UC
CE

Baking & Food Preservation

BAKING AND FOOD PRESERVATION

BINGO

Find someone who can sign a square acknowledging that they have done that or know the answer

Has cooked a cake with no recipe	Knows how to correctly measure dry ingredients	Knows how to separate an egg	Has made jam to preserve in a jar
Knows the name of three common pans	Knows at least three kitchen measurements	Knows how to knead dough	Can explain proper use of oven mitts
Can name two safety guidelines for the kitchen	Can name three kitchen appliances	Has cooked a dinner for more than 2 people	Knows how to proof yeast
Knows three ways to use dried fruit	Has made a loaf of bread from scratch	Knows the difference between searing and charring	Likes to eat what they bake

Depending on the size of group, limit the number of times a person can sign on the same sheet

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.

CALIFORNIA 4-H PROJECT SHEET

4-H BAKING PROJECT

In this project, youth learn about foods by partnering in the kitchen to plan and create baked goods. Explore the science, nutrition and history of baking while promoting healthy eating and resource management.

- Learn to bake a variety of snacks and treats, including cakes, pastries, pies, granola, breakfast bars, chips, cookies and more.
- Discover the health benefits associated with different foods.
- Explore the science behind baking, such as ratios, chemistry and ingredient interactions.

Starting Out *Beginner*	Learning More *Intermediate*	Exploring Depth *Advanced*
• Identify common pans used in baking. • Learn to read a recipe. • Review basic kitchen hygiene including washing hands and tying up hair. • Measure wet and dry ingredients correctly. • Learn how to safely use an oven and how to handle hot pans. • Learn to separate eggs and discuss safe handling and eating practices. • Explore other baked snacks besides sweets. • Roast flavored nuts/seeds.	• Learn to scale recipes. • Alter a recipe to make it more healthful (e.g., whole wheat, fat substitutes, shredded vegetables). • Tour a bakery. • Learn to correctly wrap and store baked goods. • Explore the variables that affect baking outcomes (distance from heat, baking time and temp, etc.). • Use a Dutch oven. • Learn how to make fancy pie crust edges and tops. • Learn how to clean an oven.	• Create a personal file of at least 25 baked recipes. • Explore careers in the baking industry. • Learn to bake gluten-free. • Learn how different baking materials (cast iron, ceramic, glass, etc.) transfer heat. • Build a solar oven. • Understand how to bake at high altitudes. • Explore advanced French baking techniques. • Make essential ingredients from scratch (e.g., butter, flour, ground spices).

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about baking that excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for baking to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

Expand Your Experiences!

Healthy Living

- Calculate and determine the caloric value and serving size of a homemade dessert.
- Create a portfolio of healthy, youth-friendly baked snacks such as granola bars, dehydrated fruit, roasted nuts, or vegetable chips.
- Take a first aid or safety class to learn how to treat burns.

Science, Engineering, and Technology

- Research the role of fat in baking and experiment using different types of fat or oil (e.g., margarine, olive oil, butter, vegetable oil) in a recipe.
- Be a food photographer. Find an example of food photography in a magazine and try to recreate it with your baking skills and camera.

Citizenship

- Tea for two: invite a special person like a grandparent or older friend over for a pot of tea and cookies. Bake cookies and set out tea and make someone very happy.
- Learn to bake traditional recipes from other countries to develop an understanding and appreciation for a variety of cultures. Share your recipes and baked goods with others.

Leadership

- Facilitate a baking class that teaches others how to make healthier desserts.
- Determine the different types of grains used in baked products (e.g., oats, wheat, rice flour, flaxseed) and give a presentation that follows one grain from farm to fork.
- Create and distribute a list of healthy baked snack ideas for 4-H club meetings.

Resources

- Book: *Kids' Ideas with Frozen Dough* by Rhodes International, Inc.
- Very Best Baking www.verybestbaking.com
- Joy of Baking joyofbaking.com
- King Arthur Flour www.kingarthurflour.com
- Home Baking Association www.homebaking.org/foreducators
- Baking 911 baking911.com
- Baking Bites bakingbites.com
- Book: *How Baking Works: Exploring the Fundamentals of Baking Science* by Paula I. Figoni
- Smitten Kitchen smittenkitchen.com
- Betty Crocker www.bettycrocker.com/tips/bakewithkids

Connections & Events

Presentation Days – Share what you've learned with others through a baking-related presentation.

Field Days – During these events, 4-H members may participate in a variety of contests related to their project area.

Contact your county 4-H office to determine additional opportunities available, such as favorite foods day, a food fiesta, or nutrition and consumer science field day.

Curriculum

- Fantastic Foods - www.4-hmall.org/Category/4-hcurriculum-foods.aspx

4-H Record Book

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.ca4h.org/4hbook.

Author S. Dennis

4-H BREADMAKING PROJECT

In this project, youth learn about foods by partnering with adults in the kitchen to plan and create breads. Explore the science, nutrition and history of breadmaking while promoting nutrition and resource management. Breadmaking includes making items such as scones, muffins, bagels, pizza crusts, pancakes, waffles, tortillas, naan and much more!

- Learn how to select, prepare and store bread products.
- Increase knowledge and appreciation of bread in history, customs, seasonal holidays and practices of people in other cultures.
- Discover the health benefits associated with the ingredients in bread.

Starting Out *Beginner*	Learning More *Intermediate*	Exploring Depth *Advanced*
• Explain the different methods for measuring wet and dry ingredients. • Demonstrate how to proof yeast. • Compare the costs of store-bought and homemade bread. • Learn how to safely use an oven and handle hot pans. • Determine the nutritional value of bakery items by reading nutrition labels. • Tour a bakery/interview a professional baker. • Review food menus and identify bread options.	• Explain the difference between a yeast and quick bread. • Identify how to safely store bread using various methods. • Research the nutrients in bread and how they affect your body. • Make three different breakfast breads. • Alter a recipe to make it more healthful. • Plan and create a recipe that includes bread. • Learn how to make gluten-free bread.	• Identify key ingredients in most bread recipes and their purpose. • Understand the health risks caused by food contaminants. • Create a personal file of at least 25 bread recipes. • Give a prepared bread-related talk to a group outside of 4-H. • Explore careers in the bakery industry. • Experiment with healthful whole grain options. • Make your own flour by grinding wheat berries.

The activities above are ideas to inspire further project development. This is not a complete list.

4-H THRIVE

Help youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how breadmaking excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for breadmaking to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

Expand Your Experiences!

Healthy Living

- Bake whole-grain bread and showcase the health benefits during a 4-H presentation or exhibit.
- Create a chart depicting the nutritional value and serving size of common breakfast breads such as English muffins, pancakes, donuts, cinnamon rolls and more.
- Experiment with adding dried fruits, nuts, oats, flaxseed and oils to your bread recipe.

Science, Engineering, and Technology

- Research the role of fat in baking and experiment using different types of fat or oil (e.g., margarine, olive oil, butter, vegetable oil) in a recipe.
- Determine the different types of grains used in baked products (e.g., oats, wheat, rice flour, flaxseed) and create a presentation that follows one grain from farm to fork.

Citizenship

- Bake breads from different parts of the world to develop an understanding and appreciation for a variety of cultures. Breads may include pita, flatbread, crepes, tortillas and more.
- Volunteer your knowledge and skills to bake healthy food for a family in need or donate your baked goods to a food pantry.

Leadership

- Share your knowledge and suggest simple changes that will help your family, friends or 4-H members eat healthier.
- Help plan and prepare a meal that includes whole grain bread for your family.
- Serve as a role model for others by taking the position of snack coordinator for your club.

Connections & Events

Presentation Days – Share what you've learned in your breadmaking project with others using one of the State 4-H presentation formats.

Exhibits – Bake and exhibit a bread at your club or county fair.

Contact your county 4-H office to determine additional opportunities available, such as favorite foods day, a food fiesta, or nutrition and consumer science field day.

Curriculum

- Bread Baking Basics - 4h.wsu.edu/em2778cd/pdf/em4759.pdf
- Rising to the Occasion: A 4-H Leader's Guide - www.msuextension.org
- Bread and Little Hands: 4-H Teacher/Leaders Guide - Check with your county UC Cooperative Extension office

4-H Record Book

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.ca4h.org/4hbook.

Resources

- Book: *Bread, Bread, Bread* by Ann Morris
- Book: *Sunset Breads, Step-by-Step Techniques* by Sunset
- Book: *Pillsbury's Bake Off Breads Cook Book* by Pillsbury Editors
- The Science of Yeast www.redstaryeast.com/science-yeast
- Northwest Sourdough www.northwestsourdough.com
- Whole Grains Council www.wholegrainscouncil.org
- MyPlate www.myplate.gov
- Bread World www.breadworld.com
- Fleischmann's Yeast www.fleischmannsyeast.com
- Bread Recipes www.cookingbread.com
- Oregon Trail Bread bread.com
- Sourdough Home www.sourdoughhome.com
- Home Baking Association www.homebaking.org

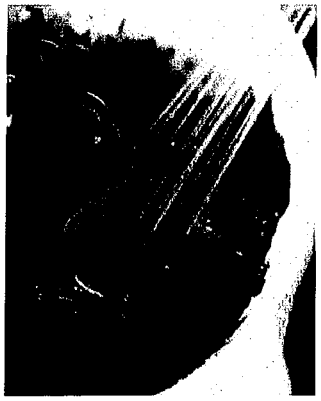
CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES
ENVIRONMENTAL HEALTH AND SAFETY

#55

SAFE PREPARATION AND HANDLING OF FRESH FRUIT AND VEGETABLES

Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.



Information available from the Centers for Disease Control and Prevention (CDC) indicates an estimated 76 million cases of foodborne disease occur each year in the United States. Although most of these cases cause mild illness that lasts a day or two, the CDC also estimates there are 325,00 cases that require hospitalization and 5,000 deaths related to foodborne illnesses annually.

Foodborne disease is caused by the consumption of disease-causing microorganisms such as certain bacteria, viruses, and parasites. Fresh fruits and vegetables can become contaminated by fertilizers or with disease-causing microorganisms through contact with soils, water, harvesting equipment, raw sewage or fecal matter or other infected foods or food handlers. Foodborne disease from fresh fruits and vegetables can be prevented by following several simple food preparation and handling methods.

Safe Preparation and Handling of Fresh Fruit and Vegetables

- Do not buy fresh fruit and vegetables that are bruised, moldy, gashed, or otherwise damaged.
- Keep fresh fruits and vegetables separate from meat, poultry, and fish in your shopping cart, checkout bag, and refrigerator.
- When purchasing cut fresh fruit or vegetables such as salad packages or melons, make sure they are properly packaged and refrigerated in the store. Keep cut fresh fruit or vegetables refrigerated at home and stored in sealed plastic bags or air-tight containers.
- Always thoroughly wash your hands with warm water and soap for at least one-half minute before and after you handle fresh fruit or vegetables.
- Always wash all surfaces and utensils with hot water and soap before and after fresh fruit and vegetables touch surfaces or utensils. Surfaces include cutting boards and counter tops and utensils include knives, peelers, and graters. Sanitize surfaces and utensils by wiping or rinsing them after being washed with a mixture of one teaspoon chlorine in one quart of water.
- Never place fresh fruit or vegetables on the same cutting board where raw meat, poultry, or fish have been unless the board has been thoroughly washed with hot water and soap and sanitized with the chlorine and water mixture.
- Rinse fresh fruit and vegetables with running water, including those having skins or rinds, such as oranges, that are not eaten.
- Fruit and vegetables with firm skins, such as potatoes and carrots, should be rubbed or scrubbed with a clean vegetable brush while being rinsed under running water. Gently use your hands to rub dirt from soft fruits and vegetables, such as peaches and tomatoes, while rinsing under running water.
- After cleaning and rinsing fresh fruit and vegetables, dry them with a clean cloth or paper towel.
- Within two hours, refrigerate all fresh fruit and vegetables that have been cut, peeled, or cooked.
- If fresh fruit and vegetables come in contact with raw meat, poultry, or fish, they must be cooked before eating.
- Each County Cooperative Extension Office has one staff member available for food safety training.

Additional food safety information is available in the University of California Cooperative Extension brochure entitled "Make It Safe - Keep It Safe, FIGHT BAC! Keep Food Safe From Bacteria." The brochure may be accessed online at: http://groups.ucanr.org/ehs/files/42038.pdf.

Portions of this Clover Safe incorporate information modified from the Partnership for Food Safety Education, Safe Handling of Fresh Produce web site at: http://www.fightbac.org/content/view/203.

FOOD PRESERVATION

Name: _____ Date: _____

Guidelines for Project Proficiency Award

Beginning:	Date Completed	Leader's Initials
5. About shade drying of herbs.	_____	_____
Do:		
1. Sulfur and dry a light colored fruit.	_____	_____
2. Blanch and dry a vegetable.	_____	_____
3. Dry a vegetable that doesn't require blanching.	_____	_____
4. Dry herbs.	_____	_____
5. Judge dried foods.	_____	_____
Explore:		
1. Two different ways of using dried vegetables.	_____	_____
2. Time of re-hydration and quality of re-hydrated vegetables.	_____	_____
3. The best way to dry vegetables; sun, oven, or dehydrator.	_____	_____
4. Different ways of using dried fruits.	_____	_____
FREEZING— Learn:		
1. Which foods freeze and thaw well.	_____	_____
2. How long different foods can be kept frozen without quality loss.	_____	_____
3. How to thaw foods safely, and when it's okay to refreeze.	_____	_____
4. About blanching vegetables for the freezer.	_____	_____
5. About air-cooling versus water-cooling of blanched vegetables.	_____	_____
6. About freezing prepared foods.	_____	_____
Do:		
1. Blanch and freeze three or four different vegetables.	_____	_____
2. Freeze cookies, baked and unbaked.	_____	_____
3. Freeze a homemade TV dinner.	_____	_____
4. Properly thaw and prepare frozen prepared food. Serve.	_____	_____
5. Prepare and serve frozen vegetables.	_____	_____
Explore:		
1. Quality losses of frozen foods (texture, color, taste).	_____	_____
2. Ways to keep records of food going in and coming out of the freezer.	_____	_____
3. The differences in blanched, unblanched, and overblanched green beans.	_____	_____
4. Energy costs of frozen foods compared with other methods of preserving and storing foods.	_____	_____
STORAGE OF NUTS— Learn:		
1. About the effects of time, temperature, and oxygen on the flavor of nuts.	_____	_____
2. Ways to prevent insect infestation.	_____	_____
3. Ways to increase the shelf life of shelled nuts.	_____	_____
Do:		
1. Store shelled nut meats in proper containers at room temperature, refrigerator temperature, and in the freezer. At 2 week intervals, taste and record any signs of rancidity.	_____	_____
2. From the same group of nuts, store some in the shell in a cool, dry place. Check these at 2 week intervals for signs of rancidity. Store nuts in a modified atmosphere (if available) using dry ice (solid carbon dioxide). Record insect infestation and rancidity.	_____	_____
Explore:		
1. After completing this experiment, explain which is the best method for storing nuts, and why?	_____	_____

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

FOOD PRESERVATION

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award
Intermediate:

	Date Completed	Leader's Initials
CANNING— Learn:		
1. How to acidify foods for canning by the water bath method.	_____	_____
2. More about syrups to use in canning fruit and about canning fruit without sweetening.	_____	_____
3. How to select reliable recipes for pickles and relishes.	_____	_____
4. The variety of vegetables that are best for pickling.	_____	_____
5. How to can fruit juice and tomato juice.	_____	_____
6. To judge canned juices and relishes.	_____	_____
Do:	_____	_____
1. Review what you learned about the classification of foods.		
2. Can a variety of fruits (three or four) using different strength syrups.	_____	_____
3. Make quick pickled cucumbers.	_____	_____
4. Make a pickled relish or salsa.	_____	_____
5. Pickle a vegetable or mixture of vegetables.	_____	_____
6. Prepare fruit or tomato juice and can it.	_____	_____
Explore:	_____	_____
1. Canning fruit with fruit juice rather than syrup.		
2. Pickling fruit.	_____	_____
3. Ways to teach the use of the water bath to a younger group.	_____	_____
4. With your family, the annual need for canned fruit.	_____	_____
5. The cost of home canned foods versus those available at the supermarket.	_____	_____
6. Safety practices for pickling.	_____	_____
7. Ways to use syrup left from canned fruit and ways to use leftover pickle brine.	_____	_____
8. The effect of improperly storing canned fruits by placing one jar in a hot, damp location and another in a cool, dry, dark location. After several months, compare.	_____	_____
JAMS AND JELLIES— Learn:		
1. More methods for jam and jelly making.	_____	_____
2. About straining juice for jelly.	_____	_____
3. To judge jams and jellies.	_____	_____
Do:		
1. Make cooked jam with commercial pectin.	_____	_____
2. Make cooked jelly with commercial pectin.	_____	_____
Explore:		
1. How to test fruit for acid and pectin content, and to determine which ones need added pectin or acid.	_____	_____
2. Recipes for conserves, preserves and marmalade. Try one.	_____	_____
DRYING— Learn:		
1. To sulfur light colored fruits for drying.	_____	_____
2. To blanch vegetables before drying.	_____	_____
3. Different types of antioxidants (anti-darkening agents); and the advantages and disadvantages of each.	_____	_____
4. To package and store dried foods.	_____	_____

FOOD PRESERVATION

Sonoma County 4-H

Name: _____ Date: _____

Guidelines for Project Proficiency Award
ADVANCED:

	Date Completed	Leader's Initials
CANNING		
Learn:		
1. How use the pressure canner.	_____	_____
2. Methods for canning vegetables.	_____	_____
3. To judge canned meats and vegetables for color, texture, pack, and seal.	_____	_____
Do:		
1. Can two or three different vegetables.	_____	_____
2. Can meat, poultry, or fish.	_____	_____
Explore:		
1. Methods to use in telling or showing others how to safely can vegetables and meats.	_____	_____
2. Needs for canned foods for one year for the family. Which of the foods can be preserved more cheaply at home?	_____	_____
3. The types of spoilage that occur in canned food.	_____	_____
JAMS AND JELLIES		
Learn:		
1. Which fruits have enough pectin and acid for the long boil method?	_____	_____
Do:		
1. Make 3 or 4 jams and jellies by the long boil method.	_____	_____
2. Compare taste, texture, and color to those make with commercial pectin or by freezer method.	_____	_____
Explore:		
1. Jelling problems as they are related to acid, pectin, and sugar content.	_____	_____
FERMENTATION AND BRINING		
Learn:		
1. About lactic add fermentation of cucumbers and cabbage.	_____	_____
2. What causes spoilage problems in fermented foods.	_____	_____
3. The salt brining process for vegetables.	_____	_____
Do:		
1. Make fermented dill pickles or green tomatoes.	_____	_____
2. Make sauerkraut.	_____	_____
3. Can the pickles and sauerkraut.	_____	_____
4. Make brined vegetables.	_____	_____
Explore:		
1. The effect of temperature on fermentation.	_____	_____
2. Pickle recipes using freshened, brined pickles.	_____	_____
3. The effect of surface scum and mold on fermented pickles.	_____	_____

Project Leader's Signature of Completion: _____ Date: _____

Club Leader's Signature of Completion: _____ Date: _____

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.

Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.

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.

Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.

- 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.

Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.

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.

Thanks to 4-H Youth Development Programs, UW-Extension, Cooperative Extension for use of these materials.

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.

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