Georgia 4-H project achievement

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Development Guide for 9th–12th Graders

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The Georgia 4-H Project Achievement Development Guide for 9th–12th Graders

The University of Georgia (UGA) and Georgia 4-H

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INTRODUCTION

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Students choose a project area of interest, research the topic, and write and present a presentation. Youth develop leadership, creativity, public speaking, record keeping, and other skills through this process. As students become older, a record-keeping component, kept in the form of a portfolio, is added. This portfolio promotes independent thinking, research, self-discipline, leadership, and civic engagement.

Cloverleaf and Junior 4-H'ers (4th- 8th graders) begin competing with their projects in their school or county and may advance to the district level. 9th-12th grade competitors, called Senior 4-H'ers, are encouraged to become even more involved in their project area and may compete at county, district, and state levels. Georgia 4-H Project Achievement offers fifty distinct projects that encompass almost any passion or interest that a Senior 4-H'er wishes to explore. To align with National 4-H mandates, senior projects are grouped into three major content areas: Agriculture & STEM, Civic Engagement, and Healthy Living.

In this age group, youth prepare and deliver a presentation or demonstration about their selected project, which is scored by judges. The presentation score comprises half of their overall score; the other half is derived from their portfolio score. The portfolio score includes 25 points for project work such as preparing and submitting related news articles, caring for animals, relevant reading, tending acreage, and documenting the size and scope of their project. Another 25 points is for main project helping and sharing experiences, which include activities like presenting their project to civic organizations, creating and publicly displaying an informational poster about their project, or helping a younger 4-H'er working in the same project area. Fifteen points are devoted to other leadership activities; likewise, fifteen points are awarded for community service and civic engagement. Finally, the remaining 30 points are divided among other activities (10 points), supporting materials (5 points), and reliability and layout (5 points).

Mastering a project by winning the state competition does not have to be the end of a Senior 4-H'er's Project Achievement experience. As noted above, projects are grouped into three major content areas. State winners may continue to compete as long as they select and develop a new project from one of the three content areas in which they have yet to master. In other words, the state winner in Beef cannot compete again in any project in the Agriculture & STEM content area; however, they could develop and compete with a new project in Communications (Civic Engagement) or Target Sports (Healthy Living), for example.

With that context in mind, this development guide is meant to provide Senior 4-H'ers with a better understanding of the fifty different projects. Better still, it also offers ideas and suggestions for enhancing project learning and sharing activities to help youth build powerful presentations and robust portfolios. Regardless of the project selection, leadership and service are essential components. To that end, this guide includes leadership and service note sheets, at the end, to provide information, inspiration, and ideas for youth.

PROJECT CONTENT AREA I:
Agriculture & STEM

Environmental Science

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the intersection of ecology, humankind, and the environment including conservation of resources, the impact of environmental issues, and environmental impacts. Through this project 4-H'ers may:

- learn of environmental trends and issues relating to ecosystems, humankind and the environment, pollution, and waste management
- develop an understanding of public concerns for the environment
- demonstrate the value and benefit of both current and experimental practices which strive to promote solutions to environmental challenges
- identify limited resources and the practices employed to promote the conservation, reuse, and recycling of these resources
- promote awareness of critical issues and trends in environmental issues
- describe the impact of human activity on ecosystems and the environment
- apply scientific, economic and social perspectives to the challenges and alternatives to environmental concerns
- explore career opportunities related to environmental science

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Join Adopt-A-Stream to monitor chemical, plant, and fish population fluctuations in a nearby water source
- Interview your local county commissioners to discuss pressing environmental concerns
- Survey households in your community to determine what residents consider environmentally urgent or important. Determine what is being done, or planned for, to address these concerns
- Develop and/or maintain recycling efforts at home, school, and the community
- Explore zoning and land-use policies in your county
- Take the 40 Gallon Challenge to reduce water in your household

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Project Sharing and Helping Examples:

- Assist your county Extension agent in programs that utilize Project WILD, Project Learning Tree and Project WET in order to learn activities that address environmental concerns
- Organize collection campaigns for creative recycling and reuse efforts (i.e. chip-a-tree following the holidays, cell phone refurbishments for those in need, tennis shoes for tracks, etc.)
- Start an "Endangered Species" information program to make others aware of the potential loss of animal and plant species. Each month, choose one animal or plant to study and make active plans for helping to ensure its survival
- Serve your community as an EarthTeam volunteer with the Natural Resources Conservation Service
- Work with your local beautification organization to adopt a stretch of highway to regularly clean and beautify
- Plan and lead activities or events that promote conservation efforts, such as Arbor Day and Earth Day festivities
- Volunteer for a wildlife agency or group to evaluate fish populations and health, review current hunting and management practices, or evaluate wildlife habitats
- Display a mini-booth about the benefits of recycling

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ee
- tidelands4h.org
- gatrees.org
- energy.gov
- epa.gov
- nmfs.noaa.gov
- nps.gov/index.htm
- nrcs.usda.gov
- nrcs.usda.gov/wps/ portal/nrcs/main/ national/people/ volunteers

Special Considerations:

- Youth should practice safety when communicating with new people online or in person.
- A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications.
- Consider how general or specific populations (human, other animal, or plant life) are involved in interrelationships that are considered beneficial and/or harmful to the environment.
- Remember to consult with your local county Extension staff when organizing community-wide projects.

At Competition:

Environmental Science 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other techno-logical devices may be used.

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Forest Resources and Wood Science

Georgia 4-H, the state's largest youth leadership organization, empowers young people with life skills. Through the cornerstone program, Project Achievement, students prepare a presentation and a portfolio for competition—with both comprising the score. This guide provides 9th—12th graders with examples for getting started.
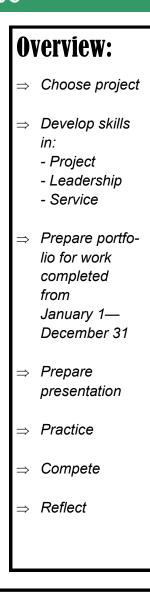
Description of Project:

4-H'ers may explore the science of managing, using, conserving, and repairing forests and associated resources. Through this project 4-H'ers may:

- understand and appreciate the fiber products of the forest
- identify trees and understand their environmental and economic value
- acquire knowledge and develop skills in the selection and use of various types of wood and wood products
- acquire knowledge and develop skills in the selection, care, and safe use of woodworking tools and machines
- learn of environmental protection and the wise use of natural resources
- understand the business and economics of forestry and forest products
- appreciate the importance of woodlands as a source of income, raw materials, and enjoyment necessary for quality living
- identify methods for forestry management and conservation
- practice appropriate and beneficial forestry practices
- explore career opportunities related to forestry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Examine growth rings on tree stumps in newly cut timberlands to see how trees grow
- Learn to identify common Georgia tree species
- Safely use woodworking tools to build wood projects
- Attend a forestry day camp and compete in the Georgia 4-H Forestry Field Day
- Interview a Georgia Forestry Commission Forester and/or shadow a Park Ranger for a day
- Learn how Georgia Forestry Commission personnel protect timberlands from wild fires
- Visit an arboretum and/or national forest to learn about forestry management and conservation

Project Sharing and Helping Examples:

- Lead a club to plant trees
- Organize a talk with a local logger and allow your group to learn about harvesting, equipment, and forest products
- Mentor younger 4-H'ers on the 4-H Forestry Judging Team
- Share what you have learned in the Forest Resources and Wood Science project with club members, school classes, and civic clubs
- Enter a forestry-related mini-booth or woodworking project as an exhibit at a fair
- Start a Forest Resources and Wood Science project club. Contact your local Extension Agent to discuss your plans
- Collaborate with elementary schools to describe forestry values in your community (i.e., aesthetics, wildlife habitat, air/water quality, wood products, economic impact, etc.)
- Distribute forestry and wood science materials at school and/or within the community
- Organize a group tour at a local arboretum or national forest
- Mentor a younger 4-H'er in the Forest Resources and Wood Science project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ Forestry
- Warnell.uga.edu
- forestfoundation.org
- fs.fed.us
- gatrees.org
- gen.uga.edu
- gfc.state.ga.us
- gfagrow.org
- swst.org
- Popularwoodwork-ing.com

Special Considerations:

- Please use best safety practices when handling tools.
- Be sure to gain land owner permission prior to entering someone else's property.
- Give plenty of notice for any mentoring requests.
- Ask permission before photographing, taping, or quoting someone.
- Be respectful when shadowing professionals and always follow safety instructions.
- Live animals/insects and weapons are not permitted in the project.

At Competition:

Forest and Wood Science 4-H projects may use posters, artifacts, biofacts, and/ or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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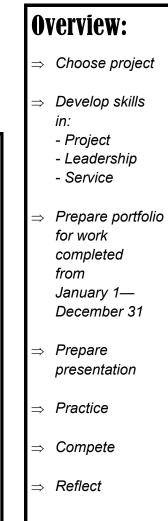# Project Achievement Development Guide

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Plant and Soil Sciences

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore physical, chemical, biological, and fertile properties of plants and soils, their properties, and the relation to use and management. Through this project 4-H'ers may:

- acquire knowledge of modern farming and overall agricultural practices
- develop an understanding of plants, including their growth and use
- acquire knowledge of soils, how they are formed, and their different properties and classifications
- understand basic biological facts about plants and soils, including growth factors, reproduction, characteristics, and utilization of plants
- apply knowledge gained about plants and soils through experiments in a laboratory or field setting
- determine appropriate conservation practices relative to soil and plant management
- explore career opportunities related to plants, soils, and agronomy

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Plant and care for house plants, raised-bed gardens, or traditional garden plots
- Learn about Georgia soils by joining a 4-H Land Judging team
- Visit a local farm that utilizes soil conservation best management practices
- Tour an agricultural museum such as the Georgia Museum of Agriculture and Historic Village
- Correspond with your local County Extension Agent and/or visit a Soil Conservationist to learn about career opportunities in plants, soils, and agronomy
- Interview a soil conservationist, farmer, and/or horticulturalist to learn about their work

Project Sharing and Helping Examples:

- Lead a club to plant community gardens
- Serve as a teen leader and recruit youth for the local 4-H Land Judging team
- Share what you have learned in the Plant and Soil Sciences project with 4-H club members, school classes, and civic clubs
- Enter a Plant and Soil Sciences-related mini-booth at a fair
- Contact your local Extension Agent to discuss beginning a corn club or other project-related club for younger 4-H'ers
- Collaborate with schools to describe values associated with best soil conservation practices (i.e., agricultural productivity, air/water quality, economic impact, etc.)
- Share Plant and Soil Sciences-related materials with schools and the community
- Mentor a younger 4-H'er in the Plant and Soil Science project
- Help neighbors collect soil samples for testing with your local Extension office
- Volunteer to become a member of the Natural Resource Conservation Service (NRCS) Earth Team
- Start a community composting program

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ LandJudging
- caes.uga.edu/ commodities
- extension.uga.edu
- agr.georgia.gov
- farmtoschool.org
- Georgiagrown.com
- ifdc.org
- nrcs.usda.gov
- websoilsurvey.sc. egov.usda.gov/App/ WebSoilSurvey.aspx

Special Considerations:

- Please use best safety practices when handling tools and equipment.
- Be sure to gain land owner permission prior to entering someone else's property.
- Give plenty of notice for any mentoring requests.
- Ask permission before photographing, taping, or quoting someone.
- Remember that safety for you, other staff, and animals is of the utmost importance. Be respectful when shadowing professionals and always follow instructions.

At Competition:

Plant and Soil Sciences 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other technological devices may be used.

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Physical, Biological, and Earth Science

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the study of chemistry, physics, living organisms, or the earth. Through this project 4-H'ers may:

- acquire knowledge about the scientific aspects of topics dealing with non-living matter or energy, such as physics, chemistry, and/or astronomy
- gain an understanding of the origins, history, characteristics, habitats, and systems of plants and animals
- study earth and space processes, including geology, astronomy, meteorology, oceanography, and/or paleontology
- learn the processes of scientific inquiry to determine the nature of things
- explore career opportunities in the areas of science and scientific inquiry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Shadow a Department of Natural Resources (DNR) officer, geologist, or other scientist to learn about their job
- Tour an astronomy tower, planetarium, aquarium, and/or natural history museum
- Conduct an informational interview with a scientist, teacher, or other professional to learn about their work and career path
- Visit your local county Extension office and discover the process of soil sampling
- Tour local industries to discover how science is used in manufacturing processes
- Schedule a visit to a 4-H Center and participate in a 4-H Environmental Education program

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Project Sharing and Helping Examples:

- Start a club that focuses on the environment, gardening, and/or science
- Volunteer as a teen leader on 4-H National Youth Science Day
- Conduct science experiments or demonstrations with 4-H'ers
- Teach a class about circuits
- Learn about disaster relief, extreme weather, and climate changes in your area. Help your family and neighbors become better prepared for these situations
- Learn about astronomy and constellations. Host a nighttime viewing party with friends, neighbors, and family to teach them what you've learned
- Trace the production of a material such as glass, plastic, or metal. Prepare and display an informational poster about the chemicals and natural resources used in the production
- Prepare an exhibit to teach others about the science behind satellites, fiber optics, and radio transmissions involved in distance learning
- Volunteer at a school's science night
- Assist younger students with their science projects
- Serve your community as a 4-H STEM Ambassador

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- georgia4h.org/set
- naturalhistory.uga.edu
- 4-h.org/parents/stem-agriculture
- 4-h.org/parents/ national-youth-science -day
- georgia4h.org/public/ edops/ambassadors
- agroclimate.org
- epa.gov/students
- usgs.gov

Special Considerations:

- Youth should talk with their science teacher about appropriate safety measures prior to conducting or leading experiments.
- Youth should practice internet safety when communicating with new people online.
- Remember to ask permission before photographing, taping, or quoting someone for your project.
- Food should not be prepared as part of the Physical, Biological, and Earth Science Project Achievement competition presentation.
- Live animals and weapons are not permitted.

At Competition:

Physical, Biological, and Earth Science projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Wildlife and Marine Science

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore living things, especially mammals, birds, and fishes that are neither human nor domesticated, and their habitats. Through this project 4-H'ers may:

- develop an understanding and appreciation of the economic and aesthetic values of wildlife resources to the state
- acquire knowledge relative to the wise use and management of wildlife as a resource
- develop an understanding of the habitats and factors affecting the survival of a species
- acquire knowledge about the different marine habitats (i.e., salt waters, marsh areas, and brackish waters)
- learn the various roles that groups of marine life play within marine and global ecosystems
- determine how to conserve, protect, and utilize marine resources through conservation and management
- develop an appreciation for marine resources as a recreational opportunity
- explore careers related to wildlife and marine sciences

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Participate in a 4-H wildlife judging team
- Go on nature walks with field guides. Identify wildlife and further study their habitats
- Shadow a zoologist or marine biologist for a day and learn their job responsibilities
- Take a trip to a nature center, the beach, or a wildlife management area
- Visit a zoo or aquarium and read the descriptions of all the animals and fish on display. Take notes and compare the similarities and differences among the wildlife

Project Sharing and Helping Examples:

- Coordinate a trip for youth or community members to a nature center, zoo, lake, or ocean
- Interview a marine biologist or wildlife expert and share what you have learned with your group or class
- Organize a group that teaches the public about local wildlife concerns through social media, presentations, and promotional flyers
- Help train younger 4-H'ers for wildlife habitat judging events
- Hold a demonstration on identifying animals and proper wildlife management techniques
- Photograph shark teeth, shells, bones, and feathers and share your findings with others
- Lead a group in making bird houses or feeders. Discuss how to identify local native birds that will visit their feeder/house
- Mentor a younger 4-H'er in a wildlife or marine sciences project
- Create and display a mini-booth at a local fair or public place in your community (such as a library or elementary school)
- Teach a group how to track animals by their tracks and/or scat
- Organize a group trip to 4-H Tidelands Nature Center
- Deliver a presentation on your favorite animal

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- tidelands4h.org
- fws.gov
- georgiawildlife.com/ hunting/wildlife-management-areas
- georgiawildlife.com
- gadnr.org
- coastalgadnr.org
- gacoast.uga.edu
- noaa.gov

Special Considerations:

- Youth should remember to be cautious and considerate around wildlife management areas.
- Practice internet safety when communicating with new people online.
- Ask permission before photographing, taping, or quoting someone.
- Be respectful of other cultures.
- Live animals and weapons are not permitted.

At Competition:

Wildlife and Marine Science projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

Sources:
Jackson, Jeff. *Junior/Senior Project Notebook.* "Wildlife and Marine Resources Project."
The University of Georgia CAES. 2016 Project Achievement. http://www.georgia4h.org/projectachievement/

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Computers Information Technology

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore aspects of technology as it relates to computers and emerging technologies, such as smart phones, web-based technology, robotics, and other systems. Through this project 4-H'ers may:

- develop an understanding of the underlying principles and theories behind technological devices that are used to access, organize, transmit, and communicate information
- develop an understanding of the effects and impacts of computer technology on humankind and the environment
- promote knowledge of safe practices and procedures as it relates to computer information and systems
- acquire knowledge regarding efficient utilization of computer information tools in home, school, and industry
- increase awareness, concern, and knowledge regarding technology systems and their use in transmitting, receiving, and processing knowledge electronically
- explore career opportunities related to computer information technology

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - *Project*
  - *Leadership*
  - *Service*

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Build a computer, install software, configure a server, and network your home devices
- Enroll in courses at school and online to develop computer skills
- Join the Georgia 4-H Communications and Technology Team and/or your local robotics team
- Program a video game or learn to write html code and design a website
- Interview a professional who works with computers and write a report on what you learned
- Program a robot to complete a task
- Acquire and read books, magazines, pamphlets, and online resources that related to topic
- Research the history and development of computer technology and programming

Project Sharing and Helping Examples:

- Teach internet and smartphone safety to peers and adults
- Lead a cyber-bullying prevention class
- Teach someone how to use an online software package
- Mentor youth on a software or programming team
- Take a robot you programmed to share at a local senior center or the library
- Organize a service project to recycle used technology
- Manage the social media group for your local 4-H club
- Demonstrate ways to use and care for computers and equipment
- Share what you have learned in the Computer Information Technology project with 4-H club members, school classes, civic clubs, and senior centers
- Exhibit a Computer Information Technology-related mini-booth at a fair
- Share helpful computer information materials at schools, libraries, and community events
- Mentor a 4-H'er in the Computer Information Technology project
- Lead a community club focusing on computer information technology

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Georgia4h.org/public/edops/techteam/
- gcflearnfree.org/subjects/technology/
- w3schools.com
- hourofcode.com/us/learn
- georgia4h.org/public/more/facsprojectsissues/Internet%20and%20Social%20Networking%20Safety/internetsafety.htm

Special Considerations:

- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Give plenty of notice for any mentoring requests.
- Be aware of fraudulent information and double-check the facts in your presentation with credible sources.
- Youth should review business etiquette prior to shadowing a professional at work or engaging in a work-study or internship.
- Contact your local county Extension staff to discuss your plan for community involvement.

At Competition:

Computer Information Technology 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Engineering and Mechanics

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the application of scientific, economic, and practical knowledge for designing, building, and maintaining structures, machines and systems. Through this project 4-H'ers may:

- learn about the basic principles and theories of engineering, including chemical, civil, electrical, and mechanical engineering
- study engine systems and the conversion of power and energy involved
- explore creative applications of design principles in the development of structures, machines, apparatuses, manufacturing processes, or works
- promote the knowledge of safe practices and procedures to protect against personal injury and property damage in engineering applications
- acquire knowledge of the efficient utilization of energy through the production of heat, light, power, and communication
- explore the economics of the efficient purchase and operation of powered equipment, including the ability to keep/interpret a record of operational and ownership costs
- learn about the effects of energy on humankind and the environment
- explore careers associated with engineering and mechanics

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - *Project*
  - *Leadership*
  - *Service*

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour an engineering college, technical school, and/or maker's lab
- Enroll in a mechanics or STEM class in school
- Identify a solution to a need, create a plan, and test it
- Interview or shadow an engineer or mechanic
- Research companies that employ engineers and find out about their job requirements
- Consider participating in a robotics team or 4-H Mission Make-It day
- Join the Georgia 4-H Communications and Technology Team
- Solve a problem by designing files and using a 3-D printer
- Participate with 4-H in National Youth Science Day

Project Sharing and Helping Examples:

- Serve as a teen lead at the Georgia 4-H Mission Make-It event
- Mentor a younger 4-H'er in the Engineering and Mechanics project
- Create an engineering and/or mechanics project club
- Coordinate a group of youth to visit a robotics competition
- Exhibit an Engineering and Mechanics-related mini-booth at a fair or event
- Schedule a tour of a local industry, technical school, and/or college to expose younger 4-H'ers to machinery and careers
- Present a booth at a school's STEM night
- Conduct a STEM activity at 4-H club meetings or summer programs
- Start a junior robotics team in your county
- Create a Leadership in Action project related to STEM
- Serve as a teen leader for National Youth Science Day
- Construct a simple machine to assist someone with an everyday task or problem
- Present your inventions to 4-H Club members, school classes, and/or civic clubs and discuss mechanical and design principles

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Georgia4h.org/set/
- education.com/science-fair/engineering
- sciencebuddies.org/science-fair-projects
- all-science-fair-projects.com/category89.html
- engr.uga.edu
- 4-h.org/parents/national-youth-science-day

Special Considerations:

- Youth should practice internet safety when communicating with new people online. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Remember to learn and abide by federal, state, and local laws and codes regarding powered equipment operation.
- When teaching safety, remember to reference official guides in creating presentations and exhibits.
- Please use best safety practices when handling tools and equipment.

At Competition:

Engineering and Mechanics 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Robotics

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the areas of robotics and technology systems related to robotics. Through this project 4-H'ers may:

- learn advanced robotics design, including investigating engineering design, robotics building, and computer programming systems
- sharpen engineering and design skills, increasing understanding of mechanics and the underlying physics
- demonstrate problem solving, decision-making, and logical reasoning by using science process skills to develop robotics
- design and build robotic solutions to industrial challenges
- promote the knowledge of safe practices and procedures to protect against personal injury and property damage in engineering applications
- explore careers associated with robotics

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour an engineering college, technical school, and/or maker's lab
- Enroll in a mechanics or STEM class in school
- Study the design, process of creating, and the many uses and global impacts of robotics
- Visit local industries to explore how they use robotics in their manufacturing processes
- Research careers in robotics
- Participate in 4-H robotics teams, clubs, and competitions in your area
- Connect with robotics professionals and others interested in robotics
- Join NASA's Robotics Alliance Project to learn about robotic technology, robots, and careers

Project Sharing and Helping Examples:

- Present a robotics-related demonstrations to 4-H Club members, school classes, civic clubs, and senior homes
- Serve as a teen leader for Mission Make-It: Georgia 4-H Engineering Challenge
- Teach friends, family, and/or your community members how to build simple robots, such as a BristleBot or ArtBot
- Present a robot you created at a school science event
- Mentor a younger student in developing a 4-H Robotics project
- Start a robotics club in your community
- Make a video with step-by-step instructions on how to build a robot, then share with your friends online
- Coach a younger student through a local robotics competition
- Organize a tour of a local industry, technical school, and/or college to expose younger 4-H'ers to robots and careers
- Construct a simple robot to assist someone with an everyday task or problem
- Conduct a STEM activity at 4-H club meetings or summer programs
- Exhibit a robotics-related mini-booth at a fair or event

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- georgia4h.org/set/ Robotics.html
- gafirst.org/frc
- robotics.nasa.gov/ email/subscribe.php
- georgia4h.org/set/ Engineering.html
- sciencebuddies.org/ build-robots
- stemgeorgia.org/stem-competitions/robotics-competitions

Special Considerations:

- Please use best safety practices when handling tools and equipment.
- Remember to learn and abide by federal, state, and local laws and codes regarding powered equipment operation.
- When teaching safety, remember to reference official guides in creating presentations and exhibits.
- Youth should practice internet safety when communicating with new people online. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Be respectful of other cultures.

At Competition:

Robotics 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Beef

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the beef industry including establishing and managing beef cattle enterprises, by-products, and end-products. Through this project 4-H'ers may:

- learn about and acquire skills for animal selection, breeding, feeding, care, production, management, ownership, exhibition, marketing, by-products, and end-products of beef cattle
- discover the industry's current and historic roles, scope, contributions of science, environmental and societal impacts, and economic significance
- explore equipment and safety protocols of animal care and production
- identify the degree of quality, the wholesale and retail cuts of beef and beef products, and understand their importance in human nutrition
- demonstrate sound breeding, feeding, and management practices on the home farm and in the community
- study bio-security of the beef cattle industry and food supply
- understand the role of veterinary care of beef cattle
- explore career opportunities related to the beef industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
    - Project
    - Leadership
    - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend beef schools, animal specialty camps, livestock auctions, field days, livestock shows, etc.
- Tour supermarket meat departments, veterinary clinics, farms, feed stores, and/or animal barns
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise and show a Market Steer or Breeding Heifer
- Participate in 4-H Livestock Judging, fitting contest team, and/or Market Steer or Breeding Heifer Record Books
- Interview a beef cattle producer and discuss industry matters
- Shadow a veterinarian, cattleman, and/or animal scientist and learn of job responsibilities

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist with coaching a livestock judging team
- Hold a fitting demonstration for community members, schools, civic groups, etc.
- Host a show preparation seminar for interested youth
- Mentor a younger 4-H'er in showing an animal
- Hold a feeding and management demonstration for a market steer and/or a breeding heifer
- Start a livestock project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues for community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Set up beef product exhibits at fairs, libraries, or festivals
- Organize an agricultural tour or farm day for youth
- Mentor a younger 4-H'er in the Beef cattle project

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- georgia4h.org/livestock/resources.htm
- extension.uga.edu/agriculture/animals
- agr.georgia.gov/livestock-market-news.aspx
- agr.georgia.gov
- usda.gov/topics/animals

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of beef cattle. Members may gain experience in a number of ways, such as assisting with the management of a herd, raising animals, or studying processing and marketing.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Beef cattle 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide

for 9th - 12th Graders

Companion and Specialty Animals

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the care of companion and specialty animals, traditionally kept as pets, including feeding, handling, grooming, training, and veterinary care. Through this project 4-H'ers may:

- identify companion or specialty animals (kept primarily for company or protection) as opposed to working animals, livestock, or laboratory animals (kept primarily for performance, agricultural value, or research)
- learn about and acquire skills for selecting, breeding, feeding, caring for, housing, handling, training, grooming, managing, owning, and exhibiting
- acquire knowledge about the history, breeds, characteristics, and identification of companion and specialty animals
- discover the current and historic roles, environmental and societal impacts, and therapeutic benefits of companion and specialty animals
- explore equipment and safety protocols associated with animal care
- understand the role of veterinary care, as well as basic first aid and treatment for animal ailments not requiring veterinary attention
- explore careers related to companion and specialty animals

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend UGA's VetCAMP, UGA College of Veterinary Medicine open house, veterinary workshops/clinics, animal specialty camps, field days, animal shows, etc.
- Tour animal clinics/hospitals, animal shelters, boarding facilities, pet stores, and zoos
- Acquire and read books, magazines, pamphlets, and online media about animals
- Raise and care for animals; consider showing your animals
- Participate in 4-H judging contests and quiz bowls related to animals
- Interview an animal trainer, tour the training facilities, and discuss training basics and trends
- Shadow someone with a support animal, veterinarian, animal groomer, and/or animal scientist
- Learn to control parasites on your companion or specialty animal
- Observe an animal agility class and make your own course at home

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Project Sharing and Helping Examples:

- Hold a pet care demonstration for friends and family
- Organize a group to tour a local veterinary clinic, boarding facility, animal shelter, pet store, zoo, and/or veterinary school
- Assist with a pet adoption day at your local animal shelter
- Organize a group to volunteer at an animal show
- Volunteer at a local animal shelter and/or rabies clinic
- Set up a pet care display at your county fair, library, civic club, festivals, pet stores, etc.
- Organize a pet therapy program for a local nursing home
- Collect food and enrichment/training items for an animal shelter
- Start a Companion and Specialty Animals project club at school
- Coordinate an informational interview with a trainer for a group
- Raise awareness for local animal shelters and the medical needs of the animals there
- Organize a petting zoo or animal exhibit for your community
- Coordinate a volunteer day at an animal rescue center
- Assist an animal rescuer with grooming and health activities
- Demonstrate animal training techniques to others and help in training their companion and specialty animals
- Mentor a younger 4-H'er in the Companion and Specialty Animals project

Recommended Resources:

- georgia4h.org/projectachievement
- vet.uga.edu
- vet.uga.edu/academic/vetcamp
- omicsonline.org/veterinary-science-technology.php
- adoptapet.com
- humanesociety.org
- aspca.org
- avma.org

Special Considerations:

- Live animals and weapons are not permitted in the presentation.
- Showing animals is not a requirement of the project work.
- This project can address any issue related to companion and specialty animals. Members may gain experience in a number of ways, such as assisting with managing a boarding facility, raising or training animals, studying husbandry, etc.
- Exercise safety when handling tools, animals, and equipment.
- Ask permission before photographing, taping, or quoting.
- Safety for you, other staff, and animals is of the utmost importance; include parents/friends in all interactions.

At Competition:

Companion and Specialty Animals Projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.

Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide

for 9th - 12th Graders

Dairy

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the dairy industry including establishing and managing dairy cattle and milk goat enterprises, by-products, and end-products.
Through this project 4-H'ers may:

- learn about and acquire skills for animal selection, breeding, feeding, care, production, management, ownership, exhibition, marketing, by-products, and end-products of dairy cattle and milk goats
- discover the industry's current and historic roles, scope, contributions of science, environmental and societal impacts, and economic significance
- explore equipment and safety protocols of animal care and production
- understand cleanliness and sanitation as applied to the production and care of milk and dairy products
- demonstrate sound breeding, feeding, and management practices
- develop an appreciation for the production of milk and dairy products and understand their importance in human nutrition
- study bio-security of the dairy and milk animal industries and food supply
- understand the role of veterinary care of dairy and milk animals
- explore career opportunities related to dairy and milk industries

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - *Project*
  - *Leadership*
  - *Service*

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend dairy camps, vet classes, livestock auctions, field days, livestock shows, etc.
- Tour milk processing plant, dairy farms, veterinary clinics, feed stores, and/or animal barns
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise and show a Commercial Dairy Heifer
- Participate in 4-H Dairy Judging, fitting contest team, and/or Dairy Heifer Record Books
- Interview an animal and dairy scientist, producer, or local dairy farmer and discuss the industry
- Shadow a veterinarian, dairy farmer, and/or animal scientist and learn of job responsibilities
- Join a 4-H Dairy Quiz Bowl team

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist with coaching a dairy judging team
- Hold a fitting demonstration for community members, schools, civic groups, etc.
- Host a show preparation seminar for interested youth
- Mentor a younger 4-H'er in showing an animal
- Hold a feeding and management demonstration for dairy heifers
- Start a dairy and milk science project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues for community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Set up dairy and milk product exhibits at fairs, libraries, etc.
- Organize a dairy farm or milk processing plant tour or farm day
- Mentor a younger 4-H'er in the Dairy and Milk Science project
- Promote Dairy Month in your community and display posters

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- georgia4h.org/livestock/resources.htm
- extension.uga.edu/agriculture/animals
- caes.uga.edu/departments/animal-dairy-science.html
- agr.georgia.gov
- usda.gov/topics/animals

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of milk. Members may gain experience in a number of ways, such as assisting with the management of a dairy herd, raising animals, or studying processing and marketing.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Dairy 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Dog Care and Training

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Description of Project:

4-H'ers may explore the care of dogs including feeding, handling, grooming, training, and veterinary care. Through this project 4-H'ers may:

- learn about and acquire skills for selecting, breeding, feeding, caring for, handling, training, grooming, managing, owning, and exhibiting dogs
- acquire knowledge about the history, breeds, characteristics, and identification of dogs
- discover the current and historic roles, environmental and societal impacts, and therapeutic benefits of dogs
- understand the value of scientific research and its influence on husbandry
- explore equipment and safety protocols associated with animal care, handling, and training
- understand the role of veterinary care, as well as basic first aid and treatment for dog ailments not requiring veterinary attention
- explore careers related to the care, training, and raising of dogs

Examples of Project Development Experiences:

- Attend UGA's VetCAMP, UGA College of Veterinary Medicine open house, veterinary workshops/clinics, animal specialty camps, field days, dog shows, etc.
- Tour animal clinics/hospitals, animal shelters, kennels, pet stores, and dog parks
- Acquire and read books, magazines, pamphlets, and online media about dog care and training
- Raise and care for animals; consider showing your animals
- Participate in 4-H judging contests and quiz bowls related to animals
- Interview a dog trainer, tour the training facilities, and discuss training basics and trends
- Shadow a veterinarian, animal groomer, animal scientist, and/or someone with a service dog
- Learn to control parasites on your pet
- Observe a dog agility class and make your own course at home

Project Sharing and Helping Examples:

- Hold a pet care demonstration for friends and family
- Organize a group to tour a local veterinary clinic, kennel, animal shelter, pet store, dog park, and/or veterinary school
- Assist with a dog adoption day at your local animal shelter
- Organize a group to volunteer at a dog show
- Volunteer at a local animal shelter and/or rabies clinic
- Set up a pet care display at your county fair, library, civic club, festivals, pet stores, etc.
- Organize a pet therapy program for a local nursing home
- Collect dog food, chew toys, and other items for a dog shelter
- Start a Dog Care and Training project club at school
- Coordinate an informational interview with a trainer for a group
- Raise awareness for local animal shelters and the medical needs of the pets there
- Organize or assist with a dog wash in your community
- Coordinate a volunteer day at a dog rescue center
- Create enrichment items for dogs at your local animal shelter
- Assist a dog rescuer with dog grooming and health activities
- Demonstrate dog training techniques to others and help in training their dogs
- Mentor a younger 4-H'er in the Dog Care and Training project

Recommended Resources:

- georgia4h.org/projectachievement
- vet.uga.edu
- vet.uga.edu/academic/vetcamp
- omicsonline.org/veterinary-science-technology.php
- akc.org
- adoptapet.com
- humanesociety.org
- apdt.com

Special Considerations:

- Live animals and weapons are not permitted in the presentation.
- Dog exhibiting is not a requirement of this project.
- This project can address any issue related to dogs. Members may gain experience in a number of ways, such as assisting with managing a kennel, raising dogs, studying husbandry, etc.
- Exercise safety when handling tools, animals, and equipment.
- Ask permission before photographing, taping, or quoting.
- Safety for you, other staff, and animals is of the utmost importance; include parents/friends in all interactions with others.

At Competition:

Dog Care and Training Projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.

Computers, projectors, screens, and other technological devices may be used.

Entomology

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the science of insects and other arthropods (spiders, ticks, mites, scorpions, etc.). Through this project 4-H'ers may:

- identify insects and other arthropods and their habitats
- differentiate between harmful and beneficial insects and arthropods
- develop knowledge about insects' and arthropods' economic importance and interrelationship with natural resources
- acquire knowledge on appropriate control of insects and arthropods
- understand safe use of insecticides and other methods of insect and arthropod control
- acquire knowledge of by-products and end-products relative to specific insects
- explore career opportunities related to entomology

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Make a special collection on one insect order and name the specimen by family and scientific name (genus and species)
- Collect and display beneficial insects and pest species found in landscapes, gardens, and natural areas throughout Georgia. Include all life stages and a description of their benefit or damage
- Create and display a collection of useful products produced by insects (silk, honey, wax, etc.)
- With permission, establish plant pollinator plots at your home or in community spaces
- Meet with your county public health officials to learn of local pest management
- Correspond with a professional entomologist or the Entomological Society of America
- Submit an essay to the Georgia 4-H Beekeeping Essay Contest

Project Sharing and Helping Examples:

- Share what you have learned in the Entomology project with county 4-H clubs, school classes, and/or civic clubs
- Enter an Entomology project-related booth or exhibit at a fair
- Learn the proper way to control common household pests, then offer to help senior citizens control those pests (i.e removing wasp nests at doorways)
- Teach about establishing and managing plant pollinator plots
- Start an Entomology project club. Contact your local Extension Agent to discuss your plans
- Collaborate with elementary schools to describe beneficial insects in your community
- Mentor a younger 4-H'er in the Entomology project
- Organize a tour of a local apiary. Consider visiting a local orchard or farm to explore the important role of bees
- Inform homeowners about environmentally friendly fire ant control methods
- Share about termites with community members and neighbors
- Send your 4-H Beekeeping Essay to the local newspaper

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Georgia4h.org/Beekeeping
- naturalhistory.uga.edu
- gen.uga.edu
- fcs.uga.edu/extension/home-healthy-homes-pests
- insectzoo.uga.edu
- entsoc.org
- insectidentification.org

Special Considerations:

- Youth should use precautions when working around insects.
- Ask permission before photographing, taping, or quoting someone.
- Remember that safety for you, other staff, and animals is of the utmost importance. Be respectful when shadowing professionals and always follow instructions.
- Give plenty of notice for any mentoring requests.
- Always ask permission from owners before working with animals, and be sure proper release forms are signed.
- Live animals/insects and weapons are not permitted in project.

At Competition:

Entomology 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Flowers, Shrubs, and Lawns

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the selection, installation, and care of flowers, shrubs, and lawns. Through this project 4-H'ers may:

- develop an understanding of the scientific principles related to plant growth and their artistic and functional use in the environment and home landscape
- acquire knowledge and develop skills to plant, grow, maintain, and appreciate flowers, shrubs, and grasses and use them in landscape design
- identify processes that impact the growth of flowers, shrubs, and lawns
- determine the appropriate plantings for environmental needs (i.e., sun/shade, drought tolerant, etc.)
- learn safe and effective methods of insect control and management
- explore aspects of ornamental gardening, as well as the therapeutic values of engaging in horticulture
- acquire an understanding of hand and power tools, equipment, and safety procedures in home garden, nursery, and landscape operations
- acquire an understanding of the basic principles of landscape design
- explore career opportunities related to landscape and horticulture

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour an independent garden center or the gardening section of a local store
- Plant and care for flowers, shrubs, lawns, or a terrarium
- Attend a plant seminar or gardening workshop to learn more about plants
- Visit an Extension demonstration garden, public garden, or a local greenhouse
- Interview a local gardener, Extension Agent, Master Gardener Extension Volunteer, or a local landscaper to discover opportunities in this field
- Shadow a horticulturalist at the nearest botanical garden, nursery, or horticultural operation

Project Sharing and Helping Examples:

- Organize a trip for your 4-H club to go to a botanical garden
- Plan for a speaker to talk about plant care at an upcoming 4-H meeting
- Show younger members how to properly care for a certain plant
- Grow flowers to be given to senior citizens at a nursing home
- Assist senior citizens with caring for their lawn and gardens
- Teach younger 4-H'ers how to create and care for terrariums
- Serve as a teen leader for a city beautification project
- Share what you have learned in the Flowers, Shrubs, and Lawns project with 4-H club members, school classes, and civic clubs
- Enter a Flowers, Shrubs, and Lawns-related mini-booth as an exhibit at a fair
- Mentor a younger 4-H'er in the Flowers, Shrubs, and Lawns project
- Lead a 4-H project club to plant and grow a flower garden, including how to grow transplants
- Volunteer your gardening services to a local non-profit organization
- Lead school students in planting a pizza garden at school

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- extension.uga.edu/garden
- gamastergardener.org
- botgarden.uga.edu
- atlantabg.org
- ugatrial.hort.uga.edu
- gardenclub.uga.edu/index.html
- extension.uga.edu/k12/school-gardens
- commodities.caes.uga.edu/turfgrass/georgiaturf/index/index.html

Special Considerations:

- Please use best safety practices when handling tools and equipment.
- Be sure to gain land owner permission prior to entering someone else's property.
- Give plenty of notice for any interview or mentoring requests.
- Contact your local county Extension staff to discuss how you can collaborate and assist with current programming.
- Live animals/insects and weapons are not permitted in the project.
- Consult with your local county Extension staff to determine appropriate project demonstration tools at Project Achievement.

At Competition:

Flowers, Shrubs, and Lawns 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other technological devices may be used.

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Fruits, Vegetables, and Nuts

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of selection, production, care, and growth of fruits, vegetables, and nuts. Through this project, 4-H'ers may:

- identify processes that impact the growth and production of fruits, vegetables, and nuts
- select, plant, grow, and maintain fruits, nut trees, or vegetable gardens
- acquire an understanding of hand and power tools, equipment, and safety procedures in home gardens and large production operations
- understand safe and effective methods of insect control/management
- develop an understanding of the basic principles of science relating to plant growth and development
- acquire knowledge and develop skills needed to care for and manage a well-planned vegetable, fruit, and nut crop
- determine the appropriate plantings for environmental needs (i.e., sun/shade, drought tolerant, etc.)
- explore all aspects of food gardening and the therapeutic values of engaging in horticulture
- explore career opportunities related to fruits, vegetables, and nuts

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour vegetable gardens to see the production of vegetables and their different growth stages
- Manage a vegetable, fruit, and/or nut crop and develop an understanding of safe insect control
- Attend farmers markets, conduct surveys, and participate in local gardening events
- Learn and participate in various produce competitions, such as the Georgia 4-H Pumpkin Growing Contest and Georgia 4-H Watermelon Growing Contest
- Interview a producer, Extension Agent, or Master Gardener Extension Volunteer to discover opportunities in this field

Project Sharing and Helping Examples:

- Volunteer to assist with a community farmer's market
- Lead a club to plant and grow a culinary herb garden, including how to grow transplants
- Assist an elderly person or neighbor with his or her garden
- Share a gardening season in an organic garden by keeping a record in a weekly blog
- Organize a project club for younger 4-H'ers. Coordinate speakers to discuss topics such as seed germination, pecan collection, fruit and vegetable growth and development, mulching, pollination, compositing, and soil sampling
- Work with your school administration and cafeteria to establish a garden to grow produce that can be served during school lunch
- Collaborate with Master Gardener Extension Volunteers on their community involvement and to learn more about their program
- Mentor a younger 4-H'er in the Fruits, Vegetables, and Nuts project
- Enter a Fruits, Vegetables, and Nuts-related mini-booth at a fair
- Organize a trip for your 4-H club to tour a produce packaging facility, demonstration garden, or local greenhouse
- Donate food from your garden to senior citizens in your neighborhood

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ baseprogramming
- extension.uga.edu
- caes.uga.edu/ commodities
- gamastergardener.org
- farmtoschool.org
- Georgiagrown.com
- fns.usda.gov/ farmtoschool/farm-school
- nal.usda.gov/afsic/ fruits-and-nuts

Special Considerations:

- Please use best safety practices when handling tools and equipment.
- Be sure to gain land owner permission prior to entering someone else's property.
- Remember to give plenty of notice for any mentoring requests.
- Food should not be prepared as part of the Project Achievement competition presentation.
- Live animals and weapons are not permitted in any project.
- Contact your local county Extension staff to discuss how you can collaborate with and assist with current programming.

At Competition:

Fruits, Vegetables and Nuts 4-H projects may use posters, artifacts, biofacts and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens and other technological devices may be used.

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Horse

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the equine industry including establishing and managing equine enterprises, owning and caring for horses, and the impacts of the industry. Through this project 4-H'ers may:

- learn about and acquire skills for selecting, breeding, feeding, handling, raising, managing, owning, exhibiting, and training of horses and ponies
- discover the industry's current and historic roles, scope, contributions of science, environmental and societal impacts, and economic significance
- become familiar with tools, equipment, and safety protocols to protect self, others, and animals
- develop an understanding and appreciation of horseback riding
- understand the role of veterinary care of horses
- explore career opportunities related to the equine industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend horse schools/clinics/workshops, equine club meetings, horse sale, field days, horse shows, etc.
- Tour veterinary clinics, horse farms, feed stores, equestrian center, and/or boarding facilities
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise and show a horse
- Participate in 4-H Horse Judging, 4-H Horse Quiz Bowl, and 4-H Hippology Contest
- Interview a Horse producer and discuss industry matters
- Shadow a veterinarian, farrier, and/or animal scientist and learn of job responsibilities

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4-H

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist with coaching a horse judging team, horse quiz bowl, hippology team
- Hold a grooming demonstration for community members, schools, civic groups, etc.
- Host a show preparation seminar for interested youth
- Mentor a younger 4-H'er in showing a horse or pony
- Hold an equine feeding and management demonstration
- Start a horse/horseless project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues for community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write equine news articles, blogs, or social media posts
- Set up horse-related exhibits at fairs, libraries, or festivals
- Organize an agricultural tour or farm day for youth
- Teach riding to someone who would not otherwise have the opportunity
- Mentor a younger 4-H'er in the Horse project

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- georgia4h.org/livestock/resources.htm
- extension.uga.edu/agriculture/animals
- agr.georgia.gov
- usda.gov/topics/animals
- georgiahorsecouncil.com
- usef.org
- aqha.com

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of horses. Members may gain experience in a number of ways, such as assisting with the management of horses, raising horses, or studying marketing.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Horse 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Poultry

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the poultry industry including establishing and managing poultry enterprises, by-products, and end-products. Through this project 4-H'ers may:

- learn about and acquire skills for animal selection, breeding, feeding, care, production, management, ownership, exhibition, marketing, by-products, and end-products of poultry
- discover the industry's current and historic roles, scope, contributions of science, environmental and societal impacts, and economic significance
- explore equipment and safety protocols of animal care and production
- learn about the production, management, and distribution of eggs
- identify the degree of quality and their importance in human nutrition of poultry and eggs
- demonstrate sound breeding, feeding, and management practices on the home farm and in the community
- study bio-security of the poultry and egg industry and food supply
- understand the role of veterinary care of poultry
- explore career opportunities related to the poultry and egg industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend Avian Adventures, specialty camps, field days, poultry shows, etc.
- Tour a broiler house, laying hen house, and/or feed stores
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise chickens and learn how to properly grade eggs
- Participate in 4-H Poultry Judging
- Design an efficient coop
- Interview a poultry producer and discuss industry matters
- Shadow a poultry industry representative, veterinarian, and/or animal scientist

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist in coaching a poultry judging team
- Host a poultry judging clinic for youth and community members
- Deliver a presentation about the economic trends of poultry for community members, schools, civic groups, etc.
- Hold a poultry feeding and management demonstration
- Start a Poultry and Egg Science project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues with community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Set up poultry product exhibits at fairs, libraries, or festivals
- Organize an agricultural tour or farm day for youth
- Create a game about chickens and share with others
- Lead a group tour, summit, or adventure focusing on poultry
- Mentor a younger 4-H'er in the Poultry and Egg Science project

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- extension.uga.edu/agriculture/animals
- agr.georgia.gov/livestock-market-news.aspx
- agr.georgia.gov
- usda.gov/topics/animals
- gapf.org
- uspoultry.org

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of poultry and eggs. Members may gain experience in a number of ways, such as assisting with the management of a flock/brood, raising animals, studying processing and marketing, etc.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Poultry 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Sheep and Meat Goats

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the sheep and meat goat industry including establishing and managing sheep and meat goat enterprises, by-products, and end-products. Through this project 4-H'ers may:

- learn about and acquire skills for animal selection, breeding, feeding, care, production, management, ownership, exhibition, marketing, by-products, and end-products of sheep and meat goats
- discover the current and historic roles, scope, contributions of science, and economic significance of the sheep and meat goat industry
- explore equipment and safety protocols of animal care and production
- identify the degree of quality, the wholesale and retail cuts of lamb and lamb products, and understand their importance in human nutrition
- demonstrate sound sheep breeding, feeding, and management practices on the home farm and in the community
- study bio-security of the sheep and meat goat industry and food supply
- identify types/grades of sheep and efficient marketing of sheep and goats
- understand the role of veterinary care of sheep and meat goats
- explore career opportunities related to the sheep and meat goat industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend shearing schools, animal specialty camps, purebred association field days, market days, livestock shows, etc.
- Tour supermarket meat departments, veterinary clinics, farms, feed stores, and/or animal barns
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise and show a Market Lamb, Breeding Ewe, Market Goat, or Commercial Doe
- Participate in a 4-H Livestock Judging team or complete a Market Lamb Record Book
- Interview a sheep and meat goat producer and discuss industry matters
- Shadow a veterinarian, butcher, and/or producer for a day and learn of job responsibilities

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist with coaching a livestock judging team
- Hold a shearing demonstration for community members, schools, civic groups, etc.
- Host a show preparation seminar for interested youth
- Mentor a younger 4-H'er in showing an animal
- Hold a feeding and management demonstration for Market Lamb, Breeding Ewe, Market Goat, or Commercial Doe
- Start a livestock project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues for community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Display sheep and meat goat product exhibits for the public
- Organize an agricultural tour or farm day for youth
- Mentor a younger 4-H'er in the Sheep and Meat Goats project

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- extension.uga.edu/agriculture/animals
- agr.georgia.gov/livestock-market-news.aspx
- agr.georgia.gov
- usda.gov/topics/animals
- sheepusa.org
- gasheepandwool.org
- gclpa.com

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of sheep or meat goats. Members may gain experience in a number of ways, such as assisting with the management of a herd, raising animals, or studying processing and marketing.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Sheep and Meat Goat 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Swine

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the pork production industry including establishing and managing pork production enterprises, by-products, and end-products.
Through this project 4-H'ers may:

- learn about and acquire skills for animal selection, breeding, feeding, care, production, management, ownership, exhibition, marketing, by-products, and end-products of swine
- discover the industry's current and historic roles, scope, contributions of science, environmental and societal impacts, and economic significance
- explore equipment and safety protocols of animal care and production
- identify the degree of quality, the wholesale and retail cuts of pork and pork products, and understand their importance in human nutrition
- demonstrate sound breeding, feeding, and management practices on the home farm and in the community
- study bio-security of the pork industry and food supply
- understand the role of veterinary care of swine
- explore career opportunities related to the pork production industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend swine classes, animal specialty camps, livestock auctions, field days, livestock shows, pig sales, swine showdowns, etc.
- Tour supermarket meat departments, veterinary clinics, farms, feed stores, and/or animal barns
- Acquire and read books, trade magazines, pamphlets, and online media about the industry
- Raise and show a Market Hog or Breeding Gilt
- Participate in 4-H Livestock Judging, fitting contest team, and/or Market Hog Record Books
- Interview a pork producer and discuss industry matters
- Shadow a veterinarian, swine producer, and/or animal scientist and learn of job responsibilities

Project Sharing and Helping Examples:

- Volunteer as a teen leader and assist with coaching a livestock judging team
- Hold a fitting demonstration for community members, schools, civic groups, etc.
- Host a show preparation seminar for interested youth
- Mentor a younger 4-H'er in showing an animal
- Hold a show pig feeding and management demonstration
- Start a livestock project club and lead meetings to share your knowledge with others
- Arrange for industry speakers to discuss agricultural issues for community members
- Demonstrate your work through presentations and exhibits at schools, civic clubs, senior homes, chambers of commerce, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Set up pork product exhibits at fairs, libraries, or festivals
- Organize an agricultural tour or farm day for youth
- Hold a mock livestock auction with your club
- Mentor a younger 4-H'er in the Pork Production project

Recommended Resources:

- georgia4h.org/ProjectAchievement
- georgia4h.org/livestock
- georgia4h.org/livestock/resources.htm
- extension.uga.edu/agriculture/animals
- agr.georgia.gov/livestock-market-news.aspx
- agr.georgia.gov
- usda.gov/topics/animals

Special Considerations:

- Actual animal exhibiting is not a requirement of this project.
- This project can address any issue related to the production of pork. Members may gain experience in a number of ways, such as assisting with the management of swine, raising animals, or studying processing and marketing.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Exercise safety when handling tools, animals, and equipment.
- Live animals and weapons are not permitted in the presentation.

At Competition:

Swine 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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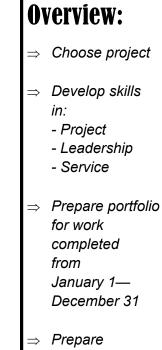
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Veterinary Science

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the prevention, control, diagnosis, and treatment of diseases affecting domestic and wild animals, as well as how to prevent the transmission of animal disease to people. Through this project 4-H'ers may:

- acquire knowledge to prevent the spread of disease among animals and people
- develop an understanding of the prevention and control of diseases affecting domestic and wild animals
- develop an understanding of and appreciation for the importance of good management and sanitation practices in maintaining healthy birds and animals
- develop an understanding of the symptoms, diagnosis, and treatment of diseases affecting domestic and wild animals
- explore careers related to veterinary science

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend UGA's VetCAMP, beef/dairy/horse school, veterinary workshops/clinics, animal specialty camps, livestock auctions, field days, etc.
- Tour veterinary clinics, farms, animal shelters, stockyards, and/or animal barns
- Acquire and read books, magazines, pamphlets, and online media about veterinary science
- Raise and care for animals; consider showing your animals
- Participate in 4-H animal judging contests, quiz bowls, and/or complete a Record Book
- Interview a beef cattle producer and discuss industry matters
- Shadow a veterinarian and/or animal scientist and learn of job responsibilities
- Learn to control parasites on your pet
- Work on science projects related to Veterinary Science

Project Sharing and Helping Examples:

- Hold a pet/livestock care demonstration for friends and family
- Organize a group to tour a local farm, veterinary clinic, kennel, animal shelter, and/or UGA's veterinary school and hospital
- Organize a group to volunteer at a veterinarian's office
- Volunteer at a local animal shelter and/or rabies clinic
- Set up a pet care or livestock care display at your county fair, library, civic club, festivals, pet stores, etc.
- Start a Veterinary Science project club at school
- Coordinate an informational interview with a veterinarian for a group
- Raise awareness for local animal shelters and the medical needs of the pets there
- Coordinate a volunteer day at a local wildlife rehabilitation center and learn about wildlife veterinary medicine
- Create animal enrichment items for animals at your local animal shelter
- Assist a livestock producer with herd health activities
- Contact your local veterinarian clinics and animal shelters to determine priority needs. Lead a collection drive to gather needed items
- Mentor a younger 4-H'er in the Veterinary Science project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- omicsonline.org/ veterinary-science-technology.php
- vet.uga.edu
- vet.uga.edu/academic/ vetcamp
- gadnrle.org/sites/ uploads/le/pdf/Special-Permits/ Wildlife_Rehabilitator_ List.pdf

Special Considerations:

- Ask permission before photographing, taping, or quoting someone.
- Live animals and weapons are not permitted.
- Remember that safety for you, other staff, and animals is of the utmost importance. Be respectful when shadowing professionals and always follow instructions.
- Always ask permission from owners before working with animals, and be sure proper release forms are signed.

At Competition:

Veterinary Science Projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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PROJECT CONTENT AREA II:
Civic Engagement

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Project Achievement Development Guide

for 9th - 12th Graders

History

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the past as it relates to our present culture and influences. Through this project 4-H'ers may:

- gain knowledge of historical events, places, figures, clothing, architecture, etc.
- develop an understanding of various movements of the past, including but not limited to the civil rights movement, the women's rights movement, and industrialization
- evaluate key political, social, and economic changes in our state, nation, and other countries, as related to historical events
- acquire knowledge concerning periods in history and their impacts on today's societies
- explore historical developments relative to different regions of the world, including civic, cultural, economic, and historical elements
- explore career opportunities in fields of historical preservation and study

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend a related exhibit or visit a museum to gain greater knowledge of a historical period, place, person, or event (e.g., if interested in the civil rights movement, visit the King Center, Albany Civil Rights Center, or National Center for Civil and Human Rights)
- Visit the library and research books, articles, newspapers, and videos pertaining to your topic
- Consult with a local librarian or history teacher on primary resources available to you for research (e.g., journals, documents, manuscripts, and artifacts from the relevant time period)
- Visit state or national historical sites to witness where historical events occurred.
- Interview individuals who lived through significant events in U.S. history

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Project Sharing and Helping Examples:

- Organize a history club or historical society within your community or school
- Share a history presentation or workshop with younger 4-Her's and community members.
- Set up a booth at a local fair and showcase historical artifacts pertaining to your topic
- Host a game of historical trivia at a community festival or 4-H night
- Plan a field trip for youth to visit a museum, history center, or historical landmark in Georgia (e.g., Fernbank Museum of Natural History, Southern Museum of Civil War and Locomotive History, Augusta Museum of History, Georgia Museum of Agriculture, Atlanta History Center, forts, homes of historical figures, historic buildings, etc.)
- Create a unique pamphlet or infographic about a historical topic and share it with club members, teachers, or younger 4-H'ers, explaining how your topic has shaped society today
- Serve as teen docent or volunteer at a local museum, history center, or landmark
- Host a historical speeches reenactment contest

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- www.archives.gov
- www.wdl.org/en/
- www.loc.gov
- avalon.law.yale.edu
- www.smithsoniansource.org
- www.jstor.org
- www.history.com
- www.google.com/ culturalinstitute/beta/ project/historic-moments

Special Considerations:

- All historical information you are sharing and presenting should be supported by credible primary and secondary sources.
- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/ guardian on online communications with adult mentors.
- Youth should be respectful of other individuals and cultures.
- Individuals should ask permission before photographing, taping, or quoting someone.
- Live animals and weapons are not permitted in any project.

At Competition:

History 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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International

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.
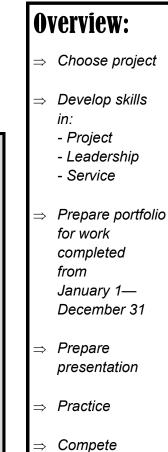
Description of Project:

4-H'ers may explore another country's culture, tradition, festivals, history, celebrations, geography, population, religion, education, food, and/or language. Through this project 4-H'ers may:

- develop an understanding and appreciation for various cultures and people
- develop an awareness and understanding of current and/or historical international events
- explore different countries' cultures, traditions, festivals, celebrations, religions, education, food, language, population, or geography
- create global friendships through hosting international students, traveling abroad, contacting 4-H'ers in other countries, or through other creative means
- research, support, and promote global service opportunities
- acquire skills and knowledge for a future in the international work force
- explore careers related to international affairs, businesses, or study

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Research a country's culture, including food, economy, religion, historical events, and customs
- Contact other 4-H'ers or youth throughout the world via email, letter, or web chatting
- Travel to another country
- Host an international exchange student
- Get to know a student or community member from another country
- Study a foreign language
- Learn about foreign foods and prepare them for friends and family
- Research service organizations working to address global challenges
- Contact your local congressional representative's office to discuss foreign policy

Project Sharing and Helping Examples:

- Organize an international food potluck in your community
- Share what you have learned about another culture with other youth and adults. Possible groups include: county 4-H clubs, elementary or middle school classrooms, and civic clubs
- Share music, dance, or art of another country with your community
- Research, support, and promote global service opportunities, like UNICEF, Kiva.org, Heifer International, etc.
- Tutor or mentor a non-native English speaker
- Cook a meal from another country for your 4-H club
- Arrange a conference call or video chat between your club and another country's club meeting
- Organize a 4-H project club using both the 4-H WeConnect global youth citizenship curriculum (available at www.4-Hmall.org) and Peace Corps Worldwise Schools curriculum (available at www.peacecorps.gov/educators/resources/)
- Organize a service project on Global Youth Service Day (see ysa.org)
- Mentor a younger 4-H'er in the International project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- 4-h.org/about/global-network
- ifyeusa.org
- unicefusa.org
- tigweb.org
- heifer.org
- rootsandshoots.org
- Kiva.org
- isl.uga.edu
- global.uga.edu
- peacecorps.gov
- ysa.org

Special Considerations:

- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Practice food safety when preparing food for family and community members for project work. (Food should not be prepared as part of the competition presentation.)
- Research international charity organizations using charitynavigator.org before donating or raising money.
- Be respectful of other cultures.
- Live animals and weapons are not permitted.

At Competition:

International 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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4-H

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Workforce Preparation and Career Development

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the psychological, sociological, educational, and economic factors that influence the nature and significance of work, careers, and the development of an individual for this work. Through this project 4-H'ers may:

- acquire knowledge relative to values, goals, skills, interests, hobbies, and available resources and how they affect career choices
- develop skills necessary for career selection, employment, resume development, and/or successful job interviews
- explore age-appropriate work and the roles, responsibilities, and qualifications for that work
- develop an understanding of advanced educational programs that support workforce development, including college and technical programs
- demonstrate the skills necessary for admittance into advanced educational programs
- develop a business plan
- identify various strategies to be more prepared for specific fields of study
- acquire knowledge of the practical skills necessary for employment
- explore careers in workforce preparation and career development

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take interest inventories to clarify personal strengths and weaknesses for career choices
- Participate in resume-building workshops and job interview classes
- Research post-secondary educational opportunities for different careers, including the demand and requirements. Attend a job fair and/or a post-secondary educational fair
- Create a timeline and plan of action for gaining education and skills in a desired career field
- Meet with the school counselor to plan classes required or encouraged for a desired career
- Shadow a business professional for a day. Participate in internships or work-study opportunities

Project Sharing and Helping Examples:

- Sponsor a career fair for youth by contacting businesses and agencies to present exhibits and answer questions
- Teach others how to build and present a resume, including how to tailor resumes for specific job settings
- Teach others how to interview for a job
- Schedule speakers to discuss various career fields, educational requirements, and necessary job skills
- Contact post-secondary institutions and set up presentations for club meetings
- Invite local business representatives to speak to youth groups about desirable traits in an employee
- Teach a project club on selecting job fields based on interests, meeting required educational criteria, filling out job applications, and successfully interviewing for jobs
- Plan and conduct a college fair at a local school or event
- Lead a group in creating a business plan that incorporates their interests, education, and abilities
- Write a blog about career development

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- 4-h.org/parents/curriculum/workforce-readiness
- funderstanding.com/educators
- webtools.ncsu.edu/learningstyles
- msue.anr.msu.edu/topic/info/career_preparation
- youthventure.org
- youngbiz.com
- getintocollege.com
- yescollege.com
- payscale.com

Special Considerations:

- This project builds skills, education, and preparedness for future employment and careers.
- Presentations at competition may be general in nature or may focus on a particular future career or job.
- Remember to practice safety when communicating with new people online or in person. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Youth should review business etiquette prior to shadowing a professional at work or engaging in a work-study or internship.

At Competition:

Workforce and Career Development 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Communications

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Description of Project:

4-H'ers may explore activities relative to conveying information through the exchange of thoughts, messages, or information through speech, visuals, writing, signals, or behavior. Through this project 4-H'ers may:

- recognize various forms of information and the validity and reliability of each
- understand the communication process
- develop skills in interpersonal and public communication
- identify types of communication and methods of communication that are most suitable for a situation
- promote the knowledge of safe and appropriate practices as it relates to communication systems
- develop skills in public relations, journalism, graphic design, broadcasting, photography, advertising, etc.
- discover career opportunities in the field of communication

Examples of Project Development Experiences:

- Volunteer as an unofficial "intern" at an advertising agency, radio station, or TV studio to gain experience designing, composing, taping, and/or selling advertisements or commercials; taking classified ad phone calls; etc.
- Serve on the school annual, newspaper, radio, or TV staff
- Write school news or sports articles for a local newspaper
- Arrange with the news editor/director of an area radio or TV studio to call in news, weather, or sports reports. Act in a professional manner and be committed through the project end.
- Interview a marketing professional, journalist, radio personality, or public relations expert about the forms of communication they use and the education and skill requirements of their job

Project Sharing and Helping Examples:

- Arrange, publicize, and coordinate tours of an advertising or marketing firm, public relations firm, newspaper, radio station, TV studio, cable network company, cellular telephone company, distance education center, satellite downlink site, etc.
- Host a communications careers program. Invite communications professionals to attend or provide materials for distribution
- Recruit an advertising agency officer or the advertising manager/director of a newspaper, radio station, news station, or cable TV company to speak at a club meeting
- Design and publish advertising materials, flyers, and infographics for local clubs and/or businesses
- Write and publish interest stories or factual news in local or school newspapers or literary magazines
- Volunteer to assist in creating and/or running social media profiles for your local 4-H club
- Work with local distance learning teachers to create an exhibit on using computers and satellites to teach classes hundreds of miles away to be displayed at fairs, malls, libraries, or events
- Teach a class on using blogs and social media as promotional material for newly-established local businesses
- Volunteer to record public service announcements

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Newspapers
- Radio stations
- News stations
- Cable TV companies
- Public relations firms
- Public information officers at schools, medical centers
- Communications businesses
- Printers
- School distance learning coordinators

Special Considerations:

- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/ guardian on online communications with adult mentors.
- Ask permission before photographing, taping, or quoting someone.
- Live animals and weapons are not permitted in any project.
- Please use best safety practices when handling tools and equipment.

At Competition:

Communications projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other technological devices may be used.

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Photography and Videography

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - *Project*
 - *Leadership*
 - *Service*

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Description of Project:

4-H'ers may explore the art, science, and practice of creating images with a camera and the images created through the practice of photography and videography. Through this project 4-H'ers may:

- acquire skills for taking various types of photos, including but not limited to action, portrait, landscape, and stills
- determine the advantages and uses for various cameras and make selections based on use
- gain appreciation of photography as an art, science, and communication tool
- develop an understanding of the science of photography, including the creation of images through light and lenses
- apply the principles of lighting in various settings
- identify the mechanics of a camera, lens, and photo formats
- develop a working knowledge of processing and printing images, including image types and characteristics and the selection of appropriate papers
- explore various techniques to alter and enhance photographs
- explore career opportunities in the area of photography

Examples of Project Development Experiences:

- Learn how cameras work in capturing a video and image
- Explore how newspapers, magazines, and other media use photography or videography
- Develop an understanding of the history of photography or videography
- Research the use and techniques of special effects and trick photography
- Shadow a professional studio photographer or photojournalist for a day
- Gain experience in darkroom techniques such as processing, restoration, and enlargement
- Serve as the photographer on the school annual, newspaper, website, or TV staff

Project Sharing and Helping Examples:

- Compile a photo history of your community, school, local organization, or your family and share with others
- Find and assist a special interest or community service group that needs photographs or videos to document their activities
- Offer to video or photograph the home inventory of neighbors and friends in the community for their insurance records
- Make a photographic or video record of community or regional natural disasters
- Teach a fundamentals of photography class during summer programming
- Conduct a photo or video contest
- Make a video history of your 4-H club
- Mentor younger 4-H'ers in the Photography project; assist them with entering the Georgia 4-H Photo Contest
- Share what you have learned in the Photography project with others
- Enter a photography-related mini-booth as an exhibit at a fair or community festival
- Assist your school with picture day

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- comm.uga.edu
- GeorgiaCenter.uga.edu/youth
- Northgeorgiaphotographyclub.com
- AJC.com
- PPA.com
- NPPA.com
- Northgeorgiaphotographyclub.com
- Journalists.org
- gnpa.org
- NANPA.org

Special Considerations:

- Be sure to ask for consent prior to taking someone's photo.
- Practice internet safety when communicating with new people online.
- A best practice is to take a friend or parent to shadow your interview and copy your parent/guardian on online communications.
- Be respectful of other cultures.
- Give plenty of notice for any mentoring requests.
- Remember to consult with your local county Extension staff when organizing community-wide projects.

At Competition:

Photography and Videography 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens and other technological devices may be used.

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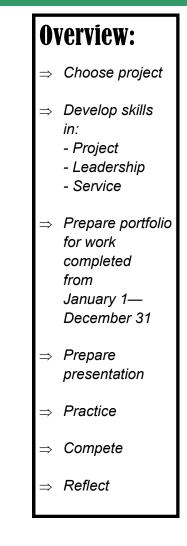
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Public Speaking

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the process and act of speaking to a group in a structured and planned manner intended to inform, influence, or entertain an audience. Through this project 4-H'ers may:

- determine appropriate styles of speaking for various audiences and purposes
- organize material for a speech in a careful and deliberate manner
- develop a pleasing voice and appearance appropriate for the audience and topic
- speak convincingly in public
- analyze a speaker and speech for effectiveness and appropriateness
- explore careers in the area of public speaking

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Develop informative, persuasive, and entertaining speeches and presentations incorporating information from fact-based research and effective quotations from inspirational and/or professional people as needed for the purpose of the speech
- Research famous speeches and the impact of those speeches in history, government, business/industry, religion, and society
- Analyze speeches and presentations for introductions/hooks, key points, and summaries
- Observe speeches and presentations of professional public speakers, such as news anchors, radio announcers, government leaders, and inspirational figures

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Project Sharing and Helping Examples:

- Organize a public speaking project club to teach younger members how to develop and present an oral speech or presentation for different purposes, including informative, persuasive, or entertainment
- Develop and present an informative speech to local civic groups
- Speak at a fundraising event with the goal of persuading others to contribute financially to a worthy cause (i.e., 4-H programming)
- Evaluate and critique speeches/presentations of younger 4-H'ers in preparation for Project Achievement; provide constructive criticism to encourage improvement
- Present speeches or presentations for classes at school
- Compete at a literary event based on speech, presentation, dialogue, or monologue; coach others on the team
- Organize a youth-led program or assembly at your school, and teach others the best practices of public speaking
- Organize and coordinate an extemporaneous speaking activity at a club meeting; constructively discuss ways each speaker could improve

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- usnpl.com/ ganews.php
- grady.uga.edu/ academics/adpr/
- speakersleague.com
- comm.uga.edu

Special Considerations:

- Practice internet safety when communicating with new people online
- Be respectful of other cultures
- Live animals and weapons are not permitted
- The Public Speaking project utilizes a separate score card comprised of general appearance, projection, voice control, pronunciation and enunciation, language effectiveness, organization of contents, overall quality, and length of presentation.

At Competition:

Public Speaking projects have access to a podium to deliver their speech. The time limit for these speeches is 10 minutes. Computers, projectors, screens, and other technological devices are not permitted in this project.

Prepared by: Mandy Marable, Keri Hobbs, Elyse Daniel
Date: 3/3/2017
Reviewed by: Natalie Bock, Jason Estep

Sources:
The University of Georgia CAES. 2016. Project Achievement. http://www.georgia4h.org/projectachievement/

Georgia4h.org/programs/project-achievement

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Arts and Crafts

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

Youth may explore aspects of arts and crafts, including methods and skills for creating art, works created by other artists, and the process by which art is imagined and created. Exploration may also include the less fine and more easily reproducible crafts. Through this project 4-H'ers may:

- develop an understanding of and foster critical thinking for the creation of aesthetics and visual literacy
- plan and create visual art forms in areas such as painting, drawing, ceramics, fabric design, jewelry, metalwork, printmaking, sculpting, papier-mâché, bead work, recycled crafts, etc.
- acquire knowledge and an understanding of various artists and crafters and their art forms
- examine forms and styles of visual arts from different cultures and time periods
- understand and practice safe and appropriate handling of arts and crafts materials and tools
- develop an understanding for and appreciation of leisure time activities
- explore career opportunities related to arts, crafting, and the production and sale of items

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour art galleries, art museums, and craft fairs to experience the creations of others and to gather ideas and inspiration for new projects
- Interview arts or craft practitioners and observe them at work in their studios
- Attend arts and crafts classes offered by Extension, craft shops, and/or recreation departments
- Review a professional or student artist's portfolio. Compile a portfolio of your own work
- Gather found objects, recyclable materials, or natural debris to create an artwork
- Research the history of folk art and the impact of the Industrial Revolution on art

Project Sharing and Helping Examples:

- Present an art or craft demonstration to 4-H club members, school classes, civic clubs, or senior centers
- Exhibit your work product at county Extension offices, libraries, schools, coffee shops, etc.
- Enter an art or craft project or exhibit an Arts and Crafts-related mini-booth in a fair, competition, or event
- Provide art or craft sessions for a local preschool, child care center, assisted-living facility, or nursing home
- Train other 4-H members how to lead art or craft sessions
- Assist senior citizens in preparing crafts and enter them in competitions and fairs
- Contact your local Extension Agent to discuss beginning an Arts and Crafts project club
- Mentor a younger 4-H'er in the Arts and Crafts project
- Organize students to paint a large mural to display in school
- Beautify the community by creating garden art pieces from found objects and sharing them with neighbors
- Coordinate face-painting fundraisers at local events. Donate the proceeds to an art or craft-related charity

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Libraries
- Art museums (i.e. georgiamuseum.org)
- Craft stores, art supply shops, hardware stores
- Arts.uga.edu
- Pinterest.com
- Hobbylobby.com
- Michaels.com
- ExploreGeorgia.org/ Festivals
- Brittanica.com

Special Considerations:

- Presentations at competition should show appreciation of an art or craft medium via a demonstration of actual skill or by an illustrated talk that reflects knowledge gained through study.
- Youth should practice safety when communicating with new people online or in person.
- Ask permission before photographing, taping, or quoting someone or their artworks.
- Please use best safety practices when handling tools and equipment.

At Competition:

Arts and Crafts 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Fashion Revue

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the explore clothing through the experiences of designing and constructing garments and accessories. Through this project 4-H'ers may:

- learn about various fibers and the vocabulary used in fashion industry
- understand basic elements and principles of art as related to improved personal appearance
- develop ability to select clothing to enhance appearance and self-esteem, identify appropriate fit of clothing, and determine value based on quality
- select and use sewing and pressing equipment correctly
- develop skills to construct an outfit including fabric and notion selection, pattern use, and construction
- develop skills in modeling clothing and accessories
- explore career opportunities related to fashion, merchandising, and clothing construction

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Attend/participate in local fashion shows
- Work or volunteer in a fabric or clothing store
- Research different types and uses of fabric and learn about current fashion trends
- Interview local seamstresses/tailors about how patterns are chosen, adapted, and sewn
- Analyze values of garments by comparing cost of materials and labor versus sale price
- Take a sewing class and make articles of clothing for different seasons of the year

Project Sharing and Helping Examples:

- Teach 4-H'ers about pattern and fabric selection and how to sew simple articles of clothing
- Sew costumes for local theatre group productions
- Teach summer day camp classes on different types of fabric and their uses
- Plan a local fashion show; coach participants in modeling techniques; narrate show by describing fashion styles, purpose of garments, and suitable fabric choices
- Prepare a fashion portfolio to share with others for different seasons of the year at club meetings or special events
- Research and sew articles of clothing to donate to preemies in hospital NICU settings or to seniors at senior homes
- Teach a project club on building a wardrobe on a budget
- Lead a group in sewing garments for a service project
- Demonstrate accessory selection skills to 4-H Club members, school classes, civic clubs, and senior homes
- Teach others how to make a clothing item by evaluating price, fabric durability, and purpose
- Mentor a younger 4-H'er in the Creative Stitchery project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Fcs.uga.edu
- Fashionschools usa.com/states/georgia
- mylifetime.com/shows/project-runway
- mylifetime.com/shows/project-runway-junior
- DIYnetwork.com
- nationalmakeitwith-wool.com
- Georgiacen-ter.uga.edu/youth

Special Considerations:

- This project should show an appreciation of fashion through actual skill demonstration or knowledge gained through study.
- The outfit modeled at competition must have been created during the current 4-H year and must not have been judged in a previous year in a district or state 4-H contest.
- After the modeling session, 4-H'ers will change into any outfit and leave the modeled garment to be judged on construction.
- Refer to the 4-H Quality Construction Checklist when creating the garment for competition.
- Be sure to discuss with and bring along a parent/guardian for all modeling opportunities.

At Competition:

Fashion Revue competitors must bring their homemade garment made during the 4-H program year. At the competition, the 4-H'er should:

- *Model this outfit*
- *Answer questions on outfit construction*

See the project guidelines for exact specifications.

Georgia4h.org/programs/project-achievement

GEORGIA 4-H

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Performing Arts –Dance Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through vocal, dance, and instrumental performances with an emphasis on dance
- acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts Dance participant will prepare and present a 4 minute performance that includes a short introduction. Talent acts should include a variation of dance to a music track or song.

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare performance*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take dance classes, dance workshops, and camps
- Choose appropriate music based on your preferred genre of dance
- Learn to choreograph dances that could be used for different performances
- Attend professional performances, watch dance shows, or watch online dance videos
- Interview choreographers, trainers, or professional dancers
- Have yourself critiqued by a dance professional - Remember practice makes perfect!
- Participate in your school, community, or church performance groups
- Audition for performing groups, such as Georgia 4-H Clovers & Company or a dance company
- Listen to or read professional critiques of other dancers and performances
- Shadow a dance teacher, choreographer, trainer, or professional dancer

Project Sharing and Helping Examples:

- Form a dance group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach dance techniques. Consider performing at such places as elder care homes, hospitals, local theaters, festivals, music stores, etc.
- Enter talent shows and competitions
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Jam, etc.
- Teach line dances at festivals, nursing homes, or 4-H events
- Create an easy routine to teach others for a flash mob
- Volunteer to assist teaching classes at your studio
- Post dance videos to social media sites
- Mentor a younger 4-H'er in a Performing Arts project
- Prepare a mini-booth in a local fair to show the benefits of dance

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- eventbrite.com/d/ga--/ dance-workshop/
- foxtheatre.org
- socialdance. stanford.edu/Syllabi/ Choreography.htm
- atlantaballet.com/ tickets-performances
- youtube.com

Considerations in Dance Performance:

- Consider your ability and level of skill to identify the genre of dance that best suits your talents. Identify technical moves that you have perfected and include them in your performance.
- Any song, routine, costume, etc. should be appropriate and comply with the 4-H Code of Conduct.
- Presentation is 25 points of your total score. This includes accurate rhythm, precision and coordination, use of stage, execution of dance steps, and the degree of difficulty.
- Youth should practice an introduction that includes their name, county, length of study, name of selection, and author/ choreographer. Use this time to grab your audience's attention!
- Make sure you time yourself—including your introduction, you have total of 4 minutes.
- Ask for critiques from professionals and work on their suggestions, such as point your toes, straighten legs, smile, look up, etc.

At Competition:

Talent acts should include a dance presentation with a variety of steps to a music track or song. Background music is allowed, but singing or playing an instrument in this project is not appropriate.

Performances will be judged on introduction, execution of figures and routine proficiency, presentation, interpretation, technique, stage presence, costume, and time. Acts are limited to 4 minutes total.

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Performing Arts –Drama

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies and voices to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through drama which may include monologue, spoken word/ poetry, oral interpretation, comedy, or pantomime performances with an emphasis on acting/drama skills
- learn how to select dramatic performance pieces
- explore career opportunities in the area of performing arts

Each Performing Arts Drama Participant will:
- *prepare and present a 4 minute performance that includes a short introduction. Talent acts should primarily include a dramatic presentation. Background music is allowed, but singing, dancing, or playing an instrument in this project is not appropriate*
- *use the microphone provided at the contest and not his/her own personal microphone*

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed January 1— December 31*

⇒ *Prepare performance*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Enroll in drama classes, lessons, workshops, or camps to build your stage confidence and stage presence — consider musical theatre, improv, creative theatre, theatre therapy, etc.
- Have yourself critiqued—Remember practice makes perfect
- Attend professional performances
- Participate in a school, community, or church drama group, such as your school's literary team, solo and ensemble, etc.
- Audition for performing groups, such as Georgia 4-H Clovers & Company, theatre camps, etc.
- Enter talent shows, direct a local play, and/or create your own monologue
- Interview theatre teachers, directors, or professional actors
- Organize a book of selections for community performances

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Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach performance techniques. Consider performing at such places as elder care homes, hospitals, local theaters, festivals, music stores, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clovers Chorus, caroling, etc.
- Make props or backdrops for a local theatre group
- Create your own musical theatre review with younger students
- Teach the basics to younger kids at day care centers, day camps, or other youth groups
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Teach others to write effective dialogue and monologues
- Showcase your work in a performing arts mini-booth at a local fair, library, community festival, etc.
- Mentor a younger 4-H'er in the Performing Arts General project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- forensicscommunity.com/ dramaticinterpretation/ excelling-dramatic-interpretation-advanced-guide
- atlanta-theater.com/
- foxtheatre.org
- theguardian.com/ stage/2012/nov/28/ how-to-act-acting-tips

Considerations in Performance Selection:

- Showcasing your skill is important. Be sure to highlight your unique talents.
- Consider your performing mechanics, such as diction and poise.
- Characterization is 40 points of your total score! This includes facial expression, costume, skills, and stage presence.
- Consider filming yourself or performing in front of a mirror.
- Any song, routine, costume, etc. should be appropriate and comply with the 4-H Code of Conduct.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and author. You may also choose to include the performance's origin/history.
- Make sure you time yourself—including your introduction, you have a total of 4 minutes.
- Be dramatic! That is what this project is all about!

At Competition:

Talent acts should primarily include a dramatic presentation. Background music is allowed, but singing, dancing, or playing an instrument in this project is not appropriate. Performances will be judged on introduction, mechanics, imagination and creativity, characterization, script, and time. Acts are limited to 4 minutes total. Youth are required to use microphones provided at the contest.

Georgia4h.org/programs/project-achievement

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Performing Arts –General Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies and voices to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through vocal, dance, and instrumental performances
- acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts General Participant will:

- *prepare and present a 4 minute performance that includes a short introduction. Talent acts should include something other than or in addition to just a vocal, instrumental, or dance performance. Instrumentation will not be judged unless presented as part of the performance by the performer*
- *use the microphone provided at the contest and not his/her own personal microphone*

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare performance*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take lessons from a professional trainer, attend a workshop, or attend a performing arts camp
- Participate in a school, community, or church performance group, such as your school's literary team, solo and ensemble, etc.
- Audition for performing groups, such as Georgia 4-H Clovers & Company, All-State group, etc.
- Consider drama class or acting to build your stage confidence and stage presence
- Write your own content/dialogue and enter talent shows
- Interview music teachers, vocal trainers, or professionals in your field of interest
- Attend professional performances
- Organize a book of selections for community performances

Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach performance techniques. Consider performing at such places as elder care homes, hospitals, local theaters, festivals, music stores, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clovers Chorus, caroling, etc.
- Teach others to write dialogue and include songs
- Create your own song and dance review with younger students
- Teach the basics to younger kids at day care centers, day camps, or other youth groups
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in the Performing Arts General project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- atlanta.broadway.com
- foxtheatre.org
- karaoke-version.com
- music.uga.edu
- musical-creations.com
- youtube.com

Considerations in Performance Selection:

- Consider your ability and level of skill for specific pieces.
- Showmanship is 25 points of your total score. This includes facial expression, use of stage, appearance, and eye contact.
- Consider filming yourself or performing in front of a mirror.
- Be sure to consider the 4-H Code of Conduct to be certain your selection is appropriate, including any song, skit, costume, etc.
- Make sure you time yourself. Including your introduction, you have a total of 4 minutes.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and author. You may also choose to include the performance's origin/history.
- Be certain that your performance fits this category well. Check the project objectives and the scorecard to be sure it qualifies.
- Note that dancers and actors may not enter this project unless a vocal performance is a part of the entry.

At Competition:

Performers may play their own instrument, use an accompanist, or use an accompaniment track. Instrumentation will not be judged in this area unless it is performed by the 4-H'er. Participants will be judged on their introduction, performance ability, showmanship, degree of difficulty, and time. Acts are limited to 4 minutes total. Youth are required to use the microphones provided at the contest.

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Performing Arts Other Instrumental

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression by showcasing the skills they have learned on an instrument, other than the piano. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through performance
- identify different methods of expression through vocal, dance, and instrumental performances with an emphasis on playing an instrument other than the piano
- acquire an understanding for selecting, owning, and caring for an instrument
- explore career opportunities in the area of performing arts

Live or recorded accompaniment is allowed, but not required. Accompaniment will not be judged and must not play the same melody as the soloist. It should be complementary to the piece performed

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare song and introduction*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take lessons from a professional teacher, attend workshops, or attend a performing arts camp
- Learn to sight-read, try learning a different style of music, and compose your own piece
- Participate in a school, community, or church performance group, such as your school's literary team, solo and ensemble, etc.
- Audition for performing groups, such as Georgia 4-H Clovers & Company, All-State group, etc
- Interview music teachers, band directors, or professionals in your field of interest
- Enter talent shows or competitions
- Attend professional performances, attend concerts, or watch performers online
- Have yourself critiqued by a professional musician - Remember practice makes perfect!
- Research musical careers and music programs at schools, colleges, or universities

Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at a district or statewide event
- Start a project club for younger 4-H'ers and teach performance techniques— perform at elder care homes, hospitals, theaters, festivals, music stores, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Concert, etc.
- Create your own song review with younger students
- Make musical instruments and teach younger kids to play
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in a Performing Arts project
- Teach the basics of instruments to younger kids
- Research benefits of music education and share with others
- Promote National Music in our Schools Month
- Help raise money for kids to rent or purchase instruments

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ documents/ PerformingArts- OtherInstrumental.pdf
- music.uga.edu
- atlantasymphony.org
- cso.org
- lso.co.uk
- nafme.org
- aep-arts.org

Special Considerations:

- Consider your playing ability including style, tone, & dynamics
- Showcasing your skill is important. Be sure to choose a song that highlights your unique playing abilities!
- Technique and musicianship counts as 30 points of your total score. This includes melody, meter, accents, precision, slurs, and bowing/tonguing/grip.
- Consider filming yourself or performing in front of a mirror.
- Be sure to consider the 4-H Code of Conduct to be certain your selection is appropriate, including any song, skit, costume, etc.
- Make sure you time yourself. Including your introduction, you have a total of 4 minutes.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and composer. You may also choose to include the performance's origin/history.

At Competition:

Performers play their own instrument and may use an accompanist or an accompaniment track. Accompaniment is not judged and not required. Participants will be judged on their introduction, tone, technique and musicianship, interpretation, presentation, selection, and time. Acts are limited to 4 minutes total. Youth are required to use the microphones provided at the contest.

Sources:

The University of Georgia CAES. 2016. Project Achievement. http://www.georgia4h.org/projectachievement/

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Project Achievement Development Guide

for 9th - 12th Graders

Performing Arts –Piano Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression by showcasing the skills they have learned on the piano. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- express originality and creativity through your performance
- identify different methods of expression through vocal, dance, or instrumental performances with an emphasis on piano
- acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts Piano Participant will prepare and present a 4 minute performance that includes a short introduction. Talent acts should primarily include playing the piano, and contestants must use the piano provided at the contest. No accompaniment is permitted

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - *Project*
  - *Leadership*
  - *Service*

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take lessons, instrumental workshops, or camps
- Choose appropriate music based on your preferred genre
- Learn to play by chord charts and write your own music/compositions
- Attend professional performances, attend concerts, or watch performers online
- Interview music teachers, trainers, or professional pianists
- Have yourself critiqued by a professional pianist - Remember practice makes perfect!
- Participate in your school, community, or church performance groups
- Audition for performing groups, such as Georgia 4-H Clovers & Company, symphony orchestra, jazz band, etc.
- Enter talent shows or competitions
- Organize a song book of selections for community performances
- Research musical careers and music programs at schools, colleges, or universities

Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach performance techniques— perform at elder homes, theaters, festivals, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Concert, etc.
- Create your own song review with younger students
- Make musical instruments and teach younger kids to play
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in a Performing Arts project
- Teach the basics of piano to younger kids
- Research benefits of music education and share with others
- Promote National Music in our Schools Month

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- atlanta.broadway.com
- foxtheatre.org
- music.uga.edu
- youtube.com
- Atlanta Symphony and other symphonies
- nafme.org
- aep-arts.org

Special Considerations:

- Consider your ability and level of skill when choosing your performance piece.
- Technique and musicianship count as 40 points of your total score! This includes meter, melody, fingering, accents, legato/staccato, precision, hand position/coordination, and pedal usage.
- Consider filming yourself to critique your performance.
- Be sure to consider the 4-H Code of Conduct to be certain your selection is appropriate, including any song, dress, etc.
- Make sure you time yourself. Including your introduction, you have a total of 4 minutes.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and composer. You may also choose to include the song's origin/history.
- Think of a way to enhance your stage presence when performing your piano piece.

At Competition:

Performers must play the provided piano. No accompaniment is allowed. Participants will be judged on their introduction, techniques and musicianship, interpretation, presentation, selection, and time.

Acts are limited to 4 minutes total. Youth are required to use the microphones provided at the contest.

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Project Achievement Development Guide

for 9th - 12th Graders

Performing Arts –Vocal Project

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of expression using their bodies and voices to convey a message in a performance. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- identify different methods of expression through vocal, dance, and instrumental performances with an emphasis on vocal performance
- express originality and creativity through performance
- Acquire an understanding of the roles and responsibilities of those supporting performers during performances
- explore career opportunities in the area of performing arts

Each Performing Arts Vocal Participant will prepare and present a 4 minute performance that includes a short introduction and a vocal performance. Accompanying instrumentation, if used, will not be judged

- *use the microphone provided at the contest and not his/her own personal microphone*

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare performance*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Take lessons from a professional trainer, attend a choral workshop, or attend a vocal camp
- Participate in a performing group, such as your school's literary team, solo and ensemble, choir, choral, Georgia 4-H Clovers & Company, All-State Chorus, Georgia Children's Chorus, etc.
- Learn to sight-read, try a new style, and write your own music
- Consider drama class or acting to build your stage confidence and stage presence
- Enter talent shows or competitions
- Interview music teachers, vocal trainers, or professional artists in your field of interest
- Attend professional performances, attend concerts, or watch performers online
- Organize a song book of vocal selections or for community performances (consider sharing it)
- Have yourself critiqued - Remember practice makes perfect!

Project Sharing and Helping Examples:

- Form a performing arts group to perform for other 4-H'ers, your community, or at district or statewide events
- Start a project club for younger 4-H'ers and teach performance techniques— perform at elder homes, theaters, festivals, etc.
- Plan your own 4-H Variety Show, such as Valentine Variety Show, Christmas Clover Concert, etc.
- Create your own song review with younger students
- Make musical instruments and teach younger kids to play
- Volunteer to assist the band, chorus, or drama coordinator as a leader for new students
- Mentor a younger 4-H'er in a Performing Arts project
- Teach the basics of music or vocal performance to younger kids
- Research benefits of music education and share with others
- Promote National Music in our Schools Month
- Create a blog on the joys of musical performance and share

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- atlanta.broadway.com
- foxtheatre.org
- karaoke-version.com
- music.uga.edu
- musical-creations.com
- youtube.com
- nafme.org
- aep-arts.org

Considerations in Performance Selection:

- Consider your vocal ability — pitch, diction, dynamics, etc.
- Showcasing your vocal skill is important. Be sure to choose a song that highlights the unique qualities of your voice.
- Showmanship is 25 points of your total score, including facial expression, use of stage, appearance, eye contact, and poise.
- Consider filming yourself or performing in front of a mirror.
- Be sure to consider the 4-H Code of Conduct to be certain your selection is appropriate, including any song, skit, costume, etc.
- Make sure you time yourself. Including your introduction, you have a total of 4 minutes.
- Practice a brief introduction that includes your name, county, length of study, name of selection, and author/composer. Youth may also choose to include the performance's origin/history.
- Be certain that your performance fits this category well. Note that this category is for vocal performances; dancers and actors may not enter this project.

At Competition:

Talent acts should include a vocal performance. If desired, singers may also play their own instrument, use an accompanist, or use an accompaniment track. Instrumentation will not be judged in this area. Participants will be judged on their introduction, vocal ability, voice quality, showmanship, degree of difficulty, and time. Acts are limited to 4 minutes total. Youth are required to use the microphones provided at the contest.

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PROJECT CONENT AREA III:
Healthy Living

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Foods Lab: Dairy

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of foods and nutrition including food planning and preparation with an emphasis on dairy foods. Through this project 4-H'ers may:

- utilize MyPlate.gov to plan, select, and purchase appropriate foods for meals and snacks for good health and nutrition
- acquire skills in food preparation techniques including measuring, chopping, and mixing
- acquire skills in menu preparation, meal planning, purchasing, preparing, serving, and table setting
- develop an understanding of safe food handling and preparation techniques
- acquire an understanding of the role milk and other dairy foods play in providing nutrients for health and growth
- determine appropriate dairy foods, based on nutritional content, and the amount of milk or other dairy foods required by MyPlate to meet calcium and protein needs in different people and age groups
- investigate the balance of appropriate foods, according to nutrient, fat, and calorie content, and daily exercise
- explore career opportunities related to foods and nutrition

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Determine dish*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Experiment and prepare a variety of nutritious dishes using various cooking techniques
- Organize and conduct a local cook-off of dairy foods recipes
- Compete in Georgia 4-H Food Showcase and fair contest
- Attend Hospitality Career Academy at the Classic Center in Athens, Georgia
- Try out for cooking shows such as Teen Chopped or Kids' Baking Championship, etc.
- Shadow a professional chef or take a tour of a culinary arts school
- Become a Georgia 4-H Healthy Living Ambassador

Project Sharing and Helping Examples:

- Conduct a food demonstration at a local store, a civic organization, or a nursing home
- Conduct a workshop on healthy cooking for teens, younger kids, civic groups, afterschool programs, nursing home residents, club members, and school classes
- Write an article for your local newspaper about the importance of nutritional foods and feature your recipe
- Work with Extension Agent on MilkMake and/or Peanutrition activity for younger 4-H'ers
- Organize a cooking school for younger 4-H'ers
- Collect and test recipes for a club cookbook. Host a tasting party
- Organize and conduct a local cook-off of foods recipes
- Lead your County 4-H Food Challenge Team
- Work with your Extension Agent to host your county 4-H Pantry Pride contest and assist 4-H'ers in developing recipes
- Lead a healthy foods project club for younger youth
- Mentor a 4th—6th grade 4-H'er in the their foods lab project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ foodsandnutrition
- fcs.uga.edu/extension/ food
- choosemyplate.gov
- foodsafety.gov
- fda.gov
- southeastdairy.org
- cdc.gov/foodsafety
- whatscook- ing.fns.usda.gov

Special Considerations:

- Prior to the competition visit the Georgia 4-H Project Achievement Foods Labs page and view the General Guidelines, Food Safety, Nutrition, and Dairy Foods training modules, as well as specific guidelines for preparing your dish. The webpage can be found at: https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/
- Provide all food, supplies, and equipment needed for the demonstration and display your recipe and menu for the judges. You may provide additional recipe copies for judges.
- In order to qualify, your dairy dish must contain a specified amount of real dairy products. See the Dairy Foods training module for more information on calculating dairy content in a dish.
- Use safe food handling techniques when preparing food.
- Answer judges' questions about the dish and menu.

At Competition:

Foods Lab: Dairy 4-H projects prepare and display one dairy dish in the time allotted. Youth must provide their own equipment, ingredients, preparation, set up, and display. Youth should measure and chop ingredients on site and demonstrate laboratory safety. See more at: https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/

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Foods Lab: Festive Foods for Health

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of foods and nutrition including food planning and preparation with an emphasis on party, international, and ethnic foods. Through this project 4-Her's may:

- utilize MyPlate.gov to plan, select, and purchase appropriate foods for meals and snacks that are low in fat, sodium, sugar, and calories
- develop an understanding of and practice safe food handling and preparation techniques
- acquire skills in basic food preparation techniques, including measuring, chopping, and mixing
- determine calories in foods and dishes prepared
- investigate the balance of appropriate foods, according to nutrient, fat, and calorie content, and daily exercise
- acquire skills in planning, preparing, and serving nutritious international, ethnic, and party foods
- acquire skills in menu preparation and table setting
- explore career opportunities related to foods and nutrition

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1—December 31*

⇒ *Determine dish*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Experiment with and prepare a variety of nutritious dishes using various cooking techniques
- Organize and conduct a local cook-off of festive, international, or party foods recipes
- Compete in the Georgia 4-H Food Showcase and fair contests
- Attend Hospitality Career Academy at the Classic Center in Athens, Georgia
- Try out for cooking shows such as Teen Chopped or Kids' Baking Championship, etc.
- Shadow a professional chef or take a tour of a culinary arts school
- Become a Georgia 4-H Healthy Living Ambassador

Project Sharing and Helping Examples:

- Conduct a food demonstration at a local store, a civic organization, or a nursing home
- Conduct a workshop on healthy cooking for teens, younger kids, civic groups, afterschool programs, nursing home residents, club members, and school classes
- Write an article for your local newspaper about the importance of nutritional foods and feature your recipe
- Work with Extension Agent on MilkMake and/or Peanutrition activity for younger 4-H'ers
- Organize a cooking school for younger 4-H'ers
- Collect and test recipes for a club cookbook. Host a tasting party
- Organize and conduct a local cook-off of foods recipes
- Lead your County 4-H Food Challenge Team
- Work with your Extension Agent to host your county 4-H Pantry Pride contest and assist 4-H'ers in developing recipes
- Lead a healthy foods project club for younger youth
- Mentor a 4th—6th grade 4-H'er in the their foods lab project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ foodsandnutrition
- fcs.uga.edu/extension/ food
- choosemyplate.gov
- foodsafety.gov
- fda.gov
- southeastdairy.org
- cdc.gov/foodsafety
- whatscooking.fns. usda.gov

Special Considerations

- Prior to the competition visit the Georgia 4-H Project Achievement Foods Labs page and view the General Guidelines, Food Safety, Nutrition, and Dairy Foods training modules, as well as specific guidelines for preparing your dish. The webpage can be found at: https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/
- Provide all food, supplies, and equipment needed for the demonstration and display your recipe and menu for the judges. You may provide additional recipe copies for judges.
- Use safe food handling techniques when preparing food.
- At the competition, plan to display the menu, prepare the dish you have practiced, and present your dish using a table setting.
- Answer judges' questions about the dish and menu.
- Keep your area clean and neat at all times.

At Competition:

Foods Lab: Festive Foods for Health 4-H projects prepare and display one festive dish in the time allotted. Youth must provide their own equipment, ingredients, preparation, set up, and display. Youth should measure and chop ingredients on site and demonstrate laboratory safety. See more at: https:// georgia4h.org/programs/ focus-areas/healthy-living/ foods-and-nutrition/

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Foods Lab: Food Fare

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of foods and nutrition including food planning and preparation on a budget. Through this project 4-H'ers may:

- use MyPlate.gov food guides to develop an understanding of planning meals and snacks, of selecting and purchasing appropriate foods for good health and nutrition, and of basic food preparation skills and techniques, including measuring, chopping, and mixing
- acquire an understanding of nutrition and meal planning
- develop an understanding of appropriate foods according to nutrient, fat, and calorie content and balance of daily exercise
- develop an understanding of safe food handling and preparation techniques
- acquire skills in planning, preparing, and serving nutritious meals on a budget
- acquire skills in menu preparation and table setting
- acquire an understanding of the role of one-dish meals in meal planning
- explore career opportunities related to foods and nutrition

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Determine dish*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Experiment with and prepare a variety of nutritious dishes using various cooking techniques
- Organize and conduct a local cook-off of festive, international, or party foods recipes
- Compete in the Georgia 4-H Food Showcase and fair contests
- Attend Hospitality Career Academy at the Classic Center in Athens, Georgia
- Try out for cooking shows such as Teen Chopped or Kids' Baking Championship, etc.
- Shadow a professional chef or take a tour of a culinary arts school
- Become a Georgia 4-H Healthy Living Ambassador

Project Sharing and Helping Examples:

- Conduct a food demonstration at a local store, civic organization, or nursing home
- Conduct a workshop on healthy cooking for teens, younger kids, civic groups, afterschool programs, nursing home residents, club members, and school classes
- Write an article for your local newspaper about the importance of nutritional foods and feature your recipe
- Work with Extension Agent on MilkMake and/or Peanutrition activity for younger 4-H'ers
- Organize a cooking school for younger 4-H'ers
- Collect and test recipes for a club cookbook. Host a tasting party
- Organize and conduct a local cook-off of foods recipes
- Lead your County 4-H Food Challenge Team
- Work with your Extension Agent to host your county 4-H Pantry Pride contest and assist younger 4-H'ers in developing recipes for the competition
- Lead a healthy foods project club for younger youth
- Mentor a 4th—6th grade 4-H'er in the their foods lab project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Georgia4h.org/foodsandnutrition
- fcs.uga.edu/extension/food
- choosemyplate.gov
- foodsafety.gov
- fda.gov
- southeastdairy.org
- cdc.gov/foodsafety
- whatscooking.fns.usda.gov

Special Considerations

- Prior to the competition visit Georgia 4-H Project Achievement Foods Labs page and view the General Guidelines, Food Safety, Nutrition, and Dairy Foods training modules, as well as specific guidelines for preparing your dish. The webpage can be found at: https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/

- Provide all food, supplies, and equipment needed for the demonstration and display your recipe and menu for the judges. You may provide additional recipe copies for judges.

- Use safe food handling techniques when preparing food.

- At the competition, plan to display the menu, prepare the dish you have practiced, and present your dish using a table setting.

- Answer judges' questions about the dish and menu.

- Keep your area clean and neat at all times.

At Competition:

Foods Lab: Food Fare 4-H projects prepare and display one dish in the time allotted. Youth must provide their own equipment, ingredients, preparation, set up, and display. Youth should measure and chop ingredients on site and demonstrate laboratory safety. See more at: https://georgia4h.org/programs/focus-areas/healthy-living/foods-and-nutrition/

Georgia4h.org/programs/project-achievement

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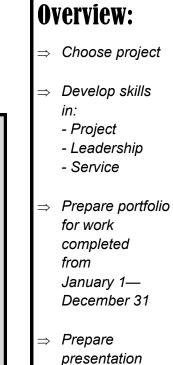
Food for Fitness

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of foods and nutrition as it relates to exercise, athletics, and healthy living.

Through this project 4-H'ers may:

- utilize MyPlate.gov to plan, select, and purchase appropriate foods for good health and nutrition
- explore the relationship between healthy eating and healthy living using the MyPlate guidelines
- investigate the balance of appropriate foods, according to nutrient, fat, and calorie content, and daily exercise
- learn to read and interpret nutrition labels
- develop an understanding of the relationship of calories and exercise to health
- acquire skills in planning, preparing, and serving nutritious meals on a budget using MyPlate
- discover the importance of good nutrition for sports performance and healthy living
- explore career opportunities related to foods, nutrition, and fitness

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
   - Project
   - Leadership
   - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Develop a weekly meal plan based on recommended nutrition and available monthly budget
- Use comparison shopping to purchase groceries and then prepare healthy meals for fitness
- Keep a food journal to monitor intake of various nutrients and adjust diet as needed
- Investigate MyPlate.gov to learn about recommended nutrition and physical fitness
- Interview a dietician, school cafeteria manager, sports trainer, and/or physical education teacher
- Research careers in food, nutrition, and fitness industries
- Become a healthy living ambassador or health officer for your club or community

Project Sharing and Helping Examples:

- Teach younger 4-H'ers how to plan and prepare various meals using MyPlate.gov and low cost foods
- Teach day camp class on comparison shopping
- Prepare a healthy snack for club meetings or social gatherings
- Plan and implement exercise activities at club meetings
- Host career fair focusing on food, nutrition, and fitness industries
- Plan and publicize healthy living programs
- Invite chefs, food/nutrition specialists, or exercise instructors to speak at club meetings or social gatherings
- Lead a group in maintaining a program of exercise appropriate for counter-balancing excess calories consumed above the recommended caloric intake for healthy weight maintenance
- Prepare a presentation on healthy habits and present to local groups in your community
- Make and display a healthy foods exhibit for a fair, library, etc.
- Promote Walk Georgia to classmates and start a team
- Write a blog featuring nutritious recipes you've tried and include photos
- Organize a project club for pre-4-H youth
- Mentor a younger 4-H'er in a Food for Fitness project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- ChooseMyPlate.gov
- georgiadogs.com/genrel/080309aaa.html
- fitnessmagazine.com/recipes/healthy-eating/tips/olympic-nutrition-tips/
- heart.org
- fcs.uga.edu/extension
- fcs.uga.edu/extension/food

Special Considerations:

- Food should not be prepared as part of this Project Achievement competition presentation.
- Research charity organizations using charitynavigator.org before donating or raising money.
- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Contact your local county Extension staff to discuss your plan of community involvement.

At Competition:

Food for Fitness 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide
for 9th - 12th Graders

Food for Health and Sport

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of foods and nutrition as it relates to exercise, athletics, and healthy living.

Through this project 4-H'ers may:

- utilize MyPlate.gov to plan, select, and purchase appropriate foods for good health and nutrition
- explore the relationship between healthy eating and healthy living using the MyPlate guidelines
- investigate the balance of appropriate foods, according to nutrient, fat, and calorie content, and daily exercise
- learn to read and interpret nutrition labels
- develop an understanding of the relationship of calories and exercise to health
- acquire skills in planning, preparing, and serving nutritious meals on a budget using MyPlate
- discover the importance of good nutrition for sports performance and healthy living
- explore career opportunities related to foods, nutrition, and fitness

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Develop a weekly meal plan based on recommended nutrition and available monthly budget
- Use comparison shopping to purchase groceries and then prepare healthy meals for fitness
- Keep a food journal to monitor intake of various nutrients and adjust diet as needed
- Investigate MyPlate.gov to learn about recommended nutrition and physical fitness
- Interview a dietician, school cafeteria manager, sports trainer, and/or physical education teacher
- Research careers in food, nutrition, and fitness industries
- Become a healthy living ambassador or health officer for your club or community

Project Sharing and Helping Examples:

- Teach younger 4-H'ers how to plan and prepare various meals using MyPlate.gov and low cost foods
- Teach day camp class on comparison shopping
- Prepare a healthy snack for club meetings or social gatherings
- Plan and implement exercise activities at club meetings
- Host career fair focusing on food, nutrition, and fitness industries
- Plan and publicize healthy living programs
- Invite chefs, food/nutrition specialists, or exercise instructors to speak at club meetings or social gatherings
- Lead a group in maintaining a program of exercise appropriate for counter-balancing excess calories consumed above the recommended caloric intake for healthy weight maintenance
- Prepare a presentation on healthy habits and present to local groups in your community
- Make and display a healthy foods exhibit for a fair, library, etc.
- Promote Walk Georgia to classmates and start a team
- Write a blog featuring nutritious recipes you've tried and include photos
- Organize a project club for pre-4-H youth
- Mentor a younger 4-H'er in a Food for Fitness project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- ChooseMyPlate.gov
- georgiadogs.com/ genrel/080309aaa.html
- fitnessmagazine.com/ recipes/healthy-eating/ tips/olympic-nutrition-tips/
- heart.org
- fcs.uga.edu/extension
- fcs.uga.edu/extension/ food

Special Considerations:

- Food should not be prepared as part of this Project Achievement competition presentation.
- Research charity organizations using charitynavigator.org before donating or raising money.
- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/ guardian on online communications with adult mentors.
- Contact your local county Extension staff to discuss your plan of community involvement.

At Competition:

Food for Health and Sport 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide

for 9th - 12th Graders

Food Safety and Preservation

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the science of handling, preparing, storing, and preserving foods to prevent food borne illness and protect nutritional values. Through this project 4-H'ers may:

- appreciate food as a resource to be conserved by all
- acquire the knowledge and skills essential for the successful preservation of food through such processes as canning, freezing, pickling, drying, making jams and jellies, etc.
- develop an understanding of the principles of conservation of foods to avoid food waste and maintain the wholesomeness of food
- incorporate food safety principles when planning meals and snacks
- develop an awareness of government and industry regulations to assure a safe food supply
- develop an understanding of the role of food preservation in meal planning
- explore career opportunities related to food safety and preservation

Overview:

⇒ *Choose Project*

⇒ *Develop skills in:*
   -Project
   -Leadership
   -Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Utilize proper techniques for handling, preparing, storing, and preserving foods in the home
- Process foods through freezing, canning, drying, and pickling
- Make jams and jellies from fruits
- Process and prepare meats safely for storage and consumption
- Plan meals that include leftovers using food preservation principles
- Take a ServSafe class on food safety and preservation
- Research government guidelines for proper storage and preservation of food for future use
- Explore career options in food safety and preservation through shadowing and volunteering

Project Sharing and Helping Examples:

- Teach day camp class on preserving garden vegetables/fruits
- Form a project club focusing on food safety and preservation
- Lead a session on proper food handling
- Demonstrate safe food handling while preparing a snack for your club, school, civic organization, or senior home
- Plan a program on microorganisms and pasteurization for your club
- Invite food site inspection personnel to speak at a club meeting to discuss health scores
- Plan and implement a career fair with specialists from restaurants and public dining facilities
- Record cooking shows in which proper food handling, processing, and storing techniques are demonstrated and show them to community members
- Write/publish recipes with appropriate handling/serving food tips
- Form a summer canning club
- Make and display a healthy foods exhibit for a fair, library, etc.
- Plan and publicize healthy living programs
- Mentor a younger 4-H'er in the Food Safety and Preservation project

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- ChooseMyPlate.gov
- UGA Extension Food Safety—extension.uga.edu/food/safety/
- UGA Extension Food Preservation—extension.uga.edu/food/preservation/
- National Center for Home Food Preservation—nchfp.uga.edu/
- Fight BAC—fightbac.org/food-poisoning/about-foodborne-illness/

Special Considerations:

- Remember to use best safety practices when handling tools.
- Food should not be prepared as part of this Project Achievement competition presentation.
- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- When teaching safety, remember to reference official guides in creating presentations and exhibits.
- Contact your local county Extension staff to discuss your plans.

At Competition:

Food Safety and Preservation 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Health

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore human mental, physical, and emotional conditions; the state of being free from and how to prevent illness, injury, or pain; and overall wellness. Through this project 4-H'ers may:

- acquire knowledge in the general practice of health principles that promote good health and physical fitness
- develop an understanding of factors that contribute to poor health and identify ways to control these factors
- develop healthy habits to prevent abuse of drugs, alcohol, and tobacco
- acquire an understanding of the principles of nutrition as they relate to good health, physical fitness, and attractive appearance
- describe life changes as they relate to growth, developmental needs, and health needs
- develop an understanding of infection control
- acquire skills for preventing and coping with stress
- explore career opportunities in the medical and health fields

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Tour a health department, hospital, and health professional's office or visit a medical school
- Take a course in CPR, water safety, first aid, yoga, weight lifting, etc.
- Become a healthy living ambassador or health officer for your club or community
- Participate in the Text, Talk, Act campaign or your local health fair
- Apply for the Red Cross National Youth Council or participate in Club Red Networking
- Research medical and health issues around the world and brainstorm solutions
- Participate in the 4-H Wellness Challenge to promote personal health
- Practice personal health by completing annual physicals and wellness visits

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Project Sharing and Helping Examples:

- Start a Health club and coordinate monthly health speakers
- Promote Walk Georgia to classmates and start a team
- Volunteer for your local health fair, Relay for Life, fitness run, or community food drive
- Contact your local health provider to discuss how you may coordinate a volunteer service to support their mission
- Make and display a health exhibit for a fair, library, etc.
- Recruit others to participate in the Presidential Fitness Challenge
- Contact your local Extension Agent to discuss coordinating a kids yoga day during summer programs
- Prepare a presentation for preschoolers to deliver at community centers, day cares, or church
- Take club members on tours of local medical facilities
- Promote the Georgia 4-H Wellness Challenge to club members
- Mentor a younger 4-H'er competing in the Health project
- Lead others in physical activities, such as team sports, dancing, biking, jogging, or aerobics, and keep a daily log of activities
- Write a blog promoting healthy behaviors and share with community members
- Present a Health-related demonstration at a club, school, etc.

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/friends/ beazoonoticdis- easedetective
- Georgia4h.org/friends/ healthylifestyles
- fcs.uga.edu/fdn
- medicine.mercer.edu
- publichealth.uga.edu
- augusta.edu/ahec/ healthcareers.php
- 4-h.org/parents/ healthy-living
- cdc.gov
- teenshealth.org

Special Considerations:

- Food should not be prepared as part of the Project Achievement competition presentation.
- Research charitable organizations using charitynavigator.org before donating or raising money.
- Seek trained facilitators prior to hosting classes on CPR, first aid, yoga, etc.
- Contact your local county Extension staff to discuss your plan for community involvement.
- When teaching safety and injury prevention, remember to reference official guides in creating presentations and exhibits.

At Competition:

Heath 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other techno-logical devices may be used.

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Human Development

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Description of Project:

4-H'ers may explore the science of how we develop socially, mentally, physically, and spiritually. Through this project 4-H'ers may:

- develop an understanding of people's pasts, presents, and futures
- acquire knowledge of the developmental processes (socially, mentally, physically, and spiritually)
- develop an understanding of factors that can influence social, mental, physical, or spiritual development
- gain perspective on how individuals grow and develop
- acquire knowledge concerning personal relationships and communications
- become aware of the problems that we face as individuals and as a society
- explore career opportunities within the field of human development

Examples of Project Development Experiences:

- Take a human development course and/or take a personality assessment
- Interview your grandparents to learn about your family's history and draw your family tree
- Research your local health department, DFACS office, law enforcement center, teen center, counseling service, or other government or non-profit office to learn about services available
- Tour a toy museum, childcare facility, senior center, community health service, etc.
- Become a Certified Teen Leader with your county 4-H program and research bullying prevention

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Project Sharing and Helping Examples:

- Lead a group or class in setting goals and discuss actions that must be taken to meet those goals
- Organize a project club for pre-4-H youth
- Lead a group in making safe and simple toys for child-care centers, community nurseries, or child advocacy centers
- Volunteer to work in a child-care center, observe characteristics of children of different ages, and lead children's activities at an after-school program
- Write a blog discussing preferred activities and games of different age groups
- Serve as a teen leader at a babysitting workshop
- Help a teacher set up his/her classroom for the school year
- Coordinate an activity for a local Head Start or pre-K program
- Organize peers to visit nursing home residents. Help the residents with small chores or to engage in recreation
- Assist 4-H staff with Certified Teen Leader training
- Begin a group of 4-H Bully Busters to combat bullying
- Organize an adopt-a-grandparent program in your community
- Coordinate a personality profiles identification session for peers

Recommended Resources:

- Georgia4h.org/ProjectAchievement
- Georgia4h.org/friends/healthylifestyles
- Georgia4h.org/healthrocks/
- 4-h.org/parents/healthy-living
- 4-hmall.org/Category/bullyprevention.aspx
- cdc.gov
- Teenshealth.org
- 4-h.org/parents/healthy-living/youth-voice-youth-choice

Special Considerations:

- Be respectful of other cultures, backgrounds and beliefs.
- Research charitable organizations using charitynavigator.org before donating or raising money.
- Seek the advise of trained facilitators when needed.
- Remember to proactively consult with program administrators regarding necessary volunteer on-boarding requirements.
- Practice sensitivity for others and maintain confidentiality when privy to personal information.
- Contact your local county Extension staff to discuss your plan for community involvement.

At Competition:

Human Development 4-H projects may use posters, artifacts, biofacts and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other techno-logical devices may be used.

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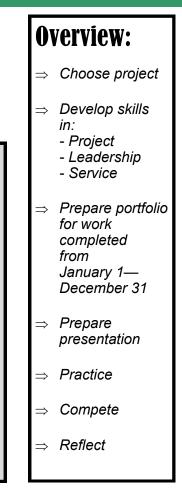
General Recreation

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore areas of social recreation, hobbies, and leisure time activities.

Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- acquire skills for leading others in social recreation activities
- develop a worthwhile and enjoyable hobby
- develop an understanding of the generational implications for various hobbies and leisure pursuits
- explore career opportunities in the field of social recreation

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Participate in a general recreation activity as often as possible
- Try different activities to determine what you like
- Take a class from a professional, attend a workshop, or attend a hobby camp
- Start a collection of rocks, stamps, cards, dolls, pencils, figurines, or other collectibles
- Tour places related to your hobby/interest such as museums, festivals, hobby stores, etc.
- Interview hobbyists or professionals related to your hobby or leisure activity
- Practice for and compete in a competition related to your hobby
- Attend a convention related to your hobby such as a craft fair or comic book event
- Acquire and read books, magazines, and pamphlets that relate to your project
- Research the benefits of recreation and record your findings in a journal
- Take photos to document your hobby or recreational activity
- Shadow someone who shares your interest and ask questions to better your project

Project Sharing and Helping Examples:

- Start a project club and lead others in your hobby/recreational activity. Contact your local Extension staff to discuss plans
- Organize a talk with local hobbyists and allow particpants to learn about social recreation activities
- Share what you have learned in the General Recreation project with club members, school classes, day care centers, and civic clubs
- Enter a recreation-related mini-booth or collection as an exhibit at a fair
- Distribute educational recreation materials at a school and/or within the community
- Start a collection with friends or family and display it at your school or library
- Mentor a younger 4-H'er in the General Recreation project
- Make a tutorial how-to video for friends and family to see how to create, collect, or practice your skill/hobby
- Learn the history of your topic, present it to your class, and discuss how they can get involved

Recommended Resources:

- Georgia4h.org/ projectachievement
- georgia4h.org/ projectachievement/ leisure.html
- pinterest.com
- hobbylobby.com
- nia.nih.gov/health/ publication/ participating-activities -you-enjoy

Special Considerations:

- General Recreation projects emphasize hobbies, collections, and/or social recreation.
- Georgia4h.org/projectachievement/leisure.html includes information for determining whether General Recreation is the best project for your interest.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Food should not be prepared as part of this Project Achievement competition presentation.
- Live animals and weapons are not permitted in this project.

At Competition:

General Recreation 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

Georgia4h.org/programs/project-achievement

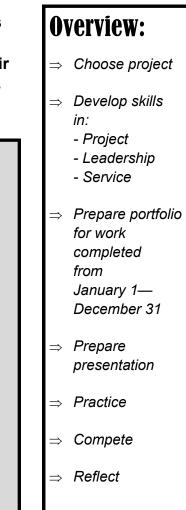GEORGIA 4-H   UNIVERSITY OF GEORGIA EXTENSION

Outdoor Recreation

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore leisure activities which primarily take place outdoors. Through this project 4-H'ers may:

- develop an appreciation for appropriate use of leisure time
- acquire skills for leading others in outdoor recreation activities
- consider the historical, cultural, social, and economic value of an outdoor pursuit
- develop an understanding of specific practices to protect against personal injury when participating in outdoor recreational activities
- develop a worthwhile and enjoyable outdoor leisure pursuit
- explore career opportunities in the field of outdoor recreation

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Participate in outdoor recreation activities as often as possible
- Try different activities to determine what you like
- Tour places such as sporting goods stores, army surplus centers, boating or camping shows, campgrounds, state parks, marinas, etc.
- Take lessons from a trainer/instructor, attend a workshop, or go to Senior 4-H EXTREME Camp
- Interview park rangers, sporting goods store owners, camp managers, parks and recreation personnel, outdoor sports media professionals, fishermen, hunters, etc.
- Acquire and read books, magazines, and pamphlets that relate to outdoor recreation
- Enroll in a class offered by a recreation or park department
- Research applicable rules, regulations, and laws concerning outdoor activities

Project Sharing and Helping Examples:

- Volunteer at a local nature center or park to assist with hiking, trail, and backpacking activities
- Set up a class for younger 4-H'ers and teach the basic skills and knowledge necessary to participate in your chosen outdoor recreation activity
- Organize an Outdoor Recreation Club that includes youth with varied interests and explore the outdoors
- Schedule community meetings to view outdoor recreation films, hear presentations by local individuals noted for their outdoor skills, discuss outdoor recreation options, etc.
- Host a special outdoor recreation day at the mall or shopping center including various vendors, displays, and exhibits
- Sponsor a special event such as a fishing rodeo, bicycle rodeo, bike hike, orienteering activity, etc.
- Demonstrate your work through presentations and exhibits at the 4-H office, school, recreation department, civic clubs, etc.
- Write news articles, blogs, or social media posts about your project and your accomplishments
- Mentor a younger 4-H'er in the Outdoor Recreation project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/ee
- georgiawildlife.com
- skinet.com/skiing
- alltrails.com/us/ georgia
- gastateparks.org
- gadnr.org
- outdoorindustry.org
- usa.gov/outdoor-activities

Special Considerations:

- Carry a water bottle and drink water often to stay hydrated.
- Closed-toe shoes can help protect your feet outdoors.
- Live animals and weapons are not permitted in this presentation.
- Remember to reference official guides, rules, and regulations when creating presentations and exhibits.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Be sure to gain land owner permission prior to entering someone else's property.
- Please use best safety practices when handling tools and equipment.

At Competition:

Outdoor Recreation 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide

for 9th - 12th Graders

Safety

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore ways to protect against physical, social, emotional, and occupational harm and other consequences of unsafe actions or behaviors. Through this project 4-H'ers may:

- acquire knowledge to recognize safety hazards and how to address them
- determine behaviors to prevent and/or reduce accidents and injuries on the farm, in the home, on the highway, in the community, and/or during recreation
- develop an understanding of practices and methods to protect against harm or undesirable consequences
- promote the knowledge of safe practices and procedures to protect against personal injury and property damage
- explore careers relative to safe practices in the home, work, and/or play

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
 - Project
 - Leadership
 - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Interview professionals from your local emergency medical service, fire department, rescue squads, safety engineers, etc.
- Take a safety course such as CPR, water safety, first aid, safe driving, or cyberbully prevention
- Research safety organizations and their missions. Write a report on your findings
- Apply for the Red Cross National Youth Council or participate in Club Red Networking
- Research safety issues in your community and around the world and brainstorm solutions
- Visit local industries to learn about workplace safety protocols

Project Sharing and Helping Examples:

- Volunteer to assist with safety awareness campaigns and safety week celebrations
- Teach emergency preparedness or safety classes to children in day care or elementary school
- Promote safety through various media outlets (i.e., radio, television, online, newspaper, community newsletters, etc.)
- Share your research through a mini-booth at the fair or by displaying an exhibit in a public place in your community (such as the library or an elementary school)
- Mentor a younger 4-H'er in the safety project
- Create a safety club and mentor others on best practices of safety
- Lead your neighbors in creating a disaster preparedness plan
- Build emergency preparedness kits for community members
- Work with your local law enforcement agency to promote seatbelt and child restraint laws
- Plan a Leadership in Action project related to safety in your community
- Organize a neighborhood watch to promote safe communities

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- fcs.uga.edu
- spock.fcs.uga.edu/ext/ pubs/hace/HACE-E-86.pdf
- cdc.gov
- RedCross.org
- dps.georgia.gov/
- Ready.gov
- Fema.gov
- Weather.gov

Special Considerations:

- Youth should practice internet safety when communicating with new people online.
- When teaching safety, remember to reference official guides in creating presentations and exhibits.
- Consider partnering with community agencies and supporting their safety initiatives to expand your reach.
- Be sure to gain the proper training and certification prior to leading emergency preparedness and safety classes.
- Reach out to your local county Extension staff to discuss risk management practices.

At Competition:

Safety 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide

for 9th - 12th Graders

Sports

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore leisure activities that are both physical and competitive, whether casual or organized, and that aim to use, maintain, and improve physical abilities and skills. Through this project 4-H'ers may:

- gain knowledge of and an appreciation for various leisure time activities, particularly those in the area of sports
- develop skills in a specific sport
- consider the historical, cultural, social, and economic value of a sport
- develop an understanding of specific practices to protect against personal injury in playing a sport
- acquire knowledge in the history, rules, variations, and implications of a sport
- explore career opportunities related to athletics and sports

Examples of Project Development Experiences:

- Participate in physical and competitive activities as often as possible
- Tour places such as sporting goods stores, sports venues, recreation departments, sports halls of fame, sports training facilities, etc.
- Take lessons from a trainer/professional, attend a workshop, or go to a sports camp
- Interview sports medicine professionals, coaches, sporting goods store owners, athletic trainers, parks and recreation personnel, sports journalists, etc.
- Acquire and read books, magazines, and pamphlets that relate to sports
- Enroll in a class offered by recreation or park departments or athletic associations
- Research applicable rules, regulations, history, and origin of a sport
- Shadow a coach, join a school or travel team, and/or learn to officiate a sport

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Project Sharing and Helping Examples:

- Volunteer at a recreation department or park to assist with sports activities
- Set up a class or clinic for younger 4-H'ers and teach the rules, regulations, and basic skills of a chosen sport
- Assist youth in deciding which sport is best for them
- Organize a Sports Club to hold practices, participate in scrimmages, and/or watch sports movies
- Volunteer to officiate a sport for a local league
- Schedule a group trip to watch a professional game, tour a sports hall of fame, etc. Discuss plans with local Extension staff
- Host a special sports day at the mall or shopping center including various vendors, displays, and exhibits
- Sponsor a special event such as a sports tournament
- Coach athletes who will be competing in Special Olympics
- Organize a trainer to come work with a group of players
- Demonstrate your work through presentations and exhibits at the 4-H office, school, recreation department, etc.
- Write news articles, blogs, or social media about your sport
- Mentor a younger 4-H'er in the Sports project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- specialolympics.org
- olympic.org/sports
- georgiadogs.com
- espn.go.com
- americanyouthfootball. com
- usyouthsoccer.org
- usssageorgiayouth. com
- baseballyouth.com
- usta.com/Youth-Tennis

Special Considerations:

- Carry a water bottle and drink water often to stay hydrated.
- Closed-toe shoes can help protect your feet outdoors.
- Live animals and weapons are not permitted in this project.
- Remember to reference official guides, rules, and regulations when creating presentations and exhibits.
- Youth should practice internet safety. A best practice is to include a friend or parent in all communications and interactions.
- Use best safety practices when handling tools and equipment.
- Georgia4h.org/projectachievement/leisure.html includes information for deciding whether Sports is the best project for your interests.

At Competition:

Sports 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide
for 9th - 12th Graders

Target Sports

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the leisure activity and sport of shooting at targets including the use of bows and firearms. Through this project 4-H'ers may:

- learn how to safely handle and use bb guns, air rifles, air pistols, .22 rifles, shotguns, recurve bows, or compound bows
- develop knowledge in the history, care, and variations of various firearms and shooting competitions
- acquire an understanding of specific safety practices to protect against personal injury or property damage while shooting
- develop an understanding in the selection of a firearm for a specific shooter or style of shooting
- acquire an understanding of how air-powered and regular firearms work
- develop skills in shooting at a target
- explore career opportunities related to target sports and wildlife management

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - *Project*
  - *Leadership*
  - *Service*

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:
- Participate in target sports activities as often as possible
- Attend a shooting match, gun show, or compete in 4-H Shooting Sports competitions
- Tour places such as gun shops, shooting ranges, hunting preserves, sporting goods stores, etc.
- Take lessons from a trainer/instructor, attend a workshop, and/or participate in the Georgia Hunter Education Safety Course and potentially NRA's Youth Hunter Education Challenge
- Interview wildlife biologist, game wardens, gunsmiths, park and conservation rangers, sporting goods store owners, camp managers, parks and recreation personnel, etc.
- Acquire and read books, magazines, and pamphlets that relate to your project
- Research applicable rules, regulations, laws, history, and origins of a target sport
- Learn and demonstrate MAT Safety: Muzzle, Action, Trigger

Project Sharing and Helping Examples:

- Start a project club and lead others in your target sport. Contact your local Extension staff to discuss plans
- Shadow an adult range safety officer and, under the adult's guidance, demonstrate at a club meeting or make a tutorial how-to video of how to safely handle a firearm, including muzzle control, loading, unloading, and passing firearms to others
- Learn the history of a target sport, present it to a class, and discuss how others can get involved
- Show younger 4-H'ers how to properly string and unstring a recurve bow and explain the proper care and storage of the bow, bowstring, and arrows
- Under the supervision of your coach, demonstrate the fundamentals of proper shooting and sighting in a firearm
- Lead a group to assist in range setup and cleanup
- Schedule an expert to share experiences in shooting sports
- Explain Georgia 4-H Project SAFE rules to new members
- Help raise club funds by holding an invitational match
- Promote a shooting sports team for youth in your community
- Mentor a younger 4-H'er in the Target Sports project

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/safe
- 4-hshootingsports.org
- georgiawildlife.com/ hunting/education
- olympic.org/shooting
- nssa-nsca.org
- shootata.com
- usashooting.org
- home.nra.org
- archery360.com
- thecmp.org

Special Considerations:

- Youth should seek adult supervision and training prior to beginning target sports.
- Follow all safety guidelines when setting up shooting ranges.
- Remember to reference official guides, rules, and regulations.
- Youth should practice safety, handle tools and equipment with care, and include friends or parents in all interactions.
- Carry a water bottle and drink water often to stay hydrated.
- Live animals and weapons are not permitted in this project.
- Ask your local Extension Agent to clarify what shooting sports equipment may be used in 4-H Project Achievement presentations, in club meetings, in 4-H team practices, etc.

At Competition:

Target Sports 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide
for 9th - 12th Graders

Financial Planning and Consumer Economics

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore the intersection of values, goals, and resources such as time, income, and human capital and the impact on decision making and management behavior for individuals and families. Through this project 4-H'ers may:

- identify and describe how values, goals, decision making, and resources such as time, income, and employment, affect our decision making and management behavior
- develop awareness and understanding of financial products and services, including financial, tax, retirement, wills, and estate planning
- investigate how borrowing, saving, and investing works
- develop a simple plan for spending, saving, and investing
- identify tools and processes to manage time and other family resources and the implications for each
- explore career opportunities in consumer education and family resource management

Examples of Project Development Experiences:

- Interview a Certified Public Accountant and banker to investigate potential career opportunities
- Conduct a personal home inventory and investigate insurance needs for your belongings
- Develop a resume focusing on financial resource management and practice interviewing
- Research the cost of your potential college education and discuss a plan with your parents
- Participate in your county's 4-H Cotton Boll and Consumer Judging Team or LifeSmarts
- Research estate planning and consider interviewing a local attorney specializing in estates
- Attend a financial aid, budgeting, accounting, and/or consumer education class
- Create a virtual investment portfolio online to understand how investment strategies work

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Project Sharing and Helping Examples:

- Coordinate a finance project club and teach younger 4-H'ers how to manage financial resources
- Teach younger audiences how to write checks and develop budgets
- Mentor 4-H'ers in the Family Resource Management project
- Recycle items as a fundraiser or as a charity donation
- Create your own business
- Assist senior citizens with filing taxes
- Serve as a teen leader for your county's Cotton Boll and Consumer Judging Team
- Coordinate a tour of the bank for younger 4-H'ers
- Educate teenagers and adults about identity theft prevention
- Prepare a mini-booth or exhibit about family resource management and present at your local fair or public location
- Educate senior citizens about email fraud, budgeting, couponing, and resource management
- Teach your family about human resource investment options
- Educate others about how branding affects purchasing
- Form a LifeSmarts team in your county and compete online

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- Georgia4h.org/CBCJ
- fcs.uga.edu/fhce
- 4-h.org/parents/ curriculum/financial
- lifesmarts.org
- fdic.gov/consumers
- mymoney.gov
- hsfpp.org
- money-talks4teens.ucanr.edu
- nclnet.org
- publications.usa.gov

Special Considerations:

- Research charity organizations using charitynavigator.org before donating or raising money.
- Presentation props should be safe, not of great value, and adhere to the 4-H Code of Conduct.
- Seek training prior to assisting others with financial management.
- Contact your local county Extension staff to discuss your plan of community involvement.
- Give plenty of notice for any mentoring requests.
- Information should be verified using credible sources; be aware of fraudulent information.

At Competition:

Financial Planning and Consumer Economics 4-H project may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes. Computers, projectors, screens, and other technological devices may be used.

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Project Achievement Development Guide
for 9th - 12th Graders

Housing

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.

Description of Project:

4-H'ers may explore housing and related equipment as products, environments, services, and processes. Through this project 4-H'ers may:

- develop an understanding of how housing can satisfy human physical, psychological, and economical needs
- discover types of housing available and cultivate skills in selecting housing to meet family needs at different stages of the life cycle
- gain an understanding of energy and water requirements of the home environment and simple conservation measures
- acquire knowledge of technological devices and their use within the household, including mechanical and electrical systems and home automation
- determine the importance of household waste management, water, and indoor air quality in the home environment
- develop skills in reading blueprints and evaluating house plans as related to family needs
- develop an understanding of housing policies at the federal, state, and local levels as they relate to housing markets
- explore construction techniques to address environmental and health issues
- develop an understanding of special design requirements as related to housing and equipment for the elderly, disabled, and other special needs
- explore career opportunities related to housing and the housing industry

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Understand the programs implemented for people who are without homes or have disabilities
- Know how energy efficient houses are created and how to make homes more eco-friendly
- Shadow an architect, builder, or other professional to understand construction and maintenance
- Research housing policies, equipment, products, services, environments, and/or processes
- Contact your local Extension office to conduct a radon test, water test, etc. in your home

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Project Sharing and Helping Examples:

- Assist with local groups that provide housing for low income families, such as Habitat for Humanity
- Shadow a professional that is involved with eco-friendly homes or basic home construction, document the process, and share your experience with others
- Attend a rain barrel workshop and make a barrel for neighbors, community organizations, or schools
- Learn more about storm water and educate friends and family about how they can personally reduce their waste
- Help community members understand their homes' energy intake and how to conserve by using efficient bulbs, turning off lights, reducing hot water consumption, using Energy Star appliances, etc.
- Volunteer with organizations that specifically work with keeping disabled people in their own homes
- Coordinate a neighborhood clean up to remove litter from yards and streets
- Mentor a younger 4-H'er in the Housing project
- Teach a class about efficient housing equipment and practices

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- habitat.org
- earthcraft.org
- athensclarkecounty.com /4309/Rain-Barrels
- cwp.org/stormwater-management
- energy.gov/public-services/homes
- athenslandtrust.org/ affordable-housing
- atlantaga.gov/index.aspx? page=504
- georgiaoptions.org

Special Considerations:

- Please use best safety practices when handling tools and equipment.
- Be sure to gain land owner permission prior to entering someone else's property.
- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/ guardian on online communications with adult mentors.
- Give plenty of notice for any interview or mentoring requests
- Contact your local County Extension Office to discuss how you can collaborate with and assist with current programming.

At Competition:

Housing 4-H projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.

Computers, projectors, screens, and other technological devices may be used.

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Textiles, Merchandising, and Interiors

Georgia 4-H Project Achievement empowers young people with skills for a lifetime. Through a competitive process, students explore their interests, unleash their creativity, share their work, and celebrate their achievements! This guide provides 9th—12th graders with examples for getting started with their project exploration.
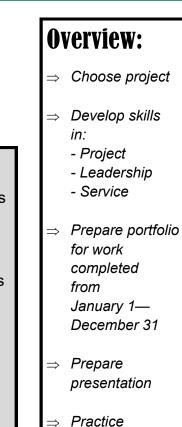
Description of Project:

4-H'ers may explore the broad areas of clothing, textiles, and interior goods and their sale and merchandising. Through this project 4-H'ers may:

- explore the production, marketing, and sale of clothing, textiles, and interior goods
- acquire an understanding of appropriate, protective, and flattering dress for all occasions
- identify basic textile fibers and develop an understanding of their selection, use, performance, care, and maintenance
- develop an understanding of fashion innovation, trends, products, and marketing
- develop skills in selecting quality interior products for various home living spaces, considering lifestyles of family members, resources, value, efficiency, etc.
- learn to make wise consumer choices in the selection and purchase of clothing, textiles, and interior goods
- explore careers related to textiles, merchandising, and interiors

Overview:

⇒ *Choose project*

⇒ *Develop skills in:*
  - Project
  - Leadership
  - Service

⇒ *Prepare portfolio for work completed from January 1— December 31*

⇒ *Prepare presentation*

⇒ *Practice*

⇒ *Compete*

⇒ *Reflect*

Examples of Project Development Experiences:

- Participate in home interior classes offered at school or in the community
- Explore how different types of fabric are manufactured or produced, and used
- Analyze different brands of clothing or home furnishings to select best fit
- Prepare a mock-up of a proposed home décor remodel
- Create a portfolio of personal clothing for different occasions and seasons of the year
- Examine ways of marketing furnishings and clothing items
- Research principles of home interior design
- Compete in Georgia 4-H Cotton Boll and Consumer Judging and LifeSmarts

Project Sharing and Helping Examples:

- Teach a project club on remodeling a room on a budget to younger 4-H members
- Lead a group in developing a model of a home furnishings plan
- Plan and implement a day camp or summer class on different types of clothing, textiles, and home furnishings, including how they are created, produced, and used
- Work with students to develop a wardrobe on a budget using essential articles of clothing that can be mixed and/or matched
- Share plans for marketing clothing, textiles, or interior items to 4-H members, school classes, civic clubs, and senior homes
- Conduct a workshop on repurposing items at a 4-H club meeting
- Teach others how to be a wise consumer when selecting items of clothing or furnishings by evaluating price, fabric durability, and purpose
- Lead a group in utilizing software programs to model a room's proposed décor, furniture, color scheme, etc.
- Talk with your local county Extension office about decorating your 4-H project room
- Mentor a younger 4-H'er in the Clothing and Textiles, Creative Stitchery, or Interior Design projects

Recommended Resources:

- Georgia4h.org/ ProjectAchievement
- fcs.uga.edu/tmi
- dig.henryart.org/ textiles/
- HGTV.com
- DIYnetwork.com
- sewing.org/html/ guidelines.html
- 4-h.org/parents/ curriculum/sewing/
- home-designing.com

Special Considerations:

- Youth should practice internet safety when communicating with new people online or in-person. A best practice is to take a friend or parent to shadow your interview or copy your parent/guardian on online communications with adult mentors.
- Remember to ask permission before photographing, taping, or quoting someone.
- Live animals and weapons are not permitted in any project.
- Please use best safety practices when handling tools and equipment.
- Be respectful of other cultures.

At Competition:

Textiles, Merchandising, and Interiors projects may use posters, artifacts, biofacts, and/or technology to support their presentation. The time limit for these presentations is 12 minutes.
Computers, projectors, screens, and other technological devices may be used but must be provided by the presenter.

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Leadership and Service Ideas for All Projects

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Youth Leadership Ideas

What Is Leadership?:

Leadership can be a difficult concept to define and, as CEO Indra Nooyi puts it, "good leadership even harder." In the most simplistic terms, leadership is the act of leading or of being a leader. But what makes a leader? A leader is someone people follow. Leadership skills are first cultivated as youth learn to direct their own behaviors and actions. This is the concept of self-leadership and involves examining and understanding one's own strengths and weaknesses, establishing personal goals, and having the confidence, discipline, and skills necessary to carry them out. The further development of leadership skills enables youth to guide or direct others in a course of action, to influence the opinions and behaviors of others, and to serve as a role model.

Leadership Project Ideas:

- Serve as a 4-H Officer—Whether at the local club, county, district, or state level, being elected to and serving in a defined leadership role within 4-H is an excellent opportunity to grow and practice leadership skills. Youth benefit from the hands-on experience of leading meetings and conducting club business and activities, as well as from the leadership training and mentoring provided by Extension Agents and staff.
- Assist Officers—Leadership opportunities abound within clubs and organizations, beyond defined officer roles. Youth should offer to take responsibility for conducting portions of a club meeting, leading a group activity, coordinating the decorations for or cleaning-up after a club event, or helping officers fulfill their duties.
- Organize a Field Trip—Visiting local government officials, touring the county courthouse, observing the area's water treatment processes, or exploring another arm of municipal or county government are great ways to witness the impact elected leaders have on our daily lives and are examples of educational field trips. Youth interested in learning more about their local government should be encouraged to plan such visits, including calling government offices, scheduling meeting times, working with adults to arrange transportation, and promoting the trip.
- Host a Project Club—Gain valuable portfolio material and experience leading a group by hosting a project club related to one's 4-H Project Achievement topic. Youth will cultivate organization, marketing, and teaching skills while sharing their knowledge and passion with others.
- Develop a Webpage for a Club—Interested in graphic design and web layout? Want to grow your coding skills? Then offer to develop a webpage or social media page for a club or youth

organization. Beyond the technical aspects of creating the page, youth must meet with, counsel, steer, and collaborate with club members as the page is designed, implemented, and refined.

Leadership Project Ideas:

- Coordinate a Fundraiser—Good leaders strive to be of service to others, and coordinating a fundraiser to benefit a favorite charity or cause is one way to do just that. Youth should develop a fundraising concept, share their vision with others, and lead community members in conducting the fundraiser. As a bonus, the money raised is an easy measure of the impact of everyone's hard work.
- Start a Robotics Team—Whether leading the design team to devise the best bot for the challenge, coordinating the marketing and fundraising for the next competition, or collaborating to perfect the programming code, starting a robotics team is an incredible way to grow as a leader, create leadership opportunities for those who join, and to go beyond the STEM instruction received in the classroom.
- Organize a Volunteer Day to Benefit a Park, Animal Shelter, Museum, Hospital, Zoo—Stepping into a service leadership role is a good way to multiply the benefits to others when youth donate their time and talents. Youth who enjoy volunteering to help at animal shelters, hospitals, zoos, etc., should offer to organize a volunteer day to bring in new volunteer recruits, allow others to experience the joys of public service, and get a lot of work done in a short amount of time. Youth must work with facility staff to understand the needs, requirements, and restrictions associated with volunteering. They
- Teach a Class—Teachers must use leadership skills every day as they conduct class. Not only must they command the attention of their students, but they also lead the group in activities that support the lesson. Youth can prepare an instructional lesson on a topic of interest, including engaging activities, and then present the class to others. Call or meet with adults in charge of school classes, retirement centers, libraries, or civic organizations
- Become a Certified Teen Leader—Georgia 4-H's Certified Teen Leader program offers formal leadership instruction that prepares youth to work with and lead younger 4-H members. Upon completion, Certified Teen Leaders have many opportunities to put their new skills and knowledge into action by helping lead groups to Cloverleaf Camp, field trips, etc.

- Plan an Event—Arrange a service project, organize an awards banquet, or host a dance. Coordinating complex events involves delegation, communication, organization, etc.
- Tutor Younger Youth—Tutors lead lessons, direct activities, and are uniquely positioned to serve as a role model because they work so closely with those they tutor over a longer period of time.
- Organize a Candidate's Town Hall or Forum—Demonstrate leadership by organizing a town hall meeting or candidate's forum where voters can meet and ask questions of candidates seeking an elected office. Arrange for an appropriate venue, secure the attendance of the candidates, publicize the event, develop and share ground rules for the event, and then manage the exchanges between audience members and candidates.

Suggested Sites for Researching Leadership Concepts & Opportunities

http://4-h.org/get-involved/grow-true-leaders/

http://www.georgia4h.org/leadershipinaction/

https://www.fanning.uga.edu/youth/

https://exchanges.state.gov/us/program/youth-leadership-programs

https://www.sba.gov/managing-business/leading-your-business/being-leader

https://www.21stcenturyleaders.org/

Interview community leaders about their experiences, advice,

Potential Partnerships

- Local Extension Office
- Civic Clubs
- Community Senior Center
- County Parks and Recreation Offices
- Faith Communities/ Churches
- Government Organizations
- Non-Profit Organizations
- Other Volunteer Programs

Funding Opportunities

Georgia 4-H Leadership in Action
http://www.georgia4h.org/leadershipinaction

H.B. Fuller Company Foundation
https://www.instrumentl.com/grants/north-american-stem-and-youth-leadership-grants

The Captain Planet Foundation
http://www.captainplanetfoundation.org/grants/

Walmart Foundation
http://foundation.walmart.com/

Youth Service America
http://www.ysa.org/grants

Planning Questions

1. What is the ultimate goal of this project?
2. What results and impacts do we want to happen as a result of this project?
3. What steps need to be taken to complete the project?
4. Who will do each step?
5. When does each step need to happen?
6. What resources or materials do we need to complete these steps?
7. How will we recruit others to participate?
8. What is the deadline for project completion?

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Sources: About Youth Development & Youth Leadership. (2010). Retrieved July 14, 2017, from http://nasetalliance.org/youthdev/index.htm

Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition.* Baltimore: Paul H. Brookes.

Youth Service Ideas

What is Service?:

According to the Oxford Dictionary, service is "the action of helping or doing work for someone" or "an act of assistance." Georgia 4-H'ers pledge their hands to larger service and develop leadership skills by assisting others in the betterment of their communities. Planning and conducting service projects is one way youth can fulfill the 4-H motto – "To Make the Best Better." Service projects may be conducted independently or involve community partners, volunteers, and other youth. Service often takes the form of continuing or helping to support an existing community project in an effort to meet a community need. However, youth can also be creative in developing new service projects to meet the needs of their community, all while sharpening important life skills.

If you're ready to create, plan, and conduct a service project, activity, or awareness program that will help your community, start by identifying an issue you'd like to address. You may already know of a community need, an agricultural need, or an environmental need. Perhaps you know some kids that don't get enough to eat when they're not in school. Maybe a nature trail has become so dirty with litter that no one uses it anymore. You might discover that your local animal shelter doesn't have enough staff to provide basic training for the dogs there.

Once you identify a community issue, think of a way to help meet that need. For instance, you might work with local food pantries and civic organizations to start a program to send backpacks of food home with kids every Friday so that they have something to eat over the weekend. You could organize a community-wide trail clean-up or an adopt-a-trail program with local clubs. Perhaps you get friends to volunteer at the animal shelter and coordinate having a dog trainer come teach volunteers the basics of dog obedience training to help the animals in the shelter.

These are only a few examples to get you thinking. If you don't already know of some needs in your community, you should begin by getting involved in community activities. Observe, listen to, and talk with community members to better understand the challenges being faced by your neighbors. Then, brainstorm project ideas and discuss them with your county Extension leader or other trusted adult mentors. When you've decided upon a course of action, get out there and make it happen! If you dream it, you can do it!

Georgia4h.org

Service Project Ideas:

Animals

- Animal Shelter Drive– An increase in homeless animals has negatively affected a number of animal shelters. Many shelters don't have the space or budget to keep the growing number of animals. Students can raise awareness for the issue by holding an animal shelter drive that accepts monetary donations, as well as donations of food and supplies that will help relieve cost and maintenance for shelters.
- Toys for Dogs-Youth can make braided chew toys to donate to the Humane Society and local animal shelters. When the students deliver the toys, they can also spend time playing with dogs
- Animal Abuse 5K– Students can organize a 5K race in order to raise awareness about animal cruelty and educate people about responsible pet ownership. All of the proceeds from the race can be donated to rescue organizations that work to save animals from abusive situations or foster them until they find a safe home.

Environment

- Storm Drain Pollution– Debris, trash, and chemicals that are in storm drains can pollute the waterways that are water sources for humans and animals. Many of the storm drains transport untreated water directly to creeks, streams, rivers, wetlands and the ocean. Students and volunteers can actively fight this issue by cleaning up storm drains as well as tagging them with messages that discourage littering, and warn people that the drain leads directly to a waterway. Classes can also be taught to give youth information on pollution, and conserving the environment.

Literacy

- 5K for reading– Students can host an annual road race to fund their local summer library reading program. Some counties have faced budget cuts, resulting in less funding for summer literacy programs for the public libraries in the county. All of the proceeds from the race can be donated to local libraries to ensure that their literacy programs continue to help students advance their reading skills.

Health and Healthcare

- Blankets for babies-4-H'ers can make and donate blankets to be sent to hospitals for babies and children who are very ill or in need. These blankets will provide love, care, warmth, comfort, and a sense of security to the children.
- Cases for Cancer-Undergoing cancer treatment is a stressful, emotional, and life-changing process for many children and their families. Volunteers and students can make a colorful, bright 100% cotton pillowcase for children in the hospital who suffer from cancer. These pillowcases will bring brightness and happiness into the hospital room while they get treatment. Children will be excited about receiving pillowcases with their favorite colors and themes, allowing them to feel better emotionally.

Service Project Ideas:

Health and Healthcare (continued)

- Heart Awareness– Heart disease is the leading cause of death in the United States. 4-H'ers can volunteer to hold seminars and classes that educate students and parents about the importance of having a healthy heart and how to prevent heart disease. Students can host events like walks, fitness classes, healthy cooking demos, and participate in Heart Awareness Month. Fundraisers can be held in order to donate to organizations like the American Heart Association that educate the general public and assist those at risk with heart disease or symptoms of stroke.
- Gifts for Healthcare-Spending time in the hospital during the holidays can be hard to endure, especially for children. 4-H'ers can help to make holidays fun and memorable for children in the hospital by making them seasonal gifts. Students can make sun-catchers to go on the window for Valentine's Day, St. Patrick's day, Easter and Independence Day. They can also make goody bags for Halloween and a "thanks" garland for children to put on their windows for Thanksgiving. Students can sew Santa hats and stockings for Christmas as well as make paper hats for New Year's.

Poverty

- Kits for the Homeless– Homelessness is a very prevalent issue affecting the lives of many individuals everyday. In order to actively fight homelessness, students can work with local shelters and seek out in-kind donations from churches, community members, and officials in order to provide hygiene kits for homeless people in the community.

Seniors

- Senior appreciation- Sometimes seniors can feel neglected and alone while living in senior homes. Students can visit their local nursing home or senior living facility to talk and spend time with seniors that reside there. Talking to, playing games with, and reading to seniors can make a world of a difference in their day and make them feel loved and appreciated. Students can also make cards and crafts to give to the seniors, as well.

Suggested Sites for Conducting Research

American Fact Finder
data.census.gov

Annie E. Casey Foundation Kids Count Data Center
http://datacenter.kidscount.org/

National Center for Education Statistics
http://nces.ed.gov/

Southern Rural Development Center Data
http://srdc.msstate.edu/data/center/georgia.html

Interview community members and leaders.
(They may change your view of the problem and/or be able to provide advice and resources.)

Potential Partnerships

- Local Extension Office

- Civic Clubs

- Community Senior Center

- County Parks and Recreation Offices

- Faith Communities/ Churches

- Government Organizations

- Non-Profit Organizations

- Other Volunteer Programs

Planning Questions

1. Why am I doing this project?

2. What, specifically, do we want to happen as a result of this project?

3. What steps need to be taken to complete the project?

4. Who will do each step?

5. When does each step need to happen?

6. What resources do we need to complete these steps?

7. What is the deadline for project completion?

8. How will we evaluate success of the project?

Sources:
Buckley, Waters Westbrook. 2014. *Community Service Project Planning Resources*.

Edwards, Bill. 1998. *Junior/Senior Project Notebook.* "Leisure Education Projects: Performing Arts."

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