

UW-MADISON EXTENSION

## Welcome to Juneau County 4-H!

[Juneau.extension.wisc.edu](http://Juneau.extension.wisc.edu)

608-847-9329 | [april.martell@wisc.edu](mailto:april.martell@wisc.edu)

 Juneau County 4-H

# Welcome to Juneau County 4-H!



UW-MADISON EXTENSION

On behalf of Juneau County 4-H Clubs and families, thank you for expressing interest and/or enrolling in Juneau County 4-H. We are super excited to welcome you to our 4-H family of 216 youth and 40 or so volunteer leaders. 4-H creates supportive environments and opportunities for youth and adults to reach their fullest potential.

As you review this welcome folder you will discover more of what Juneau County 4-H has to offer on a countywide basis for all 4-H members and Cloverbuds.

I strongly encourage you to get in touch with the general leader of your club if you've not already. The contact information for each club is in this folder. Sometimes clubs change a meeting date, location or time to accommodate a special speaker or activity so direct contact with the general leader is very important.

Family involvement is a big plus that 4-H offers and requests. The meetings, activities, and events expect household adults and members to attend together (and siblings/ cousins/neighbors/friends/other adults involved with the youth). Our most successful 4-H members have supportive adults who seek out opportunities for their youth.

Most all of our countywide communications will come through the 4-H Online email system. The email sender will be "4-H Online" in your email inbox. We also use Facebook as a communication tool. You do not need to have a Facebook account to look at our Facebook page. Our Facebook page name is "Juneau County 4-H" and comes up on most search engines. Our website has many of the forms you may need to access or refer to as the year progresses (record book forms, scholarship applications, links to countywide event entries, updated county 4-H event calendar). A simple web search for Juneau County 4-H should help you find our website and you can navigate from there. This is the site : <https://juneau.extension.wisc.edu/4-h-youth-development/>

If you are not yet enrolled in 4-H Online, there is an enrollment guide in this folder that will help you. If you have enrolled in 4-H Online and want to add a project, there is helpful information for that in the enrollment guide. There is a spring deadline for adding projects in order to show at the fair so be cognizant of that. Enrollments for new members are accepted in 4-H Online at anytime; however enrollments need to be entered prior to the spring deadline to enjoy all the rights of being a 4-H member including showing at the county fair as a 4-H member.

Never hesitate to reach out to me with questions, ideas, or concerns as that is how the 4-H motto comes alive ... "To Make the Best Better!"

Keep on Growing in 4-H,

April Martell  
[april.martell@wisc.edu](mailto:april.martell@wisc.edu)  
608-847-9329

*The reference on the back is for you to get acquainted with the basics of 4-H. The pledge words will come in handy at your club meetings and countywide events as all meetings start with the American pledge and 4-H pledge.*



# 4-H Basics

## The 4-H Symbol

A green 4 leaf clover with a white "H" on each of its leaves.



## The 4-Hs

HEAD

HEART

HANDS

HEALTH

## MOTTO

"To Make the Best Better"

## PLEDGE

I pledge my head to clearer thinking, My heart to greater loyalty, My hands to larger service, And my health to better living, For my club, my community, my country and my world.

## SLOGAN

"Learn by Doing"

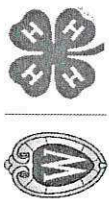
## COLORS

Green and White

Green represents  
springtime

White represents  
innocence





UW-MADISON EXTENSION

**2023-2024 Juneau County 4-H Community Clubs**  
Juneau County Extension Office 608-847-9329 / [april.martell@wisc.edu](mailto:april.martell@wisc.edu)

CLUB NAME	MEETING LOCATION	MEETING DAY/TIME	GENERAL LEADER(S)	GENERAL LEADER ADDRESS	GENERAL LEADER PHONE	GENERAL LEADER EMAIL
<b>Blackhawk</b>	Peace Presbyterian Church 217 Oak Street Mauston WI (lower level)	2 <sup>nd</sup> Sunday 4:00 p.m.	Ann Hersil	N2933 Townline LI Rd. Mauston WI 53948	608-548-1308	<a href="mailto:annhersil@gmail.com">annhersil@gmail.com</a>
			Michelle Senzig	N2865 Cty Hwy HH Lyndon Station WI 53944	608-434-4336	<a href="mailto:senzigmichelle@yahoo.com">senzigmichelle@yahoo.com</a>
<b>Cheery</b>	Necedah Village Hall 101 Center Street Necedah WI	2 <sup>nd</sup> Sunday 3:00 p.m.	Lisa Chegwiddden	N5282 Cty Rd B Mauston WI 53948	608-547-3964	<a href="mailto:kennlisa@mwmt.net">kennlisa@mwmt.net</a>
<b>Lindina Busy Bees</b>	The Bee Hive N3396 Duffy Road Mauston WI (next to Rock Valley Cemetery) Lindina Township	2 <sup>nd</sup> Sunday 12:30 p.m.	Shelly Daus	W7071 Clark Road La Valle, WI 53941-9303	608-792-3036	<a href="mailto:shellydaugs@gmail.com">shellydaugs@gmail.com</a>
<b>Lyndon Pioneers</b>	Lyndon Station Elementary School 201 Hoehn Drive Lyndon Station WI	2 <sup>nd</sup> Sunday 6:00 p.m.	Lori Lulich	N2091 Franke Road Lyndon Station WI 53944	608-963-1054	<a href="mailto:lorilulich@gmail.com">lorilulich@gmail.com</a>
<b>Mauston TNT</b>	Peace Presbyterian Church 217 Oak Street Mauston WI (lower level)	1 <sup>st</sup> Sunday 5:00 p.m.	Kimberly Clark	N7987 State Road 58 New Lisbon WI 53950	608-548-1537	<a href="mailto:kmclark1035@gmail.com">kmclark1035@gmail.com</a>
<b>Orange Mill</b>	Hustler Village Hall 113 East Main Street Hustler WI	2 <sup>nd</sup> Sunday 1:00 p.m.	Brenda Bradley	W10581 Bell Road Camp Douglas WI 54618	608-732-5630	<a href="mailto:brendamaring@gmail.com">brendamaring@gmail.com</a>
<b>Wonewoc Badgers</b>	St. Jerome Parish 528 Center Street Wonewoc WI (lower level)	2 <sup>nd</sup> Sunday 3:00 p.m.	Dan helm Donna Helm	W8349 Cty Hwy I Wonewoc WI 53968	608-548-3296	<a href="mailto:dkhelm@outlook.com">dkhelm@outlook.com</a>

Revised September 8, 2023

**All 4-H meetings and events have no religious affiliation with the spaces they sometimes occupy.**

An EEO/AA employer, University of Wisconsin-Madison Division of Extension provides equal opportunities in employment and programming, including Title VI, Title IX, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act requirements.





# **SECTIONS**

**Companywide Events**

**Countywide Focus  
Areas/projects**

**Demonstration  
Worksheet**

**Record Books**

**4-H Online**

**4-H Project Guide**





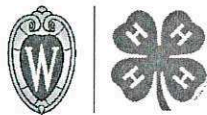
# **COUNTYWIDE EVENTS**



## County Wide Events to get involved with....

*There are many County Wide Activities/Events and Projects for our 4-H members to participate in! Attached you will find examples of them (some of them are last year's guidelines etc. but it gives you an idea of the basics).*

- **Speaking and Demonstration Contest** is generally held the 3<sup>rd</sup> Sunday of January. Entries open in December through a notice via email. Attached is an example of last year's entry and guidelines.
- **Recognition Program** is generally held the end of January on a Saturday afternoon. This is a time to celebrate all of the accomplishments of our members including first year members, graduating Cloverbuds, Bronze/Silver/Gold/Honorary Achievers, graduating members, Key Award recipients, Leader milestones, and much more!
- **Performing Arts Festival** is generally held the end of February on a Sunday afternoon at 1pm. Entries for individual talent pieces as well as club/group skits open up in January through a notice via email. Attached is an example of last year's entry and guidelines.
- **Foods Revue** is generally held the middle of March on a Saturday. You do not need to be a Foods Project member to enter. Attached is an example of last year's entry and guidelines.
- **Textile Arts Revue** is generally held on the 4<sup>th</sup> Friday of April. The entries can include knitting, crocheting, sewing, items made for horse riding, tie dye etc. Attached is an example of last year's entry and guidelines.
- **Juneau County 4-H Leaders Association Fundraisers** pay for the insurance carried on all of our members, high school senior scholarships given annually, county wide event expenses (venue/food/judges/ribbons/awards/prizes/educational materials), and educational travel opportunities.
  - Countywide Fundraiser in January/February. The fundraiser has varied through the years but has included pizzas, bulbs, shirts etc. depending on the year. Each family is asked to sell a minimum amount or take the buy out option.
  - Juneau County Fair Food Stand in August. Each family is required to work a shift in the food stand.
- **Record Book Judging** is an event that is held the end of October. The top record books from each grade group that were selected at the club level get judged by 3 different people at this event. A top record book in each grade level is selected using a rubric point system average. It is a great way to get familiar with the record book process and get ideas for your own record book. Adults and youth are encouraged to judge (must be able to read and add numbers).
- **Cloverbud Learn Ins** are held 4 times a year. Generally in November, February, March and May. If you are a Cloverbud member, you will receive an email with details for each Learn In day. (Cloverbuds are our younger members in grades 5K-2)



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# Juneau County 4-H PERFORMING ARTS FESTIVAL

February 19, 2023

1 p.m.-Competition

Mauston High School Auditorium

++Entry Deadline: February 10 (4:30 p.m.)++



## Guidelines

### **PURPOSE OF FESTIVAL**

- Experience enjoyment in creating a performance.
- Expression through art.
- Promote good sportsmanship within club and county.
- Work with others in a group.
- Gain confidence before an audience.

### **Format of Festival**

- All clubs and individual entries must check in **15 minutes before the contest begins (12:45 p.m.)**
- Each club must list participants with each entry submitted. If the entire club is participating, everyone's name **MUST BE LISTED** – Do NOT indicate "entire club". First and last names please.
- A representative must stay until the end of the contest to receive the club placing.
- Groups/individuals are responsible for their own props and equipment (stage sets). Be especially careful with props that can cause problems with the building (examples: helium balloons, liquids that can spill or stain, etc.). The 4-H Leaders Association is responsible for any damage to the building. Please be sure to clean up if you use props that leave a mess (confetti, straw/hay, etc.).
- Clubs/individuals waiting to perform should be prepared to go on early in case of a cancellation.
- Judges will visit with and critique each group immediately following its performance. (Entire group meets with the judges).
- Introductions of each performance will be made by the Master of Ceremonies.
- Clubs and individuals are encouraged to participate in as many categories as possible.
- Cloverbuds are included.

### **Drama Guidelines (Skits & Plays):**

Performance may be one member, two members, or a group.

Plays and skits can be any suitable family friendly subject matter and need not include a 4-H theme.

- |              |   |
|--------------|---|
| <b>Skit:</b> | Short comic performance/satirical<br>One act<br>Set up/performance/removal of props not to exceed 15 minutes total  |
| <b>Play:</b> | More serious<br>One act but may have several scenes<br>Scene changes may be included by a blackout or some other indication to avoid confusion. However, no curtains may be pulled.<br>Set up/performance/removal of props not to exceed 30 minutes total |



### **Music Guidelines:**

Length of performance will be no less than 3 minutes each and no more than 20 minutes.

Music needs to be family friendly subject matter (words & gestures).

Clubs and individuals may enter in the following categories:

- Vocal:** Any type of music  
Limited dancing or action  
Director may be visible
- Dance:** Any type or style  
Singing is optional, but judging is on dance only  
Director may be visible
- Instrumental:** Any type of music  
Director may be visible  
Include copy of sheet music
- Novelty:** Story told in musical form with a minimum of acting  
No lip sync to recording

### **Any Other Performance Talent Not Listed**

Set up, performance, and removal of props not to exceed 15 minutes. Performance may be one member, two members, or a group. This category does not include demonstrations for how to do something. This must be a performance that entertains an audience.

### **Audience Guidelines:**

- Audience must stay seated during performances.
- No talking during performances.
- Doors will be shut during performances, if possible. Avoid unnecessary movement during performances.
- Children must remain in the auditorium or must be accompanied by an adult or older youth when outside the auditorium.
- Row directly in front of Judges must be left vacant throughout the performances.

Entries will be received online until Feb. 10 (Fri.) at 4:30 p.m. using the following form:

<https://forms.gle/FHgZVFD0HPd6C23Q9>

The online form will ask you the following—

- ✓ Type of performance (skit, play, vocal, dance, instrumental, novelty, any other performance talent not listed)
- ✓ If you need pre-recorded music plugged into sound system
- ✓ Title of performance
- ✓ Length of performance (including set up/take down)
- ✓ Description to be read by MC
- ✓ Contact name/phone/email in case there are questions
- ✓ All performers' names

#### **NOTE:**

*There may be opportunity to practice on the stage at the school.  
Do NOT contact the school directly, please contact  
Shelly Daus, 608-792-3036 for more information about this.*

QR Code for Entry  
Form





## PERFORMING ARTS Evaluation Sheet



Extension  
UNIVERSITY OF WISCONSIN-MADISON  
JUNEAU COUNTY

Title of Performance \_\_\_\_\_

Name of  
Group/Performer \_\_\_\_\_ Club \_\_\_\_\_

Category:      Skit                  Play                  Vocal                  Dance                  Instrumental                  Novelty  
Any Other Performance Talent

<b>CRITERIA</b> (Write comments in Corresponding column)	<b>OUTSTANDING</b>	<b>WELL DONE</b>	<b>NEEDS IMPROVEMENT</b>
Believable and honest interpretation			
Extent to which the performer(s) enjoyed the effort			
Projection of voice(s) and personality(ies) so that audience was involved			
Ability to relate to the audience			
Imaginative use of stage effects			
Clothes and/or appearance appropriate for performance			
<b>For groups only:</b> Extent to which individuals related to each other			

1. What were the strongest points and why?

2. What can be done to improve the performance?

Judge's Name \_\_\_\_\_

Place:                  **BLUE**                  **RED**                  **WHITE**                  **CLOVERBUD**



# In-Person Participants

## 2023 Juneau County 4-H Foods Revue Guidelines

**March 11** (Sat.)

### **Wonewoc Center School Gym**

(101 School Rd.--also Hwy. 33, Wonewoc)

**Doors open: 12:30 p.m.**

**Judging start: 1 p.m.**

***Entries due: March 3 at 4:30 p.m.***

*The 2023 Foods Revue is being hosted by Wonewoc Badgers 4-H Club and Mauston TNT 4-H Club.*

**Below is a checklist of sorts that will help you think through your participation for the in-person event...**

☐ Choose a recipe. The categories are below:

Cloverbuds (Grades 5K-2)\*

- Snack
- Beverage
- No Bake Dessert

Grades 3-5

- Cookie
- Salad
- Macaroni and Cheese
- Sandwich (hot or cold)

Grades 6-8

- Quick Bread or Muffin
- Slow Cooker/Electric Pressure Cooker/Air Fryer Item
- Informal Meal Item

Grades 9 and over

- Yeasted Item
- International Item
- Formal Meal Item
- Slow Cooker/Electric Pressure Cooker/Air Fryer Item



Link to Online  
Entry Form

☐ Enter using the online **entry form due March 3 at 4:30 p.m.** It will ask you for your name, address, email etc. and will also ask you for your recipe so be ready to provide that when you fill that out. The link to the form will also be in Foods Revue email that will be sent out to all youth enrolled in Juneau County 4-H.

Entry form link:

<https://forms.gle/HgSHBGmjAPaCJXJt5>

- ☐ **On March 11** (the day of Foods Revue), judging will take place at the Wonewoc Center School Gym, 101 School Street (also Hwy. 33), Wonewoc. Doors will open you at 12:30 p.m. and you must be completely ready with your entry, place setting etc. at 1:00 p.m.

This is what you should bring:

1. Tablecloth and/or placemat that coordinates with your table setting theme
  2. Centerpiece that coordinates with your table setting theme (artificial or real)
  3. One place setting - dishes, napkin, and flatware that matches your menu needs. When you set this up at the event, the place setting should face the side of the table that the judge will be sitting at. So basically, the judge will be sitting as if they were your guest at a sit down meal ready to eat.
  4. Your prepared food using the recipe you submitted in the entry process, served attractively (only one needs to be plated). Bring enough extras for audience to sample after the event. These extra samples should not be at your place setting during judging.
  5. Menu card no larger than 8 ½ X 11 to go along with the prepared recipe that you entered. This would include side dishes, drinks, appetizer etc. These items should not be brought to the foods revue—only bring the prepared recipe item you submitted in the entry process. Keep in mind color combinations, texture combinations, hot/cold combinations, repetition of same foods as you prepare your “pretend” menu.
- ☐ You should bring samples of your dish; plan enough for at least 100 very small servings. Remember, the group only needs a taste. These should not be on the table when you are being judged. They are not part of your place setting.
- ☐ Youth should know and be able to do on their own:
- how to set a proper table and what each item is used for in which food groups the foods in their menu belong in on My Plate (<https://www.myplate.gov/>) +++Practice set up and review at home+++
  - be familiar with all of the foods in their menu, their ingredients, and how they are prepared (e.g., how much vegetable is required for one serving?)
- ☐ We encourage you to identify resources such as cookbooks, nutrition books, party and holiday books available from your local library, along with the 4-H project literature and additional handouts available from your club leader or the Extension Office to help you learn how to set an attractive table and how to make a noticeable and winning presentation. The more you know about your menu and serving, the better!
- ++++ Remember, if two people are close, the little “extras” count!++++



- ☐ The judge will be judging the members on:
- knowledge and use of table settings
  - choosing and combining dishes, food, menu, color, and texture, My Plate (<https://www.myplate.gov/>) and nutrients
  - contestant's goals, presentation, and achievements

**THERE WILL BE NO KITCHEN FACILITIES AVAILABLE FOR REFRIGERATION/HEATING/PREPPING SO PLAN TO BRING ALTERNATIVE METHODS/EQUIPMENT TO ACCOMMODATE YOUR RECIPE NEEDS.**

**Note: Adults will not be allowed in judging area during set-up and interview. There will be roped off section that adults will not be allowed beyond. Please pick out a recipe and place setting that your youth can manage (with practice at home) on their own without adult help.**

After everyone has been judged, contestants will be allowed to sample the prepared foods.

\*For Cloverbuds (5K-2<sup>nd</sup> Grade): You may bring your prepared recipe and serve it on a paper plate. You should have a menu card to show when you would serve this prepared recipe. Also, you should bring either a placemat or table covering of your choice. You should also bring enough small samples to share after judging is complete.

**Special Focus Ingredients for 2023:**

For recipes containing Eggs or Dairy, there will be special awards:

- Best Use of Eggs—sponsored by Mauston TNT 4-H Club
- Best Use of Dairy—sponsored by Juneau County Dairy Promotion Board

This is only for our in-person participants. There is a place in the online entry form for you to let us know if you are entering a recipe with egg or dairy.



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**In-Person Participant**  
**JUNEAU COUNTY FOODS REVUE**  
**Evaluation Sheet**



Name \_\_\_\_\_ Grade \_\_\_\_\_

Category \_\_\_\_\_

CATEGORIES	POSSIBLE POINTS	ACTUAL POINTS	COMMENTS
<b>Menu – MyPlate Food Groups</b> Understanding and use of food groups in entry/menu, meal is balanced, healthy choices, variety	15		
<b>Menu – Appetite Appeal</b> Color, presentation, appropriate serving temperature, textures, complimentary flavors	10		
<b>Menu Card</b> Demonstrated appropriate planning and overall knowledge of menu, format and completeness of card, neatness	5		
<b>Table Setting</b> Neatness and coordination of place setting, creativity, use of textures and color, appropriate for meal, table service and presentation, size, color, and design of centerpiece	30		
<b>Food Entry Presentation and Knowledge</b> Knowledge of preparation, correctly prepared, neatness of prepared item, presentation of food, appeal	15		
<b>Judge's Interview</b> Goals achieved, appropriate level of difficulty for experience, what was learned while preparing exhibit; appearance of participant	25		
<b>TOTAL</b>	<b>100</b>		
<b>Recipe contains Dairy</b> <input type="checkbox"/>	<b>“Best Use of Dairy” Grade Group Award</b> <input type="checkbox"/>		
<b>Recipe contains Eggs</b> <input type="checkbox"/>	<b>“Best Use of Eggs” Grade Group Award</b> <input type="checkbox"/>		

Place:      **BLUE      RED      WHITE      CLOVERBUD**

## Virtual Participants

### 2023 Juneau County 4-H Foods Revue Guidelines

**Entries due March 3 at 4:30 p.m.**  
**Completed uploaded materials due to Google Folder**  
**March 5 at 11:59 p.m.**

*The 2023 Foods Revue is being hosted by Wonewoc Badgers 4-H Club and Mauston TNT 4-H Club.*

**Below is a checklist of sorts that will help you think through your participation in this virtual event...**

☐ Choose a recipe. The categories are below:

Cloverbuds (Grades 5K-2)

- Snack
- Beverage
- No Bake Dessert

Grades 3-5

- Cookie
- Salad
- Macaroni and Cheese
- Sandwich (hot or cold)

Grades 6-8

- Quick Bread or Muffin
- Slow Cooker/Electric Pressure Cooker/Air Fryer Item
- Informal Meal Item

Grades 9 and over

- Yeasted Item
- International Item
- Formal Meal Item
- Slow Cooker/Electric Pressure Cooker/Air Fryer Item



Link to Online  
Entry Form

☐ Enter using the online form by March 3 at 4:30 p.m. It will ask you for your name, address, email etc. and will also ask you for your recipe so be ready to provide that when you fill that out. The link to the form will also be in Foods Revue email that will be sent out to all youth enrolled in Juneau County 4-H.

Entry form link:

<https://forms.gle/HgSHBGmjAPaCJXJt5>

- ☐ From that online entry, a Google folder will be created with your name on it. The folder with your name on is where you will upload all of the reflection pieces. That link will be sent to after your entry is received in the online form.

What to put into the Google Drive folder by March 5 at 11:59 p.m.  
(make sure you put it into the folder with your name on it)

1. Full recipe with each step numbered
2. Photo of your prep--ingredient items etc.
3. Photos of each step of your recipe-should correspond with the way you have numbered the recipe in item #1 above
4. Photo of your completed plated item
5. Photo of you with your plated item
6. Photo of your plated item cut in half to show the doneness
7. Photo of your completed recipe item completed
8. Narrative reflection sheet-make sure it is complete, take as much space as you need. May be typed.

**NOTE:** *If any of the items above are not submitted by March 5 at 11:59 p.m., the entry will be deemed incomplete and automatically drop one placing.*

- ☐ The judges will use the Reflection Document to evaluate your entry along with all of the other 8 pieces listed above. Please look over that sheet before you start so that you know what is expected as you go.







**Virtual Participant  
JUNEAU COUNTY FOODS REVUE  
Evaluation Sheet**



Name \_\_\_\_\_ Grade \_\_\_\_\_

Category \_\_\_\_\_

CATEGORIES	POSSIBLE POINTS	ACTUAL POINTS	COMMENTS
<b>Menu – MyPlate Food Groups</b> Understanding and use of food groups in entry/menu, meal is balanced, healthy choices, variety	10		
<b>Menu – Appetite Appeal</b> Color, presentation, appropriate serving temperature, textures, complimentary flavors	10		
<b>Photos-</b> Prep progression, complete set of photos as outlined	25		
<b>Table Setting</b> Neatness and coordination of place setting, creativity, use of textures and color, appropriate for meal, table service and presentation, size, color, and design of centerpiece	25		
<b>Narrative Reflection-</b> Knowledge of preparation, correctly prepared, neatness of prepared item, presentation of food, appeal, goals achieved, appropriate level of difficulty for experience, what was learned while preparing exhibit; appearance of participant	30		
<b>TOTAL</b>	100		

Place:      **BLUE**      **RED**      **WHITE**      **CLOVERBUD**

## Narrative Reflection for Virtual Foods Revue Participants

Member Name & Age:	
Club:	
Category:	
Notes for Judge:	

If you were going to text me instructions to execute this recipe, how would you describe the process?

Why did you choose this recipe? What about it inspired you?

What, if any, struggles did you have preparing for this project?

What could you have done to improve your preparedness?

What would you do differently next time you prepare this?

When would you serve this? Is breakfast, lunch or dinner? Is it a formal or informal meal?

How would you describe this item to someone who has never eaten it before?

What else would you serve at this meal? (Menu)

Where on My Plate (USDA Eating Guide) does your recipe fit into? It might be in more than one. <https://www.mypyplate.gov/>

Will you make this item again? Would you recommend this recipe to a friend? Why?

### **What to put into the Google Drive folder**

(make sure you put it into the folder with your name on it)

1. Full recipe with each step numbered
2. Photo of your prep--ingredient items etc.
3. Photos of each step of your recipe-should correspond with the way you have numbered the recipe in item #1 above
4. Photo of your completed plated item
5. Photo of you with your plated item
6. Photo of your plated item cut in half to show the doneness
7. Photo of your completed recipe item
8. Narrative reflection sheet-make sure it is complete, take as much space as you need. May be typed.

**NOTE:** If any of the items above are not submitted on time, the entry will be deemed incomplete and automatically drop one placing.





# Textile Arts Revue

Friday, April 14, 2023

Juneau County Historic Courthouse

220 E. State Street., Mauston

6:00 p.m.

(Participants must be ready to model at 6 p.m.)

Entries due in online form: April 7, 2023 at 4:30 p.m.

<https://forms.gle/v4q8u2Yc4mz3oXX1A>



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Link to online entry  
form

## Textile Arts Revue Guidelines:

1. Categories for entries will follow the Juneau County Fair book; you may enter one entry per lot number. They are also listed below and on next page. Cloverbud categories deviate a bit from the fair book this year.
2. Entries will be judged by modeling in a style show with the following guidelines:
  - a. Suitability of garment to individual, skill level and selection of color and design.
  - b. General appearance, neatness, posture and fit.
  - c. Construction to the extent that it affects the overall general appearance.
3. You do not need to be enrolled in designated project areas (26J, 27J, 18J) to participate in Textile Arts Revue. To receive Juneau County Fair premiums you must be enrolled in the designated project area (26J, 27J, 18J), enter item in the listed department/class/lot from the Juneau County Fair book and items must be on display during the Juneau County fair. All Textile Arts Revue entries (including Cloverbuds) must also be modeled again at a second style show at the Juneau County fair to receive premium (date and time to be determined) (you will not be re-judged at this show). Cloverbuds do not receive a premium. Cloverbuds are expected to participate in the style show at the Juneau County Fair.
4. You should appear at the Juneau County Fair modeling exactly as you did for the Textile Arts Revue judging. Using all of the same accessories, shoes, hair style, props, etc. This applies to Cloverbuds too.
6. Textile Arts Revue entries should be brought to the Juneau County Fair on a coat hanger (if appropriate) clean, well-pressed, and with the entry tag pinned in the upper right corner (not on the hanger).
7. When entering items in the Juneau County Fair, please follow the guidelines in each Department.

**Thank you to Mauston TNT 4-H Club for hosting this event!!**

### NOTE:

There are non-sewing categories too!

-----NEW THIS YEAR-----

**Cloverbud** (5K-2<sup>nd</sup> Grade as of Jan. 1, 2023)

Lot numbers:

1. Simple sewn wearable item
2. Simple knitted or crocheted wearable item
3. Simple tie dye wearable item

Note: Items must be completed entirely by Cloverbud so please choose age/skill appropriate designs. Given the age of Cloverbuds, there will need to be intense adult guidance in completing their entry.

## Department 26J ~ Clothing

**Class E --- Beginning (1-2 years experience)**

**Class F --- Intermediate (3-4 years experience)**

**Class G --- Advanced (5+ years experience)**

### Lot Numbers

1. Blouse with buttons and collar
2. Casual jacket or coat
3. Costume: Halloween, riding, dance, theater, etc.
4. Outfit for best wear
5. Formal wear
6. Garment for child from 5-12 years
7. Garment for child under 5 years
8. Garment for female adult
9. Garment for male adult
10. Jumper
11. Jumpsuit
12. Lined jacket or blazer
13. Outfit combining different types of fabric
14. Pants
15. Recycled garment, updated, refitted, (must include before photo)
16. Shirt
17. Shorts
18. Simple dress
19. Simple top
20. Skirt
21. Skirt and top
22. Sleepwear
23. Sportswear, at least 2 pieces
24. Sweatshirt
25. Sweat suit or jogging suit
26. Swimwear
27. Unlined suit
28. Vest
29. Model a purchased complete outfit for yourself
  - showing receipts with a cost under \$75.00
    - for Grades 3rd - 7th
  - showing receipts with cost under \$100.00
    - for Grades 8th and up
30. Model a purchased complete outfit for yourself from thrift / resale store, showing receipts with cost under \$35.00
31. Any Other Exhibit relating to this class, not listed that can be worn

### **Class D--Equestrian Attire**

#### Lot Numbers:

1. Grooming mitt
2. Grooming apron
3. Quilted leg wrap
4. Western pad
5. English pad
6. Cooling sheet or horse blanket
7. Carrying bag for riding boots
8. Equestrian scarf
9. Mane tamer
10. Any style shirt exhibitor would wear for a horse show
11. Any style pants exhibitor would wear for a horse show
12. Halter cover
13. Riding chaps
14. Any Other Exhibit relating to this class, not listed that can be worn

**NOTE:** This list is from the most recent published (2022) available Juneau County Fair Book. Lot numbers will likely not change as we are in year 2 of a 2 year fair book.

## Department 27J ~ Knitting & Crocheting

**Class F---**

### Knitting

**(1-2 years experience)**

#### Lot Numbers:

1. Slippers
  2. Hat
  3. Mittens, 2 needles
  4. Scarf or Cowl
  5. Any other item that can be worn relating to this class
- (3-4 years experience)**
6. Hat, using 2 or more colors
  7. Scarf or cowl, using 2 or more colors
  8. Simple sweater or vest
  9. Any garment, made on circular needles
  10. Cardigan or pullover sweater
  11. Vest
  12. Baby set (2 or 3 items)
  13. Slippers, using 2 or more colors
  14. Seamless mittens (not 2 needles)
  15. Any other item that can be worn relating to this class
- (5 + years experience)**
16. Infant sweater set, 3 items
  17. Item using 3 or more colors of yarn
  18. Garment using advanced techniques
  19. Garment with mixed colored yarn using mixed carrying yarn or mixed bobbin yarn
  20. Cardigan/sweater
  21. Vest
  22. Any other item that can be worn relating to this class

### Crocheting

**(1-2 years experience)**

23. Slippers
24. Mittens
25. Hat
26. Any other item that can be worn relating to this class

**(3 or more years experience)**

27. Slippers, using 2 or more colors
28. Hat using 2 or more colors
29. Scarf, using 2 or more colors
30. Simple sweater or vest
31. Gloves
32. Infant sweater set, 3 pieces
33. Garment using advanced technique
34. Any other item that can be worn relating to this class

## Department 18J ~ Cultural Arts

**Class Y--**

#### Lot Numbers:

Grades (determined as of Jan. 1 of this year)

3-5    6-8    9 & up

### Creative Arts

- |   |    |    |  |
|---|----|----|--|
| 1 | 21 | 41 | Garment using stenciling                               |
| 2 | 22 | 42 | Embellished Fabric Garment (appliqued, painted, etc.)  |
| 3 | 23 | 43 | Any other item that can be worn relating to this class |

### Fibers/Hand Dyed Articles

- |    |    |    |   |
|----|----|----|---|
| 4  | 24 | 44 | Tie-Dying article for wear  |
| 5  | 25 | 45 | Block print item on fabric clothing   |
| 6  | 26 | 46 | Fabric item with original painted design on wearable item                             |
| 7  | 27 | 47 | Silk screen on fabric garment   |
| 8  | 28 | 48 | Batik item (painting on design with hot wax and then dyeing article) that can be worn |
| 9  | 29 | 49 | Felted Garment  |
| 10 | 30 | 50 | Hand-dyed article that can be worn  |
| 11 | 31 | 51 | Any other item that can be worn relating to this class                                |





## 4-H Textile Arts Revue Evaluation Sheet



Extension  
UNIVERSITY OF WISCONSIN-MADISON  
JUNEAU COUNTY

Name \_\_\_\_\_ Years in Project \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Circle Department:    Cloverbud 26J   27 J   18J    Class \_\_\_\_\_ Lot \_\_\_\_\_

Youth Provided Garment Description with entry    ☐ Yes    ☐ No

	Excellent 5	Good 3	Fair 1	Needs Improvement	Comments
<b>Communication of Project</b>					
Introduces self appropriately with confidence					
Speaks articulately					
Demonstrates engagement with project					
Demonstrates knowledge of project					
Attitude: <ul style="list-style-type: none"> <li>• Response to judge's questions</li> <li>• Response to other contestants</li> </ul>					
Maintains presence (self-confidence, posture, professionalism)					
Demonstrates appropriate non-verbal cues					
<b>Appearance of Outfit/Garment</b>					
Fit of garment/outfit (how it hangs, body type, etc.)					
Appropriateness (age of participant, textile medium selected, undergarments, body shape, compliments wearer)					
Care of garment (clean, pressed, neat)					
Creativity					
Finished Look Overall					
Accessories					
Sense of Style					
Garment Quality/Workmanship					
<b>Presentation/Poise</b>					
Movement (posture, walk, fluidity, pivots/turns, gestures, models garment's purpose)					
Personal Grooming					
Creativity (use of space, chosen movements)					
Self-Confidence/Enthusiasm					
Pleasant and Natural Expressions					
<b>Total Points</b>		+	+	+	=

**Placing:            1            2            3            4    Cloverbud**

2/2023

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**COUNTYWIDE  
FOCUS AREAS/  
PROJECTS**

## Countywide 4-H Focus Areas/Projects that are actively doing trainings or having meetings...

*NOTE: Because we are a smaller county, we have more project focused educational opportunities that happen on a countywide basis rather than at the club level.*

By enrolling in 4-H Online in these specific projects, you will receive the email notifications when event/educational opportunities are happening.

- **Archery (Shooting Sports)**- meets in the summer months for practice shoots and the fair shoot.  
Erin and Chris Lund serve as the head project leaders.  
Connect with them for more information: 608-548-1921  
Check our Juneau County 4-H Facebook page for alerts about archery too.
- **Dog**-starts meeting twice a week in April until mid-August. Starts in April with dog obedience then advances to include showmanship. In July, agility course training is added.  
Connect with Colleen Schroeder at 608-853-0754 or Kimberly Clark at 608-548-1537 for more information.  
Follow the Facebook page "Juneau County Dog Obedience"
- **Horse and Pony Project** meets for educational clinics as group desires. See attached flier for more information.  
Follow the Facebook page "Juneau County 4-H Horse & Pony Project"
- **Juneau County Youth Livestock Association** is a chartered group through 4-H that meets monthly. Includes swine, sheep, goat, and beef projects. Scott Firlus is the group's president—608-547-5954  
Follow the Facebook page "Juneau County Youth Livestock Association"
- **Juneau County 4-H Youth Ambassadors** is currently in need of leadership. If you are interested, please contact April Martell.
- **Juneau County 4-H Leaders Association** meets the first Thursday of the month. See attached flier. This group facilitates the organization of many countywide events. Everyone is encouraged to attend. The general leader for each club is represented or they may ask you to represent your club at this meeting.



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For more details or updated contacts call:  
April Martell at 608-847-9329 or email [april.martell@wisc.edu](mailto:april.martell@wisc.edu)

Like Horses?  
Want to learn more about them?

## **Join the Juneau County 4-H Horse and Pony Project**



You don't have to own a horse to be a part of this project! There are many learning opportunities and activities to participate in. Just ask how!

### **Meeting as group deems necessary:**

Juneau County Historic Courthouse  
220 E. State St., Mauston  
(enter through Lacrosse St. entrance)

Clinics and activities as group arranges  
You can show at the Elroy Fair, Juneau County Fair and State 4-H Events

Please contact Ami Board for more information.

### Adult Chair

Ami Board – 608-547-0332

Updated Sept. 2023



UW-MADISON EXTENSION



Everyone is welcome!

**Juneau County  
4-H Leaders Association  
Meeting**

**Reminder!**

**1st Thursdays**

**6 p.m.**

**In-Person**

**Peace Presbyterian Church**

(brown brick building on corner of Division St and Oak St))

**217 Oak St.**

**Mauston**

**President: Donna Helm**

**Vice President: Lisa Chegwidden**

**Treasurer: Michelle Senzig**

**Secretary: Annette Wolf**



**4-H meetings and events do not have any religious affiliation with the spaces they sometimes occupy.**

An EEO/AA employer, University of Wisconsin-Madison Division of Extension provides equal opportunities in employment and programming, including Title VI, Title IX, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act requirements.



# Juneau County 4-H Ambassadors



**Take your 4-H experience to the next level  
by becoming a  
Juneau County 4-H Ambassador!**



## How to join the Juneau County 4-H Ambassadors?

- ⇒ Sign up for it as a project when 4-H Online
- ⇒ or send an email to [april.martell@wisc.edu](mailto:april.martell@wisc.edu)
- ⇒ or call the Extension Office at 608-847-9329

## Who are ambassadors?

The Juneau County 4-H Ambassadors Team is an opportunity for 4-H youth in **9th grade and above** (*in the fall of the current 4-H year*) to develop their leadership and communication skills. The Ambassadors collaborate as a group to lead educational events, enjoy social activities with other 4-H members, and promote 4-H throughout Juneau County.

## What do Juneau County 4-H Ambassadors do?

- ♦ **Connect with 4-H members their age from throughout the county**
- ♦ **Help lead activities** (examples: Cloverbud Day, Master of Ceremonies for Recognition Program, National 4-H Week Radio)
- ♦ **Meet monthly using online Zoom technology** (no need to travel—you can meet using your smart phone, land line phone or computer)
- ♦ **Option to Host countywide 4-H activities** (Pig calling contest, Rock Hiding at Fair)
- ♦ **Present 4-H Graduation Cords to High School Seniors**
- ♦ **Collaborate with other teens to generate new ideas and projects**
- ♦ **Develop life skills, like leadership and communication**
- ♦ **Get the opportunity to develop youth-adult partnerships**
- ♦ **Have FUN!**



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# **DEMONSTRATION WORKSHEET**



# Demonstration Worksheet

Missouri 4-H Youth Development Programs

*4-H demonstrations are a way of showing others what you have learned in your 4-H projects and activities. If you have shown someone how to peel a carrot, take a picture, or groom a dog, you have given a demonstration. In 4-H demonstrations, there are five main parts: introduction, steps (or body), summary, questions, and conclusion. For more information on demonstrations, refer to Missouri 4-H guide Y 744, **Let's Demonstrate**. This worksheet is designed to help you write out a plan for your 4-H demonstration.*

## Introduction

Have all your materials and work area set up before you begin speaking. You may want to start your presentation with an attention-getter before introducing yourself. Some examples are:

### For an arts and crafts demonstration –

“Are you all tied up in knots? Well, you came to the right place; today I'll show you how to use those knots to create wonderful plant hangers. Hi, my name is...”

### For child development demonstrations –

“How would you like to sleep with a skunk tonight?

I'm \_\_\_\_\_ and I'm going



to show you how to make a cuddly stuffed toy that you can sleep with tonight.”

## Body of demonstration

Be sure to look at your audience while demonstrating. Speak slowly.

This helps the audience to understand you and gives you time to think ahead. Be sure to speak loudly enough to be heard in the back of the room. You might ask a friend to sit toward the back and signal if they can't hear.

Sometimes people have nervous habits that show up during the demonstration. These include putting your hands in your pockets, brushing back your hair, or swaying from side to side. Try to be aware of these actions and eliminate them. It's especially important in food demonstrations that your hair be fastened back out of your face.

Have extra things to say. It's important to avoid long silent spells. For example, if you're giving a demonstration on banana bread, be

prepared with extra facts about the nutritional value of bananas, special ways to serve the dish, or safety factors to consider when using an electric mixer. Use your project books, leaders, and other resources to collect facts to share with the audience.

## Summary

Use this time to tie everything together and to review the main steps in your demonstration. Don't repeat everything; just cover the big areas. A poster may be helpful.

## Questions

Answer any questions the best you can. Don't be embarrassed if you don't know the answer to a question. Simply say, “I don't know, but I'll try to find out the answer for you.” Know the sources of information for your demonstration in case someone asks for additional details.

## Conclusion

Thank the audience for listening to your demonstration.

# 4-H Demonstration Worksheet

## I. Introduction

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old.

I am a member of the \_\_\_\_\_ 4-H Club.

I have been a 4-H member for \_\_\_\_\_ years.

My 4-H projects this year are: \_\_\_\_\_

Today, the subject of my demonstration is: \_\_\_\_\_

I have selected this topic because: \_\_\_\_\_

For this demonstration, I will need the following items: \_\_\_\_\_

*(If you are doing a food demonstration, tell the ingredients needed and quantities. For other kinds of demonstration, list the supplies, materials, or special tools you will use. You may want to use a poster to list the ingredients or materials needed.)*

## II. Steps (or Body) — Explain what you are doing as you show how to do it.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## III. Summary — Say, “to summarize my demonstration...” Tell briefly what you have demonstrated. You may want to use another poster that lists the main steps.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## IV. Questions — Ask, “Are there any questions?”

## V. Conclusion — After the questions say, “If there are no more questions, this concludes my demonstration. Thank you.”



# **RECORD BOOKS**





## JUNEAU COUNTY 4-H RECORD BOOK INSTRUCTIONS AND RULES



All Juneau County 4-H members are encouraged to keep a Record Book of activities and projects they have participated in throughout the year. This Record Book helps a member track participation points, qualify for awards, and serves as proof of a member's good standing for trips and scholarships. Record Books are turned in to general leaders where they will be judged on the club and county level. The following instructions and rules were designed to help you develop your Record Book and these rules will be used for judging.

- ☐ Record books begin with a 3-ring binder that is no more than 2" wide and can be any color. This binder will hold Record Book Forms and supporting materials. Use of plastic sheet protectors is encouraged but not required.
- ☐ **NEW FOR 2022:** Ditch the green covers we have traditionally required. They are no longer need to be part your record book. The information they contained is repeated in the other requirements so why duplicate!
- ☐ Forms are found on the Juneau County Extension website under 4-H/Forms and Applications and are available in Microsoft Word or PDF. We are working on getting them into a Google format too and those link will be available on our Juneau County Extension website.  
<https://juneau.extension.wisc.edu/4-h-youth-development/forms-applications/>
- ☐ Each Record Book needs to include the following Forms in this order:
  - *Table of Contents*
  - *Member Introduction Page*
  - *Activity Summary*
  - *Projects I've Carried*
  - *My 4-H Year in Review*
  - *Project Pages-some projects have specific pages*
  - *Project Photos should follow the project pages they align with (Ex. Cultural Arts photos should follow your Cultural Arts project form)*
  - *Photos of other county/club activities*
- ☐ Forms may be completed in handwriting or typed but they must be your own work. Remember, neatness counts so if you are handwriting, do your best to make sure everyone can read it.
- ☐ Forms are designed so that you can complete them as the year progresses. Complete the top of project forms in the beginning of the year, the middle during the year, and the last questions at the end of the year. Do a rough draft if you want and print clean pages for your final submission.
- ☐ We understand that the "Worth Statement" question on the back of the forms can be hard to complete. It is there to help you reflect on what you learned in 4-H. There are eleven life skills that Wisconsin 4-H recognizes as an educational priority for its members. Try to see if you can incorporate the following life skills into your worth statement:

*Applying science and technology*  
*Communicating with others*  
*Decision making*  
*Developing self*  
*Leading self and others*  
*Learning to learn*

*Mental and physical health*  
*Planning and organizing*  
*Problem solving*  
*Relating to change*  
*Relating to others*



- ☐ Complete all of the blanks in the forms. If you can't complete a section, explain why. For example, if you had no expenses to record in your expense section, write "No expenses."
- ☐ Let your parents, leaders, and other members help you with proofreading and generating ideas to better explain yourself. It will help you learn to communicate with others better!
- ☐ Feel free to add some creativity to your book. Ribbons, pictures, and programs are allowed. It's your book! Just make sure that you save time to complete the forms!
- ☐ The Record Book Evaluation and Rating Sheet is the official form used to judge each record book. The order of your Record Book should follow the judges sheet:
  - *Table of Contents (this page is your original design and includes page numbers)*
  - *Member Introduction Page*
  - *Activity Summary*
  - *Projects I've Carried*
  - *My 4-H Year in Review*
  - *Project Forms with photos/momentos from that project following its project form*
  - *Photos/momentos from other county/club events you participated in*
- ☐ Do not forget to fill in all signature lines (parent and member signatures).
- ☐ Project Forms do not need to be filled out for every project that a member participates in. However, if a member is applying for a project disk then a project form must be completed for the member to receive a disk in that project area.
- ☐ There is no limit to how much supporting materials (pictures, ribbons, programs, newspaper articles, etc.) can be included just as long as the entire Record Book does not exceed what a 2" binder can reasonably hold.
- ☐ Remember to request project disk(s) on the member introduction page. Disks can be earned for projects and/or county/state events you have participated in. Disks can on only be earned if project forms or supporting event materials are included within the record book.
- ☐ Record books need to be turned into Club General Leaders. Each club can set their own deadline for when record books are due. After books are judged at the club level, top books must be submitted to the UW-Extension Office by **October 15th.**
- ☐ General Leaders: Please remove club judging sheets before submitting Record Books to the Extension office. Only submit quality record books that can compete for top placing on the county level. Incomplete record books will not be considered for top placing.

#### **QUICK CHECKLIST:**

- ✓ **Binder (no larger than 2" width)**
- ✓ **Table of Contents with page numbers**
- ✓ **Member Introduction Page**
- ✓ **Activity Summary Pages**
- ✓ **Projects I've Carried**
- ✓ **My 4-H Year in Review**
- ✓ **Project Forms**
- ✓ **Club Participation**
- ✓ **County Participation**
- ✓ **ALL Signature lines are filled in**
- ✓ **Neatness counts-a lot!**
- ✓ **Turn in to General Leader by club due date**

# Record Book Evaluation and Rating Sheet

Member Name: \_\_\_\_\_

Poor	Good	Best	Score	Comments
<b>Table of Contents</b> None, Incomplete <b>0-1 Points</b>	Complete – but material not correct or neat. <b>2-3 Points</b>	Complete – Accurate and neat. <b>4-5 Points</b>		
<b>Member Introduction Page</b> None, Incomplete <b>0-1 Points</b>	Have one – but no picture. <b>2-3 Points</b>	Complete – Accurate and neat. <b>4-5 Points</b>		
<b>Activity Summary</b> Incomplete <b>0-1 Points</b>	Some club and county activities noted <b>2-3 Points</b>	Completely filled out for all years in 4-H. <b>4-5 Points</b>		
<b>Projects I've Carried</b> Incomplete <b>0-1 Points</b>	Some projects listed <b>2-3 Points</b>	Completely filled out for all years in 4-H <b>4-5 Points</b>		
<b>My 4-H Year in Review</b> <i>**This can be this form or as a list of activities on a separate sheet of paper.</i> Incomplete <b>0-1 Points</b>	Somewhat complete – doesn't show all the activities, demos, and offices. <b>2-3 Points</b>	Completely filled out for this year –shows member's involvement. <b>4-5 Points</b>		
<b>Each individual project form should be followed by photos/drawings and contain the items listed between this gray line and the next gray line:</b>				
<b>Project Forms: Goals(at least two goals)</b> Incomplete-- <b>0-1 Points</b>	Goals listed but not explained <b>2-3 Points</b>	Complete—Goals listed and explained <b>4-5 Points</b>		
<b>Project Forms: Financial Records</b> Missing /Incomplete <b>0-1 Points</b>	Some financial information provided <b>2-3 Points</b>	Complete—financial expenses/profit listed. <b>4-5 Points</b>		
<b>Parent/Guardian Signatures</b> None <b>0 Points</b>	Some – but not for every financial agreement/ intro page. <b>1-3 Points</b>	Signed throughout book <b>4-5 Points</b>		
<b>Project Content Participation</b> Little or No Work <b>0-1 Points</b>	Some Project Participation <b>2-3 Points</b>	Very involved in Projects and Exhibits <b>4-5 Points</b>		
<b>Project Learning</b> Shows little gain of knowledge <b>0-1 Points</b>	Some New Project Information Gained <b>2-3 Points</b>	Lots of Knowledge and Application of Project Facts <b>4-5 Points</b>		



# Record Book Evaluation and Rating Sheet

Member Name: \_\_\_\_\_

Poor	Good	Best	Score	Comments
<b>Project Worth</b> Members sees little value in this project <b>0-1 Points</b>	Member sees some value in his/her project work <b>2-3 Points</b>	Sees great value in this project and would suggest it to a friend <b>4-5 Points</b>		
<b>Photos or Drawings of Exhibits</b> Few or no exhibits displayed <b>0-1 Points</b>	Some Project Work and Successes Displayed <b>2-3 Points</b>	Complete—Accurate and neat. Includes member's exhibits and "Aha" moments. <b>4-5 Points</b>		
<b>Neatness &amp; Completeness –</b> Based on age of member, Complete sentences. Clean pages, spelling and grammar <b>0-5 Points</b>	Quite neat, few grammar errors. <b>6-12 Points</b>	Neat, accurate, quality work for age of member. <b>13-15 Points</b>		
<b>Activities</b> Additional pages showing participation in monthly meetings, recreation, community service, county events, etc. Incomplete <b>0-2 Points</b>	Some photos and activities displayed. <b>3-7 Points</b>	Complete--Photos and captions that explain the member's yearly activities. <b>8-10 Points</b>		
<b>Overall Presentation, 2" binder</b> Incomplete, quickly finished, binder larger than 2", not in order of evaluation sheet <b>0-5 Points</b>	Some effort exhibited, some pages not in order of this evaluation sheet <b>6-12 Points</b>	Creative, colorful and appealing, 2" or smaller binder, book follows order of this evaluation sheet <b>13-15 Points</b>		
TOTAL:				/100



**4-H ONLINE**



UW-MADISON EXTENSION

## 4-H Online 2.0 Family Enrollment Guide

Updated 2023

Whether you are a new or returning family\*, this guide will help you through enrolling in Wisconsin 4-H. Please read this page for a summary of the steps needed to enroll.

**If you are a new family**, start with Creating a New 4-H Online Account on page 3. After you create your login account, you will be prompted to Add a New Member to the Family right away. To add additional family members, click on the *Add Member* button on your family member list screen.

**If you are a returning family**, start with Logging in to an Existing 4-H Online Account on page 2. To re-enroll any existing adult or youth member, click on the *Enroll Now* link for the member on your family member list screen. Instructions for re-enrolling a youth start on page 7 and instructions for adults on page 11.

\* Family can be a household or a recognized outside group (classroom, partner organization, etc.).

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## Logging in to an Existing 4-H Online Account

1. If you have an account in 4-H Online, go to <http://wi.4honline.com>.
2. Enter your email address and password.
3. Click Sign-In

If you have forgotten your password, click "Reset Password?" to receive an email with a link to set a new password.



The login screen features the 4-H Online logo at the top, which includes a four-leaf clover icon and the text "4-H Online" with "4-H ENROLLMENT AND EVENT REGISTRATION" in smaller text below. Below the logo are two input fields labeled "Email" and "Password". A large "Sign in" button is positioned below these fields. At the bottom of the screen, there are two links: "Don't have an account?" and "Reset password?".

4. You will be at the Family Member List Screen.
5. To re-enroll a youth member, click on Enroll Now and skip to Youth Member Enrollment on page 7.
6. To re-enroll an Adult member, click on Enroll Now and skip to Adult Enrollment on page 11.
7. To add a new youth or adult member, click on the Add Member button and skip to Adding a New Member to the Family on page 5.



The Family Member List Screen displays the user's profile at the top, including a family icon, the name "Clover", email "wi-clover@nomain.com", address "702 LANGDON ST # 130 MADISON, WI 53706-1420", phone "888-111-2222", and location "Z-State County". An "Add Member" button is in the top right. Below is a table with two columns: "Member" and "Programs".

Member	Programs
Chris Clover Jan 25, 2010	<a href="#">View</a> <a href="#">4-H Enroll Now</a>
Sally Clover Jul 24, 1980	<a href="#">View</a> <a href="#">4-H Enroll Now</a>

## Creating a New 4-H Online Account

1. Go to <http://wi.4honline.com>.
2. Click "Don't have an account?" if you have never enrolled in 4-H before using 4-H Online.

NOTE: If you had an account in 4-H Online before, start at Logging in to an Existing 4-H Online Account on page 2.



The login page features the 4-H Online logo at the top. Below it are input fields for 'Email' and 'Password', followed by a 'Sign in' button. At the bottom, there are links for 'Don't have an account?' and 'Reset password?'.



This is the first step of the account creation process. It shows the 'Create Your Account' heading. A dropdown menu for 'Select Your State' is set to 'Wisconsin'. Below it is a box for 'Select an Institution' with 'Wisconsin 4-H Youth Development' selected.

3. Select Wisconsin from the drop-down menu and then select Wisconsin 4-H Youth Development.



This is the second step. It shows the 'Create Your Account' heading and 'Wisconsin 4-H Youth Development'. A dropdown menu for 'Select County' is shown. At the bottom are 'Back' and 'Continue' buttons.

4. Choose your county from the drop-down menu.

5. Complete your family's information

6. Click the Create Account button

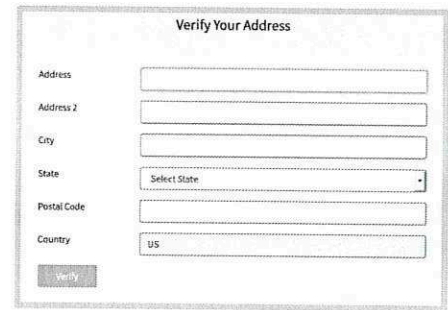


This is the third and final step shown. It displays a form for 'Create Your Account' under 'Wisconsin 4-H Youth Development'. The form includes fields for 'County' (State Office), 'Email' (wi-clover@gmail.com), 'Confirm Email' (wi-clover@gmail.com), 'Family Name' (Clover), 'Mobile Phone Number' (888-111-2222), 'Password', and 'Confirm Password'. 'Back' and 'Create Account' buttons are at the bottom.

7. Enter your family's address information.

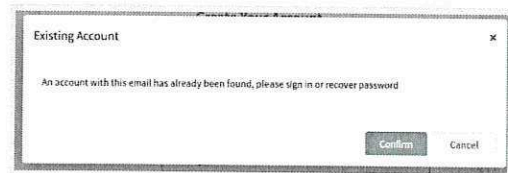
8. Click the Verify button.

NOTE: The verification process may require you to select an appropriate USPS format.



A screenshot of a web form titled "Verify Your Address". The form contains several input fields: "Address", "Address 2", "City", "State" (a dropdown menu with "Select State" as the placeholder), "Postal Code", and "Country" (a dropdown menu with "US" as the placeholder). A "Verify" button is located at the bottom left of the form.

If you create a new account and an existing account is found, click the Confirm button and continue to Logging in with an Existing 4-H Online Account on page 2.

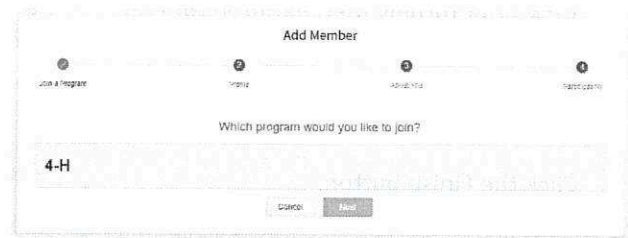


A screenshot of a dialog box titled "Existing Account". The message inside reads: "An account with this email has already been found, please sign in or recover password". At the bottom right, there are two buttons: "Confirm" and "Cancel".



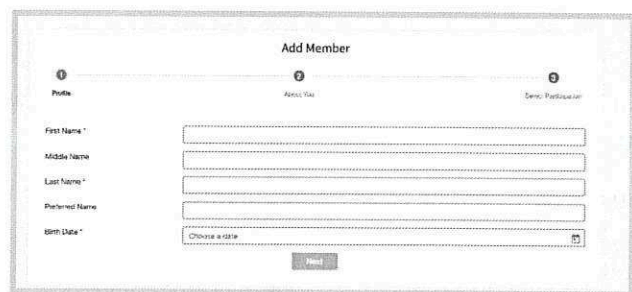
## Adding a New Member to the Family

1. Click on 4-H.
2. Click the Next button.

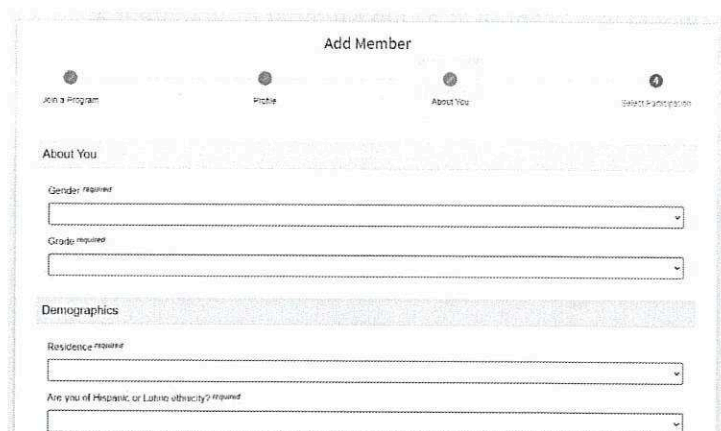


3. Enter the member's information.
4. Click the Next button.

NOTE: fields marked with a red *required* are required fields and must be completed.



5. Complete the "About You",  
"Demographics", and "Emergency Contact"  
sections with the requested information.
6. Click the Next button.



7. Select your method of participation. If you intend to enroll in a club, select the New or Returning Member or Volunteer. If you just want to register for an event, select to participate but NOT join 4-H at this time.
8. Click the Finish button.

The screenshot shows a web form titled "Add Member". At the top, there are four tabs: "Join a Program", "Profile", "About You", and "Select Participation". The "Select Participation" tab is active. Below the tabs, the question "How would you like to participate?" is displayed. There are two radio button options: "I want to join 4-H as a New or Returning 4-H Club Member" (which is selected) and "I want to participate in a 4-H activity but I do NOT want to join 4-H at this time." At the bottom of the form, there are "Back" and "Finish" buttons.

If you have selected that you will be participating as a New or Returning 4-H Club Member, continue to step 3 of Youth Member Enrollment on the next page.

If you are participating as an Adult Volunteer, continue to the Adult Volunteer Enrollment on page 11.

If you have selected that you will be participating, but not as a Club Member or Volunteer, your record is complete. You may register for events that are available to participants.

If you would like to enroll as a Club Member or Volunteer at any time, click "Enroll Now" from the Member List and continue to Youth Member Enrollment or Adult Volunteer Enrollment

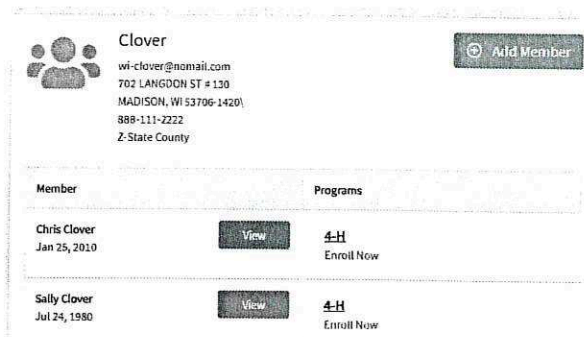
The screenshot shows a member profile page for "Clover". At the top left is a profile icon. To its right, the name "Clover" is displayed, followed by contact information: "wi-clover@nomail.com", "702 LANGDON ST # 130", "MADISON, WI 53706-1420", "888-111-2222", and "Z-State County". In the top right corner, there is a button labeled "Add Member". Below this information is a table with two columns: "Member" and "Programs".

Member	Programs
Chris Clover Jan 25, 2010	4-H Enroll Now
Sally Clover Jul 24, 1980	4-H Enroll Now

## Youth Member Enrollment

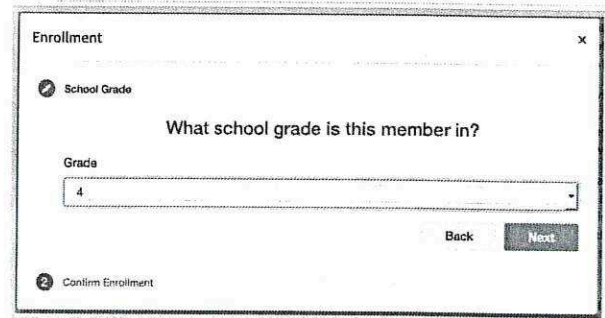
If you are returning to 4-H, your member record will be listed on the family Member List. Click "Enroll Now".

If you are a new member and your name is not yet listed, click "Add Member" and follow the steps for "Adding a New Member to the Family" on page 5, then continue to Step 1 below.



Member	Programs
Chris Clover Jan 25, 2010	<a href="#">View</a> <a href="#">4-H Enroll Now</a>
Sally Clover Jul 24, 1980	<a href="#">View</a> <a href="#">4-H Enroll Now</a>

1. Select the member's Grade and click Next.



Enrollment

1 School Grade

What school grade is this member in?

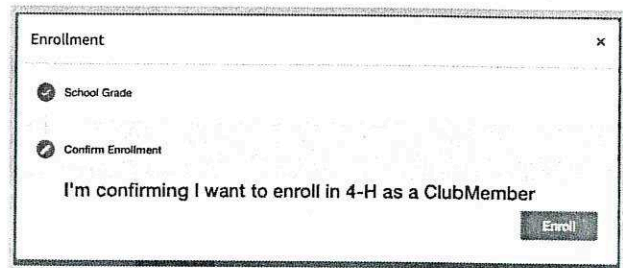
Grade

4

Back Next

2 Confirm Enrollment

2. Select to Confirm that you would like to enroll as a Club Member



Enrollment

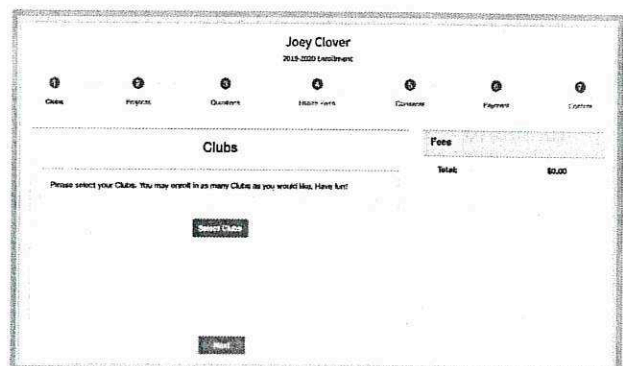
1 School Grade

2 Confirm Enrollment

I'm confirming I want to enroll in 4-H as a ClubMember

Enroll

3. Click the Select Clubs button



Joey Clover

2013-2014 Enrollment

1 Club 2 Program 3 Questions 4 Select Club 5 Consent 6 Payment 7 Confirm

Clubs

Please select your Clubs. You may enroll in as many Clubs as you would like. Have fun!

Select Clubs

Fees

Total \$0.00



4. If you are a club officer, select that from the Volunteer Type box.
5. Click Add next to the Club you would like to join.
6. Repeat steps 3-5 to add all of the Clubs in which you would like to participate.

7. If you have enrolled in more than one club, be sure the Primary club is marked correctly. If not, click the Change to Primary button to mark a different Club as your Primary Club

8. Click the trash can icon to remove a Club from the list.
9. Once all of your Clubs are added, click Next at the bottom of the screen.

10. Click Select Projects

11. Select the Club with which you want your project to be associated
12. Scroll until you find the Project that you will be enrolling in. Use the Project Filter to search the list
13. Click the Add button next to the project you want to add to the member's enrollment
14. If you are a youth leader in the project, select that from the Youth Volunteer Type dropdown box.
15. Click the Add button.
16. Repeat steps 10-15 for each project in which you would like to participate.

NOTE: Some projects may have Consents that are required in order to participate. You will be prompted to enter the required signatures and accept the Consents after you click "Add".

17. Click the trash can icon to remove any projects.

18. Click the Next button once all the member's projects have been added.

19. Click "Show Questions."

20. Complete the enrollment questions. Some of the questions will be completed for you based on what you entered when you created your record.

NOTE: Any questions with a red *required* are required.

21. Click the Next button at the bottom of the screen when you are finished.

22. Click "Show Health Form".

23. During enrollment, you will be asked to complete the basic Health form fields and Consents.

24. Click the Next button at the bottom of the screen when you are done.

Chris Clover  
2019-2020 Enrollment

Clubs Projects Questions Health Form

Remarks

Any accommodations needed to participate in this activity. If yes, please detail in the box.

☐ Yes  
☐ No

Medical Release

I authorize my enrolled county's Extension or the Board of Regents of the University of Wisconsin System and their designated representatives to consent, on my behalf, to any emergency medical/hospital care or treatment to be rendered upon the advice of any licensed physician. I agree to be responsible for all necessary charges incurred by any hospitalization or treatment rendered pursuant to this authorization.

Next

25. Click on "Show Consents".

26. Complete any Consents required.

27. Click the Next button at the bottom of the page when you are finished.

28. Click on Next.

Chris's Enrollment

Clubs Projects Questions Health Form Consents Payment Confirm

Selected Payment Method

Non-Electronic Payment  
Please scan a check to your club leader for this total fee due.

Change Payment Method

Fees

Z State - Club Member Program Fee \$1.00

Total: \$1.00

Selected Payments:

CHS/CX  
Owed to Z State \$1.00

Please print a check to your club leader for this total fee due.

Coupon  Apply

Back Submit

29. Review the enrollment information.

30. Once you have verified that the clubs and projects are listed correctly, click the Submit button.

Chris Clover  
Jan 25, 2010

View

4-H  
ClubMember - Awaiting Review  
Enrollment Submitted

Congratulations, your enrollment is complete!

You will receive an email to let you know your enrollment has been submitted. You will receive another email when your County Extension office has approved your enrollment. You may view the enrollment status on the Member List.





## Adult Volunteer Enrollment

If you are returning to 4-H, your Volunteer record will be listed on the family Member List. Click “Enroll Now” under the Program in which you would like to enroll.

If you are a new volunteer and your name is not yet listed, click “Add Member” and follow the steps for “Adding a New Member to the Family” on page 5, then continue to Step 1 below.

1. Click Select Volunteer Types to indicate how you are planning to participate in the program throughout the year.

At least one Volunteer Type is required during the enrollment process. You may add additional Volunteer Types later, if needed.

2. Select a Volunteer Type
  - a. Program Volunteer
    - i. Adult Advisor / Chaperone
    - ii. County Activity Leader
    - iii. County Committee Member
  - b. Club Volunteer
    - i. Club Activity Leader
    - ii. Club Enrollment Coordinator
    - iii. Club Leader
    - iv. Club Project Leader
  - c. Project Volunteer
    - i. County Project Committee
    - ii. Key Leader
    - iii. Project Leader
    - iv. Resource Leader

3. Click Add next to your Volunteer Type Role
- NOTE: If you are a Project Leader for a specific Club, you will need to select a Club Volunteer Type and a Project Volunteer Type

Some Volunteer Types require additional Consent forms. If additional Consent is required, you will be prompted to sign the Consent before the Volunteer Type will be added to your Record.

4. Repeat steps 1-4 for each Volunteer type that you would like to participate as
5. Click the small trash can icon to remove any Volunteer Types
6. Click Next.

**Sally Clover**  
2019-2020 Enrollment

Registration

1 Volunteer Type 2 Clubs 3 Projects 4 Questions 5 Health Form 6 Connect 7 Payment 8 Confirm

Type	Title	Fees
Club Volunteer	Club Leader (Organizational/General)	
Program Volunteer	Adult Advisor / Chapeline	
Program Volunteer	County Committee	
Project Volunteer	County Project Committee	
Project Volunteer	Project Leader	

Total: \$0.00

Select Volunteer Types

Next

7. If you have selected a Club Volunteer Type, click "Select Clubs" to choose the Clubs with which you would like to Volunteer.

**Anna Clover**  
2019-2020 Enrollment

Registration

1 Volunteer Type 2 Clubs 3 Projects 4 Questions 5 Health Form 6 Connect 7 Payment 8 Confirm

Primary	Club	Type	County	Fees

Total: \$0.00

Select Clubs

Back Next

8. Select the Volunteer Role that corresponds with the Club in which you would like to participate
9. Click Add next to the Club
10. Repeat steps 8-10 for each Club in which you would like to participate

**Add Units**

County required  
Z-State

Volunteer Type required  
Club Leader (Organizational/General)

Franklin Frankfurters Add

Langdon Loiterers Add

Cancel

11. If you have selected to participate as a Project leader, you will be prompted to select a Project. Click Select Projects

**Anna Clover**  
2019-2020 Enrollment

Registration

1 Volunteer Type 2 Clubs 3 Projects 4 Questions 5 Health Form 6 Connect 7 Payment 8 Confirm

Projects

Select Projects

Total: \$0.00

Back Next

12. Select Club if you are a project leader for a specific Club, and select the Club.
13. If you are a Project Volunteer for the entire County associated with your Family Profile, select County
14. Scroll until you find the Project that you will be working with. Use the Project Filter to search the list
15. Click Add next to the Project that you will be working with.
16. Select the Project Volunteer Type that best describes your involvement and click on the Add button.

Some projects require additional Consents in order to participate. If an additional Consent is needed, you will be prompted to enter your signature and acceptance before the Project will be added to your record.

17. Click Show Questions
18. Complete the Questions section
19. When you are finished, click the Next button  
NOTE: Any questions with a red *required* are required

20. Click "Show Health Form".
21. During enrollment, you will be asked to complete the Basic Health Form fields and Consent.
22. Click the Next button at the bottom of the screen when you are done.



23. Complete the required Consents

24. Click Next at the bottom of the page.

This screenshot shows the 'Adult Assumption of Risk' form. At the top, a progress bar indicates steps: Volunteer Type, CARS, Projects, Questions, Health Form, Consents, and Confirm. The 'Consents' step is currently active. The form contains a paragraph of legal text regarding the risks of participation in 4-H programs. Below the text, there is a checkbox labeled 'I have read, understand, and agree to the above'. To the right of the form, a 'Fees' section shows a 'Total' of '\$0.00'.

25. Click Submit

This screenshot shows the 'Sally's Enrollment' page for Sally Clover, a 2015-2025 Enrollee. The page has a progress bar at the top with steps: Registration, Volunteer Type, CARS, Projects, Questions, Health Form, Consents, and Confirm. The 'Consents' step is active. Under 'Selected Units', 'Franklin Frankfurters - Z State - Primary' is listed. Under 'Selected Projects', 'Model Rocketry - Franklin Frankfurters' and 'Shooting Sports - Franklin Frankfurters' are listed. At the bottom, there are 'Back' and 'Submit' buttons. To the right, a 'Fees' section shows a 'Total' of '\$0.00'.

26. Additional steps (Screening and Training) are required for Adult Volunteers. Click Confirm to continue to any additional steps.

The additional steps may be completed at any time and in any order

This screenshot shows a 'Confirm Submission' dialog box. It contains the text: 'Are you sure you want to continue? Once you complete this step you're application will be submitted and you will no longer be able to go back. You must still complete the following steps in order to be an Active Volunteer.' At the bottom right, there are 'Confirm' and 'Cancel' buttons.

## Volunteer Screening

Every adult volunteer is screened (criminal background check) upon initial enrollment and every four years thereafter. If you see the screening page, you need to be screened this year. Complete the screening form and associated Consent

Click Continue to Submit your screening approval.

Within a week you will receive an email from HireRight with a link to complete the screening process.

This screenshot shows the 'Screening' form for Anna Clover, a 2019-2020 Enrollee. The page has a progress bar at the top with steps: Registration, Screening, and Training. The 'Screening' step is active. Under 'Automobile', there are three checkboxes: 'Do You Have a Valid Drivers License', 'Liability Insurance', and 'Drivers License Suspended Or Revoked'. Under 'Conviction', there is a checkbox labeled 'Convicted'. At the bottom, there is a 'Continue' button.

## Volunteer Training

If you have not completed your Volunteer training, you will see a Training tab.

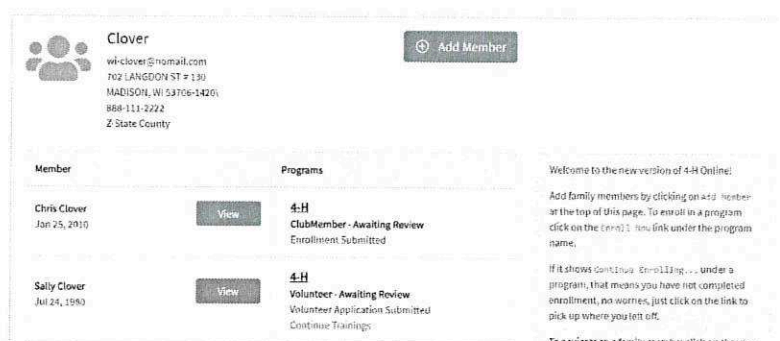
Click the title of the training to select a lesson.

Click on the lesson title to open the lesson and begin the training

## Continuing an Enrollment

To continue an enrollment that has been started or to complete additional Volunteer enrollment steps, click on the Member List link in the upper left corner.

Then click the link to Continue the Enrollment or to continue a step in the Volunteer Enrollment process.

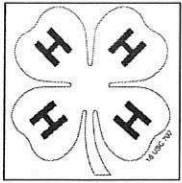


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# **4-H PROJECT GUIDE**





# Juneau County 4-H Project Guide

***This is your guide....*** A 4-H project is an area you want to learn more about during the year. There are projects on just about any topic you would like to study and explore, from art to woodworking, from computers to rabbits, from clothing to small engines.

So how do you know what projects are available to you? Your club's general leader can tell you what projects and resources are available in your county.

Remember, you will learn more than "subject matter" as you complete your projects. You will learn many "life" skills that you will use every day of your life, such as understanding yourself, communicating better, solving problems, making decisions, and working with others. Good luck in your project selections. Have a great 4-H year!

## How to Select 4-H Projects

***4-H members...*** First, make a list of the things you like to do or want to learn more about. Talk over your list with your parents, leaders and friends. They may recognize some special things you are good at that you do not even realize you do well.

Then compare your list with the projects described in this guide and any other project list you may receive from your county. Ask yourself if you have the equipment, money and time to do the projects that sound interesting.

If this is your first year in 4-H, concentrate on doing only two or three projects well. Usually you can spend more than one year in a project unit because there are enough ideas there to span two or three years.

Understand that there may not be a leader for a project you have enrolled in.

## Enrolling in Juneau County 4-H...

The enrollment process is entirely online. You can enroll at <https://v2.4honline.com/>



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**If you need any assistance with enrolling in 4-H or selecting projects, feel free to contact your 4-H Club**

**General Leader or contact:**

**Juneau County Extension Office**

**220 E. State St., Room 104**

**Mauston, WI 53948**

**608-847-9329**

**[april.martell@wisc.edu](mailto:april.martell@wisc.edu)**

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## YOUTH LEADERSHIP

### AMBASSADORS



## YOUNGER MEMBERS

### AFTERSCHOOL PROJECTS

#### CLOVERBUDS

What you can do in this project:

- Learn about your 4-H club or group, activities and events
- Begin developing different skills, e.g., working with others
- Explore your community and working together
- Discover areas of project interest
- Share with others what you have learned

Grade: K-2

Resources: *Wisconsin 4-H Cloverbud Learning Activities*  
4H710GPM, *The Big Book of 4-H Cloverbud Activities*

#### CLOVERBUDS YTH LDR

Resources: *Essential Elements for Cloverbud Programs*  
*Cloverbud Leader Guide*



## SERVICE LEARNING & CITIZENSHIP

#### CITIZENSHIP

What you can do in this project:

- Discover and discuss public issues
- Plan a project to change or improve your community

Grades: 4-12

Resource: 08153, *Citizenship Adventure Kit*

### HISTORY & HERITAGE



## SELF-DETERMINED

#### SELF-DETERMINED

What you can do in this project:

- Create your own project or expand on an old one
- Select a project, develop a plan, identify resources
- Carry out and evaluate your plan

Grades: 3-13

Resource: 4H272, *Designing Your Own Project*



## ANIMAL SCIENCES

#### BEEF

What you can do in this project:

- Identify various beef breeds
- Identify parts of a beef animal
- Halter-break and show a calf
- Fit and judge beef cattle
- Recognize and raise a healthy animal
- Present oral reasons during judging
- Learn about feed ingredients, behavior and parasites

- Study how to do nose-print identification
- Learn beef carcass composition and retail meat cuts
- Explore selection and judging
- Learn about careers, health, reproduction, etc.
- Discover how to market your animal and by-products

Resources: 08143, *Bite into Beef*  
08144, *Here's the Beef*  
08145, *Leading the Charge*

### CAGE BIRDS

#### CATS

What you can do in this project:

- Select a cat
- Identify cat breeds
- Name the parts of a cat
- Handle and groom a cat
- Care for its health
- Create a budget
- Learn about cat senses and sounds
- Explore tricks to teach a cat
- Traveling with a cat
- Learn about feeding and emergency care
- Detect signs of illness and health issues
- Explore veterinary procedures
- Learn reproduction and cat body systems
- Learn showmanship and cat behavior
- Explore community laws and animal welfare

Resource: 08148, *Purr-fect Pals*  
08149, *Climbing Up!*  
08150, *Leaping Forward*

### CAVIES

#### DAIRY

What you can do in this project:

- Identify dairy breeds
- Study and identify parts of the dairy cow
- Learn how to select quality dairy calves
- Fit and show a calf
- Identify stages of calving and care
- Assemble tools needed for packing a show box
- Learn about housing and hay quality
- Learn about milking and food safety
- Explore ways to keep an animal healthy
- Observe animal behavior
- Practice mastitis detections
- Learn to balance rations
- Practice pregnancy detection and delivery of a calf
- Learn body-conditioning scoring
- Promote dairy products
- Explore various dairy industry careers

Resources: 08161, *Cowabunga*  
CANADA1, *Showmanship: Leading to Win*  
LDR, *Lifetime Dairy Record*  
08162, *Mooving Ahead*  
CANADA2, *Preparing to Lead*  
MPA, *Managerial Project Agreement*  
08163, *Rising to the Top*  
HMR, *WI 4-H Dairy Heifer Mgmt. Record*



## DOGS

What you can do in this project:

- Learn basic skills for dog care and training
- Discover different dog breeds
- Study and identify dog body parts
- Learn how to keep a dog healthy and groomed
- Explore dog health and nutrition
- Discover genetic problems and population control
- Learn showmanship and training techniques
- Learn about show-ring ethics
- Investigate responsible breeding
- Care for geriatric dogs
- Train service dogs
- Explore careers related to dogs

Resources: 08166, *Wiggles and Wags*  
4H436, *The Basics of Training Your Dog*  
08167, *Canine Connection*  
4H439, *Dog Obedience – Novice & Beyond*  
08168, *Leading the Pack*  
4H437, *A Guide to Showmanship*

## EXOTIC ANIMALS

### DAIRY GOAT

What you can do in this project:

- Gain hands-on experiences in the goat project
- Select, manage, fit and show goats
- Learn responsible goat ownership
- Learn to keep your goat healthy
- Feed your goat for maximum production
- Prepare for kidding
- Develop judging skills
- Learn how to milk a goat properly
- Learn about genetics, diseases and breeding
- Study body-condition scoring and linear appraisal
- Understand bio-security and prevention measures
- Gain leadership and explore career opportunities

Resource: 08352, *Getting Your Goat*  
08353, *Stepping Out*  
08354, *Showing the Way*

### MEAT GOAT

What you can do in this project:

- Identify meat goat breeds and parts
- Learn to select a good animal
- Feed and care for a meat goat
- Develop a budget for a meat goat project
- Recognize meat goat diseases
- Select a veterinarian and purchase breeding stock
- Understand reproduction cycle and keep records
- Fit and show meat goats
- Learn to control diseases
- Understand bio-security and quality assurance
- Formulate rations
- Evaluate goat pastures

Resource: 07909, *Just Browsing*  
07910, *Get Growing with Meat Goats*  
07911, *Meating the Future*

## PYGMY GOAT

### HORSE

What you can do in this project:

- Learn horse behavior and terms
- Study breeds and identify body parts
- Saddle, groom and bridle your horse
- Practice horse safety and horse selection
- Practice horsemanship and judging
- Understand horse selection and training
- Learn about tack, feeding and diseases
- Practice showing a horse and trail riding
- Explore horse breeding, genetics and heredity
- Understand horse diseases and prevention
- Learn about fencing, pasturing and housing
- Explore horse-related careers
- Train a horse
- Practice a round-pen workout
- Learn English and Western style bridles
- Understand equitation and riding styles
- Learn to set goals
- Compare costs of show clothing
- Present your horse in showmanship classes
- Rate your showmanship skills
- Practice proper show ethics
- Explore different breeds and characteristics
- Learn conformation, selection and nutrition
- Practice harnessing and hitching

Resource: 01518Y, *Giddy Up & Go*  
CO200, *Horses & Horsemanship*  
CO201, *Horse Science*  
01519Y, *Head, Heart & Hooves*  
01520Y, *Stable Relationships*  
01521Y, *Riding the Range*  
01522Y, *Jumping to New Heights*  
4H181, *Draft Horse*

### HORSELESS HORSE

What you can do in this project:

- You do *not* need a horse in this project
- Explore horse behavior, terms and breeds
- Identify body parts
- Learn grooming, saddling and bridling
- Learn about safety and equipment
- Learn about horsemanship
- Explore judging and oral reasons
- Learn selection, training and showing
- Practice trail riding skills
- Explore horse breeding, genetics and heredity
- Understand horse diseases and prevention
- Learn about fencing, pasturing and housing
- Explore horse-related careers

Resource: 01518Y, *Giddy Up & Go*  
01519Y, *Head, Heart & Hooves*  
01520Y, *Stable Relationships*

## LLAMAS

## PETS

What you can do in this project:

- Explore your favorite pet or select a pet
- Identify pet body parts
- Learn to provide a safe environment
- Design a space for your pet
- Explore animal digestion and feeding
- Shop for pet supplies
- Determine the animal's sex and proper health
- Study pet behavior and communication
- Explore pet products
- Teach others about pets
- Understand how genetics work
- Explore animal welfare issues

Resource: 06359, *Pet Pals*  
06360, *Scurrying Ahead*  
06361, *Scaling the Heights*

## POULTRY

What you can do in this project:

- Identify poultry breeds
- Learn parts of the bird
- Learn parts and functions of the egg
- Learn how to select and handle poultry
- Fit and show poultry
- Discover bantam breeds and breed characteristics
- Learn how to get started raising bantams
- Select and mate bantams
- Incubate and rear their young
- Learn to feed and house birds
- Fit and show bantams
- Observe a healthy flock
- Select and judge broilers
- Discover how an egg is formed
- Prevent poultry diseases
- Discover how chicks imprint
- Organize a judging clinic
- Manage a laying flock
- Discover qualities of eggs
- Handle poultry products safely
- Process a chicken

Resources: 06363, *Scratching the Surface*  
CIR878, *From Egg to Chick*  
NCR209, *Bantams*  
06364, *Testing Your Wings*  
A2880, *Chicken Breeds & Varieties*  
06365, *Flocking Together*  
MA, *Meat Animal Project Record*

## RABBITS

What you can do in this project:

- Learn about selecting and handling rabbits
- Identify rabbit breeds and body parts
- Explore health issues and feeding
- Learn to select show rabbits
- Give oral reasons and judge rabbits
- Learn to tattoo
- Detect diseases
- Keep records of animals
- Learn about breeding and genetics

- Design a rabbitry
- Market rabbits
- Learn about disease prevention and rabbit registration

Resource: 08080, *What's Happening?*  
08081, *Making Tracks*  
08082, *All Ears*

## SHEEP

What you can do in this project:

- Identify sheep breeds and body parts
- Observe sheep behavior
- Identify uses of wool and other by-products
- Fit and show sheep
- Learn to identify sheep parasites
- Promote meat safety
- Judge wool
- Diagnose sheep diseases
- Use medications safely
- Explore careers
- Set sheep production goals
- Plan sheep related activities
- Market sheep products and teach others
- Plan a judging contest
- Explore careers

Resources: 06367, *Lambs, Rams and You*  
06368, *Shear Delight*  
06369, *Leading the Flock*

## SMALL ANIMALS

### SWINE

What you can do in this project:

- Identify swine breeds, feeds and animal parts
- Practice judging market hogs
- Identify pork meat cuts
- Practice fitting and showing a hog
- Make a swine health care plan
- Identify diseases
- Assemble tack and pack a show box
- Plan and organize a facility expansion
- Complete a plan for a new pork product
- Learn to make breeding and culling decisions
- Judge a class of breeding gilts
- Design a preventative herd health plan
- Manage a feeding program

Resources: 08065, *The Incredible Pig*  
4H412, *Judging Breeding & Market Swine*  
08066, *Putting the Oink in the Pig*  
08067, *Going Whole Hog*

## TROPICAL FISH

### VETERINARY SCIENCE

What you can do in this project:

- Learn different breeds of animals
- Interpret animal behavior
- Identify feed nutrients
- Describe animal life stages and systems
- Create health records for your animal
- Conduct food safety experiments



- Discover importance of immunity and bio-security
- Consider ethics and animal welfare
- Investigate the importance of genetics
- Understand diseases that spread from animals to humans
- Learn about diversity of veterinary careers

Resources: 08048, *From Airedales to Zebras*  
 08049, *All Systems Go*  
 08050, *On the Cutting Edge*



## **COMMUNICATION ARTS**

### **COMMUNICATIONS**

What you can do in this project:

- Engage in non-verbal, verbal and written activities
- Strengthen your personal communication skills
- Encrypt codes, write songs and give directions
- Learn to become a confident communicator
- Present oral reasons, plan and present speeches
- Practice making good first impressions
- Polish your communication skills
- Explore communication careers
- Write résumés and interview for a job

Resource: 08644DD, *Communications: Module 1*  
 08645DD, *Communications: Module 2*  
 08646DD, *Communications: Module 3*

### **CREATIVE WRITING**

What you can do in this project:

- Explore language and creative expression
- Stimulate your creativity and self-expression
- Enrich your joy of book reading

Grades: 3-12

Resources: COMM01, *Creative Wordworking*  
 COMM03, *Crazy About Books Reading Circle*

### **DEMONSTRATIONS**

### **SPEAKING**

What you can do in this project:

- Plan, practice and present an effective speech
- Gain confidence in public speaking
- Plan, practice and present an effective demonstration

Grades: 3-12

Resources: COMM02, *4-H Public Speakers Handbook*  
 COMM06, *4-H Public Speaking Opportunities*



## **PERFORMING ARTS**

### **MUSIC**

What you can do in this project:

- Gain a greater appreciation for music
- Explore different ways to participate
- Listen, perform and compose various types of music
- Teach others and make instruments

Grades: 3-12

Resource: 4H620MP, *Youth and 4-H Music Project Guide*

## **THEATRE ARTS**

What you can do in this project:

- Study acting, sound, movement, voice and speech
- Learn different ways to play a scene
- Try pantomime, clowning and improvisation
- Become a puppeteer
- Investigate the history of puppets
- Explore types of puppets and puppet characters
- Use puppets in community service work
- Plan and present a puppet show
- Study costumes, makeup, stage sets, props and sound
- Learn stage management
- Create sounds and disguises
- Make up your own character and bring it to life

Resource: 08445, *Theatre Arts Beginner*  
 08446, *Theatre Arts Intermediate*  
 08447, *Theatre Arts Advanced*  
 08448Y, *Theatre Arts Journal*



## **VISUAL ARTS**

### **ART**

What you can do in this project:

- Learn art through cutting, pasting and drawing
- Explore sculpting and constructing with fibers
- Paint and print using different materials
- Explore art techniques, culture and history of art
- Learn artistic challenges in drawing, fiber arts and sculpting
- Develop graphic design techniques

Resources: 4H592, *Get Started in Art Curriculum*  
 08140, *Advanced Visual Arts: Sketchbook Crossroad*  
 08141, *Advanced Visual Arts: Portfolio Pathways*

### **CERAMICS**

### **CREATIVE/CROSS STITCHERY**

### **DRAWING & PAINTING**

What you can do in this project:

- Learn to draw with pencil, chalk, crayon, etc.
- Learn to blend and shade
- Make surface rubbings
- Paint with watercolor, oil and acrylics
- Mix colors
- Mat and frame your artwork

Grades: 3-12

Resource: 4H169, *Drawing & Painting*

### **JEWELRY MAKING**

### **LEATHERCRAFT**

What you can do in this project:

- Learn about the characteristics and uses of leather
- Use tools and equipment
- Make patterns and original designs
- Explore various leathercraft techniques

Grades: 3-12

### **PHOTOGRAPHY**



What you can do in this project:

- Explore the camera and learn to use it properly
- Learn the basics of lighting and composition
- Learn the use of different light sources
- Shoot photos that tell a story
- Learn about camera adjustments
- Learn about film speed, shutter speed and aperture
- Take silhouettes, candids, action shots and others
- Learn about wide-angle and telephoto lenses
- Explore the use of light meters and studio lighting
- Experiment with special effect photos
- Take still life photos and portraits

Resource: 01920Y, *Photography Basics*  
01903Y, *Next Level Photography*  
01904Y, *Mastering Photography*

## POTTERY

## PRINT MAKING

## TIE DYING

## WOOD ART



## FAMILY, HOME & HEALTH

### CHILD DEVELOPMENT

### HOME ENVIRONMENT

What you can do in this project:

- Learn about home care
- Learn to sand and finish a simple wood item
- Make small home decorative items for the home
- Explore the world of home interior design
- Focus on the application of design fundamentals
- Learn about purchasing furnishings for the home
- Restore or make a heritage item

Resource: 4H425, *Exploring Your Home*  
4H465, *In My Home*

### HEALTH

What you can do in this project:

- Practice first-aid skills to treat basic injuries
- Learn how to respond to someone who is choking
- Assemble a first-aid kit
- Identify your personal talent areas in health care
- Explore hygiene, nutrition and physical activities
- Share what you learn with others
- Design your own fitness plan
- Track your plan and review your progress
- Interview individuals in the health and fitness fields

Resource: 08174, *First Aid in Action*  
08380, *Health Rocks! Curriculum 1 – Beginning*  
08175, *Staying Healthy*  
08381, *Health Rocks! Curriculum 2 – Intermediate*  
08176, *Keeping Fit*  
4H359, *Your Thoughts Matter: Navigating Mental Health*

## INTERGENERATIONAL PROGRAMS

What you can do in this project:

- Learn to understand older people better
- Let them share their stories and experiences
- Explore what happens as you grow older

Grades: 5-12

Resource: NCR591, *Walk in My Shoes Member Guide*



## FOODS AND NUTRITION

### FOOD PRESERVATION

What you can do in this project:

- Learn the basics of preserving food safely
- Use UW-Extension Safe Food Preservation Series
- Continue learning food preservation techniques
- Use UW-Extension Safe Food Preservation Series

Resources: B0430, *Canning Fruits Safely*  
B1159, *Canning Vegetables Safely*  
B2909, *Making Jams, Jellies & Fruit Preserves*  
B3278, *Freezing Fruits & Vegetables*  
B2267, *Homemade Pickles & Relishes*  
B2605, *Tomatoes Tart & Tasty*  
B3345, *Canning Meat, Wild Game, Poultry & Fish*  
B3570, *Canning Salsa Safely*

### FOODS & NUTRITION

What you can do in this project:

- Learn what is good to eat and how to fix simple foods
- Fix pizza, pancakes, fruit kabobs and granola bars
- Explore why calcium is important to our bodies
- Understand TV commercial messages about food
- Make main dishes, e.g., meatballs, pasta and salads
- Learn to make basic muffins and biscuits
- Learn to change recipes
- Reduce fat content in recipes
- Discover how to store fruit and vegetables
- Learn to evaluate nutrition information and fad diets
- Develop your own exercise program
- Learn how to cook different cuts of meat
- Learn to divide large-quantity packages for family use
- Make baked chicken, breadsticks and stir-fried vegetables
- Learn how to make jelly, bake fish and marinate meat
- Conduct a food activity with young children
- Learn to divide recipes and make substitutions
- Plan menus on a budget

Resource: 07144DD, *Six Easy Bites*  
07146DD, *Tasty Tidbits*  
07148DD, *You're the Chef*  
07150DD, *Foodworks*



## CLOTHING AND TEXTILES

### CLOTHING

What you can do in this project:

- Identify sewing tools and machine parts
- Thread a sewing machine and identify fabrics
- Select and purchase a pattern
- Sort clothes for laundry and remove stains
- Donate a sewing project
- Identify types of fabric constructions

- Sew different buttonholes and seam finishes
- Use pressing tools and thread a serger
- Research different laundry products
- Use specialized sewing tools or equipment
- Combine patterns to create a design
- Create outdoor wear
- Design and embellish a garment
- Use a computer to print on fabric

Resource: 08060, *Under Construction*  
 4H2210, *FUNDamentals: STEAM Clothing 1*  
 08061, *Fashion Forward*  
 4H2220, *Simply Sewing: STEAM Clothing 2*  
 08062, *Refine Design*  
 4H2230, *A Stitch Further: STEAM Clothing 3*  
 4H2240, *Maker's Guide: STEAM Clothing*  
 4H2260, *Beyond the Needle: STEAM Clothing*

## CROCHETING

## KNITTING

What you can do in this project:

- Discover what to consider when buying yarn or tools
- Learn knitting and finishing techniques
- Correct knitting errors
- Learn how to care for your knitted items

Resource: CC1402, *Knitting Made Easy*



## MECHANICAL SCIENCES

### BICYCLES – ENG & TECH

What you can do in this project:

- Learn the essentials for getting started safely
- Explore the basics toward lifelong cycling
- Learn safety, road rules and planning for a pleasant ride
- Choose a bike that's right for you
- Practice bike maintenance
- Learn road rules

Resource: 08334, *Bicycling for Fun*  
 08335, *Wheels in Motion*

## COMPUTERS

What you can do in this project:

- Learn about hardware, software and components
- Explore how computers work
- Learn the various programs and their features
- Visit the project's interactive website
- Build and repair a computer
- Identify the components and how they work together
- Learn to upgrade and create connections
- Install operating systems
- Discover how to create and manage networks
- Make decisions about network management
- Explore security issues and troubleshooting

Resource: 08346, *Newbie Know How*  
 01606Y, *Comp. Science & Programming with Scratch: 1*  
 08347, *Inside the Box*  
 01801Y, *Comp. Science & Programming with Scratch: 2*  
 08348, *Peer to Peer*  
 01802Y, *Comp. Science & Programming with Scratch: 3*

## ELECTRICITY

What you can do in this project:

- Understand how to use electricity
- Identify electrical materials
- Wire a simple circuit
- Build a compass, flashlight, switch and electric motor
- Work with electrical equipment
- Learn to read circuit diagrams
- Build a circuit and measure voltages
- Communicate in Morse code
- Develop a basic electrical tool and supply kit
- Understand the symbols on wires and cables
- Locate your home wiring system
- Identify electrical and electronic parts and devices
- Learn how to solder and prepare parts for assembly
- Assemble a circuit using a transistor

Resource: 06848, *Magic of Electricity*  
 06849, *Investigating Electricity*  
 06850, *Wired for Power*  
 06851, *Entering Electronics*

## HANDYMAN

## LEGOS

## MECHANICAL SCIENCES

## MODEL ROCKETRY

## SCALE MODELS

## SMALL ENGINES

What you can do in this project:

- Learn the basics of small engines
- Explore external engine parts and tools
- Identify the uses of small engines and safety issues
- Explore the internal parts of engines
- Learn about engine sizes and safety issues
- Explore different jobs related to small engines
- Tear down and rebuild an engine
- Learn to use diagnostic tools
- Research rules and regulations in using small engines

Resource: 08186, *Crank It Up!*  
 08187, *Warm It Up!*  
 08188, *Tune It Up!*

Resource: 08189, *Small Engines Helper's Guide*

## SNOWMOBILING

## TRACTORS

What you can do in this project:

- Learn and identify parts of the tractor
- Understand the basics of tractor maintenance
- Learn about different fuels and engine cooling systems
- Research different safety features and learn safety rules
- Practice farm and tractor safety
- Understand the mechanics of engines
- Identify accessory equipment
- Learn the functions of different operational systems
- Learn types of oil systems and fuel safety
- Learn how to hook on a PTO unit



- Learn tractor and machinery maintenance
- Focus on safety and maintenance
- Identify and work with operational systems

Resource: 4H961, *Starting Up: Getting to Know Your Tractor*  
 4H962, *Tractor Operations: Gearing Up for Safety*  
 4H963, *Moving Out: Learning About Your Tractor & Farm Machinery*  
 4H964, *Learning More: Learning About Agricultural Tractors & Equipment*

## WELDING

## WOODWORKING

What you can do in this project:

- Learn safety practices when working with wood and tools
- Use various hand tools, e.g., hammer and saw
- Identify types of nails and wood
- Sand and paint a piece of wood
- Identify functions of various tools
- Practice safety techniques
- Select a project to build, e.g., birdhouse or foot stool
- Use a screwdriver and combination square
- Compare different types of hinges
- Enlarge scale-drawn woodworking plans
- Use a hand plane and build a laminated cutting board
- Compare different grades of plywood
- Use a table saw, router, powered circular saw and sander
- Learn to make more difficult joints
- Evaluate exotic and veneer woods
- Create inlays and overlays
- Test various adhesives

Resource: 06875, *Measuring Up*  
 06876, *Making the Cut*  
 06877, *Nailing It Together*  
 06878, *Finishing Up*



## NATURAL RESOURCES & ENVIRONMENTAL EDUCATION

### BACKPACKING & HIKING

What you can do in this project:

- Plan a day hike, select items and plan the food
- Learn to organize and pack a backpack
- Select appropriate clothing
- Prepare a first-aid kit
- Learn to use a compass
- Prepare for dangerous weather
- Plan a camping trip
- Select equipment, including shelter
- Plan a camping trip menu and prepare supplies
- Practice "Leave No Trace" principles while hiking
- Study various organism habitats
- Select group backpacking gear including a tent
- Design a non-tent backpacking shelter
- Develop a personal conditioning program
- Learn to orient a map and use triangulation

Resource: 08043, *Hiking Trails*  
 08044, *Camping Adventures*  
 08045, *Backpacking Expeditions*

## BEES

## BIRDS

## CAMPING

## CANOEING

## ENTOMOLOGY (INSECTS)

What you can do in this project:

- Learn about insects, their behavior and life history
- Discover the parts of an insect's body
- Collect and compare insects
- Explore how insects communicate and move
- Learn how an insect protects itself
- Explore insect habitats
- Create an insect display
- Build an insect extractor
- Investigate entomology careers
- Raise and study mealworms and mosquitoes
- Observe a colony of ants
- Make an insect identification key
- Record and collect aquatic insects
- Explore various gardens and habitats

Resource: 08440, *Teaming with Insects: Level 1*  
 08392, *Project Butterfly Wings Youth Guide*  
 08441, *Teaming with Insects: Level 2*  
 08442, *Teaming with Insects: Level 3*

## FISHING

What you can do in this project:

- Identify types of tackle
- Organize a tackle box
- Identify different types of bait and fish in your area
- Learn to take proper care of your catch
- Find fishing information on the Internet
- Cast a spinning rod and reel
- Learn to tie fishing knots
- Select a recipe and cook a fish
- Collect and analyze aquatic life
- Learn to reassemble a fishing reel
- Make artificial flies and lures
- Modify fishing equipment
- Investigate fishing careers

Resource: 07598, *Take the Bait*  
 07599, *Reel in the Fun*  
 07600DD, *Cast into the Future*

## FORESTRY

What you can do in this project:

- Identify forest types, forest products and trees
- Age trees by counting rings
- Understand forest competition
- Find a state forest
- Describe how leaves affect rainfall
- Learn how trees move water from soil to canopy
- Diagram a leaf
- Understand major forest changes and their impact
- Select urban tree planting sites
- Recognize different tree fruits



- Create a community forest map
- Identify forest biomes by continent
- Identify an unknown tree using a tree key

Resource: 08038, *Follow the Path*  
 08039, *Reach for the Canopy*  
 08040, *Explore the Deep Woods*

## MAPLE SYRUP

## REPTILES

## WEATHER

## WILDLIFE



## SHOOTING SPORTS EDUCATION

### SHOOTING SPORTS

What you can do in this project:

- Explore different air pistols
- Learn basic safety rules and guidelines
- Learn marksmanship and shooting procedures
- Explore different types of air rifles
- Learn basic safety rules and range commands
- Develop marksmanship
- Learn various shooting positions used in competition
- Learn the fundamentals of archery marksmanship
- Learn rules and safety guidelines
- Make archery equipment
- Shoot with sights and different bows
- Learn the history, philosophy and laws of hunting
- Learn to plan and equip yourself for a hunt
- Explore muzzle loading history
- Study different muzzleloading guns and accessories
- Learn how to clean a muzzleloader
- Learn safety issues
- Explore the history of different types of pistols
- Learn basic safety rules and range commands
- Develop marksmanship and shooting procedures
- Explore rifle history and the different models
- Learn to sight-in your rifle and score targets
- Learn various shooting positions used in competition
- Learn safe handling procedures and range rules
- Learn the basic safety issues with shotgun handling
- Learn shooting fundamentals
- Learn the proper way to carry a shotgun

Grades: 3-12

Ages: Only 12 years old and above can shoot powder burning guns

Resources: 751, *Archery Member Record Book*  
 753, *Pistol Member Record Book*  
 750, *Rifle Member Record Book*  
 752, *Shotgun Member Record Book*



## SOIL SCIENCES

### CROPS

What you can do in this project:

- Learn about variety selection, germination and planting
- Learn about nutrients, harvesting and storage

- Explore uses and marketing strategies for corn

Resources: 4H440, *Marketing Your 4-H Crops*  
 RS1, *Record Sheet – Crops Management*

### FLOWERS

What you can do in this project:

- Identify flower parts and their functions
- Plant flowers and make flower arrangements
- Give a presentation on flowers
- Prepare a flower exhibit
- Learn about plant needs and soil testing
- Select and start new plants and grow transplants
- Examine plants for insects and diseases
- Judge a flower exhibit
- Design a plant experiment
- Make a landscape plan
- Write instructions on how to force bulbs
- Compare different fertilizers: organic and chemical

Resource: 07162, *Gardening: See Them Sprout*  
 4H1301A, *Forcing Spring Flowering Bulbs*  
 A2935, *Evaluating & Judging Flowers & Indoor Plants*  
 07163, *Gardening: Let's Get Growing*  
 07164, *Gardening: Take Your Pick*  
 07165, *Gardening: Growing Profits*

### FRUITS

What you can do in this project:

- Produce fruits from apples to berries
- Select the best fruit cultivar for your home garden
- Produce fruits such as pears and grapes
- Learn about different varieties of cultivars

Resources: A1597, *Growing Strawberries in Wisconsin*  
 A1610, *Growing Raspberries in Wisconsin*  
 A1960, *Growing Currants, Gooseberries, & Elderberries in Wisconsin*  
 A1656, *Growing Grapes in Wisconsin*  
 A2072, *Growing Pears in Wisconsin*

### HERBS

#### HOUSE PLANTS

What you can do in this project:

- Identify plant parts and their functions
- Grow house plants and start a plant from a cutting
- Make a dish garden
- Prepare house plants for exhibit
- Learn about plant seeds and soil
- Select and start new plants and grow transplants
- Plant a terrarium
- Examine plants for insects and diseases
- Take a tour of a horticulture business
- Design a plant experiment
- Teach others how to grow house plants
- Compare different fertilizers: organic and chemical

Resource: 07162, *Gardening: See Them Sprout*  
 4H328, *Propagating & Growing House Plants*  
 07163, *Gardening: Let's Get Growing*  
 07164, *Gardening: Take Your Pick*  
 07165, *Gardening: Growing Profits*

## VEGETABLES

What you can do in this project:

- Identify plant parts and their functions
- Explore germination and start a plant from a cutting
- Grow vegetables in containers
- Plan an outdoor garden
- Prepare a vegetable exhibit for show
- Learn about plant needs and soil testing
- Start new plants and grow transplants
- Build a compost pile and use mulches
- Grow plants in a cold frame
- Make a site analysis and landscape plan
- Compare organic and chemical fertilizers
- Research various insect control methods

Resource: 07162, *Gardening: See Them Sprout*  
A3306, *Exhibiting & Judging Vegetables*  
07163, *Gardening: Let's Get Growing*  
07164, *Gardening: Take Your Pick*



## STEM (Science, Technology, Engineering & Math)

### STEM

## AEROSPACE

What you can do in this project:

- Build an introductory level rocket
- Compare birds and airplanes
- Make a space helmet
- Build straw and paper rockets
- Learn to read a map
- Identify types of aircraft
- Discover how weather affects flying
- Build and fly a kite
- Make a hot-air balloon model
- Build, exhibit and launch model rockets
- Test a paper hang glider
- Make a flight simulator
- Demonstrate why rockets fly
- Organize a kite-flying contest
- Design and build rockets and box kites
- Build an altitude tracker
- Plan a flight route
- Discover the affects of gravity
- Explore life in space and aerospace careers

Resource: 06842, *Pre-Flight*  
06843, *Lift Off*  
06844, *Reaching New Heights*  
06845, *Pilot in Command*



## OTHER PROGRAMS

### SAFETY



## INTERNATIONAL PROGRAMS

## INTERNATIONAL

What you can do in this project:

- Explore the world around you through maps
- Track weather in various parts of the world
- Make your family tree by talking with relatives
- Explore where your ancestors came from
- Explore culture, fear, and identity
- Stretch your values and frame of reference
- Challenge stereotypes and assumptions
- Connect with global citizenship

Resource: 01501F, *We Connect: A Global Youth Citizenship Curriculum*