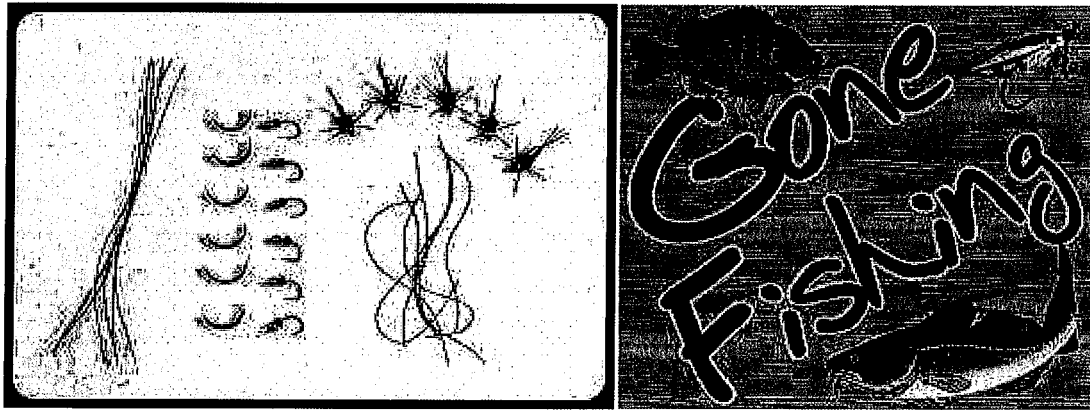


UC
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Fishing and Fly Tying



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This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

FISHING

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Name five types of fish found in Sonoma County.	_____	_____
2. Name a fish you could catch with a fly.	_____	_____
3. Name two types of fish you could catch with a lure chosen by your project leader.	_____	_____
4. Should one make a lot of noise while fishing?	_____	_____
5. Name four essential things used in fishing.	_____	_____
6. Give three boating safety rules.	_____	_____
7. Bass like what kind of water?	_____	_____
8. Catfish like what kind of water?	_____	_____
9. Trout like what kind of water?	_____	_____
10. At what age must you buy a fishing license in California?	_____	_____
11. What is the main safety rule while at the ocean?	_____	_____
12. What types of things would you carry in a first aid while fishing?	_____	_____
13. What is the most common abalone off the California coast?	_____	_____
14. Do you dive for abalone at high tide or low tide?	_____	_____
15. Where are abalone usually found?	_____	_____
16. What is the legal size of black bass?	_____	_____
17. Demonstrate how to tie a hook.	_____	_____
18. Give a demonstration on fishing at your club meeting or Presentation Day.	_____	_____
19. Enter your project for exhibit at a local or state fair.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

FISHING

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Intermediate:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Name five types of fish found in the ocean along Sonoma County beaches.	_____	_____
2. Name the type of bait you would use for three different fish.	_____	_____
3. Name two types of fish you can catch with worms or live bait.	_____	_____
4. Name 2 essential items used for ocean fishing.	_____	_____
5. What would you do if someone was stuck by a hook?	_____	_____
6. Demonstrate how to tie a slip knot?	_____	_____
7. Demonstrate how to make a sinker?	_____	_____
8. Name three ocean fish you catch from the rocks?	_____	_____
9. Name 3 shellfish caught in Sonoma County ocean waters.	_____	_____
10. Give a report to your project group about a species of fish.	_____	_____
11. Take a field trip to a fish hatchery.	_____	_____
12. Give a demonstration or prepare a still exhibit for Presentation Day.	_____	_____
13. Demonstrate how to assemble your pole and fishing gear.	_____	_____
14. Demonstrate the proper way to gut and clean your fish.	_____	_____
15. Enter a project exhibit at local or county fair.	_____	_____
16. Participate in a community service activity with the Fishing Project.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

FISHING

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Advanced:

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Name three endangered species of fish in California.	_____	_____
2. Prepare a report for project group on environmental issue facing fisherman.	_____	_____
3. Learn how to collect items to use for when making flies.	_____	_____
4. Name 2 flies used for catching rainbow trout.	_____	_____
5. Visit a trout farm and see how they are feed and raised.	_____	_____
6. Help a new fishing project member assembly their pole.	_____	_____
7. Set up a fishing tackle box with all essential items needed.	_____	_____
8. Research what is being done in California to help fish and their environment.	_____	_____
9. Name a dangerous problem with eating fish and shellfish.	_____	_____
10. What are salmon's number one predators?	_____	_____
11. Take a field trip to a fish hatchery and learn about migration.	_____	_____
12. Give a demonstration or prepare a still exhibit for Presentation Day.	_____	_____
13. What is the number 1 fish or shellfish sold in California?	_____	_____
14. Learn how to prepare your fish – cooking, smoking, and barbeque.	_____	_____
15. Enter a project exhibit at local or county fair.	_____	_____
16. Participate in a community service activity with the Fishing Project.	_____	_____
17. Be a Jr/Teen leader for the fishing project.	_____	_____

Project Leader's Signature of Completion: _____

Date: _____

Club Leader's Signature of Completion: _____

Date: _____

4-H

Fly Tying Proficiency Program

A Member's Guide

OVERVIEW

The 4-H Fly Tying Proficiency program helps you learn what you need to know about your 4-H project. You will learn what equipment is necessary to tie flies.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Shasta County 4-H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.
- Stores that sell fishing supplies may offer classes and other educational activities as well as equipment. Many communities have local fishing clubs that can be a great resource to you.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about many different aspects of your fly tying project.
- ◆ Level II – “Producer”, you practice and refine the many skills involved in fly tying.
- ◆ Level III – “Consumer”, you become experienced in tying flies.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of tying flies.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

FLY TYING

Level I - Explorer

Date _____
Completed _____

1. What tool is considered the primary, most important tool of the trade?

2. The hackle portion of a dry fly gives the fly what?

 - a) A neat appearance
 - b) Some weight to sink
 - c) The wings
 - d) Its buoyancy to float
3. What is the primary function of a bobbin?

4. Name the piece of equipment that you use to wrap hackles onto the fly.

5. Not all bobbins have a tube-type hole in the end but some do. What is the purpose of having a tube-type hole in the end?

6. Become familiar with the *Western Fly Pattern Dictionary* from Jack Dennis' Western Trout Fly Tying Manual and pick out a fly pattern to share with your project group.

7. What does "peacock herl" refer to?

8. Name the color and/or colors that the hackle saddles and necks for hackle feathers are. Is there a purpose for them being a certain color?

9. Explain what type of rod and hook you should use when you are fishing in "catch and release" waters.

10. Name the objects that fly pattern can imitate.

11. Fly pattern materials list always includes:

 - Hackle feathers
 - Thread
 - Lead wire for weight
 - Tail material
12. In fly fishing, what would you use chenille for?

13. Explain some safety tips you should remember when tying flies. Share them with your project group.

14. Explain what "gap" means in relation to tying flies.

15. Explain what the term "rubber legs" means in relation to tying flies.

16. Draw a diagram of a hook. Label the eye, shank, barb, point, gap and bend of the hook.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FLY TYING Level II - Producer

Date _____
Completed _____

1. There are many brands of hooks for fly fishing, name five.

2. What is a "Muddler Minnow"?

3. Name the fly pattern that imitates a mayfly.

4. Discuss with your group what qualities to look for when purchasing a saddle or neck cape for hackle.

5. What are hair stackers? And why are they needed?

6. What piece of material is needed when you are dubbing your own thread?

7. The fly patterns called Horton, Light Cahill, Hendrickson, Dark Green Drake, Elk Hair Humpy are all variations imitating what?

8. What does "hatch" refer to in fly tying?

9. What is the "hump" on an Elk Hair Humpy made out of?

10. Give an example of a good "attractor" pattern.

11. What type do the Aussie Hopper, Jim's Cricket, Carpenter Ant, and The Mouse fall into?

12. If your thread breaks midway through tying a fly, what should you do?

13. Identify the following knots and explain when you would use them:



Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FLY TYING

Level III - Consumer

Date _____
Completed _____

1. Must present 5 flies of each of 10 different patterns that have been tied by oneself, to the project leader. Expect to complete this by end of project year. Project leader suggests that you keep these flies separate from the rest of your flies until they are approved. These flies should represent your best effort and should not have been finished prior to this project year. They will be approved as a whole, not one at a time.
2. Give some group presentation on the subject of fly tying. Presentation can be given at County Presentation Day, to the project group, or at a club meeting.
3. Completion of one of the following activities:
- Gather a collection of 30 different natural trout foods, all properly identified and labeled. Must research out your own reference material to identify the specimens which will probably include mayflies, nymphs, caddis flies, mosquitoes, stoneflies, minnows, grasshoppers, crickets, crayfish, midges, larvae, leeches, damsel flies, etc. Place aquatic in a jar with isopropyl alcohol.
 - Plan an extended fishing trip with a very detailed plan of ALL necessary materials and knowledge needed including, but not limited to:
 - Where - location, maps, topography maps, trails, private land, Forest Service, how to get there.
 - Permission – necessary permits, fire permits, camping permits, fees, etc.
 - Type of fish to be expected.
 - Suggested fly patterns for the area.
 - Camping or backpacking supplies – detailed down to a list of items including number of meals and a planned menu
 - Safety – a detailed list of ALL safety issues relevant to the trip and precautionary information (such as altitude sickness at high elevations). Include emergency contacts and phone numbers.
 - Any other pre-approved individual project.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FLY TYING Level IV - Leader

Date _____
Completed _____

1. Must present 5 flies of each of 10 different patterns 50 flies total, tied by yourself, to your leader, demonstrating at least six of the following:
 - Clipped hair bodies or heads
 - Small hair Humpy's size 16 or smaller using Blacktail deer hair
 - Parachute style flies
 - Wing flies using duck quill or turkey quill
 - Midges/Emergers of size 18 or smaller
 - Flies using dubbing
 - Other bass or saltwater patterns
1. Serve as Junior or Teen leader in this project for one year.
2. Prepare teaching materials for use at project meetings.
3. Assist younger members in selecting and tying a fly for their project.
4. To produce even hair tips, what important tool is used. Name some patterns you would use this on.
Name the tool that will help you spin traditional fine hair or "fuzzy" material such as natural fibers, antron, and poly body materials onto thread which you can then use to form bodies with.
5. Flat waxed nylon thread is an "A" diameter thread and is used for what?
7. Assist younger members in actually learning a specific technique in fly tying.
8. The Gartside Pheasant, Henry's Fork, Joe's Hopper, Jim's Hair, and The Tevoravich are all from what type of pattern?
Discuss with your project leader or group, why you would do some research and find out the approximate "hatch" dates of specific insects prior to leaving on a fishing trip.
9. Describe your most memorable fly fishing memory, fly fishing fantasy or describe the step-by-step methods of tying any particular fly pattern.
- 10.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FLY FISHING

Level V - Researcher

Date
Completed

1. Prepare a paper of 300 words or give a 15 minute oral report on one of the following topics:

- Evolution of techniques used in fly fishing
- History of specific topic related to fly fishing
- Markets and methods of marketing fly fishing products
- Development of equipment used in your project
- Other

2. Identify the following knots and explain to your project leader what the purpose of each is:



3. Serve as Junior or Teen leader in this project for one year.
4. Prepare teaching materials for use at project meetings.
5. Assist younger members in selecting and tying a fly for their project.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

Certificate of Achievement

This certifies that

*has completed the Fly Tying Proficiency
in Shasta County.*

Explorer

Date

Initials

Producer

Date

Initials

Consumer

Date

Initials

Leader

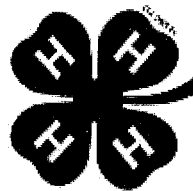
Date

Initials

Researcher

Date

Initials



4-H

Fishing Proficiency Program

A Member's Guide

OVERVIEW

The 4-H Fishing Proficiency program helps you learn what you need to know about your 4-H project.

There are many resources to help you learn more about your project:

- The University of California Davis has free resources available online by visiting: <http://anrcatalog.ucdavis.edu/4HYouthDevelopment/>. This site lists a variety of project materials and resources recommended for use in your project.
- The Shasta County 4-H Resources and Lending Library at our county 4-H Office includes other books, videos, and reference materials that can be checked out by members and leaders.
- Stores that sell fishing supplies may offer classes and other educational activities as well as equipment. Many communities have local fishing clubs that can be a great resource to you.

There are five levels in the Project Proficiency Program. You may choose how many levels you wish to complete:

- ◆ Level I – “Explorer”, you begin to learn about many different aspects of your fishing project.
- ◆ Level II – “Producer”, you practice and refine the many skills involved in fishing.
- ◆ Level III – “Consumer”, you become experienced in fishing.
- ◆ Level IV – “Leader”, allows you to show your own leadership potential.
- ◆ Level V – “Researcher”, you carry out a demonstration or experiment on some aspect of fishing.

As you work through the proficiency program, your leader will date each skill item as you complete it. When all items in a proficiency level are completed, your leader will sign the Certificate of Achievement.

FISHING

Level I - Explorer

Date Completed

1. Explain these terms:
 - Bait
 - Bobber
 - Lure
 - Casting
 - Creel
 - Rigging
 - Drag
 - Habitat
2. Name at least five items you would put in a small survival kit for fishing.
3. Explain the difference between two pieces of equipment or materials used in your project.
4. Name at least ten basic items you would take on a fishing trip.
5. Prepare a basic tackle box.
6. List five common courtesies or outdoor manners expected during fishing activities.
7. Demonstrate how to bait a hook.
8. Demonstrate safe use of at least three fishing equipment items such as a fish hook, knife, etc.
9. Make a craft item related to your fishing project (fish print, powder painted jig, plastic worms, fly wallet, etc.)
10. Name at least five different kinds of natural baits and where you would find them.
11. Explain three different ways to cook fish.
12. Identify at least three different species of fish and describe their water type, average size, baits that would be used to catch them, etc.
13. Describe how to properly care for fishing rods and reels.
14. List the items needed in a basic first aid kit.
15. Name five types of fish found in northern California and list where they are found.
16. Name a fish you could catch with a fly.
17. At what age must you buy a fishing license in California?
18. What would you do if someone was stuck by a hook?

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FISHING Level II - Producer

Date
Completed

- _____ 1. Explain how to care for the fish that you catch until you are ready to cook them.
- _____ 2. Participate in one field trip to a materials or equipment provider.
- _____ 3. Draw a simple map that could be used by another person for directions on an outing.
- _____ 4. Demonstrate how to use a compass and a map to find your way from one point to another.
- _____ 5. Demonstrate how to tie five different fishing hooks and tell how each should be used.
- _____ 6. Identify three locations where materials can be obtained or purchased.
- _____ 7. Make a prepared bait to use on a fishing trip.
- _____ 8. Display something about your project at least once outside your project meeting.
- _____ 9. Participate in a fishing trip and plan at least one part of it, such as the equipment you need to bring, transportation, list the kinds of fish found in the waters selected, a meal for the group, etc.
- _____ 10. Experiment with two different baits, then tell which you prefer and why.
- _____ 11. Help someone else by sharing your knowledge or by participating in an activity that has to do with preserving the outdoors in a pristine state, or restoration of a wildlife area.
- _____ 12. Keep a record of cash expenses and at the end of the year compare your product(s) value to your expenses. Could you have purchased the item(s) for less?
- _____ 13. Describe how different bodies of water vary in temperature and how this affects the kind of fish that will be found.
- _____ 14. Describe fish senses (sight, smell, taste, and hearing/sounds) and how this information will help you catch more fish.
- _____ 15. Give three boating safety rules.
- _____ 16. Demonstrate how to make a slip knot.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FISHING

Level III - Consumer

Date _____
Completed _____

1. Invite a guest speaker to one of your project meetings and introduce them to your group.

2. Contact a local, state or national association related to fishing and explain to your project group what this association has to offer to its members and interested individuals.

3. Keep a personal reference library of literature that will be helpful in your project.

4. Take part in a demonstration or judging contest specific to your project.

5. Report the history of one aspect (origin, equipment, materials, techniques, etc.) of fishing to your group.

6. Visit an expert in the field of fishing and report what you learned at the project meeting.

7. Design an item or piece of equipment that could be used in a fishing activity. Come up with a product name and convince your project group of the usefulness of this product.

8. Describe four ways to save money and be economical in obtaining materials.

9. Compare and contrast fresh water and salt water fishing using the following factors:

 - Budget • Transportation • Time
 - Terrain • Scenery • Equipment needed • Weather
10. Create a list of ten or more practical rules for successfully catching fish and find a way to share them with your group.

11. Alone or with your group, plan and complete a community service activity related to fishing.

12. Give a demonstration about your project.

13. Participate in at least three different fishing activities with your family or project group.

14. Bass like what type of water?

15. Catfish like what type of water?

16. Trout like what type of water?

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FISHING Level IV - Leader

Date
Completed

- _____ 1. Serve as Junior or Teen leader in this project for one year.
- _____ 2. Prepare teaching materials for use at project meetings.
- _____ 3. Assist younger members in designing, selecting, or constructing something for your project.
- _____ 4. Develop and put on a judging event or train a junior team for a judging event.
- _____ 5. Speak on a project-related subject before an organization other than your 4-H group.
- _____ 6. Assist a leader/adult in a fishing activity, organizing the group so that the chores/tasks are evenly distributed among the members.
- _____ 7. Assist younger members in actually learning a specific topic in the project.
- _____ 8. Alone or with your group, select a fishing topic you would like to know more about, research this topic, and share information with others in two of the following ways: bulletin board display, written pamphlet, news article, club/group discussion, judging kit, poster, radio spot.
- _____ 9. Develop your own special project-related event. Create a plan, chart progress, analyze successes and/or problems and report results.

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

FISHING Level V - Researcher

Date
Completed

_____ 1. Report on the results of a demonstration comparing measurable differences in some aspect of your project. (Experiment)

_____ 1. Prepare a paper of 300 words or give a 15 minute oral report on one of the following topics:

- Evolution of techniques used in fishing
- History of specific topic related to fishing
- Markets and methods of marketing fishing products
- Development of equipment used in your project
- Cultural influences in a specific topic related to fishing
- Ecology of a specific geographic area, terrain, locale, etc.
- Other

Member Name: _____ Date: _____

Project Leader's Signature: _____ Date: _____

Certificate of Achievement

This certifies that

*has completed the Fishing Proficiency
in Shasta County.*

Explorer

Date

Initials

Producer

Date

Initials

Consumer

Date

Initials

Leader

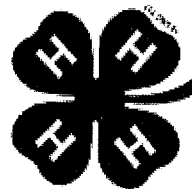
Date

Initials

Researcher

Date

Initials



I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.