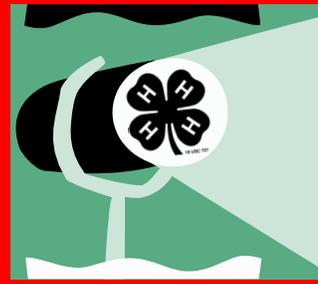




SELECTING 4-H PROJECTS



Selecting a 4-H project for current year isn't a simple task. There are many questions 4-H members will want to answer before selecting a 4-H project. Some the most important questions are listed below with items to discuss when answer these question.

What is important to consider when selecting 4-H projects? The most important factor in selecting a 4-H project is the interest of the 4-H member. A 4-H volunteer may encourage or suggest projects of interest to members based on interests that the 4-H member has expressed. The members should discuss with his/her parents the nature of the project, the possible cost involved and the level of skills required. Members will also want to consider who they will turn to if their parents, and/or leader don't have previous experience in the project area.

Will others in the club be carrying the same project? When several members enroll in the same project, the club may devote club meeting time to project information and help, the club may have a project leader assigned to work with members in that specific club, or may identify a junior leader or resource person to assist club members with the project. Parents need to think about the level of support they can provide to their child in each project area. Parents may want to volunteer to serve as a project leader for one project for the club.

What equipment, facilities and resources are needed to complete this project? Parents and members will need to plan ahead. Cost of materials, equipment, and other supplies should be considered before enrolling in a project. Visit with others who have taken the project before or review project manuals to get a general idea of cost involved in taking the project and what you might expect to learn through the project. Parents and members should check out the fair exhibit requirements so that they know what will be expected for the fair entry.

How many projects should a member enroll in? Beginner 4-H members should only take a couple of projects the first year. This will help them learn the 4-H system. Older members will want to consider how much time they have to devote to their 4-H project. Don't take so many projects that you become overwhelmed and can't complete them all.



Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture.

The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture.

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Special points of interest:

- Learn all about the new A Space for Me Clover Kid Project and how to use it at club meetings!
- Learn how to successfully use parliamentary procedures at club meetings!
- Focus on the H of Health at your next meeting! Learn how to involve a Health Officer and some tips for incorporating healthy living into your 4-H Club!





4-H HEALTHY LIVING OFFICER

Every youth benefits from serving as a club officer by building leadership and responsibility skills. The Healthy Living officer should provide leadership for the Health “H” by educating, inspiring, and leading club members in **“HEALTH FOR BETTER LIVING”**



activities. This can be providing getting members involved in providing health related demonstrations, hints and activities. The officer should consult with members who bring treats to insure they are healthy. This officer could present health challenges for members to complete before next meeting such as walking a mile a day or creating a healthy related service project for your club.

Healthy Meeting Ideas: Weekly Health Hints can be found on Madison County 4-H Face Book page (www.facebook.com/UNLMadisonCounty). This information will include some of the many aspects of healthy living, not just nutrition and exercise. The officer will find healthy living information in their 4-H manuals.

Health Demonstrations: Encourage members to prepare and complete demonstrations on healthy living

- ✿ **Safety Demonstration:** fire safety, or how to prepare a safety kit for car, home, or bicycle
- ✿ **Food Safety:** how to store food, or how long to keep leftovers in the refrigerator
- ✿ **Safe Use of Kitchen appliances/equipment:** how to hold and use a knife
- ✿ **Food Preparation:** shelf life of spices or other packaged dry foods, how to use small appliances safely, preparing a healthy snack, preparing a healthy food, etc.
- ✿ **Demonstrations** on different food groups, or reading a label
- ✿ **Demonstrations** on a favorite sport or physical activity
- ✿ **Proper way to clean house** or a specific room in the house such as the living room, bed room or kitchen

- ✿ **Demonstrate** how to clean a piece of equipment/appliance such as the refrigerator
- ✿ **Demonstrate** how to use a piece of equipment such as teach someone how to ride a bike
- ✿ Give Club Secretary **roll call ideas** related to health such as: Favorite food, fruit or vegetable or favorite dessert, breakfast, favorite after school snack, appetizers, main dishes, favorite chocolate
- ✿ **Demonstrate** one exercise and have every member complete exercise several times
- ✿ **Walking challenge:** how many miles or steps have you walked since the last meeting
- ✿ **Bring a can of food** for the local food bank and tell why you picked that food
- ✿ **Food from another culture** and share recipe with club
- ✿ **Favorite family holiday:** describe the tradition and why it is your favorite
- ✿ My most **disastrous/successful** moment in the kitchen
- ✿ One thing I have done to develop a **healthier living habit**
- ✿ Describe **2 favorite pastimes** or hobbies and tell how you benefit from them
- ✿ **When I am 30**, I will be _____. Describe your vocational family goals and dreams
- ✿ **One place you would like to visit is** _____. Describe the place and why you think you want to visit
- ✿ **What do you contribute** to your family or community to make it better



“A SPACE FOR ME!” CLOVER KIDS PROJECT

A Space for Me is the new cloverkid curriculum intended for youth ages 5 to 8. This project is the first of the Home Environment 4-H curricula for youth.

The **A Space for Me** activity book is for youth to use as they work with the project activities. This “house shaped book” lets the youth color the pages along with giving them ideas on how to keep their space organized, how to help the environment and ideas on experimenting with color.

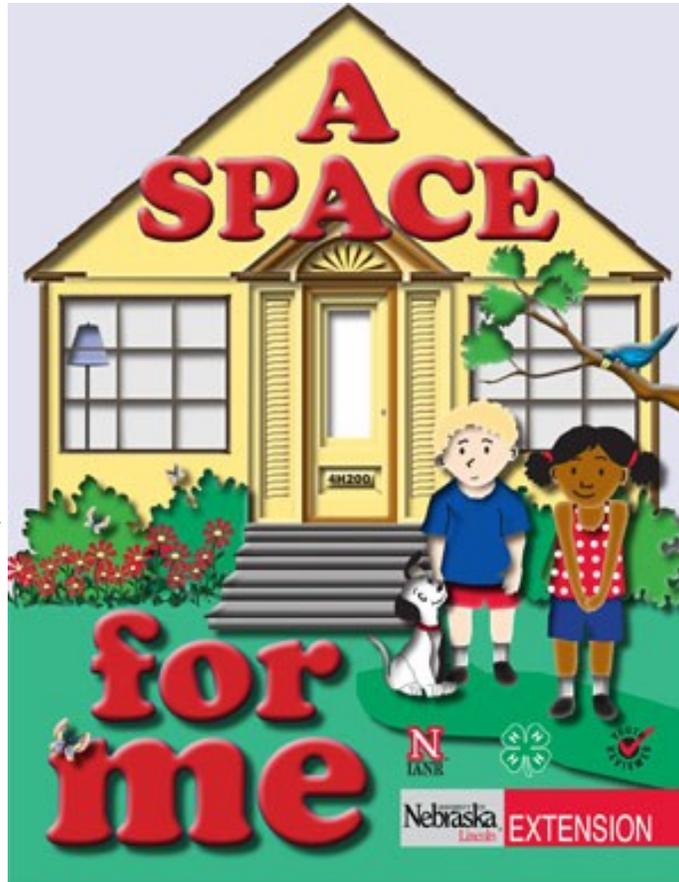
The **Helper’s Guide** which is available on a CD or as a download, features three sections that will keep the youth learning, experimenting and having fun along the way. Each page of the youth’s activity book corresponds to the **Helper’s Guide** and the multiple activities they can do. The guide provides detailed instructions for each project.

The first section, **Hang It, Fold It, Keep Your Space Neat**, introduces youth to ways to keep their space or room organized with less clutter while making it easier to find their things. The youth will be making a treasure or bulletin board, sorting through 4-H’ers’ things and organizing them by creating storage boxes, a pencil holder, a storage suitcase and a laundry bag. Other projects included a no-sew pillow and learning to make a bed.

Save It, Recycle It, Reuse It, the second section, youth help the environment by reducing energy and water use and making recycling easier. Youth will make recycling containers for their home and recycle pop tabs for others. Other activities include the Recycling Game, making decisions about recycling and reusing when they count the number of leaking pipes and learn to turn off the water while grooming.

The third section, **Color It, Paint It, Create It**, involves youth in experiencing color through mixing and using colors to create items for their space or room, or for others. Youth will mix colors to create new colors, neutrals, shades and tints. They will paint containers, pictures, frames and other items.

Check out this new project with all the activities and possible fair projects for the clover kids. To get more information, contact your local UNL Extension Office.





BRINGING SCIENCE INTO CLUB MEETINGS – THE SCIENTIFIC METHOD



The “**Scientific Method**” is the set of steps scientists rely upon to answer questions about the world around them. It is comprised of six logical steps. 1.) Question; 2.) Research; 3.) Hypothesis; 4.) Experiment; 5.) Analysis; 6.) Conclusion.

The scientific method begins when the purpose of learning (or what do you want to learn) is decided upon and a question is asked. The question asks: how, what, when, who, which, why, or where. Next, information should be gathered through research to help put together a plan to answer the question. After doing research one can construct a hypothesis (or educated guess): “If...[I do this], then...[this]...will happen.” Then the hypothesis can be tested to determine if it is true or false. It is important to conduct a fair test by only changing one factor at a time, while keeping all others the same. Also, the experiment should be repeated to make sure the first results were not just an accident. Once the experiment is completed the records of what happened during the test or data can be analyzed and a conclusion drawn about if the hypothesis is true or false.

Youth, especially younger ones, may find this process confusing and hard to understand at first, but by incorporating hands-on, engaging activities into your club meetings they can quickly become familiar with the scientific method and begin to understand the science behind their 4-H projects as they utilize it when working on projects. One type of project that lends itself well to demonstrating the scientific method at club meetings is foods. By letting youth prepare two loaves of bread or baked goods, one following the recipe exactly and the other omitting a key leavening ingredient.

Step 1. Question: “What happens if an ingredient is forgotten in making a recipe?”

Step 2. Research: Utilize 4-H manuals, Extension publications, websites, etc. to help youth learn about what makes baked goods rise.

Step 3. Hypothesis: “If this ingredient is not added to the recipe then...”

Step 4. Experiment: Make one following the recipe exactly and one omitting only one ingredient.

Step 5. Analysis: Make sure data is collected during the experiment. In this example the data should be more than this tastes better than the other, the two finished baked products could be measured to see if the one made using the exact recipe rose more.

Step 6. Conclusion: Determine if the hypothesis was correct or not. If proven false or only partially true have the youth think more and construct a new hypothesis to test.



FARM TO TABLE

In 4-H, youth can learn how to sow a seed and watch it grow on one end of the spectrum while taking a harvested grain and making an edible product on the other end of the spectrum. That is farm to table with so much in between.



As 4-H'ers start selecting their projects for the year, encourage them to choose a project at each end of the spectrum to help see the whole picture of the food cycle.

FARM. Projects such as agronomy and horticulture focus on using the soil and seeds to grow plants. Many of those plants end up as food for humans and animals.



TABLE. Choose one of the many foods project options – Six Easy Bites, Tasty Tidbits, You're the Chef, and Foodworks are just a few. The food preservation project is also another option of keeping the bounty of the farm for use at the table at a later date.

If your club has members of a variety of ages and interests, using the farm to table idea may work as a way to involve everyone in a club project, or in this case, two or more interconnected projects.

Whether many acres are available or just a pot of soil on the apartment balcony, youth can learn about growing plants. The ideal scenario is to grow the plants that can then be used in the foods project. If a field or a few stalks of corn are grown, use cornmeal to bake a product. If peppers and tomatoes are grown, make a salsa at a club meeting for a healthy snack of vegetables.



Check your fairbook to see about possible exhibits. In agronomy, check out the exhibit class of Crop End Use Display where youth can bake a product as part of the display thus tying in the farm to table concept. The Career Interview Display exhibit class allows for youth to explore careers in the vast spectrum of farm to table. The horticulture area offers educational exhibit classes that can help tie in farm to table. The Garden Promotion Poster exhibit class can involve the promotion of not just gardening but also eating the produce picked.

Exhibit classes in the foods area offer a wide variety of options for the Table end of the spectrum. Some classes such as Food Technology Exhibit, Family Food Traditions, Cooking Up a Career, Interview of a Food Related Career all offer opportunities to incorporate the Farm to Table concept in the exhibit.





PARLIAMENTARY PROCEDURE AT CLUB MEETINGS

Citizenship and Leadership skills can be found throughout the 4-H and Youth Development program. They are essential skills for adults to become contributing members in our communities, states, and throughout the world. One skill that can help youth in the future is to learn about parliamentary procedure.

Youth learn many skills from practicing parliamentary procedure at club meetings. It gives them the opportunity to plan, evaluate, discuss ideas, and set goals. As adult leaders, we need to foster an inclusive environment for youth to voice their opinions to help them determine good decisions, rather than dictating the club's activities.

Robert's Rules of Order is the standard reference used to conduct business meetings. This book can be overwhelming. There are several resources from extension that have the basic parliamentary procedures that will be used at most meetings. Remember that is important to remind youth and adults that this is a learning process and tool for a club meeting and try not to intimidate less experienced individuals from speaking up.

Here is a sample agenda to follow at your next meeting.

- Call to Order
- Pledges
- Welcome Guests
- Roll Call
- Minutes
- Treasurer's Report
- Committee Report
- Old Business
- New Business
- Announcements
- Adjourn Business Meeting
- Educational Program or Project Experience
- Social Time (Songs, Games, and/or Refreshments)



One critical factor that can help determine a successful meeting is for a leader to take the time to plan ahead by having all the necessary supplies. The business meeting portion should only last about 10 to 15 minutes. Most youth attend the meetings, because of the fun activities that have been planned after the business meeting. This might include: member presentations/speeches, games, educational programs, crafts, etc.

Everyone has an important role during a club meeting. Be sure to review club officer roles with the members as well. When the officer team understands their responsibilities, this will help the meeting run smoothly.

- **President:** should help plan the agenda, leads meeting, controls the floor (who speaks)
- **Vice-President:** fills in if President is gone, might plan special programs
- **Secretary:** keeps record of attendance, records minutes
- **Treasurer:** keeps track of money
- **Recreation/Song Leader:** should have several activities for after business part of meeting
- **Members:** responsible for presenting new business, making decisions, serving on committees

At the meetings, consider reviewing parliamentary procedure steps, terms, facts, and/or other important information with the membership. Here are some additional resources to review as your club works on parliamentary procedure during the year.

<http://4h.unl.edu/web/4h/4hclubmanagement>

http://extension.usu.edu/files/publications/publication/4-H_Leadership_2008-01pr.pdf

<http://www.colostate.edu/Depts/CoopExt/LARIMER/parli.pro.granola.recipe..pdf>

Remember to keep the meetings fun and entertaining for the youth. Good luck this year!

ENTREPRENEURSHIP

Your 4-H members have what it takes to be an Entrepreneur! They may just need a little nudge and mentoring from their 4-H leaders. The 4-H ESI curriculum is available to youth to help them learn the skills necessary to start and own their own businesses as they begin to think about their future career paths. As the adult leader, you can play a role in helping your 4-H youth discover and develop these skills.



The **4-H Entrepreneurship Investigation, (ESI)** curriculum is written for youth of all ages. The curriculum is divided into three units. In Unit 1, 4-H'ers explore the characteristics of becoming an entrepreneur. Youth examine personal interests, interview current entrepreneurs and begin to set goals for their businesses and futures. Unit 2 focuses on business ethics and building a reputation to make that business successful. In Unit 3, the 4-H'ers actually develop their business plans and start their businesses. In this unit, 4-H'ers have the chance to develop and practice their customer service skills, pricing and marketing of their products.

Not sure where to start? The ESI leader's manual provides a step by step guide with instruction and extra activities to give you the confidence you need as you encourage and mentor your 4-H members.

One of the first steps to becoming an entrepreneur is helping the 4-H'er to explore their talents, interests and hobbies and relate them to a business idea. You might try this activity at your next club meeting to peak your 4-H'ers interests in ESI! Complete activity instructions are found in the *ESI: Discover the E-Scene Unit One* manual, in the activity *Investigating Yourself*.

Start by asking the 4-H'ers to brainstorm their talents, interests, hobbies and subjects that they enjoy in school. Then, help them to make connections between these interests and strengths to see what how there might be common themes. Next, ask the youth to think about ways these strengths might be used in a business. Finally, have the youth generate some business ideas that would use these talents and strengths they have listed. You club members might enjoy creating a collage using magazine pictures describing their strengths or illustrating a favorite business idea!

There are numerous opportunities for 4-H'ers to showcase their entrepreneurship skills right in the 4-H program! Fair exhibits in ESI project are listed in the Nebraska State Fair premium book. The Great Question Challenge was a new State Fair Contest in 2012. Be watching for exciting opportunities in 2013!





CALENDAR OF EVENTS



UNIVERSITY OF NEBRASKA HAS A LOT TO OFFER YOU

Did you know that 77% of University of Nebraska-Lincoln's new freshmen receive scholarships and/or gift aid each year? Please encourage your 4-H members to take a serious look at the opportunities that the University of Nebraska-Lincoln has to offer. For your club members that will graduate in May 2013 please remind them that scholarship applications are due to the UNL on January 15. To be considered for scholarships students must first apply to UNL and be accepted. Scholarship applications and details can be found at: <http://admissions.unl.edu/cost-and-aid/scholarships.aspx>.

UNL is a public institution that was founded in 1869, with an undergraduate enrollment of 19,345. University of Nebraska-Lincoln's ranking in the 2013 edition of Best Colleges in National Universities, 101 out of 15,000 institutions. In-state tuition and fees are \$8,068 (2012-13); there are about 150 majors to choose from at UNL, a large,

public institution that is committed to research. All freshmen must live on the school's campus in Lincoln and can bring cars if they wish.

There are more than 400 student organizations to check out. The student-faculty ratio at UNL is 21:1, and the school has 39.2 percent of its classes with fewer than 20 students. The most popular majors include: Business, Management, and Marketing; Engineering; Family and Consumer Sciences/Human Sciences; Education; and Agriculture and Related Sciences. The average freshman retention rate, an indicator of student satisfaction, is 84.0 percent. To set up a personalized tour of the opportunities in the College of Agricultural Sciences and Natural Resources contact Karen Francis at 402-472- 2942 or kfranrcis3@unl.edu .

4-H! YOUR FIRST CLASS AT THE UNIVERSITY OF NEBRASKA!