



North Dakota 4-H Program Guide 2010-2011

This guide is designed especially for volunteers, youth, and their families involved in the 4-H program through individual, community and project clubs, special interest groups and school and community enrichment programs.

Want to join 4-H?

4-H provides fun filled, hands-on experiences under the direction of caring adults. What can you do in 4-H? Lots of things! This guide describes most programs offered in North Dakota 4-H. Your county may offer some other projects, just ask! To participate in 4-H you need to enroll in at least one project but you can take several depending on your needs and interests.

In each project, you'll develop skills that will help you become more competent at doing things on your own. You'll also learn valuable "life skills," those things you will

use later, no matter what you do in life. 4-H is a fun way to also develop skills and hobbies you will enjoy for many years.

You'll probably want to join an existing club in your area, or you can get together with some other families and form your own club. Just contact your county office of the NDSU Extension Service. 4-H is part of the Extension Service in every state. There is a list at the end of this guide if you don't know how to find your local NDSU Extension Service office. Then call the office and ask about joining 4-H.

How to be a 4-H'er and get in on the fun!

1. Join a club that's in your area.
2. Start a 4-H Club.
3. Join a special interest group – a group that gets together for a short time to study one thing, or to participate in one activity.
4. Enroll as an individual and study what you want, when you want.
5. Make a family club, right at home
6. In your school, look for 4-H school-enrichment programs.

Why 4-H?

Have fun
Learn lots

Kids help kids
Do things

Meet and get to know other kids
Kids and adults work together

Make friends
Make things

Show what you know
Go places

Age Guidelines for North Dakota 4-H

Youth between ages 5-18 may participate in 4-H.

Cloverbud Members

Youth ages 5-7 may participate in the 4-H Cloverbud program. Cloverbud experiences are designed as a series of short term, structured activities that help youth to gain self-understanding, practice social interaction skills and develop positive attitudes. It is important for those working with this program to realize that the Cloverbud program focuses on age-appropriate skills, abilities, and involvement. Cloverbuds do not participate in competition because it is not developmentally appropriate for this age group.

Regular Members

Youth who are 8 years old before September 1st or are in 3rd grade are considered “full-fledged” members. If a youth turns 19 years of age prior to the beginning of the 4-H year (Sept. 1), she/he is not eligible to re-enroll in 4-H.

Enrollment Guidelines

The 4-H Program year begins September 1st and ends August 31st. Youth can enroll as an individual or in a club or group. Membership enrollment forms may be obtained from your local NDSU county extension office. Youth participate under the direction of a trained adult and within the scope of the North Dakota State University Extension Service.

Dress Code

All members participating in North Dakota state 4-H competitive events except Clothing Revue (Sew and Show, Buy and Show) will be neatly dressed and must wear a solid color white, yellow, gray or green shirt/blouse with the 4-H emblem prominently displayed, and securely fastened, on the front.

*Look for our Web site:
www.ndsu.edu/4h*

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Life Skills in 4-H Programs

Helping youth to develop important life skills is a major goal of 4-H youth development programs. A skill is a learned ability to do something well. Life skills are skills that help an individual to be successful in living a productive and satisfying life.

The goal of 4-H youth programming is to provide developmentally appropriate opportunities for youth to experience life skills, to practice them and to be able to use them throughout their lifetime. Through the experiential learning process used in 4-H, youth internalize the knowledge and gain the ability to apply the skills appropriately.

The life skills emphasized in North Dakota 4-H Programs include: making decisions, solving problems, relating to others, planning and organizing, learning to learn, communicating with others, leading self and others, relating to change and applying science and technology.

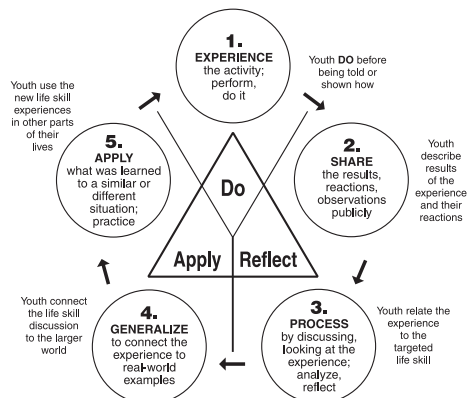
Experiential Learning In 4-H Programs

The 4-H program has a long history of involving youth in “learning by doing” activities. Youth learn from active participation as compared to more formal presentations. They participate in projects where they are asked to accomplish a task, i.e., make something, raise and/or train an animal etc. This is what distinguishes 4-H from schools and other formal educational settings.

The learn-by-doing activity serves as the base for the Experiential Learning Process, which adds processing steps to help the youth deepen the learning. Much of the 4-H project literature is designed around the experiential learning model.

The experiential learning process is divided in five major steps.

- **DO:** Youth does the activity.



- **SHARE:** The youth shares what happened, the results of the experience and their feelings about it.
- **PROCESS:** They decide what is important about what they did and learned from the experience. They analyze the experience and reflect back upon it to determine what was most important. Discuss how questions are created by the activity.
- **GENERALIZE:** The young person personalizes the experience, determines why it is important and applies it to real life.
- **APPLY:** Youth determine how what they learned can be applied to a similar or different situation.

Experiential learning requires youth to be actively involved in the process with guidance from their helper/leader. Through experiential learning, youth learn subject matter content related to their projects. By experiencing the process, they gain a deeper knowledge of that content, how what they learned applies to the greater world and how their knowledge can be used in different situations later in their lives.

Questioning is the primary method of helping youth consciously move through the experiential learning steps.

Understanding Projects

4-H Membership Expectations

The expectations for 4-H membership are a balance between 4-H project work, involvement in the 4-H club, participation in 4-H activities and events and working toward improving one’s personal growth. This section addresses the project work component of a youth’s 4-H experience.

Project Work Through 4-H

Each project manual listed in the following section has a guide for youth conducting activities through an organized project group or at home under the guidance of a parent or other helper. In it you will find a wealth of information and activities needed to plan and conduct a project.

Q. What is a project?

- A. A 4-H project is made up of three types of activities:
- **Hands-on Activities:** making, producing, selling, practicing, observing, testing, interviewing, etc.
 - **Organized Activities:** demonstrations, speeches, workshops, camps, county judging, project activities, exhibits, etc.

- **Leadership/Citizenship Activities:** conducting, planning, teaching, assisting, informing, organizing, etc.

Q. Does a 4-H member have to take a project?

- A. Yes. However, there are two ways to take a project – either as an individual project or as a group project.

Q. Where does a 4-H member begin when planning a 4-H project?

- A. Start by reading the section of the project manual called the project planning guide. Make a simple project plan.

Q. Does a member have to do everything the Youth Project Activity Guide suggests?

- A. Of course not. That decision is up to the youth, parents and helper/leader. Youth may plan to do a little or a lot based upon their interests and abilities. Project plans can also change as the youth’s interests and needs change.

Q. How much time can be spent on a project?

- A. It can be a matter of days, weeks or even months depending on the size and scope of the youth’s plan. Projects can be repeated to accomplish additional project goals. Many project guides are designed to be used for more than one year.

Q. Does the member have to begin with the first level offered?

- A. The youth needs to review the beginning information, but may enroll in the project at the level they feel comfortable with and challenged in.

Q. What is a leader or a helper activity guide?

- A. A publication that contains information to help the adult or teen leaders or helpers work with youth in a project area. It may include information on working with activities, understanding youth, answer keys, suggestions for modifying activities, a list of resources, or other useful material.

Project Selection

With more than 100 projects to choose from, you can find a project that interests you. Here are some things to consider.

1. What are your interests, in and out of school?
2. What books and magazines do you like best?
3. What would you like to do for a career?
4. What would you like to learn about?

4-H Project Selection Guide

Some projects require more time and money than others. Check with your family and 4-H volunteer to see if a project fits your time and pocketbook.

“Do Your Own Thing” is a project for older youth to explore a topic that is not presently available as a statewide project. The “Do Your Own Thing” publication allows you to outline the areas of interest and plan the activities you wish to conduct over the course of your project. A project plan needs to be completed for each project you plan to take.

Once you choose a project, talk to your 4-H volunteer to enroll.

Project Expectations for a 4-H Club Member

Certain things are expected from each 4-H member:

- Have the volunteer leader file a “4-H Member Enrollment Form” (PB434) or Re-enrollment Form from the Blue Ribbon program with the local NDSU Extension Service office.
- Identify goals for your work.
- Develop a written Plan of Action including “Planning For My Project Adventure” (PA093), “ND 4-H Project Plan” (PA095) or complete the Project Planning Guide at the beginning of many project books or project activity guides.
- Find a project helper, when needed.
- Assume full responsibility for your projects, including management and work, where practical. Shared responsibility needs to be described as part of the project plans and report.
- Arrange with parents or others for the financing of the project.
- Include a record of each project and related activities in the “4-H Plan of Action” (PA096) or the Achievement Guide in the front of many project activity guides.
- Summarize accomplishments from each year using the “North Dakota 4-H Participation Summary” (PA098).

NOTE – Project literature is available through the local county office of the NDSU Extension Service. Additional information may be found in NDSU Extension Service publications, Experiment Station bulletins and USDA publications also available through the extension office. County extension staff are in charge of the 4-H program in each county. They are the first people to contact when questions arise regarding the 4-H Youth Development program.

This guide is designed to assist individuals, families, clubs and groups in selecting and planning their 4-H projects. It provides most of the information necessary to make project choices. Check the actual project manual for suggested requirements. Each project is listed with the following information: PROJECT NAME, PROJECT LEVEL, ENROLLMENT OR MATERIAL ORDER NUMBER. The project enrollment or material order number matches the names and codes on the member or leader enrollment form.

SUGGESTED GRADE LEVEL provides information on whom the project was designed. Most projects are divided according to three levels: beginners, intermediate and advanced. They were designed to be appropriate for youth in that grade level. Parents and volunteers need to help the member access what level they need to take in each project.

The PROJECT DESCRIPTION provides a brief listing of some of the learning experiences and activities that are included in the project. ADDITIONAL PUBLICATIONS includes other pieces of material such as judging guides or records available for that project. Use member or volunteer enrollment or re-enrollment forms to order literature and materials for 4-H projects from your county Extension Office.

Cost of 4-H Materials

To help with the ever increasing costs of production and distribution of 4-H materials a small cost has been assigned to several materials. Counties will order national member materials directly from the source. There is no charge for helper guides used by volunteer leaders. Staff in your county extension office will be able to clarify questions you may have on the cost of 4-H materials.

WEB – materials that can be found on the NDSU 4-H Web site.

Individual Project Descriptions Aerospace Adventures

Soaring Above and Beyond Aerospace Adventure Series

The awesome experience of flying an airplane, launching a rocket, conquering space and becoming an astronaut or pilot will come alive with youth (K-12) as you explore the Aerospace Adventure series. Through fun and challenging activities you will learn about flying, kites, hot air balloons, remote control planes, gliders and rockets. You will also develop important life skills that will help you prepare for the work place.

■ Preflight Aerospace, Stage 1, Project Guide (AERO1) Grades K-2 (Cloverbud)

Wow! Talk about fun! Youth and their helpers have a great time working together as youth learn how to talk like a real astronaut, find out how an airplane works and have fun at the same time.



■ Lift Off, Aerospace, Stage 2, Project Guide (AERO2) Grades 3-5

Youth blast off with this guide as they fly kites, participate in airplane contests, launch rockets, explore space, make a glider, construct a straw rocket and experience disorientation.

■ Reaching New Heights, Aerospace, Stage 3, Project Guide (AERO3) Grades 6-8

Youth soar as they learn to fly an airplane, launch a rocket, conquer space and become an astronaut or pilot. Youth make a shuttle on a string, a Japanese kite, a hang glider and a control panel of an aircraft.

■ **Pilot in Command, Aerospace, Stage 4, Project Guide (AERO4) Grades 9-12**

Youth create their own altitude tracker, determine the most fuel-efficient routes between airports and make a box kite. Youth also explore pilot certification requirements, evaluate past and present navigation systems, learn about airport issues in their community and explore aerospace careers.

■ **“Flight Crew” – Aerospace Helper Guide – (HCA231)**

This helper’s guide provides group oriented experiences that will keep youth coming back for more. Many activities are included in this guide for hands-on experiential group fun such as an aerospace quiz bowls, skillathons and airport field day.

■ **Aerospace CD-ROM CD-07605**

This set contains a CD-ROM which includes a complete set of Aerospace materials for individual users with copying prohibited. Check www.4-hcurriculum.org for pricing.

Arts **Clowning**

■ **The Art of Clowning – Project Manual (ARTS6) \$2**

This project is designed for youth in grades 4-12. Youth will discover the history of clowning while developing their own clown’s character complete with makeup and costume. Youth will study famous clowning acts, create their own props, learn about communication, etiquette, performing, puppetry, ventriloquism, balloon artistry and much more.

■ **The Art of Clowning – Leader Guide (BBA216)**

Drawing and Painting

■ **Drawing and Painting – Member Manual (ARTS0) \$2**

Introductory drawing and painting for youth in grades 5-12. Youth will draw with pencil, chalk, crayon, pen and ink; blend and shade; draw from nature; make surface rubbings; paint with watercolor, poster paint, oil and acrylics; use the brush; mix colors; and mat and frame their art and much more.



Advanced Visual Arts **Grades 7-12**

Youth will develop their artistic skills and talents while learning the elements and principles of design. Youth explore art techniques, art history and culture, the science behind the art and artistic challenges. Each guide’s introduction provides clear directions for the helper to facilitate the art activities. The guides are designed so that youth may also discover art techniques individually.

■ **Sketchbook Crossroads, Level 1 – Project Activity Guide (ART11)**

In this group helpers guide, youth practice drawing, fiber arts and sculpting to develop their artistic skills and talents.

■ **Portfolio Pathways, Level 2 – Project Activity Guide (ART12)**

In this group helpers guide, youth may choose from drawing, fiber and sculpting to develop artistic skills.

Theatre Arts – Imagination in Action **Grades 3-12**

Youth put their “Imagination in Action” when using this dynamic theater arts series. These materials offer extended activities in acting, puppetry, and stagecraft.

■ **Play the Role! – Acting (ARTS 1)**

Through creative dramatics activities, youth bring imagination to life. The guide emphasizes movement, voice and speech, characterization, play building and playing a scene. Activities range from warm-ups to improvisation, from pantomime to monologue making, from clowning to theatre visits.

■ **Become A Puppeteer – Puppetry (ARTS 2)**

Youth learn types of puppets (e.g., hand, rod, marionette, shadow, etc.); how to create a puppet and puppet stage; development of their puppet character; how to create and present a puppet skit; and puppetry therapy.

■ **Setting the Stage – Stagecraft (ARTS 3)**

Youth learn stagecraft options that tap into their unique skills and talents behind the scenes, including costumes, sound, lighting and props, set design, makeup and stage management.

■ **Theatre Arts Helper’s Guide – Sidecoaching (BBC201)**

This guide provides additional activities and valuable resources for the helper to engage youth in the creative process of Imagination in Action. The guide assists helpers in facilitating the activities in the three guides in the series.

Wood Arts

■ **Wood Arts, Member Manual (ARTS5) \$2**

This project is designed for youth in grades 3-12. Youth will learn about wood and techniques for working with wood as an art form. Activities include working with driftwood, dry wood, wood whittling, chip carving, wood burning, painting wood items and decoupage.

Beef

Grades 3-12

The Beef “Skills for Life” Series is packed with project information and fun, learn-by-doing activities for youth of all ages.

■ **Bite Into Beef, Level 1 – Project Activity Guide (BEEF1)**

Youth engage in activities to identify breeds, locate parts, judge, halter break and show a calf, fit a steer, recognize a healthy animal, select feed ingredients and shop for beef and beef by-products.

■ **Here’s the Beef, Level 2 – Project Activity Guide (Beef2)**

The activity guide challenges youth with activities related to leg structure, presenting oral reasons in judging, feed ingredients, behavior, nose printing, parasites, fitting, ethical issues, beef carcass composition and retail meat cuts.

Did You Know?

Children who participate in 4-H for at least one year by eighth grade are 3.5 times more likely to contribute to their families, themselves and their community.



Bicycle Bicycle Adventures

Grades K-6



Activities in this series are designed for youth bicycle enthusiasts and volunteers. Two levels of youth activity guides and a helper guide provide a comprehensive program for youth.

■ Level 1 – Bicycling for Fun (BICY1)

Beginning riders learn the essentials for getting started safely and successfully! This guide contains creative hands-on activities and connections to DVD and Web resources. Youth begin exploring the basics toward lifelong cycling. Activities help youth learn safety, road rules and planning for a pleasant ride.

■ Level 2 – Wheels in Motion (BICY2)

Youth who are riding learn advanced skills as they explore their surroundings. This guide includes activities that will last a lifetime. Youth choose a bike that's right for them and practice bike maintenance and road rules to make their ride safe and fun.

■ Bicycle Helper's Guide (HCC240)

The Helper's Guide is designed to provide engaging and fun group activities for cycling enthusiasts. It contains information and activities related to basic bicycle handling, traffic skills and bicycle events and activities the whole group will enjoy.

Additional Bike resource

Don't Get Stuck: Fix It Video or DVD (www.4-hmall.org/curriculum) These include preventive maintenance and repair tips.

Butterfly WINGS

Butterfly WINGS encourages adolescent interest, understanding and long-term involvement in science. Leaders and youth without previous knowledge of butterflies can participate because the program transforms them from beginner to engaged citizen scientist. Youth participate in authentic, hands-on, collaborative research as they collect information about the butterflies in their communities and enter

the data they collect into the interactive WINGS website. Scientists and the public use this information to further scientific knowledge and view the distribution and population trends of common butterfly species. The curriculum includes:

■ Youth Project Guide (WING1)

Youth explore butterfly habitats, learn how to identify common butterflies, become a citizen scientist and contribute data as they enter their findings on the website. Youth create investigations to answer questions or solve problems and share their findings with others.

■ Facilitator Guide (HB213)

The guide provides supplemental information and tips for facilitating the Youth Project activities, including in-depth answers to questions. Engaging group activities are provided for each chapter and can be adapted to 4-H project groups, clubs, after-school programs, camps or other youth groups.

Careers Exploration and Employability

■ Get In The Act! Take 1 (WORK1) (FA101)

This innovative program is designed to help middle school youth explore what it takes to get their first paying job. This interactive experience, combining CD and activity guide formats with activities presented in the context of a movie set, helps youth recognize their learning styles and personal qualities.

■ Get In The Act! Take 1 Helper's Guide (FA201)

Helpers both in and out of the classroom will enjoy using this guide with the CD to incorporate workforce skills in their work with youth. Activities reinforce and extend learning with emphasis on personal qualities. Working with others, and thinking skills. Youth create their own work plan by applying what they learned to get their first job and attaining future career goals. All activities and skill areas support the national SCANS workforce skills and educational standards.

■ Leading the Charge, Beef Level 3, Project Activity Guide (Beef3)

Selection and judging, feeds, careers, health, reproduction, and meats and marketing encourage youth to deepen their learning.

■ Beef Helper's Guide (GBB221)

Helpers find a variety of group learning activities, including skillathons, quiz bowls, games, presentations, Beef Bingo and several management skill activities.

Additional Beef Project publications

"4-H Live Animal Evaluation Manual" (GB091) \$2 reference for learning about evaluation of a live animal and preparing for livestock judging activity or team.

"4-H Showmanship Manual" (GB092) \$2 reference for preparing beef animals for show.

"4-H Sheep or Beef Breeding Record" (GB095) (Web) record for beef animal(s) raised for breeding.

"Market Animal Project Record" (GB096) (Web) record for beef animal(s) raised for market.

"Beef Lifetime Record" (GBB096) (Web) individual record for each breeding heifer or cow.

Market beef animals must be owned and managed with daily access to the exhibitor by March 1 of the current 4-H year.

Entrepreneurship

Grades 7-12

■ Be the E – Youth Activity Guide (ENTR1)

Youth discover the world of Entrepreneurship with this multi-level guide. Activities assist youth in learning what it takes to be an entrepreneur, and whether they have the “Right Stuff” to meet the challenges. Youth practice the skills needed to function successfully and explore types of businesses, products and pricing, marketing, partnership, agreements and contracts. Youth create a business plan and start their own business.

■ Entrepreneurship Helper’s Guide (FC201)

This guide is full of hands-on activities for helpers to use with group meetings of youth pursuing entrepreneurship. All activities are correlated to the national educational standards and benchmarks for middle and high school students.

Cat

Grades 3-12

■ Purr-fect Pals, Cat Level 1 – Project Activity Guide” (CATS1)

As youth begin their learning about cats, they engage in activities to select a cat, identify breeds, name the parts of a cat, handle and groom a cat, care for it’s health and budget for it’s care.

■ Climbing Up, Cat Level 2 – Project Activity Guide (CATS2)

Youth step up their learning through activities on cat senses, the meaning of cat sounds, tricks they can teach a cat, signs of illness and health emergency situations, feeding, special diets, traveling with a cat and showing it.

■ Leaping Forward, Cat Level 3 – Youth Leadership Guide (CATS3)

Youth explore veterinary procedures, cat body systems, diseases, reproduction, genetics, older cat needs, behavior, showmanship, community laws, animal welfare and personal strengths.

■ Cat Helper’s Guide (GBD231)

Helpers will find the group activities in this guide an excellent way to involve everyone in learn-by-doing cat project sessions.



Child Development

Kids On The Grow

Grades 3-12

Youth learn about how children grow and develop and how they can care for themselves, their family and community. This guide is excellent for 4-H, after school programs and home school. The curriculum is designed to wrap around the new Red Cross Babysitter’s Handbook.

■ Growing on My Own, Level 1 Project Activity Guide (CHIL1)

Youth explore how they grow and develop, how to inspect toddler’s toys and make their home hazard free. They also learn more about their roles in life, how to handle their emotions and accept differences in others.

■ Growing with Others, Level 2 Project Activity Guide (CHIL2)

Youth learn about self-care, rules, responsibility and safety and are introduced to babysitting. They learn to work with others and gain awareness of common dangers in their world.

■ Growing in Communities, Level 3 Project Activity Guide (CHIL3)

Youth explore child development careers, gain experience as a teacher or coach, participate in a community service project and learn that children with different abilities have different needs.

■ Child Development Helper’s Guide (CA201)

This guide features nine engaging group activities. Youth are encouraged to work with younger kids in after school programs, day care centers, day camps as well as with kids in their own 4-H club.

Additional Child Development resource

American Red Cross Babysitter’s Handbook available as part of their Babysitter’s course or may be purchased from your local American Red Cross.

The 4-H Web Page

Check out the North Dakota 4-H Web Page at www.ndsu.edu/4h

Look here for current news about 4-H programs, staff, and ideas for kids and volunteers.

The home page also tells about 4-H and what it offers to young people and adults.

Citizenship

Citizenship Public Adventures

Grades 4-12

Teens channel their energy toward solving real problems in their community. Youth change a piece of the public world, discover the possibilities of democratic citizenship and build a commitment to taking action in new and exciting ways. They plan and conduct a project that will create change or improve something that is valuable to many people.

■ Citizenship Adventure Kit – (CIT1)

Decision making, problem solving and teamwork are among the skills that youth stamp on their passports. They address real community issues, and keep a journal of their thoughts, decisions and actions throughout the process. The kit includes a passport to record achievements, postcards with project tips and a travel log.

■ Citizenship Helpers Guide (AB202)

Through tips, suggestions, added references and activities, youth take a journey that is fun and educational. Youth discover the importance of needs assessment, knowing who are advocates and detractors, formulating a plan and knowing what success looks like.

Service Learning

Grades 5-12

Service learning engages young people in actively giving back to the community and reflecting thoughtfully on the implications of service. Young people organize personalized journeys into service learning and discover their own abilities to make the world a better place.

■ Agents of Change – Middle School (SERV1)

Youth become “Special Opportunities Agents,” as they follow a series of exciting activities that engage them in their community and allow them to reflect on their experiences. Youth identify community needs, plan a service project and execute their idea using the manual.



■ **Raise Your Voice – High School (SERV2)**

This no-nonsense guide engages older youth as young leaders. Voices of real young people engaged in service inspire youth and connect them with others who made an impact. Youth plan and implement their own service project.

■ **Service Learning Helper's Guide (AH201)**

This exciting guide for leaders offers group service learning activities like community mapping, identifying group roles and journaling. It offers advice for mentors seeking to guide youth through enriching learning experiences. Reflective journaling helps leaders explore their personal leadership style and the value of service.

Clothing & Textiles

Sewing Expressions

Grades 4-12

Youth learn to be smart clothing consumers and they have numerous avenues to create garments and unique costumes.



■ **Under Construction, Level 1 – Project Activity Guide (SEW11)**

Youth have opportunities to create garments and unique costumes.

■ **Fashion Forward, Level 2 – Project Activity Guide (SEW12)**

Youth develop buying strategies, accessorizing, apparel design and recycling skills.

■ **Refine Design, Level 3 – Project Activity Guide (SEW13)**

Advanced youth learn recycling, starting a business and the social and psychological influences of clothing.

■ **Sewing Expressions Helpers Guide (CB221)**

A wide range of experientially based activities provide methods for helpers to motivate youth to learn sewing while developing critical life skills.

■ **Decorate Your Duds – Member Manual (CLOT2) (Web)**

This project is embellishment of a garment or accessory. It can be done on a purchased or constructed item, but what is being judged is the embellishment technique, not the construction of the item. The objective is to provide 4-Hers a chance to sample and experiment with a variety of textile crafts and encourage youth to develop creativity, individualism, and imagination by creating “one-of-a-kind” garments and accessories.

■ **Sewing for Fun – Member Manual (CLOT8) \$2**

Beginning sewing skills is aimed at youth in grades 4-6. You will learn to select tools, use the sewing machine, learn about fabrics, use simple hand sewing techniques and much more.

■ **Sewing for Fun – Leader's Guide (CB206)**

■ **Quilting for Fun moved to Fiber Arts, page 11**

A Style of Your Own – Clothing Decisions

A Style of Your Own series is designed to help you learn decision-making skills based on fun, hands-on clothing activities you can do alone or with friends.

■ **Discovering Choice, Consumer Decisions (CLOT5) \$2**

This project is designed for youth in grades 6-8. You will learn about your clothing choices and discover your own style as you select your own clothes, learn about clothing advertisements, organize a clothing drive and trade clothes with friends.

■ **Managing Choice, Consumer Decisions (CLOT6) \$2**

This project is designed for youth in grades 9-12. You will learn about your wardrobe, what's out there, what influences your clothing decisions, how to make informed choices, and to define your own style. You will practice making decisions about clothing purchases, learn about clothing that is flattering, decide what to do with clothing items that are rarely worn, organize a community public service program that focuses on clothing and much more.

■ **Clothing Decisions Helper's Guide (CB215)**

■ **Sewing Challenges, Youth Project Outline (CLOT4) (Web) \$2**

This project outline is for youth who have mastered basic and intermediate clothing construction skills and want to practice advanced sewing skills and garment construction techniques. You will enroll in this level when you and your project helper have agreed that you are ready for advanced sewing projects. You will select a new fabric or construction challenge each year you enroll in the project.

Additional Sewing Resource (CB208) \$8

“Let's Sew” by Nancy Zieman. A beginners guide to sewing for all ages. Resource includes sewing fundamentals, sewing tools, how to use a sewing machine and serger, and how to select fabrics and patterns.

Communications – Express Yourself!

■ **Picking Up the Pieces, Level 1 – Project Activity Guide (COMM1)**

Youth engage in nonverbal, verbal and written activities that stretch and strengthen personal communication skills. Encrypting codes, writing songs, giving directions, dealing with bullies and making a statement through art are a few of the exciting activities.

■ **Putting It Together, Level 2 – Project Activity Guide (COMM2)**

Youth practice and gain confidence in communicating in a variety of situations. They gain confidence as strong communicators as they present oral reasons, plan and present speeches, communicate assertively, practice making a good first impression and mentor others.

■ **The Perfect Fit, Level 3 – Project Activity Guide (COMM3)**

Youth polish their communication skills and develop a public presence by speaking in public, exploring communication careers, writing resumes, interviewing for a job, developing presentations, dealing with anxiety and much more!

■ Communication Helpers Guide (BA201)

Communications Helper's Guide

Helpers support youth as they interact and strengthen personal communication skills through skillathons, communication games, demonstrations and creating advertisements.

Computers Computer Power Unlimited

■ Newbie Know How, Level 1 (COMP4)

For beginners with little or no experience with computers, this guide is an introduction to hardware, software and applications and is supported by an interactive Web site. Youth use this activity guide to learn all about computers: how they work, what their components are, use of features, programs and more. This piece also can be used as a lesson plan by teens to teach others about technology and computers.

■ Inside the Box, Level 1 – Project Activity Guide (COMP1)

Ages 12 and up (36 pages)

By the end of this activity guide youth will be able to: Identify computer components, operating systems; exhibit knowledge of the building, maintenance and repair of computers.

■ Peer to Peer, Level 2 – Project Activity Guide (COMP2)

Ages 12 and up (36 pages)

By the end of this activity guide youth will be able to: demonstrate a basic understanding of networking; work with adults and peers to build a functioning network.

■ Teens Teaching Tech, Level 3 – Project Activity Guide (COMP3)

Ages 14 and up (36 pages)

Work with peers, adults and community partners to develop service related computer goals; develop lesson plans and teach diverse populations basic computer skills.

Consumer Savvy Grades 3-12

Youth consume more than \$175 billion of goods and services each year. Through Consumer Savvy, youth will become informed and responsible consumers in today's dynamic marketplace.



■ The Consumer in Me, Unit 1, (CONS1)

Youth experience what it means to be a consumer through saving, spending and sharing.

■ Consumer Wise, Unit 2, (CONS2)

Youth realize the influence of peer pressure and the power of advertising as they learn to make independent decisions when shopping.

■ Consumer Roadmap, Unit 3, (CONS3)

Teens navigate the potholes in the marketplace en route to becoming savvy consumers.

■ Group Activity Helper's Guide, Consumer Savvy, (CC211)

This guide includes resources for helpers who facilitate learning for all ages of youth. Numerous group activities help youth develop essential life skills as they pursue interest in consumer education.

Crop Production

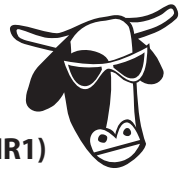
■ Production Agronomy (CROP0) (no project manual available)

This project may be taken by youth in grades 6-12. You will plan, plant, grow and harvest a crop.

Additional Agronomy publication

"North Dakota 4-H Crop Production Work Sheet" (CROP0) (Web) for use by youth enrolled in the agronomy project area to record information from their project.

Dairy Cattle



■ Cowabunga! Level 1 – Project Activity Guide (DAIR1)

Youth explore dairy cattle breeds, select calves, identify parts of dairy cattle, recognize desirable traits, identify stages of calving and care, pack a show box, and groom and show a calf.

■ Moving Ahead, Level 2 – Project Activity Guide (DAIR2)

Youth deepen their learning by focusing on housing, hay quality, milking, keeping animals healthy, parasites, behavior and food safety. They explore ethical decision making, judging and careers.

■ Rising to the Top, Level 3 – Project Activity Guide (DAIR3)

Advanced youth practice mastitis detection, balancing a ration, pregnancy detection, delivery of a calf, body condition scoring, selecting cattle through records, promoting dairy products and exploring career opportunities.

■ Dairy Cattle Helper's Guide (GBF241)

Additional Dairy Project publications

"4-H Showmanship Manual" (GB092) \$2, reference for preparing dairy animals for show.

"4-H Dairy Production Record" (GBF095) record for keeping information on dairy animal(s) and their production. (Web)

Dairy animals used for exhibits must be owned and managed by May 1 of the current 4-H year. Any animal born after May 1 must be progeny animals owned from the date of their birth by the exhibitor.

Dogs

Grades 3-12



Every youth who has a dog will enjoy this series.

Not only are the activities fun and educational, but they also help the dog become a perfect member of the family.

■ Wiggles and Wags, Dog Level 1 – Project Activity Guide (DOGS1)

Youth learn basic skills for dog care and training. Activities include knowing breeds, selecting a dog, knowing the parts of a dog, keeping a dog healthy and groomed, training and much more.

■ Canine Connection, Dog Level 2 – Project Activity Guide (DOGS2)

Youth explore more about dog health, nutrition, care, genetic problems, population control, showmanship, training, ethics and budgeting.

■ Leading the Pack, Dog Level 3 – Youth Leadership Guide (DOGS3)

Experienced youth investigate responsible breeding, diseases, caring for geriatric dogs, training, service dogs, dog roles and careers related to dogs. This guide provides youth with numerous leadership opportunities.

■ Dog Helper’s Guide (GBE236)

Group games and activities provide helpers with ideas for facilitating learning. Service learning opportunities are encouraged. Training activities and resources are highlighted.

Do Your Own Thing

■ Member Guide (DYOT6) (Web) \$2

This project is designed for youth in grades 8-12 to explore a topic of their own design. Usually the project selected is one that is not included in existing project material in the North Dakota 4-H program or one where you need to challenge yourself to specialize or create more depth in learning in a project area. The “Do Your Own Thing” project allows you to outline your areas of interest and plan the activities you wish to conduct over the course of the project year. Completing this project means that you’re responsible for selecting a topic, deciding upon goals, obtaining resources and designing a way to evaluate accomplishment of goals. All individualized learning plans need to be approved by a parent or other adult 4-H leader. The success of the project depends on your initiative. This project provides an opportunity, not a “catch all.” You complete a project plan for each project you take. Exhibit areas may be limited.

Electricity Electric Excitement Series

Grades 4-12

Energize and electrify youth with Electric Excitement, the 4-HCCS Electric Energy Series. Youth demystify the “magic” of electric circuits, magnetism, motors and electronics. From making educated guesses (forming hypotheses) and testing them, to building burglar alarms, to learning how to select really good stereo and other consumer items, these activity guides contain dozens of hands-on, useful, and FUN projects. These materials promote technical and scientific literacy while teaching communication and decision-making skills.

■ Magic of Electricity, Unit 1, Project Guide (ELEC1) Grades 4-6

Electricity is everywhere. Youth explore why certain things insulate from electricity better than others, the effect that magnetism has on various substances, how to build a flashlight, build and test a compass, build an electromagnet and electric motor.

■ Investigating Electricity, Unit 2, Project Guide (ELEC2) Grades 7-8

Decoding circuit diagrams, sending messages by Morse code and building three-way switches are featured. Youth build circuits and test voltages, build a rocket launcher and a burglar alarm as they practice decision-making and communication. This unit is designed for youth who understand magnetism, electron flow and circuit design.

■ Wired for Power, Unit 3, Project Guide (ELEC3) Grades 8-10

Youth build on skills learned in levels 1 and 2 plus learn some new ones, such as measuring electrical usage, replacing electrical switches and determining electrical leads. Youth also evaluate different light bulbs and test for electrical power.

■ Entering Electronics, Unit 4, Project Guide (ELEC4) Grades 10-12

Youth learn about diodes, transistors, LEDs, photocells, SCRs, ICs and amplifiers. This guide is designed for intermediate to

advanced learners. An understanding of DC circuits, voltage, amperage, current flow, polarity and some soldering is needed.

■ Electric Excitement Helpers Guide (HCC251)

This helper guide has a number of exciting group activities that keep members coming back for more. It includes a variety of group activities that can be organized quickly and conducted with a group of three to 15 youth. Youth learn how to conduct an electric skillathon, quiz bowls, electric bingo and how to calculate amperage.

Environment Exploring Your Environment

Grades 3-12

Youth experience the challenge and excitement of exploring the ecology, science, and technology of the environment.

■ Birdwatching (BIRD1) (Web only)

North Dakota has many habitats for a variety of bird life. From the badlands to the prairies, these habitats make North Dakota a great place to go bird watching. Bird watching (sometimes referred to as birding) is a great hobby – interesting and fun with much to be learned.

■ Eco-Wonders, Level 1 Youth Activity Guide (ENVI1) Grades 4-5

Youth experience the four elements of life, connections among living things and how all plants and animals are affected.

■ Eco-Actions, Level 3 Youth Activity Guide (ENVI3) Grades 10-12

Youth develop scientific thinking and processing skills in relationship to basic ecological concepts.

■ Helper Guide (DA201)

Useful information and activities for helpers to plan, manage and teach an environmental education program are the mainstays of this guide.

Fiber Arts

Youth will learn to manipulate fiber through one or more steps to a finished product. Fibers include those from plants and animals, as well as some that are human-made. Members can learn the various ways to handle each kind. Most techniques in this project have existed for many years, and their uses have adapted as times have changed.

■ Embroidery for Enjoyment, Unit 1 – Member Manual (NEED0) \$2

This beginning project is aimed at youth in grades 3-12. The embroidery project is designed to encourage creativity and meet the needs of each individual member. The project includes crewel embroidery. You will learn basic embroidery stitches, techniques and selection of yarn.

■ Needlepoint, Member Manual (NEED1) \$2

This project is an introduction to needlepoint. It is aimed at youth in grades 4-12. You will learn about materials, basic stitches, and techniques for needlepoint embroidery.

■ Advanced Embroidery Techniques – Member Manual (NEED2) \$2

An outline and plan which include advanced embroidery techniques for youth in grades 8-12 who want to expand their embroidery skills. You will use the project outline to develop an individual project using advanced embroidery techniques.

■ Crochet (right-hand) – Member Manual (NEED3) \$2

This project is an introduction to crochet planned for youth in grades 5-12. You will discover how to buy yarn, thread and equipment, learn crochet and finishing techniques, care for crocheted items and much more.

■ Crochet (left-hand) – Member Manual (NEED4) \$2

This project is an introduction to crochet planned for youth in grades 5-12. You will discover how to buy yarn, thread and equipment, learn crochet and finishing techniques, care for crocheted items and much more.

■ Knitting (KNIT1) \$2

Youth can learn about knitting tools and yarns, knitting terms, and how to follow

knitting directions. Learn to do basic knitting stitches and techniques and how to combine them to make various patterns and knitted articles. Learn how to care for knitted articles.

■ Latch Hooking – Member Manual (LEIS5) \$2

This project is an introduction to latch hooking aimed at youth in grades 8-12. You will learn to knot yarn to canvas to create a design or pattern while making a latch hook item.

■ Macrame – Member Manual (LEIS6) (Web) \$2

This project is an introduction to macrame and aimed at youth in grades 6-12. You will learn about macrame materials and to make basic knots needed to make an item from a pattern of knots.

■ Quilting for Fun – Member Manual (CLOT1) (Web)

Quilting is the process of sewing three layers together by hand or machine to form one. The top, a combination of fabrics, is pieced together to form a pattern that may reflect everything from fabric photos of a special event to a traditional design. While this project is new to North Dakota 4-H, quilting has long been a tradition for friends and families. The objective is to provide 4-Hers a chance to explore an art form that is reemerging as a popular social activity that connects generations and encourages creativity.

Filmmaking

■ 4-H Filmmaking Studio (PHOT4)

The 4-H filmmaking DVD compiles 11 virtual workshop videos designed to teach users about video production and filmmaking. This is geared toward youth interested in making Science, Engineering and Technology (SET) films. This DVD is made for viewing on a computer. It's also available online at <http://online.4-hcurriculum.org/curriculum/filmmaking/>.

Fishing for Adventure Sportsfishing Series Grades 3-12

National Sportfishing materials take youth on a journey that includes the old time favorites of fishing.

The interactive and experiential 4-H Sportfishing guides focus on the following themes, angling skills, tackle crafting, people, fish and aquatic ecology. Even if you don't go fishing or catch any fish, you will still acquire life skills and fishing skills through each activity. Many activities can be used effectively as group activities.

■ Take the Bait, Sport Fishing for Adventure, Unit 1 – Project Guide (FISH1) Grades 3-5

Youth have fun tying knots, casting to a target, rigging various lines, selecting tackle, identifying where the fish are, using different baits and lures, identifying fish, cooking fish and naming internal and external fish parts.

■ Reel in the Fun, Sport Fishing for Adventure, Unit 2 – Project Guide (FISH2)

Youth locate fishing information on the web, cast using a spinning rod and fly rod and bait casting reel, practice responsible citizenship, research fishing regulations, decorate a lure, sew a fly wallet, tie an artificial fly and test a water sample.

■ Cast Into the Future, Sport Fishing for Adventure, Unit 3 – Project Guide (FISH3)

Youth develop their leadership skills as well as their fishing skills as they take a friend fishing, demonstrate how to disassemble and reassemble a fishing reel, design and conduct a sportfishing skillathon, make artificial flies, design and craft a lure, customize tackle, build and use a kick net, respond to ethical situations and interview a professional fisherman.

■ Sportfishing for Adventure Helper Guide (DDC201)

For the helper looking for activities that will involve the entire group and even parents, this guide is an excellent resource. Youth work together to identify fish characteristics, plan the club year, design a fish print t-shirt, powder paint a jig head, make a plastic worm, tie knots, complete a boat safety checklist, plan and conduct a fishing trip, play PERCH Bingo, organize a sportfishing quiz bowl and conduct a fishing skillathon.

Food and Nutrition Cooking Series

■ Cooking 101 (COOK1)

Cooking 101 covers kitchen and food safety, basic food preparation and nutrition.

The curriculum includes experiments, such as testing to determine which dishes are microwave-safe and a flour-measuring activity, as well as recipes, equipment information and a glossary. (Illinois Publication)



■ Cooking 201 (COOK2)

Cooking 201 builds on the skills acquired in Cooking 101 and provides information about the science behind food preparation, the nutritional contribution of each food group and some basic information about preparing foods from each of the food groups. Topics include food safety, fire safety in the kitchen, nutrition labels, experiments with rice and bacon, meal planning and recipes. (Illinois Publication)

■ Cooking 301 (COOK3)

Cooking 301 builds on the skills acquired in Cooking 101 and 201 and provides in-depth exploration of outdoor cooking on a charcoal or gas grill, party planning, cooking with slow cookers, and making yeast breads and shortened cakes. The curriculum is organized according to the My Pyramid food groups, with background information to help explain the science behind food preparation, including experiments about flour, yeast, butter and cheese. (Illinois Publication)

Coming Soon: 4-H Cooking 401

Baking

■ Baking 1 – Beginning Baking (BAKE1) \$2 (Web)

Designed for beginning 4-H baking member wishing to develop skills necessary to produce a wide variety of basic baked products, including biscuits, muffins, pancakes and cookies.

■ Baking 2 – Quick Breads & Cookies (BAKE2) \$2 (Web)

Designed for 4-H baking member who is continuing to develop skills in measuring, mixing, preparing and baking basic quick breads and cookies. In this project, you will learn to make quick loaf breads, coffeecake, cornbread, and gingerbread and a variety of cookies.

■ Baking 3 – Yeast Breads (BAKE3) \$2 (Web)

An interesting introduction to yeast breads. It is very different from Unit 1 and 2, teaching different techniques. You will learn the importance of bread in the diet, about ingredients and how they affect the finished project, and how to make white yeast bread with and without a bread machine.

■ Baking 4 – Cakes, Pies & Pastries (BAKE4) \$2 (Web)

Designed for the advanced 4-H baking member. You will learn how to make cakes from scratch, how to finish a cake and how to make sponge and butter cake. You will also learn how to make various pastries.

Microwave Magic Grades 3-12

■ Bags of Tricks, Level 1 – Project Activity Guide (MICR1)

Youth engage in activities to understand how the microwave works, learn to use the microwave safely and prepare foods such as scrambled eggs, apples, popcorn treats, fudge and desserts.

■ Micro Magicians, Level 2 – Project Activity Guide (MICR2)

Youth participate in activities on understanding watts and prepare foods such as potatoes, vegetables, pudding bar cookies, beans, upside-down cake and brownies.

■ Amazing Rays, Level 3 – Project Activity Guide (MICR3)

Through activities, youth practice more advanced microwave techniques, such as shielding, defrosting and browning.

■ Presto Meals, Level 4 – Project Activity Guide (MICR4)

Youth learn techniques such as adapting recipes for the microwave, blanching fruits and vegetables, and stacking whole meals.

■ Microwave Magic Helpers Guide (ECC221)

Outdoor Cooking

■ Outdoor Eating – Member Manual (FOOD8) \$2

This intermediate food project is aimed at youth grades 7-12 who have developed some food preparation skills. You will prepare foods for outdoor eating using safe food handling techniques.

Food Preservation

■ Food Preservation (FPRE5) (Web) \$2

This is a basic food preservation project for youth in grades 3-12. They will learn how to properly freeze or can foods for future use. They will also learn how to maintain the quality of the food during the freezing or canning process.



Forestry

Forestry – Forests of Fun Grades 3-12

The Forests of Fun curriculum opens the world of forests to youth. At every age level youth engage in activities to learn about trees, forests, forest ecology and human reliance on forests. Youth discover forest resources near home and around the world.

■ Follow the Path, Forestry Unit 1, (FORE1)

Youth explore types of trees and tree parts, characteristics of various forests, what forests need to grow and thrive and the products people get from trees and forests.

■ Reach for the Canopy, Forestry Unit 2, (FORE2)

Youth take a closer look at the inner-working of trees, explore forest change, learn about forest health concerns and discover the health benefits that trees have on people.

■ Explore the Deep Woods, Forestry Unit 3, (FORE3)

Youth examine and distinguish types of trees, look at forests on a global scale, learn to care for trees and think about how to conserve forests.

■ Group Activity Helper's Guide, Forestry (DDA211)

This guide provides useful forest information, group youth activities and practical tips for helpers. Using this curriculum, youth develop a life-long appreciation for forests and have loads of fun in the process.

Gardening

Grades 3-12

Youth who like to work outdoors and get their hands dirty, plant seeds and watch them grow, will enjoy using this series.



■ See Them Sprout, Gardening Unit A, (GARD1)

Youth learn to plan a garden as well as plant the seeds, use garden tools safely and harvest crops. Youth autograph pumpkins, grow plants from roots, make a rain gauge and roast pumpkin seeds.

■ Let's Get Growing, Gardening Unit B, (GARD2)

Youth use transplants in a garden, start seeds indoors, observe how plants respond to light and grow new plants from plant parts. They make a worm box, freeze vegetables and make a compost pile.

■ Take Your Pick, Gardening Unit C, (GARD3)

Youth learn to test and improve soil, extend the growing season, cross-pollinate flowers and assist others in garden projects. Youth also explore photosynthesis, plant, harvest, and dry herbs, and learn to pickle vegetables.

■ Growing Profits, Gardening Unit D, (GARD4)

Youth explore double crop planting methods, the effects of pollution on plants, plant genetics, pest management and starting a plant business. Youth learn how to construct raised beds for planting, investigate hydroponics and spuds in space.

■ Group Activity Helper's Guide, (GCC201)

This guide provides the helper with activities, ideas and content to help support youth growth and learning in a caring and supportive environment. Included are easy-to-use reference tables, and group activities.

■ Flower Gardening Fun (GCB191) (HORT4)

Plant and design a flower bed. Learn methods of planting and care of plants to produce fresh, colorful flowers. Increase your knowledge of flower types and techniques for displaying them.

Additional Gardening Project publications

Gardening (Fruit and Vegetables) – Everybody's Garden Guide (GCC192) \$2 Reference for growing fruit and vegetable gardens.

Harvesting and Preparing Vegetables for Exhibit (GCC091) \$2 Reference for preparing vegetables for exhibit.

Geospatial

Exploring Spaces, Going Places explores the world of geospatial science and goes where no 4-H project has ever gone before! Accessed entirely on one CD, the three youth levels and helper's guide are valuable resources to anyone interested in geospatial technology, geographic education, Geographic Information Systems (GIS) and Global Positioning Systems (GPS). Activities correlate with National Education Standards.

Exploring Spaces, Going Places CD

■ Getting Out (GEOS1)

Where in the world are you? Youth are introduced to new ways of thinking about geographic positions, navigational tools (like GPS, compasses, maps and globes), identifying locations, measuring distances and more. Project activities like "Mega Bite's Mystery," "Map Teller," "Data Everywhere!" and "The Navigator" makes learning fun!

■ On the Trail (GEOS2)

Maps, maps, everywhere! Future map-makers will learn how to collect data, combine the data with geospatial positions and make their own maps. Maps of school grounds, neighborhoods, farms or towns, states and beyond can be made. The choice is theirs!

■ Reaching Your Destination (GEOS3)

Can maps solve problems? Can they lower traffic congestion, pinpoint pollution sources, boost tourism, reduce disease and control crime? Advanced learners find solutions to problems like these as they develop and use multi-layered maps to solve complex problems within their own communities.

■ G2 Helper's Guide (HCD204)

The Helper's Guide, also included on the CD, supports group activities and group fun. This CD provides the helper with the background and information needed to introduce learners to the world of geospatial concepts, GPS, magnetic compass, maps and GIS. Activities include GPS Treasure Hunt, As the Ring Turns, Navigational Skillathon, I-M-A-G-E Bingo, Letterboxing, GPS Search & Rescue-Find Bubba! And much more!

Goats – Dairy

Grades 3-12

■ Getting Your Goat, Goat Level 1 – Project Activity Guide (GOAT1)



Whether youth own a dairy goat or are just curious about goats, these activities provide enjoyable, hand-on experiences to introduce them to goats. Selection, feeding, management, fitting, showing and responsible goat ownership are emphasized.

■ Stepping Out, Goat Level 2 – Project Activity Guide (GOAT2)

Youth with goats explore how to keep their goats healthy, feed them for maximum production, prepare for kidding, develop judging skills, milk goat properly and much more. Exciting activities for teams and individuals are included.

■ Showing the Way, Goat Level 3 – Youth Leadership Guide (GOAT3)

Experienced goat project youth will find these advanced activities challenging and fun as they delve into genetics, careers, national industry issues, diseases, biosecurity, body condition scoring, linear appraisal, breeding programs, pedigrees, dystocia, quality assurance and leadership opportunities.

■ Dairy Goat Helper's Guide (GBG246)

Helpers will appreciate this resource as they plan group meetings to get youth involved and excited to learn about goats. Youth will enjoy playing goat-related games, conducting skillathons, giving demonstrations, participating in showmanship contests and experiencing many other fun and educational group activities.

Additional Goat Project publication

"Goat Showmanship Manual" (GBG091) \$2, reference for showing goats.

Goats used for exhibits must be owned and managed by May 1 of the current 4-H year. Any animal born after May 1 must be progeny animals owned from date of their birth by the exhibitor.

Goats – Meat

Grades 3-12

■ Just Browsing, Level 1 (GOAT4)

Youth will do more than "Just Browsing." They'll learn goat breeds and selection, feeding and management, goat health, goat body parts, record keeping, meat goat and dairy conformation, show preparations and sportsmanship.

■ Get Growing With Meat Goats, Level 2 (GOAT5)

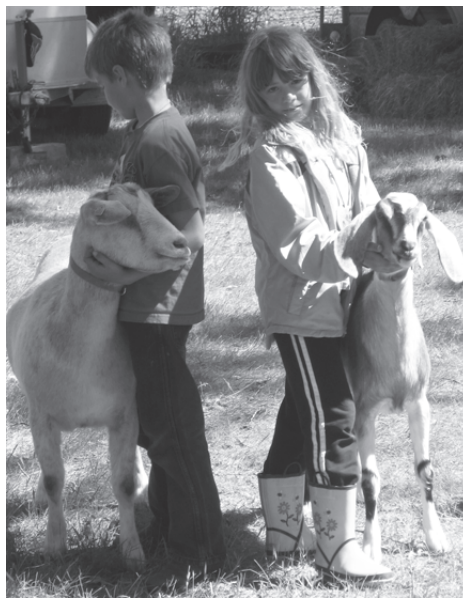
Youth actively explore goat diseases, identifying poisonous plants, determining body condition, water quality, goat predators, kidding, goat reproduction, the veterinary profession, selecting stock and showing meat goats.

■ Meating the Future, Level 3 (GOAT6)

Youth discover how to select breeding sires, balance a ration, prevent diseases, control internal and external parasites, practice bio-security, practice sound ethics, conduct a meat goat judging clinic, judge goats, give oral reasons and explore meat goat products.

■ Meat Goat Helper's Guide (GBG247)

This guide is packed with activities that involve the entire group. Youth enjoy planning a program, completing project records, developing a management



calendar, conducting a meat quality assurance program, participation in quiz bowls, skillathons and tours, giving a presentation and exploring goat related careers.

Health

Keeping Fit and Healthy

Grades 3-12

■ First Aid in Action, Level 1 – Project Activity Guide (HEAL1)

Youth practice first aid skills to treat cuts, scrapes, nosebleeds and bee stings. They learn how to respond to someone who is choking or has a broken bone; assemble a first aid kit; and interview members of the medical profession.

■ Staying Healthy, Level 2 – Project Activity Guide (HEAL2)

Youth use a self-assessment tool to identify personal talent areas – "smarts," explore hygiene, nutrition and physical activities, and share what they discover with a new appreciation of personal interests and talents.

■ Keeping Fit, Level 3 – Project Activity Guide (HEAL3)

Youth design their own personal fitness plan and track it using their own fitness file. Through interviews and personal experiences youth discover the benefits to being fit as they practice making decisions, managing themselves and speaking with others.

Home Environment

■ Arranging Flowers moved to Leisure Arts, page 16

■ Extras for Your Room (HOME1)

This is a home environment project aimed at youth ages 8 to 11. You will make simple furnishing or accessories to make the living spaces in your home pleasing and practical.

■ Design Decisions (HOME9)

Are you interested in decorating your bedroom or maybe another room in your home? Have you wondered where to begin? Or how to accomplish the look you really want? Design Decisions is a project that will take you step by step through the design process. You will learn how to use the design elements and principles, how to use resources wisely and how to take care of what you have. It is an ideal project for anyone ages 12 to 19.

What you can do in this project:

- Explore ways to make your house more "green" – from changing the kind of light bulbs you use to incorporating landscaping, solar systems or even wind energy
- Create a color scheme that matches your needs and personality
- Learn new painting techniques that will add some "wow" to your walls
- Design or select furniture, fabric and storage items for your room
- Accessorize a room – design or select unique items such as wall art, wall arrangements or lamps
- Learn about safety, the environment, career choices, entrepreneur ideas and ways to help the community from a design perspective

Suggested age: 12 to 19

For more ideas and information that will help you create the environment you want, check out the Design Decisions website at <http://4h.unl.edu/designdecisions/>.

The 4-H Web Page

Check out the North Dakota 4-H Web Page at www.ndsu.edu/4h

Look here for current news about 4-H programs, staff, and ideas for kids and volunteers.

The home page also tells about 4-H and what it offers to young people and adults.

Horse

Grades 3-12

Youth will develop life skills while exploring horse science. Units 1-3 are designed for use without owning a horse. Units 4-5 address riding skills.

■ Giddy Up & Go, Horse Unit 1, (HORS1)

Youth who may or may not have a horse or pony of their own but want to learn about horses will enjoy Giddy Up & Go. They will learn the basics of horse behavior, breeds, and safety around horses through a variety of activities, including teaching others.

■ Head, Heart & Hooves, Horse Unit 2, (HORS2)

Youth learn more about acquiring and raising a horse including selecting a horse, horse nutrition and care, equine teeth and bones, judging, including giving oral reasons and much more.

■ Stable Relationships, Horse Unit 3, (HORS3)

Youth explore horse reproduction, diseases and health care, pasture management, providing appropriate shelter and building a financial plan.

■ Riding the Range, Horse Unit 4, (HORS4)

Youth learn nine basic riding skills and 10 horsemanship skills, training techniques, trail riding and selection and use of tack.

■ Jumping to New Heights, Horse Unit 5 (HORSE5)

Youth learn more advanced riding skills, the Quarter System, horse showmanship, ethics and leadership.

■ Group Activity Helper's Guide (GBH254)

Get involved at group meetings using any of the 17 activities.

■ Horse: Colt to Maturity (HORS6)

This project is for those who own or have available a colt or filly to care for and train. This is a five-year progressive project beginning with a yearling colt. The project is designed to help you select a foal and train it to maturity. You must be 12 years old or older during the current project year to enroll. (Montana Publication)



■ Horse: Ranch Horse (HORS7)

This project is designed to enhance good ranchhands and develop good horsemanship skills. Ranch horses must be able to go through a gate, ground tie or hobble and stand while mounting or dismounting. The rider will learn how to efficiently care for livestock on the ranch. (Montana Publication)

Additional Horse Project Publications

North Dakota 4-H Horse Show and Judging Guide (GBH092) \$2.

"Horse Record" (GBH095) (Web) record for keeping information on a member's horse.

"Horse Judging Guide" (GBH646) \$2, reference for horse judging.

Horse videos available for checkout from your local office of the NDSU Extension Service (for description see North Dakota 4-H Web site)

- 4-H Horse Show Judges Practice (DVD)
- Coaching a Horse Judging Team
- Cow Sense: Give Your Horse a Hand
- Every Time . . . Every Ride
- Form to Function: Importance of Conformation
- Horsemanship – Fundamentals of Excellence, Part 1
- Horsemanship – Precision in Western Riding
- Hunt Seat Equitation
- Judges Training "How to be Fair"
- Judging Western Pleasure
- Livestock Safety for Kids
- Oral Reasons
- Safer Horsemanship
- Starting Colts: Ground Work

- Starting Colts: Under Saddle
- Team Penning
- Understanding the Bit
- Western Pleasure Riding
- You and Your Horse
- Youth and Their Horses – Learning the Basics

A 4-H member exhibiting in the state horsemanship show must have owned or had free access to the management of the horse being exhibited by May 1 of the current year.

Insects – Entomology

Insectaganza of Excitement (Entomology)

Grades 3-12

Youth explore the amazing world of insects and their arthropod relatives. They use hands-on activities to learn valuable life skills through insects found in the soil, on plants, in homes, on pets and in other secret places!

■ Creepy Crawlies, Level 1 Project Activity Guide (INSE1)

Youth learn to make an insect collection, where to look for insects and how to identify and classify insects.

■ What's Bugging You?, Level 2 Project Activity Guide (INSE2)

With activities like Bugs on Canvas, Designer Bugs, How Sweet It Is, Bobby Buggy Bumpers and Peek-A-Bug every experience is a new adventure. Youth develop communication skills, identify insects to order, design insects, complete an insect collection table, plan an insect collection trip, rear meal worms, explore insect legs and collect insects with an extractor.

■ Dragons, Houses and Other Flies, Level 3 Project Activity Guide (INSE3)

Youth keep an insect journal, determine the effect of food on mealworm larvae production, test ant food preferences, conduct honey bee learning experiments, organize an insect club, use an insect key, plan a butterfly garden, record insect observations, identify insect mouth types, rear mosquitoes and make a spider web display.

■ Insectaganza of Excitement Helper Guide (HBC212)

The Helper Guide provides practical tips, group activities and supplemental information.

Leathercraft

■ Introduction to Leathercraft, Unit 1 – Member Manual (LEAT1) \$2

This beginning project is aimed at youth in grades 3-9. You will learn to work with leather stamping tools and to finish leather.

■ Beginning Leather Carving, Unit 2 – Member Manual (LEAT2) \$2

This beginning project is aimed at youth in grades 3-9. You will learn to work with leather carving tools, a swivel knife and to punch holes for lacing.

Leadership Step Up To Leadership

Grades 3-12

Youth of all ages will share in the fun as they learn the dynamic process of leadership. Mentor guides include background information and interactive activities in relationship building, communication, group process, planning and organizing. All activities offer a cross-cultural perspective. The fun continues with an interactive web site to enhance and support learning.

■ My Leadership Workbook, Grade 3-5, (LEAD1)

Youth practice leadership through this action-packed workbook. From “putting themselves in someone else’s shoes” to “gathering up loose ends” and freezing a conflict,” youth actively learn about individual leadership skills.

■ My Leadership Journal, Grade 6-8, (LEAD2)

Continuing on the leadership journey, youth learn the importance of understanding themselves as a leader. Teamwork is emphasized as the youth walk the team-work tightrope and search for team talent. Youth are encouraged to keep a “journal” of their leadership journey.

■ My Leadership Portfolio, Grade 9-12, (LEAD3)

Older youth focus on “real life” leadership activities. Youth are encouraged to develop a portfolio of their leadership experiences. Through youth directed activities, individuals assume greater leadership responsibilities.

■ Leadership Mentor Guide 1, Grade K-5, (FF201)

This guide provides the mentor with ideas and suggestions for working with youth as they follow the activities in the Grades 3-5 Workbook or the K-2 activities. The K-2 activities are adult driven activities and therefore only available in this mentor guide. The purpose of K-2 activities is to help younger children think about leadership and how they can develop leadership skills in their daily lives. My Leadership Workbook activities are printed in the guide with additional mentor tips and suggestions.

■ Leadership Mentor Guide 2, Grade 6-12, (FF202)

My Leadership Journal and My Leadership Portfolio activities are printed in the guide with additional mentor tips and suggestions. This guide provides helpful background information on working with youth in leadership development. The mentors can learn more about their own leadership skills by using the leadership assessment tool.

Leisure Arts (Home or Expressive)

■ Arranging Flowers – Member Manual (HOME2) \$2

Basic information for youth in grades 3-12. You will learn basic principles of flower arrangement, care of fresh-cut flowers and arrangements, make a fresh floral corsage, to use alternate flower materials, and much more.



■ Arranging Flowers – Leader’s Guide (CD222)

■ Clay and Plaster (Ceramics) – Member Manual (LEIS1) \$2

This project is an introduction and outline for working with clay and plaster aimed at youth in grades 4-12. You will learn to make articles from clay and plaster for decorative or practical purposes. You can mold a lump of clay, work with a piece of premolded plasterware, and use paints, glazes or other finishes.

■ Glue Solution – Member Manual (LEIS0) \$2

This project is an introduction to glues and how they work. It is aimed at youth in grades 5-10. You will learn about glues and their properties, selecting a glue and glue safety.

■ Scrapbooking, Genealogy, and Family History (LEIS8) (Web)

This project is an introduction to create a scrapbook to record life’s memories. It is aimed at youth grades 3-12. Use the skills learned in this project to create a 4-H portfolio.

■ Latch Hooking and Macrame moved to Fiber Arts, page 11

Money Management Financial Champions

Grades 7-9

Youth learn about needs and wants, money personalities and values.



■ Money FUNdamentals, Level 1, Youth Activity Guide (MONE1)

Youth learn money management skills, including deciding whether to make a purchase, determining whether they can afford it, and living within a spending plan.

■ Money Moves, Level 2, Youth Activity Guide (MONE2)

Youth learn about wants and needs, values, goal-setting, communications, ways to use and save money, the benefits and drawbacks of credit, advertising influences, consumer decision making and how to select financial services.

■ Helper Guide (CC201)

Youth participate in group experiences and financial activities. An interactive web-based game reinforces the concepts learned in this curriculum.

Nature Trails

Nature Trails is an outdoor study program designed to help you experience your environment. It provides a wide range of activities so you may select those that fit your interests and resources.

■ Nature Trails, Unit 1 – Member Manual (NATU1) (Web)

This beginning project is designed for youth in grades 6-7. You will learn about autumn changes, waterfowl identification, firearm safety, feeding wild birds, managing land for wildlife, birds and bird nests, fish and fishing, amphibians and reptiles, water conservation, geology of North Dakota and much more.

■ Nature Trails, Unit 2 – Member Manual (NATU2) \$2

This intermediate project is designed for youth in grades 8-10. You will learn tree identification, growing trees from seed, bird migration, careers in natural resources, recycling, upland game birds, small mammals, wildlife tracks, life in a wetland, wild flowers, native grasses and much more.

■ Nature Trails, Unit 3 – Member Manual (NATU3) \$2

This advanced project is aimed at youth grades 11-12. You will learn about nature's decomposers, soils, introducing new species, furbearing mammals, furbearers with musk glands, big game animals, weeping watersheds, prairie potholes, aquatic plants, waterfowl nesting structures, attracting wildlife, developing a habitat plan, homes for birds and bats, trees, forest production and much more.

■ Nature Trails, Unit 1 – Leader's Guide (DD221)

■ Nature Trails, Unit 2 – Leader's Guide (DD222)

■ Needle Arts has been moved to Fiber Arts, page 11

Outdoor Adventures

Grades 3-12

Youth experience the fun and excitement of the outdoors as they explore the activities in the Outdoor Adventure Series. They progress from day hikes to overnight camping trips and finally to extended backpacking expeditions as they hike through the three activity guides and the Helper's Guide. Featured are experiences related to food, shelter, Leave No Trace ethics, safety, navigation, equipment and camp management.



■ Hiking Trails, Outdoor Adventures Unit 1, (OUTD1)

Youth learn shelter selection, Leave No Trace camping skills, outdoor cooking, and environmental awareness and appreciation.

■ Camping Adventures, Outdoor Adventures Unit 2, (OUTD2)

Youth experience planning and taking a day hiking trip. There are activities that include clothing needs, what to pack in a daypack, reading topographic maps and orienteering skills.

■ Backpacking Expeditions, Outdoor Adventures Unit 3, (OUTD3)

Through these activities youth focus on being on the trail for an extended period of time. They consider clothing needs, setting up tents, using backcountry stoves, basic nutritional needs, menu planning for multi-day hikes, and personal hygiene and basic first aid.

■ Group Activity Helper's Guide (DEA201)

This guide enables helpers to facilitate the teaching of the three levels of the Outdoor Adventures curriculum. Activities include risk management, the role of a leader, trip planning, health care planning, menu planning, "Leave No Trace" camping ethics, adapting programs to special needs populations and evaluation of programs.

Outdoor Skills

■ Outdoor Skills (OUTD4)

This project is designed to encourage members to explore skills developed through activities and opportunities provided by the natural environment of North Dakota.

Youth can learn about woodworking for wildlife and for leisure, waterfowl, wildlife and bird identification, making and designing outdoor clothing, making and using your own fishing tackle, equipment and fishing skills, outdoor cookery, learn safe and ethical shooting and hunting skills, outdoor survival, and other activities related to enjoying the outdoors in North Dakota.

Supplemental Outdoor Skill Lessons are available on the 4-H Web site under Outdoor Skills section.

Shooting Sports

4-H Shooting Sports is an active program that is attractive to youth and adult audiences. The curriculum is designed to assist young people in personal development, establish a personal environment ethic and explore life-long vocational and avocational activities. The program uses experiential learning and positive interactions with youth and adult role models to help young people develop self-concept, self-assurance and a positive self-image.

It is encouraged that each county have volunteers be certified and provide county-level activities for 4-H members. However, youth may sign up for the project and work independently using the member materials:

- Safe Shooters members manual (OUTD6) \$2
- Introduction to N.D. 4-H Shooting Sports program (OUTD5) \$2
- N.D. 4-H Shooting Sports Rifle Rules (DEB092) \$2

For more information, check out the 4-H Outdoor Skills Shooting Sports Web page or contact your county office of the NDSU Extension Service.



Pets

Grades 3-12

■ Pet Pals, Pets Level 1 - Project Activity Guide (PETS1)

Youth learn about pets through activities such as selecting a pet, identifying pet parts, pet art, handling pets, providing the right kind of housing and meeting the daily needs of pets.

■ Scurrying Ahead, Pets Level 2 - Project Activity Guide (PETS2)

Youth develop planning and decision making skills as they practice feeding and caring for their pets, observing pet behavior, exhibiting pets, debating pet sayings and creating a story about a pet.



■ Scaling the Heights, Pets Level 3 - Youth Leadership Guide (PETS3)

Through these activities youth explore genetics, pet issues, reproduction, caring for newborns, starting business and entering exciting careers.

■ Pet Helper's Guide (GBK267)

Project helpers will find many fun and engaging group games and activities to further expand the pet project experience for youth.

Photography



■ 4-H Focus on Photography - Level 1 (PHOT1) \$4

Youth will focus on equipment basics, taking sharper pictures, the concept of lighting and flash, photo composition approaches, sequencing and evaluating photographs.

■ 4-H Controlling the Image - Level 2 (PHOT2) \$4

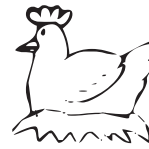
Youth will explore depth of field, aperture and shutter speeds, hard and soft lighting, silhouettes and flash techniques. Youth also will learn to evaluate composition using the Rule of Thirds, the Golden Triangle and the Golden Rectangle; use different view points; and understand positive and negative space. Additional topics include taking candid photos, adjusting shutter speeds, panning techniques and taking close-ups and panoramas.

■ 4-H Mastering Photography - Level 3 (PHOT3) \$4

In this third-level book, youth will understand the use of wide-angle and telephoto lenses, filters and special film, light meters, shooting photos with different light sources and the use of natural and artificial lighting for effect. Youth also will learn to shoot reflections, using framing and viewpoints, still life, formal and informal portraits, symmetry, patterns and texture, color composition, pictures with a purpose and much more.

Poultry

Grades 3-12



■ Scratching the Surface, Poultry Level 1 - Project Activity Guide (POUL1)

Youth participate in activities such as identifying poultry species and breeds, selecting poultry, feeding and handling, washing and showing poultry, exploring an egg and cooking eggs.

■ Testing Your Wings, Poultry Level 2 - Project Activity Guide (POUL2)

Youth select layers, keep their poultry healthy, identify pecking order in a flock, read a feed tag, explore retail products, identify poultry bones, grade carcasses, use the Standard of Perfection to evaluate poultry, make a budget and examine an egg using an egg candler.

■ Flocking Together, Poultry Level 3 - Youth Leadership Guide (POUL3)

Youth develop leadership skills by managing a flock, processing chickens, exploring careers, planning a judging clinic, conducting poultry games and discussing values and ethics.

■ Poultry Helper's Guide (GBC227)

Helpers learn to guide youth as they participate in 15 learn-by-doing group activities.

Additional Poultry Project publication

"Poultry Fitting and Showmanship Contest Outline" (GBC091) \$2 reference for displaying and showing poultry at an event or contest.

Secure poultry to be exhibited no later than June 1 of the current year from a hatchery licensed in North Dakota or Minnesota.

Rabbit

Grades 3-12

■ What's Hopping, Rabbit Level 1 - Project Activity Guide (RABB1)

Youth learn selection, handling, breeds, parts, management, equipment, feeding, health, breeding and kindling.

■ Making Tracks, Rabbit Level 2 - Project Activity Guide (RABB2)

Through activities, youth learn to select a rabbit, detect diseases, tattoo their rabbit, keep records, show rabbits, and judge rabbits, including giving oral reasons.

■ All Ears, Rabbit Level 3 - Youth Leadership Guide (RABB3)

Advanced youth fully explore rabbit management practices through breeding genetics, culling, designing a rabbitry, marketing rabbits, preventing diseases and registering a rabbit.

■ Rabbit Helper's Guide (GBI257)

Fifteen exciting rabbit group activities make group learning fun and educational.

Robotics

Exploring 4-H Robotics

This robotics curriculum using the LEGO Mindstorms RCX product is an ideal way to introduce science, math, engineering and technology skills while teaching life skills to youth ages 9-13. By using the activity guides and the online resources, youth learn to build and program a robot to perform increasingly difficult tasks. When completed, youth will be ready to join the FIRST LEGO League annual national competition.



■ Robotics EXPLORER (ROBO1)

Programming concepts are introduced using the RoboLab language. Youth learn what a robot is, how to build one and how to program the robot to use sensors to interact with its environment. Working collaboratively as members of a team, they make decisions and organize information to complete the 14 activities. Available on-line at www.4-hcurriculum.org/robotics.aspx.

■ Robotics PROBE (ROBO2)

More advanced topics in both programming and mechanics take shape in this second level book. Youth advance their programming techniques, use subroutines and variables to achieve more precise movements for their robots and build their own custom functions. Youth practice and develop creative thinking, decision-making and leadership skills. Available on-line at www.4-hcurriculum.org/robotic.aspx

■ Helper's Guide – Robotics COACH (HCF201)

Robotics Coach is designed to provide helpers with additional group activities related to the life skills and robotics skills introduced in the youth guides. This guide provides the helper with activities to build teamwork and effective communication skills while expanding the youth's knowledge of robotics. Available in hard copy (36 pages) or online at www.4-hcurriculum.org/robotics.aspx.

Sheep

Grades 3-12

■ Lambs, Rams and You, Sheep Level 1 – Project Activity Guide (SHEE1)

Youth who own sheep or are just curious about them will learn about sheep parts, breeds and how to care for sheep through hands-on experiences.

■ Shear Delight, Sheep Level 2 – Project Activity Guide (SHEE2)

Youth with sheep will explore how to keep their sheep healthy, feed them for optimal production, prepare for lambing, develop judging skills, develop a business plan and explore genetics, careers and national industry issues.

■ Leading the Flock, Sheep Level 3 – Youth Leadership Guide (SHEE3)

Experienced sheep project youth will find these advanced activities challenging and fun as they develop leadership and teaching skills, develop a business plan and explore genetics, career and national industry issues.

■ Sheep Helper's Guide (GBJ262)

Helpers will look forward to conducting project meetings that get youth involved and excited about learning. Youth will enjoy playing sheep word games, conducting skillathons, participating in showmanship contests and experiencing many other fun and educational group activities.

Additional Sheep Project publications

"Live Animal Evaluation Manual (GB090) \$2, reference for evaluation of a live animal and preparing for livestock judging activities.

"4-H Showmanship Manual" (GB092) \$2, reference for preparing sheep for show.

"4-H Sheep or Beef Breeding Record" (GB095) (Web) record for keeping information on sheep raised for breeding.

"Market Animal Project Record" (GB096) (Web) record for keeping information on sheep raised for market.

"4-H Sheep Breeding Project Lifetime Record" (GBJ095) (Web) individual record for keeping information on a breeding ewe.

Sheep used for exhibits must be secured by May 1 of the current year. Any animal born after May 1 must be progeny animals owned from the date of their birth by the exhibitor.

Small Engines

Grades 3-12

Lawn mowers, snow blowers, personal water-craft, go carts, model airplanes and ATVs are just a few of the literally hundreds of machines powered by small engines. With over 60 fun activities, the Start Your Engines curriculum helps youth understand how small engines work and how to keep them working.

■ Crank It Up! Small Engines, Level 1 – Youth Activity Guide (SMAL1)

Youth focus on basic small engine knowledge, study external engine parts, discover tools of the trade and learn about the concepts behind what makes small engines work. They explore the uses of small engines and safety issues.

■ Warm It Up! Small Engines, Level 2 – Youth Activity Guide (SMAL2)

Youth explore the internal parts of engines, learn about engine sizes, compression ratios, seasoning their engines and safety issues. Youth also learn about occupational possibilities and about starting their own business.

■ Tune It Up! Small Engines, Level 3 – Youth Activity Guide (SMAL3)

Youth tear down and rebuild an engine, use diagnostic tools, research rules and regulations about using small engine machines and select replacement engines.

■ Small Engines Helper's Guide (HCG256)

The Helper's Guide includes group activities, helpful hints for each activity in the three youth guides and additional small engine project meeting ideas.

Swine

Grades 3-12

Youth will go "hog wild" over these swine activity guides. The Swine Facts section in each activity is filled with subject matter for those who want to know more.



■ The Incredible Pig, Swine Unit 1, (SWIN1)

Naming breeds, learning body parts, judging market hogs, exploring a digestive system, examining a healthy pig, identifying pork cuts, practicing fitting and showing are just a few of the activities for youth.

■ Putting the Oink in Pig, Swine Unit 2, (SWIN2)

Exciting challenges for youth include managing baby pigs, balancing a ration, exploring swine diseases, preparing pork, discovering swine careers and packing a show box.

■ Going Whole Hog, Swine Unit 3, (SWIN3)

Advanced youth plan a breeding system, judge breeding gilts, design a swine operation, complete a job application plus many more activities.

■ Group Activity Helper's Guide, (GBL272)

Group activities such as quiz bowls, skillathons, glossary games, swine pyramid, exploring a meat counter and understanding quality assurance keep youth involved.

Additional Swine Project publications

"Live Animal Evaluation Manual" (GB091) \$2, reference for learning about evaluation of a live animal and preparing for livestock judging activities and teams.

"4-H Showmanship Manual" (GB092) \$2, reference for preparing swine for show.

"4-H Market Animal Project Record" (GB096) (Web), record for keeping information on swine raised for market.

"North Dakota 4-H Swine Breeding Project Record" (GBL095) (Web), record for swine raised for breeding.

Swine used for exhibit must be owned and managed by May 1 of the current year. Any animal born after May 1, must be progeny animals owned from date of their birth by the exhibitor.

Biological Sciences Veterinary Science

Grades 3-12

The Veterinary Science project is designed to help you better understand animals. Veterinary science goes beyond dealing with just the animal. It involves the protection of human welfare by applying the arts and science of medicine to animals. The improvement of animal health safeguards our food supply. Inspection of meat and poultry, along with the care of all food and pet animals, controls diseases which already affect mankind.

■ From Airedales to Zebras, Vet Science Unit 1, (VETS1)

Youth learn about the normal animal, basic anatomy and systems, elementary principles of disease and careers with animals.

■ All Systems Go, Vet Science Unit 2, (VETS2)

Youth examine health and disease topics, normal and abnormal conditions in animals, and veterinary careers.

■ On the Cutting Edge, Vet Science Unit 3, (VETS3)

Youth participate in deeper investigations of normal and abnormal systems, preparation for college and exploration of the diversity of the veterinary profession.



■ Group Activity Helper's Guide, (HBI211)

These supplemental materials provide helpers with activities to facilitate learning for various ages of youth. Numerous group activities help youth develop essential life skills as they pursue their interest in veterinary medicine.

Welding

■ Arcs and Sparks – Member Manual (WELD1) \$4



This beginning welding project is aimed at youth in grades 7-12. You will learn to join metals, about welding equipment and electrodes, to strike the arc and run flat beads, to cut, make butt lap and fillet welds, to solder and much more. (Ohio publication)

■ Arc Welding, Unit 2 – Member Manual (WELD2) \$2

This advanced welding project is aimed at youth in grades 8-12. You will learn to weld in the horizontal, vertical and over-head positions, weld high carbon spring steel and alloy steel and much more.

Wildlife

■ Wildlife, Level A – Member Manual (DDC121) \$4

Introduces youth to 12 animal species and encourages them to explore basic animal concepts by studying information about the featured species. Grades 3-4.

■ Wildlife, Level B – Member Manual (DDC122) \$4

Basic wildlife concepts are introduced. Youth are challenged to observe differences between species. Grades 5-6.

■ Wildlife, Level C – Member Manual (DDC123) \$4

Advanced wildlife concepts and topics are introduced and discussed. Youth are encouraged to understand these concepts by completing inquiry-based activities.

■ Wildlife, Level D – Member Manual (DDC124) \$4

Youth are encouraged to locate their own resources (using books, Internet, etc.) to learn all they can about wildlife as they move into the adult world. Some guidance is given to help them explore wildlife management, careers, and current wildlife topics.

Supplemental Wildlife Publications

- Wildlife Conservation 1, The Worth of Wild Roots, by Ron Johnson, Ph.D., University of Nebraska Extension. (2009) Order online at <http://4hcurriculum.unl.edu/wildlifeconservation.html>.
- Wildlife Conservation 2, Living Wild in an Ecosystem, Ron Johnson, Ph.D., University of Nebraska Extension. Order online at <http://4hcurriculum.unl.edu/wildlifeconservation.html>.
- Wildlife Conservation 3, Managing in a World with You and Me, by Ron Johnson, Ph.D., University of Nebraska Extension. (2009) Order online at <http://4hcurriculum.unl.edu/wildlifeconservation.html>.
- Amphibians & You: A Look at the Amphibian Crisis Leader's Guide. Order online at <http://4hcurriculum.unl.edu/catalog/environmental/amphibians-leadersguide.html>.
- Amphibians & You: A Look at the Amphibian Crisis Student Journal. (2009) Order online at <http://4hcurriculum.unl.edu/catalog/environmental/amphibian.html>.
- Leapfrogging Through Wetlands, Nature Activity Book, by Margaret Anderson, Nancy Field and Karen Stephenson. (2005) For ages 5 to 9. Order online at www.amazon.com, www.acornnaturalist.com or www.journeyk12.com.

The 4-H Web Page

Check out the North Dakota 4-H Web Page at www.ndsu.edu/4h

Look here for current news about 4-H programs, staff, and ideas for kids and volunteers.

The home page also tells about 4-H and what it offers to young people and adults.

Wind Energy

The activities in The Power of the Wind involve young people in the engineering design process as they learn about the wind and its uses. Youth design, create, build and test a wind-powered device. The device must solve a problem and requires the designer to balance options and constraints. The youth learn about transfer of energy and using machines to make work easier and they explore properties of electromagnetism while using wind power.

■ The Power of the Wind Youth Guide (WIND1) Grades 6-8

The Power of the Wind activities involve young people in the engineering design process as they learn about the wind and its uses.

■ The Power of the Wind Facilitator Guide (DC201)

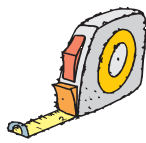
This guide provides the facilitator with challenge (problem), investigation and exploration activities to help youth broaden their understanding of engineering design through wind power.

Woodworking (Constructing with Wood) Woodworking Wonders Grades 3-12

Youth create and construct using wood and woodworking tools. From the basics of a tape measure and hammer to advanced equipment like routers and table saws, there's something for everyone. Youth develop life skills like decision-making, planning, organization and problem solving while making fun and useful items.

■ Measuring Up, Woodworking Wonders, Level 1 Project Activity Guide (WOOD1) Grades 3-4

Youth will develop the basic skills that woodworkers use such as measuring, squaring and cutting a board, driving nails, and using clamps and screws. The final project may be a picture frame, a letter holder, a box or an airplane.



■ Making the Cut, Woodworking Wonders, Level 2 Project Activity Guide (WOOD2) Grades 4-6

More experienced youth who have used basic hand tools, will measure, cut, sand, drill, use advanced hand and power tools, apply paint and use bolts and staples. Woodworking project choices include building a sawhorse, birdhouse, toolbox or stool.

■ Nailing It Together, Woodworking Wonders, Level 3 Project Activity Guide (WOOD3) Grades 7-9

Youth who are competent with hand tools and have used power tools practice measuring angles, cutting dado and rabbet joints; use a circular saw, a table saw and a radial arm saw; smooth lumber with a hand planer and sand and stain wood.

■ Finishing Up, Woodworking Wonders, Level 4 Project Activity Guide (WOOD4) Grades 10-12

Youth who are wood craftsmen and competent with a table saw, radial arm saw, drill press and jig saw, move up to using a router, portable planer and jointer; making a blind mortise and tenon joint; making dovetail joints; and experimenting with adhesives and various chemical wood strippers.

■ Woodworking Wonders Helper Guide (HCH265)

This guide provides the helper with a variety of group activities that help youth broaden their understanding of the basic woodworking concepts. Each chapter contains ideas to reinforce a life skill. For example, chapter three has a variety of games that youth can play which promote communication.

Additional Woodworking publication

"Supplemental Woodworking Project Plans" (HCH099) \$2. Plans for several woodworking items.

Cloverbud/Exploring 4-H

(Program description on page 2)

■ Cloverbud, Leader Resource (FD240)

Lessons and Leader Guide contains information for volunteers working with youth in the general "Cloverbud" program. Includes 33 activities.

■ Cloverbud Member Book (FD040)

Youth record their participation in the general program (order 1 per member).

■ Cloverbud Button (FD090)

■ Exploring the Treasures of 4-H Youth Activity Guide (EXPL1)

Grades 2-4

This youth activity guide provides a "treasure hunt" for youth to explore the joys of 4-H by discovering their interests, potential 4-H projects and finding 4-H where they live with the guidance of parents or other adult helpers. (Use with older age Cloverbuds)

■ Treasures of 4-H Helper's Guide (FD201)

This activity-packed guide is designed for teachers, volunteer leaders and other educators. The activities help groups of youth explore the many treasures of 4-H. Activities are organized into eight categories linked to national education standards with suggestions provided for continued study in related 4-H projects.

■ Aerospace (see page 3)

Flight Crew, Aerospace (L-12) Helper's Guide (HCA231) (4HCCS) Leader Resource Stage 1 – Pre Flight Aerospace (K-2) Youth Activity Guide (AERO1) (4-HCCS)

■ Exploring Farm Animals (GB201) (see page 23)

(K-3) Helper's Guide (4HCCS)

■ Bicycle (see page 6)

K-2, Unit 1 (4HCCS)

Group Projects

A Palette of Fun with Art and Crafts (Grades K-6) (BC201 and BC202)

Focus on teaching the principles of art and developing skills for a lifetime. Youth learn art through cutting and pasting, painting, sculpting, drawing, printing and more. Enhance each art experience using the suggestions on the “Palette” at the beginning of each unit and sharing the “Art-i-facts.” The “Family Adventure” pages can be sent home to further the children’s arts and crafts experiences.

Acres of Adventure (Grades 3-5) (GA201 and GA202)

This after-school agriculture program contains 40 hands-on lessons developed in cooperation with curriculum specialists from the National Consortium of State Agriculture in the Classroom programs, Extension 4-H professionals and experts from the field of child-care education. Designed for grade three to five audiences, this curriculum has two units that develop the understanding, appreciation and application of science through a variety of agriculturally-based activities.

Down to Earth – Classroom Gardening (Grades 6-8) (GCC201)

Down to Earth is a self-contained, gardening-oriented science curriculum. Working in small teams, youth are encouraged to make decisions like scientists as they plant and harvest their gardens. Youth get the basics of botany, the gist of gardening, the essentials of ecology and much more. This award-winning activity guide is an excellent resource for school enrichment programs, organized 4-H clubs and school-age child-care programs.

Healthy North Dakota 4-H Clubs

To receive the Healthy North Dakota 4-H Club designation, clubs are required to incorporate at least one health, nutrition, food safety or physical activity into a minimum of six regular meetings during the year. 4-H clubs interested in participating in the North Dakota Healthy 4-H Club program should contact their local Extension office.



“Eat Smart. Play Hard.”

Part of the Healthy North Dakota 4-H Club project is a statewide campaign that emphasizes the importance of making healthy food choices, getting regular exercise and families eating together. The NDSU Extension Service and Bison Athletics teamed up to launch the initiative in 2005.

Club members receive recognition certificates and Eat Smart. Play Hard. memo boards. The NDSU Extension Service developed the memo boards with funding from the following sponsors: North Dakota Wheat Commission, Northharvest Bean Growers, North Dakota School Nutrition Association, North Dakota Nutrition Council, Midwest Dairy Association, North Dakota Beef Commission, North Dakota Dietetic Association and North Dakota Department of Public Instruction Child Nutrition and Food Distribution.

Family Mealtime Challenge

The goal of the Family Mealtime Challenge is to encourage families to eat with all members of their immediate family present five times per week for a month (four weeks).

Walk North Dakota for Healthy North Dakota 4-H Clubs

4-H members and leaders involved in the Healthy North Dakota 4-H Clubs are invited to participate in the WALK North Dakota challenge – free of charge! Please register online at www.walknd.com/healthy4_hclubs.htm and submit your steps every two weeks.

Exploring Farm Animals (Grades K-3) (GB201)

This program provides learn-by-doing activities that explore horses, goats, rabbits, pets, beef cattle, pigs, poultry and dairy cattle. Youth learn the care and feeding of farm animals, how to be safe around animals and identify species, products, terms and animal body parts. Worksheets and games are included.

Exploring the Treasures of 4-H (Grades 2-4) (EXPL1/FD201) (4HCCS) (see page 22)

Reading Makes Cents (Grades 3-5) (FH301)

This is a financial literacy and reading curriculum. It includes 53 experiential activities developed around money, including saving, spending, sharing, earning, borrowing and lending. It also can be used in day camps, schools or with other special-interest groups of youth.

Science Discovery Series (Grades 3-6) (D201 and D202)

Youth in grades three to five develop science skills as they explore whales, rocks and minerals, water quality, trees and recycling in unit one. In unit two, for grades four to six, youth discover oceanography, spiders, weather, trees and astronomy. Lesson plans include background information, a lesson outline, life skill objectives and evaluation instruments.

Member Resources

The following materials are designed to help members in becoming acquainted with the North Dakota 4-H Program, selecting a project and recording accomplishments achieved through their 4-H careers.

■ Complete Record Set (Grades 3-5)

Includes the following:

“North Dakota 4-H Complete Record Set for 8 to 10 Year Olds Coversheet” (PA094) (Web).

“Planning My 4-H Project Adventure” (PA093) (Web) – Support piece to be used by youth to plan and evaluate their project. Each youth completes one sheet each year.

“My 4-H Program Book” (PA092) (Web) – Place for members to copy their meeting responsibilities planned for the year.

■ Complete Record Set (Grades 6-12)

Includes the following:

“North Dakota 4-H Complete Record Set for 11-18 Year Olds Coversheet” (PA097) (Web).

North Dakota Plan of Action (PA096) – Youth’s overall goals for the year and record of accomplishments. Each youth completes one record each year.

North Dakota 4-H Project Plan (PA095) – Use one sheet to plan and evaluate each project.

“My 4-H Program Book” (PA092) – Youth record their meeting responsibilities for the year.

■ “North Dakota 4-H Participation Summary” (PA098) (Web)

To be used by youth to summarize accomplishments for the year. *(optional)*

■ “Guide for the 4-H Helper” (PA200) (Web)

Guide to be used by the youth when they need to find a helper to assist them with a project. Same information is included in leader/helper guides published by the 4-H Cooperative Curriculum System.

Trunks

Educational trunks are available for checkout free of charge. Contact your local Extension office to request a trunk.

Educational Trunks

Trunks available for checkout at NDSU Ag Communication

Agriculture

- Healthy Soils Trunk

Outdoor Skills

- Camouflage Box Trunk
- Bird Study Trunk
- Deer Aging Trunk
- Dutch Oven Cooking Trunk
- In-line Spinners Trunk
- Maple Sugar Candy Making Trunk
- Outdoor Cooking Trunk
- Raptors (Hawks and Owls)
- Under Water World (Macro invertebrate)
- Upland Game Bird Identification Trunk
- Waterfowl Identification Trunk
- Whistling Dakota Style
- Wildlife Call Trunk
- Wildlife Tracks

Trunk available for checkout at Benson County

- Fly Fishing Educational Trunk

Trunk available for checkout at Burleigh County

- Outdoor Survival Skills Educational Trunk

Trunk available for checkout at Morton County

- Bird Watching Trunk

Science and Technology Education Trunks

Trunks available for checkout at NDSU Ag Communication

- Advanced Engine Trunk
- Astronomy Trunk
- Chemical Energy Trunk
- Digital Camera Trunk 1
- Electronic Snap Kits
- Energy in Motion
- Geocaching Trunk
- GPS – Garmin eTrex Legend
- Heat & Heating Trunk
- Lawn and Garden Equipment Learning Laboratory Kit
- Lego Crazy Action Contraption
- Lego Trunk
- Light & Lighting Trunk
- Orienteering Trunk
- Pop Bottle Rocket Trunk
- Professor Franklin’s Photo T-shirt Program
- Science of Energy
- Weather Trunk

Trunks available for checkout at Morton County

- Digital Camera Trunk 2
- Garmin eTrex GPS Trunk
- Garmin eTrex Legend GPS Trunk 2
- Geocaching
- Lego – Control Lab Starter Kit
- Lego – Simple and Motorized Machines
- Lego – Cities and Transportation Construction Set
- Lego Crazy Action Contraption
- Orienteering Trunk
- Pop Bottle Rocket Trunk

Animal and Plant Science Trunks

Trunks available for checkout at NDSU Ag Communication

- Beef Learning Laboratory Kit
- Dairy Learning Laboratory Kit
- Dog Learning Laboratory Kit
- Goat Learning Laboratory Kit
- Horse Learning Laboratory Kit
- Plant Identification Learning Laboratory Kit
- Poultry Learning Laboratory Kit
- Rabbit Learning Laboratory Kit
- Sheep Learning Laboratory Kit
- Swine Learning Laboratory Kit

Trunks available for checkout at Morton County

- Beef Learning Laboratory Kit
- Horse Learning Laboratory Kit
- Sheep Learning Laboratory Kit
- Swine Learning Laboratory Kit

Expressive Arts Trunks

Trunks available for checkout at NDSU Ag Communication

- Advanced Leathercraft Trunk
- Scrapbooking Trunk
- Quilting for Fun

Trunks available for checkout at Morton County

- Scrapbooking Trunk 2
- Quilting for Fun

Nutrition and Wellness Trunks

Trunk available for checkout at NDSU Ag Communication

- Eat Smart! Play Hard! Trunk 1

Trunk available for checkout at Morton County

- Eat Smart! Play Hard! Trunk 2

Understanding 4-H Member Recognition in North Dakota

Recognition is an important part of 4-H. Recognition helps to motivate you. It can encourage you and increase your interest in learning. This section provides some basic questions about the various levels of member recognition used in the North Dakota 4-H program.

4-H identifies five levels of recognition to meet the diverse needs and interests of today's youth.



Level 1: Member Participation

Q. Can members be recognized simply for being active in their project and club?

A. Yes you can. 4-Hers who regularly attend club meetings, take part in club and project events, provide demonstrations or other communication arts involvement, community service and the like may receive a ribbon, certificate or other recognition for your participation. Cloverbuds receive a button for participation. Other appropriate recognition may be given to youth for participating in an educational experience.

Level 2: Achievement of Goals

Q. Can you be recognized for making progress toward self-set goals?

A. In most projects you can plan goals for what you want to accomplish. Recognition can be provided for youth who make progress toward self-set goals, gain experience in goal setting, and realistic assessment.

Level 3: Achievement of Standards

Q. How do youth prepare themselves if they plan to participate in county level judging, such as fairs or achievement days?

A. County level judging in events such as fairs or communication arts assesses

the "quality" of each individual's project or other performance. For example, a youth who planned several things to accomplish within a project and completed those well, would receive a higher evaluation or ribbon placing than a member who planned and completed several areas poorly. Typically, ribbons are awarded to reflect member achievement.

Most county exhibit and project judging is done in an interview situation where youth bring their project manual with the completed project planning section as well as a project exhibit. Exhibit items might include such things as a poster or something that you made or produced. This evidence will guide the judge in assessing "how well" you completed what you planned. Working to achieve predetermined standards gives young people a set of criteria for their learning experiences against which they can assess their progress and gain insights into their own interests, efforts and abilities.

Level 4: Competing Against Others

Q. How is this level different from the previous levels?

A. This level focuses on comparing individual performances. This means being assessed against standards of excellence while compared against the achievements of others. For example, completing a floor pillow to meet all the standards may not be enough. Additional comparison of quality of the finished product is made among all pillows that met all the standards for consideration as a "champion." Typically trophies, rosettes and other special honors are awarded to "winners" at this level. Peer competition identifies the best individual or team in a designated competition.

Q. Where does this level of recognition occur?

A. This level of recognition occurs at extension county or district wide judging. It is also provided through



state events. Additional opportunities for recognition at this level are provided through opportunities to participate in national programs and events. This includes state 4-H scholarships, events and award trips.

Level 5: Cooperation with Others

Q. Can youth be recognized for cooperating with others?

A. Yes. When a group works together the total group is recognized for their accomplishments. Cooperation helps young people learn and work cooperatively to prepare for living in today's interdependent, global society.

Saying Thank You

Many 4-H members will receive medals, certificates, scholarships, trips and other awards in recognition of efforts put forth in the 4-H program. Among the many lessons to be learned from receiving awards is the importance of saying "thank you."

Without thank you's from the award winners, many of the donors would decide 4-Hers are ungrateful for their award. If we don't have donors, we won't have awards. Please be sure to thank your sponsor or donors and others who helped you to achieve your award.

The North Dakota 4-H Foundation: Supporting Youth Across Our State

The North Dakota 4-H Foundation financially supports state and local 4-H programs that provide opportunities for youth to develop leadership, citizenship and life skills.

The foundation is a charitable 501(c)3 organization with a governing board and a development director. It is our choice to invest in North Dakota's future by helping fund and build programs that benefit our youth and the adult volunteers who assist them.

Today's 4-H is built on the same basic principles and continues to offer traditional programs in subjects such as livestock judging, crops and communication arts. However, to ensure that 4-H remains a modern, vibrant, relevant organization that responds to current and future needs, it also offers programs in areas including aerospace, geospatial science, energy, robotics, natural resources/environmental education and youth citizenship.

4-H programs provide the young people involved with hands-on, experiential training and the opportunity to develop skills that will serve them all their lives. Directed by high-quality staff and dedicated volunteer leadership, these programs enable the future leaders of our state to participate in youth development programs designed to create opportunities at the county, state, national and international levels.

The foundation also provides financial assistance for youth to participate in programs and funds scholarships, recognition trips to the National 4-H Conference and National 4-H Congress, judging experiences, and volunteer training and materials.

The foundation depends on gifts and grants from corporations, organizations, individuals and families to help provide these programs to the young people

of North Dakota. We welcome your participation in this important effort.

The foundation board, a group of dedicated adults and youth from across the state, is committed to ensuring that each gift received is used efficiently and effectively. The careful stewardship of these gifts is a priority.

To invest in North Dakota's future and help 4-H continue "growing great leaders," please contact us at:



North Dakota 4-H Foundation Inc.
 NDSU Dept. 7280
 P.O. Box 6050
 Fargo, ND 58108-6050
 Phone: (701) 231-8569
 Fax: (701) 231-7068
 E-mail: ndsu.4hfoundation@ndsu.edu
 Internet: www.ndsu.edu/4hfoundation

Opportunities and Awards for 4-H Members in 2010-2011

(Availability and deadlines vary. See your county Extension office for details.)

1. Participation in County Events and Programs

Activity	Description
Project and activity achievement	Award medals
Overall achievement	Special awards
Project achievement	Fair and achievement day ribbons
General achievement	Key club pins
Participation	Membership cards and pins
Participation and achievement	Recognition certificates
Achievement	Recognition pins
Participation	Volunteer leader pins
Participation	Volunteer identification cards

County and County 4-H Council-sponsored awards vary from county to county. Counties may purchase ribbons, gifts, trophies, T-shirts, etc. locally or from the National 4-H Supply Service. The Source Book (catalogue) is mailed to county offices annually.

Communication Arts

Learn to improve your communication skills! Participate in your club and county communication arts program by giving a commercial, a short take, a broadcast, a speech, a demonstration, an illustrated talk, a dramatic presentation or an interpretive reading.

County Achievement Days or Fairs

Most counties hold an achievement day or fair. Interview judging is generally used for evaluating a member's project and completed items for exhibit.

2. Participation in Area and State Events

Aerospace Camp

The Aerospace Camp is a two-day program at the UND Aerospace Center in Grand Forks. Highlights include hands-on opportunities to use flight and air traffic control simulators, touring the Grand Forks International Airport, and learning more about careers in aerospace.

4-H Extension Youth Conference

Join Teens from across the state at the North Dakota 4-H Extension Youth Conference! Held during the third week in June at North Dakota State University, conference provides a chance to meet people, make new friends, have fun, and learn about things that are important to YOU! Conference is open to anyone who has completed 7th grade.

North Dakota Winter Show

The North Dakota Winter Show is held in early March in Valley City. The Winter Show provides opportunities for 4-H members to exhibit crop and animal project work in various 4-H and open class divisions. It is also host to the state 4-H Livestock and Crops Judging contests.

North Dakota State Fair

The North Dakota State Fair is held in Minot in July. The 4-H division includes: Clothing Revue, Project Expo, Livestock Shows, Horse Show, Rabbit and Poultry Show, and the Consumer Choices Contest. Static exhibits qualify to be entered at the state fair by placing in the blue ribbon or other comparable honorable mention group at a fair or achievement day conducted, under the supervision of the NDSU Extension Service county office.

Western 4-H Camp

An outdoor experience camp near Washburn offers numerous opportunities for youth of all ages. Camp operates on a “learn by doing” philosophy and specializes in the following areas: Livestock, Tractor Safety, Horsemanship, Science & Technology, Outdoor Skills, and general camping.

3. Opportunities for Individuals

North Dakota 4-H Ambassadors

Being an Ambassador can be fun and provide an opportunity for leadership growth. Ambassadors age 16-22 as of Sept. 1 are selected through an application, screening and interview process either in January or at the North Dakota 4-H Extension Youth Conference in June.

4. 4-H Contests

Team	Location	Time of Year	First Place State Team
Crops Judging	N.D. Winter Show, Valley City	March	Self designated trip
Consumer Choices	N.D. State Fair, Minot	July	Participation in national event in Denver, Colo.
Dairy Judging	New Salem area	June	Participation in national event in Madison, Wis.
Hippology	NDSU	April	Participation in national event in Denver, Colo.
Horse Judging	NDSU	April	Participation in national event in Denver, Colo.
Land Judging	varies	Aug.	Participation in national event in Oklahoma
Livestock Judging	N.D. Winter Show, Valley City	March	Participation in national event in Louisville, Mo. – 1st place team Denver, Colo. – 2nd place team
Range Judging	varies	Sept.	Participation in national event in Oklahoma
State Shooting Sports Tournament	Bismarck	Aug.	Participation in national event in Nebraska (pending)

4. Participation in National Events

All applications must be postmarked or delivered to the Center for 4-H Youth Development by August 1 of the current 4-H year, except CWF.

Citizenship Washington Focus (CWF)

Spend a week in Washington, D.C. See the sights and learn about our government in action. CWF is held in June or July for youth age 15-19 and open to any youth who apply. The cost is approximately \$1,500.

National 4-H Conference

National 4-H Conference is a week long program held at the National 4-H Center, near Washington, D.C. Its two purposes are 1) to involve youth with program development 2) to strengthen and continue development of 4-H public relations programs. The program also provides opportunities to make new friends and see sites in our nation’s capitol.

National 4-H Congress

National 4-H Congress is held in November-December in Atlanta, Georgia. The program provides opportunities for education, cultural enrichment and service learning.

5. North Dakota 4-H Foundation Scholarships (Statewide Competition)

All scholarship application forms are due in the North Dakota Center for 4-H Youth Development on March 1 of the current 4-H year. The scholarship award forms are available on the North Dakota 4-H Web site.

Eleanor R. Schulz Memorial Scholarship – \$300, given to a 4-H member or former member and first year student at NDSU.

North Dakota 4-H Foundation Scholarship in honor of John Norgaard and Erwin Klusmann – \$350 given to a present or former 4-H member.

Rosevold Memorial Scholarship – \$400, given to a 4-H member or former member enrolled in a N.D. post secondary school in the fall of the current year.

Jerome Striegel Memorial Scholarship – \$150 given to a youth selected as an alternate to National 4-H Congress or National 4-H Conference.

Farm and Ranch Guide – \$250, given to current or former 4-H member entering a N.D. university or college as a freshman. Selection based on academic potential and 4-H participation.

William Bloom Scholarship (Stark County only) – one \$100 scholarship. Contact the Stark County Extension office for details.

John DeKrey Jr. and Hannah DeKrey Award – one \$500 scholarship, given to a current or former North Dakota 4-H member entering a North Dakota university or college as a freshman. Preference given to applicants from Kidder County.

John D. Paulson Memorial Award – two \$1,000 awards given to students who have been involved in 4-H in Walsh County. Applicants may pursue their education at a vocational school,

technical school, college or university. One of the awards will show preference to first-year students.

Steve E. and Mary M. Tuhy Scholarship – one \$500 scholarship to a current or former North Dakota 4-H member entering or continuing education at a North Dakota vocational school, technical school, college or university. Preference is given to applicants in the following order: McHenry, Cass, Dunn, Stark, Mercer and Ward counties. 4-H members who already received a scholarship through the North Dakota 4-H Foundation are not eligible for this scholarship.

Kelci Jo Willson Memorial Award – \$300 scholarship will be awarded to a current or former North Dakota 4-H member who is entering or continuing their education at a vocational school, technical school, college or university.



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www.CharacterCounts.org

A 4-Her of Character

North Dakota supports the character counts six pillars of character.

- 1. TRUSTWORTHINESS – includes honesty, promise keeping and loyalty.**
 - plans and completes goals
 - adheres to enrollment and entry deadlines
 - develops project exhibits that show originality and creativity

- 2. RESPECT – includes courtesy and proper treatment of people and things.**

- listens and follows advice of leaders
- helps others in the project and gives positive feedback (encouragement)
- pursues victory with honor

- 3. RESPONSIBILITY – includes the pursuit of excellence, accountability and perseverance.**

- observes enrollment and entry deadlines
- willingly plans and makes exhibits for project
- cleans up when done
- works at fairgrounds to prepare and clean up for fair
- voluntarily participates in varied 4-H activities
- works independently with leader/parent guidance

- 4. FAIRNESS – involves consistently applying rules and standards appropriately for different age groups and ability levels.**

- accepts winning and losing with grace
- follows rules and regulations for showing
- recognizes each project has different rules and standards

- 5. CARING – promoting the well being of people and things in a person's world. It denotes action and not just feelings.**

- willingly assists wherever needed
- exhibits projects which are well planned and constructed
- shares knowledge with others
- demonstrates positive behavior towards others
- demonstrates kindness and concern for others

- 6. CITIZENSHIP – Includes making the home community and county a better place to live for themselves and others.**

- shows leadership with younger 4-Hers
- models good sportsmanship
- works at fair and other 4-H activities
- is involved in community activities

Adapted from "What is the Real Purpose of 4-H Non-Livestock Projects" by Carol Parmenter, University Outreach and Extension 4-H Youth Specialist, University of Missouri

NDSU Extension Service

For more information,
contact your local office of
the NDSU Extension Service

Adams
(701) 567-2735

Barnes
(701) 845-8528

Benson
(701) 473-5363

Bottineau
(701) 228-2253

Bowman
(701) 523-5271

Burke
(701) 377-2927

Burleigh
(701) 221-6865

Cass
(701) 241-5700

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Dickey
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Divide
(701) 965-6501

Dunn
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Eddy
(701) 947-2454

Emmons
(701) 254-4811

Fort Berthold
(701) 627-3446

Foster
(701) 652-2581

Golden Valley
(701) 872-4332

Grand Forks
(701) 780-8229

Grant
(701) 622-3470

Griggs
(701) 797-3312

Hettinger
(701) 824-2095

Kidder
(701) 475-2632

LaMoure
(701) 883-5301

Logan
(701) 754-2504

McHenry
(701) 537-5405

McIntosh
(701) 288-3465

McKenzie
(701) 444-3451

McLean
(701) 462-8541

Mercer
(701) 873-5195

Morton
(701) 667-3340

Mountrail
(701) 628-2835

Nelson
(701) 247-2521

Oliver
(701) 794-8748

Pembina
(701) 265-8411

Pierce
(701) 776-6234

Ramsey
(701) 662-7027

Ransom
(701) 683-6128

Renville
(701) 756-6392

Richland
(701) 642-7793

Rolette
(701) 477-5671

Sargent
(701) 724-3355

Sheridan
(701) 363-2242

Sioux
(701) 854-3412

Slope
(701) 879-6270

Stark/Billings
(701) 456-7665

Steele
(701) 524-2253

Stutsman
(701) 252-9030

Towner
(701) 968-4364

Traill
(701) 636-5665

Walsh
(701) 284-6248

Ward
(701) 857-6450

Wells
(701) 547-3341

Williams
(701) 577-4595

4-H 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.

4-H MOTTO

"Make the Best Better."

4-H COLORS

White and Green.

4-H EMBLEM

The four leaf clover with an "H" on each leaf.
These H's stand for Head, Hands, Heart, and
Health; the training and proper care of which
will be the best assets any person can possess.

4-H CREED

I believe in 4-H work for the opportunity
it will give me to become a useful citizen.

I believe in training of my HEAD for the
power it will give me to think, to plan,
and to reason.

I believe in the training of my HEART for
the nobleness it will give me to become kind,
sympathetic, and true.

I believe in the training of my HANDS for
the dignity it will give me to be helpful,
useful, and skillful.

I believe in the training of my HEALTH
for the strength it will give me to enjoy life,
to resist disease, and to work efficiently.

I believe in my World, my Country, my State,
and my Community, and in my responsibility
for their development.

In all these things I believe, and I am willing
to dedicate my efforts to their fulfillment.

Revised and prepared by:

Center for 4-H Youth Development

Design and layout by:

Agnes Vernon

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