

Berrien County 4-H Youth Development Program

Michigan 4-H: 100 Years & Growing!



Handbook & Project Guidelines for 4-H Leaders

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, my country and my world.

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Berrien County 4-H Handbook and Project Guidelines for 4-H Leaders

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INTRODUCTION

The purpose of this guide is to provide all 4-H leaders with general information about 4-H Youth Development. Included are outlines of some of the many opportunities you have to participate in 4-H on the county, state and national level. You will also find a list of committees that have been formed to assist you as a 4-H leader or member.

In addition it includes project guidelines and ideas for traditional 4-H projects that predominantly are completed for 4-H Spring Achievement. Currently, perishable food exhibits and live animal projects do not come to 4-H Spring Achievement (with the exception of the Live Animal Exhibit, and the Dog and Rabbit Demonstrations). This is merely a framework; the basic policy is for leaders to tailor the project to the interests, needs, and abilities of each member.

Please Note:

If you teach a 4-H project that is traditionally completed for exhibition at the Berrien County Youth Fair, it is the responsibility of the member and yourself, to check with the Fair for their current exhibit rules and exhibit policies. Fair handbooks are revised annually and made available in May. BCYF staff are available to answer or refer questions to exhibit committees year-round. You are encouraged to contact the Fair at 269-473-4251.

Also, if you have 4-H members that apply for 4-H recognition using BCYF exhibit entries, you need to teach members how to explain their 4-H projects on paper so that their applications do not appear to reflect Fair involvement only.

If you have any questions after reading through this handbook, please contact the Berrien County MSU Extension Office.

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AGE POLICY

Members range from age 5 through 19, based on one's 4-H age (January 1 of the current programming year). 4-H members with disabilities may continue as 4-H'ers through 4-H age 26 as we adhere to the Michigan law for students with disabilities in regard to special education services.

- Based on the project and discretion of the leader, children age 5-8 may participate in 4-H Cloverbud projects. Ask the MSUE staff for specific Cloverbud policies adopted October 1, 2003.
- Children may become regular members of 4-H at age 9 and remain a member through the 4-H year that they graduate from high school.

- The 4-H year runs from September 1 to August 31. A new member may join up to June 1 of the current 4-H year.

MICHIGAN 4-H YOUTH DEVELOPMENT GUIDING PRINCIPLES

1. Youth develop positive relationships with adults and peers.

Youth develop sustained relationships with peers and adults that nurture their positive development.

Elements of effective practice:

- Adults and youth are available and accessible to each other for information, guidance and support.
- The development of positive, meaningful relationships that foster a sense of belonging and connectedness over time is encouraged and supported.
- Adults and youth are consistently and actively engaged together in activities and experiences.
- Cooperative experiences that build trust and foster honest and open communication are developed and supported.

2. Youth are physically and emotionally safe.

Youth will learn more and participate more fully when they feel physically and emotionally safe. A structured yet flexible environment encourages honesty, trust and respect among all youth and adults.

Elements of effective practice:

- Adult and youth volunteers model constructive ways for providing feedback and addressing situations, behaviors and emotions.
- Activities and programs are held in environments that maximize the safety and well-being of participants.
- Youth are encouraged to try new experiences through positive risk-taking.
- Rules, expectations and consequences are clear, consistent, and developmentally appropriate and applied fairly.

3. Youth are actively engaged in their own development.

Through a process of identity discovery and awareness, youth increase their personal competence and sense of well-being.

Elements of effective practice:

- A wide range of opportunities and experiences that encourage youth and adults to explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments.
- Youth explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments in purposeful and meaningful ways.
- Opportunities and experiences are provided to foster youths' positive sense of purpose and view of the future.
- Youth are recognized for both their participation and achievement.

4. Youth are considered participants rather than recipients in the learning process.

Youth are encouraged to actively participate in their own learning. Opportunities for youth to learn and develop take place in many different contexts and take into account a variety of learning styles.

Elements of effective practice:

- Learning is encouraged in formal and nonformal settings, in planned and unplanned ways.

- Opportunities for shared decision-making, planning and program implementation are provided for youth.
- Adults and youth work together to overcome barriers to participation such as transportation, cost and scheduling.

MICHIGAN 4-H YOUTH DEVELOPMENT GUIDING PRINCIPLES CONTINUED...

5. Youth develop skills that help them succeed.

Youth experience and learn from hands-on educational opportunities that help them develop the skills they need to be successful adults.

Elements of effective practice:

- Youth identify, develop, practice and articulate their skills.
- Youth set challenging yet realistic goals; they follow through on their commitments to achieve their best.
- Youth receive support from adult and teen volunteers, family members, peers and the larger community throughout the skill-building process.
- Youth recognize and celebrate their skills and accomplishments within their own definition of success and mastery.

6. Youth recognize, understand and appreciate multiculturalism.

Youth will respect differences among groups and individuals of diverse backgrounds. Youth will develop skills and competencies that help them foster social justice in their communities and their world.

Elements of effective practice:

- Youth explore and value their own diverse abilities, skills, interests and cultural backgrounds.
- Youth explore diverse people, places and ideas.
- Youth and volunteers from diverse backgrounds and with diverse abilities are included in decision-making, leadership and planning.

7. Youth grow and contribute as active citizens through service and leadership.

Youth feel included and involved in their communities. They have significant roles to play and important contributions to make as stewards of the future. Youth develop personal competencies that foster leadership, caring and citizenship.

Elements of effective practice:

- Youth are aware of and informed about local and global needs, opportunities and issues, and are provided meaningful roles in how decisions are made.
- Youth use their time, energies and skills for the benefit of others.
- Youth practice leadership skills to address needs, issues and opportunities.
- Youth are encouraged to recognize their roles as stewards in their communities.

**BERRIEN COUNTY
VOLUNTEER POSITION DESCRIPTION
4-H CLUB COORDINATOR**

Description of Job

Note: All 4-H Club Coordinators must be approved by MSU Extension staff. If a club utilizes co-coordinators, these responsibilities are to be mutually agreed upon and divided between the two coordinators.

- I. To coordinate by managing and facilitating with the club leaders to provide support, guidance, and direction to 4-H members and their club.
- II. To be the primary contact person for the club with the county MSU Extension staff and county 4-H program.
- III. To interpret the 4-H club, its mission and its program to the community.

Duties

- I. To see that the club is organized by:
 - A. Arranging for the club to:
 - 1) meet regularly
 - 2) elect, install, and train club officers and teen leaders as well as work with officers prior to club meetings to help officers plan the agenda
 - 3) plan to seek new members and to recognize graduating members
 - 4) plan the club's yearly program and activities
 - 5) annually conduct project enrollment, secure project bulletins, and provide adequate project leadership in areas chosen by the members
 - 6) conduct a range of activities including a community service activity, and participation in county and statewide events and programs, such as Spring Achievement, Recognition, Citizenship Washington Focus, contests, Exploration Days, etc.
 - 7) help members and officers evaluate the club program
 - B. Initiating and supervising a system for the support of adult volunteer leaders including:
 - 1) regular communication with 4-H families including parents
 - 2) clear designation of positions to be filled and jobs to be done, including written job descriptions
 - 3) recruiting persons with appropriate interests and skills to potentially become 4-H leaders
 - 4) distributing the jobs evenly among the families of the club
 - 5) helping the person who has accepted the job to understand what is involved
 - 6) involving volunteer leaders (the team) in learning experiences which helps them do their jobs well
 - 7) meeting regularly with the team to plan for the club
 - 8) supporting team members as they implement club plans
 - 9) maintaining communications with all members and leaders of the club

- 10) assisting the team to evaluate the strength of the program; giving helpful feedback as appropriate
 - 11) arranging for recognition of all leaders
 - 12) planning for experienced leaders to choose more complex or responsible leadership positions
- II. To maintain communications between the 4-H club and the county 4-H program including:
- A. Regular conversations or communications with the county MSU Extension staff or area service leader
 - B. Maintaining awareness of county programs and events and sharing this information with the club membership, parents and leaders
 - C. Reporting enrollment and other data to the county MSU Extension staff or areas service leader as requested
 - D. Submit the club's annual financial statement to the county MSU Extension Office by November 1 each year
 - E. Submit all annually required paperwork to the MSU Extension Office by deadlines
 - F. Report to the Berrien County MSU Extension 4-H Youth Staff within 24 hours of any bodily injury or damage to property or livestock that occurs during 4-H time
 - G. Order supplies
- III. To see that the club mission and program are interpreted to the families of club members and to the community; to maintain relationships with parents, business, and civic leaders, as well as public officials.

Qualifications

Men and women, especially parents of 4-H members, and also adult friends of 4-H with skills to share, may potentially serve as club leaders. A club coordinator should have:

An interest in youth, and an understanding of how they grow

An interest in youth programming, an appreciation of informal education, and a desire to help youth to learn by doing

Time and energy to devote to the club

A desire to continue own learning with peers and alongside young people

The ability to communicate ideas and skills so that everyone involved may learn (teaching skills) and enjoy the 4-H experience

The ability to share decision-making and responsibilities with youth and other adult leaders

The ability to support another person while he/she seeks to accomplish a task

The ability to organize, manage, and facilitate a team effort

The willingness to maintain relationships with parents

Enthusiasm, patience and understanding

Knowledge of the MSU Extension, the 4-H program and its mission and vision

Knowledge of the community and its resources

Relationships

The club coordinator accomplishes tasks by working with:

Parents and interested adults

4-H members, officers and teen leaders

The community

The leadership team of the club

The county MSU Extension staff, 4-H Leaders Council, and other experienced organization leaders in the county

Time Required

4-12 club meetings per year (4-6 hours per month)
Organizing and planning with the club leadership team (4-6 meetings per year; 1-3 hours per meeting)
Attendance at training sessions (1-4 per year)
Participation and support of 4-H Spring Achievement
Participation in other 4-H activities and events as desired

Length of Commitment

One year, renegotiable annually

Resources Available

The Club Coordinator Handbook, the Club Annual Paperwork Binder (CAP Binder), support and assistance from the club leadership team, experienced project members, retired and current project leaders, parents, or county extension staff, county, regional and state training sessions, Members' manuals, leaders' guides, and other printed and audio-visual materials from the MSU Extension Office

Rewards

Philanthropy
Making a positive difference in your community
Satisfaction of watching youth learn and grow
Respect and friendship of project members and teen leaders
Respect and gratitude of parents and community
Recognition of accomplishments by club and county
Opportunity for continued personal growth and learning
Opportunity for increasingly responsible leadership roles
Out-of-pocket expenses are deductible from income tax

BERRIEN COUNTY
VOLUNTEER POSITION DESCRIPTION
4-H PROJECT LEADER

Description of Job

- I. Function as a member of the club leadership team which is managed by the Club Coordinator.
- II. Work with individual members or a group of youth enrolled in the project area to support and guide their learning of knowledge, skills, and attitudes
- III. Establish and maintain relationships between the activities of the club project group and similar county or state project activities

Duties

- I.
 - A. To work with the club coordinator and leadership team to plan for the club and to keep the club informed of the activities of the project group
 - B. Inform the club coordinator and Berrien County 4-H staff, within 24 hours, of any behavioral incident of which results in any bodily injury or damage to property or livestock
- II. To organize and support project work by:
 - A. Assisting with enrollment; interpreting the project to potential members
 - B. Organizing the enrollees into a project group
 - C. Arranging for a meeting place and schedule dates and times
 - D. Conducting a minimum of 3 to 5 project group meetings, workshops and tours or field trips
 - E. Involving older, experienced youth as Teen Leaders
 - F. Encouraging parents to provide appropriate project support at home; informing parents and members of your expectations relating to meeting attendance, behavior, project materials and equipment needs, etc.
 - G. Giving individual support as needed to project members
 - H. Helping members establish goals and plan for their project work
 - I. Planning sequence of learning experiences in the project to appeal to beginners and more advanced learners
 - J. Working with members in regard to records, demonstrations, exhibits, or other project related activities
 - K. Encouraging members to complete project work as planned
 - L. Helping members evaluate their progress in project area
 - M. Providing recognition for the accomplishments of each member
- III. To enable project members to participate in county and state project-related events by:
 - A. Participating in project leader training offered by county or state
 - B. Being aware of the work of the county project committee
 - C. Helping project members to know the requirements for exhibiting at 4-H Spring Achievement and the county fair
 - D. Supporting project members as they prepare their exhibit

- E. Working with club leadership team to inform 4-H members of county and state events and encouraging them to participate

Qualifications

Men and women, especially parents of 4-H members, and also adult friends of 4-H with skills to share, may serve as project leaders. Experienced teen leaders may qualify. A project leader should have:

- An interest in youth, and an understanding of how they grow

- An appreciation of informal education, and a desire to help youth to learn by doing

- Time and energy to devote to the project; a desire to continue own learning in the project area

- Knowledge of the subject matter and/or a willingness to attend training

- The ability to communicate ideas and skills so that youth may learn (teaching skills)

- The ability to share decision-making and responsibilities with youth

- The willingness to maintain relationships with parents

- Enthusiasm, patience and understanding

Relationships

The project leader accomplishes tasks by working with:

- members enrolled in the project

- parents of members enrolled in the project

- experienced teen leaders and/or resource persons from the community

- the leadership team of the club

- the county extension staff and/or the county project leader

Time Required

Project meetings planned by the project group (3-12 per year; 1-2 hours per meeting)

Special project activities, home visits, tours, Spring Achievement, county 4-H contests and events, county fair, etc.

Attendance at training sessions (1-2 per year)

Organizing and planning with the club leadership team (4-6 meetings per year; 1-3 hours per meeting)

Length of Commitment

One year, renegotiable annually

Resources Available

Support and assistance from the club leadership team, experienced project members, retired and current project leaders, parents, or county extension staff, county or project training sessions, Members' manuals, leaders' guides, and other printed and audio-visual materials from the Extension Office

Rewards

- Satisfaction of watching youth learn and grow

- Respect and friendship of project members and teen leaders

- Respect and gratitude of parents and community

- Recognition of accomplishments by club and county

Opportunity for continued personal growth and learning
Opportunity for increasingly responsible leadership roles
Out-of-pocket expenses are deductible from income tax

**BERRIEN COUNTY
PROJECT CHAIRPERSONS
POSITION DESCRIPTION**

Description of Job

- A. To provide leadership for their designated project committee.
- B. To give counsel and advice to the 4-H Extension Staff in the evaluation, enhancement and improvement of project offerings.
- C. To serve as a member of the 4-H Spring Achievement Board which plans, coordinates and evaluates the annual spring event.

Duties

- A. To provide the leadership necessary for the project committee to:
 - 1. plan educational or skill workshops
 - 2. update project offerings to meet the needs of the 4-H members
 - 3. provide leader training as needed
 - 4. review project material
 - 5. design and/or update project guidelines
- B. As a member of the Spring Achievement Board to:
 - 1. help plan, execute and evaluate Spring Achievement
 - 2. recruit volunteers to:
 - a. evaluate at Spring Achievement
 - b. help set-up and take down at the event
 - c. watch projects during the Open House hours
 - d. help release projects at the conclusion of the event
 - 3. oversee set-up and take down of his/her project area
 - 4. instruct evaluators on procedures for evaluation
 - 5. oversee evaluation in his/her project area

**BERRIEN COUNTY
EVENT CHAIRPERSON
POSITION DESCRIPTION**

Description of Job

- A. Organize and coordinate, with the responsible 4-H staff person, the designated educational county 4-H event.
- B. Provide the leadership necessary to successfully plan and carry out the event
- C. Delegate responsibilities to committee members where appropriate

Duties:

- A. Determine the date, time, place and budget
- B. Make arrangements for an adequate location
- C. Recruit adequate and responsible personnel

- D. Arrange for press releases, registration material, and event material and equipment as needed
- E. Order necessary material and/or awards
- F. Provide instruction/training for helpers and or judges/evaluators

SPRING ACHIEVEMENT

Spring Achievement is an educational program with the purpose to create an enriched experience for both young people and adults. It is also a showcase for those young people to exhibit the projects that they have accomplished over the winter and spring and is usually held between mid-March and the end of April (depending on holiday and spring break schedules). Spring Achievement includes an evaluation process with the member, not a judged experience, and display of projects, a 4-H Style Revue, and demonstrations.

All members are encouraged to participate in the evaluation. Members meet with evaluators on a one-on-one basis where they discuss their project. The evaluators then offer suggestions and hints for improvement. A completion ribbon is awarded for satisfactory completion of a project. Outstanding Workmanship, Originality, and Outstanding Presentation Awards are given to those projects that prove to be exceptional in craftsmanship or creatively unique compared to the average project. The Outstanding Presentation Award is given to a member who demonstrates excellent communication skills and knowledge of their project.

Clothing & Textiles project members should also take part in the 4-H Style Revue. At the Style Revue members model their sewing, knitting, crocheting and personalization garments that can be worn.

Displays and demonstrations are exhibited by those clubs or individual members that work in project areas that do not go through evaluation, such as Community Service, Safety, First Aid, Dogs, Rabbits, Bowling, Shooting Sports, Club Promotional Displays, etc.

General Guidelines

- Each project chosen should be selected according to the member's skill level, attention span and interest.
- The project should get more challenging each year. A new skill should be added each successive year of a project. Advanced members should be doing more complex and advanced work.
- Emphasis should be placed on the quality of workmanship in relation to the capability of the member. Quality should take precedence over quantity. Older members with limited time should concentrate on one or two complex projects to showcase their accumulated skills.
- At the completion of the project, the leader and member should evaluate the project and evaluate if what was set out to be accomplished actually was.
- Projects must have been completed under the guidance of a registered 4-H leader. School, scout and camp projects cannot be displayed at Spring Achievement.

Age Divisions

Young - thru Grade 5

Junior - Grade 6 - 8

Senior - Grade 9 - 12

Displays

Clubs or members with project areas that could not go through the evaluation, such as Community Service, Safety, First Aid, Bowling, Dogs, etc., can exhibit a display. The display should be attractive and informative. It should take up no more than 24" wide and 24" deep. It should focus on one or two aspects of a large subject. Completion Ribbons are awarded to displays.

Demonstrations and other Educational Activities

There are certain projects that do not lend themselves to being displayed during spring achievement but make excellent demonstrations. Examples include the live animal exhibit, dog shows, rabbit exhibitions, communications projects and “projects in the making” demos. Participant ribbons are awarded to demonstrations.

Specific rules and special activities, dates, etc. for each year, are mailed to each 4-H Family no later than February of the current 4-H year.

4-H AWARDS/RECOGNITION

I. SPRING ACHIEVEMENT

- A. *Completion Ribbons* - are awarded at the time of evaluation for the successful completion of a project.
- B. *Outstanding Workmanship* - a ribbon is awarded in all project areas except Personal Appearance for superb craftsmanship on a project (i.e. quality).
- C. *Originality* - a judge’s award is awarded to those who have shown a creative bend in the completion of their project. They used their own ideas and creativity that caught the judge’s eye. An original design is a concept or idea from the member’s own thoughts. Changing the color of thread in a cross stitch design is not original. Drawing a licensed cartoon character is not original. Combining several patterns to create something new could be original. Finding a new way to use an old idea could be original.
- D. *Outstanding Presentation* - The Outstanding Presentation Award is given to a member who demonstrates excellent communication skills and knowledge of their project.
- E. *Participation* - Participant ribbons are awarded to members who participate in an educational demonstration during Spring Achievement.
- F. *Style Revue* - ribbons are awarded at the time of the Style Revue. Selection of the winners is based on the style and fit of the garment, cleanliness and condition of the garment, accessories, grooming and poise of the member.
- G. *Everhart* - recognizes junior and senior Personal Appearance members for garments of superior construction. At evaluation, each member indicates whether they want to compete for an Everhart Award. Evaluators nominate the garment they feel meet the high standards imposed by the award. Winners receive their ribbons attached to their garments but are announced at the Style Revue.

II. COUNTY RECOGNITION

Families, 4-H members and 4-H leaders with questions about recognition should review the 4-H Awards & Incentives Handbook. It is reviewed annually by the 4-H Leaders Council and made available to all registered 4-H families.

BERRIEN COUNTY 4-H ORGANIZATIONS

Berrien County 4-H Foundation, Inc. - was created to provide annual income to finance 4-H programs and special activities throughout Berrien County. A Board of Directors representing a cross section of people and business in Berrien County manage Foundation assets. This organization is separately incorporated but closely connected to MSU Extension for the use of the 4-H name and emblem.

Berrien County 4-H Leaders Association, Inc. - promotes the well being of 4-H through non-tax dollar support and the guidance and counsel to 4-H staff. The board of directors is known as the 4-H Leaders Council and makes decisions as elected representatives on behalf of the membership. The Association is separately incorporated but closely connected to MSU Extension for the use of the 4-H name and emblem.

Spring Achievement Board- is made up of the chairs of the various developmental committees who plan and organize this annual event held in March or April.

Developmental Committees- made up of project leaders, oversee and in many cases implement the activities and programs in a particular project area. Project committees may include: Crafts, Electrical, Fine Arts, Foods & Nutrition, Horse Leaders, Livestock Leaders, Clothing & Textiles, Photography, Rabbits, etc. Committees are created and/or dissolved based on program needs.

4-H EVENTS

County Events

These events, and others, are created/disbanded based on program needs, leader and funding availability. Members who choose to participate in competitive events usually go on to regional/state competition based on eligibility requirements.

Fall Kick-Off- Annual county promotion which assists club coordinators with annual enrollment

Club Coordinator & Leader Update – Annually held the end of September, leaders and club coordinators are strongly encouraged to participate in this workshop. It provides an opportunity to network with other leaders while learning what is new for the upcoming year.

Leaders Recognition Banquet- Annually recognizes leaders for tenure of service in increments of five years. Outstanding Leaders of the Year are also named.

Member Recognition- Annual recognition of members for their achievements, including the naming of the outstanding 4-H'ers.

Pre-Fair Clinics- Series of summer clinics, offered in various project areas, provide help through demonstrations and talks to prepare Berrien County Youth Fair exhibitors and 4-H'ers for fair.

Judge-In- Biannually judges critique food and nutrition entries by members as a learning experience prior to fair.

Quiz Bowl- Encourages members to expand their knowledge of horses or rabbits and related subjects in a competitive setting. Members also develop alertness and self-confidence.

Hippology- Members learn the breeds, anatomy, and systems of the horse. Their knowledge is assessed through written tests, identification stations, and group problem solving.

Horse Judging- Members learn to evaluate horses based on conformation and performance. They learn several life skills - to defend their opinion, think on their feet, organize and communicate their thought to others. Includes fun and exciting fieldtrips to horse farms!

Livestock Judging- Involves learning how to analyze the three major meat species - cattle, sheep, and swine, based on conformation, performance, and meat quality. Members learn to think on their feet, defend their opinion, organize their thoughts, and communicate with others.

State Events

4-H Communications Day Contest- Held traditionally in February, this activity includes Demonstrations/Illustrated Talks, Foods/Cookery, Science Exhibits, Public Speaking and Job Interview.

Animal Science Week- Held in July, this event includes Dairy Days, Livestock Expo, Caprine Classic, and Rabbit & Cavy Expo. The events are designed for young people who are interested in animals. For several of the events, you do not need to own an animal.

Capitol Experience- Held in March, this program addresses citizenship and leadership. Participants from all over Michigan experience state government firsthand at the State Capitol Complex during this three and a half -day event.

Exploration Days- Held in June, is for members over 12 years of age, leaders, and parents. While living at Michigan State University for two and a half days, participants learn new ideas, techniques and skills which can be used in their own 4-H clubs and communities. Members may experience everything from fencing to crafts to animals, all while having fun!

Horse Jamboree- Held in April, this is the state competition for 4-H Horse Judging, Hippology and Quiz Bowl members. In Berrien County, members must first compete locally before qualifying to represent the county at Jamboree.

Educational Workshops – Numerous educational workshops are held throughout the year for 4-H teen members and leaders. Most workshops take place at Kellogg Biological Station in Hickory Corners, Kettunen Center in Tustin, or on the MSU Campus in East Lansing. A schedule of opportunities is shared with 4-H leaders in September each year.

POTENTIAL 4-H PROJECT AREAS

CITIZENSHIP & CIVIC EDUCATION

- AB** Citizenship
- ABA*** Citizenship Washington Focus
 - ABC*** Capitol Experience
 - AB2*** Local Citizenship Institutes
- AC** Cultural Education
 - ACB*** Folk patterns
 - ACC*** Barn Documentation
 - ACE*** Exchanges
 - ACF*** Michigan 4-H History Project
- AD** Global Education
- AE** Intergenerational Programming
- AF** Understanding Physical & Mental imitations
- AG** Volunteerism
- AH** Service Learning
- AI** Community Service

COMMUNICATIONS & EXPRESSIVE ARTS

- BA** Communication Arts
 - BAA** Speaking/Radio/TV
 - BAB** Writing/Print
- BB** Performing Arts
 - BBA** Clowning/Mime
 - BBB** Dance/Movement/China Dance
 - BBC** Drama/Theater
 - BBD** Music/Sound
- BC** Visual Arts
 - BCA** Arts & Crafts
 - BCA1** Baskets
 - BCA2** Ceramics
 - BCA3** Christmas Ornaments
 - BCA4** Cross Stitch/Plastic Canv
 - BCA5** Fine Arts
 - BCA6** Leathercraft
 - BCA7** Tole/Country Painting
 - BCA9** Tin Punch
 - BCA10** Woodburning
 - BCA11** Other
 - BCA12** Needlework
 - BCB** Drawing, Painting, Sculpting/China Art Exchange
 - BCC** Graphic Arts, Displays, Exhibits
 - BCD** Photography/Video

CONSUMER & FAMILY SCIENCES

- CA** Child Development, Child Care, Babysitting
- CB** Clothing & Textiles
 - CBA*** Clothing Buymanship
 - CBB*** Sewing
 - CB1** Crocheting
 - CB2** Knitting
 - CB3** Personalization
 - CB4** Quilting
- CC** Consumer Education
- CD** Home Environment
- CE** Parenting & Family Life Education

ENVIRONMENTAL EDUCATION & EARTH SCIENCES

- DA** Environmental Stewardship
 - DAA*** Trackers (Kettunen Center)
 - DA2*** MI 4-H Youth Conservation Council
 - DA3*** REACT Initiative
 - DA4*** Junior Citizen Planner
- DB** Earth, Water & Air
 - DBA** Geology & Minerals
 - DBB** Weather & Climate
 - DBC** Soils & Soil Conservation
 - DBD** Water
- DC** Energy
- DD** Forests, Rangeland, Wildlife
 - DDA** Forestry
 - TREE*** TREE
 - MFF*** Michigan Forests Forever
- DDB** Range Science
- DDC** Wildlife & Fisheries
- DDF*** Project F.I.S.H.
- DD2*** Hunting & Wildlife
- DE** Outdoor Education/Recreation
 - DEA** Adventure/Challenge
 - DEB** Shooting Sports
 - DEC*** Camp Programming
 - DED*** Day Camp
 - DEO*** Overnight Camping
 - DE2*** Archery
 - DE3*** Rifle
 - DE4*** Shotgun
- DF** Waste Management
 - DFA** Composting
 - DFB** Recycling
 - DFC** Household Hazardous Waste

HEALTHY LIFESTYLE EDUCATION

- EA** Chemical Health
 - EAA*** Smoking Cessation
 - EAC*** Tobacco Use Prevention
- EB** Mental & Emotional Health
 - FJA*** Conflict Resolution/Mediation
- EC** Foods & Nutrition
 - EC1** Cake Decorating
 - EC2** Candy
 - EC3** Bread
 - ECA** EFNEP
 - ECB** Food Safety
 - ECC** Food Preservation
 - ECD** FSNEP - Food Stamp Nutrition Education Program
 - ECF*** Family Nutrition Program
 - ECJ2*** Jump Into Foods & Fitness
 - ECT*** Team Nutrition
- ED** Physical Health

EDA	Fitness & Sports
EDB	Growth, Development & Disease
EDC	Home Nursing, First Aid/CPR
EDD	Sexual Health
EDH*	Special Needs
EE	Safety
EEA	ATV Safety
EEB	Automotive Safety
EEC	Bicycle Safety
EED	Communities for Child Safety
EEE	Emergency Preparedness
EEF	Tractor & Machinery Safety Certification

PERSONAL DEVELOPMENT & LEADERSHIP

FA	Career Exploration & Employability
FAA*	WOW! Wild Over Work
FB	Critical Thinking Skills
FC	Economics, Business & Marketing
FCA	Mini-Society
FCB	Other Entrepreneurship
FD	Introductory 4-H Projects - Cloverbuds
FE	Hobbies & Collections
FF	Leadership Skills Development
FFA*	Group Dynamite
FFB*	Natural Helpers
FG	Leisure Education
FG1	Bowling
FG2	Cross Country Skiing
FH	Personal Development
FHA*	Peer Plus
FH2*	Exploration Days
FI	Reading Literacy
FIA*	Sew Read
FJ	Social Recreation Skills
FK	Values Clarification
FL	Character Education

PLANTS & ANIMALS

GA	Ag in the Classroom
GB	Animals
GBA	Aquaculture
GBB	Beef
GBC	Birds & Poultry
GBD	Cats
GBE	Dogs
GBF	Dairy Cattle
GBG	Goats
GBGA	Dairy Goats
GBGB	Mohair Goats
GBGC	Meat Goats
GBGD	Pygmy Goats
GBH	Horse & Pony
GBH1	WCR Adult Vol.
GBH2	WCR Youth Vol.
GBH3	WCR Rider
GBH4	WCR Horse Owner
GBHD*	Draft Horses

GBI	Rabbits/Cavies
GBJ	Sheep
GBK	Small or Lab Animals/Pocket Pets
GBL	Swine
GBM	Alpacas and Llamas
GBN	Emus and Ostriches
GBO*	Horseless Projects
GBP*	Proud Equestrian Program
GC	Plants
GC1	Flower Arranging
GCA	Crops/Weeds
GCB	Flower Gardening/House Plants
GCC	Garden-Fruit/Vegetables
GCD	Ornamental Horticulture
GCE*	4-H Children's Garden
GCI	Dried Flowers

SCIENCE & TECHNOLOGY

HA	Science/Technology Literacy
HAA	SERIES/Simply Science
HAB	SPACES-Outer Space
HB	Biological Sciences
HBA	Animal Science
HBA1	Hippology
HBA2	Horse Judging
HBA3	Livestock Judging
HBA4	Horse Quiz Bowl
HBA5	Rabbit Quiz Bowl
HBA6	Animal Science Notebook
HBB	Aquatic Science
HBC	Entomology & Bees
HBD	Food Science
HBE	Marine Science
HBF	Meat Science
HBG	Plant Science
HBH	Poultry Science & Embryology
HBI	Veterinary Science
HC	Technology & Engineering
HCA	Aerospace
HCB	Automotive
HCC	Bicycle
HCD	Computer Technology
HCE	Electric
HCF	Electronics
HCG	Engines, Tractors & Field Equipment
HCH	Wood Science & Industrial Arts
HD	Physical Sciences
HDA	Astronomy
HDB	Chemistry
HDC	Mathematics
HDD	Physics

*** Michigan Project Codes**

NOTE: These codes and project offerings are subject to change annually.

ANIMAL SCIENCE NOTEBOOKS

The educational notebook project is a valuable activity for 4-H members whether they have a live animal project or not. 4-H Leaders are encouraged to utilize Extension bulletins, veterinarians, library, and computer resources to facilitate this project with members. Learning Laboratory Kits may be loaned to clubs to create a unique educational experience. Kits are available for the following species and must be reserved through the MSU Extension Office:

- Beef Cattle
- Dairy Cattle
- Sheep
- Swine
- Poultry
- Horses
- Dog
- Goat
- Rabbits

Current notebook guidelines may be obtained through the Berrien County MSU Extension Office.

CAKE DECORATING

Members must have a working knowledge of the equipment they used. Plastic accessories are only allowed as complimentary decoration. All other decorations should be made by the member. Members are encouraged to seek additional ideas from cake decorating books and bulletins available at the Extension office.

The correct grade division should be written on the member's enrollment card and also on the exhibit tag at Spring Achievement.

Guide the member according to their skill and ability so they will be sufficiently challenged regardless of their age. Simple, quickly completed projects for the "Young Division" are suggested.

Spring Achievement Exhibits

These guidelines have been revised to insure eligibility for the Berrien County Youth Fair.

Decorated Forms

- The base of the cake should be no larger than 14 inches, with a minimum height of 4".
- All cakes should be decorated on forms or cake pans.
- Decorator icing is not acceptable. Acceptable icings are: royal icing, color-flo, marzipan, gum paste, candy clay, pastillage, rolled or poured fondant.
- A minimum of two decorating tips should be used.

Suggested "Young Division" Project

8" to 10" cardboard cake circle or square covered with aluminum foil, makes a good beginner's project. Use a minimum of one decorator tip and the project must be exhibited on a base with maximum size of 14".

Decorated Cakes

A minimum of two 8" layers, using a minimum of two or more decorator tips. Base size must not exceed 14".

CAT PROJECT

Goals

1. Member will experience the pleasure/companionship that a healthy, content cat can provide.
2. Acquire the knowledge and responsibility that cat ownership entails.
3. Demonstrate sound cat care.
4. Learn and comprehend the characteristics of cats...body configuration, personality differences, and dietary requirements.
5. Be able to identify the characteristics of different breeds of cats.
6. Be able to select the right cat for you.
7. Follow the basic rules to ensure the health of your cat.
8. Train the cat to learn the basics of good behavior.
9. Learn the how-to of showing cats.
10. Understand the value of scientific research and its influence on cats.
11. Appreciate the animal kingdom in general and develop a sense of responsibility to care for the domestic animal dependent on humans.

Requirements

Members must compile a cat notebook following the animal science notebook guidelines. Notebooks must be submitted to the Extension Office two weeks prior to Spring Achievement. The notebook may also be exhibited at the fair. Members do not need to own a cat to complete a cat notebook.

To show at the fair, cats must have the following shots: rabies, distemper, and pneumonitis. Cats that are exhibited at the fair must be owned in exhibitor or family name and in the exhibitor's possession by April 1st of the current year.

Bulletins: Cat Fitting and Showing
 Your Cat and You: Complete Guide to Selection and Care

CLOWNING

Goals

1. To develop self-confidence.
2. Learn to relate to people.
3. Bring joy and laughter to people of all ages.
4. To promote 4-H as a team effort.
5. To add to the fun and excitement of parades and other special events in the community.
6. To learn the importance of health, fitness, skin care and general body hygiene.
7. To teach others through a skit.

Project Divisions

BEGINNING:

Learn the history of Clowning
Learn the etiquette
Make-up, equipment, and material
Design a clown face and make-up
Learn the difference between "Clowning" and just being in costume

Beginning Notebook:

It is intended to help members keep an accurate record of clowning workshops, events and activities. Include the following:

- How and why you became interested in clowning
- How and why you selected your face
- How and why you selected your costume
- How and why you selected your name
- List rules of etiquette
- Pictures of you both with and without your make-up

INTERMEDIATE:

Coordinate name, face, costume, and character
Develop a "character" and name for yourself
Able to assume your character and maintain it over a length of time and in a group
Learn where to get resources and props
Learn group games and how to perform them
Learn more advanced make-up

Intermediate Notebook

Continuation of your notebook from last year. Indicate the starting point of new information.
Items to include:

- Info learned about different clowning activities (skits, mimes, magic, juggling, balloon art, games)
- Illustrate the types of clown faces (White face, Hobo, Augusta)
- Types of costumes worn by each of the three clowns
- History of clowning
- Community service clowning activities (hospitals, nursing homes, day care centers)

ADVANCED:

Learn games and entertainment appropriate to different age groups in the audience.
Write a skit to target a certain audience
Learn advanced make-up
Relate clowning to another project area
Promote 4-H
Mime, juggling, balloons

Advanced Notebook

Should be a continuation of your notebook from the previous year(s).

Resources

Clowns of America Association
2715 E. Fayette
Baltimore, MD 21224

Clown's Alley magazine is sent to members of this association.
Contact the organization for referral to a local chapter.

Local libraries, professional clowns, drama teachers.

Bulletins available:

4H1116	The Art of Clowning - Member
4H1117	The Art of Clowning - Leader
4H1221	A Leader's Guide to Teaching Creative Drama Be A Clown

ELECTRICAL/ELECTRONICS

Goals

1. Members will gain a basic understanding of electricity, including how it works and using it safely.
2. Members will gain from a rewarding and educational experience.

Project Divisions-ELECTRICAL

YOUNG - thru grade 5

Know the definition and fundamentals of electricity. Learn importance of electrical tools. Safety factors should be stressed.

First year project - one of the following is required:

1. Trouble lights, desk lamps, etc.
2. Drop lights
3. Basic DC circuitry.
4. Documentation of the repair and maintenance of a simple electrical device. Notebook must describe initial condition of the item, what was done and what was learned.
5. Electric game, or electromagnets.

JUNIOR - grade 6-8

Review fundamentals of electricity and safety.

Project ideas:

1. Advanced wiring
2. Home wiring
3. Learn to read wiring schematics
4. Switchboard showing 2- or 3-way switch for light or receptacle.
5. Repair and maintenance of home appliances. Notebook must describe initial condition of the item, what was done to it and what the member learned.

SENIOR - grade 9-12

Advanced learning in electricity. Fundamentals of electronics may be taught.

Project ideas:

1. Electric motor wiring
2. Electric motor rebuilding or other electrical apparatus
3. Advanced electric game, electromagnets
4. Schematic diagram of installed wiring system
5. Air compressor construction
6. Stationary home construction. Notebook containing a description of what was done and pictures showing the progressive steps from start to finish

Project Divisions - ELECTRONICS

JUNIOR - grade 6-8

Exhibit the best project made during the current year.

1. A simple circuit
2. Safety Flasher
3. Emergency Lamp
4. Microphone
5. Basic telephone wiring
6. Radio (crystal, tube, or transistor)
7. Simple integrated circuit (IC)

SENIOR - grade 9-12

1. Test circuit
2. Analog computer
3. Repulsion coil
4. Amplifiers
5. Radio (FM or Stereo)
6. Advanced Integrated Circuit (IC)
7. Advanced telephone wiring

FINE ARTS/CREATIVE ARTS & CRAFTS/CRAFT KITS

Finishing Techniques

1. All needlework projects may be displayed as a complete item. Back of project need not be visible (for Evaluation ONLY. Fair rules may differ).
2. All items to be hung, must be ready to hang. Have permanent hanger installed and be ready to hang.
3. Tin punch projects must be framed or finished to hang. A flat piece of punched metal is not complete.
4. Jewelry should be securely mounted on a small piece of cardboard which contains the yellow tag. Besides being nice for display, this keeps small pieces from walking away.
5. All items must be clean and unused.
6. All applied finishes (paint, varnish, etc.) must be dry and cured.

Suggested projects

- I. FINE ARTS- Projects under this category must be executed on canvas, canvas board, or art paper and must be matted or framed. Cartoon subjects are not acceptable for this category. Examples: Calligraphy, drawings, pictures or designs in pencil, charcoal, pastels, oils, acrylics, water colors, or ink. Free form pottery and/or sculpture are included in this division.
- II. FIBRE AND NEEDLE CRAFT- Examples: Macramé, weaving, woven blankets, spinning, hooked rugs, knitted or crocheted non-clothing items, etc., embroidery, counted cross-stitch, crewel, needlepoint, needle punch, quilting, appliqué, net darning, candlewicking, soft sculpture, baskets, etc.
- III. CREATIVE CRAFTS- Examples: Ceramics, plaster craft, tole painting, stenciling, batik, silk screening, stained glass, glass staining, bread dough, paper mache, cornhusk dolls, decoupage, quilling, paper tole, bead creations, string art, tin punch, country carving, woodburning, etching, rubber stamping, decorated frames, creative twist, jewelry, reverse glass painting, homemade cards and Scrapbooking, etc.
- IV. HOLIDAY ORNAMENTS- A collection of three to five holiday ornaments are to be displayed appropriately (cardboard, tree branch). Three different techniques must be used.

NOTES:

- Non-wearable personalized items may be entered as a craft or Home Design as part of Clothing & Textiles. Wearable personalized items must be entered in Clothing & Textiles.
- Please mention and document if any projects are of original design.
- Arrangements/creations from natural, dried, silk, fresh, material, etc., are Flower Arranging.

FOODS/NUTRITION

For a detailed outline, refer to the Food & Nutrition 4-H Guidelines book available at the Extension Office.

Suggestions for Spring Achievement exhibits:

- A. Classifications
 - 1. Nutrition notebook – specific guidelines and questions are available at the MSU Extension Office
 - 2. Scrapbook
 - a. History of foods
 - b. Menus, menu planning
 - c. Photo of meal preparation and completed meal
 - 3. Booth display
 - 4. Posters
 - 5. Table setting
 - 6. Recipe collection

- B. Idea suggestions
 - 1. Nutrition
 - 2. Food science and experiments
 - 3. Origins of ethnic foods
 - 4. Consumer education and marketing
 - 5. Food preservation
 - 6. Outdoor cooking
 - 7. Safety

NOTE: No prepared or preserved food is allowed at Spring Achievement. Pictures and/or posters are acceptable. Because this project covers such a broad range of topics, it is difficult to give specific examples.

Resources available:

4H1109	Team Up for Outdoor Meals - Member	MI 4-H Foods Curriculum
4H1111	Adventures in Outdoor Cooking - Member	Level A- Six Easy Bites
4H1112	Adventures in Outdoor Cooking - Leader	Level B- Tasty Tidbits
4H1142	Exploring Outdoor Eating - Member	Level C- You're the Chef
4H1143	Exploring Outdoor Eating - Leader	Level D- Foodworks
4H155	Exploring Foods & Nutrition	
4H1353	Microwave Cooking - Member & Leader	
4H1262	Kids & Ice Cream - Leader	<u>Video</u>
4H1417	Food Mysteries - Member & Leader	Make Nutrition Come Alive

Snacking Healthy

Foods With an International Flavor - Member & Leader

Contact the Extension Office for additional materials.

FLOWER ARRANGING

Goal To learn the basic principles of flower arranging.

Suggestions

1. Keep in mind novelty arrangements; as well as traditional. Examples: Holiday, birthday, anniversary, or showers. Special party accessories can be used within the arrangements (corsages).
2. Containers for use: baskets, antiques, mugs, vases, driftwood, teapots, pitchers, and bowls.
3. Flower types: fresh, silk, natural, dried, permanent. Any combination is acceptable.

Resource material available at the Extension Office:

NCR #221, Flower Arranging
Basic Design Shapes
Principles of Floral Design
Flower Prep for Floral Design

FURNITURE RECONDITIONING

The project will include any piece of furniture that needs some form of reconstruction. A picture of the piece of furniture before reconstruction is required.

Audio Visuals available for order through the Extension Office:

Woodworking - Unit 1: Introduction to a 4-H project. Covers: Youth development (mental, physical, social, emotional and vocational); Approaches to leadership (project vs. youth-centered leaders); and Situations a leader might encounter and some help in how to approach them. Slide/tape, 77 slides, user's guide.

Marking & Cutting - Unit II: Shows techniques for marking lumber and cutting to desired size using squares, free-hand sawing, guides and jigs, miter box, etc. Discusses problems youngsters have in gaining these skills. Slide/tape, 66 slides, user's guide.

Assembly - Nails, Screws & Glue - Unit III: Discusses techniques/methods, pros/cons of different methods and when to use them. Good review for experienced people. Slide/tape, user's guide.

Interior Finishes - Unit IV: For finish, type of finish to use and method of application. Covers problems most apt to develop, what to do and how to avoid them. Slide/tape, 62 slides, user's guide.

HOME ENVIRONMENT

The purpose of this project is to teach and encourage young people to contribute to create a pleasing home environment. They need to appreciate man's need for beauty and harmony in his surroundings. Creating that beauty is an experience that will give personal pleasure and satisfaction.

Rarely does a person have the opportunity to decorate a room from top to bottom. Usually you do it in bits and pieces. This project allows a member the chance to see a room completely refurbished. It stimulates their minds and opens a floodgate of creativity.

Members can redecorate and turn a room into their dream room. They design and decorate parts of the room including the walls, furniture, the floors, nick knacks and storage. The goal of the project is to stimulate all the senses, not just touch or sight. The yearly project should relate to the overall harmony of the room or area to which the member is directing their attention.

This project can be make-believe to teach the member the concept without actually, physically changing or redecorating a room or area. A notebook describing and/or showing the skills developed and used in completion of the current year's project must be done to receive credit for the project.

Craft projects can be incorporated into a home design setting.

Simple, quickly completed projects should be selected for the young division and progressively more complex for the upper divisions. Be sure the member is appropriately challenged regardless of their age group.

Achievement Exhibit

Because this project covers such a broad range, it is difficult to offer specific examples. The exhibit must indicate how the item(s) exhibited "coordinates, harmonizes or accents" the room for which it was intended. Note: If project work is not feasibly displayed, a picture representation or a 3-dimensional display will be acceptable.

Every exhibit must be accompanied by a notebook. The notebook should contain an explanation of the procedures used, source of the information, materials and supplies used, value of the items used and other appropriate information. Posters are not acceptable.

Project Suggestions

1. Room Decoration - This project may be completed in one year, or over a number of years.

If furniture project is going to be included, the member needs to understand about furniture utilization, style, period, cost, fads, durability, etc. as they relate to that room and its use plus the atmosphere desired.

Wall papering & painting
Bedspreads, draperies/curtains
Furniture selection/arrangement

Bathroom settings
Storage & shelving
Macramé items

- Wall groupings and accessories Home study center
2. Room Accessories - This type of project can be completed in one year. It can include one or more items that will complement or enhance the rooms or its furniture.

Decorator pillows	Wastebaskets
Towel sets	Table settings
Afghans	Table arrangements
Tray settings	Memo boards
Hooked or braided rugs	Tablecloths
Desk accessories	Kitchen accessories

3. Antiques, Furniture Refinishing or Re-upholstering
- a. Room decoration - refer to division 1.
 - b. Member should know the kind of wood, period of use, style, approximate age, finish used, dollar value at market conditions, as well as the appropriate use of that item.

HORTICULTURE

VEGETABLE, FRUIT, FLOWER GARDENING, & ROSE GARDENING

This project allows a great degree of latitude for innovation and variety. Decisions should be agreeable to both the leader and member.

Goals

1. Learn the basic principles of horticulture science.
2. Learn a variety of propagation practices.
3. Be able to identify common varieties of plants, seeds, insects, and weeds.
4. Learn about the scientific method and how to conduct horticultural experiments.
5. Learn the need for, and correct use of fertilizers, pesticides and water.
6. Beginners will be encouraged to enroll in their basic plant science project before beginning their gardening project.
7. Keep a garden record.
8. Members should be encouraged to participate in NJHA (National Junior Horticultural Association). NJHA is a competitive training program concerned with teaching youth to recognize and identify some of the most important horticultural crops, to learn criteria influencing quality, and to be able to answer questions and solve problems relating to the art and science of horticulture.
9. Members should be encouraged to explore and participate in demonstrations and illustrated talks.

Project Divisions

Young - thru grade 5

1. Make a simple garden plan
2. Grow 4-7 different kinds of plants or vegetables.
3. First year members may wish to grow only annuals as they tend to be easier and hardier.
4. Collect pictures or specimens of common plants or vegetables (using file cards or a notebook format may be helpful).
5. Know basic plant parts.
6. Members who are repeating the project should try to grow different plants each year (don't forget family preferences).
7. Tour other gardens as a learning experience.
8. Should be encouraged to exhibit at Spring Achievement and the fair.

Junior - grades 6-8

Vegetables and Fruits

1. Grow at least 8 different vegetables and/or fruits.
2. Conduct simple experiments.
3. Members should be encouraged to grow different or novelty vegetables and/or fruit each succeeding year.

Flowers and Ornamentals

1. Members repeating project should be encouraged to grow different annuals, perennials, and bulbs each year.

2. Begin to study landscape design.
3. Grow at least eight different flowers.
4. Conduct simple experiments.

Senior - grades 9-12

In addition to the young and junior suggestions, you may need to expand into one or more of the following:

Vegetables and Fruits

1. Grow at least ten different vegetables and/or conduct more experiments.
2. Build and use cold-frames, etc. to begin plants.
3. Market excess produce.
4. Plan and grow commercial projects.
5. Conduct more advanced experiments.

Flowers and Ornamentals:

1. Grow at least seven annuals, three bulbs, and six perennials.
2. Continue to study landscape design and possibly implement a plan.
3. Conduct more advanced experiments.
4. Plan and grow commercial projects.
5. Market excess flowers.

ROSE GARDENING

Goals

1. Learn to grow, care for, and maintain roses.
2. Learn how to identify and treat common diseases, insects, and nutrient deficiencies.
3. Learn to maintain record of rose varieties grown.

Project Suggestions

1. Growing roses.
2. Increase the number and variety of roses grown each year.

Spring Achievement Exhibit Suggestions:

1. Notebook or journal.
2. Educational display.
3. Potpourri
4. Show use of dried roses.

Spring Achievement Exhibit Suggestions for Horticulture:

1. Notebook with photographs to show growth and variety of specimens grown. Specific guidelines and questions are available at the MSU Extension Office for those interested in completing a **Horticulture Notebook** for 4-H Spring Achievement.
2. Collections of common plants and vegetables (either pictures or specimens) displayed in a notebook or on a poster board.
3. Poster - an educational poster showing plant parts, propagation, diseases, leaves, seeds, landscape design, etc.
4. Records showing cost of operation.
5. Rooted cuttings, examples of propagation.
6. Conduct or report on simple experiments (from Plant Science or school science books).
7. Conduct demonstration or illustrated talk.
8. Exhibit garden record or journal.

Resources available at the Extension Office:

197A1	Plant Science Project
197	The Home Gardener
4H1337	4-H Flower Gardening Project Guide
4H1302	Exploring the World of Plants and Soils/Beginner
4H1303	Exploring the World of Plants and Soils/Plant Reproduction/Intermediate
4H1304	Exploring the World of Plants and Soils/Intermediate
4H1305	Exploring the World of Plants and Soils/Plant Growth/Intermediate
4H1306	Exploring the World of Plants and Soils/Plant Characteristics/Intermediate
4H1307	Exploring the World of Plants and Soils/Growing and Using Plants/Intermediate
Heritage Gardening & Heritage Gardening Projects	
Horticulture Activities for the 5-8 year olds	
4-H Horticulture Project Skill Level Record Book	
4-H Vegetable Gardening (Plant Science Unit II)	

INDOOR GARDENING

Goals

1. Learn how to grow, maintain, and care for plants indoors.
2. Learn a variety of propagation practices.
3. Learn how to force bulbs or branches into bloom.
4. Learn to identify and treat common diseases, insects, and nutrient deficiencies
5. Learn common and scientific names of plants that they grow
6. Maintain a project record or journal.

The plants should be self-propagated when feasible. If a plant is purchased, member should grow and care for it for at least three months before exhibiting it.

Suggested Projects

1. Caring for plants
2. Growing new plants
3. Forcing bulbs into flowers
4. Terrariums
5. Decorative plaques using natural plant materials
6. Herb Gardens
7. Hanging Gardens

Spring Achievement Exhibit:

1. Select the best plant or terrarium for evaluation.
2. Notebooks and photographs should show growth and variety of specimens grown.
3. An educational display, notebook, or poster of indoor plants, plant parts, propagation, or disease would be acceptable.
4. Conduct or report on simple experiments (from Plant Science or school science books).
5. Conduct a demonstration or illustrated talk.
6. Exhibit record book or journal.

Bulletins available: 4H153-B Indoor Gardening

LEATHERCRAFT

Project Divisions

Young - thru grade 5

The goal is to learn to use the seven basic tools (swivel knife, camouflage, pear shader, beveler, veiner, backgrounder, and seeder), and learn an appropriate stitch.

Beginners should learn 2-3 of the basic tools the first year, additional tools each year. 3-D or additional combinations may be included.

Option 1 - Best two of three items made. One must be ship, single or double cordovan stitched. One or both items combined must indicate proper use and demonstrate skills of the seven basic tools.

Bookmarks, coasters, key cases, comb cases, belt, change purse, switch plate cover, footwear, or item of self-design.

Option 2: Braiding: Learn about the use and names of the five basic braids. Make two small or one large item using one of the basic braids.

Lanyard, bullwhip, reins or mystery braid (made of leather), macramé fringe added to a leather item.

Option 3 - Advanced kit or self-design and cut. A larger or more difficult kit than in Option 1. Learn how to hand or machine stitch articles. Learn how to lay out a pattern.

Exhibit - One item or an ensemble.

Jewelry, book covers, plaques, pictures, purse, belts, picture frames.

Junior - grades 6-8

Option 1: Learn to use additional tools such as the mulefoot, stops, matting tool, and saddle stamps. Learn to line at least one item. Learn new finishing methods.

Exhibit - One or more items displaying use of new techniques in tooling or finishing. Articles should be more complex and advanced over the young leathercraft project.

Fancy wallet or belt, knife sheath, quiver, simple handbag.

Option 2: Learn to do at least two additional kinds of braids: invisible reins, bullwhip, macramé, mystery braid. Make at least one large item using a suitable braid.

Exhibit - One large item showing the braid of your choice. Each year, use a different braid.

Lanyard, bullwhip, reins, macramé fringe added to a leather item , mystery braid.

Option 3: Advanced kit of self-design. Learn to combine leather with other materials in making clothing or accessories with design and color coordination. Learn how to hand or machine sew. Learn how to lay out a pattern.

Exhibit - one item or ensemble

Footwear, chaps, shirt, pants, skirt, jacket, coat, jewelry, pictures, picture frames, plaques, book covers, planters.

Senior - grades 9-12

Must have learned use of the seven basic tools.

Exhibit - one or two items indicating increased skill over the preceding year.

Option 1: rifle case, filigreed belts or bridles, saddle work, halter, shoes, holsters, gadget bags, advanced purses, briefcases, bowling ball bag, hats, pictures, covered lamps or clocks.

Option 2: matching ensembles such as billfold and purse, quiver and arm cover, vest, skirt, pants.

Option 3: Advanced kit (same as junior Option 3) Footwear, chaps, shirt, pants, jacket, coat.

For either Option 1 or 2: Advanced kit or self-design and cut. Learn about dyes and finishes, saddle stitching, original designing, structural design for strength, combining different types of leather for use and decor, plus other materials of own choosing for advanced skill and design.

LEISURE EDUCATION

The purpose of Leisure Activities is to make the member aware of what is available for entertainment and recreation year round. They also will learn the proper and safe method to perform these events. Learning the proper procedure will make them aware of the natural environment around them and hopefully cause a more healthy respect for their surroundings. This respect may help them understand that we need to preserve our natural resources.

Activities

1. Learn the appropriate terms used in each activity.
2. Study the history of each one.
3. Learn to select the appropriate clothing and gear for them.
4. Participate in any activities set up either by the club or the county.
5. Exhibit an educational notebook or give a demonstration at Spring Achievement or the fair.

Shooting Sports

The shooting sports project offers an exciting, adventure-filled, and diverse curriculum. One can learn and experience firearms and ammunition, shotgun shooting, rifle shooting, hunting, archery, muzzle loading and hand loading.

Spring Achievement exhibit ideas:

1. Member journal including targets.
2. Educational poster or display.

Bowling

Most members participate in the bowling project during the winter. Members can put a notebook or journal together with what they have learned, their score cards, etc. Or they may wish to create a display to show what they have done in the bowling project.

Resources available (contact the Extension Office for additional materials):

4H531.4 4-H Archery Project
4H1289 4-H Shooting Sports: A Guide for Volunteer 4-H Leaders
How to Teach Your Child to Bowl
Etiquette and Safety for Bowlers

CLOTHING & TEXTILES

Refer to the Clothing & Textiles Supplement for complete guidelines.

Sewing, knitting, and crocheting members must make a garment or accessory. For personalization, the garment can be made or purchased. In buymanship, one or more articles should be purchased.

Style Revue members must model their own garment to be eligible. If a member has more than one garment (example: sewing and knitting), they may be judged for Style Revue for both, but if a garment was both sewn and personalized, the member must choose one to be judged on.

BUYMANSHIP

This is a short-term project which can be accomplished in 4 or 5 meetings. Color, line, and texture are some areas covered. It will help sewers, knitters and crocheters choose patterns and materials.

Goals:

- Learn about body types, coloring, features, and their relationship to clothing.
- Learn the components of fashion - design, fabric, color and detail.
- Learn about fibers, construction and care of clothing.
- Learn to spend clothes dollars wisely.
- Consumer rights and responsibilities.

Suggested Activities

1. Determine body types, coloring, and features.
2. Determine design, fabric, colors, and details which best fit personality and lifestyle.
3. Inventory personal values and how they affect what clothes are worn.
4. Practice shopping skills by comparative shopping trips.
5. Visit different types of stores.
6. Study and understand labels.
7. Practice good day-to-day laundry care.
8. Learn to use the cost-per-wearing formula.

Requirements for Completion:

1. Complete the pre- and post-questionnaire.
2. Purchase a garment or outfit from wardrobe plan.
 - A. Outfit must be from a different category each year. Categories include: Everyday, Sports, School or work, Dress-up, Formal or special occasion, Temperature control.
3. Complete the 4-H clothing buymanship form.
4. Model in the style show at Spring Achievement.

Bulletins available:
"Looking Great," Member/Leader
Pre- and Post-Questionnaire
"Looking Good"
"How to Buy Clothes"

Audio-Visuals available:
Color Bibs
Contact the Extension Office
for additional materials.

SEWING

Basic sewing skills should be stressed with all beginning members regardless of age. Survival sewing is suggested as a first year project for very young members.

Items requiring equal skill may be substituted in each division. These are minimum requirements. Members may do more if they so choose, but may only enter or model one identical project. Exceptions must be cleared through the Extension Office prior to evaluation. Example - two skirts from the same pattern would not be acceptable, an adult and child's garment would be acceptable.

Young - thru grade 5

Simple, quickly completed projects are best for this age group:

Apron	Simple dress
Skirt or Skort	Jumper
Blouse	Slacks or shorts with zipper or button
Simple slacks or shorts	
Accessories such as purse, school bag, shawl, scarf, etc.	

Junior - grades 6-8

As skills increase, members should use fabric and pattern suitable to that skill level. Some examples are:

Dress	Simple suit
Jumper (with or without blouse),	Jacket
Skirt or slacks (with or without a top)	Insulated vest (kits are acceptable)
Sleepwear (Pj's, gown, or housecoat)	
Sportswear (Riding pants, blouse or chaps, tennis outfit, jogging suit, jeans, etc)	

Senior - grades 9-12

Project should be appropriate to ability. Increasing difficulty each year:

Dress	Formal
Suit	Sportswear
Tailored Jacket	Coat
Insulated outer garment (kits are acceptable)	

Available Resources:

Sew, Read - The Purple Quilt
The Boy & The Quilt

Available Video Tapes:

Speed Tailoring Blazers
Motivating Kids to Sew
Begin to Sew
Successful Sewing Basics

KNITTING & CROCHETING

Young - thru grade 5

Make at least one simple garment or accessory:

Scarf	Shell	Hat	Skirt
Mittens	Sweater	Matching accessories	Bed Socks
Slippers	Purse	Pillow Animal	Vest

Junior - grades 6-8

As skill levels increase, suitable yarns and patterns must be used:

Sweater - long or short sleeves	
Sweater - plain or simple pattern stitch	Shell - more than one color
Sweater - cardigan or slipover	Skirts and tops - pattern stitch

Senior - grades 9-12

Make any garment using advanced skills. Use a different type of yarn, use a knitted/crocheted-in design, use an original pattern, or change a pattern (different neckline, add a pattern, combine patterns, etc.).

Bulletins available:

4H1281 Knitting
4H1282 Crocheting
Knitting & Crocheting Skills Check-list
Knitting is Now, Member/Leader
Knitting & Crocheting Skills

Videos available:

Sweater Finishing for Hand & Machine Knitters

PERSONALIZATION

The purpose of personalization is to encourage originality and creativity in the wardrobe. Garments or accessories may be purchased or handmade.

Suggested methods:

Appliqué
Beading
Embroidery (liquid, floss, crewel)
Needlepoint
Painting (glad rags, etc.)
Counted cross-stitch
Silk Screening
Tie-dye
Needlepunch
Duplicate stitch
Quilting

Suggested items to personalize:

Any article of clothing
Purse
Scarf
Belt
Hat

SURVIVAL SEWING

The purpose of this project is to teach lifelong skills necessary for the general upkeep of your wardrobe. Survival sewing will be allowed to be shown at Spring Achievement but are not eligible for Style Revue.

Introduction: minimum requirements - one or more of the following:

1. A sample displaying;
 - a. 3-5 buttons (each using a different technique)
 - b. 1 set of snaps
 - c. 2 sets of hooks and eyes (all purpose)
 - d. Belt carrier - thread loop and/or material (optional)
2. Sewing machine skills - use project book
 - a. Learn parts of a sewing machine
 - b. Learn to thread, wind bobbin and operate the machine
 - c. Learn how to care for machine
3. Hems - shorten and/or lengthen a skirt, dress, pants, slacks, or jeans
4. Put together a survival sewing kit using a box, metal container, or basket. Kit should include basic thread colors, scissors, needles, hooks, buttons, tape measure, pins, thimble.

Advanced:

1. Hems - use a different technique from previous years
2. Repairs to seams, pockets, yokes, rips, snags, or holes
3. Simple alterations - tapering, replacing zippers or buttons (Before and After snapshots required)

Available Resources:

Master the Sewing Machine

Know the Sewing Machine

PHOTOGRAPHY

Goals

1. Learn the technical aspects of composition
2. Learn the basic operation of a camera
3. Learn to take photographs that have a purpose in mind
4. Demonstrate the ability to combine the first three factors in a variety of settings to produce photographs that are technically correct and achieve their intended purpose
5. Mount selected photographs for public display
6. **Optional:** Take part in dark room processing of film and prints

POINTS OF EVALUATION

1. The overall impact of the presented photograph in achieving its stated purpose
2. The technical elements of photographic composition
3. The neatness and professional appearance of the photograph mounting and any associated titles/labels
4. Exhibits for Spring Achievement need not conform to the County Fair criteria for photographs.

SUGGESTED PROJECTS/ACTIVITIES

1. Have each person bring their camera to a meeting. Discuss the different types of cameras and how each one works.
2. View videos and/or slides on photographic composition.
3. Read/review literature on photographic composition.
4. Examine magazines for photographs which illustrate the principles of photographic composition.
5. Go to museums or photographic shows and discuss the works on display.
6. Take a field trip or group outing to demonstrate how to achieve the principles of photographic composition.
7. Meet as a group after taking a roll of photographs. Share with others the best/worst.
8. Select individual photographs or groupings. Mount them for public display.

SPECIAL CONSIDERATIONS

1. At Spring Achievement no more than two framed photographs or two groupings of photographs per person due to space limitations.
2. The use of glass in photographic frames is discouraged for Spring Achievement as any accidental breakage will not be the responsibility of Berrien County 4-H.

Resources available: Adventures with Your Camera Unit 1-Member's manual
4-H 1507 Adventures With Adjustable Cameras Member's manual
Exploring Photography Unit 2-Member's manual
4-H 1206 Exploring Photography Unit 2-Member's manual
Mastering Photography Unit 3-Member's manual
Darkroom Techniques Member's manual
Fitting A Darkroom Into Your Life Advanced Skill Guide
Solving the Mystery of Publicity Photos Advanced Skill Guide
Exploring Movie-Making Member's manual

VETERINARY SCIENCE

The project is designed to develop an understanding of veterinary medicine and the importance of good management and sanitation practices. A member enrolled may pursue his/her interest in individual livestock, horses, llamas, birds, dogs, or cats.

In addition to being a great project for animal lovers, this is an excellent project for someone that wants to learn more about animals and may not own one. The Vet Science project is also appropriate for those with an interest in science.

Requirements

1. Completion of the member's workbook.
2. Educational poster (maximum 16" by 20") or a three-dimensional display.

Individual display limited to 30" wide by 24" deep.

Group displays (2-6 members) are limited to 5' by 10' wide by 24" deep.

Resources available:

Skills for Life Series through the national supply catalog.

WILDFLOWER PROJECT

The goals of this project are to develop an appreciation of nature and favorable conservation attitudes, along with learning protected plants.

Requirements

- First-year: collect and identify twenty different specimens of wildflowers. Exhibit in a notebook, with unlined paper, which can be covered by clear, plastic page covers, including an individual identification sheet.
- Second-year: twenty-five additional flower specimens exhibited in notebooks along with first-year project. Include additional I.D. sheets. (Protected plants are unacceptable for exhibit).
- Third-year: colored drawings of all flowers on the Michigan protected list. Describe habitat of each.
- Advanced project is self-determined.

Bulletins available:	4H1248	Identifying Wildflowers - member's guide
	4H1250	4-H Wildflower Projects I & II - leader's guide
	4H1086	Collecting, Pressing, Mounting, and Storing Plants

WOODCARVING

Things to Remember

1. Develop good work habits: clean tools, and clean shop area. It is essential for members to learn the proper way to sharpen tools.
2. Safe handling of tools should be taught.
3. Type of wood chosen should meet function of the project.
First year - basswood, white pine, poplar, or cottonwood.
Second year - any of the above, plus: sumacs, catalpa, willow or butternut.
Advanced - any of the above, plus: walnut, cherry, white oak, beech, or maple.
4. The type of finish should complement the item. Suggested finishes are: Oil, Varnish, or Paint.
5. Projects for young members may be rough-cut on a band saw by a leader.
6. Besides advancing with harder woods an advanced member should be using more and different tools to add to his or her skills.
7. Wood carving can be done with traditional chisels and gauges or small hand-held power tools such as Dremel.
8. Woodcarving applies to projects done in relief. Flat pieces with just design lines gauged (country carving) should be entered in crafts, division III.

WOODWORKING

Progressive picture posters (from start to finish) are necessary for home construction or repair.

Things to Remember

1. Good work habits - care of tools and cleanliness of shop are important habits to develop. Members must learn safety in the use of the tools.
2. Type of wood used should be suitable for the function of the project. Soft woods like: bass, western cedar, or pine are suggested for the young division.
3. The type of finish used is important depending on the item and its uses.
 - a. Shop equipment or outdoor projects need not have the finish like that of indoor furniture. They may be stained, sealed or have another utility finish applied. Paints cannot be used.
 - b. Varnish and shellac are very difficult to correctly apply and result in the proper finish (smooth and free of streaks or lap marks)
 - c. Danish oil, Q-R-B (Quick Restored Finish) or polyurethane rubbing varnish give an especially good finish on fine furniture.

Beginners must learn the proper and safe use of the following tools before moving on to power tools: ruler, square, handsaw, block plane, sand paper, hammer, and wood rasp. Wood identification should be stressed in all age divisions.

Suggested Projects

Examples of projects can be found in commercial books available in Sears catalog, lumber stores, library, Stanley tool patterns, etc.

Young - thru grade 5

Kits - very young beginners may use kits where they will learn to put together, sand and finish. (For youngsters through the 4th grade).

Sandpaper Block
Wastepaper Basket
Tool Box
Toys

Bookends
Key Holder
Lawn Ornaments

Book Rack
Bird Feeder
Knife Rack

Junior - grades 6-8

Flower Box
Bookshelf
Shoe Shine Box

Spice Rack
Footstool
Dog House

Workbench
Beverage Trays
Tool Box

Senior - grades 9-12

Category I: Home repair or construction

Category II: Fine Furniture
Tables
Computer Desk
Chair
Computer Hutch
Headboard
Phone Bench
Bookshelf
Bookcase
Gun Case

Category III: Outdoor Furniture
Picnic Table
Lawn Chair

Category IV: Recreational Furniture
Pool Table
Game Table
Ping Pong Table
Tack Box

Category V: Shop Articles
Work Bench
Saw Horse
Tool Chest

Resources

Woodworking books available through the National 4-H Supply Catalog.