4H270

New Jersey 4-H Cloverbuds

Cloverbud Activity Guide

An Activity Guide for Working with Youth in Grades K-3

RUTGERS
New Jersey Agricultural Experiment Station

Credits

Contributors

TC Buchanan, Retired County 4-H Agent, Hunterdon County
Macy Compton, Retired State 4-H Program Coordinator
Sharon Dekle Gore, 4-H Program Associate, Mercer County
Rebecca Kalenak, Former County 4-H Agent, Essex County
Virginia Krzyzanowski, 4-H Program Associate, Monmouth County
Marycarmen Kunicki, 4-H Program Associate, Passaic County
Rachel Lyons, County 4-H Agent, Morris County
Susan L. Makres, Former 4-H Program Associate, Atlantic County
Karen Mansue, Retired 4-H Program Associate, Ocean County
Navonne Owen, 4-H Program Associate, Atlantic County
Jeannette Rea-Keywood, County 4-H Agent
Linda Strieter, 4-H Senior Program Coordinator, Gloucester County
Terri Yost, Former 4-H Program Associate, Morris County

Design

Annette Devitt, County 4-H Agent, Salem County



Original Cloverbud Logo Design

Katherine Dodge, Morris County 4-H Member

Developed

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Cloverbud Introduction

What is the 4-H Cloverbud Program?

4-H can be a valuable experience for youth of many ages. In New Jersey, the earliest 4-H club experience is belonging to a 4-H Cloverbud Club (children in grades K-3).

The New Jersey 4-H Cloverbud Program is a club for children in kindergarten through third grades. The purpose of the program is to provide a fun and educational experience which helps children to:

- Learn to get along with others.
- Explore a variety of interests through hands-on activities.
- Build self-confidence through healthy experiences.

Cloverbud Age

The 4-H Cloverbud Program is designed to introduce boys and girls in grades K-3 to a wide variety of 4-H project experiences which are available to them upon reaching 4th grade.

A child can belong to a 4-H Cloverbud club if he or she is in kindergarten through third grade. The September in which the child enters fourth grade, he or she can join a standard 4-H club, usually a project or community club.

The Cloverbud Club

4-H Cloverbud clubs are similar to standard clubs in that they meet regularly and are led by adult volunteer club leaders. Most clubs have approximately five to eight members per leader and meet about twice a month.

4-H Cloverbud clubs are different from standard clubs in that 4-H Cloverbud members do not select one or two specific projects to work on during the year. Instead, they participate in a variety of short-term activities in many different subject areas.

4-H Cloverbud Activity Guide

4-H Cloverbud leaders are very important people. They serve as role models to these youngest 4-H members. They are also responsible for making sure that the child's first 4-H experience is a positive one.

To help 4-H Cloverbud leaders work with their clubs, they are provided with a copy of New Jersey 4-H Cloverbud Activity Guide, the official guide for New Jersey 4-H Cloverbud leaders. The volunteer leader for each 4-H Cloverbud club receives a copy of this manual upon registering as a 4-H leader. This guide consists of over 30 activity sheets which cover a variety of subjects. Each sheet has all of the information a leader needs in order to facilitate an activity. Most sheets also include suggestions for field trips, guest speakers and follow-up activities for the member to do at home. By using the New Jersey 4-H Cloverbud Activity Guide with flexibility, the 4-H Cloverbud leader can give these younger 4-H'ers many opportunities which will prepare them for participation in a standard club.

Cloverbud Record Books

Keeping a record book can help a 4-H Cloverbud member creatively express his or her experiences. Some counties have special record books for 4-H Cloverbud members, while other 4-H Cloverbud members make their own. Ideas sometimes used for record keeping include drawings, cut-outs from magazines, poems, souvenirs and photos. Another idea to help with keeping records is to use self-closing bags to store items made or collected at meetings or on field trips.

The 4-H Cloverbud Program is Non-Competitive

The 4-H Cloverbud Program is a non-competitive program. There is no judging or evaluation of individual projects or activities for 4-H Cloverbud members. The statewide policy for New Jersey is that no 4-H member in kindergarten through third grade may be given a rating (judged or evaluated) against set standards or against other participants, either for individual projects or for group effort.

This policy is based on research which shows that children of this age need to progress and develop at their own speeds and that they find it especially hard to lose. To help these youth develop self-confidence, they need to have less pressure to "win." Since success is very important at this age, the success of just having completed an activity helps to increase self-esteem. It's the process and the fun of participating, not the product, which is important to these children.

Recognition

Although projects of 4-H Cloverbud members are not rated, these younger 4-H'ers are still recognized for their work. The focus of recognition for the 4-H Cloverbud Program is participation. 4-H Cloverbud members may receive participation ribbons, certificates, pins, and other appropriate 4-H recognition that encourages continued involvement. The recognition needs to be in scale with the accomplishment, both within the 4-H Cloverbud Program and compared to recognition received by standard 4-H Club members for their accomplishments.

County Participation

Many counties hold events designed especially for 4-H Cloverbud members. These include special programs, monthly activities, camps, step-up ceremonies, fun nights, and picnics. Often, 4-H Cloverbud members are invited to participate in regular county events. If judging is part of the event, the member may participate given that the judge(s) provide positive feedback and comments of encouragement, but no score or rating is given.

The 4-H Cloverbud Program is Fun!

The 4-H Cloverbud Program sets the stage for a child's participation in a standard 4-H Club. It is an opportunity for younger children to begin to have hands-on experiences as 4-H members. 4-H Cloverbud activities should promote practice of developmentally appropriate skills and provide an opportunity for social interaction. It is also a chance for adults to serve as role models at this important time in a child's life. Most importantly, the 4-H Cloverbud Program is educational and fun for all involved.

Revised by Sharon Gore and Jeannette Rea-Keywood
Written by Rita Natale Saathoff

New Jersey 4-H Cloverbud Policy

The New Jersey 4-H Youth Development Program includes programming for children in kindergarten through third grade (K-3), known as 4-H Cloverbud members. Following the policies established by National 4-H Headquarters, the NJ 4-H Youth Development Program recognizes that 4-H Cloverbuds programs require age-appropriate components based on developmental abilities and needs, and that programs should be activity-focused and not project focused. The 4-H Cloverbuds program is designed to introduce youth in K-3 to the wide variety of 4-H project experiences which are available to them upon reaching 4th grade.

The New Jersey 4-H Cloverbud Program is designed to provide K-3 youth with age-appropriate experiential learning activities in a small club setting. 4-H Cloverbuds members will:

- Learn to get along with others.
- Explore a variety of interests through hands-on activities.
- Build self confidence through healthy experiences.

4-H Cloverbud membership is open to all youth in grades K-3. These youth may be registered members of a 4-H Cloverbud Club or a standard 4-H Club (with assigned, registered volunteers trained in the Cloverbud philosophy and curriculum). Parents and/or 4-H Teen Leaders may assist under direct supervision of registered volunteers. 4-H Cloverbud meetings should focus on fun, active, hands-on learning experiences available from approved curriculum through the County 4-H Office. No formal business meeting should take place.

Recognition and Competition: The focus of recognition for the 4-H Cloverbud Program is participation. 4-H Cloverbud members may receive participation ribbons, certificates and other appropriate 4-H recognition that encourages continued involvement. The recognition needs to be in scale with the accomplishment, both within the 4-H Cloverbud Program and compared to recognition received by standard 4-H club members for their accomplishments.

The 4-H Cloverbud Program is a non-competitive program. There is NO judging or evaluation, including judging against set standards or against other participants, either individually or for a group effort. There can be special comment forms used for the Cloverbud members instead of numerical score sheets. Such forms should be used for positive feedback with suggestions for improvement rather than critical comments.

County events may be specifically developed for 4-H Cloverbud members, for example: camping experiences, talent nights, etc. 4-H Cloverbud members may be included in general county events, with no judging or other form of evaluation, individual or group. 4-H Cloverbud members may not participate in project-specific events that include judging components for standard/traditional club members. At the 4-H fair, 4-H Cloverbud members should have one designated "Cloverbud Class" for exhibiting projects completed as result of their club participation. 4-H Cloverbud Class projects should be exhibited separate from projects of standard/traditional 4-H clubs members if space allows.

4-H Cloverbud members may not participate in any state 4-H events. They may participate only in general activities open to the entire public.

4-H Cloverbud members and animals:

- 4-H Cloverbud members should not have ON-GOING projects of any kind, including animal projects, nor should they participate as competitive exhibitors with animals, large or small. Within the 4-H program, shows are intended to showcase the culmination of a long-term project.

- The handling of animals, both large and small, requires discipline and motor skills that may not yet be fully developed in Cloverbud-age children. Coupled with the unpredictable behavior of animals,

working with animals may not provide an optimal safe educational environment. Therefore, it is highly recommended that 4-H Cloverbud members do NOT work directly with animals in an ON-GOING project.

- In the event that 4-H Cloverbud members work with animals through educational activities and are enrolled in 4-H animal science project clubs, they are encouraged to use project animals registered by "standard" 4-H club members, preferably siblings.

- For safety, should 4-H Cloverbud members participate in hands-on activities, exhibitions, or demonstrations which involve animals, they should use an animal with which they have experience.

- For a variety of reasons including the health and safety of the animal, 4-H Cloverbud members may be permitted to register an animal that will only be used for a hands-on activity, exhibition, or demonstration; not an ONGOING project.

Note: All policies pertain to all clubs, activities, events, and programs sponsored through county offices, individual clubs, advisory and other groups of the NJ 4-H Youth Development Program, including open and invitational shows.

Project Materials: New Jersey 4-H Cloverbud Activity Guide Developed by Ad Hoc Prep Task Force FCS Committee.

*Policy Effective September 2009
Approved 05/81. Revised 10/88, 09/93, 06/08 03/09.

Ages and Stages

A Brief Introduction

4-H is a unique program in many ways. One thing that makes 4-H special is that boys and girls of many different age groups may belong to the same club. When working with youth of varied ages, it is important to remember that each age represents certain common characteristics. Understanding these characteristics will help you ensure that each member is valued for their own unique contribution to the club regardless of age.

Working with 4-H Cloverbuds: Youth in K–3rd Grades

In the next few pages you will find information that will be helpful when planning activities for youth during your meetings and at other 4-H events. It is important to keep different age characteristics in mind when planning your meeting. It is also important to remember that not all children mature at the same rate. Some children will have characteristics of both younger and older ages, depending on their growth, both physically and emotionally. While these pages are designed to be a helpful guide, it is important to remain flexible and adjust your plan as appropriate for the ages of your club members.

How Youth are Involved

Youth in grades K-3 are a part of the 4-H Cloverbud Program. Please see the section entitled New Jersey 4-H Cloverbud Program: 4-H for Younger Members for more information about this program. They can also participate in in-school and after-school 4-H programs. In addition, there are often special programs designed to meet their unique needs and interests.

Specific Characteristics

Youth in grades K-3 are easily motivated and eager to try new things. They tend to have short attention spans and work very much in the here and now. They are still developing language skills and may have a difficult time expressing themselves. At this age, they learn through experimental and exploratory behaviors. They have a strong desire for affection and adult attention and can be very sensitive to criticism.

Some Tips to Use When Working with and Planning for Youth in Grades K-3

- Plan a wide variety of activities that take a short time to complete, with each activity building on the previous activity.
- Free time should be planned and encouraged.
- Alternate a high activity level with low and moderate activities. (Example: play an active game that teaches about the food chain, and then sit and discuss what the youth learned from the activity.)
- Be very specific and clear with directions. It often helps to have youth repeat the directions back to you so that everyone understands.
- Provide positive encouragement and assistance during all activities.
- Use activities that foster cooperation and teamwork, not competition.
- Field trips, hands-on activities, and models are especially helpful for these youth.
- Plan activities that physically engage youth, such as games, crafts, and relays.

Revised by Terri Yost.
Written by Betty Ann Smith and Rita Natale Saathoff.

References:

Adapted from the North Dakota State University 4-H Curriculum Guidelines.
Curriculum Development for Issues Programming, A National Handbook for Extension Youth Development Professionals, Extension Service, U.S. Department of Agriculture, 1992.

4-H for Younger Members

Welcome to our 4-H family and volunteer leadership. The 4-H Cloverbud Program is for children in kindergarten through third grade. As a 4-H Cloverbud leader you will assist children in growing and developing skills they can use for a lifetime. For any additional support you may need with your club or using this Activity Guide contact your local 4-H Cooperative Extension Office.

Why 4-H Cloverbud Clubs?

The 4-H Cloverbud Program involves children in informal group activities. As a 4-H Cloverbud leader, you will help youth "learn by doing", develop and explore new interests and experiences.

The 4-H Cloverbud program is a non competitive program. There is no judging because children at this age often find it hard to lose. Cloverbud members are able to develop at their own pace. Cloverbud members often easily make the transition into standard 4-H clubs.

4-H Cloverbud Program Objectives

Cloverbud members will:

- Learn to get along with others
- Explore different interests through hands on activities
- Build self- confidence and self- esteem

4-H Cloverbud Meetings Tips:

- Club size- five 4-H Cloverbud members per leader no more than ten members.
- Conduct monthly meetings in an informal, relaxed manner to include the Pledge of Allegiance and 4-H Pledge.
- Officers can be selected and rotated to give each child the opportunity to serve.
- Hold brief meetings (this age group have shorter attention spans) For additional information you can refer to the New Jersey Leaders Training Manual "Ages and Stages" .
- Activities should be hands-on.
- Involve interested parents.
- Select meeting locations convenient for club members such as, community centers, after-school sites, libraries, or your local cooperative extension 4-H office.
- Field trips are encouraged to enhance the educational experience, however each participant and adult must fill out a 4-H Event Permission Form to participate. These forms are available at your local extension office or on line at (nj4h.rutgers.edu).
- Remember this is a fun educational experience!

Know Your Community

Mission Mandate:
Citizenship - Civic Engagement

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- locate important places in their communities and learn about maps in their simplest form.

Background Information:

A community is made up of a social group of people who reside in the same place. These people take on a variety of jobs that allow the community to function as a whole society. Knowing what these different jobs are and where you can find these people is very important, especially in an emergency. For example, if someone were sick you would need to call a doctor or take that person to the hospital. What would we do to contact firemen or policemen? Community service agencies work together as a team to keep your town safe and secure.

Activity:

Materials and Supplies:

- Poster board
- Markers
- Tape or thumbtacks (to hold up map)
- Pencils, crayons, markers
- Paper
- Rulers
- Leader should make a simple map of your community (if you live in a large city, your community may be your neighborhood). Locate on it the important places in your community, i.e., firehouse, hospital, police station, and school. Draw the same map on a large (22" x 28") piece of poster board; do not include building locations.

What to Do:

1. As a group, ask the 4-H Cloverbuds to list all the places they need to know about in their community. List them on the back of the poster board map. The list will almost always include the firehouse, police station, hospital, post office, school, and grocery store – even a "fast food". Include restaurants or anything they think is important. Be sure to include the 4-H Office!
2. As a group, locate them on the map. Use small drawings of the buildings on the map to add interest.
3. Ask 4-H Cloverbuds to locate their houses.
4. Ask 4-H Cloverbuds to make a list of people who work in each of the places they located on the map.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. How did you decide what places to highlight on your map?
B. Why are these places important to people in your community?

Generalize to Your Life:

A. What did identifying these places teach you about yourself?
B. How will learning about important places help you in the future?

Apply What You Learned:

A. How will you use the information you learned?
B. Discuss the variety of places needed to make up a town and why it is important for people to know how to get to them.
C. Discuss the different types of maps and where you can get them.

Sum It Up:

Maps are an important resource to help people get from one location to another. They provide a variety of useful information.

Take It Further:

Member's Home Activity:

A. Autographs: Have members collect the signatures of all the people on the list. See who can get the most.

Places To Go:

A. Police station
B. Firehouse
C. Post Office

People To See or Invite to Your Club Meeting:

A. Police Officer
B. Fire fighter
C. Postmaster

Written By:

Virginia Krzyzanowski
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

References and Resources:

Boy Scouts of America. Citizenship in the Community. Texas: Boy Scouts of America, 2002.

Press, Judy. All around the town!: exploring your community through craft fun. Vermont: Williamson Publishing, 2002.

Schulz, Marjorie Rittenberg. Community Services: Careers for Today. Minnesota: Watts, 1990.

Wegman, William. My Town, New York: Hyperion, 1998.

Our Flag

Mission Mandate:
Citizenship - Civic Engagement

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn to appreciate what the United States Flag symbolizes.
- learn to respect the flag.
- learn how flags are used on Flag Day (June 14th) or any national holiday.

Background Information:

Help children learn about our country's most important symbol, the American flag. And to develop respect for our flag by teaching customs associated with it and proper flag etiquette. Encourage a sense of pride and patriotism by having the children listen to patriotic music and by marching in their own parade.

About the American Flag: Old Glory, is a symbol of our nation. It symbolizes our national independence and popular sovereignty, and embodies the spirit of patriotism and freedom.

The First Flag: About a year after they claimed their independence from England, the Continental Congress on June 14, 1777 commissioned a flag for our new nation. (June 14th is Flag Day.) Legend says that seamstress Betsy Ross made the first flag.

Design: The first flag had 13 stripes (six white and seven red) and 13 stars in a circle on a dark blue union. The 13 stripes represented the original 13 colonies. Today only the stars have changed with 50 representing each of the 50 states in the union. The colors and design have special meaning.

A. Red – valor and bravery
B. White – purity and hope
C. Blue – the color of heaven, loyalty, justice, and truth
D. Stars – symbols of high goals and a new constellation

Respect: Always stand when the flag is honored or passes in a parade. All should remove their hats. Everyone should salute with their right hand over their heart.

Displaying the Flag: The flag is flown daily, in good weather, from sun-up to sun-down at all public buildings. It is only flown at night if well lit. It can be displayed any place where people want to show respect for a special day or ceremony.
Old Glory is always given the place of honor.

1. At the very top of the staff (Figure 1). Any other flag is flown under it



Figure 1


Figure 2

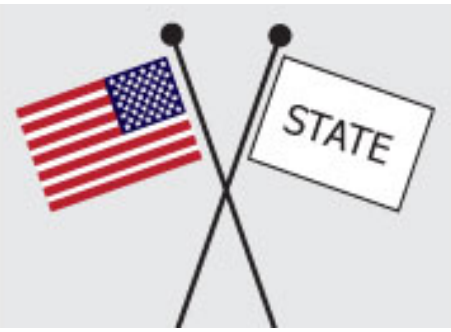


Figure 3

2. Half-mast is to honor the dead.
3. When carried or displayed with other flags, Old Glory is higher (Figure 2).
4. To the right, the flag's own right (that means the views's left) (Figure 3) or in front of other flags.
5. When a flag is hung, the field of stars is always displayed in the upper left hand corner.

Not only does our country have a flag, but each state, county, and town all have a specific flag as their symbol. Just like the 4-H flag, many organizations also have a flag to represent their group.

Activity:

Materials and Supplies:

- Flags – American, continental flag (13 star), 4-H
- Paper – red, white and blue construction
- Stars – silver or gold, gummed back
- Markers or crayons, glue, and scissors

What to Do:

1. Learn about the history of the American flag.
2. Draw or construct an American flag or continental flag.
3. Practice displaying a flag.
4. Pledge allegiance to the flag, then say the 4-H pledge.
5. Demonstrate how to do a military fold when retiring the flag.
6. Listen to patriotic music and sing patriotic songs.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. What is the name used to refer to the American Flag?
B. What do the stars and stripes represent on the American Flag?

Generalize to Your Life:

A. Tell why the American Flag makes you feel proud of your country?
B. Wear red, white and blue to symbolize the flag on a patriotic holiday.

Apply What You Learned:

A. Recite the Pledge of Allegiance for your club or class.
B. Look for and identify different types of flags around your community.

Sum It Up:

While learning about the American Flag, you have developed a greater understanding of our nation's symbol, how it is used, and when it should be displayed. You understand that the pledge of allegiance is like a promise. When you pledge your allegiance, or loyalty to the flag, that means you are making a promise to your country.

Take It Further:

Member's Home Activity:

A. Be responsible for displaying the flag on a national holiday.
B. Watch a TV sports event where the flag is raised or honored.
C. Notice how the flag is displayed at any public building.

Virginia KrzyzanowskiRoss, Kathy. Star-spangled crafts.

Places To Go:

A. Any place where a flag is raised and lowered daily
B. Parade – especially one with military units
C. Relevant historic site such as fort or historical museum

People To See or Invite to Your Club Meeting:

A. American Legion or VFW member
B. Member of a color guard
C. Eagle Scout

Written By:

Virginia Krzyzanowski
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

References and Resources:

Duden, Jane. Betsy Ross. Minnesota: Bridgestone Books, 2002

Ferry, Joseph. The American Flag. Pennsylvania: Mason Crest Publishers,

Ross, Kathy. Star-spangled crafts. Connecticut: Millbrook Press, 2003.

Thompson, Sarah L. Stars and Stripes: The story of the American Flag. New York: Harper Collins Publisher, 2003.

Community Pride

Mission Mandate:
Citizenship - Civic Engagement

Grade: K-3

Time:
30 – 45 minutes

Place:
Outdoors

Purpose:

Youth will:

- develop community pride.
- become aware of the need to make personal contributions toward beautifying the community.

Background Information:

Help children discover how our community members can work together to better their neighborhood. Reinforce a positive attitude about volunteering by acknowledging helpful statements and suggestions. Encourage a sense of responsibility by letting the children know that they can make a difference.

Activity:

Materials and Supplies:

- Exterior paint
- Empty drums, plastic trash bags, gloves, litter collector sticks, rakes, and shovels
- Paper, crayons, small prizes such as 4-H pennants, certificates, or patches
- Reflective road worker's vests might be provided from your local public works

What to Do:

1. Paint and decorate drums with a 4-H clover, your club name, a slogan, or a picture at a club meeting.
2. Arrange a field trip to local park, shopping center, riverbank, beach, or other public place that needs cleaning up. Get permission from property owners or local authorities to place litter receptacles at the site.
3. Have Cloverbuds draw a "before" and an "after" picture of the location they'll be going to visit.
4. During the field trip: place the painted drums at the site.
5. Pick up refused and recycling items at the site and place in separate trash bags.
6. Make two lists of the items you found – trash and recycle.
7. After all the trash is collected, reward the Cloverbuds with small prizes.
8. If possible, arrange for each child's family to take a turn at emptying the drums.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. What would your community look like if everyone littered?
B. What effects might this litter have on people and animals?
C. Why is it important to Reduce, Reuse and Recycle?

Generalize to Your Life:

A. How is your own home and yard kept clean?
B. Does your household follow the three R's?
C. Who is responsible for keeping your community clean?

Apply What You Learned:

A. What things can you do to reduce trash and recycle?
B. Will sharing these things with your family help the environment?

Sum It Up:

Litter plays a major role in destroying our natural spaces and endangering marine and wildlife. It would be unsanitary, ugly and unsafe if everyone littered and did not dispose of their trash properly. By picking up litter, raking the yard, and taking care of trash we can all act as good environmental stewards.

Take It Further:

Member's Home Activity:

A. Keep track of how many bags or cans of trash your family produces in one week.
B. Keep track of how many bags or cans of recycle your family produces in one week.
C. Keep a list of the litter you find in your yard or on your street for one week.

Places To Go:

A. Go to the town dump to see how trash is disposed of
B. Visit a local reclamation center to learn about recycling
C. Visit the local maintenance or sanitation department

People To See or Invite to Your Club Meeting:

A. Mayor or other local official
B. Sanitation department employee
C. Environmental official

Written By:

Virginia Krzyzanowski
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

References and Resources:

Ross, Kathy (Katharine Reynolds). The Best Holiday Crafts Connecticut: The Millbrook Press, 1996.

Snodgrass, Mary Ellen. Environmental Awareness: Toxic Waste. Florida: Bancroft-Sage Publishing, 1991.

Hello, My Name Is _____

Mission Mandate:
Citizenship - Leadership and Personal Development

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn the correct way to introduce themselves.
- learn how to introduce someone to another person.
- enhance communication skills and have the ability to relate to others.

Background Information:

Many youth in today's society are often not aware of the proper way to greet or introduce themselves to adults and sometimes even to their own peers.

Activity:

Materials and Supplies:

- Examples of introduction situations
- Rules for making introductions

What to Do:

Before beginning activity, go over the rules for making introductions:

- First, learn to introduce yourself. For example, "Hello, my name is: _____. What is your name?
- Next, learn to introduce others:
  - say an adult's name before a child's.
  - say a woman's name before a man's.
  - say a girl's name before boy's.
  - say an older person's name before a younger person's name.
- When you meet someone, you should:
  - stand up.
  - make eye contact.
  - speak clearly.
  - shake hands. A handshake should be firm and short-no limp fingers or bone crushers.
- If you do not understand the person's name, be sure to ask him or her to say it again.
- Use first and last names when you make introductions rather than "Mary, this is Sue. Sue, this is Mary."
- If someone forgets your name when making an introduction, go ahead and introduce yourself.
- When you introduce a friend to a small group, you say everyone's name. When you introduce a friend to a big group, say "Everyone, this is _____." Then let everyone in the entire group introduce themselves.
- Only call grown-ups by their first names if they give you permission.
- When you are introduced to someone, don't just stand there. Think of something to say. Learn to make conversation. Examples: "Nice day today," "What grade are you in?" "Nice to meet you."
- Try to use their name in a sentence "Nice day today, Mary."

Now that the guidelines for introductions have been discussed the activity can begin.

1. Demonstrate how to make introductions with participants.

2. Separate group into pairs and have pairs practice introductions. Have each pair demonstrate their introductions to the group.
3. Ask for volunteers to make introductions to the entire group.
4. Now that you know the proper way of introducing yourself, find a partner and practice introducing yourself.

Discussion:

Share What You Did:

A. When you meet someone for the first time, what should you do?

Process What's Important:

A. Why is it important to introduce yourself to others when you meet?
B. What should you do if you don't hear their name clearly?
C Why is eye contact important when speaking to people?

Generalize to Your Life:

A. How will knowing how to introduce yourself to others properly help you in your future?
B. What will you do differently the next time you meet someone new?
C. Why would you want to introduce yourself to new members of your club?

Apply What You Learned:

A. What are some tricks you can use to help remember someone's name when they are introduced to you?
B. What are some topics you can talk about to help start a conversation when meeting someone new?
C. Next time you attend a 4-H event or see someone new at school, introduce yourself to make them feel welcome.

Sum It Up:

If you know the proper way to introduce yourself and your friends to others, just think of how many more friends your can make or people you can get to know. When youth practice introductions, the youth are also starting themselves on the road to public speaking!

Take It Further:

A. During the next week, listen to how others make introductions. Practice introductions with your family and with other friends.
B. Break into pairs, have members introduce themselves and then learn three things about their new friend. Then have each pair report back to the group what three new things they learned about their new friend. This is a good icebreaker activity.

Written By:

Susan L. Makres
(Adapted from Oklahoma Cooperative Extension Cloverbud Activities.)

References and Resources:

Oklahoma Cooperative Extension Service, Division of Agriculture Sciences and Natural Resources, Oklahoma State University, Cloverbud Curriculum

Who's Coming to Our Meeting

Mission Mandate:
Citizenship - Leadership and Personal Development

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- create an awareness of the clubs available throughout the county that Cloverbud members can join once they enter grade 4th.

Background Information:

In 4-H Cloverbud clubs the members are given a variety of activities to do. Through exposure to and interaction with standard club members, the Cloverbud members can choose project areas of interest to them.

Activity:

Materials and Supplies:

- List of current 4-H clubs in your county
- Leaders contact information
- Community volunteers who have specific subject matter, knowledge and interest

What to Do:

Invite 4-H clubs to the Cloverbud meeting to do demonstrations or showcase their project area. Some suggestions are as follows:

- Square dancers
- Cloggers
- Karate demonstration
- Junior Master Gardener
- Clowns
- Seeing Eye Dogs
- Cooking club members
- Animal project club members
- Science, Engineering and Technology club members
- Teen Council

Discussion:

After the speakers have left ask the Cloverbud members the following:

Share What You Did:

A. What did you like about the presentation?
B. What did you learn?

Process What's Important:

A. Would you like to learn more about the subject area?
B. Are you interested in joining any of the clubs once you are in 4th grade?

Generalize to your Life:

A. Would you like to learn more about a particular club?
B. Do you know anyone who has this same interest?

Apply What You Learned:

A. Are you interested in joining a standard 4-H club once you are in the 4th grade?

Sum It Up:
The Cloverbud members will be aware of the standard clubs in their communities.

Take It Further:

A. Host county open houses.
B. Meet and greet 4-H'ers at county government days.
C. Having Cloverbud members shadow standard club members at the county fair.

Written By:

Sharon Dekle Gore

Who Am I?

Mission Mandate:
Citizenship - Leadership and Personal Development

Grade: K-3

Time:
30-45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- have an opportunity to learn about themselves and identify their characteristics, skills, hobbies and interests.
- identify what is unique and special about themselves.
- develop an understanding of how they are alike and how they are different from others.
- develop an appreciation for how they are unique and special.

Background Information:

Each one of you is a very special person. You were born as someone new, someone who never existed before. You have skills and qualities that are unique to you. You have special interests and hobbies.

Activity:

Materials and Supplies:

- Magazines (select ones that have a lot of photos and a wide variety of photo types)
- Glue
- Scissors (at least one pair for every 2-3 youth)
- Assorted colored markers or pencils, crayons or tempera paints
- Paint brushes (only needed if you decide to use paints)
- 12" x 18" or 9" x 12" construction paper (one piece per person plus 5-10 extra sheets). Paper can be all the same color or assorted colors. Avoid dark colors.

What to Do:

It is fun to learn about yourself and why you are special. In this activity, youth will create a table tent that tells about themselves including what interests, skills or hobbies they have and what is special about them.

1. Put supplies (magazines, glue, markers, crayons, paint, scissors and colored construction paper) on a table in the front of the room or distribute them for groups of 2-4 people to share.
2. Distribute a piece of construction paper to each person or allow each person to select a color of their choice from the supply table.
3. Tell the youth to fold their construction paper in half. The paper can be folded horizontally or vertically.
4. Have the youth write their name on the center of one side of the paper. You can decide whether you want youth to use their first and last names or just their first names.
5. Explain to the youth that they have created a name plate which is called a "table tent."
6. Ask the youth to tell about themselves on their "table tent" using the supplies provided (magazines, glue, markers, crayons, paint, scissors, colored paper). The youth can use drawings, photos, symbols, items cut from magazines, etc.
7. Tell the youth to include one or two things on their table tent that most people do not know about them.
8. It is important for the youth to understand that it is not necessary to fill all of

the space on the table tent.
9. Allow the youth 15-25 minutes to create their table tent.
10. Have each child explain his or her table tent to the entire group.
11. The table tents can be displayed after the program or meeting and kept for use at future meetings. Group Facilitator Note: If you want to use the table tents in the future, you may want to laminate and collect them.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity?
C. What new things did you learn from other club members?

Process What's Important:

A. How did you decide what to put on your table tent?
B. What things on your table tent show that you are special and unique?
C. What things on your table tent are similar to others at your table?

Generalize to Your Life:

A. How did identifying your interests, skills and unique qualities help you feel good about yourself?
B. How will learning about other people help you?

Apply What You Learned:

A. How will you use the information you learned?
B. What would you do differently next time you make a table tent?
C. Describe what your table tent could look like next year.

Sum It Up:

Every person is unique and special. We should be proud of our special characteristics, interests, skills, hobbies and feelings. It is important to feel good about yourself and you should share these positive feelings with family, friends and others.

Take It Further:

A. Plan an exhibit on self-esteem or what makes each person special for your school, the county fair or 4-H exhibit contest.
B. Have youth create a collage or scrapbook about themselves. The collage should focus on the child's interests, hobbies and skills: why they are unique and what they like best about themselves.

Written By:

Jeannette Rea-Keywood

References and Resources:

Etling, A. & Powell, V. (1984, rev 2002). And My World, Leader's Guide and Member's Guide. Units 1-3. 4-H International Curriculum Committee representing ES/USDA, the Cooperative Extension System, and the Land Grant University System.

Haas, C.B. & Friedman, A.C. (1990). My Own Fun. Chicago: Chicago Review Press.

Why Am I Special?

Mission Mandate:
Citizenship - Leadership and Personal Development

Grade: K-3

Time:
30-45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- have an opportunity to explore and discuss their unique qualities.
- develop an understanding of how they are alike and different from others.

Background Information:

Just like animals and nature, every living being or thing is unique in its own way. Each of us is different or unique and special in our own way. We have different hair styles; different facial features; a different size head; and a different shape nose. One way to identify individual differences is to make a black and white silhouette of each youth. A silhouette is a "likeness of a person's body, head or head and shoulders sketched in an outline."

Activity:

Materials and Supplies:

- Wall area
- Overhead/LCD projector (some slide projectors may work)
- Table
- Chair
- Masking tape
- Glue stick
- Pencil
- Colored markers
- White newsprint paper or large construction paper
- Black construction paper

What to Do:

1. Tape white paper on wall (or onto a projector screen).
2. Set up the overhead/LCD projector on a table and turn it on.
3. Place chair between wall (screen) and projector.
4. Ask youth to sit in front of projector so their side profile is projected on the wall (screen).
5. Have youth sit approximately arm's length from the wall (screen).
6. Using a pencil, trace around the silhouette.
7. Each youth can trace over pencil line with a colored marker and cut out the silhouette.
8. Glue silhouette on black construction paper.
9. Display the completed projects on the wall or on a table.
10. Ask the group if any of the silhouettes look similar. Ask the group if they can identify the person in each silhouette.

Discussion:

Share What You Did:

A. What did you do in this activity?
B. How were you able to identify the silhouettes? (Pony tail, crew cut, braids, shape of nose, chin etc.)

Process What's Important:

A. Was it harder to identify some youth over others? Why?
B. Is it more exciting to see different silhouettes than ones that all look the same? Why or why not?

Generalize to Your Life:

A. Why is it important to identify our unique characteristics?
B. How is being unique positive?

Apply What you Learned:

A. What did you learn about yourself that will help you in the future?
B. In what others ways could a silhouette be used?

Sum It Up:

Everybody looks different. It's okay to be different. You may have similarities to other people (mom, dad, brother or sister) in your family, but there is something unique about you. Our differences make us unique. We have different facial features, different hairstyles, and different shape or size noses. The fact that we all look different makes our world more interesting and exciting! Our differences also make us curious to learn about people of different races, cultures, etc.

Take It Further:

A. Plan an exhibit on self-esteem or what makes each person special for your school, the county fair or 4-H exhibit contest.
B. Have youth lie flat on their back on a large piece of paper placed on the floor and trace around their whole body. Compare the differences in size, shape and height.
C. Have club members use an ink pad to make fingerprint cards. Talk about how everyone has unique and different fingerprints. Compare the different patterns of each member's fingerprint.

Written By:

Jeannette Rea-Keywood
(Adapted from 4-H After School Program Curriculum Manual, University of California.)

References and Resources:

Etling, A. & Powell, V. (1984, rev 2002). And My World, Leader's Guide and Member's Guide, Unites 1-3. 4-H International Curriculum Committee representing ES/USDA, the Cooperative Extension System, and the Land Grant University System.

Caring Communications

Mission Mandate:
Citizenship - Communication and Expressive Arts

Grade: K-3

Time:
30 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop an understanding of how important it is to express feelings and emotions by showing appreciation, celebrating events and accomplishments, and acknowledging sadness.
- understand how these feelings can relate to caring as youth learn how to write or draw thank you notes, sympathy cards, birthday cards, or any other type of caring communication.

Background Information:

Many youth today do not realize how a simple greeting card or note can brighten someone's day. It is important to teach youth to show appreciation when someone does something for you.

Activity:

Materials and Supplies:

- Note Cards relating to the type of communication the group is doing (examples: thank you, congratulations, sympathy, get well, birthday, holiday, etc.) or blank card stock
- Pencils
- Markers, crayons
- Scissors

What to Do:

This activity can be adapted for any type of communication; however this specific activity is for writing Thank You Notes. Have each member write a thank you note to someone. It could be to the leaders who supplied the refreshments for the meeting or to someone who has given them a gift. Have members write a thank you to their parents for all they do for the members and have them take the note home.

Important facts to know –

- Write thank you notes promptly – within a week (but better late than never!)
- Mention the gift, and say something nice about it. If it was money, tell how the money was spent or what you plan to do with it.
- Never mention anything wrong with the gift. Ex- Do not say "I don't like the color of the shirt."
- Write a thank you note to:
    - Anyone who has done something nice for you.
    - Anyone who has given you a gift.

Discussion:

Share What You Did:

A. Members can share with each other the thank you notes that they wrote or drew and explain why they chose to send a note to that person.
B. Have members look at their 4-H year and pick out events or dates when they think they might want to send a thank you note to a special group. (Example:

Leaders Association for Cloverbud Moving Up Ceremony at Awards Night or to the Fair Association for supplying ribbons at fair, etc.)

Process What's Important:

A. How would you feel if you were sick and someone sent you a Get Well card?
B. Why is it important to thank others for the things they do for you?
C. What things should you be sure to include in a thank you note?

Generalize to Your Life:

A. How does it make you feel when someone sends a Thank You note for something you have done for them?
B. What other ways can you show someone that you appreciate what they've done for you?
C. Who are some people that you can write thank you letters to?

Apply What You Learned:

A. Throughout the year, especially during holidays and birthday, write a card to say thanks, share a thought, let someone know that they are special or that you are thinking about them.
A. Think of the events that occur over the course of the year, when may you need to write a thank you note?
B. Can you think of time you might write a thank you note to someone you don't know or have never met?
C. Next time someone does something nice for you, how will you show your appreciation?
A. Ask your teacher if you can write thank you notes for a classroom helper or volunteer.
B. Write thank you letters at home for your parents or neighbors.

Sum It Up:

When writing or drawing a thank you note you are letting the person know that you appreciated what he/she did for you, which also gives him/her a sense of feeling good.

Take It Further:

This activity can be adapted for many caring communications.

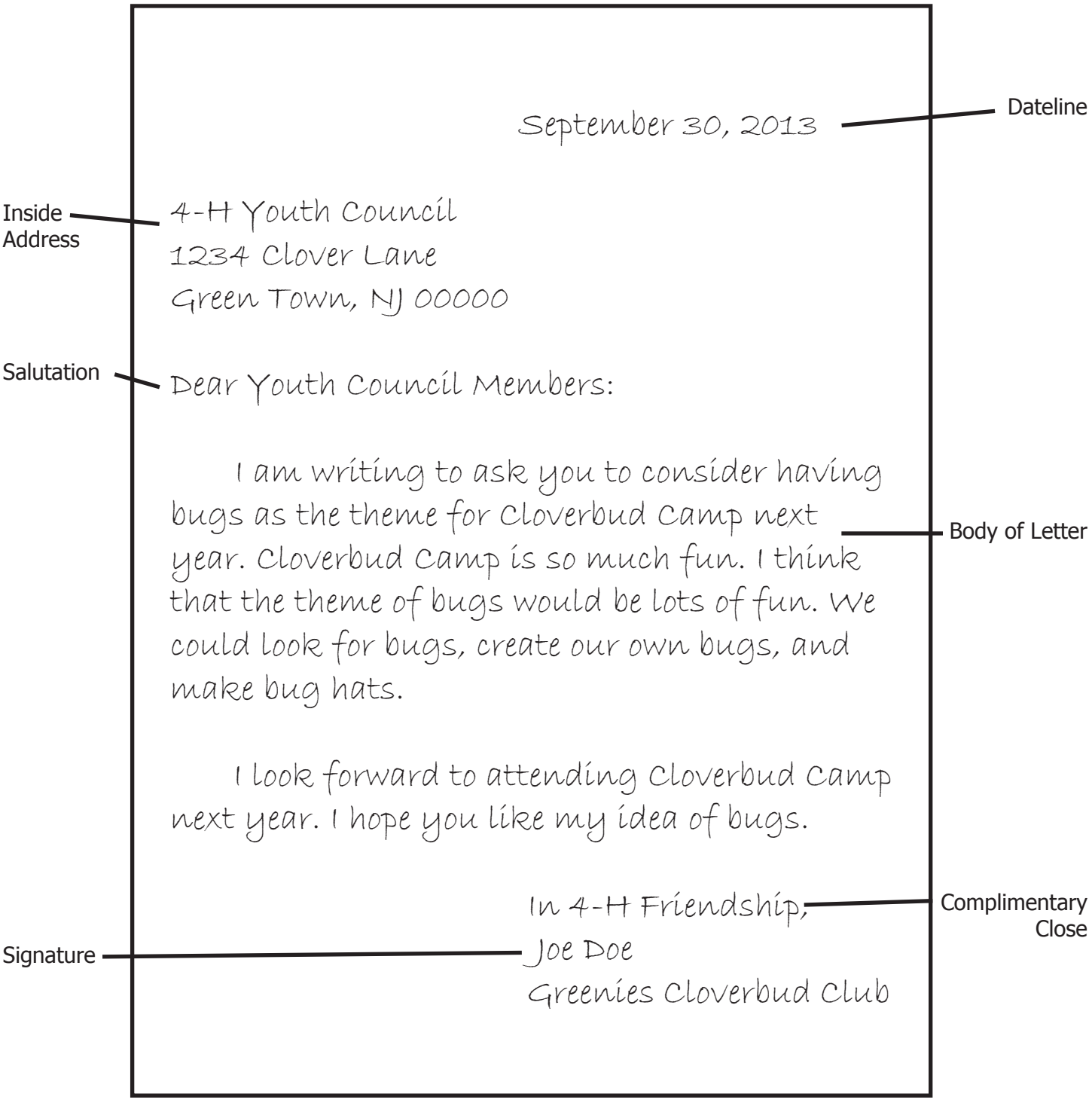
A. Birthday cards – have your members create birthday cards for residents at a local nursing home. The cards can be generic ones that simply state "Happy Birthday", Hope you enjoyed your day". Then have the members draw a picture inside the card. Your club could then send them to the local nursing home for the staff to deliver to each resident when it is their birthday.
B. Invite a guest speaker to come to your club meeting or if your club goes somewhere together on a field trip, have them create a large Thank You to give to the speaker or place of visitation.
C. Have the club write a letter to welcome any new members who join the club. This way the leader or person in charge of new members can mail this welcome letter to the new member after the first meeting.
D. Adopt a nursing home – have members create holiday crafts and or cards for residents of a nursing home and take monthly field trips to deliver your goodies to the residents.
E. At each monthly meeting ask members if they have any important news to share that might require the club to send a card. (Example: member's birthday, family member sick, birth of new baby, death of a family member or pet, congratulations, etc.) Save a few minutes at the end of the meeting for members to either create one large card or individual ones. The leader can address the envelope and send the well wishes on their way.
F. Write cards to send to the military during the holidays.
G. Youth can create holiday/greeting cards and sell them to parents and community members to raise funds for the club.

Adapted By:

Susan L. Makres
(Adapted from Oklahoma Cooperative Extension Cloverbud Activities.)

References and Resources:
Oklahoma Cooperative Extension Services, Division of Agriculture Sciences and Natural Resources, Oklahoma State University, Cloverbud Curriculum

Sample Letter



Music from Nature

Mission Mandate:
Citizenship - Communication and Expressive Arts

Grade: K-3

Time:
30 minutes

Place:
Outdoors and indoors

Purpose:

Youth will:

- recognize the sounds of music made in the "natural world".
- utilize objects found in nature to make music.

Background Information:

Youth are outdoors every day, but have they ever really listened to the sounds made by nature? This activity will enhance listening skills for youth as they listen to the sounds or natural music made by nature.

Activity:

Materials and Supplies:

- Bag for each child
- Newsprint pad
- Markers

What to Do:

1. Take your club for a walk in an area preferably near a stream or some sort of running water. Try to take the club to an area that is away from street traffic, people and air traffic. First thing in the morning in the spring is the best time to hear a multitude of birds. Find a nice area and have youth sit together and listen to hear the sounds of nature.
2. Have the youth identify some of the sounds and write them down on the newsprint.
3. Ask youth to try to imitate the sounds.
4. Have the youth take their bags and collect items that they think can make a sound. (Examples: rocks, sticks, leaves, etc.)
5. Take their items back to the club meeting room and use those items to create natural musical instruments.
6. After making instruments, ask the youth how they could duplicate the sounds they heard on their nature walk back in the club meeting room.

Discussion:

Share What You Did:

A. How did the sounds make you feel, happy, relaxed, calm, etc.?
B. Did you hear any new sounds that were unfamiliar to you?
C. Are sounds the same outside as in your house, school, etc.?

Process What's Important:

A. How would you explain what you heard to someone who wasn't there?
B. What nature sounds were you surprised to hear?
C. Were there any sounds you expected to hear but didn't?

Generalize to Your Life:

A. How did this exercise improve your ability to hear?
B. How will learning to listen better help you?

Apply What You Learned:

A. Next time you are outdoors, what can you do to hear the sounds of nature better?
B. What other items, man-made or from nature, would you use to make musical instruments?

Sum It Up:

The sounds in nature are beautiful and can be "music to our ears". We can initiate those sounds and make our own music.

Take It Further:

Materials and Supplies:

- Newsprint
- Markers

What to Do:

A. Ask the club members if they would like to compose a piece of music to perform for parents (or other audiences, such as nursing home residents).
B. Draw boxes similar to the sample music sheet below. An x or mark goes in the box for each instrument each time it is supposed to make a sound.
C. The leader or conductor of the band, points to the number on the top of the music to let the instruments know what beat of the music they are on. Participants know it is time to sound their instrument when the conductor points to the top of the column that their instrument or their name is checked. Using a stick or pointer works best.
D. The group can practice and perform.

Written By:

TC Buchanan

Sample Music Sheet

Instrument	Beat 1	Beat 2	Beat 3	Beat 4	Beat 5	Beat 6	Beat 7
Fred (rock)	X					X	
Sue (water drip)		X					X
Sasha (stick)			X	X			
Irv (cricket)				X	X		
Jose' (chirp)			X				X
Latricia (buzz)		X				X	
Henry (wind)	X		X				
Josh (rustling leaves)		X			X		

Listening

Mission Mandate:
Citizenship - Communication and Expressive Arts

Grade: K-3

Time:
30 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- enhance their listening skills.
- learn how to effectively communicate with others.
- learn that good friends listen to each other to avoid confusion.

Background Information:

People often do not listen to what others are saying to them, they hear only half of what is said. This activity is designed to help youth understand how easy it is for information to get confused and how important it is to listen when someone is talking to them.

Activity:

Materials and Supplies:

- Small suitcase or travel bag
- Picnic basket (for Take It Further)
- Beach bag (for Take It Further)

What to Do:

1. Sit in a circle. The leader begins the activity by taking the suitcase or small travel bag and saying "I'm going on a trip to _____ and I'm taking along _____."
2. Pass the suitcase to the first child. The child then repeats what the leader said and adds an item to the suitcase. The suitcase is passed to the next child who repeats the previous 2 items and add one more.
3. Continue until the suitcase has gone all the way around the circle. This is a listening skills activity and should not be played as a win/lose game. If one child cannot remember all the items, the other children can help. Stress the importance of listening.

Discussion:

Share What You Did:

A. Describe what you did during this activity?
B. What kinds of new things did you learn during this activity?

Process What's Important:

A. What was the hardest part of listening to and remembering what everyone was saying?
B. Why is it important to pay attention to what our friends, family, parents and leaders say to us?
C. What happens when people do not listen carefully?

Generalize to Your Life:

A. Can you tell us about a time you found it hard to listen and remember what someone was saying?
B. What would happen if you never listened to your friends, teachers, or parents when they spoke to you?

C. Why do you want people to listen to you?

Apply What You Learned:

A. What did you do to help yourself pay attention to and remember what everyone said?
B. When you don't hear what someone is saying to you, everyone can become confused. What can you do to make sure you that you heard what they said and you understand what they meant?
C. What can you do to be a better listener?
D. Show your family how to play this game and see what happens at home.

Sum It Up:

Listening skills are critical to success in school, at home and with friends. It is important to pay attention to others when they are speaking and to make sure you understand what they mean. Point out that what people say is not always what we hear. One way to remember what is said is to repeat back after someone tells you something to make sure it is correct.

Take It Further:

To make the game challenging, have all items begin with the same letter. Example: begin with the letter "S".

Instead of going on a trip, you could:

"I'm going on a picnic and I'm going to take _____."
"I'm going to the beach and I'm going to take _____."

Sit in a circle. The leader or a member begins the activity by whispering a short statement in the ear of another member. (Example: The Goose is loose with the moose.) That child then whispers whatever he/she heard to the next child in the circle. Continue around the circle to the last child who repeats what he/she heard out loud. This activity is sure to produce a variety of statements!

Adapted By:

Susan L. Makres
(Adapted from Oklahoma Cooperative Extension Cloverbud Activities.)

References and Resources:

Oklahoma Cooperative Extension Service, Division of Agriculture Sciences and Natural Resources, Oklahoma State University, Cloverbud Curriculum.

Think What You Drink

Mission Mandate:
Healthy Living - Foods and Nutrition

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn how much sugar they are consuming when they choose soft drinks or other popular beverages.
- see that water is the best choice to satisfy thirst.
- recognize that sugary drinks have little nutritional value.

Background Information:

The goal is to help the participants "think what you drink" so that they will always feel and look great! Due to the convenience of fast food restaurants and mini markets, most of us are drinking both hot and cold beverages on the run. Many of these choices are loaded with calories, fat and even sodium. Smoothies, nutritionally, can be a meal on the run, whereas, shakes and other fruit flavored coolers, punch, nectars and powdered drink concentrates may be just a mix of sugars and fat. This activity will help youth learn how to make healthier beverage choices.

Activity:

Materials and Supplies:

- 6 – 8 single serving (bottled or canned) sodas, fruit drinks & water
- Snack bags (sealable)
- Granulated sugar or sugar packets (1 packet of sugar = about 2 teaspoon of sugar
- Measuring spoons
- Index cards

What to Do:

1. Give a short lesson on choosing beverages to quench our thirst. Water, low-fat or fat-free milk and 100% fruit/vegetable juice are the best choices for good nutrition with water as the best choice always. Young children should have between 6-8 cups of water a day to keep their bodies working well. Adults need at least 8 cups a day to keep our bodies working well. We get water in many of the foods and drinks in our diet, including fruits, vegetables, soups and yogurt. Water makes up over one-half of a person's body mass (weight). A healthy body loses some water each day therefore we need to replenish the water we lose through:
    - Exercise and play
    - Sweating (especially in hot weather)
    - Illness with fever
    - Eating salty foods
    - Drinking soda with caffeine
    - Eating bran cereals and food with added fiber

    In this activity participants can choose three (3) different beverages (see chart) and thus "learn by doing" which ones are the healthiest choices.
2. Display 6 – 8 single serving beverages, including soda, fruit drink, water, etc. Using index cards, write the amount of sugar in grams and translate the amount to teaspoons (4 grams = 1 teaspoon) and the total calories in the can/bottle.
3. Ask each youth to pick his/her favorite beverage. On the chart, write the child's

name and note the first choice.
4. Then ask each youth to pick the beverage that they think is the healthier choice. Note each child's answer.
5. Finally, ask the youth to guess which beverage has the most sugar. Again, note the answers.

When the chart is complete, using the snack bags pre-filled with the correct amounts of sugar place the correlating bags with the drinks so that the youth can see how much sugar is in each drink. Now ask the youth to identify the drink with the least and most amount of sugar.

Discuss the answers the children gave and encourage them to "think what they drink" now that they know how to make healthier choices. Ask the children to set a goal of replacing some of their less healthy drinks with healthier choices.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. Were you able to identify beverages which are the best choice for quenching thirst?

Process What's Important:

A. Do you know how many servings of healthy beverages we need every day?
B. Do you know which foods and drinks contain water?
C. Are you able to identify some of the ways our bodies lose water each day?

Generalize to Your Life:

A. Why is it important to "think what you drink"?
B. If you are in the habit of drinking sugary beverages, will you set a goal of replacing some of these drinks with healthier choices?

Apply What You Learned:

A. How will you put into practice what you learned about the beverages you drink?
B. What will you do differently than you currently do?

Sharing:

If time allows, leaders should encourage further discussion about healthy drinks and the benefits of drinking fewer sugary beverages.

Sum It Up:

Not all beverages are created equal. Some provide important nutrients. Others do not and often contain high levels of sugar that our bodies to not need. Water is always an excellent choice. However, with other beverages, you need to consider the sugar content and whether the drink you choose has nutritional value.

Take It Further:

A. Consider how much we spend on beverages and how we often spend a lot of money on foods and drinks that are not the best choices for good nutrition.
B. Have youth brainstorm about how their family can save money and be healthy at the same time?
C. Have youth create a poster or display for the fair showing a healthy alternative to an unhealthy food or drink choice.

Written By:

Linda Strieter

Think What You Drink

Beverage Choice Chart

Child's Name or Initial	Favorite Drink	Healthiest Drink	Drink with Most Sugar	Goal Setting

Where Does Food Come From?

Mission Mandate:
Healthy Living - Foods and Nutrition

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- increase their knowledge of Agriculture in New Jersey.
- increase their knowledge of the Choose My Plate.

Background Information:

When visitors think of New Jersey they may think of high-rises and busy crowded roads, but if you fly over our state you will notice we have a lot of productive farmland. By exploring New Jersey's agricultural community you will learn the production process of how food gets from farm fields to your table. In New Jersey, we grow fruits and vegetables from "A" asparagus to "Z" zucchini. Stop by your local Cooperate Extension office to pick up pamphlets about "What is Fresh from the Garden State?" and "U-Pick" farm locations.

Activity:

Materials and Supplies:

- Pictures of fast food meals consisting of a hamburger (roll, lettuce, tomato, mayo); French fries, and glass of milk
- "Where do the Foods We Eat Come From" worksheet for all members (for Take It Further)

What to Do:

Have pictures of the following items so the youth can see the process food goes through before it comes to their homes. The leader can find these prior to the meeting or have members look for them in magazines as part of the activity.

A. Hamburger:
   - steer
   - side of beef
   - pack of meat
   - packaged hamburgers

B. Rolls:
   - wheat plant
   - bag of flour
   - bread dough
   - rolls

C. French Fries:
   - field of potatoes
   - potatoes
   - bag of frozen fries
   - oil

D. Milk
   - dairy cow
   - milking machines
   - cartons of milk/dairy products

E. Ketchup:
   - tomato plant
   - ripening tomatoes
   - ketchup bottle

The pictures of a hamburger, roll, tomato, milk and french fries, are used by participants to demonstrate their understanding of the steps necessary to produce each item. The pictures can be mixed up and put back in order by the youth.

Discussion:

Share What You Did:

Have youth answer the following questions?

A. What sequence does the food go through to get from farmer to you?
B. Can you name some Jersey Fresh fruits or vegetables?
C. Name other places where you can purchase locally grown fruits and vegetables without going to the supermarket?

Process What's Important:

A. Why is it good to buy locally grown fruits and vegetables?
B. Name other places where you can purchase locally grown fruits and vegetables without going to the supermarket?
C. If fruits and vegetables are not grown locally, where are they grown?

Generalize to Your Life:

A. What are some of your favorite fruits and vegetables?
B. What are some fruits and vegetables you can pick at a u-pick farm?

Apply What You Learned:

A. How will you use the information you learned?
B. Will you tell someone where their food comes from?

Sum It Up:

Sometimes , children think all food comes from the supermarket. Some children have little or no knowledge of the process food goes through to get to the supermarket. Our state has a lot of farms which produce Jersey Fresh crops for the nutritional need of its residents.

Take It Further:

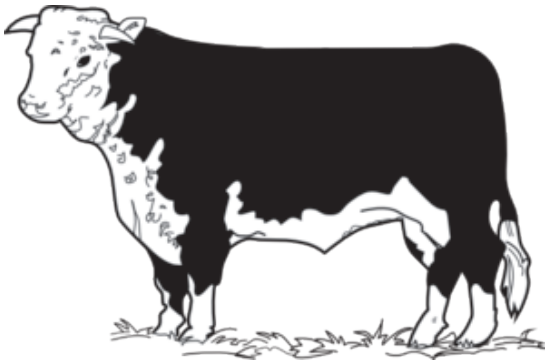
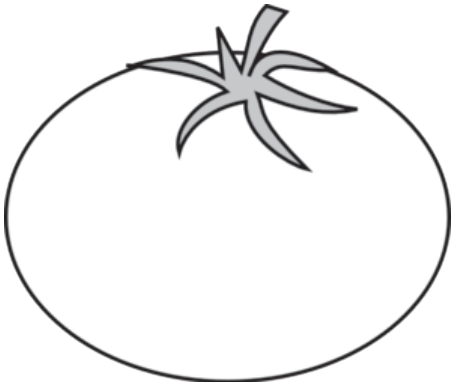
A. Hand out the worksheet "Where Does Food Come From" for additional reinforcement at home. It can be used by the entire family. Have each member prepare a recipe using Jersey Fresh fruits or vegetables to the next meeting for a taste test.
B. Visit a farm or a farmers' market Plan a trip to pick pumpkins or apples. Or have a local farmer come and speak at a club meeting.
C. Bring in labels/stickers/packaging from fruits and vegetables. Locate where the product is grown and find the location on a map. Discuss all of the other resources needed to transport products across the country or world.
D. Have youth plant a seed or seedling for something easy to grow and eat (example: basil). Keep the plant at a meeting location or send home with the youth. When mature, make something using the item and discuss what was easy/difficult about it. Discuss with the youth what would have happened to that food item if it had been purchased at a store(grown, fertilized, harvested, washed-maybe with chemicals, transported, sat on a shelf in the store) and discuss how old it could be and how long ago it was harvested. Discuss the value of growing our own food or purchasing food locally.

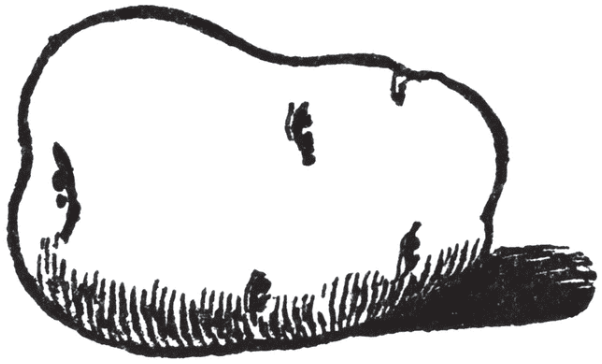
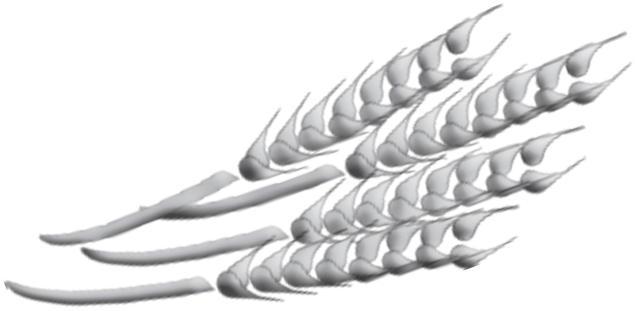
Written By:

Sharon Dekle Gore

Where Do the Foods We Eat Come From?

Look in your refrigerator, freezer and kitchen cabinets to find foods from each source listed below. Try to find at least five foods from each source

Dairy Cow 	1. 2. 3. 4. 5.
Beef Cow 	1. 2. 3. 4. 5.
Tomato 	1. 2. 3. 4. 5.

Potato 	1. 2. 3. 4. 5.
Soybeans 	1. 2. 3. 4. 5.
Wheat 	1. 2. 3. 4. 5.

How Do I Set The Table?

Mission Mandate:
Healthy Living -
Foods and Nutrition

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn the correct way to set a table.
- learn basic table etiquette.

Background Information:

When young children sit down to a formal place setting it can be startling! What do I pick up first? Is that my glass or yours? Through this very basic activity, the child will become familiar with formal and informal place settings. The napkin goes to the left of the fork and is placed with the fold on the left. The knife goes to the right of the plate with the blade facing the plate. Place eating utensils in the order they will be used. The utensil to be used first should be on the outside, farthest from the plate. Forks and napkins are always to the left of the plate: knives, spoons, glasses, and cups to the right.

Activity:

Materials and Supplies:

- Placemats
- Dinner plates
- Cup and saucer
- Knife
- Magazine pictures of food
- Crayons
- Napkins
- Glasses
- Fork
- Teaspoon
- Serving bowls
- Drawing paper

What to Do:

Set up the following learning stations on tables around the room:

1. Napkin folding - have a variety of napkins available (paper and cloth) for youth to practice folding napkins in half or diagonal.
2. Place setting - have a variety of disposable and everyday dishes, flatware, cups, glasses, and napkins for the youth to learn about formal and non formal place settings. (Helpful hint: an easy way to remember which side of the plate the fork and knife go on is fork and left both have four letters and knife, spoon and right all have five letters therefore, the fork goes on the LEFT and the knife goes on the RIGHT.)
3. Table setting – at this station have enough chairs and place settings for each child to sit down and practice having a family style dinner. Cut out and use pictures of food from magazines to illustrate the food being served for the family style dinner.

Discussion:

Share What You Did:

Ask youth to answer the following questions:

A. What are two ways you can fold a napkin?
B. What is a difference between the formal and informal place setting?
C. What side of the plate does the knife go on?
D. What side of the plate does the spoon go on?
E. What side of the plate does the fork go on?
F. What were the hints that helped you remember this?

Process What's Important:

A. What are the hints that help you remember which side of the plate the fork and knife go on?

Generalize to Your Life:

A. Where have you gone and saw a formal or informal place settings?
B. Have you ever seen a napkin folded differently than what we discussed?

Apply What You Learned:

A. At home, ask if you can set the dinner table.

Sum It Up:

Now that the youth know how to correctly set a table and how to use the correct utensils they might feel comfortable going into restaurants, banquets and other events where using proper table settings and table etiquette skills are necessary.

Take It Further:

A. Club members could visit a local restaurant or the housewares section of a department store.
B. Check out books from your local library on place settings, table etiquette and napkin folding.
C. Members may enjoy making their own placemats on 11" x 17" paper, markers, craft scissors and clear contact paper. Have members draw the napkin, fork, plate, knife, spoon and cup on their paper. They may want to color this. The leader may need to place the clear contact paper on the created place mat so it can be used.

Written By:

Sharon Dekle Gore
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

Healthy Hygiene

Mission Mandate:
Healthy Living - Health and Fitness

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- be able to list at least three healthy hygiene habits.
- be able to describe how healthy hygiene habits keep you healthy.

Background Information:

We all know children should bathe daily, brush their teeth at least twice a day and comb their hair. This activity will help them to understand why, as well as give them a reason other than "Because I Said So" to follow good hygiene.

Activity:

Materials and Supplies:

(for Relay)

- Toothbrush
- Toothpaste
- Hairbrush
- Shampoo/conditioner
- Soap
- Loofah
- Face cloth
- Folded clothes
- Tissues

(Also pictures can be used)

What to Do:

Explain that hygiene is a special word we use to describe anything that keeps us clean.

1. Have children brainstorm different things that they do to keep healthy. As they name different things, have them discuss why they are important and how they keep them healthy. After discussing the different ways to stay healthy, play the Relay below.

2. Relay: Set up stations around the room which contain different things used or hygiene. Set up teams and have the first person run from one station to the other. At each stop they have to mime the good hygiene model presented. (If there is a tooth brush and paste, they mime brushing their teeth, at the hair brush, they mime brushing their hair.) After each member of the team has completed the stations, they tag the next team member and sit down. The first group to complete the circuit will describe why the first station is important, the second group the next station, and so forth.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity.

Process What's Important:

A. Ask youth what they do every day to practice hygiene.
B. Why is practicing good hygiene important?

Generalize to Your Life:

A. How will the daily hygiene chart help you every day?

Apply What You Learned:

A. How will you use the information you learned?
B. What will you do differently in your personal hygiene?

Sum It Up:

Review what the different parts of good hygiene are and how often they should be completed. Have each child keep a chart of what hygiene activities they do each day and bring it to the next meeting.

Take It Further:

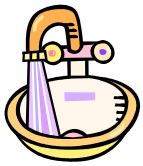
A. Invite a dentist or hygienist to your meeting to discuss the proper way to brush and floss your teeth.
B. Have kids draw and design their own shampoo or toothpaste, toothbrush, hairbrush. What would it smell like? What would it taste like? What color would it be? Would it have a fun shape? Would it make noise?
C. Have kids make a tooth brush out of construction and tissue paper.

Written By:

Terri Yost

Daily Hygiene Chart

Name: _____

Day/ Activity	Wash hands often 	Brush Hair 	Wash Face 	Take a bath Shower 	Wear Clean Clothes 	Brush Teeth 	Use a tissue 
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Exercise Challenge

Mission Mandate:
Healthy Living - Health and Fitness

Grade: K-3

Time:
30-40 minutes (total time for both Activity 1 & 2)

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn the importance of physical activity.
- learn how to incorporate exercise into their daily lives.

Background Information:

Currently the number of overweight and obese youth in New Jersey is higher than the national average. However, by educating our youth on fitness, nutrition and healthy lifestyle changes, we can reverse the trends of poor health. All youth should be active for 60 minutes each day.

Activity:

Materials and Supplies:

- Jump rope
- Hula hoop
- Cans of food (8 oz. and 16 oz.)
- Stopwatch
- Large die

What to Do:

The activity can be done two different ways as listed below.

1. Have the youth roll the die. Based on the number rolled, have them do an exercise activity (example: jumping jacks, sit ups, leg lifts, arm circles, push ups) to correspond with the number rolled.
2. Use the stopwatch to time the youth as they hula hoop, jump rope, or do arm exercises with the unopened cans. Have them try to do each activity for a minute straight.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity.

Process What's Important:

A. Ask the youth how they felt during the activity.
B. Were they tired after doing this activity?
C. Can they think of other things to do to get exercise?

Generalize to Your Life:

A. What are your favorite exercises?
B. How much physical activity does your family get?
C. How will being physically fit help you?

Apply What You Learned:

A. How many times during the week will you exercise?
B. Will you try some of the exercises we did in this activity?

Sum It Up:

Many communities are unaware of the obesity problem. Educating youth and adults on nutrition, fitness, and positive lifestyle changes, ultimately can result in youth living longer, healthier lives.

Take It Further:

A. Before your 4-H Club meeting have someone conduct an exercise activity.
B. Have your club organize a fitness day.
C. Invite a Food and Fitness Ambassador or Health Officer to attend a meeting.

Written By:

Sharon Dekle Gore
(Adapted from New Jersey Get Moving - Get Healthy Exercise Challenge.)

References and Resources:

The Power of Choice-Healthy Youth Make Healthy Eating and Fitness Decisions-A Leader's Guide, United States Department of Agriculture-Food & Nutrition Service and U.S. Department of Health and Human Services-Food & Drug Administration, 2003.

Kitchen Safety Rules

Mission Mandate:
Healthy Living - Personal Safety

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn basic safety rules around the kitchen.

Background Information:

Young children are very sensitive to bacteria. Teaching youth about germs and how germs easily spread, will help them learn about food borne illness. Bacteria may cause food borne illness if the food is not properly stored, cooked or handled. Germs can be found on children's hands, food and work areas. Young children should not use stoves, ovens, microwave ovens or sharp utensils without an adult present. It is important to teach children to use cooking utensils properly, especially knives and cutting boards. Cleaning up after cooking is very important. Stress importance of using hot, soapy water and rinsing well.

Activity:

Materials and Supplies:

- Cutting boards and knives
- Aprons (cloth or disposable)
- Kitchen utensils for demonstrating safety with pots, pot holders, knives, etc.
- Hand soap and counter top cleaners
- List of Kitchen Safety Rules printed in handout form for youth to remember:
  1. Wash hands before preparing food and before eating food.
  2. Ask an adult before you prepare or cook food in the kitchen.
  3. Keep cooking areas clean.
  4. Think before you touch, it could be hot.
  5. Use cutting boards when cutting food. (Make sure to always use one cutting board for raw meats and a different one for all other food items.)
  6. Always turn the sharp edge of the vegetable peeler away from you.
  7. Watch for handles. They should always be turned toward the center of the stove or toward the counter to prevent accidents.
  8. Check handles to be sure they are not hot.

What to Do:

1. Talk about the Kitchen Safety Rules.
2. Demonstrate how to cut a sandwich, an apple and other fruit using a cutting board. Have youth practice this skill. Stress that knives should be used with adult supervision.
3. Talk about kitchen safety. Demonstrate how youth can easily get burned in the kitchen from hot pans, boiling water and sharp edges. Stress that youth should only be using the stove or other appliances with adult supervision.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity?

Process What's Important:

A. Why is it important to wash your hands before handling and preparing food?
B. What are some of the basic kitchen safety rules?
C. Why is it important to use different cutting boards for different foods?

Generalize to Your Life:

A. What meals do you help prepare at home?
B. Identify the safety rules you can apply when preparing this meal.

Sum It Up:

Working in the kitchen can be fun if you follow the basic kitchen safety rules. It is always important to be careful when working with and preparing food in the kitchen.

Take It Further:

Member's Home Activity:

A. Ask parents to practice Kitchen Safety Rules with youth. Have members report on progress.
B. Have members to keep a chart of washing hands, food preparation and cleaning.

People To See or Invite to Your Club Meeting:

A. Invite a chef to share his or her experience with the youth or visit a restaurant.
B. Invite a nutritionist or a 4-H staff member to share the NJ Food Safety Program with the members.

Written By:

Karen Mansue

References and Resources:

Leader Guide for Food Curriculum: Six Easy Bites - 4-H Cooperative Curriculum System Publication

Top Ten safety Rules for Kids (http://www.kraftfood.com)

Wash Those Germs Away

Mission Mandate:
Healthy Living - Personal Safety

Grade: K-3

Time:
30 – 45 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn proper hand washing skills.

Background Information:

Everything around us contains bacteria. A good way to prevent the spread of germs is through proper hand washing. One may think the automatic faucets in public places run too long. They run for twenty seconds. This is the amount of time it takes to get your hands clean.

Activity:

Materials and Supplies:

- Sink
- Paper towels
- Hand washing Rap tape (Michigan State Operation RISK) (optional)
- All-purpose flour, or contact the 4-H office for Glitter Bug powder or gel
- Soap
- Cassette tape player (optional)
- Tennis ball
- Blacklight

What to Do:

1. Have the children sit in a circle and pass the flour coated tennis ball around. All of their hands should have a little flour on them.
2. If you have the Operation RISK hand washing tape, or another hand washing tape play it at this time. (Singing the ABCs or Happy Birthday are both 20 seconds long if you do not have access to a tape.) Have the children wash their hands in warm soapy water for twenty seconds.
3. After they dry their hands off have them return to the circle and see if anyone still has flour on their hands.
4. Talk about how the flour represents germs and if they wash their hands correctly, the germs will disappear. If you have used the Glitter Bug powder or gel, you may use the black light to wave over the members hands. The black light will make the Glitter Bug glow, and children will know if they washed their hands well.

Discussion:

Share What You Did:

A. Describe how you should wash your hands?
B. What songs can you sing while washing your hands?

Process What's Important:

A. Why should you wash your hands for twenty seconds?

Generalize to Your Life:

A. How many times do you wash your hands during the day?

Apply What You Learned:

A. Will you wash your hands for twenty seconds?
B. When should you wash your hands?

Sum It Up:

Hand washing is very important to fight the spread of germs. By washing our hands for twenty seconds germs can be stomped out! It is important to cover your mouth when you cough or sneeze with your elbow.

Take It Further:

A. Take the children to a public facility that has automatic sinks so they can see how they work. Ask them to keep a count of how many times they wash their hands during the day.
B. Often bathrooms may not be available at some outings. Be sure to have hand sanitizers or handiwipes that are antibacterial. Members can use these to "wash" their hands if snacks will be given.

Written By:

Sharon Dekle Gore

References and Resources:

Adapted from: Michigan State Operation RISK Curriculum.

Let's Sew On a Button

Mission Mandate:
Science, Engineering and Technology - Family and Consumer Sciences

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn how to sew on a button.

Background Information:

Many youngsters think when a button falls off their clothing it's ruined. With a needle and thread magic can be performed and the garment is good as new. Sewing on a button is a basic skill everyone should know how to do.

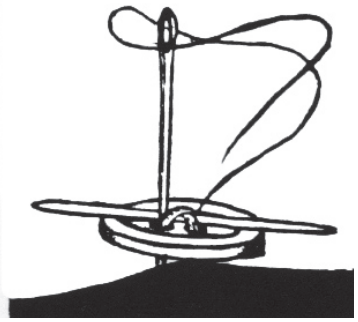
Activity:

Materials and Supplies:

- Fabric squares about 6" x 6"
- Needles
- Thread
- Assortment of buttons (varied in sizes and shapes)

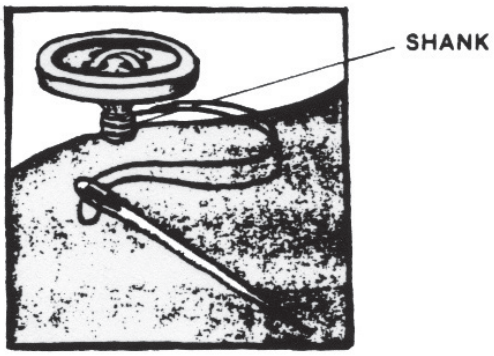
What to Do:

1. Fold the 6" square in half.
2. Place a dot (with pencil or chalk) where the button is to be sewn.
3. Thread the needle and knot the end.
4. Poke the needle through the bottom of the fabric and bring through to the top.
5. Pull needle through the eye of the button (not too tight).
6 Continue this three to four times.
7. Bring thread to wrong side of fabric and knot.



Discussion:

Share What You Did:
Ask the children to show the buttons they sewed on and what type of clothes do they think their button would be on.



Process What's Important:

A. Can you name clothes that have buttons?
B. Why do you think we use buttons?

Generalize to your Life:

A. Can you button up your clothes?
B. What type of buttons do you like best?

Apply What You Learned:

A. How will you use the skill you learned?

Sum It Up:

Sewing on a button is more than sewing on a button! It's a life skill that can be used over and over again.

Take It Further:

Plan a trip to a fabric store and see the different kinds of buttons or ask club members to bring in an article of clothing and compare the buttons.

Written By:

Sharon Dekle Gore
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

Patchwork Pillow

Mission Mandate:
Science, Engineering and Technology - Family and Consumer Sciences
Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- learn basic hand-sewing skills.
- develop an awareness of patchwork as a form of traditional American folk-art.
- learn the importance of reusing material.
- develop an appreciation for hand-made items.

Background Information:

Patchwork is a uniquely American folk-art. Our country's first settlers used patchwork to make quilts in order to keep warm in their log cabins during the harsh winters. Today patchwork is mostly made for decorative purposes. Patchwork is the art of making a large sheet of fabric by sewing smaller pieces of fabric to each other. It is called patchwork because it resembles the technique for mending fabric by sewing a patch over the tear. Any torn, worn-out, or outgrown clothes can be recycled into something new. You can also save old linens, neckties, bedspreads, curtains and tablecloths. One of the most commonly known patchwork design is the log cabin. One of the simplest repetitive patchwork block designs is the nine-patch, which is what we will make.

Activity:

Materials and Supplies:

- Sewing box
- Pencil
- Thread
- Straight pins
- Needles (with eye large enough for youth to thread easily)
- Needle threader
- Pin cushion
- Thimble
- Iron and ironing board
- Fabric or craft scissors
- Tape measure or ruler
- Fabric pen for youth to sign their finished project.
- Fabric scraps – for each child cut nine squares measuring 4" x 4" from different fabrics. (Be sure to allow the child to select their squares.) Use a pencil to draw a ½" seam line along the edge of each square on the wrong side of the fabric
- Polyester fiberfill

The leader should provide a completed sample patchwork pillow.

What to Do:

1. Ask youth if they have ever seen a patchwork item. Show numerous examples including the project sample.

2. Ask children why people make things using patchwork.
    a. Reusing old clothes and fabric scraps to save money.

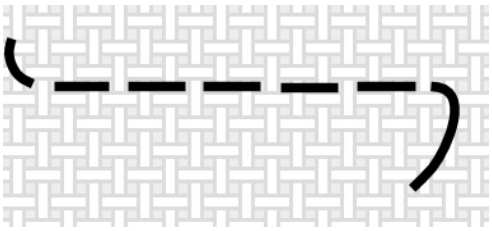
b. It is a traditional American folk art.
c. It is an enjoyable craft.

3. Practice threading a needle, knotting, doing a running and whip stitch on scrap fabric.
   a. Threading A Needle: Cut a piece of thread about the length of your arm. Hold your hands steady by leaning one hand against the other and push the end of the thread through the eye of the needle. If the end of the thread starts to fray, you need to recut or wet it, and then try again.

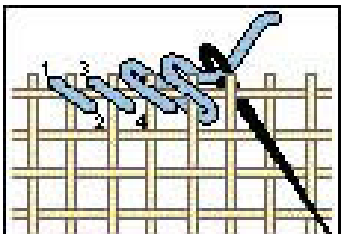
   b. Knotting: The beginning knot is made by winding one end of the needle thread around the tip of your forefinger a few times. Push your thumb forward, twirling the thread. Slip your forefinger out of the loop. Push down on the loop with your middle finger and pull tight. Snip off the end of the thread with your scissors.

   The ending knot is made by sewing two small stitches, one on top of the other. Run the needle and thread all the way under these stitches. Let the thread form a loose loop. Put the needle and thread through this loop. Pull tight. Run the thread under the stitches again, catch the new loop, and pull tight again. Snip off the extra thread.

   c. Running and Whip Stitch:



Running Stitch



Whip Stitch

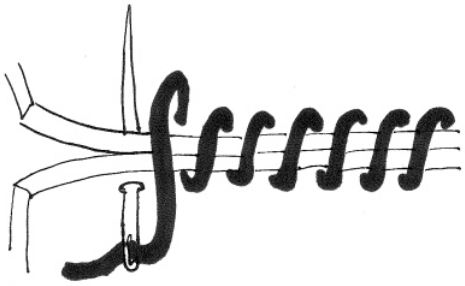
4. Sew patchwork squares. (Demonstrate as children follow.)
   a. Pin squares right side together to form three rows of three squares each. With a single strand of thread, sew together along seam line guides. Use a short running stitch. (See illustration)

   b. Pin the three rows together to form one large patchwork square. With a single strand of thread, sew together along seam line guides. Use a short running stitch.

   c. Pin the patchwork front and a solid piece of fabric (for the back) measuring 10” x 10” right sides together. Stitch along the seam line guides leaving an opening of at lease 5” along one edge of the pillow.

   d. Turn pillow right side out and stuff.

   e. Carefully pin and slip stitch the opening closed using an overhand stitch. (See illustration)



Overhand Stitch

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity?

Process What’s Important:

A. How did you decide what fabric squares to select?
B. What stitches did you use to sew your patchwork?

Generalize to Your Life:

A. Where and what kind of pillows do you find in your home?
B. How many different kinds of sewn items can you identify in your home?
C. Will you keep this pillow for yourself or give it as a hand-made gift to someone?

Apply What You Learned:

A. What other things can you now sew?
B. What would you do differently next time?

Sum It Up:

No sewing machine or fancy stitches are required to sew. You don't need much money to make patchwork because you are recycling fabric remnants. The choices of fabric you select for your pillow will express your individuality and creativity. Remember that there is really no right or wrong to artistic expression and that your design doesn't have to look exactly like any other. Allow children the freedom to explore new ideas, and encourage them to have fun with fabric. Once you've learned how to make this project, you can make as many different things as you can think of – just by using your imagination. Hand-made is very inexpensive and the best. People who receive your hand-made gift will know that they are extra-special because you took the time to make something by hand, from your heart, all by yourself – just for them.

Take It Further:

Member's Home Activity:

A. Look around your home for patchwork items.
B. Look through magazines and books for pictures of patchwork.
C. Help adults with hand sewing, such as mending or sewing on buttons.

Places To Go:

A. Visit a local museum to see a patchwork quilt.
B. Visit a fabric store to learn about different types of fabric.
C. Attend a local craft festival or quilt show.
D. Visit your library for books on patchwork sewing and quilting.

People To See or Invite to Your Club Meeting:

A. A member of your local quilters' guild.
B. A fabric store owner or manager.
C. A local historian.

Written By:

Virginia Krzyzanowski
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

References and Resources:

Hoffman, Christine. Sewing By Hand. Mexico: HarperCollins Publishers, 1994.

Thibault, Terri. Kids' Easy Quilting Projects. Vermont: Williamson Publishing Co., 2001.

Willings, Karen Bates, and Julie Bates Dock. Fabric Fun for Kids: Step-by-Step Projects for Children (and Their Grown-ups). Hong Kong: Now & Then Publications, 1997.

Care of a Kitten

Mission Mandate:
Science, Engineering and Technology - Animals

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop an awareness of the responsibilities of cat ownership.
- develop an understanding of how to care for a kitten.

Background Information:

A mother cat usually has between 3 and 5 kittens in a litter. Kittens are babies that have special needs. They should not leave their mother to go to their new home until they are at least 8 weeks old. Kittens learn how to behave by playing; therefore, playing with their owners is especially important in order to create a close bond. Just like people, kittens have individual personalities. Most cats live to be at least 14 years old, so when you bring a kitten home, you are taking on a very big responsibility for a long time. Raising a kitten can be a wonderful experience for a child, as well as the whole family. It is never too early to teach children respect for animals. While providing love and proper care for a pet, children will begin to understand and appreciate all animals much more.

Activity:

Materials and Supplies:

- Books on cats
- Pictures of different breeds of cats
- Pillow case/bag
- Feeding dishes
- Canned and dried food
- Cage/carrier
- Scratching post
- Collar and leash
- Identification tag
- Metal comb
- Brush
- Litter and litter box
- Cat toys
- Cat nip

Activity: Kitten Care Supplies

What to Do:

1. Place some of the items from the supply list in a pillow case or bag. Have each child select one item (without looking) from the case or bag.
2. Allow the children to talk about the item they have selected. Children should discuss what the item is used for and why it is important.

Activity: Selection and Care of a Kitten

What to Do:

A. Choosing your kitten:
Discuss buying versus adopting, mixed-breed versus purebred (pedigreed), and longhair versus shorthair with the youth. You may find more information on these topics on-line.

B. What to look for in a healthy kitten:
The body should be slightly rounded and plump. You should not be able to visually see the spine or ribs of the kitten.
The eyes should be bright and clear. The nose should be dry.
The ears and mouth should be clean. The coat should be soft and smooth with no bald spots, scabs or fleas. The kitten should be active and friendly.

C. Proper feeding:
Kittens need to be fed special food designed for kittens during the first year. Feed your kitten at the same time in the same place each day. Less than 12 weeks old – give 4 meals a day, about one tablespoon of food. 12 weeks to 6 months – go down to 3 meals a day, offering more food. From 6 months on – go down to 2 meals a day, offering more food. Check with your vet if you are not sure how much to feed your pet.

D. Water:
Make sure to provide fresh and clean water for your kitten. You should empty the bowl and wash it out thoroughly at least once a day.

E. Training and Behavior:
A kitten's mother usually teaches it basic things like how to drink from a saucer and use the litter box. At your home, you will be taking the place of its mother, teaching it how to behave. Praise your kitten when it does the right thing. Scold it in your firmest voice when it is naughty. The average cat can understand between 25 to 50 words.

F. Grooming:
Cats are very good at cleaning themselves. They lick themselves clean from their head down to their tail. You can use a metal comb or brush to groom the fur. Wipe the face with a damp cloth. Clean the ears with a cotton ball.

Activity 2 - True or False

What to Do:

Play a True-or-False game with the youth. Read the statement to them and see if they know the correct answer. Make sure the youth raise their hand to answer.

1. Cats do not like to be stared at. **True** – To a cat, a stare is a threat.
2. A cat that rubs against your legs is saying hello. **True** – That's how cats greet people. They are also marking you with their scent to say you belong to them.
3. Cats can see in total darkness. **False** – No, but they can see with very little light.
4. Cats can't see color. **False** – In hunting, cats use sound and movement to find their prey. They can see color although they don't pay much attention to it.
5. A cat's whiskers are feelers. **True** – Whiskers found on the upper lip, chin, cheeks, over the eyes,and even on the back of the front legs all act as feelers. They help a cat judge if there is room for it to squeeze through a small space.
6. Cats hear sounds that humans can't hear. **True** – Cats hear sounds that are too faint or too high-pitched for human ears. A cat's outer ears collect sound. Each ear can move by itself – they can be turned forward, sideways or back.
7. Cats need to sharpen their claws. **True** – A cat sharpens its claws by wearing away or peeling off outside layers, much as you might sharpen a pencil. The front claws are curved needles that can move in and out. The hind claws cannot be drawn all the way in and are worn down as the cat walks.
8. Cats have a hard time coming down trees. **True** – Using its claws and strong muscles, a cat can go up a tree as fast as it can run. Its claws hook the tree and its hind legs push up. Coming down can be hard because the muscles in the hind legs are suited for pushing forward and do not grip the tree well when coming down.
9. Cats have 9 lives. **False** – Although they are quick and nimble, cats only have 1 life just like other animals and people.
10. A cat signals its feelings with its tail and ears. **True** – A purring cat with its tail straight out and its ears sideways is relaxed and at peace. A hissing cat with an arched back, its tail puffed out and its ears back is prepared to fight.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. How old should a kitten be before it leaves its mother?
B. What are some things you need to know to be a good pet owner of a kitten?

Generalize to Your Life:

A. How many people do you know who own cats?
B. If you were to get a kitten for a pet what breed would it be?

Apply What You Learned:

A. How will you use the information you learned?
B. What will you do differently next time you approach a kitten?

Sum It Up:

Cats are one of the most independent, graceful, and beautiful of animals. They are also one of the most popular pets. Keeping a house cat is a tradition that can be traced to ancient Egypt. Besides being good companions, cats have contributed a great service to civilization. Cats are natural hunters. Throughout history, they have helped rid cities and homes of unwanted rodents that carry diseases and harm food supplies. The first cat show was held in London in 1871 with 25 different breeds participating. Today there are approximately 100 different cat breeds recognized all over the world. Only 2% of the domestic cat population is purebred. The other 98% are mixed-breeds. All make excellent pets.

Take It Further:

If your club visited a county park and had the naturalist assist the club, be sure to send a thank you. Perhaps the card could be made from some of the pressed flowers or leaves.

Member's Home Activity:

A. Make a list to see how many famous cats your family can name? Examples: Felix, Morris, Garfield.
B. Create a cat collage on poster board using pictures of cats and things they like.

Places To Go:

A. Visit a pet store.
B. Attend a cat show.
C. Visit your local animal shelter or humane society.

People To See or Invite to Your Club Meeting:

A. A veterinarian.
B. A cat breeder.

Written By:

Virginia Krzyzanowski
(Adapted from Care Of A House Pet and Ohio State University Extension PETS Learning Activities?)

References and Resources:

Aldridge DVM, John P. and Cahill, Marie. The Pictorial Guide To Cat Care. USA: Mallard Press, 1990

Lauber, Patricia. The True-or-False Book of Cats. China: HarperCollins Publishers, 2003.

Care of a Puppy

Mission Mandate:
Science, Engineering and Technology - Animals

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop an awareness of the responsibilities of dog ownership.
- develop an understanding of how to care for a puppy.

Background Information:

A mother dog can have up to 12 puppies in a litter depending on the size of the breed. Puppies are babies that have special needs. They should not leave their mother to go to their new home until they are at least 8 weeks old. Puppies learn how to behave by playing, so playing with their owners is especially important in order to create a close bond. Just like people, puppies have individual personalities. Many dogs live to be at least 14 years old, and need to be cared for every day of their lives. Raising a puppy can be a wonderful experience for a child as well as the whole family. It's never too early to teach children respect for animals. While providing love and proper care to a pet, children will begin to understand and appreciate all animals much more.

Activity:

Materials and Supplies:

- Books and pictures of different breeds of dogs
- If possible, bring a puppy to the club meeting
- A pillow case
- Feeding dishes
- Semi-moist, canned and dried food
- Treats
- Crate/carrier
- Cozy bed
- Collar and leash
- Identification tag/microchip
- Metal comb, brush, pet shampoo
- Flea collar
- Toys, newspaper
- Pooper scooper

What to Do:

Place small items in a pillow case. Have each child select one item (without looking) from the case. Talk about the subjects below, allowing the children to highlight the item they have selected at the appropriate time. What is it used for and why is it important.

A. Choosing your puppy:
   Buying versus adopting. Mixed-breed (mutt) versus purebred (pedigreed). Each breed has definite qualities in terms of its size and temperament because it was bred to fulfill a special purpose.
B. What to look for in a puppy:
   The body should be rounded and plump, not feel skinny or bony.
   The eyes should be bright and clear. The nose should be dry.
   The ears and mouth should be clean. The coat should be soft and smooth with no bald spots, scabs or fleas. The puppy should be alert, playful, and friendly.
   (Appropriate items: collar, leash, and carrier)
C. Proper feeding:

Feed special puppy food for the first year. Feed your puppy at the same time in the same place each day. Always provide fresh water.
(Appropriate items: feeding dish, semi-moist, canned, and dried food; treats)

D. Health care:
Puppies and dogs can become ill, just like people so it is important to take them to a veterinarian, which is a doctor for animals. Playtime provides exercise for your puppy and will keep him fit, alert, and happy. Dogs need regular exercise – take a daily walk or run in a fenced in yard.
(Appropriate items: flea collar)

E. Training and Behavior:
Dogs can be trained to live and work closely with people. You are the leader of your dog's pack (your family). He will learn to obey your commands. Praise you puppy when it does the right thing. Scold it in your firmest voice when it is naughty. Patience and praising will help with housebreaking and crate training.
(Appropriate items (crate, newspaper, cozy bed)

F. Grooming:
The amount of grooming needed by a puppy depends on its coat type. Grooming gets your puppy used to being handled and examined. It removes mud, dead skin and loose hairs. It also massages the skin and prevents the coat from becoming tangled and matted. Brushing and baths can be fun.
(Appropriate Items: metal comb, brush, pet shampoo)

Activity 2 - True or False

What to Do:

Play a True-or-False game with the youth. Read the statement to them and see if they know the correct answer. Make sure the youth raise their hand to answer.

1. Only some dogs are descended from wolves? **True** – no matter their size or shape.
2. The ancient Egyptians had cats but not dogs? **False** – They had several kinds of dogs, which appear in their art. Egyptians thought of dogs as gods and gave them their own servants and gold. Many rulers were buried with their favorite dog.
3. Most breeds of dogs are fairly new? **True** – In 1570 seventeen different breeds of dogs were recorded. Today there are more than 400 breeds recognized.
4. A dog treats a bone the way a wolf treats extra food? **True** – To save it and hide it from other animals, they tear off big chunks and bury it.
5. Dogs hear more than we do? **True** – Dogs hear low pitched sounds the same as we do. But they can hear higher pitches much better than humans.
6. Dogs and wolves have the same sense of smell? **True** – Dogs have inherited the same keen sense of smell. They use their noses to find mates, tell friends from foe, hunt, track, and find their way home.
7. Dogs see what we do? **False** – People can see all the colors of the rainbow. Dogs see a smaller range of color. Dogs can see better than us in dim light because their ancestors hunted at dawn and dusk.
8. Dogs bark less than wolves do? **False** – Dogs bark when their hungry, want to go out or come in, can't reach their toy, or when someone comes to their home. Wolves don't have these concerns in the wild.
9. Dogs howl more than wolves do? Wolves howl to call the pack together for hunting. A howl can be heard for 5 miles. Dog's usually howl when they are lonely. Some dogs howl when their humans are singing. They seem to think we are howling so they join in.
10. A dog's body may tell of its feeling? **True** – Wagging their tails with ears forward means they are happy. Growling with their ears back means warning.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. How old should a puppy be before it leaves its mother?
B. What are some things you need to know to be a good pet owner of a puppy?

Generalize to Your Life:

A. How many people do you know who own a dog?
B. If you were to get a puppy for a pet what breed would it be?

Apply What You Learned:

A. How will you use the information you learned?
B. What will you do differently next time you approach a puppy?

Sum It Up:

Dogs are descended from wolves and long ago were wild animals. The dog family includes wolves, coyotes, and foxes. Once domesticated, dogs have been household pets for thousands of years. Today some 55 million dogs live in the United States alone. Many are valued workers. They do their old jobs of hunting, herding and guarding. They also do new jobs of tracking and of sniffing out drugs and explosives. They also guide the blind, visit and cheer the elderly and the sick, and act in movies. Did you know that dogs are now being used to detect cancer in people? Besides being man's best friend, dogs contribute a great service to society.

Take It Further:

Member's Home Activity:

A. Make a list to see how many famous dogs your family can name? Examples: Clifford, McGruff, Lassie, Beethoven.
B. Make a list to see how many different jobs dogs do for us?
C. Create a dog collage on poster board using magazine images of dogs and things they like.

Places To Go:

A. Visit a pet store.
B. Attend a dog show.
C. Visit your local animal shelter or humane society.

People To See or Invite to Your Club Meeting:

A. A member of the American Kennel Club.
B. A veterinarian.
C. A dog breeder.
D. A K-9 police officer.

Written By:

Virginia Krzyzanowski
(Adapted from Care Of A House Pet and Ohio State University Extension PETS Learning Activities.)

References and Resources:

Landau, Elaine. Your Pet Dog (A True Book). New York: Children's Press, 1997.

Lauber, Patricia. The True-or-False Book of Dogs. China: HarperCollins Publishers, 2003.

Vrbova, Zuza. Junior Pet Care Puppies. New Jersey: T.F.H. Publishing, 1990.

The Plant Kingdom

Mission Mandate:
Science, Engineering and Technology - Plant Science

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop an understanding of the plant kingdom.
- learn about botany and different types of plants.

Background Information:

Botany is the study of plants. The plant Kingdom runs all the way from microscopic one-cell plants to mighty redwood trees. The science of botany is the basis for a very important part of the food, building, chemical and clothing industries. It includes items such as spices and flavors, food for animals, clothing, beverage, sugar, furniture and medicines.

Activity: Explore the Plant World

Materials and Supplies:

- Everyday objects that contain or involve plants (examples: cotton clothing; linen clothing or table cloth; corkboard; wood products found around the house; paper; rubber soles; etc.).
- A variety of plants (examples: grass, tree branch, indoor flower/plant, moss, and mushrooms).

What to Do:

1. Have the children look around them and identify objects that contain or involve plant parts. Examples: bread from grain and yeast: plastic fruit (strawberries, raspberries, etc.) and vegetable (grape tomatoes) containers from corn; wood products from trees; paper from wood; corkboard from cork; ethanol fuel from corn; clothing from cotton and linen; rubber soles from a rubber tree; coal and oil from prehistoric plant remains, and food thickeners from algae.
2. Show children a variety of plants. Examples: grass, a tree branch, indoor flower/plant, moss and mushrooms.

Activity: Growing Plants

Materials and Supplies:

- A variety of vegetables (examples: onion, potato, carrot, sweet potato, peas, beans, corn)
- Seeds from pumpkins, sunflowers, corn, beans, and/or lentils.

What to Do:

In this activity, the children can start new plants and watch them sprout roots in water or soil. Plant one or more of the following vegetables at a meeting to be observed at the next meeting:

a. Onion: Place in glass of water with the water just touching the bottom of the onion.
b. Potato: Select a potato with one or more "eyes". Cut potato and place cut side down in soil.
c. Carrot: Cut off top 1" of carrot. Place cut side down in half-inch of water in a shallow dish.
d. Sweet Potato: Place in a glass or jar of water with the water covering half of

the sweet potato.

e. Plant seed of peas, beans, corn, orange, lemon, and/or grapefruit in soil. The seeds should be placed ¼" – ½" deep in the soil.

Discussion:

Share What You Did:

A. What do you think will happen to the onion, potato, carrot, sweet potato and or seeds that we put in water or soil? (possible answer: they will grow.)
B. What steps did you take to make your seed flowers?
C. What are some ways that you can learn more about plants.

Process What's Important:

A. What has to happen for them to grow? (possible answer: they will need sun, water, and food. They will need to grow roots to feed the plant so it can grow.)

Generalize to Your Life:

A. How are plants used? What products are made from plant parts?

Apply What You Learned:

A. Take the seeds you planted home and transplant them to a bigger pot or outside. At the next meeting share what has happened to your plant.

Sum It Up:

We depend on plants for food, clothing, fuel, books we read, etc. Different parts of different plants are used to make the items we need and use. We can start new plants from parts of a plant already growing or grown. These can be seeds that we plant or cuttings from the parent plant.

Take It Further:

A. Create a mosaic using seeds.
B. Prepare a yeast mixture and do a bread baking activity.
C. Collect samples of different plant parts and bring them to a club meeting. Examples: Leaves: grass, philodendron, and pine needles. Stems: African violet or any other house plant stem. Flower: Marigold, tulip, daffodil, or mums.
D. Compare these different plant parts.
E. Prepare a display on the parts of a plant; how plant parts are used to make things; or of the seed art you made to display at the County or 4-H Fair.
F. Visit a local greenhouse, farm or park.
G. Take a walk on an outdoor trail to identify different leaves, stems and flowers.
H. Bring the seed flowers you made to a local hospital, nursing home, or to an elderly shut-in.
I. Invite a local farmer or greenhouse owner to your meeting.
J. Invite a county agricultural or horticultural agent to your meeting.

Written By:

Jeannette Rea-Keywood
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

Nature Collection

Mission Mandate:
Science, Engineering and Technology - Environmental Education

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop an awareness for the beauty in nature.
- learn how to display the "treasures" they discover outdoors.

Background Information:

Plan a nature walk through an area that has an interesting variety of trees, shells, flowers or stones. This can be a park, woods, beach or along a river. Explain to the youth that they will only be collecting items that can be removed, such as a pinecone, empty shell or leaf. If a flower is collected, be sure it is one that can be taken from a path or meadow, not a display garden. Be sure collections are natural items, not man made. Many parks have naturalists that might provide a guided tour for the 4-H club.

Once members have collected their "treasures", provide a meeting time to identify what the items are. Youth will need assistance with reference books or fact sheets for plants or shells. Have them separate their items for different collections. Example: flowers and leaves may be pressed for a scrapbook or picture frame, shells or rocks may be displayed in a box or egg carton.

Activity:

Materials and Supplies:

- Bag, box or egg carton in which to collect "treasures" in
- Assortment of boxes, picture frames or scrapbooks to display collection
- Reference books or fact sheets for plants, shells and rocks
- Glue, pins, tape, scissors, etc
- Fabric or colorful papers to line boxes or frames

What to Do:

1. Take a nature walk in a park, woods or on a beach. (Watch time of year: bees, ticks and other insects can be very dangerous for some children). Be sure to include lunch/snack and time for play.
    a. Collect various items during walk. Youth must all carry their own items.
    b. During walk, discuss the different item you see. Let them express their observations.
    c. Remind youth to only take things that are not alive.

2. Making the Nature Collection:
    Be sure you have a few extra adults around to help. Members can make shadow boxes to display the items. Add fabric or paper to line the box. Shells, rocks, small twigs and nests could be displayed in boxes.

    Flowers and leaves need to be pressed. If members have flowers, suggest they press before the next meeting. Pressed flowers and leaves may be arranged in picture frames (would need a glass or plastic front) or in a scrap book. Be sure members date and name their items. Explain to them that they can add to this collection over the years.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What new things did you learn during this activity?

Process What's Important:

A. How did you decide which items to select for your collection?
B. Where you surprised there were so many different types of leaves, shells or rocks?
C. Will you find the same items if you go in a different season?

Generalize to Your Life:

A. Will you look for more items to add to your collection on your next nature walk?
B. Where will you display your collection?

Apply What You Learned:

A. Who will you show your collection too?
B. What will you share from what you learned about your collection?

Sum It Up:

Providing youth with an opportunity to spend outdoors exploring nature opens their eyes and minds to science.

Take It Further:

If your club visited a county park and had the naturalist assist the club, be sure to send a thank you. Perhaps the card could be made from some of the pressed flowers or leaves.

Member's Home Activity:

A. If members need to press items, send instructions home.
B. Send home a list of other locations families could visit places to go.

Places To Go:

A. Visit a nature center, ask the members what they see displayed.
B. Visit a park, can members identify items they collected and tell what they are.

People To See or Invite to Your Club Meeting:

A. Park naturalist.
B. Horticulturist.
C. Parent who has an interesting collection of rocks, etc. to share with club.

Written By:

Karen Mansue
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

The Sounds Around Us

Mission Mandate:
Science, Engineering and Technology - Environmental Education
Grade: K-3

Time:
30 minutes

Place:
Outdoors

Purpose:

Youth will:

- listen to various natural and person-made sounds to become familiar with the environment.
- develop an appreciation of nature through the sense of hearing and concentration.

Background Information:

Our society is filled with all types of sounds and noises…radios, car horns, engines, people talking, emergency vehicle sirens, construction equipment, train whistle and much more. These are all unnatural or person-made sounds and are sometimes called noise pollution. Noise pollution is any noise which is unwanted or harmful. The environment is also filled with some very lovely and interesting natural sounds, such as rain, rustling of leaves, trees moving in the wind, and birds chirping.

Activity:

Materials and Supplies:

- An outside location such as a meadow, field, park, playground, woods or the beach

What to Do:

Take time to listen and think about the sounds we hear and how they make us feel. Discuss what sounds are noise pollution.

1. Explain to the children the difference between a natural sound (birds chirping or trees moving) and person-made sounds (car horn or construction equipment).
2. Find a quiet place (woods, meadow, park, playground, or beach) where children can sit and listen to sounds for a few minutes.
3. Have children close their eyes so they can concentrate on the sounds they hear rather than the sights around them.
4. Have children listen for sounds above them and beneath them. Listen to sounds close by and far away. Listen for natural sounds and person-made sounds.

Discussion:

Share What You Did:

A. What types of natural sounds did you hear? (Birds chirping, rain, leaves rustling). Ask each child to tell what they heard and to share their experiences and feelings.
B. What types of person-made sounds did you hear (hammers pounding, voices, car horns, ice cream truck bell)?
C. What is the most pleasant natural sound you heard? Why?
D. What is the most pleasant person-made sound you heard? Why?
E. What sound made you happy? Why?
F. What sound made you sad? Why?
G. What sound made you frightened? Why?

Process What's Important:

A. What is the difference between a natural sound and a person-made sound?
B. Did the number of times you heard each sound surprise you? Why or Why not?
C. What is noise pollution?

Generalize to Your Life:

A. How do natural and person-made noises effect you or your family?
B. Which sounds from today do you hear a lot at home?

Apply What You Learned:

A. Ask your family to listen for each of the sounds at home.
B. Which sounds are noise pollution?
C. What could you do to stop them?

Sum It Up:

Sounds are everywhere. There are a variety of natural and person-made sounds that we hear every day. Take time to listen and think about the types of sounds we hear and how they make us feel.

Take It Further:

Children can listen to see who has the best hearing when it comes to hearing birds singing. Children should sit or lie on their back in a quiet place (park, woods, or meadow) with their fists held up in the air. Every time someone hears a bird singing a different song, they lift one finger. For fun, see if children can count to ten without hearing a bird singing.

Vary this activity by having children listen for general animal sounds or for any sound at all, such as falling leaves, trickling water, wind, a car motor, a siren, etc.

Written By:

Jeannette Rea-Keywood
(Adapted from Cornell, J. (1079) Sharing Nature with Children. Nevada City, California: Dawn Publications (1996).)

References and Resources:

Carswell, E. & Bisignaro, J. (1985). Living Activities to Encourage Respect for Nature. Carthage, Illinois: Good Apple, Inc.

Castaldo, N.F. (1997). The Little Hands Nature Book. Charlotte, Vermont: Williamson Publishing.

That Makes Good "Sense"

Mission Mandate:
Science, Engineering and Technology - Biological Science

Grade: K-3

Time:
30-40 minutes

Place:
Outdoors and indoors

Purpose:

Youth will:

- learn about the five senses.
- focus on their surroundings by using their sense of sight, hearing, touch, smell and taste.
- understand that some people have limitations due to the loss of a sense.

Background Information:

Animals have one or more senses. Humans have five senses: sight, hearing, touch, smell and taste. Some animals may have a sense that is better developed than it is in humans. A dog, for example, has a very good sense of smell. Different parts of the body are called sensory organs. Some disabled people may loose the use of one or more of their senses. They tend to find that their remaining senses become stronger.

Activity:

Materials and Supplies:

- "Sense Hunt" sheet, crayons, and clipboards. Additional blank Sense Hunt sheets to take home
- Grab Bag Items: Blindfolds, ear plugs, heavy canvas or rubber gloves, and nose plugs
- Extra Items: A sign language chart, a Braille sample, and a hearing aid

What to Do:

1. As a group, ask the Cloverbuds to identify the organ used for each sense: Sight = Eyes, Hearing = Ears, Touch = Skin, Smell = Nose, and Taste = Tongue.
2. Indoor "Sense Hunt": Have children concentrate on each of the senses. Allow them to walk around alone, asking them to identify one thing they experience for each sense by drawing or writing on the "Sense Hunt" sheet.
3. Outdoor "Sense Hunt": Next have the children do the same thing outdoors.
4. Ask the children if they know anyone who has lost one of their senses, possibly a grandparent. Have each child select one item from a grab bag, put it on, and experience what it might be like to live with a disability. Examples: Blindfold – can you find a room in your house or walk to school? Ear plugs – can you hear the telephone, door bell, or traffic? Gloves – can you tell if something is hot or sharp? Nose plugs – can you smell if something is burning or if food has gone bad.
5. Ask youth to think about a way to overcome the loss of the sense that they have selected.. Example: if sight was their sense, they may think of asking for help from other people or learning how to listen for traffic coming on the street.

Discussion:

Share What You Did:

A. Describe what you did in this activity.
B. What kinds of new things did you learn during this activity?

Process What's Important:

A. Name your five senses and identify the parts of the body they relate too?
B. What might happen if one of your senses is impaired?

Generalize to Your Life:

A. Do you know a person who has lost a sense?
B. Would your life be less fulfilled if you lost one of your senses?

Apply What You Learned:

A. How will you use the information you learned?
B. What could you do to assist an impaired person?
C. How could an impaired person help teach you something?

Sum It Up:

All sense organs work in the same way. They process information that comes from the outside world into your body such as colors, shapes, smells, tastes, sounds, and contact. Discuss why it is important for the body to have these senses and what it would be like to live without one or all of them. Talk about agencies that help impaired people. Examples: National Association for the Blind and the Seeing-Eye dog program.

Take It Further:

At home:

A. Do the "Sense Hunt" at home with family members.
B. "Hunt" for the sense of taste at home by tasting different foods: sweet, tart, spicy, salty, hot and cold
C. Repeat the "sense hunt" outdoors each season. Compare the difference in your findings when it is hot or cold, raining or snowing, cloudy or sunny.

Places to go:

A. Do the "Sense Hunt" in an urban area.
B. Do the "Sense Hunt" in a tranquil wooded area.
C. Visit an organization to learn more about impaired people: the blind or deaf.

People to see or to invite to your club meeting:

A. An artist = sight.
B. A musician = hearing.
C. A masseuse = touch.
D. A perfume salesperson = smell.
E. A chef = taste.
F. An impaired person who has lost any one of their senses.

Written By:

Virginia Krzyzanowski
(Adapted from *Learn About 4-H Prep - 4-H Prep Leader Activity Guide, Rutgers Cooperative Extension*.)

References and Resources:

Broekel, Ray. Your Five Senses (A New True Book). Chicago: Childrens Press, 1984.

Parker, Steve. Look At Your Body SENSES. Connecticut: Cooper Beech Books, 1997.

Parker, Steve. Nerves To Senses: Projects With Biology (Hands On Science). New York, 1991.

Sense Hunt Sheet

NAME _____

SEASON: Spring _____ Summer _____ Fall _____ Winter _____

WEATHER TODAY: _____

Without talking to anyone, draw or write the things around you that go with each sense:

See	
Hear	
Feel	
Smell	
Taste	

Creative Construction

Mission Mandate:
Science, Engineering and Technology
- Technology and Engineering

Grade: K-3

Time:
30 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- develop hand-eye coordination and dexterity.
- develop and demonstrate individual creative abilities and skills.
- enhance and utilize their imagination.

Background Information:

Youth like to build and construct things. Constructive play increases skills by encouraging dexterity, imagination and creativity. In this activity, youth will have an opportunity to use their imagination to design and build a structure or object using toothpicks and marshmallows.

Activity:

Materials and Supplies:

- Various size marshmallows
- Round toothpicks, plain or colored (1 or 2 boxes)
- Small bowls (two per youth)
- Pieces of cardboard (The cardboard will serve as the base for each child's structure. The size of cardboard can vary from 6" x 8" to 8 1/2" x 11")

What to Do:

1. Put marshmallows in small bowls.
2. Put toothpicks in small bowls. Pass out the toothpicks and marshmallows. There should be a bowl of marshmallows and toothpicks for every 2-3 youth
3. Give each child a piece of cardboard with his or her name on it. Note: Be sure each child builds on the piece of cardboard so the project can be moved without distributing it.
4. Encourage youth to be creative and let them know that there is no right way to build, so there is no wrong way, either.
5. Building is done by using the marshmallows as connectors and sticking the toothpicks into them securely.

Discussion:

Share What You Did:

Process What's Important:

Generalize to Your Life:

A. How is your creation similar to things in your community? Does it look like a building or bridge? Or is it a car, animal or some other thing?

Apply What You Learned:

A. How can you use what you learned while making this construction?
B. What other types of things would you like to build?

Sum It Up:

The youth learned to use creativity and imagination in making their special

construction. The structure that the youth made with the toothpicks formed shapes and applied principles used by architects, engineers and builders in design and construction of buildings, bridges and towers.

Take It Further:

1. Youth can develop a short story about their creation and share it with the group.
2. Youth can discuss how to build a structure using other materials such as straws and paperclips or peas and toothpicks.

Written By:

Macy Compton and Jeannette Rea-Keywood

References and Resources:

Caney, S. (1972). Toys. New York: Workman Publishing Company.

Bubbles, Bubbles Everywhere

Mission Mandate:
Science, Engineering and Technology - Physical Sciences

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- observe a chemical reaction.
- develop an understanding that chemicals are a part of everyday life.

Background Information:

Common household ingredients such as baking soda and vinegar can produce very simple yet interesting reactions. When vinegar (acid) and baking soda (base) are combined, they produce a harmless gas called carbon dioxide. A chemical reaction occurs when two or more substances combine and change into new substances. The indicators of a chemical reaction or the evidence that a chemical reaction occurred are change in temperature, color change, a gas given off, a new substance formed and/or a precipitate form. The activities listed below visually show a chemical reaction and the production of a gas.

Activity: Mix a Glass Full of Bubbles

Materials and Supplies:

- Clear glass or jar (12 oz. or 16 oz., without a label)
- White vinegar
- Dish washing liquid
- Baking soda
- Measuring spoons
- Spoon
- Tray to catch spills
- Sponge or towels

What to Do:

1. Fill a glass or jar half full with water.
2. Add 2 tablespoons of vinegar.
3. Stir in 1 teaspoon of dish washing liquid.
4. Stir in 1 tablespoon of baking soda and watch what happens!

Sharing:

A. Ask the youth to describe what happened.
B. Ask how many of the children know why the glass is full of bubbles and overflowing.

Sum It Up:

When the vinegar and baking soda were mixed together, a chemical reaction occurred and produced carbon dioxide gas which resulted in the glass filling up with tiny bubbles of soap.

Activity: Dancing Raisins and Twisting Spaghetti

Materials and Supplies:

- Clear glass or jar (12 oz. Or 16 oz., without labels)
- A tablespoon
- Baking soda

- White vinegar
- Dry spaghetti (2 pieces)
- Raisins (5)

What to Do:

(glass or jar)

1. Fill a jar half full with water (approximately 1 cup).
2. Stir in 2 tablespoons of baking soda.
3. Add 2 tablespoons of vinegar and wait till the mixture stops fizzing and looks clear.
4. Drop in five raisins (or approximately 5 one-inch pieces of dry spaghetti) and watch what happens. It will take a few minutes before any movement occurs.

Discussion:

Share What You Did:

A. Ask the members to describe what is happening.
B. Ask the members to explain why this is happening (When vinegar and baking soda combine, they produce a gas called carbon dioxide.) That's what the bubbles are. The bubbles form on the raisins or spaghetti and rise to the surface and the raisins or spaghetti fall to the bottom until they collect more bubbles. The raisins will rise and fall for about 15 minutes.
C. Does the spaghetti move around more than the raisins? The spaghetti moves up and down more because it is lighter and the number of gas bubbles that are needed to form under the spaghetti in order to make it move are less than the raisins.

Process What's Important:

A. How could chemical reactions help our lives?

Generalize to Your Life:

A. Where do you see chemical reactions in your everyday life?

Apply What You Learned:

A. Ask a family member at home to re-create the experiment with you. Explain to them what is happening.
B. Look for chemical reactions outside of your 4-H club, draw a picture and write about what you see.

Sum It Up:

When vinegar and baking soda are combined a chemical reaction occurs and a gas called "carbon dioxide" is formed. The gas bubbles form under the raisins or spaghetti and lift them to the surface. The bubbles break and they fall to the bottom.

Take It Further:

A. Add 1-2 drops of food coloring to each jar.
B. Experiment with other foods or objects to see if they will rise and fall in the mixture.
C. Try other baking soda and vinegar experiments.

Written By:

Jeannette Rea-Keywood

(Adapted from 4-H After School Program Curriculum Manual, 1991. University of California Cooperative Extension.)

Make It Shine

Mission Mandate:
Science, Engineering and Technology - Physical Sciences

Grade: K-3

Time:
30-40 minutes

Place:
Indoors with tables and chairs

Purpose:

Youth will:

- test different combinations of common kitchen ingredients and determine their impact on making a tarnished penny shine.

Background Information:

Some metals like silver, copper and brass get tarnished when exposed to air. The tarnish makes the metals look dull. This tarnish is caused by a chemical reaction.

Activity:

Materials and Supplies:

- 5 small clear plastic cups or glass bowls
- 5 dark, tarnished pennies
- Measuring spoons
- 2 plastic or metal teaspoons for stirring
- Salt
- Vinegar
- Liquid soap
- Marker
- 5 index cards or small pieces of paper
- 2-4 sheets of paper towels

What to Do:

1. Have members write the following words on the index cards:
   - water and salt
   - soap and water
   - vinegar
   - salt
   - vinegar and salt
2. Place a card next to each container (cup or bowl) listing what is inside.
3. Have members assist with measuring the ingredients, preparing the mixtures and placing the pennies in each container.
4. Fill the containers with the following:
   Container A - fill half full with plain water and add 1 teaspoon of salt.
   Container B - fill half full of water and add 1 teaspoon of liquid soap.
   Container C - fill half full of vinegar and add the dull penny.
   Container D - drop the penny in the container and cover the penny with salt
   Container E - put 2 tablespoons of vinegar and one teaspoon of salt. Stir the mixture. Does anything happen? Add a dull penny to the vinegar and salt.
5. Wait to see what happens to the pennies in each of the containers. Check the pennies in five minutes. Compare the results.
6. After 10-15 minutes, take all 5 pennies out and wipe them dry with a paper towel. What happened to them?

Discussion:

Share What You Did:

A. What is a penny made of?

B. What happened to the pennies in each cup?
C. What was similar and what was different in each cup?

Process What's Important:
A. Why did each penny and cup have a different reaction?

Generalize to Your Life:
A. How could you use what you learned today?
B. What could you clean or do at home applying what you learned today?

Apply What You Learned:
A. Do you think the same thing would happen with dimes, nickels, and quarters?

Sum It Up:
What looks like dirt on the penny is actually tarnish caused by a chemical reaction between the copper the penny is made from the air around it. Since tarnish isn't dirt, soap and water can't take it off. Instead, you need to use a weak acid that undoes the process that caused the tarnish. Using vinegar alone or salt alone will not work. Only when the salt and vinegar are combined do they form the acid that will remove the tarnish.

Take It Further:

Encourage members to discuss the following:
A. Describe and explain what happened to each penny. The only container that cleaned the penny and made it shine was the container with the vinegar and salt. Nothing else cleaned the penny…not even the container with water and soap.
B. Why do you think the salt and vinegar mixture cleaned the penny?
C. Is there anything else you think will make a penny shine?

Written By:

Jeannette Rea-Keywood

References and Resources:
Adapted from Lewis, J. (1990). Measure, Pour & Mix Kitchen Science Tricks. New York: Meadowbrook Press.

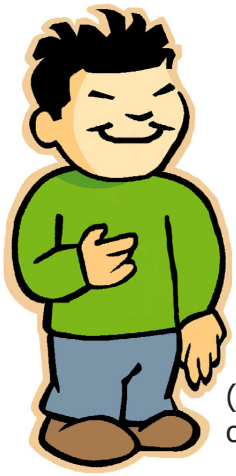
4-H Pledge

I Pledge:

My Head to Clearer Thinking,



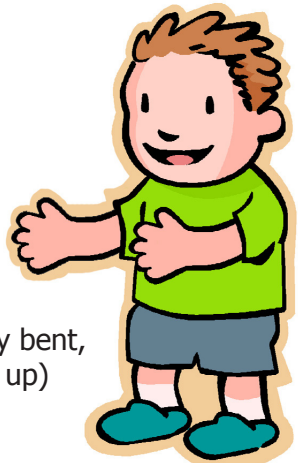
(right hand points to forehead)



My Heart to Greater Loyalty,

(right hand over heart)

My Hands to Larger Service,



(arms slightly bent, palms up)



and My Health to Better Living for

(arms at sides)

My Club, My Community, My Country, and My World.

4-H Cloverbud Activity Calendar

Club Name _____

4-H Cloverbud Leader _____ Year _____

Regular Meeting Date and Time _____

Topic

Month	First Meeting	Second Meeting	Resources

4-H Cloverbud Agenda

- ***Pledges:***
  American Flag Salute
  4-H Pledge

- ***Roll Call: (who is at the meeting)***

  _____ _____

  _____ _____

  _____ _____

- ***Minutes: (what happened at the last meeting)***

  _____

  _____

- ***Old Business: (what we didn't finish at our last meeting)***

  _____

  _____

- ***New Business: (what are we doing at today's meeting)***

  _____

  _____

- ***Healthy Activity: (physical activity or healthy snack)***

- ***Announcements: (what's coming up)***

  _____

  _____

- ***Adjournment: (closing of the Meeting)***

4-H Cloverbud Meeting Report

Club Name _____

4-H Cloverbud Leader _____

Meeting Place _____ Date _____

Business discussed an project work done at the meeting. (Be specific - use names of member performing public presentations or taking part in the meeting.

_____

_____

_____

_____

_____

_____

Place, date, and hour of the next meeting

_____

_____

Topic for next meeting

_____

_____

Material or help needed

_____

_____

(Signed) _____ Secretary/Reporter