

**RETIRED
4-H PROJECT**

On Your Own - You Can Do It!

A Guide for Leaders and Youth Leaders

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

The 4-H Pledge

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

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BE A "GREEN" 4-H CLUB

The 4-H program uses a lot of paper. Please help us to reduce our costs, and save a few trees, by remembering these tips.

- Only 4-H members (10-21) and screened volunteers should receive 4-H resources.
- If your club plans to do this project again, keep the resource materials so you don't need to reorder.
- If your club has extra resources, please return them promptly to the Ontario Ministry of Agriculture, Food and Rural Affairs office so they can be used by someone else.

Welcome To 4-H

It has often been said that volunteer 4-H leaders are a blend of friend, teacher and parent. What a big order to fill! But you will discover that you have many talents as a 4-H leader. Having an interest in young people and their development and being willing to take up the challenge of 4-H leadership is the first step to success.

This project focuses on a variety of skills from doing laundry to basic cooking to personal safety. However, the development of members as individuals is your real goal. You will get to know the club members and where their interests lie very well. Use this knowledge, your own expertise and imagination to help members plan a fun, interesting and challenging club program. And enjoy being a 4-H leader!

On Your Own - You Can Do It!

Goal

This project intends to lead members to develop the skills, knowledge, judgement and confidence to live more independently. This will be accomplished through the exploration of ideas and through practicing skills.

Rationale

Young people are spending increasing amounts of time on their own. By providing 4-H members with the relevant background and skills, these young people can use their time alone productively. Skills will enable members to make sound decisions regarding safety, travel, use of their time and contribution to their household.

Project At A Glance

Meeting One: Survival on the Home Front
Meeting Two: Personal Safety
Meeting Three: Eating Well
Meeting Four: Clothing
Meeting Five: Get the Most Out of Life
Meeting Six: On the Move

Your Responsibilities

Before Your Project Begins:

1. Familiarize yourself with current provincial and local 4-H policies;
2. Attend a leader training session (if scheduled);
3. Advertise the project and organize a club with a minimum of six eligible members and one volunteer leader per club except in cases deemed to be unique and approved by the local 4-H Association; and
4. Review available resources and begin planning the club program.

During The Project:

1. Attend each meeting and the Achievement Program;
2. Assist members in planning and presenting the club program;
3. Provide a FUN, learning atmosphere;
4. Ensure the club membership list is completed and forwarded to the Ontario Ministry of Agriculture, Food and Rural Affairs office before the second meeting;
5. Order awards and project and name plates once membership list is completed;

6. Help each member to set and achieve goals for personal development;
7. Encourage members to work together as a group;
8. Provide guidance in choosing and completing an Achievement Program; and
9. Evaluate the club program. Share the evaluation with the 4-H Association and the Ontario 4-H Council.

4-H Club Program Planning

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

The 4-H Volunteers' Handbook has lots of valuable information to help you and your members plan a successful club program. Refer to "The 4-H Meeting" section of your handbook for tips on planning successful meetings, effective communication, games, judging and special events. The chart on page 4, of this Guide, can be used to record your plans.

What Is An Achievement Program?

- An opportunity for members to share with others the knowledge and skills they have gained during this 4-H project.
- Involves each member in some way.
- Informs the public about the purpose and goals of the 4-H program.

Achievement Program ideas specific to this project are suggested on page 5, this Guide. Your club may wish to choose one idea or combine a few. Involve club members in selecting a suitable idea and making the necessary preparations. Your club should choose what they want to do by the second meeting. Your Achievement Program will be more organized and enjoyable, if your club plans ahead.

4-H CLUB PROGRAM PLANNING CHART

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

Contact the local newspaper or radio to tell them about your activity, the date, the time and where it will be held.

Send out a personal invitation to the group you plan to invite to the Program, or send a personal request from your club to visit an organization and present your Achievement Program. Don't forget to include parents/guardians and/or family members.

Achievement Program Ideas

1. Invite your local fire department to demonstrate fire safety precautions and the use of household fire equipment to the club, friends and family.
2. Invite a representative of The Canadian Red Cross Society, St. John Ambulance or your area hospital to demonstrate basic first aid procedures and CPR.
3. Host a Stress Management Symposium. Set up stations where experts will demonstrate different methods of stress relief (e.g., aromatherapy, message therapy, yoga, tai chi, line dancing, meditation, reflexology, music, occupational therapy, fitness).
4. Hold a brown bag party where one or more clubs participate in a brown bag exchange. Members bring a healthy picnic lunch, complete with recipes and fun little extras. At the door, all members select a number from a hat (include two of each number - one to half of the total participants). The two members with number one exchange lunches and so on. A nutritionist, dietitian or chef can demonstrate cooking basics, healthy desserts, food-on-the-go or other ideas and methods relevant to this project.
5. Ask a self-defense instructor to demonstrate defense procedures to club members, friends and family.
6. Plan a field trip using what you learned about travel in meeting 6. Your destination can be relevant to the subjects and materials you have explored in this unit.

Special Activities

If your members are interested in some additional activities here are some ideas.

1. Spend a day with a plumber, electrician, carpenter or another professional who works in home building or maintenance. At a club meeting or the achievement program, report on the day and demonstrate any skills you learned.
2. Volunteer at a food kitchen, food co-op or farmer's market. Learn about your community and become a familiar face to the people in your area.
3. Sew something! Once you've grasped the "basics" of some simple sewing techniques, sew a craft or an article of clothing of your own choosing.
4. Prepare a healthy picnic breakfast, lunch or supper for your family. Follow Canada's Food Guide to Healthy Eating and make it exciting and fun. Your leader has a copy of the Guide.
5. Explore our native foods. Prepare a traditional North American meal. Your local library or the cookbooks in your kitchen may be able to direct you and provide you with the necessary recipes.
6. Write a cookbook filled with your favourite lunch-time recipes. Give this cook book to a friend, or a tired parent, who is looking for a creative, new approach to the standard brown bag.
7. Write yourself a letter outlining where you would like to see yourself in five years time. Bury this in a time capsule in your backyard with a few bits and pieces of memorabilia that best represent you at this time in your life (e.g. a favourite tape, a photograph, your journal, etc.)
8. Any idea of your own that is approved by your leader(s).

Additional Resources

Audio Visual

A.V. Library
Communications Br.
OMAFRA
52 Royal Road
Guelph, Ontario
N1H 1G3

As of Summer 1996
A.V. Library
Communications Br.
OMAFRA
1 Stone Road West
Guelph, Ontario,
N1G 4Y2

Feedback

The 4-H Resource Development Subcommittee of the Ontario 4-H Council reviews and evaluates 4-H resources. Comments and suggestions about 4-H manuals and guides are always welcome. They may be sent to the following address.

4-H Resource Development Subcommittee
Ontario 4-H Council
R.R. #1
Thornloe, Ontario
POJ 1S0
1-800-937-5161

Kids Help Phone

At the bottom of page 3 in the Members' Manual and page 3 in Digging Deeper you will see the Kids Help Phone logo and number. Kids Help Phone is available to over 7 million children and teenagers throughout Canada.

It is a national, bilingual, confidential, toll free helpline staffed by paid, trained professionals. In response to the problems and concerns of our youth, Kids Help Phone provides a listening ear, emotional support, counselling, information and referrals. Children and teens from anywhere in Canada can call anonymously 24 hours a day, 365 days a year.

Children and teens can call about anything that is bothering them including – abuse; drugs; alcohol; conflicts with parents, friends or teachers; pregnancy; sexuality; suicide; or parental separation and divorce.

Please mention this number to your members and explain what it is for. Make sure they know that it is free and they don't have to give a name or address.



*The Kids Help Phone gets
1000 calls a day... 3000
more get a busy signal. If
you or your club or someone
you know would like to make
a donation to the Kids Help
Phone, call 1-800-268-3062.*

Meeting 1

Survival on the Home Front

Objectives

- To welcome members and get acquainted.
- To introduce the project.
- To elect the executive.
- To develop skills in home maintenance and to learn how to perform minor household repairs.
- To learn how to be an effective, contributing member of a household.
- To learn a basic process for finding a place to live. (Digging Deeper)

In a Nutshell

Getting Started	15 minutes
Meeting Mixer	10 minutes
Roll Call	5 minutes
A Road Map to Good Meetings	20 minutes
Name That Tool!	20 minutes
Home Repair and Clean Up - The Basics	35 minutes
Before The Next Meeting	5 minutes
Total Time	110 minutes
Digging Deeper	Optional

Prep. & Equip.

Name That Tool!

Prepare a table with tools, as described below, and have a timer ready. Be sure to include some of the tools that will be used in the Home Repair - The Basics activities. Cover the table to keep items hidden until the activity begins.

Home Repair and Clean Up Basics

The members' pamphlets, Survival on the Home Front and Homemade Green Up, list all required materials and equipment. Select a variety of repair and maintenance activities and one or two cleaning recipes that will take approximately 35 minutes to demonstrate and practice. You may wish to run through any unfamiliar activities before the meeting begins.

Note: this meeting should be held in the home of a 4-H Leader to avoid any embarrassment of another host.

Digging Deeper

Invite a young person who lives away from home to assist with this portion of the meeting. Before the meeting, ask one of your senior members to thank this person for his/her assistance and to send a thank you note.

Pamphlets

Survival on the Home Front - All
Homemade Green Up - All
A Place of Your Own - Seniors

Getting Started (15 minutes)

1. Begin with the **4-H Pledge**. Post a copy so everyone can see it.
2. **Welcome** the members. Introduce leaders. Introduce the youth leader (if this has been decided). Ensure that everyone has a name tag. Complete the Meeting Mixer on page 10 of this Guide.
3. Complete **membership list**.
4. Give a brief **introduction** to the project.
5. Outline the **opportunities** members have such as taking part in the local fairs and shows, "4-H Go For the Gold," 4-H Members' Conference, etc.
6. **Distribute** "4-H Club Member Lives Here" signs if available.
7. Discuss the members' **requirements** for the project. See page 1 of Members' Manual. Outline any expectations you have of the members.
8. Briefly discuss the **Achievement Program** - type, date, time, location.

The remaining time is used for activities related to the meeting material. Try to keep the members interested and involved by using a variety of techniques and activity coordinators – leaders, youth leader, guest or senior members.

Meeting Mixer

(10 minutes)

Purpose: To introduce members and to practice public speaking.

Ask members to pair up with a new face. Pairs may then devise a creative way to introduce each other to the rest of the group. Members may mime, act, sing, rap, etc. their introductions. If members know each other well, ask them to share something new about the person in the introduction.

Roll Call

(5 minutes)

Name one thing that someone your age could do to help around the house.

Examples: help prepare meals, pack bag lunches, take phone messages, wash dishes, shovel snow, recycle, fold laundry, vacuum...

Name That Tool!

(20 minutes)

Purpose: To identify and become familiar with the use of some common household tools.

Before the meeting, place at least 20 commonly used and indispensable household tools on a table in the middle of the room. Include various types of screwdrivers, a pair of scissors, a sharp knife, a knife sharpener, a plunger, a ruler, a measuring tape, a flashlight, a level and a hammer, among other things. Keep them hidden by covering with a sheet or towel.

Before beginning the activity, tell members that you will remove the cover and allow them to view and memorize the items for 1 minute. You will then cover the items and each member will have 5 minutes to write down all the tools that he or she remembers seeing. Then unveil the items and, as a group, compare the items on the table with those on the members' lists. Pose the following questions to the club.

- Q. Which item(s) did you forget? When would you use these items?*
- Q. Which items were most easily remembered? How often do you use these items?*
- Q. Name one other useful household tool that could have been included on the table.*

As you discuss the items on the table, place the tools required for the Home Repair - The Basics activities into a tool box. Members will soon have the opportunity to practice using some of these tools.

Home Repair & Clean Up - The Basics (35 minutes)

Purpose: To develop skills in home maintenance and to learn how to perform minor household repairs.

Set up repair and cleaning areas prior to the meeting. Ask members to refer to the pamphlets Survival on the Home Front and Homemade Green Up. Lead members through a tour of the house, stopping to allow two members to pair up and demonstrate minor repairs, maintenance and cleaning procedures in different rooms. This will allow each member to have hands-on experience in at least one area. While the demonstrators are at work, the rest of the club can use the information on the pamphlets to direct and guide them. Be sure to point out the dangers of mixing certain cleaning products.

You might also like to display samples of and labels from the six common household cleaners so that members will know what they look like. In addition to the procedures outlined on the pamphlets, you may wish to demonstrate how to change a vacuum cleaner bag and how to remove lint from the filter in the dryer.

Before the Next Meeting (5 minutes)

1. Ask members to place a brainstorming list on their refrigerators and to encourage their families to write down any household tasks that need to be done on a regular basis. In a family meeting, divide the list into daily, weekly and monthly projects and assign at least one task under each heading to every family member. Transfer this information to a table like the one in Survival on the Home Front. Members may also wish to include a section for odd jobs that may be added as they come up.

Members should develop a system that will ensure jobs will get done on time. They may wish to place a jar labelled *Coins for a Cause* near the fridge. Anyone late in performing his or her job(s) can then put change in the jar that will be given to a charity.

Digging Deeper (Optional)

2. Encourage members to test at least one product from the pamphlet Homemade Green Up.

Senior members might like to focus on leaving home to attend school or work. If this is the case the seniors could complete the following while junior members do the Name That Tool activity or Home Repair - The Basics. Keep this in mind when selecting repairs and cleaning jobs to demonstrate.

Option 1

Ask senior members to brainstorm a list of items that need to be addressed when a person has entered post-secondary studies, or has begun a full-time job while still living at home. Have members indicate some rules that would facilitate this *new* living arrangement. (For example: is there a curfew, will room and board be paid, household chores...)

Option 2

Ask senior members to create a list of questions that they would ask a potential landlord. These questions could address rent, the lease, subletting options, payment of hydro and utilities, landlord and tenant responsibilities, security deposits and the sharing of responsibilities. Distribute copies of the pamphlet A Place of Your Own and ask members to write their own questions onto this pamphlet.

Encourage members that will soon be leaving home to obtain a copy of the Landlord Tenant Act from a local housing authority.

Meeting 2

Personal Safety

Objectives

- To develop and practice safety habits using prediction and prevention.
- To learn how to respond to basic household emergencies.
- To explore basic care giving skills.

In A Nutshell

Roll Call	5 minutes
Home Alone - Security	35 minutes
Stop, Drop and Roll	30 minutes
Care Giver Extraordinaire	20 minutes
Before The Next Meeting	5 minutes
Total Time	95 minutes
Digging Deeper	Optional

Prep. & Equip.

Home Alone - Security

To avoid exhausting the services and personnel of your community outreach programs, you may choose to hold this meeting in conjunction with another club. Invite a police officer, self-defense instructor or neighbourhood watch representative to facilitate this portion of the meeting. Discuss the ages and relevant areas of interest of your members to determine the content of this topic. Ask a member to thank the guest at the meeting and send a thank you note.

Stop, Drop and Roll

Fire extinguisher, paper and pens required.

Pamphlets

Home Alone - All
Care Giver Extraordinaire - All

Roll Call
(5 minutes)

In case of emergency, name one phone number or another piece of information that you should have posted by your telephone.

Examples: hospital, ambulance, doctor, family member, fire station, neighbour, friend of the family, house address and directions

Home Alone - Security (35 minutes)

Purpose: To learn safe habits and precautions that will allow members to feel confident being alone.

In all District Offices of the O.P.P., there are Community Service Coordinators who are ready, willing and able to help with this meeting. To contact your coordinator, call the District Office. To find your closest District Office, contact your local O.P.P. office. If the coordinator cannot speak at your meeting, he/she may be able to suggest someone else who could.

Ask your guest to address safety, dealing with strangers (at the door and on the phone), door locks and keys, crying for help, evidence of break and entry and general precautions that junior and senior members should take.

If a speaker is not available, split the members into small groups and provide each group with a scenario. (e.g. You are home alone and the phone rings. You answer and the caller delivers an obscene message. What should you do?) The small groups will discuss the action required and then share with the rest of the club. The club then discusses the recommended action.

The members' pamphlet, Home Alone, should provide you with a suitable outline of the types of topics and materials that would be appropriate.

Stop, Drop and Roll (30 minutes)

Purpose: To promote quick and efficient response to fire in the home and to develop plans to safeguard the home and its occupants.

Give each member a few pieces of paper. Be environmentally friendly and use paper with one side previously used. Ask them to draw a rough floor plan of their homes. Each floor, room, door and window should be included. Ask members to indicate the location of each smoke detector and fire extinguisher in the house. If they don't know where these are, ask them to find out at home. If their homes do not have either of these items, members may wish to encourage their family to install these devices.

Note: a smoke alarm should be placed outside of each sleeping area, with one on each level of the home. As a general rule, batteries should be replaced each time the clocks change back or ahead one hour.

Once the drawing is complete, have each member map out a fire escape route. This route should include:

- two ways out of each bedroom (door and window, if possible);
- a meeting place outside of the home where everyone will meet in case of emergency (e.g. a tree, telephone pole, neighbour's home); and
- the location of fire extinguishers*.

Ask members to post their escape routes in their homes and to discuss their plan of action with their families. Members could also plan a mock fire drill so that all family members will be familiar with the routine.

- * Outdoors, demonstrate the use of a fire extinguisher. If possible allow each member an opportunity to practice using a fire extinguisher. Your local fire department may be able to assist with this activity.

Care Giver Extraordinaire (20 minutes)

Purpose: To develop an awareness of the expectations and responsibilities of caring for children and to develop skills in troubleshooting.

Ask members to pair up and create a skit to portray one of the worst moments they ever experienced when looking after a child. If some of the members have not had a child care experience, or a bad moment, ask them to create a situation that they think would be a challenge. Some examples include dealing with a sick child, a tantrum, a child who misses his/her parents or an emergency situation. In the skit, one of the members should portray the care giver in a dilemma and the other member should play the child being attended. Each skit should only last about one or two minutes.

Invite each team to present its skit. Then, stop members in the height of their problem and randomly choose another group to “rush in and save the day.” Ask the new group to state the problem being portrayed and to suggest possible solutions. Now ask the presenting team to describe what actually happened to resolve the problem or what they presume should have been done in that particular situation. The members' pamphlet, Care Giver Extraordinaire, lists preventative measures that may be taken to ensure that many unfortunate child care incidents can be avoided.

To wrap things up on a positive note ask each person to share their best experience with a child.

The Canadian Red Cross Society offers a babysitter's course that covers five main subjects: getting along with children; injury prevention and first aid; rights and responsibilities of the babysitter and parents; child care skills; and The Canadian Red Cross Society. Members who currently care for children or who have an interest in taking on this type of work should be strongly encouraged to take this course or one similar.

Information on the availability of this program in your area may be obtained from your closest office of The Canadian Red Cross Society. The YMCA or other agencies in your area may also offer a course.

Before the Next Meeting

(5 minutes)

1. Ask members to post emergency phone numbers and information next to every phone in their homes.
2. Ask senior members who care for children to assemble their own personal bag of child care tricks (see Digging Deeper).

Digging Deeper

(Optional)

Ask senior members to brainstorm a list of items to place in a child care giver's *bag of tricks*. The bag of tricks may include items that a care giver could take to the job to entertain the children in a worthwhile manner (e.g. musical instrument, favourite books, puzzles, face paints, crafts, first aid kit, flashlight, etc.). Ask members to discuss the merits of each “prop” in terms of education, entertainment and other values.

Meeting 3

Eating Well

Objectives

- To develop familiarity in the kitchen.
- To understand the importance of healthy snacking.

In a Nutshell

Roll Call	5 minutes
Snack Facts	15 minutes
Healthy Snacks	60 minutes
It's In The Bag	15 minutes
Before The Next Meeting	5 minutes
Total Time	100 minutes
Digging Deeper	Optional

Prep. & Equip.

You may wish to invite a dietitian or nutritionist to assist you in leading this meeting.

Snack Facts

Use chart paper and marker or chalk/dry-erase board to facilitate snack discussion.

Healthy Snacks

Ingredients for the recipes you choose to have your club make and sample.

Pamphlets

Healthy Snacks - All
Taking Stock - Seniors

Roll Call

Name one thing you can do to help prepare meals for your family.

Examples: set the table, cut up vegetables, prepare dessert, measure ingredients, menu planning

Snack Facts (15 minutes)

Purpose: To learn the guidelines to nutritious snacking.

Ask members to consider the scenario on the pamphlet Healthy Snacks and to describe their favourite after school snacks. Do members find themselves in this situation often?

Ask members to write down all the snacks they have eaten during the past 3 days. Compile these items on a master list - placed where all can see it. Using the Snack

Facts from the Healthy Snacks pamphlet, ask the group to select items from the master list to prepare a 3-day healthy snacking menu. Then discuss the menu. Use the following questions to guide your discussion.

- Q. What are the reasons for your choices?
- Q. Are the snacks on your 3-day menu typical choices for someone in your age group?
- Q. What additional snacks could you include that would satisfy the Snack Facts guidelines?
- Q. What snacks didn't you include from the master list? Why?

Healthy Snacks

Purpose: To develop familiarity in the kitchen and to prepare and taste some nutritious snacking alternatives.

Have members prepare two or three items from the pamphlet. Ask seniors to aid junior members in the preparation process.

Remember to emphasize the importance of composting, recycling, kitchen safety, proper food storage and checking the shelf-life (see pamphlet, Taking Stock). Set an example as you cook - members will be more able to believe in the merits of these actions by seeing you practice them.

It's In The Bag (15 minutes)

Now that members are more aware of nutritious snacking spend a few minutes talking about healthy lunches. Split the members into small groups. Each group is to plan an interesting and healthy lunch and report their ideas to the rest of the group explaining their selections. Suggest that interest could be added by using unusual ingredients or combinations or by including a secret message or perhaps using a theme for the lunch.

Before the Next Meeting

(5 minutes)

1. Prepare one recipe from your Healthy Snacks pamphlet for your friends and/or family.
2. Bring one article of clothing in need of repair to the next meeting (e.g. ripped jeans, shirt with a missing button).
3. Bring a sewing kit complete with a needle, matching thread (for your repair project), pins, a pin cushion, extra fabric (e.g. patch for jeans) and scissors to the next meeting.

Digging Deeper

(Optional)

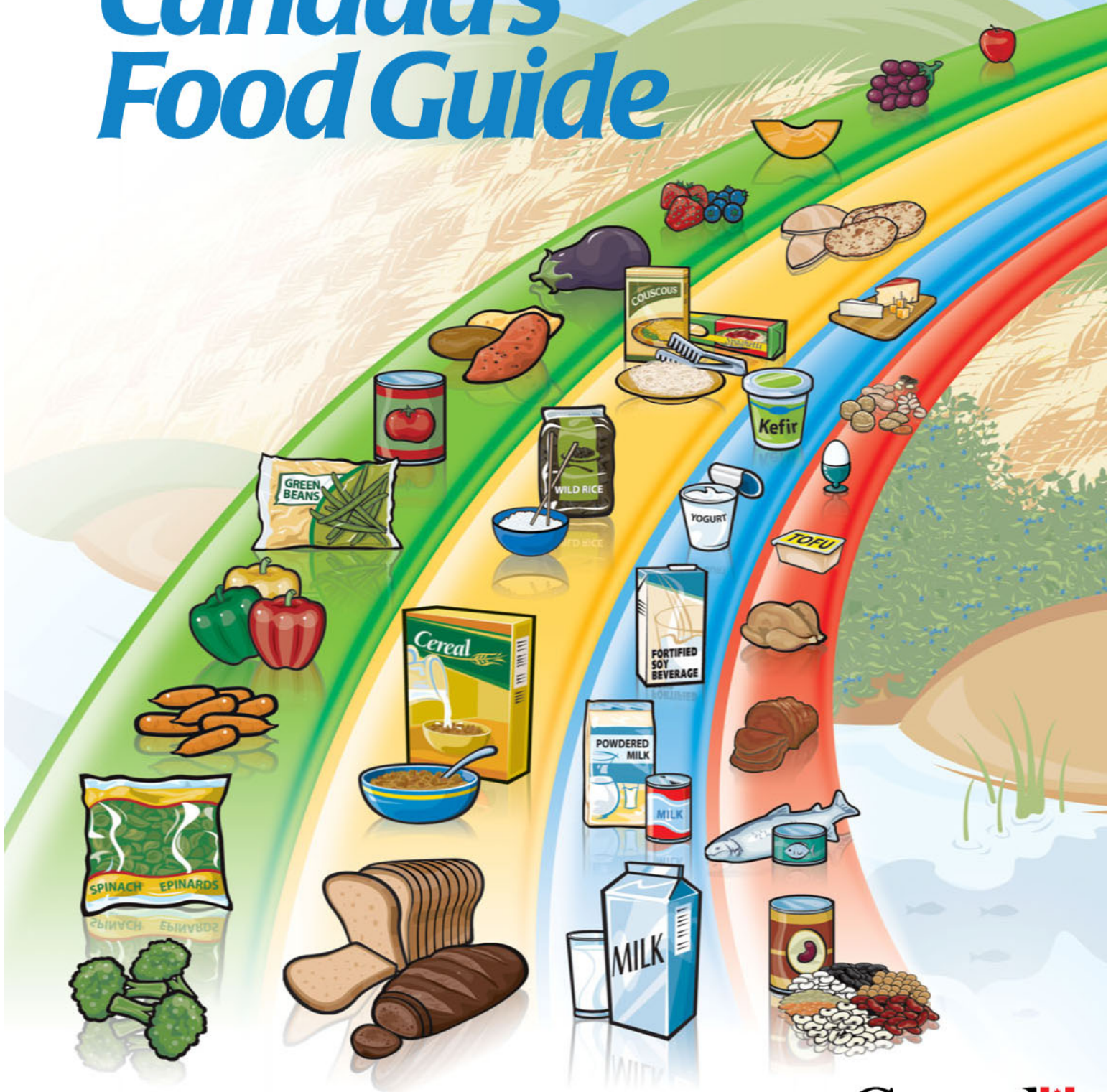
Plan a week's menu and prepare a shopping list. Daily menus should correspond with Canada's Food Guide to Healthy Eating (see next page). Some things to consider include leftovers, nutrition, taste, cost, enjoyment, eye appeal and the use of basic, unprocessed cooking ingredients. Provide grocery advertisements and a few coupons as additional resources.

Once shopping lists are prepared, review them and discuss the selections. Ask members to explain how they would store the things they have on their lists.

Ask senior members what they can do to **reduce waste, save money and support their local community** while grocery shopping. This might include using reusable cloth bags and containers, using coupons, becoming a member of a food cooperative and buying in bulk, buying fruit and vegetables in season and purchasing local and Ontario-grown products.



Eating Well with Canada's Food Guide



Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



What is One Food Guide Serving?

Look at the examples below.



Fresh, frozen or canned vegetables
125 mL (½ cup)



Leafy vegetables
Cooked: 125 mL (½ cup)
Raw: 250 mL (1 cup)



Fresh, frozen or canned fruits
1 fruit or 125 mL (½ cup)



100% Juice
125 mL (½ cup)



Bread
1 slice (35 g)



Bagel
½ bagel (45 g)



Flat breads
½ pita or ½ tortilla (35 g)



Cooked rice, bulgur or quinoa
125 mL (½ cup)



Cereal
Cold: 30 g
Hot: 175 mL (¾ cup)



Cooked pasta or couscous
125 mL (½ cup)



Milk or powdered milk (reconstituted)
250 mL (1 cup)



Canned milk (evaporated)
125 mL (½ cup)



Fortified soy beverage
250 mL (1 cup)



Yogurt
175 g (¾ cup)



Kefir
175 g (¾ cup)



Cheese
50 g (1 ½ oz.)



Cooked fish, shellfish, poultry, lean meat
75 g (2 ½ oz.)/125 mL (½ cup)



Cooked legumes
175 mL (¾ cup)



Tofu
150 g or 175 mL (¾ cup)



Eggs
2 eggs



Peanut or nut butters
30 mL (2 Tbsp)



Shelled nuts and seeds
60 mL (¼ cup)



Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



Make each Food Guide Serving count... *wherever you are – at home, at school, at work or when eating out!*

- ▶ **Eat at least one dark green and one orange vegetable each day.**
 - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
 - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
- ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**
 - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
- ▶ **Have vegetables and fruit more often than juice.**

- ▶ **Make at least half of your grain products whole grain each day.**
 - Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
 - Enjoy whole grain breads, oatmeal or whole wheat pasta.
- ▶ **Choose grain products that are lower in fat, sugar or salt.**
 - Compare the Nutrition Facts table on labels to make wise choices.
 - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

- ▶ **Drink skim, 1%, or 2% milk each day.**
 - Have 500 mL (2 cups) of milk every day for adequate vitamin D.
 - Drink fortified soy beverages if you do not drink milk.
- ▶ **Select lower fat milk alternatives.**
 - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

- ▶ **Have meat alternatives such as beans, lentils and tofu often.**
- ▶ **Eat at least two Food Guide Servings of fish each week.***
 - Choose fish such as char, herring, mackerel, salmon, sardines and trout.
- ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**
 - Trim the visible fat from meats. Remove the skin on poultry.
 - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
 - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.



Advice for different ages and stages...

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



How do I count Food Guide Servings in a meal?

Here is an example:

Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper = 2 **Vegetables and Fruit** Food Guide Servings

75 g (2 ½ oz.) lean beef = 1 **Meat and Alternatives** Food Guide Serving

250 mL (1 cup) brown rice = 2 **Grain Products** Food Guide Servings

5 mL (1 tsp) canola oil = part of your **Oils and Fats** intake for the day

250 mL (1 cup) 1% milk = 1 **Milk and Alternatives** Food Guide Serving

1 apple = 1 **Vegetables and Fruit** Food Guide Serving



Eat well and be active today and every day!

The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.



Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.



Eat well

Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit Canada's Food Guide on-line at: www.healthcanada.gc.ca/foodguide

or contact:

Publications
Health Canada
Ottawa, Ontario K1A 0K9
E-Mail: publications@hc-sc.gc.ca
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TTY: 1-800-267-1245

Également disponible en français sous le titre :
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.





Health
Canada

Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with Canada's Food Guide

First Nations, Inuit and Métis





How to use Canada's Food Guide

The Food Guide shows how many servings to choose from each food group every day and how much food makes a serving.

1. Find your age and sex group in the chart below.
2. Follow down the column to the number of servings you need for each of the four food groups every day.
3. Look at the examples of the amount of food that counts as one serving. For instance, 125 mL (1/2 cup) of carrots is one serving in the Vegetables and Fruit food group.

What is one Food Guide Serving?

Look at the examples below.

Vegetables and Fruit Fresh, Frozen and Canned.	Recommended Number of Food Guide Servings per day		Eat at least one dark green and one orange vegetable each day. Choose vegetables and fruit prepared with little or no added fat, sugar or salt. Have vegetables and fruit more often than juice.
	Children 2-3 years old	Children 4-13 years old (Females) Teens and Adults (Males)	
	4	5-6 7-8 7-10	
Grain Products	3	4-6 6-7 7-8	<p>Make at least half of your grain products whole grain each day. Choose grain products that are lower in fat, sugar or salt.</p>
Milk and Alternatives	2	2-4 3-4 3-4 2 2 3	<p>Drink 500 mL (2 cups) of skim, 1% or 2% milk each day. Select lower fat milk alternatives. Drink fortified soy beverages if you do not drink milk.</p>
Meat and Alternatives	1	1-2 2 3	<p>Have meat alternatives such as beans, lentils and tofu often. Eat at least two Food Guide Servings of fish each week.* Select lean meat and alternatives prepared with little or no added fat or salt.</p>

When cooking or adding fat to food:

- Most of the time, use vegetable oils with unsaturated fats. These include canola, olive and soybean oils.
- Aim for a small amount (2 to 3 tablespoons or about 30-45 mL) each day. This amount includes oil used for cooking, salad dressings, margarine and mayonnaise.



- Traditional fats that are liquid at room temperature, such as seal and whale oil, or oiligan grease, also contain unsaturated fats. They can be used as all or part of the 2-3 tablespoons of unsaturated fats recommended per day.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard, shortening and bacon fat.

*Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information. Consult local, provincial or territorial governments for information about eating locally caught fish.

Respect your body... Your choices matter

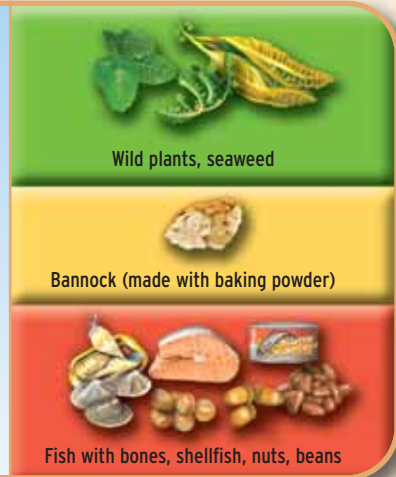
Following Canada's Food Guide and limiting foods and drinks which contain a lot of calories, fat, sugar or salt are important ways to respect your body. Examples of foods and drinks to limit are:

- pop
- fruit flavoured drinks
- sweet drinks made from crystals
- sports and energy drinks
- candy and chocolate
- cakes, pastries, doughnuts and muffins
- granola bars and cookies
- ice cream and frozen desserts
- potato chips
- nachos and other salty snacks
- french fries
- alcohol

People who do not eat or drink milk products must plan carefully to make sure they get enough nutrients.

The traditional foods pictured here are examples of how people got, and continue to get, nutrients found in milk products. Since traditional foods are not eaten as much as in the past, people may not get these nutrients in the amounts needed for health.

People who do not eat or drink milk products need more individual advice from a health care provider.



Women of childbearing age

All women who could become pregnant, and pregnant and breastfeeding women, need a multivitamin with folic acid every day. Pregnant women should make sure that their multivitamin also contains iron. A health care provider can help you find the multivitamin that is right for you.

When pregnant and breastfeeding, women need to eat a little more. They should include an extra 2 to 3 Food Guide Servings from any of the food groups each day.

For example:

- have dry meat or fish and a small piece of bannock for a snack, or
- have an extra slice of toast at breakfast and an extra piece of cheese at lunch.

Women and men over the age of 50

The need for vitamin D increases after the age of 50.

In addition to following Canada's Food Guide, men and women over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

For strong body, mind and spirit, be active every day.



This guide is based on *Eating Well with Canada's Food Guide*.

For more information, interactive tools or additional copies visit Canada's Food Guide at: www.healthcanada.gc.ca/foodguide

or contact: Publications • Health Canada • Ottawa, Ontario K1A 0K9 • E-Mail: publications@hc-sc.gc.ca • Tel.: 1-866-225-0709 • TTY: 1-800-267-1245 • Fax: (613) 941-5366

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Meeting 4

Clothing

Objectives

- To become familiar with basic clothing care and maintenance.
- To learn how to plan and build an effective and economical wardrobe.

In A Nutshell

Roll Call	5 minutes
Doing the Laundry	75 minutes
Simple Clothing Repairs	35 minutes
Before the Next Meeting	5 minutes
Total Time	120 minutes
Digging Deeper	Optional

Prep. & Equip.

Doing the Laundry

This meeting should be held in a Leader's home. Your own washing machine use and care guide or the information found on pages 28-32 of this Guide will provide you with the necessary background for this meeting. You may wish to demonstrate the use of alternative laundry soaps, as suggested in the members' pamphlet Turn Your Laundry Green!

Labels

Cut up pages 35 and 37 of this Guide.

Sorting

Cut up page 33 of this Guide. Prepare a load of unsorted, dirty laundry. Be sure to include some items that can't be washed in the washing machine to see if members notice. See sorting suggestions on page 30 of this Guide.

Washing

Refer to pages 28, 30-32 of this Guide.

Drying

Hangers and a towel to dry flat may be required for this exercise. A chalkboard or chart paper for the drying discussion.

Ironing

Iron and ironing board required.

Folding and Sorting

Clean and dry load of laundry, with a variety of clothing items (e.g. shirts, pants, socks, underwear, bras).

Simple Clothing Repairs

Background information can be found in the pamphlet Simple Clothing Repairs. Sewing kit and scrap fabric required.

Digging Deeper

Old clothing catalogues, scissors, glue and mounting paper (i.e. display board) required.

Pamphlets

Simple Clothing Repairs - All
Turn Your Laundry Green! - All
Follow the Signs - All

Roll Call

(5 minutes)

Name one thing you can do to cut the cost of building and maintaining your wardrobe.

Examples: used clothing stores, hand-me-downs, sew your own, take care of your things so that they will last longer, learn how to do minor repairs

Doing the Laundry

(75 minutes)

Purpose: To learn how to sort, wash, dry and care for laundry.

Labels

(10 minutes)

Cut up pages 35 and 37 of this Guide. Distribute copies of the laundry symbols to half of your club and copies of the descriptions to the other half of your club. Ask members with symbols to pair up with a member with a corresponding description. Once this has been accomplished, ask pairs to hold up the symbols and explain their meaning to the rest of the group.

Sorting

(10 minutes)

Every washing machine should come equipped with a use and care guide with explanations spanning from basic operating instructions to sorting, temperature selection and stain removal. Use your guide or the information listed on page 30 of this Guide to lead the club through a group sorting of your laundry. To facilitate this exercise, cut out page 33 of this manual and place in separate open spaces in the room. Ask members to place items of dirty laundry with the corresponding care sheet.

Washing

(15 minutes preparation + washing time)

Lead members in washing one load of laundry. See Load Preparation, Loading, Loading Tips and Operating the Clothes Washer. (15 minutes preparation + washing time)

Drying
(15 minutes)

While your clothes are being washed, ask members to discuss the *pros* and *cons* of **tumble drying, line drying indoors, line drying outdoors and drying flat**. The following table should help you to facilitate this discussion. As members come up with ideas, write them on chart paper or chalkboard. If members are having a hard time thinking of ideas, lead them to the answers with questions. For example, "What are the costs involved in each method?"

<i>Advantages</i>	<i>Disadvantages</i>
Tumble Drying	
<ul style="list-style-type: none"> • saves time and effort • softens and sometimes fluffs clothes • removes wrinkles • not weather-dependent 	<ul style="list-style-type: none"> • cost of buying a dryer and dryer sheets • operating cost of the dryer • takes up space in the home • not as energy efficient as other methods
Lines Drying Indoors	
<ul style="list-style-type: none"> • doesn't depend on the weather • convenient for a few small items • little or no cost involved 	<ul style="list-style-type: none"> • longer time required for clothes to dry • requires a low traffic, spacious and dry area • inconvenient to hang clothes indoors • clothes might become quite stiff
Line Drying Outdoors	
<ul style="list-style-type: none"> • fresh smell • little cost • wind is a renewable source of energy • sun whitens cottons and linens 	<ul style="list-style-type: none"> • depends on the weather and time consuming • clothes more stiff than when tumble dried* • clothes can get dirty (dust, flies, birds, smog) • sunlight may fade colours
Drying Flat	
<ul style="list-style-type: none"> • helps prevent shrinkage (wool) • shape of item is retained 	<ul style="list-style-type: none"> • necessary space may not be available • clothes dry slowly

* *Placing wind-dried clothes in the dryer for 5 minutes will fluff out the wrinkles and soften the stiffness.*

Ironing
(10 minutes)

Ask a senior member to demonstrate how to iron a dress shirt or pair of dress slacks. Points to remember include:

- select the temperature that corresponds with the care label;
- iron cottons and linens while still slightly damp;
- use a damp tea towel to protect items that may burn with ironing;

- iron with the grain of the fabric, parallel to the threads;
- iron the body of the garment last - cuffs, sleeves and collar first.

Drying (continued)
(5 minutes)

After the load of washing is finished, ask one member to clean the lint trap in the dryer (as demonstrated in Meeting 1). Have members assist in reading the labels to determine if clothes should be machine dried, hung or laid flat to drip dry.

Folding and Storage
(10 minutes)

While the clothes are in the dryer, demonstrate folding, hanging and storage techniques using a previously washed load of laundry. Once demonstrated, ask members to assist you in completing the task.

Simple Clothing Repairs
(35 minutes)

Purpose: To learn basic techniques in clothing repair and maintenance.

Ask members to display the items they brought from home that require mending. What type of repairs do they think they'll need? Distribute copies of the pamphlet Simple Clothing Repairs. Ask members to use the sewing kits they brought from home to repair their clothing items. Before starting on the actual clothing, members may want to practice on pieces of scrap fabric. Leaders may wish to demonstrate one or two standard repair methods with the whole club before members begin the mending process. Leaders and senior members may need to assist younger members and inexperienced sewers with this exercise. If time is running short and the proper techniques have been mastered, members may complete their mending at home.

Before The Next Meeting
(5 minutes)

Complete mending and/or repair projects at home.

Digging Deeper
(Optional)

Ask senior members to use old catalogues to cut out clothing and wardrobe items that may be suited to different aspects of their current and future lives. For example, a person who plays baseball 2 times a week, volunteers at a hospital, goes to school and hopes to one day be a veterinarian could select items suited to all four areas or items for each individual area. Have members

explain their choices to the rest of the club by indicating suitability according to price, function, quality, care, employer expectations, professionalism, cost and other appropriate considerations.

Ask members to go home and conduct an inventory of their personal wardrobes, including shoes and coats. Members should ensure clothes are in good condition and still fit correctly. Once members know what they have and what additional items might be suited to their wardrobes, encourage them to develop a priority system to progressively build the wardrobe they would like to have.

Doing the Laundry
- Supplementary Information for Leaders -

Operating the Clothes Washer

Step 1 Add measured laundry soap according to the manufacturer's directions.

Step 2 Add sorted load. See page 30 of this Guide for sorting information.

Step 3 Make selections for:

- a) water level;
- b) water temperature;
- c) wash cycle.

Step 4 Close washer lid. The washer should not spin if the lid is open.

Step 5 Start the washer.

Water Temperature

<i>Wash Water Temperature</i>	<i>Used For</i>	<i>Comments</i>
HOT 54°C (130°F) or above	<ul style="list-style-type: none"> • White and colourfast cottons • Heavy soils • Diapers 	<ul style="list-style-type: none"> • Gives best cleaning for heavy, oily soils • Helps prevent graying and yellowing
WARM 38°C (100°F)	<ul style="list-style-type: none"> • Normal, soiled, permanent press and synthetic items • Dark or non-colourfast colours • Washable woolens • Moderate soils • Knits 	<ul style="list-style-type: none"> • Less fading and bleeding of dye • Safe for fabric finishes
COLD 21° - 38°C (70° - 100°F) <i>During cold weather, water may be too cold to dissolve detergent properly. If the tap water is less than 21°C (70°F), use a warm wash setting and follow instructions for a cold wash.</i>	<ul style="list-style-type: none"> • Lightly soiled fabrics • Some non-colourfast colours • Some normally soiled items with extra detergent 	<ul style="list-style-type: none"> • Less effective cleaning than hot or warm water • Dissolve powdered detergent in warm water before adding to washer or use a liquid detergent • Pre-treat spots, stains and heavy, oily soils • Use longest wash time in cycle selected

IMPORTANT: Cold rinses may be used for all loads, as they save energy and help keep wrinkles from setting into fabrics. Use warm wash water and cold rinse water for permanent press and knits/delicates to minimize wrinkling.

Energy Saving Tips

1. Use hot water only when necessary (heavy or greasy soils, whites, etc.). Use cold water for light soils.
2. Full loads make the best use of water-heating energy. If proper sorting results in less than full loads, adjust the water level to the size of the load.
3. Avoid rewashing.
 - Use the recommended amount of detergent based on soil level, load size and water hardness.
 - Do not overload the washer. See page 31 of this Guide for loading tips.
 - Use the cycles and wash times recommended for the wash load, fabric type and soil level.
 - Sort the wash load correctly. See **Sorting** on page 30 of this Guide.

Load Preparation

For best results, the following steps should be taken to prepare clothes for washing.

- Make sure all pockets are empty. Tissues and other paper left in pockets can leave lint throughout the wash load. Turn pockets inside out.
- Turn cuffs down and brush away lint and dirt.
- Remove pins, buckles and other sharp objects and close zippers, snaps and hooks. This will help avoid scratching the basket, damaging the agitator and snagging other load items.
- Remove unwashable trim and ornaments.
- Tie strings and sashes so that they will not tangle.
- Mend tears, loose hems and seams.
- Treat spots and stains. See members' pamphlet Green Laundry Tips.
- Turn synthetic knits inside out. This will help to avoid pilling - little balls of fibre on the garment. Some knits are stretched during manufacturing and may shrink slightly during laundering.

Sorting

Always sort carefully for best washing results.

1. Sort by fabric construction

- Sturdy cottons such as jeans, towels and work clothes
- Knits such as sweaters and double-knit clothing
- Delicate items such as lingerie and fine washables

2. Sort by colour

Always wash synthetics and light-coloured permanent press as a separate load, as they will easily pick up colour from non-colourfast garments.

3. Separate heavily soiled items

Even if a garment would normally be washed with lightly soiled items, if it is heavily soiled, it should be washed separately. This will help other lightly soiled load items to become more thoroughly cleaned.

4. Separate lint givers from lint takers

Lint givers are laundry items that have a high cotton content (chenille, bath towels, sweatshirts), and lint takers are high in synthetic content (permanent press, knit sweaters) or tend to collect lint (corduroy). When possible, turn lint givers inside out.

Tip: To save time in sorting, ask your family to place separate load items (i.e. whites, towels, other) in colour-coded laundry baskets.

Loading

When loading your washer, be sure to follow the proper sequence.

1. Add soap or detergent. If soap or detergent is added directly on top of clothing, stains may result, especially with liquid detergents.
2. Add sorted wash load.
3. Make selections/start washing.

Add Sorted Wash Load

Add the wash load before starting the wash cycle. When clothes are added to the washer after the tub is full of water the washer may tend to become overloaded. (If package suggests that detergent/soap be mixed with water before adding clothes, then

put the load into the empty wash basket first to make sure it is the proper amount, remove the dry clothes and then start the water and add the detergent/soap.)

IMPORTANT: Do not overload. Overloading or packing can:

- cause poor cleaning;
- increase wrinkling;
- cause excessive lint;
- wear out items faster (e.g. pilling);
- tear clothing.

Loading Tips

- Load by the amount of space items take up.
- Drop items in loosely, filling washer to the top of the basket. Do not wrap around agitator as damage to clothing may result.
- Load evenly to maintain washer basket balance during washing and spinning. An off-balance load can cause the washer to vibrate during spin-cycle. (If vibration occurs, stop the washer and adjust the load.)
- Mix large and small items in each load for ease of load movement through the washer water. This will help give the best cleaning with wrinkle-free results. If loaded correctly, items will go below the water surface and reappear later.
- To reduce wrinkling, permanent press and synthetic knits should have more room to move in the water than items such as towels and jeans.
- When washing very large items, such as king or queen-size sheets, do not load the washer as full as with other loads. Large sheets require more space in the wash basket for movement and proper cleaning.

Tips on Detergent Use

- Measure the detergent carefully. Use the correct amount based on the level of water hardness and the amount of wash load dirt.
- Using too little detergent is a common cause of laundry problems. You need enough detergent to hold the soil as it drains away with wash water.
- Detergent package directions are usually based on:
 - moderate water hardness;
 - warm wash water;
 - normal mixed loads;
 - lightly soiled items.
- Follow package directions carefully, but use more detergent for:
 - hard water;
 - cooler wash water;
 - full loads;
 - heavily soiled items.

- Do not judge the amount of detergent to use by the amount of suds in the wash basket. Some detergents will generate more or less suds than others.
- If too many suds are generated by the recommended amount of the detergent, try a low suds detergent. Do not reduce the amount of the current detergent to less than the recommended amount, as clothes may not become clean.

This information from the KitchenAid Use and Care Guide, KitchenAid, USA.

Whites

Whites and colourfast cottons - sport socks, T-shirts, white towels, cotton underwear, tea towels, dish cloths

Sturdy Cottons

Jeans, work clothes, dark sturdy cottons, work socks, sweat shirts, sweat pants

Knits

Sweaters and knit clothing

Delicates

Lingerie, fine washables, blouses, pajamas

Towels

Coloured towels, face cloths

<p>Machine wash in lukewarm water on gentle</p> <p>Do not use chlorine bleach</p> <p>Hang to dry</p>	<p>Machine wash in warm water at a normal setting</p> <p>Use chlorine bleach with care</p> <p>Iron at low setting</p>
<p>Handwash in cool water</p> <p>Hang to dry</p> <p>Do not iron</p>	<p>Machine wash in lukewarm water at gentle</p> <p>Dry flat</p> <p>Iron at high setting</p>
<p>Machine wash in warm water at a normal setting</p> <p>Tumble dry at low temperature</p> <p>Do not iron</p>	<p>Do not wash</p> <p>Iron at medium setting</p> <p>Dry clean</p>
<p>Machine wash in hot water at a normal setting</p> <p>Use chlorine bleach with care</p> <p>Drip dry</p>	<p>Hand wash in cool water</p> <p>Drip dry</p> <p>Iron at medium setting</p>
<p>Do not wash</p> <p>Iron at high setting</p> <p>Dry clean</p>	<p>Machine wash in warm water at a normal setting</p> <p>Tumble dry at a medium to high temperature</p> <p>Do not dry clean</p>
<p>Machine wash in hot water at a normal setting</p> <p>Tumble dry at a medium to high temperature</p> <p>Iron at low setting</p>	<p>Machine wash in warm water at a normal setting</p> <p>Do not use chlorine bleach</p> <p>Tumble dry at low temperature</p>



Yellow



Red



Green



Green



Yellow



Yellow



Yellow



Green



Red



Yellow



Yellow



Green



Green



Yellow



Red



Red



Yellow



Green



Green



Yellow



Green



Yellow



Green



Yellow



Red



Green



Green



Green



Green



Red



Green



Green



Yellow



Green



Red



Yellow

Meeting 5

Get the Most Out of Life

Objectives

- To learn to understand and control stress.
- To develop skills in time management.
- To develop skills in conflict resolution.

In a Nutshell

Roll Call	5 minutes
Pie of Life	20 minutes
The Right Attitude	5 minutes
Goal Setting	20 minutes
Roommate Role Play	35 minutes
Outline for Progressive Relaxation	15 minutes
Before The Next Meeting	5 minutes
Total Time	105 minutes
Digging Deeper	Optional

Prep. & Equip

Goal Setting

Paper, marker and flip-chart or chalk board and chalk required.

Roommate Role Play

Cut out Roommate Role Play Scenarios found on pages 47-49 of this Guide.

Pie of Life

Paper, pens and coloured pencils required.

Pamphlets

The Time of Your Life! - All
Stress Management - Seniors

Roll Call (5 minutes)

How do you use your free time? How could you use your free time to help around the house and to accomplish more of your personal goals?

Examples: do housework between school and dinner, do homework after school so that evening is free for family time and to help around the house, schedule one consistent block of free time to fulfill a personal goal (e.g. volunteer for a favourite organization, work to earn extra spending money, take music lessons)

Pie of Life

(20 minutes)

Purpose: To understand where we currently delegate our time and to re-evaluate and reassign our time according to personal goals and values.

Ask members to draw a large circle on a blank sheet of paper. Tell members that this circle represents a 24-hour day and have them divide the circle into quarters using a dashed line. These quarters will act as a guide, representing 6 hours a day. At the bottom of the page, ask member to list standard daily events that take place on a typical school day. Examples are: sleep, meals, chores, job/volunteer work, hobbies, sports, television, reading, school, homework, family time, etc. Now ask members to draw in a slice of the pie that represents the time spent performing each activity. Label each slice.

Pose the following questions to your club.

1. Are you satisfied with the **relative** sizes of your slices?
2. Which pie slices would you like to see larger and/or smaller?
3. What steps could you take to make these changes happen?

Emphasize that there is no right or wrong way to divide a pie. Everyone is unique and has special wants and needs.

What if members want to change the size of some of these slices or add more activities? How can that be done? Time management. Use the rest of the activities in this meeting to show members how they can make decisions and gain control of their time to make changes to their pie of life.

The Right Attitude

(5 minutes)

Purpose: To understand the connection between attitude and body language.

Ask members to try this experiment.

- a) slump in your chair
- b) tilt your head down
- c) cross your arms

- d) stick out your lips (in a pout)
- e) tense muscles around the eyes

Now ask members if they feel confident, excited and ready to tackle a new project. Probably not. Then ask your members to:

- a) sit up straight;
- b) keep your eyes wide open;
- c) put your shoulders back;
- d) smile.

While they are in this position, ask them what attitude they feel and reflect. Chances are, their body language exudes the same attitude they feel inside.

If members weren't happy with their pie of life, encourage them not to give up in despair. They can use positive body language to help in their attempts to make changes to how their time gets used.

Goal Setting (20 minutes)

Purpose: To practice and understand the importance of goal setting.

To know whether or not you are pleased with your Pie of Life you need to know what your goals are. Use this activity for members to give some thought to goals. Place a checker, game piece or small flat disk on a wide table surface. Enlist two volunteers. Ask them to use their hands as paddles to play a game of table hockey. It is very important that no goals (as in nets) exist in this particular game. Shortly after the game has begun, members may question the object of the game and ask why there are no goals. This is the introduction to goal setting.

Use their questions to explain that, without goals, there really isn't much point to the hockey game. Just as in other aspects of life, goals are required to give direction and a *point* to every day life. Simply put, "If you don't know where you are going, how will you know when you get there?"

Ask members to write a list of their own personal goals under three headings.

Short-term Goals - e.g. read a book, make a new friend

Mid-term Goals - e.g. attend a college or university, cycle through the Maritimes

Long-term Goals - e.g. have a family, be a good person, own a farm

Emphasize that goals should be:

- a) challenging;
- b) realistic;
- c) specific and measurable;
- d) obtainable in a realistic time frame.

You may wish to write these points on a poster or flip-chart paper and post them for all to refer to as they build their lists.

Once members feel satisfied that their lists are complete, ask them to select their most important goal under one heading and to answer these questions.

1. What obstacles may prevent you from realizing this goal?
2. What are all possible solutions to each obstacle?
3. What is your deadline for achieving this goal?
4. What are the rewards that you will receive through accomplishing this goal?

Depending on the age bracket, size and dynamics of your club, you may choose to have members respond to questions individually, on paper or in small groups with open discussion and team work. Question 2 will make the task of reaching a goal seem a little less intimidating as the *tools* required to surmount obstacles will usually be present in the member. Question 4 will clarify whether or not the effort required to reach a goal will be sufficiently rewarded from a cost/benefit perspective. Encourage members to continue working through the goals on their lists outside of this meeting.

Roommate Role Play

(35 minutes)

Purpose: To practice conflict resolution in dealing with roommate issues involving personal space.

Reducing the amount of conflict and fighting in a person's life also helps to reduce his or her stress level. Use the Roommate Role Play activity to get members thinking about how to resolve conflicts and avoid bigger ones in the future. This in turn saves time, freeing up another slice of that Pie of Life.

Ask members to form small groups with numbers and ages matching selected scenarios found on page 44-48 of this guide. Distribute copies of the scenarios and ask groups to develop a role play of the scenario and present solutions to the conflicts (15 minutes). Have groups present their skits and, after each group has performed, ask the club to suggest alternative solutions (4 @ 5 minutes each = 20 minutes).

Outline for Progressive Relaxation

(15 minutes)

Purpose: To demonstrate one method of relaxation and to practice stress management.

When your Pie of Life does get hectic it's important to know some ways to relax. Try these ideas.

Basic Technique

- a) Separately tense your individual muscle groups.
- b) Hold the tension about one minute.
- c) Release the tension slowly and at the same time silently say, "Relax and let go."
- d) Take a deep breath.
- e) As you breath slowly out, silently say, "Relax and let go."

Muscle Groups and Exercises

1. Head

- a) Wrinkle your forehead.
- b) Squint your eyes tightly.
- c) Open your mouth wide.
- d) Push your tongue against the roof of your mouth.
- e) Clench your jaw tightly.

2. Neck
 - a) Push your head into the back of your chair.
 - b) Bring your head forward to touch your chest.
 - c) Roll your head to your right shoulder.
 - d) Roll your head to your left shoulder.

3. Shoulders
 - a) Shrug your shoulders up as if to touch your ears.
 - b) Shrug your right shoulder up as if to touch your right ear.
 - c) Shrug your left shoulder up as if to touch your left ear.

4. Arms and Hands
 - a) Hold your arms out and make a fist with each hand.
 - b) One side at a time: push your hands down into the surface in front of you.
 - c) One side at a time: make a fist, bend your arm at the elbow, tighten you arm while holding the fist.

5. Chest and Lungs
 - a) Take a deep breath.
 - b) Tighten your chest muscles.

6. Arch your back.

7. Stomach
 - a) Tighten your stomach area.
 - b) Push your stomach area out.
 - c) Pull your stomach area in.

8. Hips, Legs and Feet
 - a) Tighten your hips.
 - b) Push the heels of your feet into the surface beneath you.
 - c) Tighten your leg muscles below the knee.
 - d) Curl your toes under as if to touch the bottom of your feet.
 - e) Bring your toes up as if to touch your knees.

(This activity taken from Stress Management, Ontario Ministry of Treasury and Economics, 1988.)

Before the Next Meeting

(5 minutes)

Expand your horizons - exchange an old leisure activity for a new one. Try a craft you've never tried before or do a sport or recreational activity that you've always wanted to learn how to do.

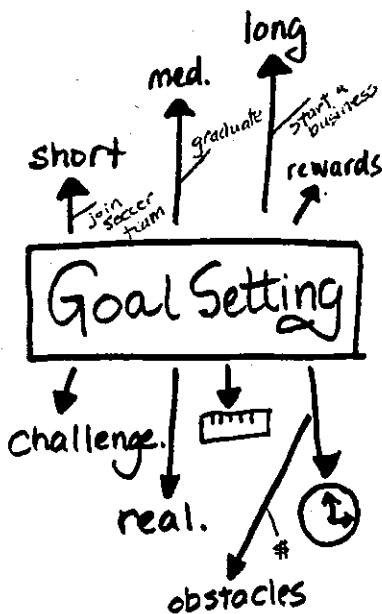
(Split the club into four teams. Each team will bring to the next meeting a suitcase and contents for a judging class.)

In your team, select items to bring to the next meeting to place in a suitcase - packed for a trip of your club's choosing. As a club, determine the duration, location and purpose of the trip. Remember to have someone in the team bring a suitcase!

Digging Deeper

(Optional)

Mind mapping is a technique used to help remember key events, issues and ideas. This method is often used in a learning environment to take notes in a creative, non-traditional way. Once mastered, this method should improve class-time concentration, reduce study time and eliminate some of the stress involved in memorization and comprehension of school notes. Introduce this technique with the following description.



In the centre of the page, write down the main idea. Add a branch or arrow for each key point. Make important ideas larger. Add in phrases or key words on every branch.

Members shouldn't be discouraged if their shapes can only be understood by them. Any doodle that will help them to remember may be used in a mind mapping exercise.

Read a short story to your senior members and ask them to take notes to remember the details. After the story, ask members to respond to a few simple questions. Explain the mind mapping process. Repeat using a different short story and ask members to note the details using the mind mapping technique. Ask a few simple questions. Compare the results of the two methods.

Roommate Role Play Scenarios

(cut out and distribute to small groups)

2 People - Junior Members

You and your brother/sister share a bedroom. Your room is arranged so that you each occupy one side of the room. However, you are upset that your sibling will not respect your personal space. You are constantly having to move his/her things off of your bed, desk and floor. Your brother/sister keeps telling you to "chill" since he/she does not see what all of the fuss is about. You both wish to avoid a big fight and hope to resolve this situation peacefully. What should the two of you do?

2 People - Senior Members

You share a room in a college residence with another person. Your roommate's boyfriend / girlfriend goes to another school far across the province. It seems that every single night they monopolize the phone lines from 11:00 to midnight since this is when it is cheapest to call. You understand that they need to keep in touch, but you have lots of friends that you want to call too. This situation has forced you to call at earlier times, when it is more expensive. What should the two of you do to solve the problem?

4 People - Junior Members

Your family just moved to a new home that you all love. There's just one catch. Instead of having two bathrooms between you and your 3 siblings, you now have only one. You each spend a lot of time in the bathroom in the morning to shower, and do your hair. Yet it seems as though someone is always stuck waiting to get in. The situation has recently caused all of you to miss the school bus two days in a row. Your mother has finally put her foot down and has declared that you will all have to settle the fighting and has declared that she will no longer drive you to school when you miss the bus. This will result in all of you having to walk 30 minutes to school. What can you do?

4 People - Senior Members

It is your first year away from home at school. You have rented a house with 3 other students. At the start of the year, the 4 of you established rules regarding housework, bill paying, noise, guests, bathroom time, etc. However, it is now February and, with school being as busy as it is, your plan seems to have fallen apart. You decide to get together to discuss each of your beefs:

- **Roommate #1** - Nobody seems to do the dishes except for you! You're just as busy as everyone else and you're getting sick of it!
- **Roommate #2** - You are in charge of the phone bill and this month, it is **huge!** No matter how much you nag everyone, your three other roommates are always late in giving you the money. You keep having to put up the cash in hopes of getting the money back later. If this keeps up, the phone may get disconnected and your credit rating may be affected.
- **Roommate #3** - You are one of those people who has to get to bed early or else you are unable to function the next day. At first everyone was pretty considerate, but now, with midterms over, all of the others have become pretty noisy. You hate to always look like the bad guy when you ask them to keep it down, but you just want to get some sleep!
- **Roommate #4** - You have no real beefs, but you're concerned that these small disagreements could cause everyone to become enemies. Except for these small issues, you all get along great and you don't want friendships to end. Your role is to facilitate the discussion so that a peaceful compromise can be met.

3 People - Junior Members

Your father has put his foot down! He is sick and tired of the constant blaring of the T.V., which is only occasionally overshadowed by the sound of you and your two siblings fighting over the remote. The new house rule is that the television will only be allowed on for one hour a night - TOTAL! You love detective shows, your sister loves watching hockey and your older brother swears that if he doesn't get his daily dose of Star Trek, he'll freak. What are you going to do?

3 people - Junior and Senior Members

Your family recently bought a fully-loaded computer system. You all love to use it as much as possible. You use it nearly every night for reports, your older sibling spends hours "surfing the net" and your parents use it to update household finances and for word processing.

Several times in the past week, there have been arguments over who should be allowed to use the machine. Since you all have good reason to use the computer, how can you determine a method to avoid conflict?

Meeting 6

On the Move!

Objectives

- To encourage safe and responsible long-distance and local travel.
- To learn basic techniques of vehicle maintenance.

In a Nutshell

Roll Call	5 minutes
Basic Vehicle Maintenance	30 minutes
Emergency Kit	10 minutes
Travel Safety	20 minutes
Pack Your Suitcase	25 minutes
Taking Care of Business	20 minutes
Before the Achievement Program	10 minutes
Total	120 minutes
Digging Deeper	Optional

Preparation and Equipment

Basic Vehicle Maintenance

Invite a guest mechanic or vehicle maintenance expert to demonstrate various tasks involved in basic vehicle maintenance. You might wish to have a small gift on hand to thank the guest for his/her time and assistance.

Emergency Kit

Prepare a vehicle safety kit with the following contents.

- warm blanket or sleeping bag
- candle
- matches
- chocolate or granola bar
- CALL POLICE sign
- shovel
- first aid kit
- booster cables
- tow rope
- extra gas can (safety approved)
- other preferred items
- flashlight
- warm clothing

Pamphlets

Travel Checklist - All
Travel Safely - Seniors

Roll Call (5 minutes)

Other than a personal motorized vehicle, what can you use for transportation?

Examples: bus, train, walking, roller blades, skate boards

Basic Vehicle Maintenance

(30 minutes)

Purpose: To learn basic techniques in vehicle maintenance.

Your guest mechanic or specialist may be asked to demonstrate the following tasks involved in basic automotive repair and maintenance.

- checking and adding oil
- changing the air filter
- checking tire pressure
- checking the radiator fluid
- using a jack
- changing a tire
- filling windshield wiper fluid
- checking that all lights and signals are in working order

Note: You may, instead, choose to demonstrate repair and maintenance procedures on a bicycle, or another vehicle more relevant to the age and interests of your club. Otherwise, senior members could focus on automotive maintenance while juniors do bicycle repair. Bicycle maintenance tasks may include the following.

- checking tire pressure
- patching a tire
- testing shocks
- using allen keys
- cleaning and oiling the chain
- changing a tire or inner tube
- adjusting the seat and handle bars
- removing and replacing the chain
- demonstrating the use of quick-release tires
- demonstrating proper lock-up procedures
- adjusting the brakes
- fixing gear mechanisms

Emergency Kit

(10 minutes)

Purpose: To identify basic equipment that may be required in case of vehicular emergency.

Remind members that even a well-maintained vehicle is sometimes fallible. With this in mind, ask members to identify objects commonly found in a vehicle emergency kit. Keeping all items concealed, have members blindfold themselves. Place one of the safety kit's objects in each member's hands. Ask your club to guess what they are holding and, once you have agreed that they have properly identified the objects, each member may remove his/her blindfold. Review what each item would be used for.

What additional items would your members suggest to include in an emergency kit?

Note: Although junior members are not of driving age, they may be present in an emergency. If they know what the emergency kit items can be used for they may be able to lend a much needed hand.

Travel Safety (20 minutes)

Purpose: To learn safe and responsible travel tips.

Ask members to form teams of 4 or 5 in separate areas of the room. Give one member from each team a "Pictionary phrase" from the list below. These individuals will return to their groups and use a flip-chart and marker, paper and pencil or white board and erasable marker to draw the phrase while their team tries to guess what it is. Inform members that this is a race and that no words or numbers - only pictures - may be used. Once a team guesses a phrase correctly (or the basic concept), another member will be sent forward to receive the next phrase. The first team to complete the list wins.

- avoid night travel
- know where you are headed
- use safety patrols
- stay in well-lit areas
- leave your route with others
- know bus schedule
- travel in pairs
- spare change for taxi
- block parents
- know your neighbourhood
- spare change for telephone
- cell phones

Follow-up this activity by asking members to explain why they would follow these travel safety tips.

Pack Your Suitcase (25 minutes)

Purpose: To practice judging and to become familiar with travel preparation and packing procedures.

Refer to the 4-H Judging Handbook (4-H-1550-91) for details regarding how to organize a judging class. This may be obtained from your OMAFRA contact.

Give the four groups assigned at the previous meeting an opportunity to combine their travel items and pack their suitcases. Have the club develop a scorecard to judge the suitcases. They might consider neatness, ease of accessibility, completeness (see members' pamphlet, Travel Checklist), order and organization, suitable clothing, adequate number of clothing changes, resourcefulness, lack of wrinkles in clothing and other aspects that you and the members deem important.

Now ask groups to open their suitcases and display them in a row across one side of the room. Ask the groups to judge the suitcases and place the four from top to bottom. Have them present their choices and explain their rationale.

Taking Care of Business (20 minutes)

Project Completion

A Certificate of Completion and a Project Summary have been included in this Guide, pages 56 - 57. Your signature on either of these indicates you feel the member has completed the project to the best of his/her ability. Space is provided for you to add some individual comments to offer encouragement to the member. The Project Summary sheet also asks for written feedback from the member and his/her parents/guardians. (The questions on this sheet have been selected from the informal evaluation sentences, listed below.) Select whichever sheet best meets your needs and make copies for the members.

It is recommended that the certificates not be awarded until the Achievement Program. If you give them out before this time, some members mistakenly assume that they don't need to participate in the program.

Informal Evaluation

Take a few minutes at the last meeting to do an informal evaluation with members. One way to do this is to ask them to complete one/all of the following sentences.

- I joined this club because ...
- I really enjoyed ...
- I didn't enjoy ...

- I had a hard time ...
- My favourite meeting activity was ...
- My least favourite meeting activity was ...
- If I was to take this project again, I would change ...
- My favourite recipe was ...
- My least favourite recipe was ...
- I learned ...
- I've changed ...
- I'm glad ...

It Worked For Us!

Your experience in leading this club would be helpful to another leader in your area. You are encouraged to make some comments about the project, what resources you discovered locally and the members' feelings about the project and pass this information on to your 4-H Association. The Resource Development Subcommittee of the Ontario 4-H Council is interested in your comments too. Their address is in your Leaders' Guide, page 7.

Digging Deeper (Optional)

Invite senior members to prepare a travel checklist for a travel destination they would expect to go to sometime in the next year. The list should include the steps involved in the planning and preparation that would take place before the journey. Many travel guides are available in libraries and bookstores. These may provide background on financial preparation, cultural sensitivity, obtaining the necessary travel documentation, camping, hostelling, exchanges, work programs and other important information that must not be overlooked.

Before the Achievement Program (10 minutes)

Review the plans for the Achievement Program. Make sure everyone is aware of his/her responsibilities and has them written down.

**THANK YOU FOR BEING
A VOLUNTEER 4-H LEADER!**

PROJECT SUMMARY - On Your Own - You Can Do It!

(complete at the end of the project)

A. Member Comments:

1. I joined this club because ... _____

2. I really enjoyed ... _____

I didn't enjoy ... _____

3. If I was to take this project again, I would change ... _____

4. I learned ... _____

5. I'm glad ... _____

B. Parent/Guardian Comments: _____

C. Leader Comments: _____

This project has been completed satisfactorily.

Member _____ Leader _____

Date _____ Leader _____



ON YOUR OWN - YOU CAN DO IT!

**Congratulations on successfully completing
this 4-H project.**

Date

Club Leader's Signature