

4-H Cloverbud Program Foundations

The 10 foundations provide the basis for the program and how the activities are developed and conducted to promote healthy outcomes for 4-H Cloverbud members (Scheer, 1997). The statewide curriculum is based on these foundations. Additional foundation-based ideas may be incorporated. If you have an idea for an activity, contact your County Extension Professional.

1. **Activity Based:** Variety of short-term experiences.
2. **Cooperative-Learning Centered:** Activities and curriculum are done in small groups as opposed to doing activities alone.
3. **Noncompetitive:** Children are engaged in curriculum activities that are noncompetitive without setting up categories or classes that create inequities. Young children have a difficult time understanding winning and losing. Feeling and fact are often merged, and when children lose, they relate negative feelings to their self-worth and identity.
4. **County Junior Fairs Are Open to Participated for 4-H Cloverbuds, but for Exhibit Only:** Children can exhibit work completed in their 4-H Cloverbud clubs and/or participate in 4-H Cloverbud Show and Tell. It is important to make sure that it is noncompetitive and equal recognition is given to all participants. This does not mean that young children cannot be given advice or tips on how to improve their exhibit or work.
5. **Activities Are Safe for Children:** Special consideration must be given to ensure the safety of 4-H Cloverbud-aged children.
6. **Activities Are Age Appropriate:** The activity should be designed at their age level.
7. **4-H Cloverbud Activities Are Different From the 4-H Program for Older Youth:**

	4-H Cloverbuds	4-H Program for Older Youth
Type of Learning	Activity Centered	Project Centered
Type of Instruction	Leader Directed	Self Study, Individual, and Leader Directed
Recognition	Participation	Competition, Achievement of Standards, Achievement of Goals, Participation
Learner Resources	Activity Manual	Project Manuals

8. **Curriculum is Success Oriented:** Allow children to gain confidence and promote self-esteem by mastering 4-H Cloverbud activities.
9. **Animals and Animal Subject Matter Should Contribute to 4-H Cloverbud Objectives and Foundations:** Any animal activity must meet the above foundations and 4-H Cloverbud objectives such as promoting self-understanding (self-esteem) and social-interaction skills. Animals can serve as an excellent medium for 4-H Cloverbud curricula, although because of



program objectives, safety, liability, and issues of competition, 4-H Cloverbud members do not have direct contact or control of animals unless specified or the activity is approved.

10. **Activity is Fun, Positive, and Focuses on the Five General Life Skill Areas Through the Experiential Learning Cycle:**

Experiential Model

