

## Multi Year Non-Livestock Project Requirement Summary

With any 4-H project that is taken for multiple years, members should plan new experiences each year that build on previous experiences and provide for new knowledge and skills to be gained. At project judging, members should be able to clearly communicate what he or she has done for each year of the project and how he or she has developed new skills each year. A 3-ring binder with tabs for each year would be an excellent way to show this progression of learning.

	<b>Project</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>244</b>	<b><i>From Airedales to Zebras, Level 1</i></b>	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.		
<b>245</b>	<b><i>All Systems Go! Level 2</i></b>	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.		
<b>246</b>	<b><i>On the Cutting Edge, Level 3</i></b>	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.	Complete a minimum of 7 activities. Complete Whaddya Know section before and after each activity.		
<b>365</b>	<b><i>Self-Determined</i></b>	Use the Self-Determined Project Guide or Idea Starters to describe your project, set goals, and record your activities.	May be repeated if new areas of interest, learning experiences, and leadership/citizenship activities are selected.	May be repeated if new areas of interest, learning experiences, and leadership/citizenship activities are selected.	May be repeated if new areas of interest, learning experiences, and leadership/citizenship activities are selected.	May be repeated if new areas of interest, learning experiences, and leadership/citizenship activities are selected.
<b>378 M</b>	<b><i>Leadership Master</i></b>	Complete the project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>407</b>	<b><i>Accessories for Teens</i></b>	Complete the project guidelines on page 4 of book.	This project may be repeated but new and more complex experiences should be selected and completed each year, as outlines in the			

			project guidelines.			
408	<b>Creative Costumes</b>	Follow the project guidelines on page 4 of book.	The project may be repeated but the member should choose a different category or study a different fashion period, culture or other aspect.			
409	<b>Sew Fun!</b>	Follow project guidelines on page 5 of book.	This project is designed to be completed in 1 year. However, it may be repeated a second year as long as new learning experiences and new skills are developed each time.			
411	<b>em•bel•lish: A 4-H Guide to Wearable Art</b>	Follow project guidelines on page 6 of book.	The project may be repeated as long as the member makes samples of three different techniques each year, collects all the samples (from all years) and shows them in a complete collection notebook. Repeating this project also requires members to use different techniques each year to complete their total look.			
412	<b>Sew for Others</b>	Follow project guidelines on pages 3-5. Construct complete outfit for an individual or 3 different garments (adapted) for someone with special needs	If the project is repeated, a new category of "other" must be selected. Follow project guidelines on pages 3-5.			
413	<b>Sundresses and Jumpers</b>	Follow the project guideline on page 5.	This project may be repeated as long as new learning experiences and new skills are developed each time.			
417	<b>Dress-Up Outfit</b>	Follow project guidelines on page 3 of book. Construct a dress-up garment with two or more new experiences (zipper, sleeves, new trim or fabric)	Each time the project is repeated, the garment made must provide a progression of new experiences and skill development and additional in depth study and analysis			

			of coloring, body build, image and personality which build upon what was previously learned. Members must also use different types of fabrics and/or techniques each time this project is repeated.			
418	<b>Loungewear</b>	Follow the project guidelines on page 5 of book.	May be repeated as long as new learning experiences and new skills are developed each time. Special techniques, such as heirloom sewing, quilting, and smocking or the use of trims might be considered to make the project more challenging.			
419	<b>Tops for Tweens</b>	Follow the project guidelines on page 3 of book.	This project may be repeated as long as new learning experiences and new skills are developed each time.			
420	<b>Outer Layers</b>	Follow the project guidelines on page 2 of book	This project may be repeated as long as new learning experiences and new skills are developed each time.			
424	<b>Clothing for Middle School</b>	Follow the project guidelines on page 5 of the book.	This project may be repeated as long as new learning experiences and new skills are developed each time.			
425	<b>Look Great for Less</b>	Follow the project guidelines on page 3 of book.	This project may be repeated as long as new learning experiences and new skills are developed each time.			
426	<b>Clothing for Your Career</b>	Follow the project guidelines on page 4 of book.	This project may be repeated as long as new learning experiences and new skills are developed each time.			

<b>431</b> <b>M</b>	<b>Clothing Master</b>	Complete project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>432</b> <b>M</b>	<b>Sewing and Textiles Master</b>	Complete project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>434</b>	<b>Growing on My Own</b>	Complete 7 activities on page 3. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity	Complete 7 activities on page 3. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity			
<b>435</b>	<b>Growing with Others</b>	Complete 7 activities on pages 4-5. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity	Complete 7 activities on pages 4-5. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity			
<b>436</b>	<b>Growing in Communities</b>	Complete 7 activities on pages 4-5. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity	Complete 7 activities on pages 4-5. Explore all 4 chapters and do 1 Main Activity in each one. For the remaining 3 activities choose either a Main or Additional Activity			
<b>442</b>	<b>Family History Treasure Hunt</b>	Complete requirements on page 4 of book.	Complete requirements on page 5 of book	Complete requirements on page 6 of book	Complete requirements on page 25 of book	Year 5 and 6: Complete requirements on page 26 of book
<b>445</b>	<b>Becoming Money Wise, Levels I and II</b>	Complete the project guidelines for Level 1 on page 2 of book.	Complete the project guidelines for Level 2 on page 2 of book.			
<b>448</b>	<b>Teens . . . On</b>	Complete the first year	Complete the second year			

	<b><i>the Road to Financial Success</i></b>	requirements on page 2 of the book.	requirements on page 3 of the book.			
462	<b><i>Yeast Breads on the Rise</i></b>	Complete the first year requirements on page 5 of book	Complete the second year requirements on page 5 of book.			
483	<b><i>Sports Nutrition 1: On Your Mark!</i></b>	Complete project guidelines on pages 4-7 of book.	This project may be repeated. In the second year all of the overtime activities should be completed.			
485	<b><i>Racing the Clock to Awesome Meals</i></b>	Complete the project guidelines on page 3 of book.	This project may be repeated although alternative menus should be planned under each meal area to gain additional knowledge and skills.			
492	<b><i>Cake Decorating</i></b>	Complete project guidelines on page 5 of project and record book. Identify at least 5 learning activities that reflect new skills each year and focus on those.	Complete project guidelines on page 5 of project and record book. Identify at least 5 learning activities that reflect new skills each year and focus on those. Complete a new record book each year. Stay in a level until skills are mastered.	Complete project guidelines on page 5 of project and record book. Identify at least 5 learning activities that reflect new skills each year and focus on those. Complete a new record book each year. Stay in a level until skills are mastered.	Complete project guidelines on page 5 of project and record book. Identify at least 5 learning activities that reflect new skills each year and focus on those. Complete a new record book each year. Stay in a level until skills are mastered.	Year 5 and beyond: Complete project guidelines on page 5 of project and record book. Identify at least 5 learning activities that reflect new skills each year and focus on those. Complete a new record book each year. Stay in a level until skills are mastered.
497	<b><i>Scrapbooking: A 4-H Guide to Preserving Memories</i></b>	Complete the project guidelines on pages 4-7 of book.	Complete the Scrapper Challenge activities if project is repeated. New learning experiences and new skills should be developed each time the project is repeated.			
498	<b><i>Quilting the Best Better</i></b>	Complete project guidelines on page 3 of book.	This project may be repeated as long as new learning experiences and new skills are developed each time.			
499	<b><i>You Can Quilt</i></b>	Complete project guidelines on page 3 of book.	This project may be repeated as long as new			

			learning experiences and new skills are developed each time.			
<b>503 M</b>	<b>Rocketry Master</b>	Complete project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>504</b>	<b>Electric Radio-Controlled Vehicles</b>	Complete the project guidelines on pages 6-11 of book.	This project can be completed in one year. If repeated as long as a new car is assembled each year.			
<b>512 M</b>	<b>Robotics Master</b>	Complete project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>517</b>	<b>Bicycling for Fun, Level 1</b>	Complete the project guidelines on page 2 of the book. Do a minimum of 7 activities (refer to page 4).	Complete the project guidelines on page 2 of the book. Do a minimum of 7 activities and complete the Bicycling for Fun Achievement Program. (refer to page 4).			
<b>518</b>	<b>Wheels in Motion, Level 2</b>	Complete the project guidelines on page 2 of the book. Do a minimum of 7 activities (refer to page 4).	Complete the project guidelines on page 2 of the book. Do a minimum of 7 activities and complete the Wheels in Motion Achievement Program. (refer to page 4).			
<b>527</b>	<b>Magic of Electricity, Level 1</b>	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)			
<b>528</b>	<b>Investigating</b>	Complete the project	Complete the project			

	<b>Electricity, Level 2</b>	guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)	guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)			
529	<b>Wired for Power, Level 3</b>	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)			
530	<b>Entering Electronics, Level 4</b>	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)	Complete the project guidelines on page 4 of project book. Do at least 7 activities per year (3 main activities and 4 Brain Boosters)			
541	<b>Crank It Up, Level 1</b>	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections		
542	<b>Warm It Up</b>	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections		
543	<b>Tune It Up</b>	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections	Complete the project guidelines on pages 2-4. Do at least 7 activities each year in either the Main Activities sections or the Race Ahead sections		
548	<b>Lawn Care</b>	Complete the project guidelines on pages 4-7. Do the suggested number of activities in each interest area.	Complete the project guidelines on pages 4-7. Do the suggested number of activities in each interest area (complete new activities in year 2).			
556	<b>Measuring Up,</b>	Complete the project	Complete the project	Complete the project		

	<b>Level 1</b>	guidelines on page 3-5. Do at least 7 activities. Construct an item showing the participant has learned how to use hand tools including Squares, Saws, Clamps, Wood Files and Rasps	guidelines on page 3-5. Do at least 7 activities (different from year 1). Construct an item showing the participant has learned how to use hand tools including Squares, Saws, Clamps, Wood Files and Rasps. (different from year 1)	guidelines on page 3-5. Do at least 7 activities (different from years 1 & 2). Construct an item showing the participant has learned how to use hand tools including Squares, Saws, Clamps, Wood Files and Rasps. (different from years 1 & 2)		
557	<b>Making the Cut, Level 2</b>	Complete the project guidelines on page 3-5. Do at least 7 activities. Construct an item showing the participant has learned how to use tools including T-Bevel, Protractor, Miter Box, Wood Chisels, Hand Jug Saw, Hand Stapler, Power Stapler, Power Sanders, Paint Brush, and Single and Double Incline Planes	Complete the project guidelines on page 3-5. Do at least 7 activities (different from year 1). Construct an item showing the participant has learned how to use tools including T-Bevel, Protractor, Miter Box, Wood Chisels, Hand Jug Saw, Hand Stapler, Power Stapler, Power Sanders, Paint Brush, and Single and Double Incline Planes (different from year 1).	Complete the project guidelines on page 3-5. Do at least 7 activities (different from years 1 & 2). Construct an item showing the participant has learned how to use tools including T-Bevel, Protractor, Miter Box, Wood Chisels, Hand Jug Saw, Hand Stapler, Power Stapler, Power Sanders, Paint Brush, and Single and Double Incline Planes (different from years 1 & 2).		
558	<b>Nailing it Together, Level 3</b>	Complete the project guidelines on page 3-5. Do at least 7 activities. Construct an item showing the participant has learned how to use tools including Hand Planes, Power Stapler, Circular Saw, Radial Arm Saw and Table Saw.	Complete the project guidelines on page 3-5. Do at least 7 activities (different from year 1). Construct an item showing the participant has learned how to use tools including Hand Planes, Power Stapler, Circular Saw, Radial Arm Saw and Table Saw (different from year 1).	Complete the project guidelines on page 3-5. Do at least 7 activities (different from years 1 & 2). Construct an item showing the participant has learned how to use tools including Hand Planes, Power Stapler, Circular Saw, Radial Arm Saw and Table Saw (different from years 1 & 2).		
559	<b>Finishing Up, Level 4</b>	Complete the project guidelines on page 3-5. Do at least 7 activities. Construct an item showing the participant has learned how to use tools including Power Router, Portable Power Planer, Thickness Planer, Jointer and Hand Scraper.	Complete the project guidelines on page 3-5. Do at least 7 activities (different from year 1). Construct an item showing the participant has learned how to use tools including Power Router, Portable Power Planer, Thickness Planer, Jointer and Hand Scraper (different from year 1).	Complete the project guidelines on page 3-5. Do at least 7 activities (different from years 1 & 2). Construct an item showing the participant has learned how to use tools including Power Router, Portable Power Planer, Thickness Planer, Jointer and Hand Scraper (different from years 1 & 2).		
560	<b>Woodworking</b>	Complete project guidelines	This project may be	This project may be	This project may be	This project may be



<b>M</b>	<b>Master</b>	on page 2.	completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>584</b>	<b>Focus on Photography</b>	Complete project guidelines on page 3 of book.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.		
<b>585</b>	<b>Controlling the Image</b>	Complete project guidelines on page 3 of book.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.		
<b>586</b>	<b>Mastering Photography</b>	Complete project guidelines on page 3 of book.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.	This project can be repeated if you select activities that were not satisfactorily completed or attempted in previous years. The More Challenges activities are a good source of additional activities.		
<b>589 M</b>	<b>Photography Master</b>	Complete project guidelines on page 2.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.	This project may be completed or repeated over several years, as long as new skills are developed each year, and as long as additional sources and activities are used.
<b>592</b>	<b>Getting Started in Art</b>	Complete project guidelines on page 4 of book.	This project can be repeated as long as new learning and skills, and a new art project are developed each time. If project is repeated, use a new project book so the activities can be completed	This project can be repeated as long as new learning and skills, and a new art project are developed each time. If project is repeated, use a new project book so the activities can be completed	This project can be repeated as long as new learning and skills, and a new art project are developed each time. If project is repeated, use a new project book so the activities can be completed	Year 5 and beyond: This project can be repeated as long as new learning and skills, and a new art project are developed each time. If project is repeated, use a new project book so the activities can be completed

			with new responses.	with new responses.	with new responses.	with new responses.
596	<b>Play the Role</b>	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.		
597	<b>Become a Puppeteer</b>	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.		
598	<b>Set the Stage</b>	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.	Complete the project guidelines on pages 3 and 4 of the book. Complete at least 6 new Curtain and/or Call Board activities.		
621	<b>Ohio Birds</b>	Complete the project guidelines for the first year on page 1 of the book.	Complete the project guidelines for the second year on page 38 of the book.			
622	<b>Trapping Muskrats in Ohio</b>	Complete the project guideline on page 3 of the book. Complete year one activities on pages 5-24.	Complete the project guideline on page 3 of the book. Complete year two activities on pages 25-39.			
641	<b>Beekeeping</b>	Complete the project guidelines on page 5 of the book. (refer to page 14 for learning activity description)	Complete the project guidelines on page 5 of the book. Select new activities each year. Advance to next level after completing 15 or more activities or reaching appropriate project level. (refer to page 14 for learning activity description)	Complete the project guidelines on page 5 of the book. Select new activities each year. Advance to next level after completing 15 or more activities or reaching appropriate project level. (refer to page 14 for learning activity description)	Complete the project guidelines on page 5 of the book. Select new activities each year. Advance to next level after completing 15 or more activities or reaching appropriate project level. (refer to page 14 for learning activity description)	Year 5 and beyond: Complete the project guidelines on page 5 of the book. Select new activities each year. Advance to next level after completing 15 or more activities or reaching appropriate project level. (refer to page 14 for learning activity description)
671	<b>How Does Your Garden Grow?</b>	Complete project guidelines on pages 3-5. Complete the Garden Guidelines for year 1.	Complete project guidelines on pages 3-5. Complete the Garden Guidelines for year 2. A new project book is needed.			