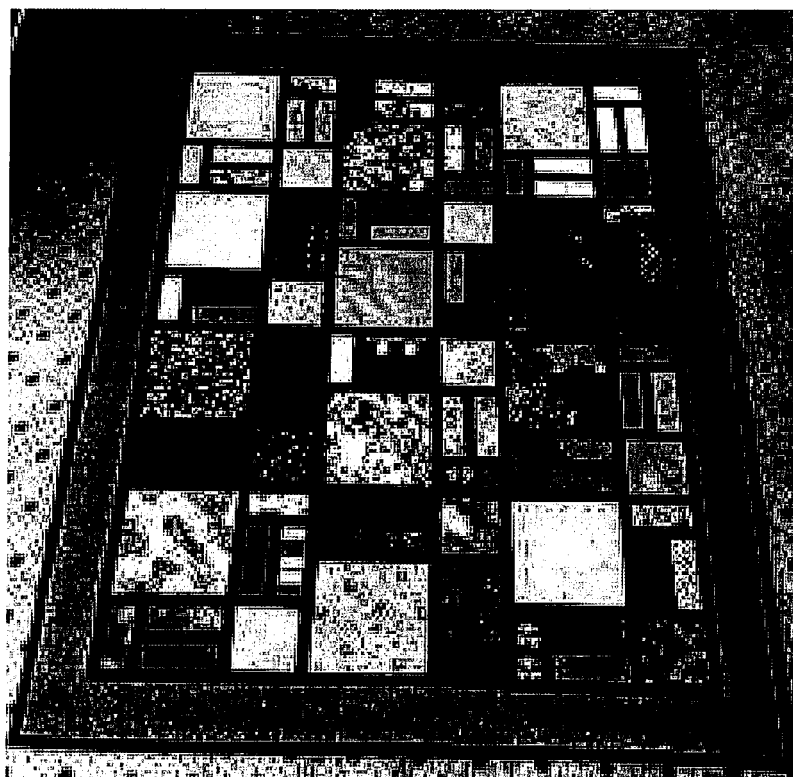
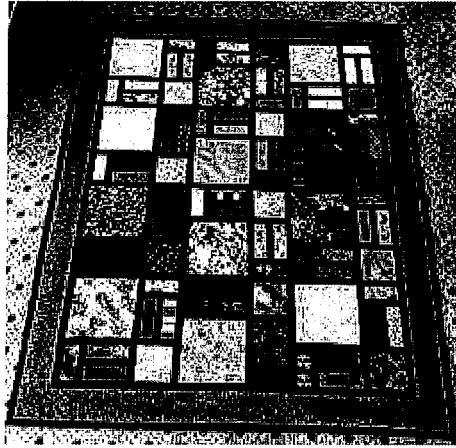


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# Quilting

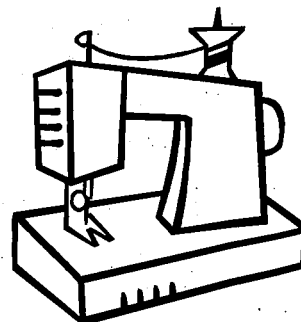
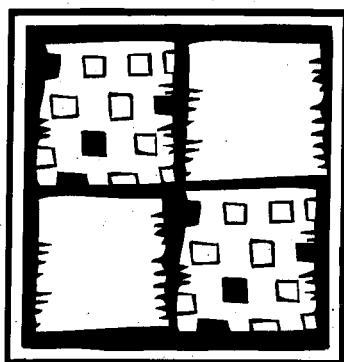
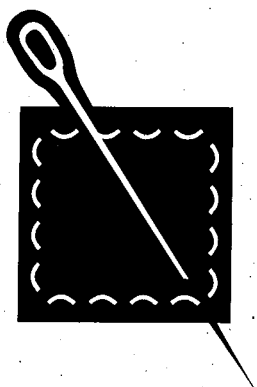


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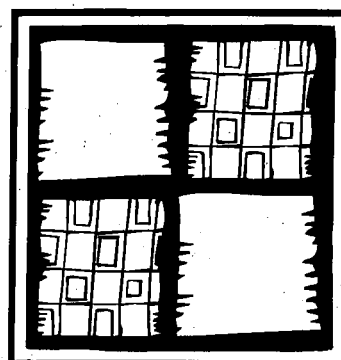
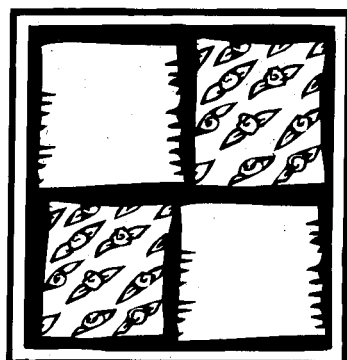


***This We Believe:***

- 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.



# 4-H Quilting Blackford County



**Record Sheets & Exhibit Guidelines**

## **Quilting - County project only**

**See Sewing Non-wearable if you are interested in exhibiting a state fair eligible project.**

### **Objectives:**

- **What is a Quilt**
- **Equipment Needed**
- **Design Elements**
- **Design Principles**
- **Applications**
- **Building a Block: Straight lines, Triangles, Crazy Quilting and more.**
- **Caring for a Quilt**

**Completion:** Completing the 4-H Quilting Record Sheet and turning it into your 4-H club leader or the Extension Office by the announced date. Record books and record sheets are due before the fair and should NOT be turned in with a fair Exhibit. You can complete a Hand Quilting and/or a Machine Quilting record sheet.

**Manual:** We do NOT provide a manual for this project. There are many acceptable books about quilting that are available at fabric and other stores.

**The Extension Office can order a notebook from Nebraska for \$25.00. This is an excellent resource for youth as well as adults. Contact the Extension Office if you are interested in purchasing this resource.**

**Exhibits for County Fair** (this is NOT a State Fair project).

- Machine quilted item and/or
- Hand quilted item and/or
- Educational display.

You must complete a record sheet for EACH project entered.

### **Option 1 QUILTING -- Machine**

**Grades 3-5 Beginner: Let's Learn to Machine Quilt**

Exhibit one of the following items:

- Exhibit one rectangle placemat with fringed edges; finish size 12- x 18-inches
- Exhibit one quilt block 14- x 14-inch square finished using pillow edge finish.
- Exhibit one 14- x 14-inch square pillow (quilting required on one side).

**Grades 6-8 Intermediate: Machine Quilting – Adding to My Skills!**

Exhibit one of the following items:

- 24 x 24-inch "sew and flip" machine quilting. Suggestions: baby quilt, tree skirt, lap quilt, wall hanging.
- 24- x 24-inch machine quilted item using diagonal or curved pieces. Suggestions: baby quilt, tree skirt, lap quilt, wall hanging.
- Two 14-inch squares (minimum) to make a completed project. Suggestions: tote, pillow, chair back cover, etc. One square on each side of the project.
- Table runner using 2 or more 14" squares.

**Grades 9-12 Advanced: Stitch it down by Machine**

Exhibit one 24- x 24-inch (minimum finished size) machine quilted using appliqué or an art quilt (quilts using nontraditional fabrics or techniques). Suggested items include: baby quilt, tree skirt, lap quilt, wall hanging, quilted clothing or large quilt.

## **Option 2 QUILTING – Hand**

### **Grades 3-5 Beginner: *Let's Learn to Hand Quilt***

Exhibit one of the following items:

- Exhibit one hand quilted 8-inch square hot pad.
- Exhibit one hand quilted 14-inch patchwork pillow.

### **Grades 6-8 Intermediate: *Hand Quilting—Piecing It Together***

- Two 14-inch squares (minimum) to make a completed project. Suggestions: tote, pillow, chair back cover, etc. One square on each side of the project.
- Exhibit one hand quilted 24 x 24-inch (minimum size) pieced item any shape. Suggested items include: wall hanging, baby quilt, tree skirt, lap quilt. Table runner using 2 or more 14" squares.

### **Grades 9-12 Advanced: *Stitch it Down by Hand***

Exhibit one 24- x 24-inch (minimum finished size) hand quilted and hand appliqué item (any size) or an art quilt (quilts using nontraditional fabrics or techniques). Suggested items include: holiday stocking, tree skirt, wall hanging, or quilt.

## **Option 1 & 2 Additional Information:**

All quilts must be clean and finished for intended purpose. A quilt consists of three layers: backing, batting and top. All quilts must be quilted (hand or machine) or tied. All quilt piecing and finishing must be the sole work of the current 4-H member. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging. All quilts must have a permanent label (not paper) on the back (preferred in the bottom right corner). Include name of quilt, quilt maker, date. Additional information may be added if desired. You must exhibit a different item each year. You cannot add to a previously exhibited item.

## **Option 3 Educational Display**

**All levels.**

- Poster or Notebook: Illustrates some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math conversion of patterns, textiles/fabrics, computerization, or entrepreneurship. History may include history of an old quilt or a newly made quilt, or history/research of a particular style of quilt (such as Baltimore album quilts, Amish quilts, other). See poster guidelines for basic poster information.
- Photograph and Story. Picture of a quilt or quilted item with the story about the quilt or quilted item mounted on a standard size poster or displayed in a notebook. See poster guidelines for basic poster information.

# Quilting RECORD SHEET

**Grade 12  
Advanced  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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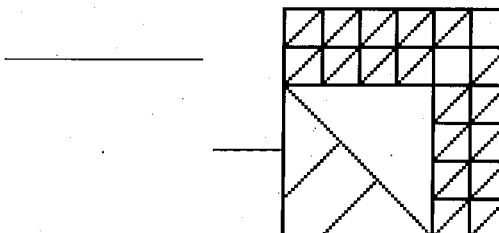
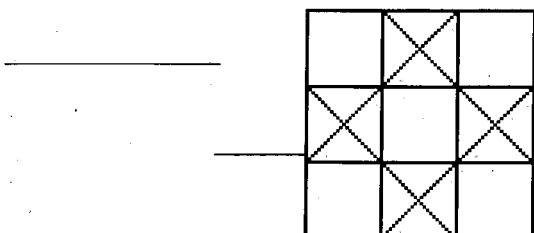
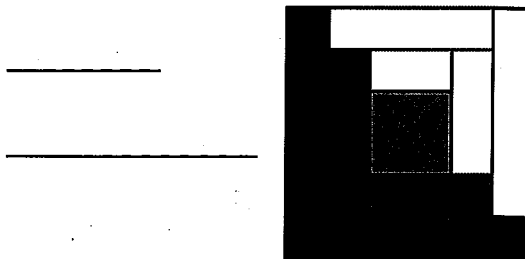
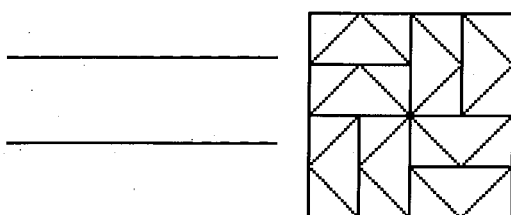
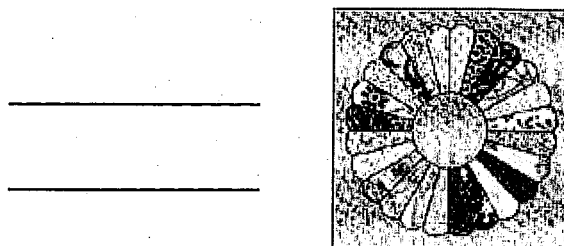
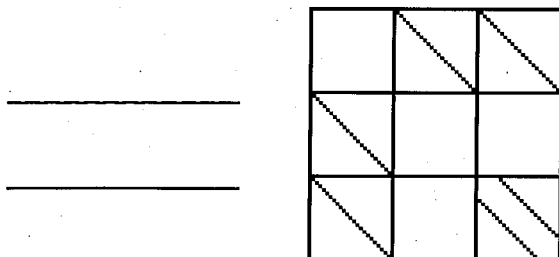
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## Grade 12 continued

Draw a line from the term to the correct definition.

- |                     |   |
|---------------------|---|
| Analogous           | A color scheme that consists of one color in one value.<br>Can include white or black, which are neutrals, not colors.                      |
| Complementary       | Consists of various values of one hue.  |
| Monochromatic       | A color scheme that consists of colors that is beside each other on the color wheel.  |
| Monotone            | A color scheme that consists of three colors that are equal distance from one another on the color wheel.                                   |
| Split complementary | A color scheme that consists of two colors directly across from each other on the color wheel.  |
| Triad               | A color scheme that consists of one color and the colors on either side of its complement. For example: yellow, blue violet and red violet. |

Name the following quilt blocks: All are two word titles. There can be more than one name for each block. You only need to list one of them.



## Quilting RECORD SHEET

**Grade 11  
Advanced  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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## Grade 11 continued

### Half-Square Triangles

1. Half-square triangles can be made by cutting a square in half and sewing it to another half-square triangle. That is not the best method to use - why?

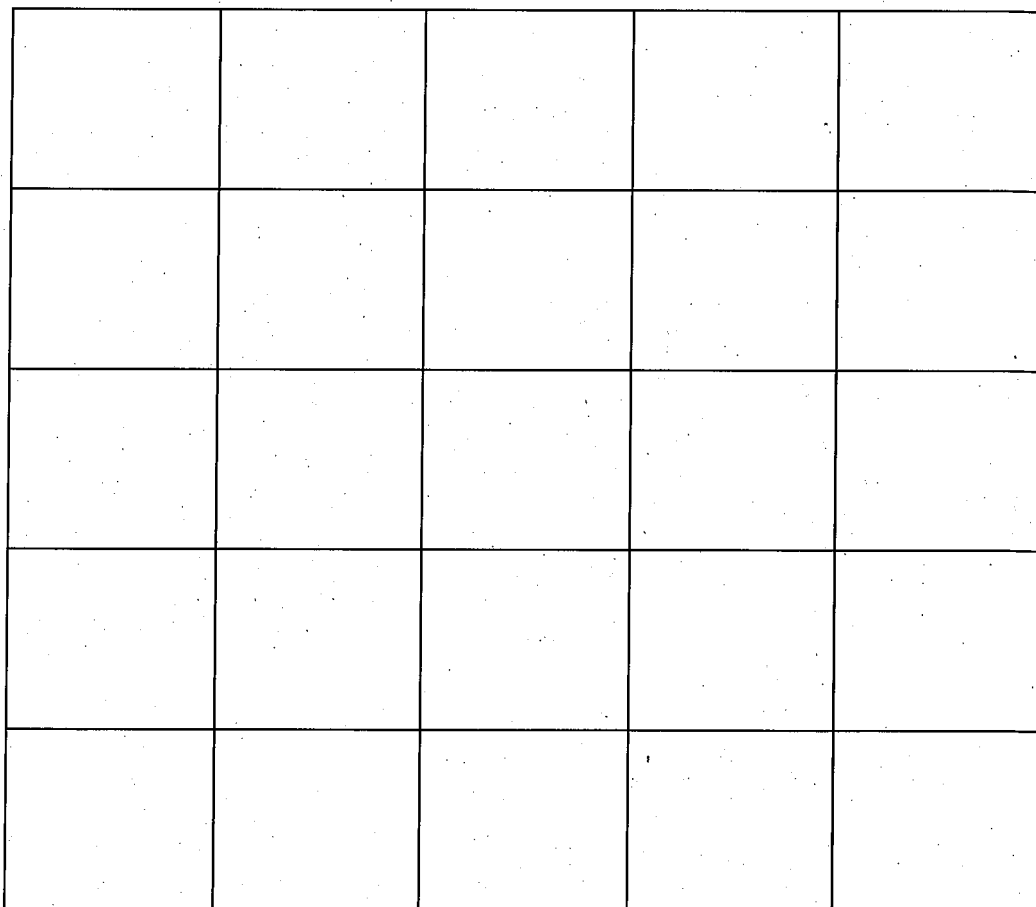
2. When using the square-method of making two half-square blocks at one time, the fabric needs to be cut how much larger than the size of the finished square?

Select one of the following:  $\frac{1}{2}$ "    1"     $1\frac{1}{2}$ "

3. You can also make half-square triangles by using paper or by drawing the grid onto the fabric. What should you use to draw on fabric?

If drawing the grid on paper what side of the fabric should you draw the grid on?

**Design a quilt using half-square triangles. Remember to use colored pencils and not ink or markers!**



# Quilting RECORD SHEET

**Grade 10  
Advanced  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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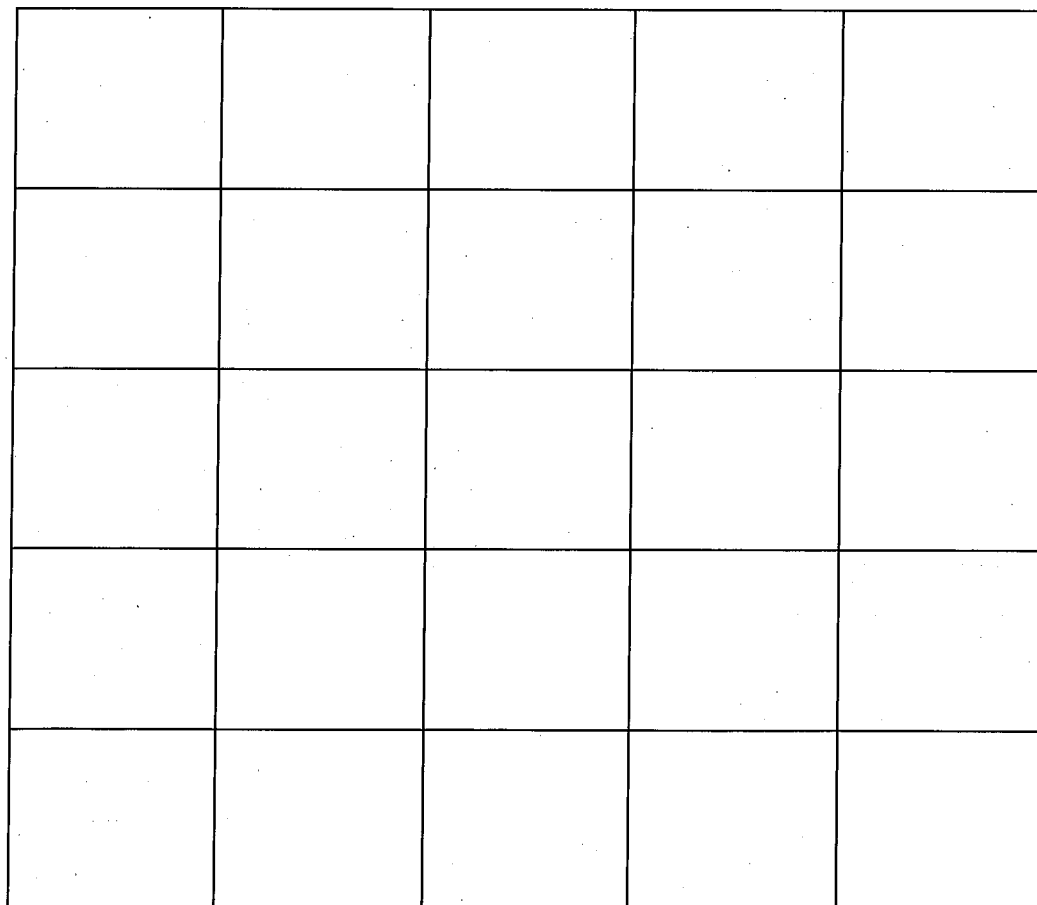
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## Grade 10 continued

Vocabulary - define the following terms:

Stencil	
Borders	
Stipple quilting	
Diagonal set	
Mitered corner	

Design a quilt using the following as your outline. You can divide the provided blocks if you need to. You may also use curved or appliqué in your design.



## Quilting RECORD SHEET

**Grade 9  
Advanced  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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## Grade 9 continued

**Vocabulary - Define the following terms:**

Piecing	
Stitch in the Ditch	
Cross-hatching	
Chain piecing	
Batik	

## Putting the Layers Together

There are several different ways of putting your quilt "sandwich" together.  
Explain each of the following:

Pillow Edge Finish	
From the Back Binding	
Straight Grain Binding	
Bias Binding	

# Quilting RECORD SHEET

**Grade 8  
Intermediate  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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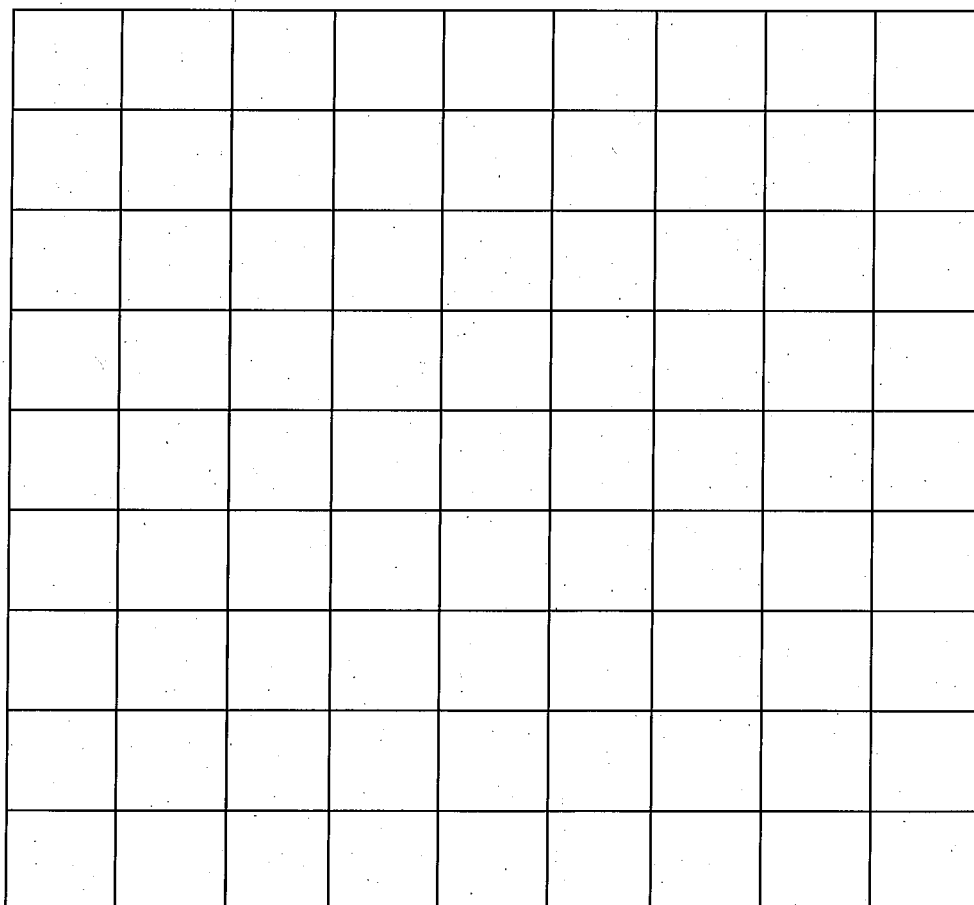
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### Grade 8 continued

Why or when would you use the following methods of finishing a quilt? What might be some of the advantages or disadvantages to using these methods?

Using buttons or other decorations as embellishments	
Tying the block	
Hand Quilting	
Machine Quilting	

Using the provided squares design a quilt top. (Colored pencils are suggested to use for your design.)



## Quilting RECORD SHEET

**Grade 7**  
**Intermediate**  
**Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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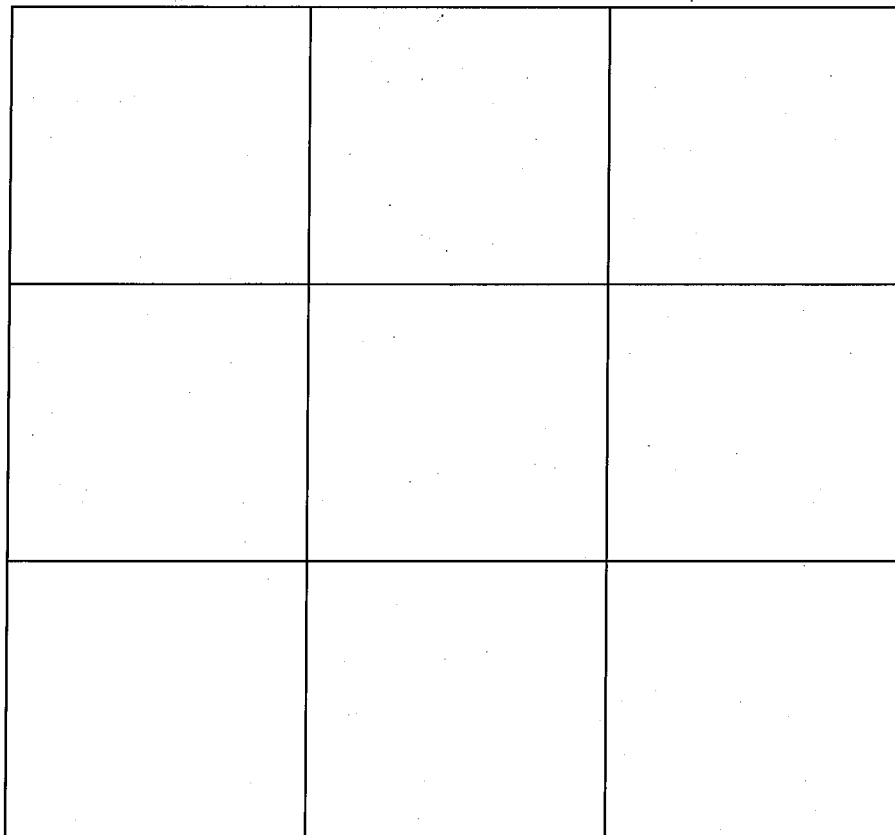
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**Grade 7 continued**

1. Explain what it means to "lock" or "key" a seam.
2. Why is it important to "true" or "square" a block?
3. Explain what a template is.
4. Using the block below, design a "nine-patch" block. (Colored pencils are suggested to use for your design.)



# Quilting RECORD SHEET

**Grade 6**  
**Intermediate**  
**Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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## Grade 6 continued

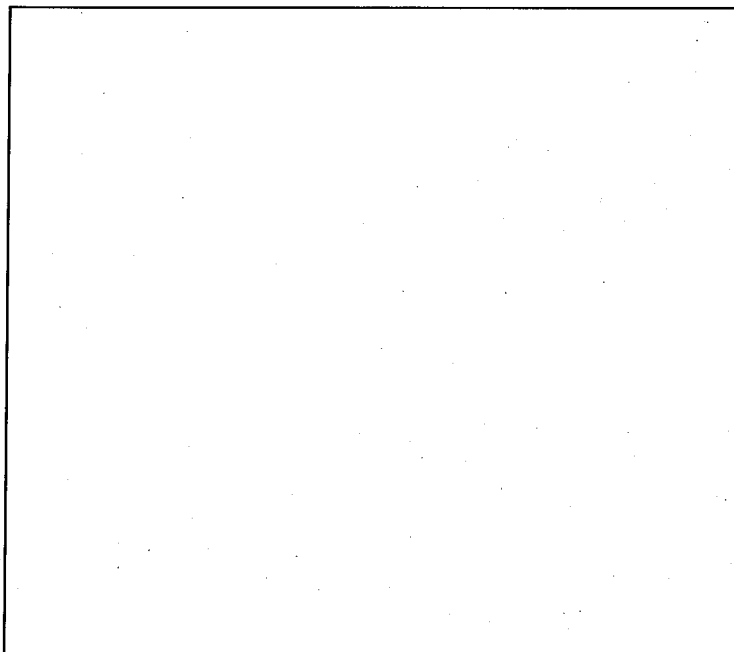
**Squaring the Block.** Answer the following questions True or False.

1. To make sure that your block is square you need to "Square" or "Truing" the block. \_\_\_\_\_
2. Lay a rectangle ruler on the square. \_\_\_\_\_
3. Place the diagonal line of the ruler going from corner to corner of your block. \_\_\_\_\_
4. Trim away any extra fabric with a rotary cutter. \_\_\_\_\_
5. You only have to do this with one corner of the block. \_\_\_\_\_

**Pressing.** Where there are two words underlined, circle the correct term.

Pressing seams when piecing / patching quilts is different from pressing seams when making fabric bowls / garments. Press the seams flat at first just as where sewn to set / lock the stitches. Then press the seams to one side. Do not press the seams open / closed. The direction you press the seams depends on the piecing design. Generally, seams are pressed toward the lighter / darker color or to eliminate bulk. When putting rows together, the seams in each row will be pressed the same / opposite direction from the ones joining them. This way, when rows are joined, there will be less bulk at the intersecting seams.

**Design a quilt block using log cabin piecing.**



# Quilting RECORD SHEET

**Grade 5  
Beginner  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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## Grade 5 continued

### Binding

Fill in the blanks using words from the Word Bank. You will NOT use all of the words provided.

Binding usually is a \_\_\_\_\_ wide piece of fabric folded in half. It is sewn onto the \_\_\_\_\_ of the quilt and used to \_\_\_\_\_ the raw edges of the quilt. There are two types of binding – \_\_\_\_\_ grain and \_\_\_\_\_.

Bias binding is cut on the \_\_\_\_\_. Bias \_\_\_\_\_ usually wears better and is needed if your quilt project has rounded edges. You need additional \_\_\_\_\_ to cut bias binding.

#### Word Bank

5"	edges	corners	9"	binding
straight	crooked	2 1/2"	diagonal	quilting
encase	bias	batting	fabric	

### Color is important in quilt design.

List the primary colors:

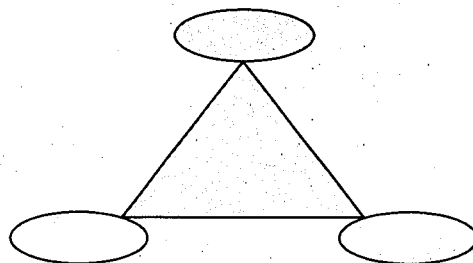
\_\_\_\_\_

List the secondary colors:

\_\_\_\_\_

Tertiary colors are made from mixing primary & secondary colors. List three examples:

\_\_\_\_\_



# Quilting RECORD SHEET

**Grade 4  
Beginner  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one: Hand Quilting

Machine Quilting

Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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**Grade 4 continued**

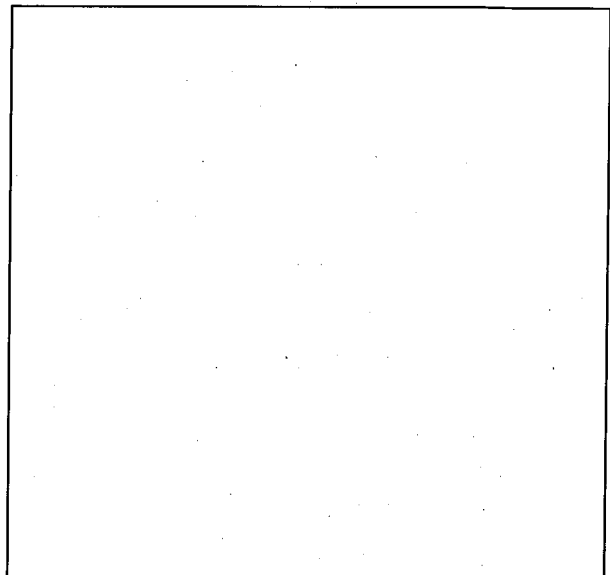
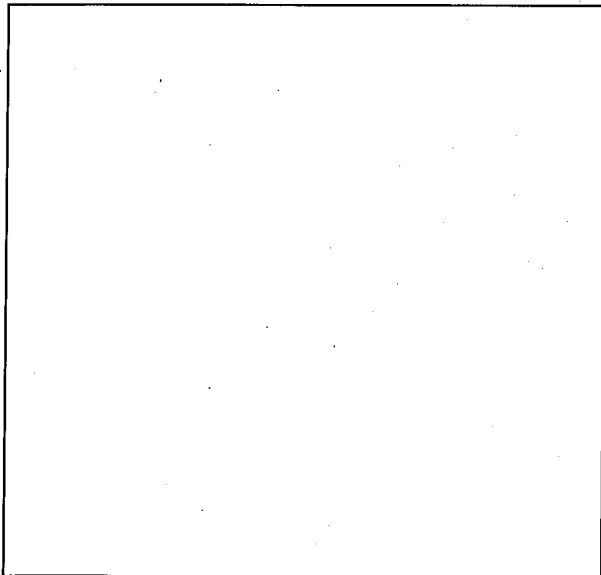
**Going "Batty"**

**Fill in the blanks from the word bank. You will NOT use all of the words from the bank.**

1. Loft means how \_\_\_\_\_ the batting is.
2. \_\_\_\_\_ is cool in summer and warm in winter.
3. Batting that is not expensive and washable is \_\_\_\_\_.
4. These battings are best to use if someone has \_\_\_\_\_ – 100% cotton or polyester.

Word Bank				
deep	wrinkles	100% Cotton	pets	Wool
Polyester	allergies	Silk	wide	low

**There are many different quilt block patterns. Draw two of your favorites. Include the name of the quilt block pattern. Examples might be: nine patch, log cabin, flying geese, neck tie, etc.**



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# Quilting RECORD SHEET

**Grade 3  
Beginner  
Level**

Name \_\_\_\_\_

Club Name \_\_\_\_\_ Years in 4-H \_\_\_\_\_

How many hours did it take you to create your project \_\_\_\_\_

I have reviewed this record and believe it to be correct.

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Date

Circle one:    Hand Quilting                      Machine Quilting                      Educational Display

Explain in detail how you did your project.

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What have you learned from doing this project?

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### Grade 3 continued

1. Fill in the blanks with words from the word bank.

A quilt traditionally has \_\_\_\_\_ layers. The layers consist of a \_\_\_\_\_, a center filler and a \_\_\_\_\_. The top is the \_\_\_\_\_ part that can be made using any number of different techniques. The three layers are held together by small \_\_\_\_\_ or \_\_\_\_\_ stitches.

100% \_\_\_\_\_ is traditional quilting fabric. Avoid fabrics that \_\_\_\_\_.

Use a \_\_\_\_\_ weight fabric.

#### Word Bank

cotton  
hand

ravel  
top

medium  
backing

machine  
three

decorative

2. What is preshrinking? \_\_\_\_\_

3. List 2 reasons to preshrink

4. List 2 reasons NOT to preshrink

5. Match the cut of fabric to the correct size/measurement.

Fat Quarter	42-44" X 36"
Straight Quarter	18" X 22"
Straight Yard	9" X 44"

# **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.