

Environmental



### **4-H PROJECT AREAS AND DEFINITION**

| Project Title           | Definition  |
|-------------------------|---|
|                         |   |
| SCIENCE, ENGII          | NEERING, AND TECHNOLOGY   |
|                         | Consumer and Family Science   |
| Child                   | Programs, activities, and projects related to family-related skills including babysitting, parenting, family life   |
| Development,            | education, etc.   |
| Child Care              |   |
| Clothing &              | Programs, activities, and projects related to clothing construction, fabric selection, and design. Includes   |
| Textiles                | programs such as buymanship, sewing, etc.   |
|                         | Biological Sciences   |
| Aquatic Science         | The discipline and knowledge base applied to life and living processes in lakes, rivers and streams. Also   |
|                         | includes marine science programs and 4-H aquarium projects.   |
| Biological              | The discipline and knowledge base applied to life and living processes.   |
| Sciences                |   |
| Entomology &            | The study of zoology that pertains to insects and beekeeping.   |
| Bees                    |   |
| Meat & Food             | The studies of nutrients in that nourish, sustain, or supply mankind, including the study of animal tissue  |
| Science                 | used for human consumption.   |
| Plant Science           | The study of plants and how they grow. Plant genetics, reproduction and plant responses to the  |
|                         | environment.  |
| Poultry Science         | The branch of biology dealing with poultry embryos and their development.   |
| & Embryology            |   |
| Veterinary              | The study of prevention, alleviation or cure of animal diseases and injury.   |
| Science                 |   |
|                         | Technology and Engineering  |
| Aerospace               | The physical science that deals with flight, the earth's atmosphere and space.  |
| Computer &              | Use and integration of computers and established and emerging digital technologies (iPod, QR codes, iPad,   |
| Digital                 | smart phones, games) as tools for science discovery and 4-H projects.   |
| Technology              |   |
| Engines and             | Programs, activities and projects related to apparatus used for transportation, agricultural production, lawn   |
| Transportation CDS (CUS | or garden applications, including automotive, engines, tractors and field equipment.  |
| GPS/GIS                 | Includes programs, activities and projects related to the use of GPS/GIS technologies and skills with   |
| Mashaniaal              | application in real world settings to enhance understanding of our world and solve real problems.   |
| Mechanical              | Associated with mechanical arts made, performed or operated by machinery including wood science and   |
| Sciences                | industrial arts, designing and using technical plans, developing dexterity and familiarity with tools, machines and process for construction and repair engineering.      |
| Robotics                | The design, construction, operation and application of robots and computer systems for their control,   |
| Nobolics                | sensory feedback, and information processing, including LEGO, VEX and FIRST robotics activities.  |
|                         | Physical Sciences   |
| Dhysical Sciences       |   |
| Physical Sciences       | Programs, activities and projects related to the natural sciences that deal primarily with nonliving materials, including Astronomy, Chemistry, Mathematics, and Physics. |
|                         |   |
|                         | Environmental Education/Earth Sciences  |

Programs, activities and projects related to energy, electricity, green and bioenergy and soil conservation.

| Resource        |  |
|-----------------|--|
| Management      |  |
| Environmental   | The general study of human life and its relationship to other life forms on earth and the physical, biological |
| Science and     | and chemical environments and cultivation of a personal commitment to responsible resource                     |
| Natural         | management. Includes programs, activities and projects related to environmental stewardship, earth,            |
| Resources       | water and watersheds, wetlands, air, geology and minerals, weather and climate, composting, vermiculture       |
|                 | (worm farming), waste management, recycling and household hazardous waste, forestry, Jr. Citizen               |
|                 | Planner, Trackers and 4-H Youth Conservation Councils.   |
| Outdoor         | Programs, activities and projects that involve being in, using, enjoying or interpreting the natural           |
| Education/      | environment, including Outdoor Adventure Challenge, Project FISH, hiking, backpacking, canoeing,               |
| Recreation      | kayaking, orienteering and ropes courses.  |
| Shooting Sports | Programs, activities and projects related to the use of firearms and archery equipment to facilitate personal  |
|                 | goal setting, sportsmanship, confidence and safety.  |
| Soils & Soil    | Studies of soils as plant growth media, construction materials and naturally occurring bodies. Soils           |
| Conservation    | represent the place where earth's crust, the atmosphere, living things and water are most intimately mixed.    |
| Wildlife &      | Programs, activities and projects related to studies of wildlife and fish species in terms of ecosystems,      |
| Fisheries       | geographic distribution, biodiversity, habitat, human utility, management, native and invasive species,        |
|                 | including sports fishing and hunting.  |

Ag in the Classroom

| _ |           | <u> </u>                             |
|---|-----------|--------------------------------------|
|   | Ag in the | In-school exploration of agriculture |
|   | Classroom |                                      |
|   |           | ·                                    |

### **Animals**

| Alpacas and                 | Domesticated South American mammals having fine, long wool.   |
|-----------------------------|---|
| Llamas                      |   |
| Animal                      | Learning about horse judging, livestock evaluation and dairy judging.   |
| Evaluation                  |   |
| Beef                        | Domesticated bovine developed primarily for the efficient production of red meat.   |
| Birds and Poultry           | Domesticated birds, chickens, pigeons, waterfowl and other warm-blooded feathered animals   |
| Cats                        | Domesticated feline animals most commonly referred to as house cats.  |
| Dairy Cattle                | Domesticated bovine bred and developed chiefly for milk production  |
| Dogs                        | A domesticated carnivorous mammal (Canis familiaris) related to the foxes and wolves and raised in a wide variety of breeds                                 |
| Emus and<br>Ostriches       | Large, flightless, ratite birds, having a feathered head and neck and rudimentary wings.  |
| Goats                       | Includes dairy, meat, hair and pygmy goats.   |
| Horse & Pony                | Breeding, care, training for riding, pleasure or draft purposes   |
| Horseless                   | Programs, activities and projects related to equine science that does not require ownership of an animal.   |
| Projects                    | Includes horse judging, hippology and horse bowl activities.  |
| Proud Equestrian<br>Program | Riding and horsemanship for persons with disabilities   |
| Rabbits/Cavies              | Any of several small, domesticated mammals related to ordinary hares or to rough-haired South American rodents in the Caviidae family, such as guinea pigs. |
| Sheep                       | Ruminant mammals of the genus Ovis, of the family Bovidae, bred in a number of domesticated varieties for the production of meat or wool                    |
| Small Animals/              | Includes all other small, domesticated mammals raised and cared for not listed in any other Animal  |
| Pocket Pets/Lab             | category  |
| Animals                     |   |
| Swine                       | Any of a family (Suidae) of omnivorous, artiodactylous mammals with a bristly coat and elongated, flexible  |
|                             | snout; esp., a domesticated pig or hog.   |
|                             |   |

#### **Plant Science**

| Agronomy | Programs, activities and projects related to crops, weeds, pest management, soils and soil conservation. |
|----------|--|
| 7.6.0    | Tropiums, detrices and projects related to crops, weeds, pest management, sons and son conservation.     |

| Horticulture | Programs, activities and projects related to plants, flowers, house plants, vegetables ornamentals and   |
|--------------|--|
|              | herbs, including programs such as Jr. Master Gardeners and those connected to the 4-H Children's Gardens |
|              | through science, theme gardens, plant experiments and/or technology integration.                         |

#### **CITIZENSHIP**

### **Civic Engagement**

| Citizenship and | Preparation for roles as a member of society, public policy and interrelationships. Includes programming   |  |
|-----------------|--|--|
| Civic           | such as Capitol Experience, Citizenship Washington Focus, Wonders of Washington and local citizenship      |  |
| Engagement      | academies.   |  |
| Global and      | Programs, activities, and projects designed to build knowledge and skills related to global and cultural   |  |
| Cultural        | competency. Includes programming around global and cultural awareness, exploration, documentation,         |  |
| Education       | diversity and pluralism and projects such as FOLKPATTERNS, intra- and inter-state exchanges, international |  |
|                 | exchanges (hosting and traveling), China Art and Dance programs, Michigan 4-H History Project and          |  |
|                 | Backpack to Adventure: Youth leaders in a Global World.  |  |

## **Community/Volunteer Service**

|                  | · · · · · · · · · · · · · · · · · · ·  |
|------------------|--|
| Community        | Acquiring personal skills and knowledge in the process of performing service for others through an   |
| Service          | organized experience. Includes, club or individually designed community service projects and Youth   |
|                  | Experiencing Action (YEA) activities.  |
| Service Learning | Acquiring personal skills and knowledge in the process of performing services to others through school-based or community-based organized programs that includes intentional planning followed by personal |
|                  | reflection.  |

# **Leadership and Personal Development**

| Business and       | The study of the principles underlying commerce, merchandising and entrepreneurship. Examples of this             |
|--------------------|---|
| Entrepreneurship   | project area include: business plan development, fundraising, pricing, marketing service or product (such as      |
|                    | livestock), economics and distribution and sales.   |
| Career             | Learning about alternatives to jobs, permanent callings and professions, the expectations and rewards of          |
| Exploration and    | each and workforce preparation/employability skills. Examples of this project area include: career                |
| Workforce          | assessment and research, post-secondary training options, portfolio development, job search techniques,           |
| Preparation        | applications, resumes, interviewing, internships, job shadowing and job fairs.                                    |
| College and        | Preparing for life post-high school – educationally, financially, physically, socially and emotionally. Includes  |
| Independent        | participation in pre-college programs, post-secondary education opportunities, access/readiness trainings.        |
| Living Readiness   |   |
| Financial Literacy | Examples of this project include: budgeting-spending, saving, investing, credit, club treasury, comparison        |
|                    | shopping and consumer education, National Endowment for Financial Education (NEFE) High School                    |
|                    | Financial Planning programs, Money Smart Week sessions, etc.  |
| Introductory 4-H   | General exploration of 4-H programs and projects for newer and/or younger members, including                      |
| Projects           | Cloverbuds, mentees in mentoring programs, and other areas designed to give youth exposure to 4-H                 |
|                    | opportunities.  |
| Leadership Skills  | Communication, conflict management, decision-making, facilitation, planning, goal-setting, problem-               |
| Development        | solving, inclusion, diversity, and self-confidence. Includes activities such as teen leaders, youth officers and  |
|                    | decision makers, Natural Helpers, National Congress/Conference participation, teen/peer mentors, and              |
|                    | conflict resolution and mediation.  |
| Leisure            | Learning to transform free time into self-discovery and personal fulfillment through knowledge of self            |
| Education          | through available alternative activities including social recreation skills and leisure sports such as bicycling, |
|                    | golf, bowling, etc.   |
| Life Skill and     | Expanding knowledge of self and expanding capabilities, personal growth, increased self-awareness,                |
| Character          | expanding personal capacity, includes Character Education, and general life skills development.                   |
| Education          |   |

# **Communications and Expressive Arts**

| Communicati | n | Interchange of thought or information as a verbal or written message, including public speaking,            |
|-------------|---|---|
|             |   | demonstrations, creative writing, displays and exhibits, journalism, radio or TV presentation, poetry, non- |

|                 | fiction.  |
|-----------------|---|
| Expressive Arts | Skills of expressing, imparting and conveying information to others. Includes arts, crafts, clowning, mime, dance, drama, theater, drawing, painting, sculpting, music, performing arts, photography/video, visual arts, and woodworking. |

#### **HEALTHY LIFESTYLES**

#### **Food and Nutrition**

|            | FOOD and NUTTION  |
|------------|---|
| Food and   | Food stuffs, their preparation and the act of being nourished by wholesome, sustaining food substances.     |
| Nutrition  | Includes food preservation, food safety, EFNEP, SNAP-Ed, Jump Into Foods & Fitness (JIFF), Team Nutrition,  |
|            | cake decorating, baking, cooking, etc.  |
|            | Health  |
| Health and | Relates to the body's well-being, maintenance of well-being, and learning about and participating in        |
| Fitness    | exercise of any kind. Includes sports, physical health, first aid/CPR, mental and emotional health, smoking |
|            | cessation, etc.   |
|            | Personal Safety   |
| Safety     | Programs, activities, or projects that affect being secure or protected from hurt, injury, harm or loss.    |
|            | Includes ATV, automotive and bicycle safety, emergency preparedness, tractor safety education, etc.         |