UW–MADISON EXTENSION

Welcome to Juneau County 4-H!

Juneau.extension.wisc.edu

608-847-9329 | 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 J Martell

April Martell
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.

18 USC 707

The 4-Hs

HEAD

HEART

HANDS

HEALTH

MOTTO

"To Make the Best Better"

SLOGAN

"Learn by Doing"

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.
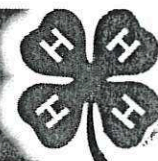
COLORS

Green and White

Green represents springtime

White represents innocence

Learn the Language

4-H uses terms that may be unfamiliar or used differently than what you've experienced in other places. Some of those words are explained here, but there may be some more terms you hear that aren't listed. Don't be afraid to ask your club leader if you're not sure what something means. The number next to each **bolded** word corresponds to the answer in the crossword puzzle on the opposite page.

4-H words you might hear in your Club

A 4-H **club**[11] is made up of youth **members**[3] and caring adult volunteers who meet regularly. Clubs typically conduct business, serve the community, and have fun! Clubs can also be school-based, afterschool or have a project area focus. A **Cloverbud**[11] is a 4-H member in grades K-2. All clubs have at least one adult club **leader**[10] who works with youth leaders to guide the group. 4-H clubs often do **community service**[2] projects to make a difference in their community. Some clubs also have their members track project progress throughout the year (and their 4-H career) through a **record book**[1]. Clubs may also encourage members to give a **demonstration**[6], where they teach a project-based skill to other members.

Credit: Ben Hoppe

Credit: Alyssa Zirbel

4-H words you might hear across your County

County 4-H programs offer opportunities for youth such as project days, camps, and more. For many 4-H members, one of the highlights of the year is showcasing their hard work at a local **fair**[17]. At the fair, members enter their project as an **exhibit**[8]. Many counties also have a **Leaders Organization**[16] made up of adult volunteers and youth leaders. This group provides education, raises funds, and promotes 4-H throughout the county. The organization is usually known as a Leaders Federation, Leaders Association, or Leaders Council.

4-H words you might hear across Wisconsin

In 1914, the Smith-Lever Act established a partnership between the USDA and land-grant institutions. In 1890, it expanded to include historically black colleges and universities, and in 1994 added tribal colleges. This partnership is known as Cooperative **Extension**[7]. In Wisconsin, Extension is a division of UW-Madison and is home to the Wisconsin 4-H program. UW-Madison employs a county **4-H educator**[4] who leads and coordinates the county's 4-H program. Wisconsin 4-H uses the web platform, **4-H Online,**[9] to keep in touch with 4-H members. On this website, members can also enroll in an **educational experience,**[19] which is an educational travel opportunity organized by the state 4-H office.

Credit: Ben Hoppe

4-H words you might hear across the country

The 4 H's are **Head**[5], **Heart**[14], **Hands**[15], and **Health**[18]. These are all part of the 4-H **Pledge,**[12] which is usually recited at the beginning of meetings. The 4-H **Motto**[13], adopted nationally, is "To Make the Best Better."
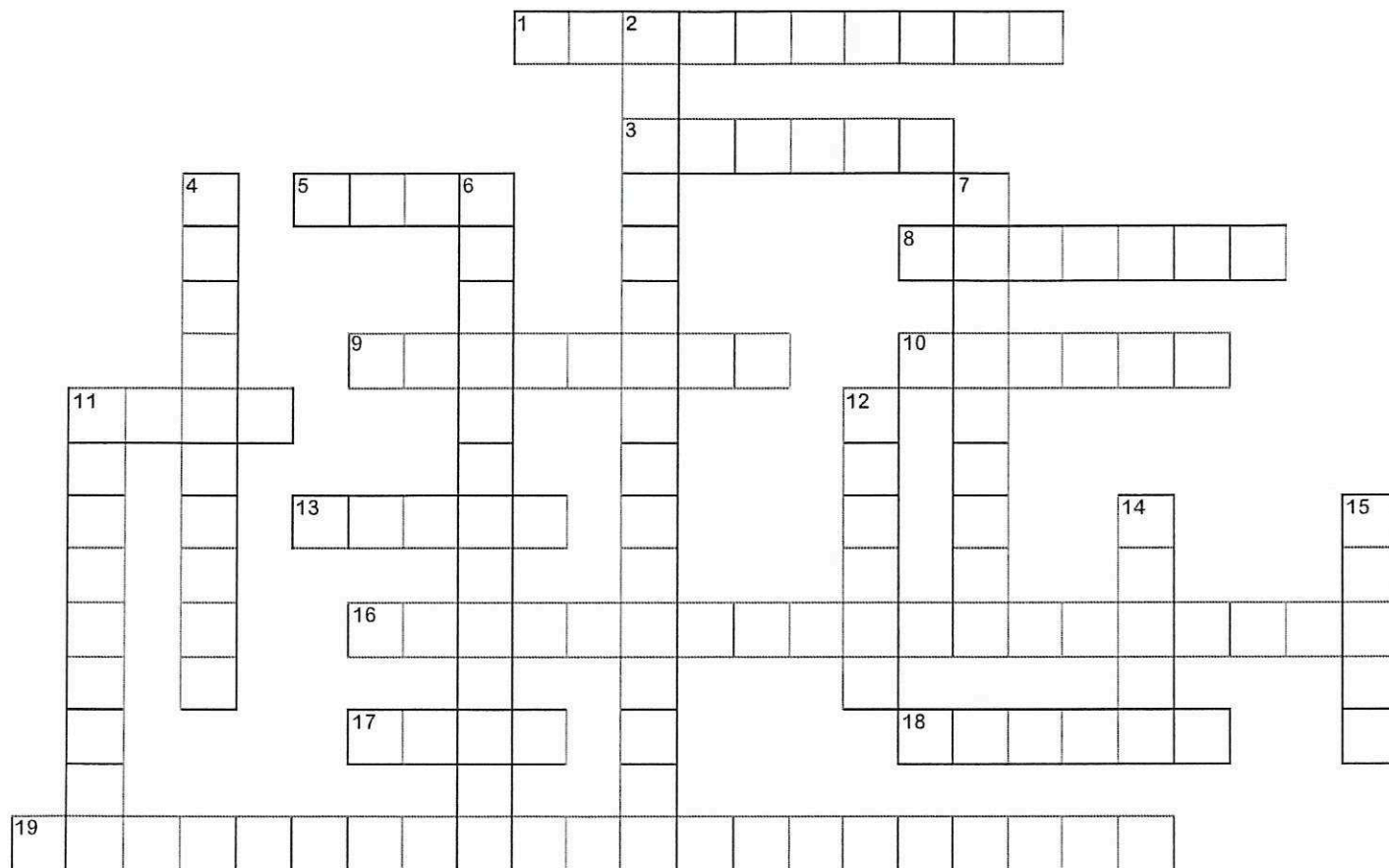
Extension
UNIVERSITY OF WISCONSIN-MADISON

Have a minute? Please provide feedback by filling out this 5-question survey

4-H
GROWS HERE

Common Word Crossword

4-H has a lot of words that might not get used in other places. See if you can fill in the word that matches each definition!


ACROSS

1. Where you keep track of all your 4-H project work in a year (2 words)
3. Any young person signed up for 4-H
5. I pledge my _____ to clearer thinking
8. Item you enter into the fair for judging
9. Website where adults sign youth up for 4-H (2 words)
10. Adult volunteer who helps youth in 4-H
11. Group of 4-H members who meet regularly to conduct business, learn about projects, do community service, and have fun
13. The 4-H _____: To Make the Best Better
16. Leadership group made of volunteers and youth leaders from around the county (2 words)
17. Event where 4-H youth may exhibit their projects
18. I pledge my _____ to better living
19. Travel opportunity that explores other places with Wisconsin 4-H members (2 words)

DOWN

2. Project or event done by 4-H members to help make the community a better place (2 words)
4. Person who leads and coordinates the county-level program
6. Presentation by a 4-H member where they teach a project-based skill to other club members
7. System that is home to the 4-H program, established by the Smith-Lever Act (2 words)
11. 4-H member in grades K-2
12. Commitment or promise; most clubs recite this to start each meeting
14. I pledge my _____ to greater loyalty
15. I pledge my _____ to larger service

Stuck on a clue? That's ok! You can find the answers on the opposite page!
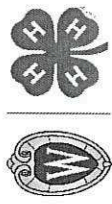
UW-MADISON EXTENSION

2024-2025 Juneau County 4-H Community Clubs
Juneau County Extension Office 608-847-9329 / april.martell@wisc.edu

CLUB NAME	MEETING LOCATION	MEETING DAY/TIME	GENERAL LEADER(S)	GENERAL LEADER ADDRESS	GENERAL LEADER PHONE	GENERAL LEADER EMAIL
Blackhawk	Methodist Church 420 Suszycki Drive Mauston WI	2nd Sunday 4:00 p.m.	Ann Hersil	N2933 Townline LI Rd. Mauston WI 53948	608-548-1308	annhersil@gmail.com
			Michelle Senzig	N2865 Cty Hwy HH Lyndon Station WI 53944	608-434-4336	senzigmichelle@yahoo.com
Cheery	Necedah Village Hall 101 Center Street Necedah WI	2nd Sunday 3:00 p.m.	Lisa Chegwidden	N5282 Cty Rd B Mauston WI 53948	608-547-3964	kennlisa@mwt.net
Lindina Busy Bees	The Bee Hive N3396 Duffy Road Mauston WI (next to Rock Valley Cemetary) Lindina Township	2nd Sunday 12:30 p.m.	Shelly Daugs	W7071 Clark Road La Valle, WI 53941-9303	608-792-3036	shellydaugs@gmail.com
Lyndon Pioneers	TBD	TBD	TBD	TBD	TBD	TBD
Mauston TNT	Peace Presbyterian Church 217 Oak Street Mauston WI (lower level)	1st Saturday 3:00 p.m.	Kimberly Clark	N7987 State Road 58 New Lisbon WI 53950	608-548-1537	Kmclark1035@gmail.com
Orange Mill	Hustler Village Hall 113 East Main Street Hustler WI	2nd Sunday 1:00 p.m.	Brenda Bradley	W10581 Bell Road Camp Douglas WI 54618	608-732-5630	brendamaring@gmail.com
Wonewoc Badgers	St. Jerome Parish 528 Center Street Wonewoc WI	2nd Sunday 3:00 p.m.	Dan Helm Donna Helm	W8349 Cty Hwy I Wonewoc WI 53968	608-548-3296	dkhelm@outlook.com

Revised March 11, 2025

SECTIONS

Countywide 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 3rd 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 4th 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 buyout 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)

UW–MADISON EXTENSION

Juneau County 4-H
PERFORMING ARTS FESTIVAL
February 16, 2025
1 p.m.-Competition
Mauston High School Auditorium
++Entry Deadline: February 7 (4:30 p.m.)++

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 each 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.
- **NEW in 2024**—PRE-RECORDED music/sound effects: The performer or accompanying adult provides the recorded piece. Bring your own device to play it off of. Your device should be Bluetooth capable as there will for sure be a Bluetooth type speaker available.

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.

Skit: Short comic performance/satirical
One act
Set up/performance/removal of props not to exceed 15 minutes total
NEW--Bring a copy of script and turn in when you arrive for judges to use

Play: More serious
One act but may have several scenes
Scene changes may be included by a blackout or some other indication to avoid confusion. However, no curtains may be pulled.
Set up/performance/removal of props not to exceed 30 minutes total
NEW--Bring copy of script and turn in when you arrive for judges to use

Music Guidelines:

Length of performance will be no less than 2 minutes each and no more than 15 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
NEW--Bring copy of sheet music to turn in when you arrive for judges to use

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
Bring copy of sheet music to turn in when you arrive for judges to use

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. 7 (Fri.) at 4:30 p.m. using the following form:
https://forms.gle/6uzdNVZDPkAmCoX7A

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

Scan for Entry Portal

NOTE:
There will be an opportunity to practice on the stage at the school on Feb.14 from 4-8pm.
*There is question in the online entry form for the time and duration that works best for you so be prepared to answer that when you enter. **Do NOT** contact the school directly.*

PERFORMING ARTS
Evaluation Sheet

Title of Performance _____

Name of
Group/Performer_____ Club _____

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

CRITERIA (Write comments in Corresponding column)	OUTSTANDING	WELL DONE	NEEDS IMPROVEMENT
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			
For groups only: 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
2025 Juneau County 4-H Foods Revue Guidelines

> ## March 16 (Sun.)
> ## Wonewoc Center School Gym
> (101 School Rd.--also Hwy. 33, Wonewoc)
> **Doors open: 12:30 p.m.**
> **Judging starts: 1 p.m.**
> ## *Entries due: March 7 at 4:00 p.m.*

The 2025 Foods Revue is being hosted by Wonewoc Badgers 4-H Club.

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

❑ Choose a recipe. The categories are below:

Link to Online Entry Form

Cloverbuds (Grades 5K-2)*
- Snack
- Beverage
- No Bake Dessert

Grades 3-5
- Dessert
- 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 9-13
- Yeasted Item
- International Item
- Formal Meal Item
- Slow Cooker/Electric Pressure Cooker/Air Fryer Item
- Charcuterie Board
- Meal for Special Need (gluten free, nut free, etc.)
- Economical Meal (must show proof of cost (receipts or store shelf price sticker photo with item, ingredient cost break down by amount used in recipe)

Adult
- Soup
- Casserole
- Traditional Holiday Food
- Brunch Food Item
- Grilled Food Item

❑ Enter using the online **entry form due March 7 at 4:00 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 is sent out to all youth enrolled in Juneau County 4-H.

> Entry form link:
> https://forms.gle/KaJdthZjeqTdTemr8

❑ **On March 16** (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 <u>you must be completely ready with your entry, place setting etc. at 1:00 p.m.</u>

<u>This is what you need to bring:</u>

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.

❑ 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!

❑ <u>*For Cloverbuds (5K-2nd Grade):</u> 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.

++++ 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. Food must be pre-cooked. Judges will not be waiting on food to be cooked.

NOTE:

<u>Cloverbud participants (5K-2nd grade)</u>: **Will have their own area to set up in and one adult can assist with set up if needed. Parents not allowed in area during interview judging.**

<u>All 3rd Grade and older participants</u>: **Adults will not be allowed in judging area during set-up and interview judging. 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.

Special Focus Ingredients for 2025:

For recipes containing Wisconsin Dairy, there will be special awards:

- **Best Use of Dairy**—sponsored by Juneau County Dairy Promotion Board One award for each grade grouping

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 Wisconsin Dairy.

UW–MADISON EXTENSION

In-Person Participant
JUNEAU COUNTY FOODS REVUE
Evaluation Sheet

Extension
UNIVERSITY OF WISCONSIN–MADISON
JUNEAU COUNTY

Name_____ Grade _____

Category _____

CATEGORIES	POSSIBLE POINTS	ACTUAL POINTS	COMMENTS
Menu – MyPlate Food Groups Understanding and use of food groups in entry/menu, meal is balanced, healthy choices, variety	15		
Menu – Appetite Appeal Color, presentation, appropriate serving temperature, textures, complimentary flavors	10		
Menu Card Demonstrated appropriate planning and overall knowledge of menu, format and completeness of card, neatness	5		
Table Setting 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		
Food Entry Presentation and Knowledge Knowledge of preparation, correctly prepared, neatness of prepared item, presentation of food, appeal	15		
Judge's Interview Goals achieved, appropriate level of difficulty for experience, what was learned while preparing exhibit; appearance of participant	25		
TOTAL	100		

Recipe contains Dairy ☐ | "Best Use of Dairy" Grade Group Award ☐

Place: **BLUE   RED   WHITE   CLOVERBUD**

1/2025

Virtual Participants
2025 Juneau County 4-H Foods Revue Guidelines

Entries due March 7 at 4:00 p.m.
Completed uploaded materials due to Google Folder March 11 at 11:59 p.m.

The 2025 Foods Revue is being hosted by Wonewoc Badgers 4-H Club.

Below is a checklist 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
- Dessert
- Salad
- Macaroni and Cheese
- Sandwich (hot or cold)

Link to Online Entry Form

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
- Charcuterie Board
- Meal for Special Need (Gluten free, nut free, dairy free etc.)
- Economical Meal (must show proof of cost (receipts or store shelf price sticker photo with item, ingredient cost break down by amount used in recipe)

❑ Enter using the online form by March 7 at 4:00 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.
Entry form link:
https://forms.gle/W5iMCfwcgUPdZHyB8

❑ 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.

<u>What to put into the Google Drive folder by March 11 at 11:59 p.m.</u>
(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 (one portion)
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.
9. For Grade 9-13 Economical Meal Entry Participants: Please provide photos of proof of cost-receipts, store shelf price sticker photo with item, ingredient cost break down by amount used in recipe)

NOTE: If any of the items above are not submitted by March 11 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 8-9 pieces listed above. Please look over that sheet before you start so that you know what is expected as you go.
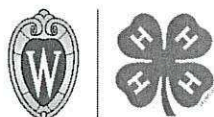
UW–MADISON EXTENSION

Virtual Participant
JUNEAU COUNTY FOODS REVUE
Evaluation Sheet

Name_____ Grade _____

Category _____

CATEGORIES	POSSIBLE POINTS	ACTUAL POINTS	COMMENTS
Menu – MyPlate Food Groups Understanding and use of food groups in entry/menu, meal is balanced, healthy choices, variety	10		
Menu – Appetite Appeal Color, presentation, appropriate serving temperature, textures, complimentary flavors	10		
Photos- Prep progression, complete set of photos as outlined	25		
Table Setting 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		
Narrative Reflection- 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		
TOTAL	100		

Place: **BLUE   RED   WHITE   CLOVERBUD**

1/2025

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.myplate.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. **For grades 9+, if you choose the Economical meal category include receipts or photo of store shelf price stick with item then a cost break down by amount used in recipe.**
9. **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.

Revised 1/162025

Textile Arts Revue

Friday, April 25, 2025
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 18, 2025 at 4:00 p.m.

https://forms.gle/R4HN2PgVGGnNNu3cA

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.
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 pieces can NOT be entered as a clothing construction entry at the Juneau County Fair. They must be entered in just the Textile Arts entry options as outlined in #3 and below. Textile Arts Revue entries need to be dropped off at the Juneau County Fair on Face To Face judging day of the Clothing Project and the clerk must be told that this is a Textile Arts Revue item and does not quality to be judged again. Entries need to be 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!

Cloverbud *(5K-2nd Grade as of Jan. 1, 2025)*
Dept. 17J Class A
Lot numbers:
    25. Simple sewn wearable item
    26. Simple knitted or crocheted wearable item
    27. Simple tye dyed 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. Equitation 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 (2024) available Juneau County Fair Book. Lot numbers will likely not change.

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)

Creative Arts

3-5	6-8	9 & up	
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

3-5	6-8	9 & up	
4	24	44	Tie-Dyed 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
Communication of Project					
Introduces self appropriately with confidence					
Speaks articulately					
Demonstrates engagement with project					
Demonstrates knowledge of project					
Attitude: • Response to judge's questions • Response to other contestants					
Maintains presence (self-confidence, posture, professionalism)					
Demonstrates appropriate non-verbal cues					
Appearance of Outfit/Garment					
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					
Presentation/Poise					
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					
Total Points		+	+	+	=

Placing: 1   2   3   4   Cloverbud

2/2023

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.

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

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

UW–MADISON EXTENSION

JUNEAU COUNTY 4-H

18 USC 707

BECOME AN AMBASSADOR

STUDENTS GRADES 7+

JOIN US FOR A FUN MEETING TO HELP OUR
COMMUNITY AND YOUTH 4-H MEMBERS

FUN. PLAN. INVOLVED.

Peace Presbyterian Church - Mauston, WI

FIRST THURSDAY OF EVERY MONTH FOLLOWING LEADERS MEETING AT 7:00PM

DEMONSTRATION WORKSHEET

Demonstration Worksheet

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:
   o *Table of Contents*
   o *Member Introduction Page*
   o *Activity Summary*
   o *Projects I've Carried*
   o *My 4-H Year in Review*
   o *Project Pages-some projects have specific pages*
   o *Project Photos should follow the project pages they align with (Ex. Cultural Arts photos should follow your Cultural Arts project form)*
   o *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   *Mental and physical health*
Communicating with others   *Planning and organizing*
Decision making   *Problem solving*
Developing self   *Relating to change*
Leading self and others   *Relating to others*
Learning to learn

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

1

Record Book Evaluation and Rating Sheet

Member Name:_____

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

TOTAL: **/100**

4-H ONLINE

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.).

Table of Contents

Logging in to an Existing 4-H Online Account
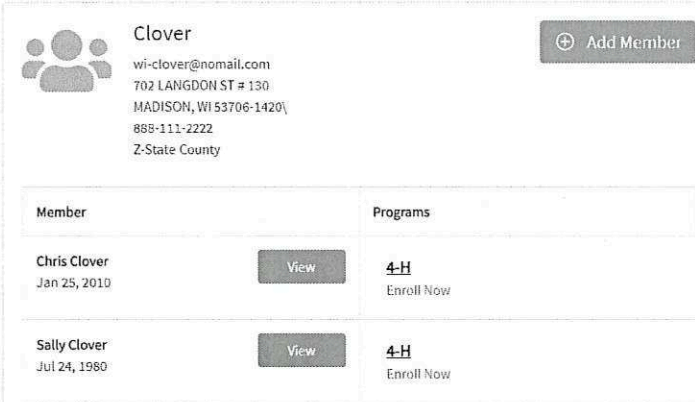
1. If you have an account in 4-H Online, go to http://wi.4honline.com.

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.

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.

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.

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

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

5. Complete your family's information

6. Click the Create Account button

4-H Online 2.0 Family Enrollment Guide Rev 8-24-2023

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.

Verify Your Address	
Address	
Address 2	
City	
State	Select State
Postal Code	
Country	US

Verify

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.

Existing Account ✕

An account with this email has already been found, please sign in or recover password

Confirm   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.

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

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.

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

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

3. Click the Select Clubs button

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.

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.

29. Review the enrollment information.

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

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.
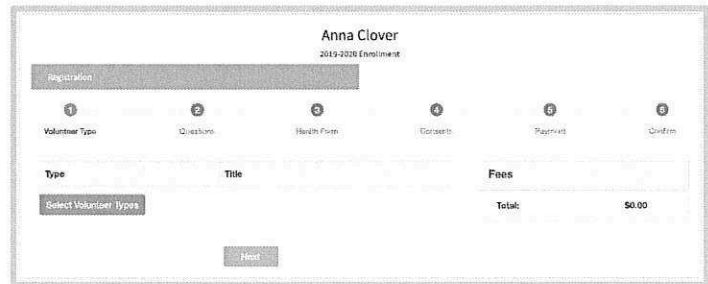
Adult Volunteer Enrollment

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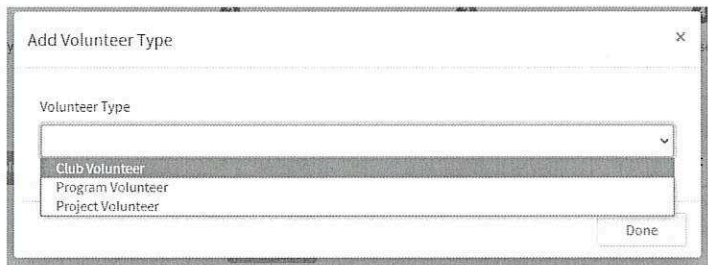
If you are a new volunteer and your name is not yet listed, click "Add Member" and follow the steps for "Adding a New Member to the Family" on page 5, then continue to Step 1 below.

1. Click Select Volunteer Types to indicate how you are planning to participate in the program throughout the year.
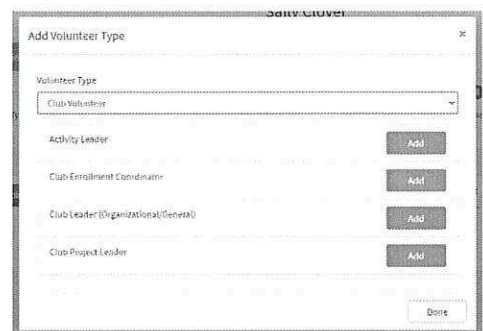   At least one Volunteer Type is required during the enrollment process. You may add additional Volunteer Types later, if needed.

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.

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

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

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

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.

25. Click Submit

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

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.

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.
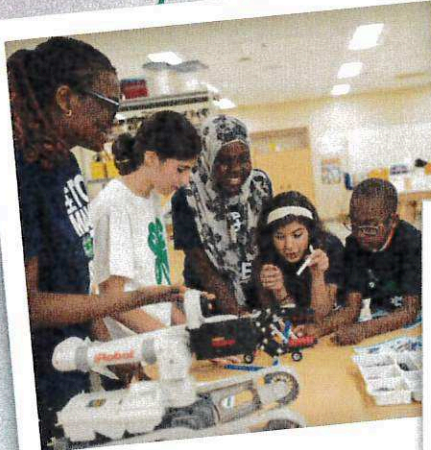
4-H PROJECT GUIDE

WISCONSIN 4H

PROJECT GUIDE

QUICK VERSION

Robotics Project

Dairy Project

Shooting Sports—Archery Project

Extension
UNIVERSITY OF WISCONSIN–MADISON

Contents

This guide gives youth and families a chance to explore all the projects Wisconsin 4-H has to offer in seven project groupings:

What Is 4-H?

4-H is the nation's largest youth development and empowerment organization.

In Wisconsin, more than 26,000 youth are members of 4-H. The 4-H programming aims to engage youth in activities to increase their leadership, communication, and critical thinking skills. Our programs center on the 4-Hs— head, heart, hands, and health. This is the foundation for everything we do.

Wisconsin 4-H has over 5,600 volunteers who serve as mentors for 4-H youth. They help provide a safe, engaging place for youth to take risks, practice independence, and master new skills. Research shows there are many benefits to being involved in 4-H. 4-H youth are[1]:

4X
more likely to **make contributions** to their communities

2X
more likely to be **civically active**

2X
more likely to participate in **out-of-school programs**

2X
more likely to make **healthier choices**

What Is a 4-H Project?

A 4-H project is a specific area of interest for 4-H members and volunteers. Youth choose which project(s) they want to enroll in each year. In 4-H, we believe in "learning by doing." That means project participation involves hands-on learning in the activities that spark youth interest.

Project Area Learning Opportunities

Youth may explore a project independently, or several members interested in the same subject or topic can form a project group. Some, but not all, projects have volunteers to lead youth groups in hands-on learning. Check the county 4-H website or contact the 4-H educator to find out what options are available.

· **Club Project Meetings**—Volunteer club project leaders and/or youth leaders may organize project activities during club meetings.

· **County-wide Project Meetings**—County-wide education committee volunteers and/or 4-H program educators may organize educational opportunities at a county level.

· **Statewide Project Area Learning Events**—Statewide education committee volunteers and/or 4-H program educators may organize project learning opportunities for youth across the state.

· **Individual Learning**—Youth can learn at their own pace using 4-H curriculum.

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1 Lerner, R. M., et. al. (2005). *4-H Study of Positive Youth Development*. Retrieved from: 4-H.org/about/research. Graphic from National 4-H Council FY 2019–2021 Strategic Plan.

Self-Determined Projects

Self-determined projects are your chance to explore beyond what 4-H usually offers! If you look at all the projects listed in this guide and still don't see your Spark, you can choose a self-determined project. Make sure to plan what you want to do in the project. Be specific and write down your goals.

This project area is available in each of the project groupings. It is most suitable for older youth ready for more self-paced, self-guided learning.

How to Get Started

Getting involved in 4-H is as easy as 1-2-3!

1. **Join a 4-H Club**—Visit your county's Extension website to learn more about 4-H clubs. You can join any time of year.

2. **Create a 4-H Online account**—Youth can enroll in Wisconsin 4-H through 4-H Online. Re-enrollment is required each year.

3. **Choose your project areas**—Project areas are specific areas of interest for 4-H members and volunteers. Youth may explore a project on their own, or several members interested in the same subject or topic can form a project group. Sign up for the project areas you want in your 4-H Online enrollment.

QUICK LINKS

Find your county Extension website:
counties.extension.wisc.edu

4-H Online:
wi.4honline.com

Tips for choosing a project area

- To narrow down the project list, think about:
    - ✔ Things you are passionate about
    - ✔ Causes that matter to you
    - ✔ Emotions you appreciate about yourself
    - ✔ People, places, or things that matter most to you
- Then, choose the projects you want. Consider starting with two project areas:
    - ✔ One you are already familiar with and interested in
    - ✔ One you want to explore more
- Youth in grades 5K–2 may only sign up for the Cloverbud project, which is a chance for them to explore all 4-H has to offer at an age-appropriate level.
- The **Sparks Road Map** can help if you are unsure where to start.
- Check with your county Extension office to learn if there is a fair deadline for project sign-ups.

Looking for project resources?

Visit **projects.wi4h.org** for more information.

Looking for learning opportunities?

Visit **opportunities. wi4h.org** for statewide events and opportunities.

VOLUNTEERS are essential to 4-H project area learning. Adult family members, community members, and local experts can all become 4-H Project Leaders. If you or someone you know is interested in learning more, connect with your local 4-H program educator.

Expressive Arts

Art Appreciation • Computer Graphic Design • Creative Writing • Fiber & Textile Arts
Folk Arts & Crafts • Performing Arts • Photography • Upcycling • Videography • Visual Arts

Art Appreciation

Art is everywhere! In this project, youth will discover various art forms, grow their understanding of historical and cultural contexts, and develop their own creative expressions. Cultivate your creativity, critical thinking, and cultural awareness.

Fiber & Textile Arts

Youth will explore fiber art techniques, including weaving, knitting, crocheting, felting, and embroidery. This project will help them develop fine motor skills, creativity, and an appreciation for the diversity of fiber arts.

Looking for project resources?

Visit **projects.wi4h.org** for more information.

Looking for learning opportunities?

Visit **opportunities. wi4h.org** for statewide events and opportunities.

Folk Arts & Crafts

Youth will explore various folk arts, learn traditional techniques, and understand their cultural significance. This project will help youth develop artistic skills, cultural awareness, and an appreciation for the rich heritage of folk arts.

Performing Arts

The Performing Arts begin with imagination and creativity. Delve into the dynamic and expressive world of performing arts. Participants will learn various performance techniques, understand the cultural significance behind different performance styles, and create their own performances.

Visual Arts

Is art your Spark? Cutting and pasting, painting, sculpting, drawing, printing, and construction with various materials are all exciting hands-on activities in the Visual Arts project. With art, you can share your thoughts, explore your emotions, find a career, or change the world.

Creative Writing

This Creative Writing project inspires and nurtures the storytelling abilities of 4-H youth. Participants will explore various forms of creative writing, including short stories, poetry, and personal narratives. The project aims to enhance writing skills, boost confidence, and encourage self-expression.

Photography

The 4-H Photography project helps youth explore the world through the lens of a camera. Learn about equipment, capturing great images, and sharing your knowledge with others.

Computer Graphic Design

The Computer Graphic Design project introduces 4-H youth to the exciting world of digital art and design. Participants will learn to use graphic design software, develop their artistic skills, and create visually appealing projects.

Upcycling

The Upcycling project teaches 4-H youth the importance of sustainability and creativity by transforming old or discarded items into new, useful products. Participants will learn various upcycling techniques, develop their crafting skills, explore the business of upcycled products, and contribute to environmental conservation.

Videography

Videos are part of our daily lives. Learning to make videos teaches media literacy—the ability to fully understand media messages that come at us daily. Videography is art, communications, and technology all at once.

EXPRESSIVE ARTS
Learning Opportunities

- Go to Art Beat! or Arts Camp.
- Take part in workshops at a local 4-H learning event.
- Join a state arts team— State 4-H Arts Team, Communications, Media, and Marketing (COMM) Team, or Drama Company.
- Submit entries to the statewide Photography Contest.
- Attend a community art or craft workshop.

Leadership and Community

Civic Engagement • Cloverbud • Cloverbud Youth Leader • Communications • Community Service
Exploring • Global & Cultural Education • History & Heritage • Intergenerational • Leadership • Workforce Readiness

Civic Engagement

Discover what is important to you and others, set goals, take action, and build a stronger community. Through this project, you can become an active community member, investigate a public issue, learn about the roles of governing officials, and carry out a plan to solve a problem.

Cloverbud

Cloverbud project activities involve youth in grades 5K–2 in learning at an age-appropriate level while having fun with hands-on, engaging activities. It's their chance to explore what 4-H has to offer.

Cloverbud Youth Leader

Become a Cloverbud Youth Leader and practice youth leadership skills like teamwork, communication, decision-making, and caring. The Cloverbud project is for youth in grades 5K–2. It is their chance to learn what 4-H has to offer. Youth leaders can help create a welcoming environment and lead activities.

Communications

Communication is all about how we connect with others. That might be through listening, sharing information, telling stories, or giving a speech, American Sign Language (ASL) and other languages, giving a presentation or demonstration, writing, or body language.

Community Service

In 4-H, we pledge our "hands to larger service." Community service is an essential part of 4-H clubs and groups. Service learning goes deeper by bringing together community needs, knowledge, and time to reflect. Youth may choose community service as their project focus, or it could be an activity they help with in other club or project spaces.

Exploring

This project is designed for first-year members of any age to learn about the many 4-H project areas or as a stepping stone from Cloverbud to other projects. Explorers complete a mini-project, learn about your club, and involve your family and friends in 4-H.

Global & Cultural Education

Lessons on global citizenship are as close by as your local grocery store, library, highway, or school. In this project, you'll gain self-awareness, explore the beliefs and views of others, and develop skills for talking with people who are different from yourself.

History & Heritage

Finding out about family history can be like going on a treasure hunt. Heritage is the history of a family, including the traditions, customs, foods, and more passed from one generation to the next.

Intergenerational

Do you know someone from another generation? Who are they? What do they care about? The Intergenerational project is your chance to connect with an older adult and make a difference in their life while they make a difference in yours.

Leadership

Youth of any age can learn to be leaders—in their club, community, country, and world. In this project, you can build teamwork, communication, organization, goal management, meeting management, decision-making, and problem-solving skills.

Workforce Readiness

In these changing times, youth must prepare for careers and jobs that don't currently exist. Young people will need well-rounded skills to apply to any career and a willingness to learn about and try exciting new careers. This project will help equip youth with the soft skills to apply and interview for their first job during and after high school.

LEADERSHIP AND COMMUNITY
Learning Opportunities

- Take part in a 4-H camp as a participant or youth leader.

- Go to project workshops to try something new.

- Plan and conduct a local community service project with help from your 4-H club or group members.

- Take part in state and national leadership conferences such as Youth as Partners in Civic Leadership, Summer Academy, Citizenship Washington Focus, National 4-H Conference, or National 4-H Congress.

- Join the 4-H COMM Team.

- Become a youth leader in a club or project. Teach others about something you know.

- Participate in statewide 4-H youth leadership through Fall Forum, Wisconsin 4-H Leadership Council, or Collegiate 4-H.

- Interview an adult about their career, community, or life.

Family, Home, and Health

Candy Making • Child Development • Consumer Savvy • Entrepreneurship • Food Decorating
Food Preservation • Foods & Nutrition • Health • Home Environment • Personal Finance • Sewing • Sports & Fitness

Candy Making

Youth in the 4-H Candy Making project will explore tools, techniques, safety precautions, ingredients, and more as they develop their skills. Based on specific skills, candy making is a chance to bring art and science into the kitchen!

Child Development

Learn about children's ages and stages, age-appropriate toys, healthy snacks, and how to create games or stories for children. Learn what it means to be responsible for children and how to be a good babysitter.

Consumer Savvy

Mastering consumer skills will help you succeed in many areas of life. Set personal goals, communicate clearly, and make smart decisions with money.

Entrepreneurship

Investigate what it means to be an entrepreneur by learning about community businesses, exploring business ideas, and determining your skills to make career choices.

Food Decorating

Creativity can be a piece of cake (or bread or other food)! This project teaches youth how to start making food for parties and events. It may start with knowing and practicing cake decorating skills and advance to creating beautiful works of food art. The only limits are ingredients and imagination!

Food Preservation

Does your garden produce more tomatoes than you know what to do with? In the Food Preservation project, youth learn to freeze and dry foods. Then, learn what to do with those tomatoes, cucumbers, and other produce with advanced food preservation techniques.

Foods & Nutrition

If you enjoy cooking or like good food, this project could be for you. Youth will have fun learning cooking basics and then advance over time to making gourmet meals. This project also focuses on nutrition and using MyPlate to guide eating, meal preparation, and planning.

Health

The Health project helps youth explore health and wellness. Youth learn to assemble a first aid kit and treat minor injuries. They also learn to stay healthy and develop a personal fitness plan that includes physical, mental, emotional, social, and other aspects of health.

Home Environment

Get creative with design, organization, and upcycling! Youth use decision-making skills, great taste, and big heart to make a difference through fun and meaningful activities that improve your room, home, and community.

Personal Finance

Master money management skills! Learn how to save, budget, and make smart financial choices. Get ready to take control of your finances and build a bright future!

Sewing

Have you ever wanted an outfit in a different color or style? Youth in the Sewing project learn basics like sewing a shirt or putting a zipper on a pair of pants. As youth advance, they may learn to choose and customize a design for the perfect look.

Sports & Fitness

4-H members in this project will boost their sports skills and fitness! Learn fun ways to build flexibility, strength, and endurance while staying active and healthy. Let's get moving together!

FAMILY, HOME, AND HEALTH
Learning Opportunities

- Go to a workshop about your project area.

- Enter your project work in a county-wide event like Fashion Revue, Foods Revue, or the county fair (opportunities vary in each county).

- Interview a professional in a career you are interested in.

- Keep a journal about what you are learning and practicing in your project.

- Visit a local business related to your project.

- Volunteer with a local organization related to your project (e.g., community garden, food pantry, thrift store, or childcare center).

- Create a business plan to sell something you have created.

Agriculture and Animal Science

Beef • Cats • Cavies • Dairy • Dogs • Exotic Animals • Goats • Horse
Llamas/Alpacas • Pocket Pets • Poultry • Rabbits • Sheep • Swine • Veterinary Science

Beef

The 4-H Beef project allows you to learn about breeds, selection, grooming, production, management, showmanship, marketing, and careers through a breeding or market animal.

Cats

Cats can be wonderful companions to individuals and families. The 4-H Cat project helps you explore what kind of cat fits your family's lifestyle. Then, you'll learn about nutrition, health needs, and how to be a responsible owner.

Cavies

Did you know that a cavy is what we commonly know as a guinea pig? In the 4-H Cavy project, you can learn about selecting and raising your animals.

Dairy

The 4-H Dairy project teaches you about breeds, selection, grooming, production, management, showmanship, marketing, and careers through a dairy animal.

Dogs

The Dog project will help you explore what kind of dog fits into your family's lifestyle and how to be an excellent trainer and caretaker of your dog. You will learn about dog breeds, dog ownership, and dog care and management, such as feeding, handling, record-keeping, grooming, and fitting.

Exotic Animals

In the Exotic Animals project, you will explore what kinds of animals fit your family's lifestyle. Some examples include ostriches, emus, zebras, or zedonks.

Goats

Do you want to be part of the country's fastest-growing livestock and dairy industries? The 4-H Goat project can teach you about selection, management, health, marketing, and careers in the goat industry.

Horse

Love horses? Want to learn more? Whether you have a horse or not, in this project, you can take your love of horses to the next level—the 4-H level.

Llamas/Alpacas

Llamas and alpacas can be excellent additions to a family farm and make great pets. This project helps you find the kind of llama or alpaca that fits your family's lifestyle. It will help you learn to be an excellent trainer and caretaker of your animal.

Pocket Pets

The 4-H Pocket Pet project will help you explore what kind of pet fits into your family's lifestyle and how you can be an excellent caretaker. Pocket pets may include cage birds, reptiles, tropical fish, hamsters, gerbils, chinchillas, and more (but don't really put them in your pockets).

Poultry

Explore the poultry industry, including turkeys, chickens, ducks, geese, pheasants, guinea hens, pigeons, or quail. Learn about species and breeds, eggs, feather features, health, feeding, handling, washing, managing a flock, ethics, showing, and careers.

Rabbits

Whether you see rabbits as soft and cuddly pets or as a business opportunity, the Rabbit project is flexible for your interest. Through hands-on activities, learn about selection, care, breeding, and more.

Sheep

The Sheep project introduces you to various fun and challenging activities, including identifying the parts of a sheep, selecting a project lamb, preparing for lambing season, identifying lamb meat products, and feeding and showing sheep.

Swine

This project helps you learn about swine breeds, health care, production, management, showmanship, marketing, and careers in the swine industry. Learn principles of animal science and gain life skills, like responsibility, by owning, caring for, and keeping records.

Veterinary Science

Learn about a veterinarian's role in animal and public health. Project activities will help you learn about veterinary equipment, diseases and health problems, and career opportunities as a veterinarian or volunteer. You do not have to own an animal to be part of this project!

AGRICULTURE AND ANIMAL SCIENCE
Learning Opportunities

- Visit the University of Wisconsin Animal Science Department, Veterinary Lab, or Meat Lab.

- Job shadow an animal trainer, veterinarian, researcher, farmer, feed mill operator, or any other career you might be interested in.

- Take part in statewide learning and judging events.

- Design and create the perfect home for your animal's health.

- Attend a conference or show about the species you are interested in.

- Give a demonstration about your animal or species.

- Volunteer with a local animal shelter or rescue organization.

Plant and Soil Science

Crops • Horticulture & Gardening • Indoor Plants
Landscaping & Design • Plant Crafts • Soil Science

Crops

In this project, you will learn about different crops grown locally, regionally, and nationally to feed our world. The focus is on crop growth, diseases, and pests impacting agriculture production.

Looking for project resources?

Visit **projects.wi4h.org** for more information.

Looking for learning opportunities?

Visit **opportunities. wi4h.org** for statewide events and opportunities.

Horticulture & Gardening

Growing food, flowers, fruit, and herbs is gardening. Horticulture, the science of growing, helps us understand what we produce, how and where to grow it, and more. Youth in this project may choose to grow plants to eat, look at, or both.

Indoor Plants

Indoor plants add beauty and design to any space. Learn about indoor plant varieties and propagation suitable for your home environment. Youth may explore flowering and non-flowering plants.

Landscaping & Design

Plants can produce food for your family and add beauty to the earth's landscape or your bedroom. Discover landscaping plants and design fundamentals to create a functional and beautiful environment year-round.

Plant Crafts

Bouquets, corsages, and centerpieces. Cut flowers, dried flowers, or other plants. Plant crafts such as flower arranging, pressed flowers, evergreen arrangements, and more can add beauty to a room, an event, or someone's day. Youth in this project will explore ways to be creative with plants.

Soil Science

Soil is more than just "dirt." Soil is alive with plants and animal life. In this project, grow your understanding of soil types, what plants need, and how seeds grow into plants. Then, explore how to support the soil by keeping it healthy and preventing erosion.

PLANT AND SOIL SCIENCE

Learning Opportunities

- Measure the soil's health over time when you make changes to it.

- Visit a local florist, garden center, community garden, or tree farm to learn more about their work.

- Grow food or plants for a local non-profit organization that can use them.

- Interview a Master Gardener to explore volunteer opportunities.

- Plant your own garden or crop. Experiment with different techniques for growing plants.

Environmental/Outdoor Education

Astronomy • Birds • Conservation • Entomology (Insects) • Geology • Maple Syrup
Outdoor Recreation • Safety • Shooting Sports • Taxidermy • Wildflowers • Wildlife & Habitat

Astronomy

The sky's the limit! The Astronomy project is your chance to explore stars, planets, comets, and more as you learn how we view and study the universe.

Birds

Become a careful observer of wild birds in your area and around the state. Find out about their habitats, migratory patterns, what they eat, and more.

Conservation

The Conservation project includes weather and climate, water science, recycling, exploring your environment, and more. Get involved to learn about the natural world and how to help protect it!

Entomology (Insects)

Insects (including bees) are everywhere! Learn about different types of insects, the largest group of animals on earth, and why they are essential in our natural world. This project is your chance to collect, study, and display insects you find and learn about forensic entomology.

Geology

Have you ever found a rock or fossil at a park and wanted to know what it was? Discover the types of minerals, rocks, and fossils found in Wisconsin. Dig into the Geology project!

Maple Syrup

In the Maple Syrup project, youth will learn about the tools, trees, and techniques, all while learning to care for the environment.

Outdoor Recreation

Let's get active outdoors! This project is for anyone who likes outdoor adventures, including backpacking, hiking, bicycling, camping, canoeing, fishing, rock climbing, winter travel, cross-country skiing, and downhill skiing. The sky is the limit, and adventures are waiting for you!

Safety

Safety is essential when anyone uses motorized equipment! In this project, learn about water, fire, electricity, winter, tractor, recreational vehicle safety, and more.

Shooting Sports

Discover the fun and challenge of learning to shoot archery, air rifle, air pistol, shotgun, muzzleloader, .22, or rifle. The objective is to teach kids safety, responsibility, discipline, and good sportsmanship.

Taxidermy

The Taxidermy project combines an understanding of wildlife and habitat with art and creativity. Learn to mount animals, create a habitat for the mount, and display your work so it still looks alive.

Wildflowers

Unlike flowers you might plant and grow, wildflowers grow wherever they find the right conditions. In Wisconsin, there might be prairie, woodland, and wetland flowers. Learn about what flowers grow where and why.

Wildlife & Habitat

In this project area, you will learn about the different types of wildlife groups, their habitat needs, conservation, and interactions between humans and wildlife.

ENVIRONMENTAL/ OUTDOOR EDUCATION

Learning Opportunities

- Take part in Wildlife & Woods virtual classes.

- Compete in statewide art, wildlife, and forestry contests.

- Visit a natural history or geology museum.

- Learn about and build skills to stay safe in the outdoors.

- Join the Wisconsin National 4-H Shooting Sports Team.

- Volunteer with a nature restoration project in the community (e.g., prairie, park, trail).

- Plan a hiking, biking, or camping outing for your club or group.

- Visit a park or other public place that is known for something you are interested in (e.g., mountain biking, prairie flowers, wildlife, fishing, rockhounding).

Science, Technology, Engineering, and Math

Aerospace • Coding & Computer Science • Energy & Electricity • GPS & Mapping • LEGO®
Mechanical Sciences • Model Building • Robotics • Welding • Woodworking
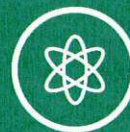
Aerospace

Explore the science of flight! Flying objects from kites to rockets have been studied for centuries. In this project, you will discover the science behind moving objects through the air.

Coding & Computer Science

Our world is based on technology. Explore machine learning, computer coding, and applications using software tools. Investigate hardware, software, networks, and data management.

Energy & Electricity

The Energy & Electricity project offers opportunities for hands-on exploration of how energy is transferred and transformed. Build simple to complex electric circuits to understand how we harness energy safely and efficiently.

GPS & Mapping

Youth discover the world of orienteering using maps and global positioning system (GPS) technology to explore the world around them or plan an adventure.

LEGO®

Youth use LEGO® bricks to build simple and complex structures with creativity and imagination. Youth can build structures and landscapes using various bricks to practice engineering, design, and construction skills.

Mechanical Sciences

Youth will learn about manual and fuel-powered machines, tools, safety, and maintenance. They will get hands-on experiences that will help them understand how machines, such as lawn mowers, ATVs, and model airplanes, operate and how to keep them running.

Model Building

In the Model Building project, youth will explore designing items in a three-dimensional space using architecture and engineering principles. Youth can express their creativity by creating small-scale models like planes, cars, trains, and more!

Robotics

Through hands-on activities, youth will learn the basics of robotic systems, structures, sensors, control, and programming.

Welding

Youth will explore several techniques for joining metal safely and efficiently. Learn how to repair a metal item or create amazing art with this useful skill.

Woodworking

Youth enrolled in the Woodworking project will explore basic wood types and woodworking techniques. Topics include accurate measurements, the use of basic hand tools and power tools, and creating joints.

STEM
Learning Opportunities

- Plan and lead a project workshop for younger members.

- Visit a local business that works in a STEM-related field. Ask to job shadow someone who works there.

- Explore different techniques for building or creating things in your project area.

- Identify the essential tools needed for your project and assemble your own toolkit.

- Start a small business related to your project area.

- Attend Space Camp or Advanced Space Academy.

- Volunteer to help a local organization using your project skills.

Looking for project resources?

Visit **projects.wi4h.org** for more information.

Looking for learning opportunities?

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Project Listings at a Glance

Find the project areas within each of the seven project groupings on these pages. Examples help youth and families think about what types of project-based learning they might participate in when they sign up for the project area. Learning experiences are not limited to what's listed here. Some counties may suggest what county fair departments the project areas align with.

Project areas are current as of October 2025.

Expressive Arts

Project area	Examples of project-based learning within project area
Art Appreciation	Celebrating art, art in your future
Computer Graphic Design	
Creative Writing	
Fiber & Textile Arts	Macrame, rug hooking, tie dyeing, wearable art, creative/cross stitchery, needlepoint, weaving, string/wire art, handmade dolls, knitting, crocheting, wool spinning, weaving
Folk Arts & Crafts	Basketry, beadwork, calligraphy, candle making, decorative boxes, decoupage, fuzzy posters, liquid embroidery, rock art, soap making, soap carving, wood art, wood burning, leathercraft, blacksmithing
Performing Arts	Clowning, dance, juggling, music, theater arts, puppetry
Photography	
Self-Determined— Expressive Arts	
Upcycling	Trash and Treasure
Videography	
Visual Arts	Block printing, ceramics, collages, drawing and painting, glasswork, jewelry making, metal enameling, mosaics, ornaments, paper art, plastercraft, posters, print making, pottery, rubber stamping, scrapbooking, Sculpey clay, stencil painting

Leadership and Community

Project area	Examples of project-based learning within project area
Civic Engagement	Citizenship
Cloverbud	
Cloverbud Youth Leader	
Communications	Demonstrations, sign language, speaking, Books on the Move
Community Service	Service learning
Exploring	
Global & Cultural Education	Latino cultural arts, international
History & Heritage	
Intergenerational	
Leadership	Youth leadership
Self-Determined— Leadership & Community	
Workforce Readiness	

♡ Family, Home, and Health

Project area	Examples of project-based learning within project area
Candy Making	
Child Development	
Consumer Savvy	
Entrepreneurship	
Food Decorating	Cake decorating
Food Preservation	
Foods & Nutrition	Microwave, cooking, baking, breads
Health	
Home Environment	Decorative wreaths, interior design
Personal Finance	
Self-Determined– Family, Home, & Health	
Sewing	Clothing, quilting, regalia making, stuffed animals
Sports & Fitness	Softball, bowling, fun and fitness

🐄 Agriculture and Animal Science

Project area	Examples of project-based learning within project area
Beef	Beef feeder, beef meat animal products (map)
Cats	
Cavies	
Dairy	
Dogs	Dog obedience
Exotic Animals	Ostrich, emu, zebras, zedonk
Goats	Meat goat, dairy goat, pygmy goat
Horse	Horseless horse
Llamas/Alpacas	
Pocket Pets	Cage birds, reptiles, tropical fish, hamsters, gerbils, chinchilla
Poultry	Poultry bantams, poultry game birds (quail, pheasant), poultry market, poultry pigeons, poultry turkeys, poultry waterfowl
Rabbits	Rabbit hopping, rabbits market
Self-Determined– Animal Sciences	
Sheep	Sheep meat animal products (map)
Swine	Swine meat animal products (map)
Veterinary Science	

🌱 Plant and Soil Science

Project area	Examples of project-based learning within project area
Crops	Corn, soybeans, small grains (wheat, oats, barley, and rye)
Horticulture & Gardening	Herbs, vegetables, fruits, flowers, hydro/aquaponics
Indoor Plants	House plants
Landscaping & Design	Home grounds
Plant Crafts	Flower arranging, flower crafts
Self-Determined– Plant & Soil Sciences	
Soil Science	

Environmental/Outdoor Education

Project area	Examples of project-based learning within project area
Astronomy	Weather and climate, exploring your environment, water science, aquatic science, water, recycling
Birds	
Conservation	
Entomology (Insects)	Bees
Geology	Rockhound
Maple Syrup	
Outdoor Recreation	Adventures, backpacking and hiking, bicycling, camping, canoeing, fishing, rock climbing, winter travel, cross country skiing, downhill skiing
Safety	Off-highway vehicles, tractor certification, snowmobiling
Self-Determined—Environmental/Outdoor Education	
Shooting Sports—Air Pistol	
Shooting Sports—Air Rifle	
Shooting Sports—Archery	
Shooting Sports—Gun Safety	
Shooting Sports—Muzzleloading	
Shooting Sports—Pistol	
Shooting Sports—Rifle	
Shooting Sports—Shotgun	
Taxidermy	
Wildflowers	
Wildlife & Habitat	Wildlife, hunting, forestry

Science, Technology, Engineering, and Math (STEM)

Project area	Examples of project-based learning within project area
Aerospace	Model rocketry, flying
Coding & Computer Science	Computers
Energy & Electricity	Wind energy, home energy, electricity, solar power
GPS & Mapping	Geocaching, geospatial
LEGO®	
Mechanical Sciences	Automotive, tractors, small engines, maintenance and repair
Model Building	Model cars, model railroad, remote controlled cars, scale model, model rocketry, radio-controlled plane
Robotics	
Self-Determined—STEM	
Welding	
Woodworking	

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Wisconsin 4-H Project Guide—Quick Version

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