality Projects** – A quality project is not only a specific item or skill shown at achievement but the entire effort throughout the year – including the hard work that has been done, the specific skills that were learned, the extra effort given and the feelings of pride and accomplishment.

**Caring  
Community  
Reflection**

**Supplies Needed:** Paper, cover, and binding method suitable for an autograph or scrap book or purchase a ready-made book, colored pens.

**Target Audience:** All ages

## Step into Action



Back as far as the 1800's autograph collecting was a popular hobby of young people. Friends signed more than their names; they wrote funny verses about friendship, love, success, or maybe even a job. Those verses were a way to let people know they cared. Today we have greeting cards that make this much easier. However, they often lack the personal touch. Let's go back to the more creative era and make our own autographed book about 4-H.

Create a Club Autograph book. You may choose to make one for each year or a multi-year book. Choosing a book where the pages can be easily removed and replaced – such as a binder would make the project simpler.

Distribute a page of the book to each member, parent, leader, future 4-H'er etc. that you want included in the booklet.

Each participant is asked to tell of something special that they experienced, learned, felt good about, or did in 4-H this year. It can be in the form of a quote, poem, picture with caption, or short testimonial. Encourage participants to be original, and to think back over the year and pick something that made a difference for them, that they really enjoyed, learned from, something humorous perhaps, or a highlight of the 4-H year. Remind them to use whatever form of expression they feel suits them best. It's their page to create. Be sure to have them sign and date it.

## LINKS TO LEARNING

*"Every job is a self-portrait of the person who did it. Autograph your work with excellence."*

**Unknown**

*"FRIENDSHIP – a word the very sight of which in print makes the heart warm."*

**Augustine Birrell**

# 51

**Quality Equation  
4-H Club Pack**



## **Tips and Ideas:**

### **Pages from the Past**

Develop a section in the book where you can collect autographs from people who were involved in your 4-H Club in past years. Have them recollect what 4-H meant to them.

### **Guestbook**

Develop a section in the book where you can collect autographs from event participants. Have them record their immediate thoughts on the program.

### **Photo Page**

Just like a class photo, take a photograph of the club membership and leadership and mount it in the beginning of the book.

### **Showcase**

Be sure to display at achievement. Perhaps excerpts would make a great news article for the local paper.

### **Inspire**

Bring in photos of the year to inspire memories in participants.

Have on hand examples of autographs or quotes that might apply for those who might get stuck for words.

Encourage constructive graffiti – make it original and unique – it is time to express yourself.

Ideas you brainstormed to personalize and make your club autograph book special:

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# TITLE: Fun Pun Gift Ideas

## Quality Equation Connection . . .

**Quality Projects** – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

**Volunteers  
Achievement  
Recognition**

**Supplies Needed:** Package to hold items (ziploc bag, fabric bag, small paper box...), card or piece of paper with corresponding “Fun-Pun” gifts listed on it – or – small slip of paper listing the single “Fun-Pun” gift to attach to the item, corresponding “Fun-Pun” gifts.

**Target Audience:** Adults

## Step into Action



Call volunteers forward and give them an appropriate item from the list or make a small package with a few of the items in it.

- **Brightly Coloured Ribbon** – The brightly coloured ribbon that ties this bag together represents the enthusiasm that 4-H volunteers bring to the 4-H Program.
- **Paperclip** – A paperclip has many uses, just like volunteers have many different talents to offer. 4-H volunteers also help hold the 4-H Program together and provide guidance to youth.
- **Sandpaper** – Just as sandpaper comes in different weights for different surfaces, the 4-H’ers volunteers work with also come in different types, and each may take different amounts of “sanding and refining”.
- **Rubber Band** – The rubber band represents the flexibility that all volunteers need to have. 4-H volunteers also stretch their own abilities as they explore new opportunities for growth through their volunteer experiences.
- **Heart Candy** – 4-H volunteers have a heart that reaches out to youth and a willingness to give more than they ever receive.
- **Money** – 4-H volunteers make a huge contribution to the 4-H Program through their donation of time.
- **Lifesavers** – Just like lifesavers, 4-H volunteers are unique, with their own set of talents and skills. Each of them bringing a special contribution to the 4-H Program.
- **Smiley Sticker** – The smiley sticker symbolizes how 4-H volunteers show 4-H members that they care. It only takes a minute just to S.M.I.L.E!

## LINKS TO LEARNING

*“We make a living by what we get; we make a life by what we give.”*

**Winston Churchill**

*“It is what we are that gets across, not what we try to teach.”*

**Unknown**

# 52

**Quality Equation  
4-H Club Pack**



- **Mint** – 4-H volunteers are worth a mint. Each is very special and makes a real difference to the life of 4-H members
- **Box of Raisins** – Thanks for raisin’ the 4-H Program to a new level through your dedication and determination.
- **Warm Fuzzy** – Thanks for caring and giving more than you ever receive.
- **Cupcake** – Thanks, you take the cake as an outstanding volunteer.
- **Paper Clip** – Thanks for holding the 4-H Program together.
- **Lifesavers** – Thanks, you’re like a lifeline, there when we need you the most.
- **Battery** – Thanks for energizing our organization. 4-H volunteers just keep going...and going...and going!
- **Rubber Band** – Thanks for stretching your limits, your patience, your flexibility and your endurance.
- **Tootsie Roll** – Thanks for keeping us on a roll.
- **Mirror** – Thanks for helping us reflect on our goals and accomplishments.
- **Can of Pop** – Thanks for your bubbly and effervescent personality and enthusiasm.
- **Band Aid** – Thanks, for providing a safe and supportive environment.
- **Crispy Crunch** – Thanks for helping us through the crunch.
- **Ruler** – Thanks, you measure up as a fantastic volunteer.
- **Heart** – Thanks for your ability to reach out and touch other people with your warmth and caring.
- **Lollipop** – Thanks for all of your help in lickin’ our challenges.
- **Post-It Notes** – Thanks for sticking with us and making such a difference in the lives of 4-H members.
- **Mars** – Thanks, you’re out of this world!
- **Balloon** – Thanks for your flexibility and adaptability.
- **Matches** – Thanks, no one matches your volunteer contributions!
- **Stick of Gum** – Thanks for stickin’ with us!
- **Lightbulb** – Thanks, you’re full of bright ideas!
- **M & M’s** – Thanks for making a Marvelous & Moving difference to the 4-H Program!
- **Candle** – Thanks, no one can hold a candle to you!
- **Star** – Thanks, you’re a star because of the time, effort and enthusiasm you give to the 4-H Program!



# TITLE: Why We Do What We Do

## Quality Equation Connection . . .

**Quality Projects** – The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Livestock  
Production**

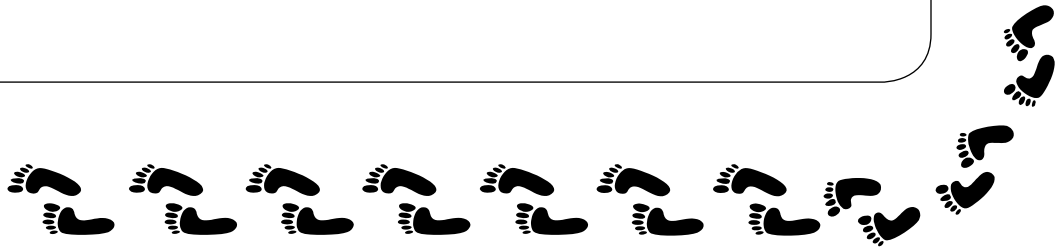
**Humane Care**

**Ag Awareness**

**Supplies Needed:** Why We Do What We Do activity sheet (on reverse) – one per participant, pens or pencils.

**Target Audience:** All ages

## Step into Action



Many Canadians now live in cities, as a result, fewer people understand agriculture or know how their food is produced. As a result, they may not be aware of why some agricultural practices are carried out and may question “why we do what we do”.

Any livestock show or exhibit is a time when many people – some with no experience or knowledge of agriculture – will view 4-H animals.

4-H members are representing the agricultural industry when they participate in a show. It is important that members provide their animals with good care at all times. Members can be a pro-active force in educating the public about animal agriculture. These events are an important and useful way of informing the general public about the commitment to animal care.

When members have a chance to inform the public about animal care, it is important to provide correct information about why we do the things we do. The following are some things that 4-H livestock members do that may concern people who object to or do not fully understand animal agriculture. Therefore it is important to know what these practices are and why they are done, to better explain the practices to the public.

Do the following activity matching the agricultural practices to the appropriate explanations. Discuss the answers as a group.

## LINKS TO LEARNING

*“The capacity to care is what gives life its most deepest significance.”*

**Pablo Casals**

# 53

**Quality Equation  
4-H Club Pack**



## Why We Do What We Do

On the left is a list of things that we do with our animals that some people may find cruel and/or unnecessary. Match these practices with the appropriate explanation for what we do:

Castration	To enhance handling practices, for the safety of the animals and the producer, and, or to avoid complications later on.
Branding and/or tattooing	To move animals to a fresh food supply to prevent over-grazing and soil erosion, or to deliver the animals to regulated and inspected processing plants.
Eat meat	To learn about proper handling and training of our animals, understanding their behavior and celebrating our accomplishments.
Feed grain to livestock instead of starving people	Domestic animals convert grasses into human nutrition that would otherwise not be available. Meat provides important proteins.
Transport animals.	Permanent identification and theft deterrent. Not currently shown to be excessively painful.
Confine animals in pens or cages.	To better provide for their individual or group environmental and physical needs. To enable close monitoring of their individual health.
Remove horns, tails, or trim beaks.	To produce high quality meat, we use feed grains. This grain is unacceptable as a food for humans.
Train and show our animals.	To prevent aggressive behavior and enhance the handling of animals. To control the breeding of the animals and to enhance the efficiency of feed animals.

How would you explain the things we do at livestock shows? Which practices may appear abusive or inappropriate to the non-agricultural public? Consider the use of handling tools such as whips, switches, prods, show sticks, and grooming methods such as clipping and gluing which alter the animal's appearance. How might spectators interpret these tools or grooming methods?

# TITLE: I am Bananas About Meetings

## Quality Equation Connection . . .

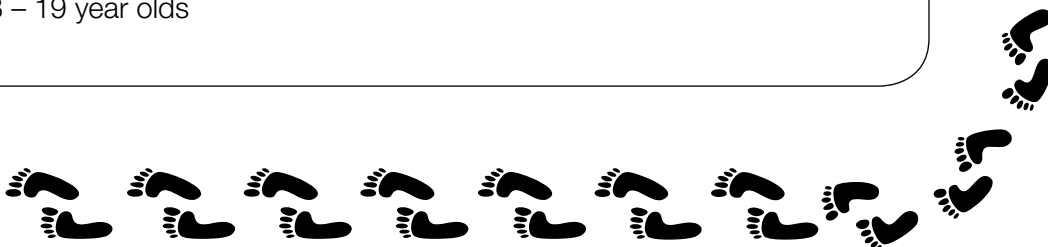
**Quality Projects** – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

**Meeting Attendance**  
**Fairness**  
**Recognition**

**Supplies Needed:** Banana split ingredients: bananas, ice cream, whipped cream, chocolate sauce, butterscotch chips, strawberries, cherries. There should be a different ingredient for each meeting.

**Target Audience:** 8 – 19 year olds

## Step into Action



This activity is a method of encouraging meeting attendance while being respectful of fairness and members' self esteem.

Tell the club they are going to celebrate meeting attendance. Let the members know at the beginning of the year that this will be their treat for meeting attendance or do it as a special surprise at year end!

Start off by giving each member a dish in which to make their banana split. Explain that they will get to choose one helping of ingredients for each meeting they attended. If they have perfect attendance they will get to choose ALL the options available.

One at a time, call the members to the front. Give them a scoop of ice cream and tell them how many meetings they have attended. Each member can select the same number of toppings as number of meetings they have attended.

Have them start constructing their banana split. Have a parent helper(s) assist to ensure that one meeting's worth of topping is dished out. This way if they choose three meetings worth of chocolate sauce you will have a constant amount. This will also help the younger members.

Make a big deal about perfect attendance – cherry on top or whip cream or something extra special.

Enjoy an ice cream sundae snack together as a club!

## LINKS TO LEARNING

*"Friends are the chocolate chips in the cookie of life."*

**Helen Keller**

*"People rarely succeed at anything unless they have fun doing it."*

**Unknown**

# 54

**Quality Equation**  
**4-H Club Pack**



Be creative with the toppings. Here are some ideas:

bananas

pineapple

sprinkles

chocolate sauce

strawberries

small candies

cookie crumbs

fudge sauce

cherries

gummy worms

whip cream

butterscotch sauce

chocolate chips

strawberry jam

crumbled chocolate bars



# TITLE: Able, Trained, Supervised – Ready? or Not!

## Quality Equation Connection . . .

**Quality Experience** – Safety must be modeled, promoted and practiced, as a quality experience is a safe experience.

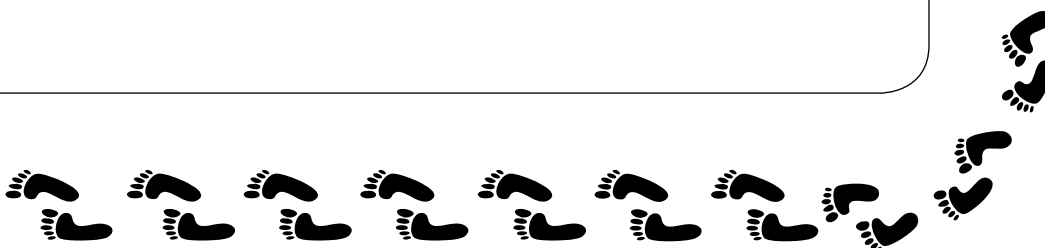
**Quality Projects** – The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Communication**  
**Responsibility**  
**Safety**

**Supplies Needed:** Activity sheet (on reverse) – one per participant, pens or pencils.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Assigning tasks to children and youth is an important part of learning skills and responsibility. However, many adults and parents are uncertain what tasks should be assigned to youth. The North American Guidelines for Children's Agricultural tasks provide some key concepts to consider:

1. **Ability** – emotional, physical and psychological development varies with every person. Evaluate the child's abilities and assess their developmental stages.
2. **Training** – children or youth learn best when shown how to do a task at the site. Has the youth been trained to do the task and then demonstrated it?
3. **Supervision** – the right level of supervision is the key to preventing injuries. Remember supervision includes first watching the person complete the task to ensure they are doing the task safely. Periodically check on them to ensure they haven't encountered difficulties.

Members will choose an agricultural task (or a job) they will be or are already learning to do. List steps involved in learning the task; skills, knowledge, or ability needed; dangers or risks; action plan on how to stay safe while doing the task.

Members commit to discussing this list with the person/s who train them to do the assigned task ... parents, grandparent, uncle, or supervisor.

### Example:

Task to be learned (or already learning): **Operating ATV's (All Terrain Vehicles)**

Step By Step (Steps involved in learning this task):

- Check personal protective equipment; Check machine before starting; Secure tools/ equipment on racks

## LINKS TO LEARNING

*"Tell me and I forget,  
show me and I  
remember, explain to me  
and I understand."*

Anonymous

*"Every adult needs a  
child to teach, it's the way  
adults learn."*

Frank A. Clark

# 55

**Quality Equation**  
**4-H Club Pack**



I must be able to do (Skills, knowledge or ability needed):

- Knowledge of how ATV operates; Body size to reach all controls; Strength to lift/move ATV; Flexibility/balance

Dangers or Risks:

- Loss of balance of ATV; Extra riders/equipment falling; Head or body injury Action Plan (What do I need to do to safely learn this task?):
- Check size of operator to safely operate machine; Wear personal protective equipment; Not allow extra riders

**Activity:**

Task to be learned (or already learning):

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Step By Step (Steps involved in learning this task):

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I must be able to do (Skills, knowledge or ability needed):

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Dangers or risks of this task:

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Action Plan (What do I need to do to safely learn this task?):

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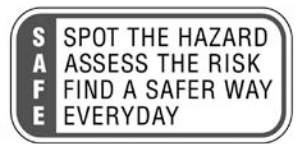
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*More information about age and ability appropriate tasks is available from the North American Guideline for Children's Agricultural Tasks. CD's are available at Manitoba Agriculture and Food District Offices.*



**SAFE FARMS**



# TITLE: Animal Handling

## Quality Equation Connection . . .

**Quality Experience** – Safety must be modeled, promoted and practiced, as a quality experience is a safe experience.

**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals.

**Communication**

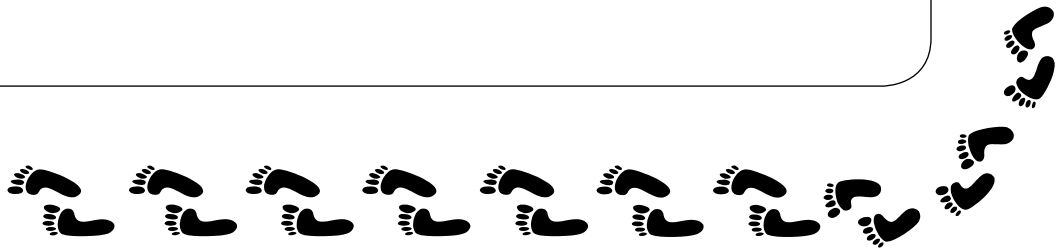
**Humane Animal Care**

**Safety**

**Supplies Needed:** Photos, magazine or newspaper pictures of people with farm animals.

**Target Audience:** 8 – 14 year olds

## Step into Action



Handling and working with animals is an important and rewarding part of the 4-H program. Appropriate equipment and clothing and awareness of animal characteristics are important to ensuring a safer environment. Review the animal characteristics and potential impact (on reverse) with 4-H members.

Gather a collection of photos or magazine or newspaper pictures showing people handling or interacting with animals.

- a) Have participants decide if the handlers are properly dressed and using appropriate equipment for safety.

*OR*

- b) Have participants decide if the behaviour shown in the photo is appropriate for safe animal handling.

Consider these animal characteristics: poor depth perception, panoramic vision, blind spot, sensitive to noise, herd instinct, maternal instinct, male aggression, flight zone.

Ask participants the following questions:

- How can you use your knowledge to prevent injuries or fatalities when working with animals?
- Think of some situations you might be in and how you can stay safe or how you can be safer?

## LINKS TO LEARNING

*“An understanding of the behaviour of livestock will facilitate handling, reduce stress, and improve both handler safety and animal welfare.”*

**Temple Grandin**

# 56

**Quality Equation  
4-H Club Pack**



## Know Your Animal

Understanding how and why animals behave the way they do can help you develop safer animal handling practices. Consider the following characteristics of cattle and horses and how they can help you in dealing with them.

1. Cattle and horses have **panoramic vision**, which means they can see everything around them but have a blind spot directly behind them.
  - Approach a cow or horse from the side or front. They can not see you approaching from the rear which may startle them and cause them to kick.  
\* Check out Activity # 46
2. Cattle and horses **avoid shadows**. Livestock will tend to balk if they look into the sun. Cattle and horses prefer to move towards light.
  - Provide uniform lighting in facilities to prevent shadows. When asking a horse or cow to move into a building, light the interior to encourage them to enter. Be patient and allow their eyes time to adjust to light variations.
3. Animals have a strong **maternal instinct**. They can be fiercely protective of their young.
  - Do not place yourself between a cow or mare and her calf / foal. Place a barrier between yourself and the mother when working with a young animal. Always plan an escape route if working in a pen with a mother and her young.
4. Cattle and horses have a **territorial and herd instinct**. This makes them want to remain with the herd or in their homeland.
  - Leave cows and horses alone when they are feeding. Horses and cows will resist being separated from others in the herd. Be extra cautious in unfamiliar environments, as animals will be more nervous than normal. Use the “follow the leader” trend to move groups of horses or cattle.
5. Animals are extremely **sensitive to noise**. They can hear noises that humans can not. Extreme noises may actually hurt their ears.
  - Talk to the animals in gentle soothing tones when approaching while handling. Play soft music in the barn. No shouting or loud noises while working with animals.
6. **Male aggression**; stallions or bulls can be dangerous. Their size and unpredictability add to their capability of injuring people.
  - Extreme caution should be practiced when handling them. Assume them to be unpredictable.
7. Cattle and horses have a **flight zone**. A flight zone is an area surrounding an animal like its personal space. When a person enters the zone the animal will move away until it feels safe. The size of the flight zone varies dependent on the individual animal’s disposition, the circumstances and the handler’s behavior.
  - Use entry into the flight zone to move herds of animals calmly and quietly.





# TITLE: Kick Up Your Heels

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens. – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Quality Experience** – The more ways that we teach, the more people that we reach. The key for success is tapping into members’ internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

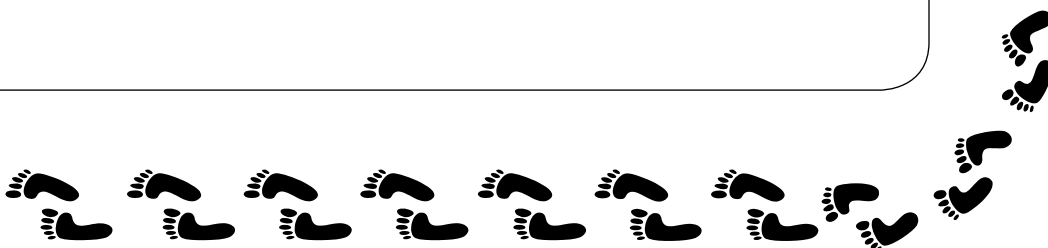
**Quality Projects** – A quality project is not only a specific item or skill shown at achievement but the entire effort throughout the year – including the hard work that has been done, the specific skills that were learned, the extra effort given and the feelings of pride and accomplishment.

**Recreation**  
**Extra Effort**  
**Responsibility**

**Supplies Needed:** Kick Up Your Heels game (on reverse) – one per group, dice, playing pieces.

**Target Audience:** All ages

## Step into Action



There are lots of rewards for working hard and striving for excellence. The best reward is that special feeling of accomplishment and knowing the effort has been worth it.

Many times though, there are setbacks along the way and it can be a daily struggle to work hard and maintain excellence. When the work is done, it’s time to “Kick Up Your Heels” and celebrate the accomplishments!

The game (on reverse) is a fun way to bring some of the common 4-H “struggles” to light. Things that happen throughout the club year; missing a meeting and not calling to check in, being late and oh no . . . not being ready for achievement. These are the setbacks but along the way there are some positives; being a good role model, working hard, etc.

Break the group into teams of about four players per game. Make extra copies of the game if needed. Everyone begins on square #1. The youngest player gets to go first. Play moves around to the next person on their left and so on. Players must roll the exact number to go out. The first one out gets to kick up their heels.

After playing the game, bring the group back together and discuss the situations on the board – do any of them sound familiar? What are some strategies that encourage everyone to try their best so they get to know the rewards – that “Kick Up Your Heels” feeling?

## LINKS TO LEARNING

*“The roots of true achievement lie in the will to become the best that you can become.”*














**Harold Taylor**

# 57

**Quality Equation  
4-H Club Pack**

# Kick Up Your Heels!



	<p>You're not ready for achievement Go to 3</p> 					
57	58	59	60	61	62	63
			<p>You are a good role model Go to 57</p> 		<p>You are a team player and get along with others Go to 60</p> 	
56	55	54	53	52	51	50
	<p>You were disruptive at the meeting Go to 37</p> 					
43	44	45	46	47	48	49
				<p>You practiced and aced your speech Go to 45</p> 		
42	41	40	39	38	37	36
	<p>You didn't phone about missing your meeting Go to 21</p> 				<p>You are late for the meeting Go to 28</p> 	
29	30	31	32	33	34	35
		<p>You are a team player and get along with others Go to 31</p> 				
28	27	26	25	24	23	22
			<p>You work hard and try your best Go to 39</p> 			
15	16	17	18	19	20	21
	<p>You are late for the meeting Go to 7</p> 			<p>You didn't phone about missing your meeting Go to 5</p> 		
14	13	12	11	10	9	8
						
1	2	3	4	5	6	7

# TITLE: Meeting Jeopardy

## Quality Equation Connection . . .

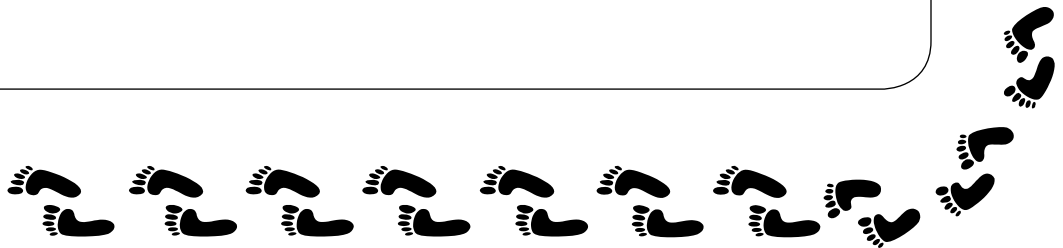
**Quality Experiences** – The more ways that we teach, the more people that we reach.

**Meeting  
Management  
Recreation**

**Supplies Needed:** Jeopardy game cards (instructions below), tape or sticky tack.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

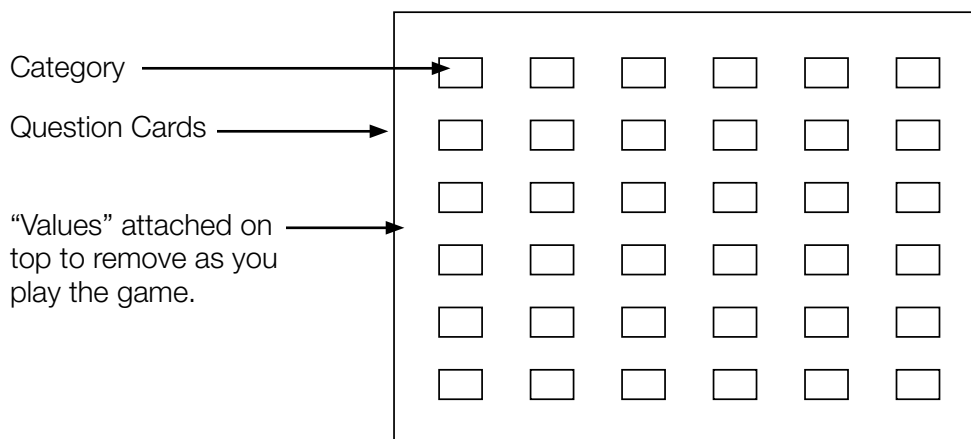
## Step into Action



Write the questions (on reverse) on index cards with the answers on the back so they can be flipped up. Mount on wall with tape or sticky tac. Neon colors of cards are great!

Write the values, ie. 100 – 200, etc. on another card or post-it-notes and attach to question card.

Make 'category cards' – see categories and questions on reverse.



## LINKS TO LEARNING

**Meeting** – “An act or process of coming together; an assembly for a common purpose.”

**Webster’s New Collegiate Dictionary**

**Manage** – “To handle or direct with a degree of skill; to direct or carry on business or affairs.”

**Webster’s New Collegiate Dictionary**

# 58

**Quality Equation  
4-H Club Pack**



This activity can be used to educate members, assess their knowledge, as a review or as a “get acquainted” activity by having the person say their name and club name before answering question.

This game works well with three teams “relay” style – three piles of paper and a felt pen. Write answer (front person in each row answers each question). Get points for correct answer – remove points if incorrect. Allow a “pass” – with no points deducted. Person in left row picks category first – then move one right for next selection, etc. (Lose turn to select if did not answer questions correctly.)

<b>WHO'S WHO</b>	<b>DOLLARS AND SENSE</b>	<b>RULES OF ORDER</b>	<b>THIS AND THAT</b>	<b>DOUBLE MEANING</b>
1. The head of a group coming from the word “preside” which means “sit” before.  <b>PRESIDENT</b>	1. A form filled out to record money and cheques being put into a bank account.  <b>DEPOSIT SLIP</b>	1. A wooden hammer or mallet used by the chairperson to help keep control at a meeting.  <b>GAVEL</b>	1. The written plan of what will happen at a meeting.  <b>AGENDA</b>	1. Formal method of putting an idea forward for discussion at a meeting OR moving the body or its parts OR an act of changing place.  <b>MOTION</b>
2. A group of people formed to perform a certain task or bring back information / plans to a club.  <b>COMMITTEE</b>	2. The club officer who keeps track of all money received and spent by the club.  <b>TREASURER</b>	2. What a motion must have before it can be discussed at a meeting.  <b>SECONDER</b>	2. A motion used to change the wording in a main motion.  <b>AMENDMENT</b>	2. A motion that sets aside a decision to a later time OR furniture from which you commonly eat.  <b>TABLE</b>
3. The person who starts and conducts a club meeting if the president is 10 or 15 minutes late, or if the president has indicated he / she will be absent.  <b>VICE-PRESIDENT</b>	3. The method recommended for payment of bills by an organization.  <b>CHEQUE</b>	3. A word describing the number of people in an organization that must be present for the legal transaction of business.  <b>QUORUM</b>	3. Suggestion that a specific person be considered for a certain position.  <b>NOMINATION</b>	3. Another name for “president” OR furniture you sit on.  <b>CHAIR</b>
4. The club officer who's main job is promoting 4-H to the community.  <b>NEWS REPORTER</b>	4. The form issued by the treasurer to someone who gives the club money.  <b>RECEIPT</b>	4. Basic laws which originated in the English parliament and which are used today by clubs and organizations who meet to discuss and decide upon common action.  <b>PARLIAMENTARY PROCEDURE</b>	4. Pieces of paper used to take a vote in secret.  <b>BALLOT</b>	4. Record of what is decided at a meeting OR a way to measure time.  <b>MINUTES</b>

# TITLE: AWE ( Animal Welfare Education) Trivia Quiz

## Quality Equation Connection . . .

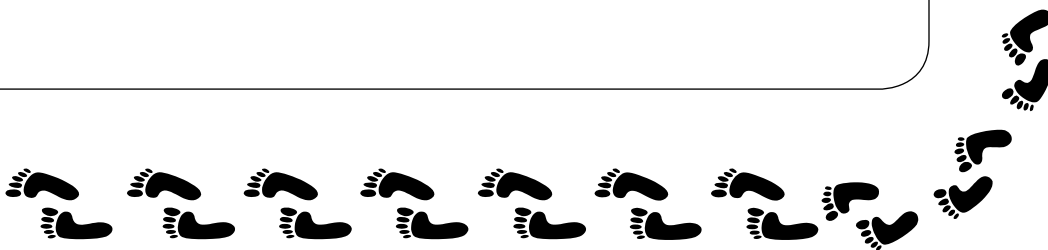
**Quality Projects** – 4-H members and their families should provide safe and humane care for their animals. The 4-H program is committed to promoting and educating 4-H members on the industry standards for the production and management of their animals.

**Humane Animal  
Care**

**Supplies Needed:** Index cards (instructions below), heavy permanent marker, AWE Trivia Quiz (on reverse).

**Target Audience:** All ages

## Step into Action



4-H members and their families should provide safe and humane care for their animals. The challenge of animal welfare is complex and changes as new research findings are explored. However, the 4-H program encourages members to use the following principles of animal care:

1. Adequate air, water and feed – according to the biological requirements of each species;
2. Safe housing and sufficient space – to prevent injuries and ensure normal health and growth;
3. Appropriate complexity of the environment – to prevent either deprivation or fear;
4. Regular (daily) supervision and effective health care – to prevent illness and initiate prompt assistance when required;
5. Sensible handling – through all stages of the animal's lives, to avoid unnecessary suffering.

SOURCE: "ISSUES": AN INTEGRATED APPROACH TO SENSITIVE "SCIENCE AND SOCIETY"  
ISSUES: ONTARIO FARM ANIMAL COUNCIL (OFAC), 1992. PG. 4.2.

A trivia game can be an exciting way to learn about responsible animal care. To begin, write on the back of the index cards so that each member has a set of three cards – one A, one B and one C. Ask the questions on the reverse and have the members choose their answer. Once everyone has decided on their answer, share the correct answer (in bold).

### Adaptation:

Play in teams or split the group in to teams and have teams make up their own set of trivia questions – see if they can “stump” other teams.

## LINKS TO LEARNING

*“As human beings, we are endowed with freedom of choice, and we cannot shuffle off our responsibility upon the shoulders of God or nature. We must shoulder it ourselves. It is our responsibility.”*

**Arnold J. Toynbee**

# 59

**Quality Equation  
4-H Club Pack**

## AWE Trivia Quiz

- What does AWE stand for?
  - Animal Welfare Education**
  - Annual Weed Eradication
  - Animals Waste Energy
- An animal that is kept in a dark building all of the time:
  - Is quite happy because they like to sleep a lot.
  - Could lose its appetite, become irritable and unhealthy.**
  - Really doesn't care because animals are color blind.
- At your 4-H Achievement, your animal is nervous and causing a disturbance in the show. You should:
  - Try calming it with a gentle voice, a reassuring pat or other methods you have practiced at home. If it doesn't respond positively then remove it from the ring to the barn or an area where it feels more secure.**
  - Slap it a couple of times and yell at it to "Smarten Up".
  - Get your parent or leader to administer an effective but illegal tranquilizing drug.
- When transporting animals, transportation units (trailers, trucks, etc.) should:
  - Have no roof and low sides so animals can see out and get lots of fresh air.
  - Have strong flooring, proper ventilation and allow animals to be moved comfortably and safely.**
  - Have large holes in the sides so animals can stick their heads out.
- In extremely cold weather animals;
  - Must be kept in a heated barn.
  - Should be given shelter from the cold.**
  - Don't feel the cold so there's no need to worry.
- Animals stay healthier and grow better if:
  - They are all fed separately.
  - They are all fed together on self feed.
  - They are on a feed program that depends on the age, size, and number of animals as well as feeder facilities.**
- Animals:
  - Would rather eat snow than drink fresh water.
  - Need fresh water to stay healthy.**
  - Are not affected by drinking stagnant water.
- A Preventive Health Program:
  - Is expensive and often unnecessary
  - Is a good animal management practice.**
  - Is necessary only if you see signs of illness.
- When an animal is giving birth it is best to:
  - Go away and leave it alone for at least a day.
  - Stand beside it and yell encouraging words.
  - Keep an eye on it, watching for problems but try to disturb it as little as possible.**
- At your 4-H Achievement, your animal is showing obvious signs of illness, including fever and heavy breathing. You should:
  - Say nothing and continue to show your animal.
  - Treat the animal yourself and continue with the show.
  - Remove the animal from the show so as not to risk infecting other animals and seek treatment for your animal.**
- An Animal Welfarist is someone who:
  - Believes animals have the same rights as humans.
  - Believe animals should be treated as humanely as possible.**
  - Hates animals.

ADAPTED FROM MANITOBA 4-H COUNCIL'S 4-H AWE RESOURCE BOOK P. 21.

# TITLE: Listen Up

## Quality Equation Connection . . .

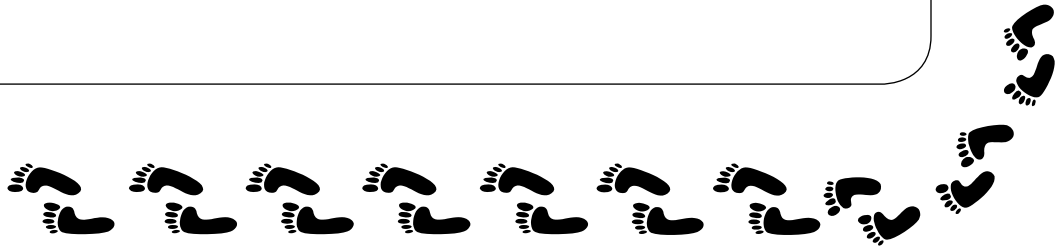
**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

**Respect**  
**Communication**  
**Listening**

**Supplies Needed:** None.

**Target Audience:** 8 – 14 year olds; 15 – 19 year olds

## Step into Action



Listening is a skill. Like speaking, it can improve with practice.

There are two kinds of listening – active and passive.

In active listening, you take the time to really listen to the speaker. You try to hear things from their perspective. You listen for content and information and you are tuned-in to the person's feelings. You look at the speaker and nod or smile when it is appropriate.

Passive listening focuses only on the information – ‘just give me the facts man’. It does not pay heed to what the speaker is doing, feeling or believing. It just wants the information. Sometimes, passive listeners are barely listening for even the facts because they are already spending their time thinking what they want to say.

Obviously, the speaker likes active listeners. When people put in the energy to really listen, the speaker appreciates it.

Let's engage in an active listening process.

## LINKS TO LEARNING

*“You have two ears and one mouth . . .  
Hel – lo!”*

**7 Habits of Highly Effective Teens**

*“Listen, or thy tongue will make thee deaf.”*

**Native American Proverb**

# 60

**Quality Equation  
4-H Club Pack**

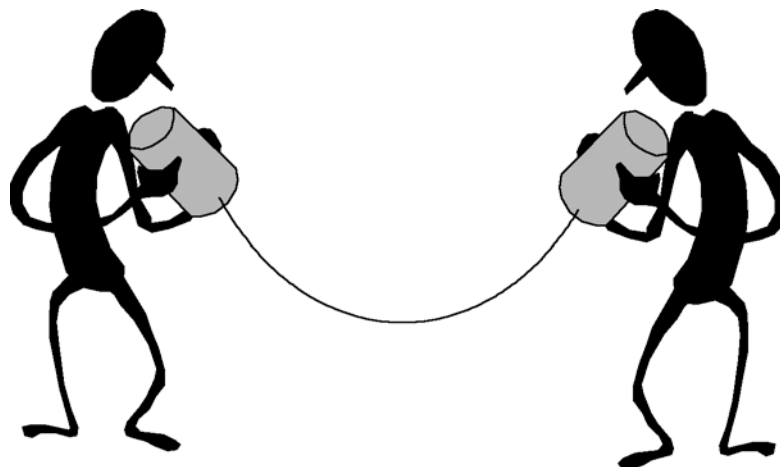


1. In your group of two, pick a topic where you both agree to disagree. That is, one of you will take the 'pro' side and the other will take the 'con' side of the topic.  
e.g. One loves liver, the other hates liver.  
One wants school to finish at tenth grade, the other wants school to finish at the normal twelfth grade.
2. Now take a few minutes to prepare two points to support your view.
3. Follow this procedure:
  - **Number off** – person one and person two
  - **Person One:** Give your first point of view – one minute
  - **Person Two:** Paraphrase person one's first point of view (30 seconds) and give your first point of view (one minute).
  - **Person One:** Paraphrase person two's first point of view (30 seconds) and give your second point of view (one minute).
  - Paraphrase person one's second point of view (30 seconds) and give your second point of view (one minute)
4. Now spend a few minutes debriefing this active listening exercise.  
See the suggestions below.

### Debrief

- This exercise is a very good one to develop your ability to 'hear' the other person's point of view. How did you do? Were you able to paraphrase effectively?
- What is harder – paraphrasing others or giving your own point of view? Why?

*EXCERPT FROM "SPEAK PACK" – A 4-H COMMUNICATION RESOURCE – AVAILABLE FROM 4-H PUBLICATIONS.*





# TITLE: Club Check & Double Check

## Quality Equation Connection . . .

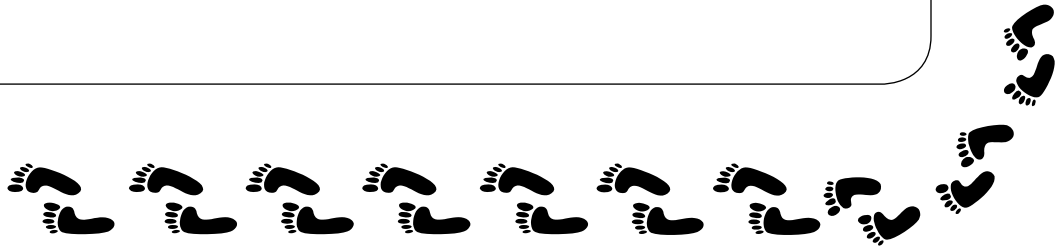
**Quality Experiences** – 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants.

**Values  
Assessments**

**Supplies Needed:** Club Check & Double Check (on reverse) – one per participant or one per group, pens or pencils.

**Target Audience:** All ages

## Step into Action



For the Quality Equation program to be effective, it must be brought to life in club programs.

Work through the Club Check & Double Check (on reverse).

Gather the club's answers in one of the following ways:

1. Have participants complete the form and hand them in for tallying. Allows anonymity.
2. Think, Pair, Share – individuals complete questions, then partner with another person to discuss. The whole group then comes back together to discuss each pairs findings.
3. Small Group Discussions – divide into groups of 3 or 4 people and as a group, answer the questions, come back together for a group discussion to agree on the items that need work. This can be done by a simple majority count or through discussions.

Once the areas that need improvement are identified, holding a Think Tank to brainstorm responses or recommend changes may be helpful. This allows participants to hear other's opinions and ideas. One way to provide ideas and opinions in a neutral manner is to provide sticky notes for people to write all their ideas on. As well, it allows people to change their minds upon hearing some other information, as they are not so vested in standing by the opinion they first expressed.

### Adaptation:

Friends of 4-H Input – to find out what sponsors, leaders, judges, etc. think of the program, invite them to a meeting, or group members could take a copy of the worksheet and set up a 20 minute meeting with them. A lot of valuable information, ideas and encouragement can be gathered if the opportunity is provided.

## LINKS TO LEARNING

*"Quality begins on the inside . . . and then works its way out."*

**Bob Moawad**

*"There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered."*

**Nelson Mandela**

# 61

**Quality Equation  
4-H Club Pack**



## “Club Check & Double Check”

Question	Rating		
	Not Very Often (no check)	Sometimes (one check) ✓	Almost Always (double check) ✓✓
Do the people in our 4-H club treat each other respectfully?			
Does our 4-H club act responsibly?			
Does our 4-H club show caring to each other?			
Does our 4-H club show caring to our community?			
Does our 4-H club promote honest and trustworthy behaviour?			
Are our 4-H club rules fair to everyone?			
Does our 4-H club work as a team?			
Does our 4-H club exhibit good sportsmanship at their competitions?			
Do our 4-H leaders serve as quality role models to our members?			
Are 4-H members taught new skills in many different ways?			
Do 4-H members “learn to do by doing” rather than just reading or watching?			
Do 4-H members learn new skills in our club?			
Are our 4-H members and leaders proud to be part of our 4-H club?			
Does our 4-H club have both competitive and “fun and learning” opportunities?			
Does our 4-H club make members feel good about themselves?			
Do our 4-H club’s members and leaders work hard to do quality projects?			
Does our 4-H club do the right thing in tough situations?			
Does our 4-H club run programs safely?			
Does our 4-H club celebrate the accomplishments of the 4-H members and leaders?			
Does our 4-H club thank people for what they do for us?			
Does our 4-H club value people and their feelings more than projects and events?			
Does our 4-H club teach our members how to care for an animal safely & humanely? (for livestock clubs)			
Does our 4-H club teach our members how to raise their animals in a manner that matches industry standards? (for livestock clubs)			
Does our 4-H club ensure that we produce a safe food product? (for livestock clubs)			
Add your own			

# TITLE: Human Outline

## Quality Equation Connection . . .

**Quality People** – Modeling quality behaviour and expecting quality behaviour are two key factors for character development in youth.

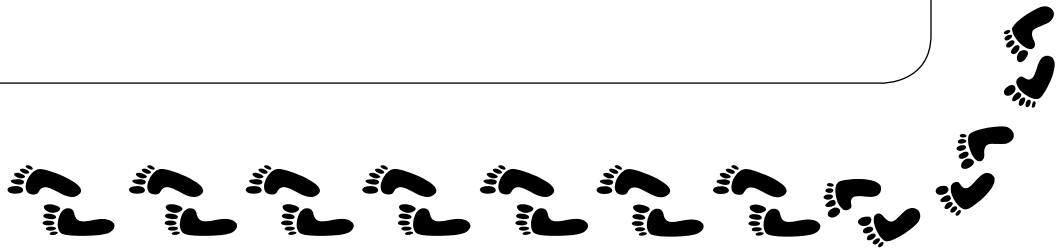
**Quality Experiences** – The key for success is tapping into members' internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self-esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

**Conduct  
Expectations  
Meetings**

**Supplies Needed:** Large sheet/roll of paper, markers, pencils.

**Target Audience:** All ages

## Step into Action



It is desirable for the 4-H club to be a place where people can grow in a safe environment.

Harsh or careless words and unkind or thoughtless actions can crumble that environment very quickly. It is useful to consciously determine the environment that your club wishes to create.

Through a fair process (e.g. draw names from a hat), select one participant to be the “human outline”.

Lay the large sheet of paper on the floor. Have the selected “human outline” lay on the sheet of paper. In pencil, have the other participant trace their outline. Darken the outline with markers.

Arrange the participants in a circle. Discuss how the group is going to develop a “human outline” for how everyone will behave and speak during club events.

Explain and brainstorm with the group that inside the “human outline” they will be given the opportunity to write or draw symbols illustrating the positive words and actions that will be part of the club’s activities. Some examples of “heart-stretching” words may be: kindness, “please”, “thank you”, patience, fun, laughter, safe, “great”, “fantastic”, “way to go”, support, etc.

## LINKS TO LEARNING

*“Kindness is the language which the deaf can hear and the blind can see.”*

**Mark Twain**

*“Winners make a habit of manufacturing their own positive expectations in advance of the event.”*

**Brian Tracy**

# 62

**Quality Equation  
4-H Club Pack**

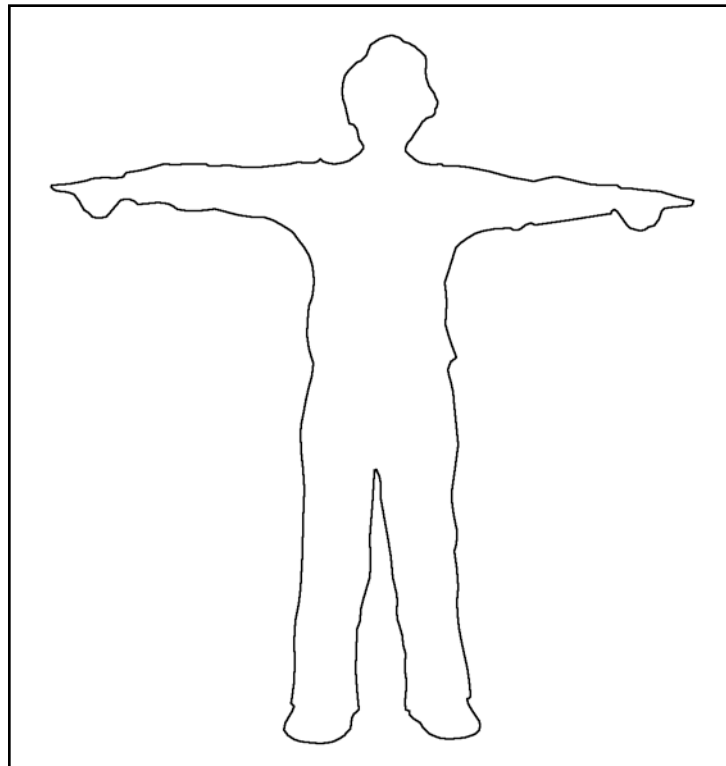


Outside of the human outline, they are to write or draw symbols illustrating the negative words or actions that will not be allowed during your club's activities. Some examples of "heart-crunching" words may be: "stupid", "hurry up", "dumb", eye rolling, exclusion, rude.

Encourage graffiti! Equip each participant with a marker and encourage them to put their thoughts on paper. As a group, they may collectively decide to put their "heart-stretchers" in bright colors inside the human outline and their "heart-crunchers" in dark colors outside the outline. Or to put big X's through the unacceptable words or behaviours.

Reinforce the message through the year by:

- Mounting your poster where it can be seen during club activities  
*and/or*
- Developing a sign – like participants shout out "Crunch" (short for heart cruncher) if they witness inappropriate behaviour or words. That is the cue to get back on track and shows support (gives an emotional bandage) to those impacted by the negative behaviour  
*and/or*
- Adding to the list as the year unfolds  
*and/or*
- Planning "random acts of kindness" into your club events.



# TITLE: Building Strength by Popping Challenges

## Quality Equation Connection . . .

**Quality Experiences** – 4-H programs and activities are created with a commitment to the personal development and strengthening of self esteem for our participants.

**Quality Projects** – A quality project is not only a specific item or skill shown at achievement but the entire effort throughout the year – including the hard work that has been done, the specific skills that were learned, the extra effort given and the feelings of pride and accomplishment.

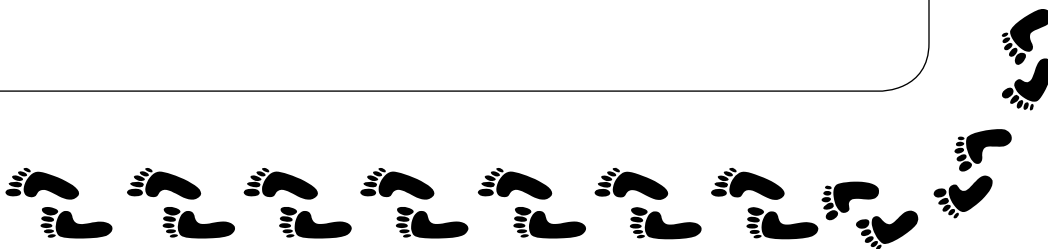
- To develop a quality project, a member must draw on a variety of strengths such as: prioritization; time management; goal setting; new or progressive skill development; perseverance and desire.

**Conduct  
Self Esteem**

**Supplies Needed:** Balloon and 1 metre length of string – one per participant, markers.

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



This activity is all about building our strengths to enable participants to conquer their challenges.

Have each participant consider his or her greatest challenges. After some reflection, give each person a balloon and a marker. Have them blow up the balloon then write or draw a symbol of their challenge(s) on the balloon. Some examples of challenge(s) may be: shy, public speaking, being on time, math, etc.

Distribute a length of string to each participant and have him or her tie the string onto the balloon.

Get everyone standing in a large open area. Carefully (without popping the balloon) have each participant tie the string to his or her ankle.

Explain that as a group you are going to symbolically “pop the individual challenges”. The 4-H program is a safe place designed to help participants conquer their challenges. As a club, you are committed to supporting each other in overcoming your challenges. Upon a signal, participants should start stomping each other’s balloons. Offer a precautionary safety warning about stomping balloons not feet!

## LINKS TO LEARNING

*“Challenges make you discover things about yourself that you never really knew. They’re what makes the instrument stretch – what makes you go beyond the norm.”*

**David L Boren**

**63**

**Quality Equation  
4-H Club Pack**



After the hubbub has calmed down (with all balloons popped), debrief participants by asking them “How was the activity the same as conquering real life challenges?”

Some possible answers to draw out:

- Like challenges, some balloons were tougher to pop than others.
- Like challenges, the balloons were always moving and changing.
- Like tackling challenges, you have to think and act carefully to avoid getting hurt
- Everyone had a balloon just like **everyone** has challenges
- Mastering challenges (or popping balloons) is easier when done with the support of friend(s)

Re-emphasize that the group will be supporting each other to conquer challenges throughout the year.

**Adaptation:**

Move on to symbolically demonstrate the building of strength through conquering challenges. Collect pillar making supplies (construction paper, tape, markers, pillar material – e.g. potato chip tubes, milk cartons). Have participants build a pillar of strength collectively or individually. If done as a group, identify how you can support each other and write or symbolize it on your “Pillar of Strength”. Examples may include character traits, behaviours or attitude. Some examples may be “friendship”, “listening”, “trustworthy”, “respect”, “community”, etc. If small individual towers are built, have participants write or symbolize the strengths they have or need to develop to conquer their challenges. Their “Pillar of Strength” may include words like: patience, forgiveness, practice, effort, stick-to-it-ness, control, Mom & Dad’s help, etc.

# TITLE: Towers of Champions

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

**Quality Experiences** – The key for success is tapping into members' internal motivation – the type of motivation that comes from self satisfaction of a job well done and increased self esteem through gaining new abilities rather than external rewards such as trophies, ribbons and money.

**Quality Projects** – It is important to recognize and to value the specific skills and personal growth that 4-H members accomplish.

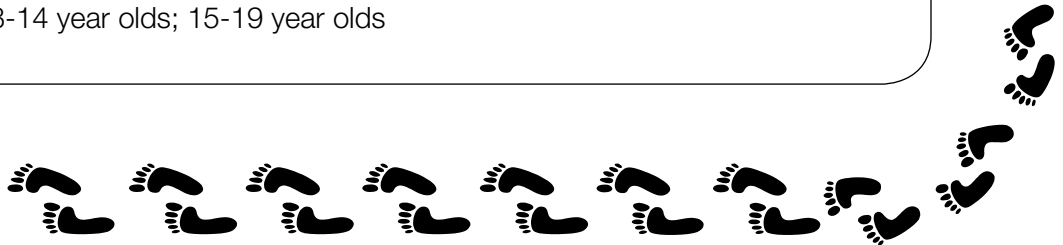
**Community  
Goal Setting**

**Supplies Needed:** Building blocks (lego, other blocks) – 15 – 20 per participant, medium or large size post-it notes.

**Target Audience:** All ages

**Target Audience:** 8-14 year olds; 15-19 year olds

## Step into Action



It's often easy for adults to identify why 4-H is a valuable program for children and youth. Helping current members to do this, too, is useful in assisting them to set goals and recognize why they belong to 4-H.

This activity involves members and leaders working in small groups (three or four per group) to brainstorm or think about all the reasons why people get involved in 4-H. Write each idea on a separate post-it note (This should take a maximum of 10 minutes).

Bring the group back together and collect the notes. Start placing them on the wall, grouping them by topic (e.g. reasons for being part of 4-H). Clarify with the groups if any notes are unclear as to what grouping they belong to.

Once all notes have been grouped, name each group and put the name on a sticky note above the grouping on the wall (group names may be; Fun, Public Speaking, New Skills, Friends, etc.).

Now its time to build the "Towers of Champions". Make a new label for each tower. (e.g. Tower of . . .) on a sticky note and place on a table. Give each participant five blocks to place on their top three towers of choice . . . so for example, they may choose to put two on the "Tower of Fun", two on the "Tower of Friends" and one on the "Tower of Public Speaking".

## LINKS TO LEARNING

**Teamwork** – *"The combined action of a team, group, etc., especially when effective and efficient."*

**The Concise Oxford Dictionary**

*"The important thing to recognize is that it takes a team, and the team ought to get credit for the wins and the losses. Successes have many fathers, failures have none."*

**Philip Caldwell**

# 64

**Quality Equation  
4-H Club Pack**



Once the towers are built, discuss with the group which ones are highest and lowest. Does this reflect what kinds of activities are happening in the club? Do some changes need to be made in order to help members, leaders and parent become champions or achieve balance in these areas?

**Adaptations:**

Once the towers are built, give participants five more blocks and have members, leaders and parents build separate towers. Compare. How are they different? How are they similar? How are they similar or different than the original towers?

- Refer to Activity # 25's second page for information on how 4-H alumni ranked the reason or benefits of being in 4-H. Have participants build towers representing these results (Note: Be sure to have enough extra building blocks).

Are there any similarities to the Towers that have been built by participants?





# TITLE: Walk A Mile In My Shoes

## Quality Equation Connection . . .

**Quality People** – Character education is about developing virtues, good habits and dispositions that will lead individuals to be responsible citizens.

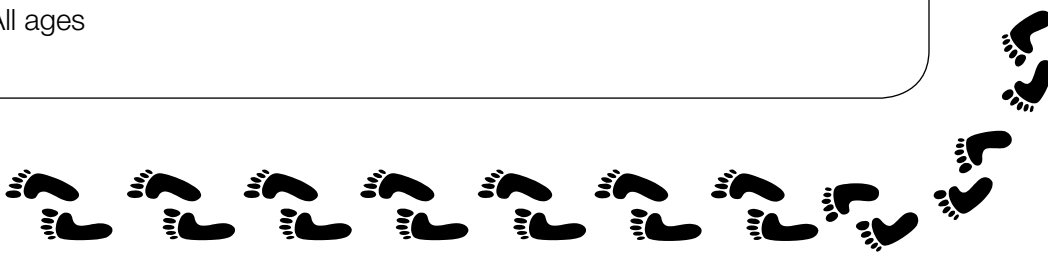
**Quality Experiences** – We must ensure that the practices we teach, the example that we set with our actions, and the actions that we endorse are ethical and something that we can be proud of within the 4-H program.

**Empathy**  
**Team Building**

**Supplies Needed:** Variety of shoes (e.g. baby shoe, high-heeled shoe, old work boot, rubber boot) and a shoe from each participant, paper and pens.

**Target Audience:** All ages

## Step into Action



With the group, discuss the common sentiment that you must walk a mile in another's shoes to understand other people and their actions.

Developing empathy or an understanding of how other people in a group or community may be experiencing their roles is important for groups to function effectively. This activity uses shoes as visual representations of feelings or emotions people may experience.

As a group, brainstorm the various situations that members, leaders and parents could find themselves faced with throughout the 4-H year.

Here are some examples to get you started:

### Members

- Coming to the first meeting and not knowing anyone.
- Meetings seem long and boring.
- Club decisions are all made by adults and senior members.

### Parents

- Were never in 4-H as a member and feel confused about club activities and what they need to do.
- Helping their child with a speech but may not be very good at public speaking themselves.

### Leaders

- Meetings are planned and members and/or parents do not come.
- First time as a Head Leader after an extremely well organized person held the role.
- Members come to the meeting unprepared, e.g. Treasurer without a financial report, committee work not complete, etc.

## LINKS TO LEARNING

**Empathy** – “The capacity for participation in another’s feelings or ideas.”

**Webster’s Dictionary**

**Emotion** – “A state of feeling.”

**Webster’s Dictionary**

“Without a sense of caring, there can be no sense of community.”

**Anthony J D’Angelo**

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**Quality Equation**  
**4-H Club Pack**



These are only a few examples. There are many others that will be given. Write the examples on a piece of paper (or on a chalk board, flip chart or large paper to post).

Have everyone put one of their shoes in a tub or box (add a few extras for effect, e.g. baby shoe, extra large shoe, clown shoe, sloppy old work boot, etc.) and go around the room for all participants to pull out a shoe from the box. Try not to let them see what shoe they pick. If they get their own, that's fine.

Once everyone has a shoe, ask them to attempt to try it on for size. Ask them the following questions and record the answers on a separate paper and put it beside the paper with the scenarios.

- What does it feel like to have this shoe on?
- Does it fit?
- Could you 'walk a mile' in them?

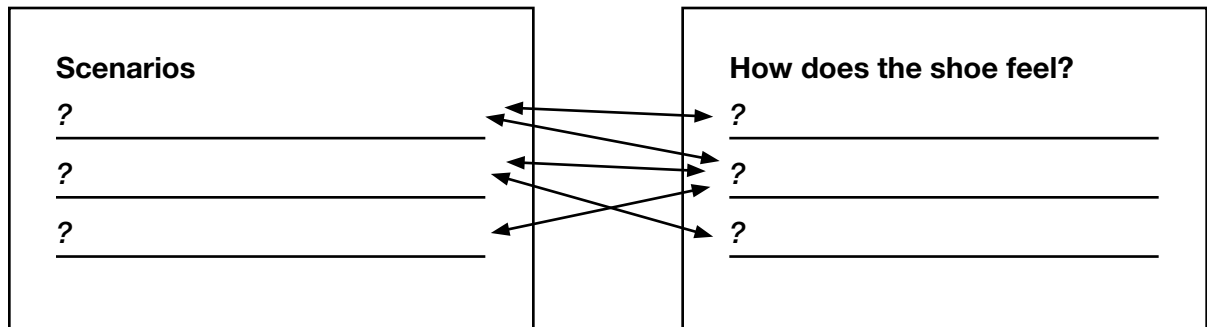
Are any of these responses similar to how people might feel in the examples brainstormed earlier? How?

Draw lines from the feelings to the examples given. Are there similarities or differences between the situations.

Brainstorm ways that the club and its members, leaders and parents can help to ensure a "perfect fit" for everyone whether it's at the beginning of the club year or throughout the year.

**Adaptations:**

- Use hats instead of shoes for the "perfect fit" analogy.
- If a larger group, incorporate a relay where shoes are in a pile at one end. Team members run down one by one to grab any shoe but their own, put it on and run back. Once team members have run the relay, they sit down. Debrief by asking the questions above.



# Discovery Zone Index

Available from Manitoba Agriculture and Food District Offices, Regional 4-H & Youth Specialists, or 4-H Publications (CD format or hard copy)

## Achievement

- The Finishing Touch Test – 2001
- ABC's of Involvement – 2001
- Achievement Self Evaluation – 2001
- Growing With The 4-H Pledge – 2001
- Fun Pun Gift Ideas – 2001
- 4-H Candle Lighting Ceremony – 2001
- Making an Impact – 2001
- Changing Hands – 2002
- 4-H Friendship Key Tag – 2002

## Communications

- Alphabet Drama – 2001
- The Story Game – 2001
- Impromptu Speeches – 2001
- Gesture Guess – 2001
- Let's Judge – 2001
- What Would Happen if – 2001
- Tongue Twist – 2001
- Sketch Talk – 2001
- How Communications Works – 2002
- Communication Warm Ups – 2002

## Meeting Management

- Agenda Scramble – 2001
- How Can I Be Heard? – 2001
- Meeting Jeopardy – 2001
- Old 4-H'er – 2001
- Talk About ...4-H Club Officers – 2001
- Who is Responsible? – 2001
- Making Committees – 2002
- 4-H Meetings That Work – 2002

## Quality Equation

- 21 Balloon Salute – 2001
- The Line in the Sand – 2001
- Why Do We Do What We Do? – 2001
- Commitment to Excellence – 2001
- Rules, Rules...Everywhere There's Rules! – 2001
- The Snakes and Ladders of 4-H – 2001
- Taking a hard Look at the 4-H programs – 2001
- Tokens or Knowledge – 2002
- Gearing Up – 2002

## Recreation

- Tips on Leading Recreation – 2001
- Gesture Guess – 2001
- 4-H Bingo – 2001
- Quick and Easy Games – 2001
- More Quick and East Games – 2001
- 4-H Relay – 2001
- Games With a Western Theme – 2001
- Manitoba Towns – 2001
- 4-H Sketchonary – 2001
- Scavenger Hunt – 2001
- Warp Speed – 2002
- Magic Carpet – 2002

## Safety

- Animal Safety – 2002
- Get Acquainted With Safety Bingo – 2002
- Hidden Safety Messages – 2002
- Head Protection and Horse Safety – 2002
- Farm Safety: Attitudes and Opinions – 2002
- Wheel of Fortune – 2002
- Riding Safely – 2002
- Paper Folding Fun – 2002

## Ag Awareness

- Pizza Pizzazz Careers – 2002
- Pizza Pizzazz Wheat – 2002
- Pizza Pizzazz Vegetables – 2002
- Pizza Pizzazz Meat – 2002
- Pizza Pizzazz Cheese – 2002
- Pizza Fun – 2002
- Seed Identification – 2002
- Earth as an Apple – 2002

## Flex Your 4-H

- What If – 2002
- Taking a Hard Look at 4-H Programs – 2002
- Communications...The Big Picture – 2002
- Banana's About Meetings -2002

# Quality Equation Resource Binder Index

Available from Manitoba Agriculture and Food District Offices, Regional 4-H Specialists & 4-H Publications

## Activities at a Glance – Quality People

Activity #	Title	Objective	Page #	Junior	Senior	Leader	Parent	Time
1	Pizza Fun	Responsibility	7	✓	✓			2 hrs.
2	Who is Responsible	4-H year responsibilities	9	✓	✓	✓	✓	20 mins.
3	21 Balloon Salute	Identify people you respect	11	✓				20 mins
4	Rescue Respect 911	Respecting others	13	✓				45 mins.
5	Manners Marathon	Showing respect	15	✓	✓			30 mins. – 1 hr.
6	Making a Club Autograph Book	Create a “caring history”	17	✓	✓	✓	✓	1 hr.
7	The Gift	Giving to others	19	✓	✓	✓	✓	45 mins. (2 meetings)
8	The Obstacles of Trust	Being trustworthy	21	✓	✓			30 mins.
9	House of Trust	Trust: hard earned and easily lost	23	✓	✓			30 mins.
10	Focus on Fairness	Evaluate fairness	25	✓	✓	✓	✓	1 hr.
11	Grrr! It's Just Not Fair	Understanding fairness	27	✓	✓			30 mins.
12	Developing Sportsmanship	Good sportsmanship	29	✓	✓	✓	✓	15 mins. – 2 hrs.
13	Survival – can You Do It Alone or Do You Need Friends	Importance of teamwork	31	✓	✓	✓	✓	30 mins.
14	Gearing Up	Demonstrate teamwork	33	✓	✓	✓	✓	20 mins.
15	The Progressive Community	Emphasize individual's importance to community	35	✓	✓	✓	✓	1 – 2 hrs.
16	Our Ideal Community	Community goals to strive for	37	✓	✓	✓	✓	1 hr.
17	Quotes to Live By	Summary of character development	39	✓	✓	✓	✓	30 mins.
18	A 4-H Photo Rally	Showcase of character traits	41	✓	✓	✓	✓	45 mins.

## Activities at a Glance – Quality Experiences

Activity #	Title	Objective	Page #	Junior	Senior	Leader	Parent	Time
1	Back to Basics	Remember why we joined 4-H	9	✓	✓	✓	✓	30 mins.
2	Taking a Hard Look at 4-H Programs	Determine if 4-H programs are meeting your objectives	11		✓	✓	✓	15 mins. – 1 hr.
3	Tokens or Knowledge?	Putting 4-H experiences into perspective	13		✓	✓	✓	15 mins
4	Maintaining a Balance	Evaluate balance of competitive and non-competitive experiences.	15	✓	✓	✓	✓	20 mins.
5	The Snakes and Ladders of 4-H	Positive and negative life experiences	17	✓	✓			30 mins.
6	Project Teaching Ideas	Variety of project teaching techniques	19	✓	✓			During project meetings
7	Old 4-H'er	Project definitions	21	✓	✓			15 mins.
8	4-H Baseball	Use a variety of learning styles to observe how you are meeting 4-H objectives	23	✓	✓			15-45 mins.
9	Skillathons	Develop life and project skills	25	✓	✓		✓	20 mins./member
10	Self Evaluation	Evaluate own project skills	27	✓	✓			10 mins./member
11	National Code of Show Ring Ethics	Learn show ring code	29	✓	✓	✓	✓	15 mins.
12	Ten Commandments for Show Ring Parents	Role model good sportsmanship	31				✓	15 mins.
13	Commitment to Excellence	Code of conduct	33	✓	✓			15 mins.
14	The Line in the Sand (multipurpose)	Identify ethical/unethical behavior	35	✓	✓	✓	✓	30 mins.
15	The Line in the Sand (livestock)	Identify ethical/unethical behavior	37	✓	✓	✓	✓	1 hr.
16	Handling Tough Situations	Handling tough situations	39		✓	✓	✓	45 mins.
17	What Are the Facts?	Develop critical thinking skills	45		✓			45 mins. – 1 hr.
18	The 4 A's of 4-H Safety	Safe events	47		✓	✓	✓	40 mins.

## Activities at a Glance – Quality Projects

Activity #	Title	Objective	Page #	Junior	Senior	Leader	Parent	Time
1	HACCP Walkabout	Understand HACCP	13		✓			1 hr.
2	The Finishing Touch Test	Importance of quality workmanship	15	✓	✓			10 mins.
3	The Biotech Debate	Debate biotech	17		✓			1 hr. +
4	Quality Project Word Find & Discussion	Value of quality workmanship	19	✓				20 mins.
5	4-H Champion Search	Value of 4-H skills	21	✓	✓			1 hr. (3 sessions)
6	Standards for Your Stuff	Producing and marketing a quality food product	23		✓	✓	✓	1 hr. (3 sessions)
7	My Resume	Marketability of 4-H skills	25	✓	✓			30 mins.
8	The Glowing Germs	Cleanliness and hand washing	27	✓	✓	✓	✓	20 mins.
9	High in the Sky	Goal Setting	29	✓	✓			45 mins.
10	Chaos in the Kitchen	Food safety	33	✓	✓	✓	✓	30 mins.
11	Selling What You've Got	Marketing plan	35	✓	✓			30 mins. – 1 hr.
12	A Fine Finish	Value of doing your best	39	✓	✓	✓	✓	30 mins.
13	HACCP Farm Walkabout	Understand farm HACCP	41	✓				1 hr.
14	Pin the Syringe on the Animal	Proper injection sites	43	✓	✓	✓	✓	30-45 mins.
15	Code of Practise Contract	Responsible animal care	45	✓	✓	✓	✓	45 mins.
16	Creed of the 4-H Livestock Owner	Responsible animal care	47	✓	✓	✓	✓	1 hr.
17	Caring for My Animal	Assessment of animal care	49	✓	✓			20 mins.
18	Everyone Doesn't Think Alike	Awareness of animal use spectrum	51	✓	✓	✓	✓	20 mins.
19	Where Do You Stand?	Spectrum of opinions	53	✓	✓	✓	✓	20 mins.
20	Why We Do What We Do	Animal care practises rationale	55	✓	✓	✓	✓	15 mins.
21	Keeping Track	Administration of Animal Health Products	57	✓	✓	✓	✓	1 hr.
22	Wholesome Assurance Statement	Respect for Proper Animal Health	59	✓	✓	✓	✓	20 mins.
23	Records and Computers	Record Keeping	61		✓	✓	✓	1 hr.
24	AWE (Animal Welfare Education)	Animal care	63	✓	✓	✓	✓	Variety

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