

UC  
CE

# Photography



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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

# PHOTOGRAPHY

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Guidelines for Project Proficiency Award

### Beginner:

<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
---------------------------------	------------------------------------

- |  |       |       |
|--|-------|-------|
| 1. Learn the difference between a simple camera and an adjustable camera.    | _____ | _____ |
| 2. Learn the best way to get dust off camera parts.                          | _____ | _____ |
| 3. Learn the effect of finger prints on a camera lens.                       | _____ | _____ |
| 4. Learn what ASA stands for.  | _____ | _____ |
| 5. Learn what is meant by a fast film.                                       | _____ | _____ |
| 6. Learn what is the cause of an underexposed and an overexposed picture.    | _____ | _____ |
| 7. Learn what backlighting is.   | _____ | _____ |
| 8. Learn within what range a flash will properly expose film.                | _____ | _____ |
| 9. Learn what causes "redeye".   | _____ | _____ |
| 10. Learn how your photos look if you are out of range of your flash.        | _____ | _____ |
| 11. Learn the best way to store film.  | _____ | _____ |
| 12. Learn what the first rule of composition is.                             | _____ | _____ |
| 13. Learn what the proper way to handle negatives is.                        | _____ | _____ |
| 14. Name 3 reasons your photos may not be sharp.                             | _____ | _____ |
| 15. Name 3 composition techniques.   | _____ | _____ |
| 16. Explain how to compose your photo using the rule to thirds.              | _____ | _____ |
| 17. Name 3 ways to get a clean background when taking a photo.               | _____ | _____ |
| 18. What are the 2 basic types of color film?                                | _____ | _____ |
| 19. What is depth of field?  | _____ | _____ |
| 20. Give a demonstration/display at Presentation Day.                        | _____ | _____ |
| 21. Exhibit 3 photos you have taken at the fair.                             | _____ | _____ |
| 22. Describe each part of your camera and tell how it works or what it does. | _____ | _____ |

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

## PHOTOGRAPHY

***Sonoma County 4-H***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Guidelines for Project Proficiency Award

Guidelines for Project Proficiency Award	Date Completed	Leader's Initials
1. Name 2 things a telephoto lens will do to a photograph.	_____	_____
2. Name 2 things a wide-angle lens will do to a photograph.	_____	_____
3. What is meant by pan action?	_____	_____
4. Name 2 things that happen to film quality when your ASA rises.	_____	_____
5. How many extra f-stops or shutter speeds do you gain when you go from ASA 100 film to ASA 400 film?	_____	_____
6. If your meter doesn't work, how can you determine a perfect exposure in bright sunlight?	_____	_____
7. What is meant by depth of field?	_____	_____
8. What f-stop will give the most depth of field?	_____	_____
9. Name what type of lens gives the most depth of field.	_____	_____
10. What type of lighting is best to show texture?	_____	_____
11. Name 2 ways to use your flash.	_____	_____
12. Enter 5 photos in the fair.	_____	_____
13. Take a picture of a still object	_____	_____
person	_____	_____
animal	_____	_____
14. Make a gift of one of your photos.	_____	_____
15. Give a demonstration at Presentation Day.	_____	_____
16. Give a talk/write an article about photograph.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# PHOTOGRAPHY

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Guidelines for Project Proficiency Award

### Advanced:

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. What direction of natural light is best for portraits?	_____	_____
2. What times of day are best for portraits using natural light?	_____	_____
3. When taking portraits, name 2 ways to reduce	_____	_____
4. What is a high key portrait?	_____	_____
5. Where is the fill light supposed to be positioned?	_____	_____
6. What is horror lighting?	_____	_____
7. Name the 2 main lights used in a studio.	_____	_____
8. What nun lens is best to use for portraits with a 35mm camera?	_____	_____
9. What is the highest light ratio you can use and still hold detail in your picture?	_____	_____
10. Name 2 sources of fill light that can be used outdoors.	_____	_____
11. Write or give a talk to your club or school.	_____	_____
12. Give a demonstration at Presentation Day.	_____	_____
13. Give a picture framed to a friend.	_____	_____
14. Become a junior/teen leader for photography.	_____	_____
15. Learn how to mount your pictures.	_____	_____
16. Try different frames on a picture to see how it can affect the picture	_____	_____
17. Make a photo book with your pictures.	_____	_____
18. Take a photo of   a) Scene	_____	_____
b) Architecture	_____	_____
c) Sports	_____	_____
19. Use a tripod to take a picture.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

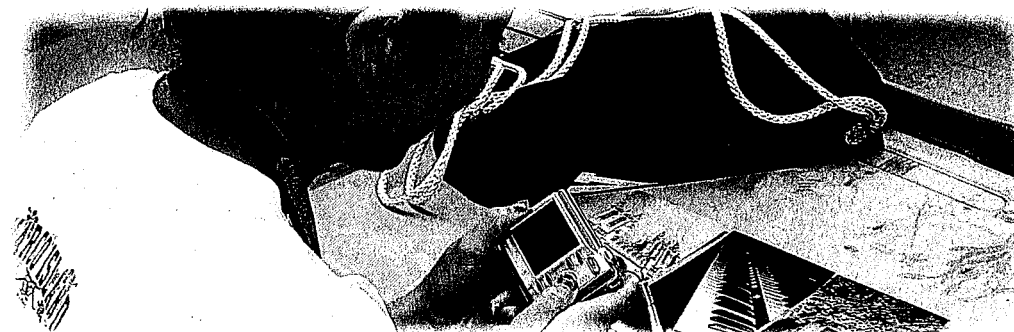
Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_



# 4-H Photography Project



## WHAT'S IT ALL ABOUT?

The 4-H photography project provides youth the opportunity to learn about photography equipment and become technically competent as they acquire knowledge, practice skills, explore self-expression and creativity, and learn about careers in photography and related fields.

- » Discover how to take amazing photographs.
- » Learn about photography as an art, a science and a communication tool.
- » Explore photography as a hobby or profession.

## THE BIG PICTURE

### Starting out:

- » Know a camera and its parts.
- » Learn the basics of camera care.
- » Understand how to organize and store photographs.
- » Learn about composition.
- » Learn to brace your camera for a sharp photograph.
- » Explore basic lighting techniques.
- » Take photos of places, people and pets.
- » Critique photographs.
- » Exhibit photographs for fun or for competition.

### Learning more:

- » Learn to better control lighting.
- » Use flash techniques.
- » Adjust the depth of field.
- » Gain more knowledge about photography terms, such as aperture and the rule of thirds.
- » Understand focal point, background, foreground and framing.
- » Critique photographs on a more advanced level.
- » Learn the history of the camera.
- » Use photos to tell a story.

### Expanding horizons:

- » Master composition using symmetry, shape, pattern and texture to capture creative photos.
- » Understand the impact of color.
- » Use wide-angle and telephoto lenses.
- » Experiment with lens filters.
- » Practice with light sources and use light meter readings.
- » Use specialized photography equipment and advanced techniques, such as underwater photography.
- » Learn to mount and mat.
- » Apply technical and artistic skills in both film-based and digital photography.

## CURRICULA & RESOURCES

### Michigan 4-H Curricula

- » 4-H Arts Project Evaluation Guidelines for Youth Aged 9 to 19  
<http://4h.msue.msu.edu/4h/resources/artsevalguidelines>

### National 4-H Curricula

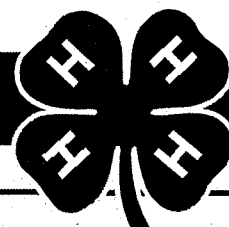
- » 4-H Filmmaking Studio and Workshop: <http://www.4-h.org/curriculum/filmmaking/>
- » National 4-H Photography: <http://www.4-h.org/resource-library/curriculum/4-h-photography/>
  - Focus on Photography, Level 1 (4H 640A)
  - Controlling the Image, Level 2 (4H 640B)
  - Mastering Photography, Level 3 (4H 640C)

### Other Resources

- » Books
  - 4-H Guide to Digital Photography by Daniel Johnson
  - Kodak Pocket Guide To Digital Photography
- » Websites
  - BetterPhoto.com: <http://www.betterphoto.com/home.asp>
  - Focus on Travel Photography: [www.fodors.com/focus](http://www.fodors.com/focus)
  - Kodak: [www.kodak.com](http://www.kodak.com)
  - New York Institute of Photography: <http://www.nyip.com/>

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# 4-H Photography Project Snapshot



## FOCUS ON PHOTOGRAPHY

### Science

- » Explore how lenses work and how to use them in photography.
- » Understand light and its use in photography.
- » Learn about past, current and future technology.

### Citizenship & Leadership

- » Volunteer to take photos for a community event.
- » Help archive historical photos.
- » Arrange for a guest photographer to present to your club.

### Communication

- » Present a demonstration on how to properly present your photos.
- » Make a poster presentation on the different types of cameras.
- » Interview a professional photographer.

### Life Skills

- » Use critical-thinking, problem-solving and decision-making skills to help you make good decisions about project management and everyday life.
- » Keep records on your project expenses and income.
- » Practice personal resiliency through successes and challenges in your project.



## Curricula & Resources, continued

### Curricula — Other States

- » 4-H Photography Project (University of Tennessee Extension): <http://www.utextension.utk.edu/4h/projects/photography.htm>
  - Beginning (W043)
  - Intermediate (W121)
  - Advanced (W122)
- » Photography (Iowa State University Extension): [www.extension.iastate.edu/4h/projects/photography](http://www.extension.iastate.edu/4h/projects/photography)
- » Photography Project Worksheet (4H 0643 WS) (Iowa State University Extension): <https://store.extension.iastate.edu/ItemDetail.aspx?ProductID=474>
- » Photography (Wisconsin 4-H): <http://4h.uwex.edu/onlinepro/photography.cfm>
  - Creating Your Own Darkroom (IS370)
  - You Be the Photo Judge! (ACTpa003)

## HOW CAN YOU GET INVOLVED?

- » Check out books at the library or search the Internet to learn more about technique and composition.
- » Attend 4-H Exploration Days at MSU and enroll in a photography session.
- » Study professional portfolios and then create a portfolio of your own best photographs.
- » Enter a photography contest or exhibit.
- » Enter a National 4-H photo contest.
- » Take an exhibit to be judged at the fair to show what you have learned throughout the year.
- » Learn about copyright and privacy laws.
- » Attend Michigan State University (MSU) Extension 4-H Science Teen and Adult Volunteer Leader Workshop and learn about science concepts and projects you can take back to your club.
- » Contact your local MSU Extension office for workshops, activities and events.
- » If you are interested in a college education in communications or photography, visit MSU's website at [www.msu.edu](http://www.msu.edu) to explore those majors.

Adapted with permission from "4-H Photography Project," by Iowa State University Extension, 2011, Iowa 4-H Project Hot Sheet. Retrieved from <http://www.extension.iastate.edu/4h/projects/>

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GET YOUR EXHIBIT FAIR READY WITH THESE HELPFUL HINTS FROM THE JUDGES

## Tips and Suggestions for Photography Projects

### GUIDELINES FOR YOUR 4-H PHOTOGRAPHY EXHIBIT

- You must have taken the photograph(s).
- The photograph(s) must have been taken in the current 4-H Club Year.
- You can use a variety of equipment for your photographs including a camera, tablet, cell phone, etc.
- **Keep in mind, ribbon placing is based on the photographic exhibit, your knowledge and skills AND your discussion with the judge.**
- The best of your photograph(s) always have the WOW factor.
- They stand out - make you say WOW!
- **Neatness counts!**
- You can use glue sticks, photo corners, rubber cement to adhere your photographs.
- Check to see if there is glue showing.
- If you use a pencil and ruler to mark where to place your photographs, did you erase the marks?
- Are there any fingerprints or stray marks to clean off your 4-H exhibit?
- Does it need a title? Will it help explain your exhibit? With a group of photographs (a photo story), a title is a great tool to describe your exhibit.
- Does each photograph(s) need a description or explanation? A short sentence for brief explanation under each photograph can be used to explain a story or photo.
- If you use individual letters or a short sentence printed on your computer, they should be carefully attached to your exhibit. Carefully cut around anything you print on your computer.
- If you are printing by hand, make sure it is straight and done neatly.
- Use either precut matte boards or make sure the ones you cut have clean edges.
- Neutral colors work best (black, white, off-white, grey). Don't choose a color that will compete with your photograph(s), they should be the first thing people see.
- See premium book for complete guidelines.
- **Keep it simple!**
- Don't include stickers or drawings that distract from your photograph(s).
- Colored paper should be used in limited amounts (1-2 colors work best).
- Are the photograph(s) straight and evenly spaced on your exhibit space?



## EXHIBIT IDEAS

### Elements of Photography

- **Photo story** of 3 to 7 (4 X 6") photos in a multiple opening photo matte or displayed on 14 X 22 poster board (large poster board cut in half) to show a process (before and after).
- **Photo story** can also include documentation, some examples might include:
  - Town's history could include photos of residences: e.g. families, government officials, veterans, teachers, service officials (fire, police, medical), volunteers, founding families, history, etc.
  - Your 4-H project, or another member's 4-H project
  - Your club's community service project
  - Environmental issue(s) or a community need
  - "A day in the Life" of... (rural or city youth, an elementary, middle school or high school youth, etc.)
- **Common theme** or subject of 3 to 7 photos (4 X 6"), for example:
  - people, building, landscape, and animal(s)-one of each topic or multiple photos of one of the topics
  - seasons/nature
  - action
  - close-ups
  - weather
  - shapes
- **Panorama**, a continuous series of pictures of one subject
- **Enlargement or multiple 4 X 6" photos** to show **photographic elements** you learned about and includes explaining how you used your camera to take these images. Ideas include:
  - aperture priority
  - shutter speed
  - rule of thirds
  - leading lines
  - ISO
  - flash photography

**Enlargement or multiple 4 X 6" photos** to show **photographic style**. Ideas include:

- illustrate lighting technique
- journalistic photography
- documentary photography
- commercial photography
- portrait setup
- collage

### **Creative/Applied Photography**

- **Enlarged photograph** (5" X 7" or 8" X 10") digitally processed or software enhanced on neutral matting (white, tan, grey or black)

Note: The unaltered 4" X 6" photo must be included on the back of the exhibit.

- **Calendar, brochure, event poster, etc** (NO scrapbooks)

- **Illustrate software skills:** Using multiple layer techniques, selective coloring, HDR etc.

- **Slideshow** - compilation of photo images-use titles, voice over, background selections, to make a show, etc. For judging, the slideshow can show on a computer, tablet or DVD or be illustrated on a poster board.

### **WHEN TAKING YOUR PHOTOGRAPHS CONSIDER:**

- Where are you standing in relation to the subject?
- How does where you stand and the time of day or weather affect how your photograph(s) will turn out?
- What settings should you use on your camera?
- Should you use a flash?
- Are there any distractions? (things you don't need in to include in a photo which would distract from the main subject)
  - For example, if you are taking a photograph of your little brother out in the yard, are there things laying on the ground behind him like a pail or basketball, or another person standing in the background that don't need to be included?)
- Fill the photograph with your subject. Don't be afraid to get up close. (this helps to avoid distractions in your photograph, which is mentioned above)
- Can you make your photograph better?
  - For example, are there parts of the photo that should be cropped? (changes the borders/margins on your photo) Can special effects from computer software strengthen the photograph?
  - Experiment - Editing software has many options. However, be prepared to tell the judge what you did to change the photograph(s) and why your chose to make these changes.

### **WHAT DO 4-H PHOTOGRAPHY JUDGES CONSIDER WHEN THEY ARE JUDGING?**

- The quality of your photograph(s) based on aspects listed above.
- Are your photography skills and knowledge (including terms you have learned) appropriate for your age and experience?
  - It doesn't make sense if a 4-H member has taken an outstanding photograph(s) but doesn't know how to use their camera or doesn't know how they took the photograph(s).
- How did you mount/display your photograph and how much care did you take in getting your exhibit ready? (check premium list for details)
- Did you seek help from an older youth or adult to learn more about photography? What did you learn from them and how did this affect your photography?

- What resources did you use?
  - 4-H Photography project books
    - <http://www.4-hmall.org/Product/educationalresources/adventures-with-your-camera-b/PHOTO-2.aspx>
    - <http://www.4-hmall.org/Category/4-hcurriculum-photography.aspx>
  - Camera brand sites (i.e. Nikon, Canon, Sony, Kodak, etc.)
  - Internet sites such as Pinterest or photography websites
  - Photo books or DVDs from the library
- During this 4-H Club year, did you try something new to increase your photography knowledge and skills? What did you try and what did you learn?
- Do you own the camera you used or do you have to share it with others, or borrow it from someone? (The judge understands this can affect how available the camera is to you when you want to take a photograph.)
- 

#### **SOME POSSIBLE QUESTIONS THAT A 4-H PHOTOGRAPHY JUDGE MIGHT ASK**

- What makes this a good photograph or a good grouping of photographs?
- What is your main subject?
- Why did you place the subject where you did in the photograph?
  - Explain **composition**
- Tell me the story of your photograph(s)
- What was the setting when you took your photos?
  - Day or night, weather, fog, wind, moonlight, etc.
  - How did the setting affect your photograph?
- Tell me why you took these photograph(s).
  - For example, is it an important person, special occasion, recording a special event or vacation, or telling how to do something?
- Tell me how you took this photograph(s)?
  - What camera settings were used?
  - Did the camera automatically choose flash, or did you choose a flash setting?
  - What lens did you choose (if using an SLR) and why?
- Did you have to go back more than once to the same place to get the best photograph?
- Did you plan out this photograph(s) or did it just happen?
- If you could retake this photograph(s), would you do something different?

**BE PREPARED TO TELL THE JUDGE ABOUT YOUR 4-H PHOTOGRAPHIC EXPERIENCE DURING THIS PAST 4-H YEAR**

- What did you like the most about your experience in your 4-H photography project?
- What were the challenges in your 4-H photography project?
- How did you choose your photograph(s) for your exhibit?
- How did you put your exhibit together for the fair (matting, photo grouping, text used)?
- Did you have any help with your photography-printing photo(s), putting together your exhibit? If yes, explain what you learned from the person that helped you.
- What did you learn the most from your photography experiences this year?
- Is there anything you would like to change about your exhibit?

**POSSIBLE TERMS TO KNOW; BE ABLE TO EXPLAIN THEM AND HOW DO THEY RELATE TO YOUR PHOTO EXHIBIT**

- **Leading lines** - something in your photo that **leads** the person looking at your photograph from one place to another within your photograph (for example a road, river, fence row, crop line).
- **Rule of thirds** - (a term in composition) a tic-tac-toe grid (in your camera viewfinder or imagined) over your photograph
  - Helps determine the placement of your subject
  - Divides the sections your photograph
  - Creates balance and movement
- **Depth or Depth of Field** - aspects of your photo that help show distance, some items look closer, while others look further away
  - A long Depth of Field has focus through the foreground and background.
  - A shallow Depth of Field has focus on one point where the rest of the image is not sharp.

**KNOW YOUR CAMERA**

- What camera did you use? (Brand and name)
- Did you use any camera settings? (If yes, which ones and why did you choose the settings)
- Did the flash fire? (If yes, how did this affect your photograph)
- Can you change the lens on your camera?
  - If so, have you used a different lens?
  - Which lens did you choose to use and why this lens?

- Did you use any software to enhance (change) your photograph(s)?
  - Which software tools did you use?
  - Why did you choose to use them?
  - How did it help the end result?
- Did you use a tripod? If yes, why did you use it?

### **IMPORTANT!!**

Judges understand if unexpected things happen that affect your 4-H exhibit. They also understand accidents can happen on the way to the fair. (For example, if someone stepped on your photo exhibit poster or it got water spots on it when you were bringing it into the 4-H building when it was raining). Explain to the judge what happened.



**Have fun with your 4-H photography exhibit! See you at the fair!**

## **I'm a 4-H Project Leader: Now What Do I Do?**

### **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

### **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

### **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

### **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

### **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.



These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.