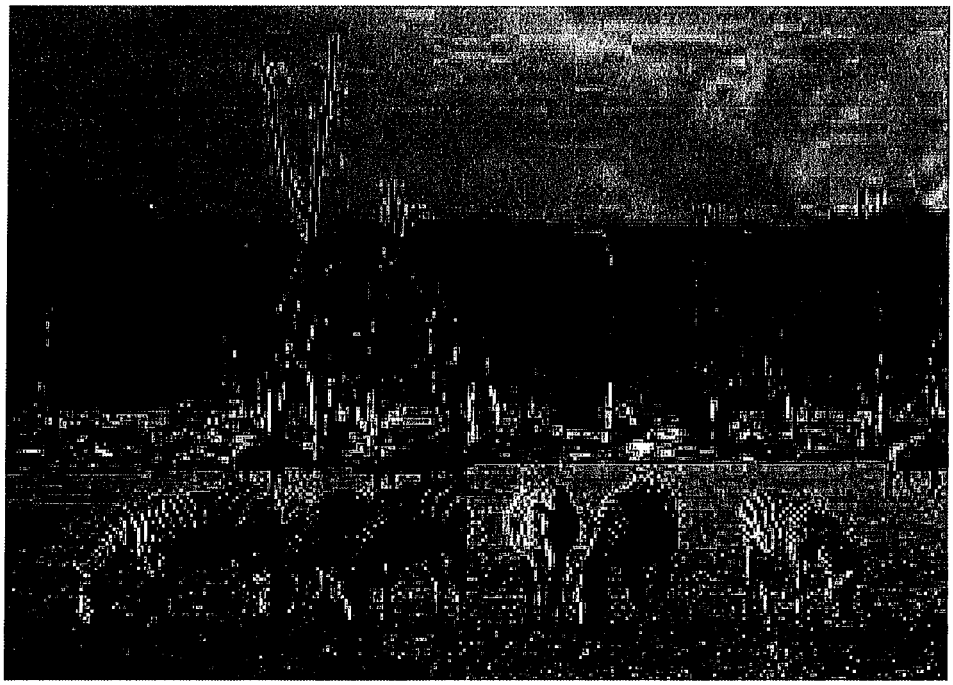
UC
CE

Wildlife

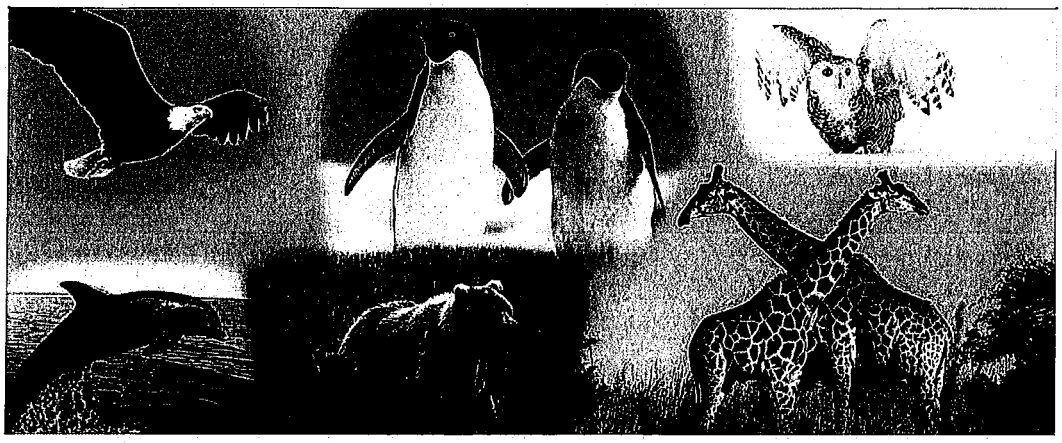


This We Believe:

- 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 WILDLIFE PROJECT



In this project, youth engage in exploring the outdoor world by learning names and classifications. Youth will understand the essentials of studying nature: stop, observe, discover, how to correlate findings and more.

- Increase awareness and appreciation of nature and it's structure.
- Explore human interdependence with the natural world.
- Gain knowledge of environmental and ecological concepts.
- Identify how humans impact the environment.
- Improve problem-solving and advocacy skills; take action that assumes responsibility of the environment.

Starting Out *Beginner*	Learning More *Intermediate*	Exploring Depth *Advanced*
○ Introduce key concepts: Food Chain/Web, Habitat, Species, Adaptation. ○ Explore the water cycle model in nature. ○ Develop safety requirements: poison oak, poisonous critters, and remain with group. ○ Create a wildlife map to show food, water, cover and space for two species of mammals.	○ Study key concepts: Aquatic Ecosystems, Carrying Capacity, Succession, Migration. ○ Construct models that demonstrate the carbon and nitrogen cycle. ○ Connect the premise of interdependence in the context of natural and human communities. ○ Create a wildlife habitat map to manage 4 or 5 urban wildlife species.	○ Probe strategic aspects of key concepts: Arrangement and Fragmentation, Edge, Species, Richness and Biodiversity, Wildlife Management. ○ Explore personal and collective environmental ethics. ○ Research and produce an action plan that develops a moderate sized habitat improvement project within the local area.

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 consumer economics 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

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 taking care of an animal can make them 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!

Science, Engineering, and Technology

- Construct and install birdhouses for specific birds. Collect on specific criteria.
- Form small groups or committees to prepare reports detailing conservation needs of an area. Outline a plan of action for improving the area or restoring a natural cycle.
- Set up a water quality monitoring program on a local stream.

Healthy Living

- Create an interpretive natural trail. Find a location, design the trail, contact appropriate authorities, fund raise, make posts, install. Enjoy.
- Identify "point source" and 'non-point source" pollution and the effects on water quality, humans, and wildlife.

Citizenship

- Work with community groups to restore habitat for endangered or threatened species.
- Remove invasive species, i.e., caper spurge at Bodega Marine Lab.
- Plant wildlife cover or food in an abandoned creek or pasture area in a key wintering area.
- Learn about environmental laws and create a project focusing on political action.

Leadership

- Be a park steward. Volunteer at Bird/Wildlife/Songbird/Marin Mammal Rescue centers.
- Write a proposal asking that a vacant lot be turned into a playground/native plant garden/ kids' vegetable garden. Follow up, and build the playground/garden etc.
- Become an active leader who models positive environmental behavior.

Resources

- CA Department of Fish and Game
  www.dfg.ca.gov
- Integrated Taxonomic Information System
  www.ncbi.nlm.nih.gov/
- Project Butterfly WINGS: A Winning Investigative Network for Great Science
  www.flmnh.ufl.edu/education/cise/wings.htm
- The Forest Foundation
  www.calforestfoundation.org/
- There's No New Water!
  www.4-h.org/resource-library/curriculum/4-h-theres-no-new-water/
- USDA Forest Service
  www.fs.fed.us/
- Book: Louv, Richard. *Last Child in the Woods; Saving Our Children from Nature-Deficit Disorder.* Chapel Hilll, NC. Algonquin Books of Chapel Hill, 2005.

Connections & Events

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

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

County & State Fair – Enter your animal(s) and show the judge what you have learned! Contact your county 4-H office to determine additional opportunities available.

Curriculum

- CA! WHEP! Coordinator: Mary Engebreth at mengebreth1k@yahoo.com. CD available.
- Council for Environmental Education: Project WILD – www.dfg.ca.gov/projectwild
- The Nature of Teaching, Purdue University – www.agcom.purdue.edu/AgCom/Pages/extension/natureofteaching.aspx
- Miller, Bob et al. Forest Ecosystem: A Science Based Multi-Disciplinary Instructional Unit for Grades 5-6.

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

Wildlife Proficiency – Level 1 - Explorer

1. What are the four basic requirements for survival that all wildlife need?

A. _____

B. _____

C. _____

D. _____

2. What is something that surprises you about animal tracks?

3. What can you learn about an animal from its tracks?

4. How are vertebrates different from other animals such as spiders, snails, and ants?

5. What are the five kinds of vertebrates? What is special about each kind?

A.

B.

C.

D.

6. How can looking at a bird's beak help us guess what it eats?

7. What can we tell from the things we find in an owl pellet?

8. What is a habitat?

9. Why are seeds important? Where do they come from? What do they become?
10. Why are plants so important? Which living things need plants for food?

11. Why is the sun important?

12. Why is water important?

13. Where do wild animals get the water they need?

14. How are insects and spiders different? The same?

15. What is interesting about spiders?

16. What is interesting about insects?

17. What might happen if a bear/otter/pygmy rabbit/owl/bat/fish's habitat does not have the food it needs? The water, shelter, or space it needs?

18. What is the difference between horns and antlers? Name at least one animal from each category.

19. What would you like to find out next year?

Wildlife Proficiency – Level 1 - Explorer

20. What was the best part of the Wildlife Project this year?

Sonoma County 4-H Wildlife and Natural Science Proficiency
Level II - Producer

The proficiencies for this level for this year, 2014, are related to the study of the Rocky Intertidal Areas on the Sonoma Coast.

Physical Factors (abiotic)- in general, environmental factors can be divided into living (biotic) and non-living (abiotic or physical) factors. It is very important to keep in mind that all living things depend on the non-living environment. Without energy (primarily from the sun), water, air, minerals, and nutrients, life as we know it on Earth wouldn't exist.

Rocky Intertidal habitat – the area between the lowest low tides and the highest high tides. This is where tide pools form.

> **Zonation** – the four tidal zones which are differentiated by their exposures during different tidal periods and affected by wave action and the contours of the beach/coast. Name the four tidal zones on the rocky coast.
>
> _____
>
> _____
>
> _____
>
> _____

Indicator organisms (biotic) – the abiotic factors of a place, in combination with biotic factors such as competition and predation, determine which organisms are able to live there. Name two organisms found in each zone.

_____	_____
_____	_____
_____	_____
_____	_____

Organisms that don't photosynthesize, such as animals, must obtain their energy from the food that they eat. They are called consumers. Consumers are divided into three groups:

_____ Mostly eat plants.

_____ Mostly eat other animals.

_____Eat both plants and animals.

Explain the differences in teeth between carnivores and herbivores.

Share what you know about the location of the eyes between predators and prey.

There is great diversity of life in the intertidal area or in any other ecosystem. What causes that diversity?

If a characteristic helps an organism to survive, it is called

_____.

Draw a picture of a food chain that is found at the seashore.

Besides tide pools, name at least two other microhabitats that can be found within the rocky intertidal area.

1.

2.

Choose an animal of your choice and write a report on it. Give a presentation to members of the group with visual support (posters, video, etc.).

Extra credit: define these terms

Eutrophications

Exoskeleton

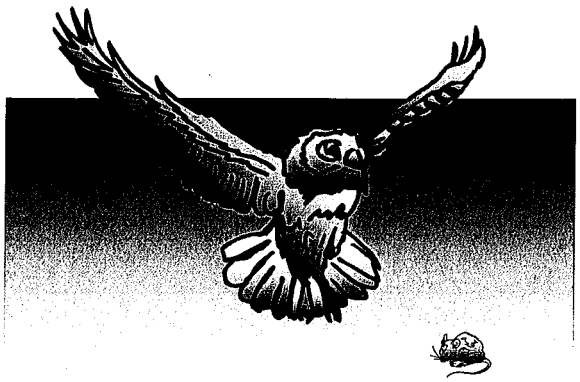
Bioluminescence

Menatocyst

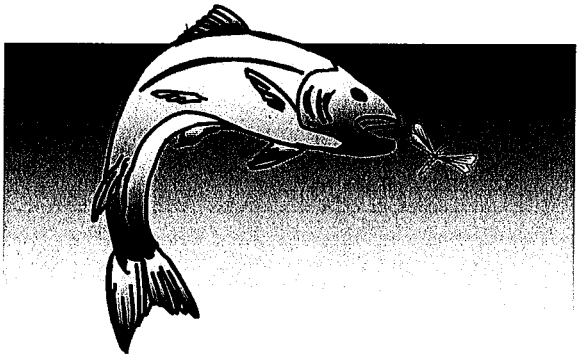
Radula

Sedimentation

Limiting factor



4-H Wildlife Projects - Book One: Wildlife Foods



Name of 4-H Member _____

4-H Club _____

Date _____

VirginiaTech
Invent the Future

Virginia Cooperative Extension

VIRGINIA STATE UNIVERSITY

4-H Wildlife Projects - Book One: Wildlife Foods

Ann P. Gallus and Jeffery L. Kirwan,
Volunteer 4-H Leader, Loudoun County, Virginia; Extension Specialist,
College of Natural Resources, Virginia Tech; respectively

Introduction

This project book introduces junior 4-H members, ages 9 - 13, to the 4-H Wildlife Habitat Evaluation Program (WHEP), which provides competitive events and recognition for 4-H members. Habitat evaluation is important because our ever-growing human population is leaving less land and water available for wildlife. Three 4-H projects complete the introduction to WHEP:

- Book One Wildlife Foods
- Book Two Key Fish and Wildlife Species
- Book Three Fish and Wildlife Habitat

Project Objectives

- Youth will demonstrate an understanding of food webs by creating examples.
- Youth will be able to identify 15 categories of wildlife food.
- Youth will use their knowledge of foods and food webs to evaluate habitat for its importance to wildlife.

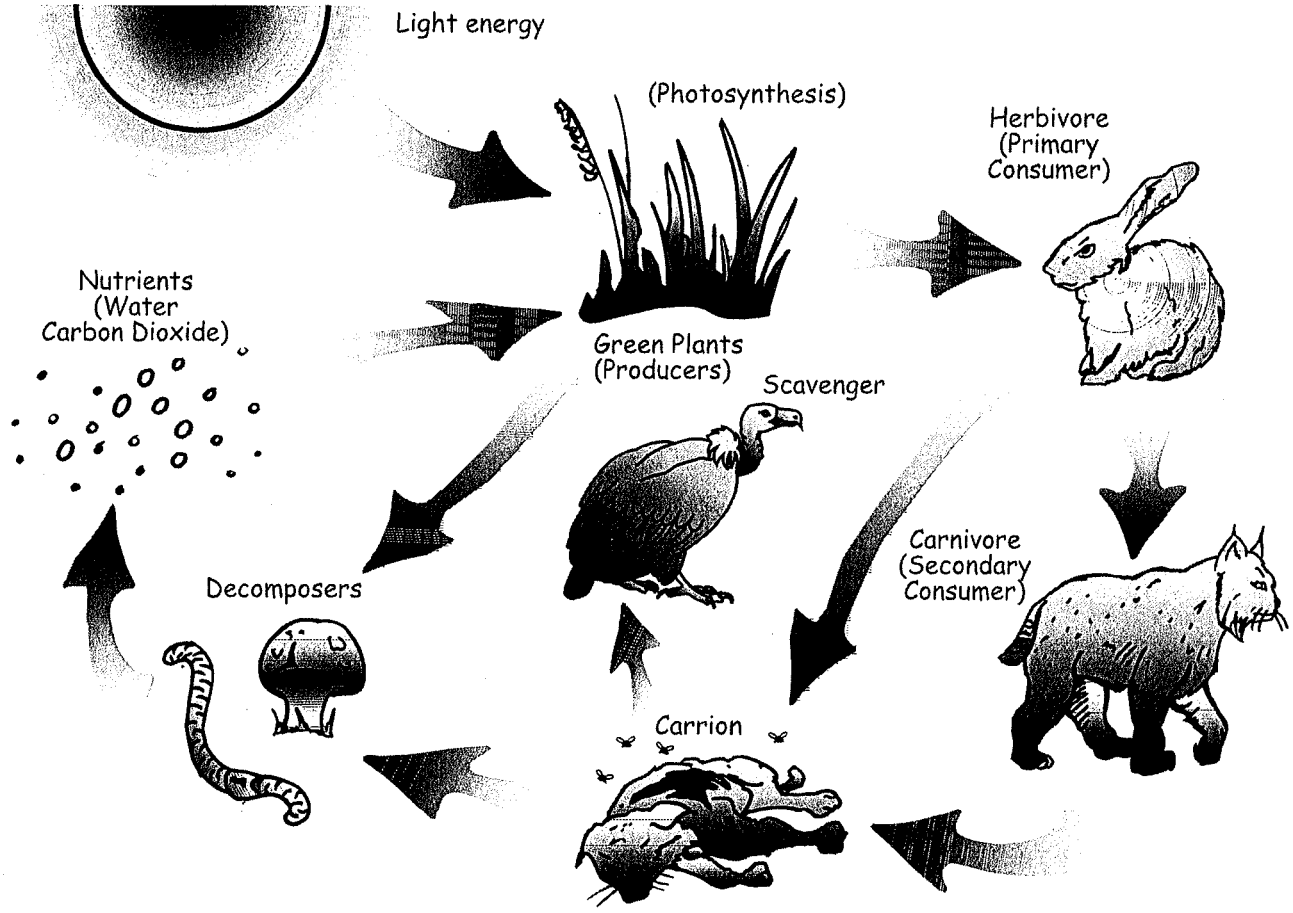
Correlations with the Virginia Standards of Learning

- Science 3.5 Producer, consumer, herbivore, carnivore, omnivore.
- Science 3.10 Conservation and habitat management.
- Science 4.5 Flow of energy through food webs; habitats and niches.
- Science 4.8 Virginia's natural resources, including animals and plants.
- Science 6.9 Producers, consumers, decomposers, food webs.
- Science 6.11 Management of renewable resources.

Activity One. Learning about Food Webs.

Most plants and animals will become food for something else at some point in their lives. Animals and birds eat many different kinds of food and can be put into groups by what they eat.

Herbivores, like rabbits and deer, eat grasses, leaves, twigs, and other plant material. Bobcats are carnivores. They will eat other animals. Omnivores, like bears and opossums, eat both plants and meat. Scavengers eat dead animals. Different animals can be connected by placing them in a food web.



The food web shows how animals are dependent on each other for their food. Primary producers are the base of the food chain. Primary consumers eat the producers. Secondary consumers are carnivores that eat primary consumers. Decomposers break down plant and animal remains, releasing water, CO_2, and nutrients. Can you give an example of each?

Things to do:

Visit an animal's habitat and draw a food web.

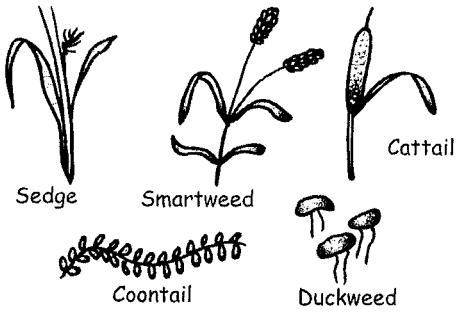
Look at an animal's <u>scat</u>. How can you tell if it is an herbivore, omnivore, or carnivore?

Ask a hunter or fisherman to let you look at the stomach contents of a fish or game animal. What can you learn from this?

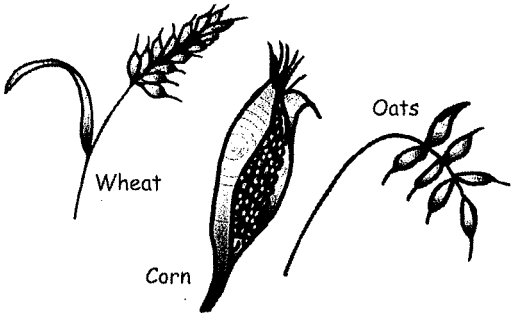
Activity Two. Learning about Wildlife Foods.

Wildlife food is everywhere. Open your eyes and look! Some of the more confusing wildlife food groups are illustrated here. The checklist on page 6 includes all the food groups.

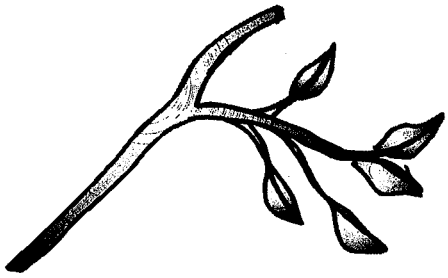
Aquatic plants grow under water, are rooted in water, or grow where it is always damp.



Cereal grains are the seeds of oats, wheat, barley, corn, rye and rice.

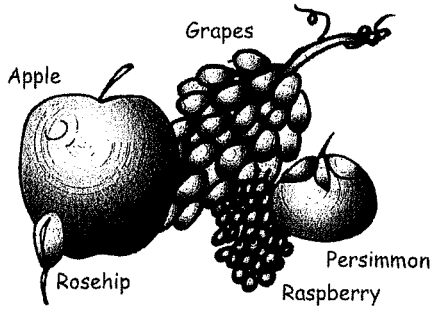


Leaves and twigs are grouped together. There has to be a woody stem to be in this group.

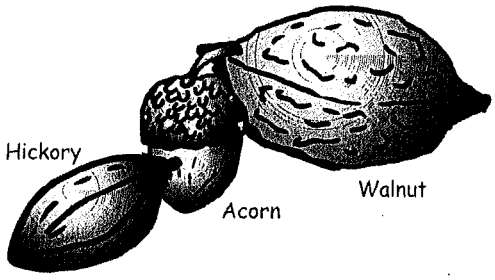


Mammals are animals with hair, regardless of size.

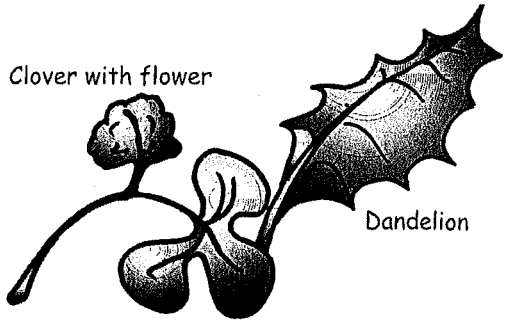
Fruits and berries have seeds surrounded by a highly nutritious soft pulp that is eaten by animals. Fruits are most available through the summer and early fall. Some, like persimmons and grapes, last into the winter.



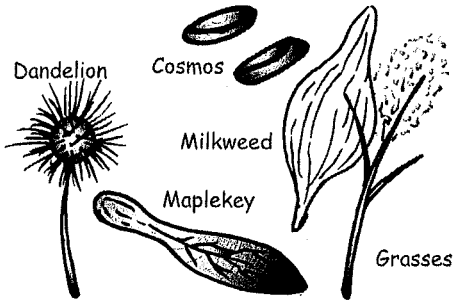
Nuts are the fruits of trees like walnut, hickory, beech and oak. As a group they are called mast. Nuts are rich in fats and protein.



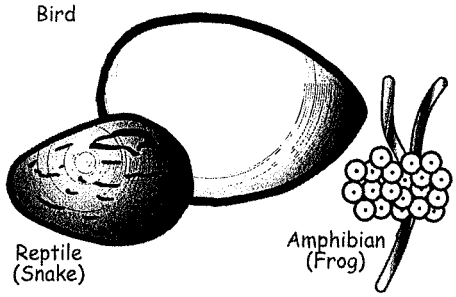
Forbs are short, non-woody plants. The leaves of forbs come in a variety of shapes. The veins have a net-like appearance. They are sometimes called weeds. Some have flowers.



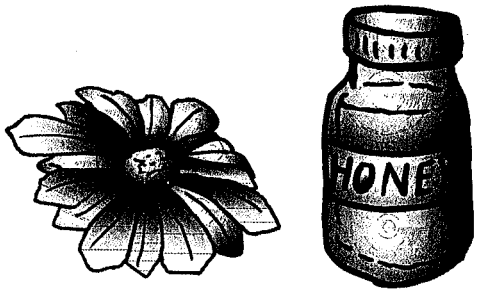
Seeds can be single, covered with a thin shell, or many can be clustered together in a "container." They are high in fat and protein.



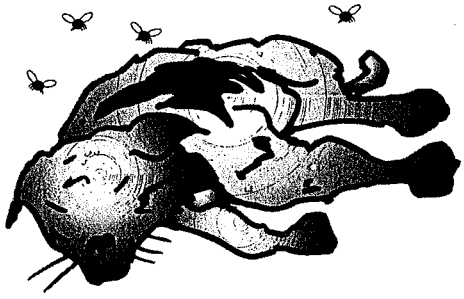
Eggs are only those produced by the vertebrates. Eggs from insects and spiders are not considered in this food group.



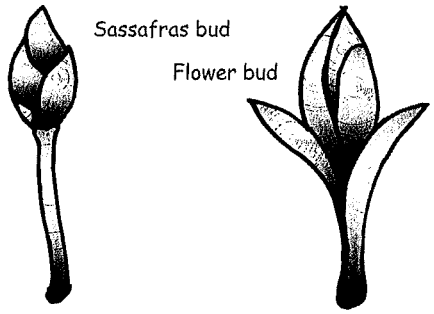
Nectar is an important food with high sugar content. Nectar can be illustrated by either a flower with no other part attached or by a jar of honey.



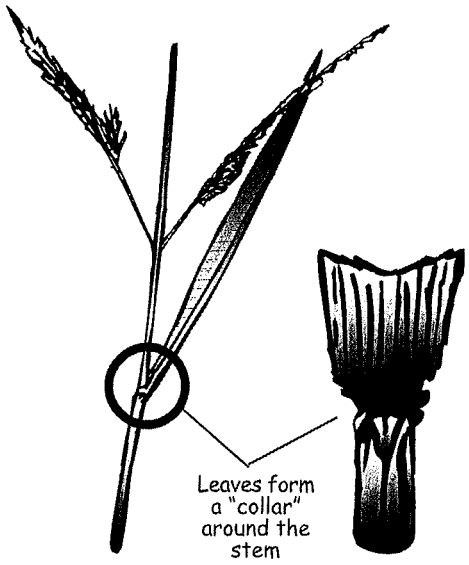
Carrion is stinking, rotten flesh. It often has fly larvae wriggling inside of it. If it smells dead, it is dead, and therefore it is carrion.



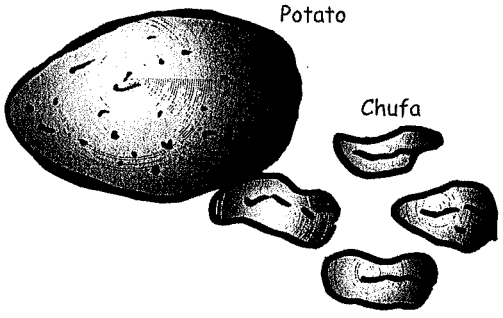
Buds are the growing end of a twig or flower before it opens.



Grasses are plants that are usually tall and narrow, with leaves that are thin. The veins are parallel. The leaves of grasses form a collar around the stem.



Tubers grow underground. Two important tubers are potatoes and chufa, the tuber of sedges.



Activity Three. Completing a Wildlife Food Checklist.

Make copies of this checklist and use it each time you go on a field trip or take a wildlife food quiz. Try to identify at least 10 food groups each time.

_____ Aquatic plants	_____ Insects and insect eggs
_____ Bark	_____ Leaves and twigs
_____ Birds	_____ Lichens
_____ Buds	_____ Lizards
_____ Carrion	_____ Mammals
_____ Centipedes, millipedes	_____ Mushrooms
_____ Crayfish	_____ Mussels
_____ Earthworms	_____ Nectar
_____ Eggs	_____ Nuts
_____ Ferns	_____ Scorpions
_____ Fish	_____ Seeds
_____ Forbs	_____ Snails
_____ Frogs, salamanders	_____ Snakes
_____ Fruit	_____ Spiders
_____ Grain	_____ Tubers
_____ Grass	_____ Turtles

Notes:

Activity Four. Learning about Succession.

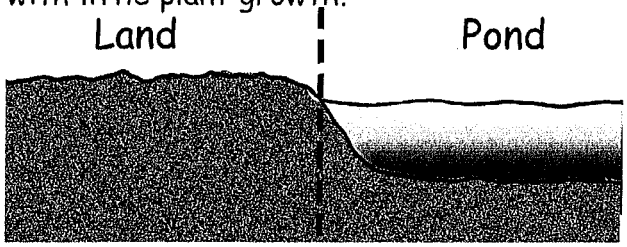
These pictures show what happens if you build a pond or plow a field, and then leave for several years. When you return nature has created the habitat that it wants there. This process is called succession.

The amount of food available in a habitat is one of the limiting factors. It will limit the number and kind of animals that will survive in a habitat.

Look at the pictures below. Can you create food webs from them? Which stage will provide for the most richness of species? Where is the most variety of food produced?

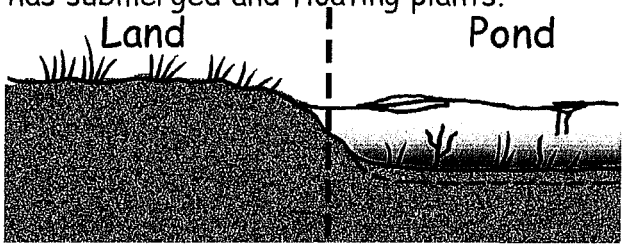
Stage 1

Land starts with bare ground. Pond starts with little plant growth.



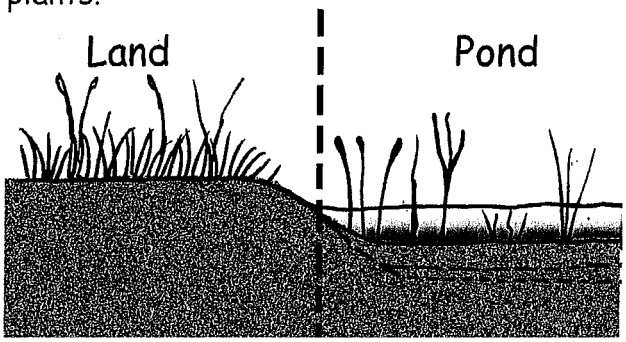
Stage 2

Land has annual forbs and grasses. Pond has submerged and floating plants.



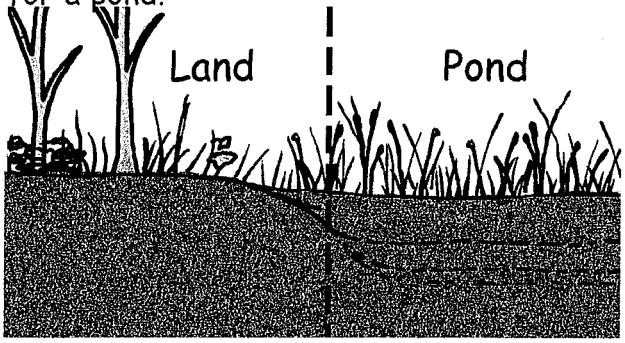
Stage 3

Land has perennial forbs and grasses. Pond becomes more shallow and has emergent plants.



Stage 4

Land has shrubs and small saplings. Pond has become a wetland. This is the last stage for a pond.



Stage 5

Land is now a young woodland. Trees are less than 70 years old.

Stage 6

Land is now a mature woodland.

Activity Five. Putting It All Together.

Find a book that lists the foods eaten by wildlife, such as the 4-H WHEP manual. Answer the following questions.

Match the animal with the food it eats:

_____Bass	A. Birds
	B. Bark
_____Deer	C. Ferns
	D. Mussels
_____Hawk	E. Frogs and Salamanders
	F. Aquatic Plants
_____Mole	G. Mammals
	H. Scorpions
_____Rabbit	I. Centipedes and Millipedes

Fill in the blank:

_____ is stinking, rotting flesh.

Soft, pulp-covered seeds are called _____.

Grains include wheat, oats, rye, barley rice, and _____.

Coontail, duckweed and smartweed are _____ _____.

_____ are sometimes called weeds.

Short answer:

Which succession stage offers more choices of food for the largest number of animal species? _____

List foods that are suitable for one animal species:

Animal_____ Foods _____

_____

Words to Know

Annual: plants that complete their life cycle in one year.

Carnivore: an animal that feeds on meat.

Carrying Capacity: the limit to how many animals can survive in a habitat.

Climax Stage: when the plant growth in a habitat reaches a point where the vegetation will not change over a long period of time.

Consumer: an organism that eats another organism for energy.

Cover: plants or features of the land that provide a place for wildlife to hide, sleep, eat and reproduce.

Forb: low-growing plants that are not grass. Forbs usually have veins in their leaves that are in a "net" pattern.

Grass: short plants that have long narrow leaves and hollow, jointed stems. The veins in grasses are usually parallel.

Habitat: the place that provides food, shelter, and space for an animal to live.

Habitat Requirements: the things animals need to live. The four basic habitat requirements are food, water, space, and cover.

Herbivore: an animal that feeds on plant material.

Limiting Factor: determines the number of species or individuals that can live successfully in a habitat. Limiting factors include the amount of water, space, cover and food in an area.

Omnivore: animals that eat both plant material and meat. Raccoons and bears are a good example.

Perennial: a plant that lives for several years.

Producer: an organism that produces its own food. A producer is eaten by a consumer.

Scat: the waste or feces produced by an animal.

Species Richness: the number of different species that are found in one area.

Succession: land and water have a pattern of plant growth over a period of time. The different stages of this pattern are called succession.

Suggestions for Exhibits, Presentations and Community Service

Exhibits

- Collection of nuts, fruits and seeds that are food for wildlife.
- Poster illustrating the wildlife food groups.
- A mobile of animals and the foods they eat. Use tree branches for the arms of the mobile. Attach pictures of animals and the foods they eat.
- A leaf collection of important wildlife foods. Dry leaves in a telephone book and paste them on poster board.

Presentations

- "My backyard food web"
- "How to recognize important wildlife foods"
- "Do you know your wildlife foods?" (Quiz)
- "The mammals of Virginia"
- "The foods eaten by a white-tailed deer"
- "Nothing succeeds like succession!"

Citizenship and Community Service

- Plant a butterfly garden. The garden does not have to be large. One or two perennial plants that have a long bloom time will do.
- Plant a wildlife food plot.
- Read a book about wildlife to a younger audience.
- Donate a leaf/seed/foods collection to a library or teacher.

Activity Six. Completing a 4-H Project Record.

Part A. Project Activities

Listed below are the suggested activities in this book. Several can be done more than one time. Complete at least five of them and have a 4-H leader check your work.

Name of Activity	Date(s) Completed	4-H Leader
1. Draw a food web	_____	_____
2. Look at animal scat	_____	_____
3. Look at stomach contents of an animal	_____	_____
4. Complete a food checklist	_____	_____
5. Take a wildlife food quiz	_____	_____
6. Make a wildlife food collection	_____	_____

Part B. Exhibits, Presentations and Citizenship Activities

Complete at least two of the suggested activities.

Activity	Title	Date	Award
Ex. Presentation	"Foods of the largemouth bass"	5/5/01	blue ribbon
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Part C. 4-H Story

Write a story about your experiences in this project. Tell where you took your field trips, why you decided to go there, and any surprises you encountered. Also, tell us what foods were hard to identify and how you solved any problems. Finally, identify who helped you learn about foods and wildlife. Did you say, "thank you"?

CONSERVATION PLEDGE:

"I give my pledge as an American to save and faithfully to defend from waste the natural resources of my country— its soil and minerals, its forests, waters and wildlife."

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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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