The Big Book of 4-H Cloverbud Activities
Life Skills and Learning for K-2 Youth
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The members of the 2016 author team revised the lessons from previous editions as necessary. Revisions include updated language, supply lists and, where appropriate, entirely new activities. We are grateful for their efforts in giving new life to activities that continue to be used by Cloverbud volunteers everywhere.

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About This Book

There are 50 lessons included in *The Big Book of 4-H Cloverbud Activities*, each with enough activities to more than cover a 60-minute meeting. Topic areas are equally represented and include the following:

- Science and Technology
- Community Expressive Arts
- Healthy Lifestyle
- Environmental and Earth Science
- Personal Development
- Citizenship and Civic Education
- Consumerism and Family Science
- Plants and Animals

Each lesson includes objectives, recommended group size, time frame, background information, targeted life skills, and suggestions.

Within the lessons, activities are grouped into five sections: Getting Started, Digging Deeper, Looking Within, Bringing Closure, and Going Beyond. Selecting one or two activities from each section is a good way to fully explore each topic, beginning with introductions to the material, progressing through various concepts, and ending with extended learning. Most activities include an “application,” in which children are encouraged to apply what they’ve learned.

Finally, where appropriate, the lessons end with Reading Adventures, a collection of related, recommended stories and books.

With an emphasis on low cost, hands-on activities that are exciting and age-appropriate, the success of your meetings is practically guaranteed. Have fun!
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Only the activities in these boxes are included in this shortened version of the *The Big Book of Cloverbud Activities*. They're good though! More ideas for 4-H Cloverbuds are at [ohio4h.org/forcloverbudleaders](http://ohio4h.org/forcloverbudleaders). The complete book can be purchased at [extensionpubs.osu.edu](http://extensionpubs.osu.edu).
Notes to 4-H Cloverbud Volunteers

The Ohio 4-H Cloverbud program is designed to meet the needs of youth age 5 and in kindergarten until age 8 and in the third grade. It is an eclectic, broad-based approach focusing on cooperative learning in a noncompetitive environment.

The primary goal of the 4-H Cloverbud program is to promote children’s healthy development—mentally, physically, socially, and emotionally. It provides an excellent opportunity for children to reach their highest potential because early life experiences, even subtle ones, affect future development.

The 4-H Cloverbud program is developmentally-age appropriate, therefore it is:
- Fun and positive
- Leader-directed
- Activity-based
- Noncompetitive
- Success-oriented
- Group-centered

The 4-H Cloverbud program allows for and encourages creativity and play. The programs goals are for children to develop:
- Self-understanding (self-esteem)
- Social interaction skills (getting along with others)
- Decision-making skills
- Learning skills (learning how to learn)
- Physical skills

Children possessing these life skills are less likely to have problems with drug use, school failure, delinquency, and depression later in life.

The activities in this book have been shared among 4-H Cloverbud volunteers for years, but they are refreshed here to reflect new topics and technology. They represent the best of the low-cost, educational, and age-appropriate activities for which the 4-H Cloverbud program is known. They are also fun! Your 4-H Cloverbud children will be excited and brimming with new insight with every activity they do.

Learning in 4-H is based on the experiential learning model (see model). As much as possible, children are introduced to a particular practice, idea, or piece of information through an opening experience. They then are given the opportunity to share what they did, process the experience through a series of questions that allow the learner to generalize and apply new knowledge and skills.

More information about the 4-H Cloverbud Program is available at ohio4h.org and from your local county Extension office.

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Weather Fun

OBJECTIVES
• Understand basic weather concepts.
• Become aware of how weather changes affect daily decisions on the clothing we wear and the activities we can do.
• Realize the importance of weather safety.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children discover the importance of weather and seasonal changes. The games, activities, and hands-on experiences are designed to teach basic weather concepts and to help develop respect for weather safety.

LIFE SKILLS
Group discussion, games, and role-playing help develop social skills. Opportunities for developing decision-making skills are provided by the games. Cutting and making weather related items provide practice in fine motor skills and eye-hand coordination. Large motor development is fostered by the creative movement activity and snowball game.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit and Lesson 8: Cloverbud Display.

Authors
Bobbie Grawemeyer
Revised and adapted by Demetria Woods
Weather Mystery Bags

Materials: 2 grocery bags (“mystery bags”)—one with a weather forecast and map printed out from a weather website; the other with a variety of items associated with different kinds of weather (umbrella, sunglasses, mittens, boots, sunblock, fan)

What to Do: Gather the group into a circle. Show them the first mystery bag. Tell them the mystery item has something to do with weather. Ask them to guess what it is. Give clues until someone guesses correctly. Show them the weather map and forecast. See if they can name different kinds of information included in the weather report. Ask them to describe today’s weather.

Show the second mystery bag. Randomly select children to pull out an item and tell what kind of weather the item would be used for. Encourage the children to think creatively by asking questions such as “Are sunglasses worn only in the summer?” or “Is there another kind of weather condition an umbrella could be used for?”

Application: Ask the children to think about other examples of items we use for different weather conditions. Encourage them to be on the lookout for examples at home, school, the store, and outside.

What Should I Wear Today?

Materials: old clothing catalogs or advertisements, magazines, scissors, construction paper, and glue

What to Do: Fold the construction paper in half. Label the top of one side “It’s Cold Today.” Write “It’s Not Cold Today” on the other side of the paper. Ask the children to find pictures of clothing suitable for each weather condition. As they cut out and glue the pictures on their papers, talk about how weather affects what we wear.

Application: Encourage the children to read the weather forecast for the week and think about the types of clothing they might need for each day.

Weather Safety Game: Safe or Not Safe?

Materials: none

What to Do: Tell the children you are going to read some situations regarding the weather. When they hear an action about weather safety that is safe they should jump and shout, “That’s safe!” When they hear a statement about weather safety that is not safe they should sit down and shout “Not safe!” Discuss each example, asking the children to tell why the actions are “safe” or “not safe.”

- Putting sunscreen on before going out in the sun. (safe)
- Playing outside during a tornado warning. (not safe)
- Standing under a tree during a thunderstorm. (not safe)
- Wearing a coat, a hat, and gloves in very cold weather. (safe)
- After a storm, staying away from downed power lines. (safe)
- Playing on loose tree branches that broke during a storm. (not safe)
- Going into the basement during a tornado warning. (safe)
- Staying out in the hot sun all day long. (not safe)
- Wading in deep puddles or streams after a rainstorm. (not safe)

Application: With a parent’s help, look for examples of weather safety situations on a weather website or on television. Did the people involved make safe decisions? What happened?

Rainstorm in a Jar

Materials: measuring cup, glass canning or mayonnaise jar, hot water, small plate, and 4-5 ice cubes

What to Do: Explain to the children that clouds are formed when water evaporates. When the vapor rises it cools and condenses or changes into millions of very small water droplets that form a cloud. When the droplets collect more moisture, the clouds become very heavy and raindrops start to fall.
Have an adult carefully pour about 1 cup of hot water into the glass jar. Cover the jar with a small plate. Wait 3–5 minutes, then place ice cubes on the plate.

The steam that rises or evaporates is like the vapor that makes clouds. As the steam hits the cold saucer, it causes the moisture in the warm air inside the jar to cool down and change back into liquid water. The water drips down, making a rainstorm in a jar.

**Application:** Encourage the children to notice condensation elsewhere. Places to look might be a steamy bathroom, on car windows, and the inside of some windows during the winter.

A Moving Experience with Weather

**Materials:** none

**What to Do:** Invite the children to stand and spread out. Ask them to use their imaginations and creativity to pretend they are different kinds of weather. What do they think the following weather would look and sound like?
- Warm gentle breezes blowing on a sunny day
- The wind becoming stronger and starts to howl
- Raindrops falling lightly
- Rain becoming a steady downpour
- Lightning and thunder filling the sky
- A tornado developing
- A tornado calming down, getting slower and slower until it finally stops
- Snowflakes beginning to dance in the sky
- Snowfall becoming heavy
- A snowstorm slowing down
- A final snowflake falling to the ground

**Application:** Remind the children to look and listen carefully to how many different ways weather looks and sounds the next time they are outside.

Rain Paint

**Materials:** paper, newspaper, powdered tempera paint, plastic spoon, and a spray bottle with water

**What to Do:** Cover the table with newspapers. Sprinkle a small amount of powdered tempera on a sheet of paper. Lightly spray the paper with “rain.” What happens? Try two different colors. What are the results this time?

**Application:** Look at the patterns rain makes on the ground after a storm. Watch for the designs rain makes as it sprays windows or windshields and as it splashes into puddles.

LOOKING WITHIN

Thermometer Fun

**Materials:** non-digital thermometer and 2 containers of water, one with hot water and one with cold water

**What to Do:** Show the thermometer to the group. Ask what thermometers are used for. Point out the current reading. Explain that the liquid inside the thermometer expands when it gets warm, taking up more space in the glass tube. Put the thermometer in the container with the cold water. Ask them to tell you what happens and what the temperature reads now. Put the thermometer in the container of hot water and check the reading again. Let the children experiment and record their findings.

**Application:** Thermostats have a kind of thermometer in them. Ask the children to look at the thermostats at home with their parents. What is the room temperature? What else can a thermostat do?

Make Your Own Thermometer

**Materials:** thermometer pattern (on page 7, print one per child on heavy paper, if possible), scissors, and red and black markers

**What to Do:** Before they cut out the patterns, ask the children to write temperatures on the lines next to the thermometer and to color in half of the long strip. There are enough lines to start with -10°F at the bottom and end with 90°F at the top.

Help them cut out the pieces and cut two slits along the dotted lines on the thermometer. Thread the strip through the two slits and experiment with indicating different temperatures by moving the strip up and down.

**Application:** Ask the children to be thermometer and temperature detectives. Have them look around in their community for thermometers and temperature readings (outdoor temperature readings at banks, frozen food sections in grocery stores, and television reports).
WBUD, The Cloverbud Weather Channel
Materials: none
What to Do: Ask the group if anyone knows what a meteorologist does (studies the weather and makes weather predictions). Talk about some of the words meteorologists use (precipitation, relative humidity, pollen count, etc.). Help the children pretend they are meteorologists and give a short weather forecast. The forecast should include the current temperature, direction the wind is coming from, its speed, and the relative humidity (is it damp or raining?). Don’t forget to close your report with, “It is a good day to . . .” Give weather reports for your community for the spring, summer, fall, and winter.
Application: Ask the children to watch the weather report at home on television and to pay attention to other kinds of information included in the report.

GOING BEYOND
After the Rain Scavenger Hunt
Materials: none
What to Do: Take the group on a hike outside after a rainstorm. Look for clues that let you know it has rained. Try to find the following:
• Puddles
• Raindrops on leaves
• Raindrops on leaves that blew off during the rain
• A dry spot protected by leaves or branches
• Raindrops on a spider web
• Earthworms on the ground
• Watermarks left after water drains or evaporates
• Birds looking for food
• Insect or worm trails in the mud
• An asphalt “rainbow” (oil and water)
Application: Ask the children to try this activity after a snowfall. What kinds of things can they find caused by the snow?

BRINGING CLOSURE
What Can You Do with a Snowball?
Materials: paper to crumple into “snowballs,” music playing device, and instrumental music
What to Do: Explain to the group that if the temperature drops below 32 degrees, it is cold enough to snow, if the weather conditions are right. If you made thermometers, set the temperature at a reading somewhere below the freezing point of water (32 degrees). Ask the children to make pretend snowballs from the paper. Remind them to crumple them tightly so they don’t “melt.” Turn on the music and see if the children can do the following with their “snowballs”:
• Walk around the room with the snowball under their chin
• Balance the snowball on their head
• Jump around the room with the snowball between their knees
• Get on hands and knees and blow the snowballs on the floor from one end of the room to the other
• Use baby steps to walk around the room with the snowball between their feet
• Throw their snowball into the trash can

READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.
The Cloud Book, by Tomie dePaola
Where Does the Butterfly Go When It Rains?, by May Garelick
First Snow, by Emily Arnold McCully
A Walk in the Rain, by Ursel Scheffler
Make Your Own Thermometer
from The Big Book of 4-H Cloverbud Activities
Experimenting with the Five Senses

OBJECTIVES
• Understand what our senses do.
• Gain an appreciation for how our senses enrich our lives.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children discover how incredible our five senses are. The activities and games develop an appreciation for our ability to see, hear, taste, touch, and smell.

LIFE SKILLS
The group discussions and experiments are a good way for children to develop social skills and decision-making skills. Fine motor skills and eye-hand coordination can be developed through tearing paper and using chalk.

SUGGESTIONS
• Create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit and Lesson 8: Cloverbud Display.

Authors
Bobbie Grawemeyer
Revised and adapted by Demetria Woods
LEARNING ACTIVITIES

GETTING STARTED

Hide the Glasses

Materials: a pair of glasses

What to do: Help the children discover how valuable our gift of sight is. Select one child to hide the glasses while the rest of the group leaves the room. The glasses must be hidden but still visible (not under or inside anything). Invite the group back in to find the glasses. The first one to find them gets to hide them for the next game. Talk about how our eyesight makes our lives special. Discuss these questions:

- Do you think you could find the glasses if you were blindfolded?
- What do you think it would be like if you couldn’t see at all?
- Can you imagine what it would be like to only see things in black and white?
- Can you think of ways poor vision can be corrected?
- Do you know anyone who has had their vision corrected?

Encourage the children to be aware of their precious gift of sight. Have them try to tie their shoes with their eyes closed. Have them try again with their eyes open. Does being able to see make a difference? How?

Rainbow and Sunset Art

Materials: newsprint, white construction paper, colored chalk or pastels, and cotton balls

What to do: Encourage children to think of beautiful things their eyes can see. Talk about beauty in nature. Ask if anyone has ever enjoyed a sunset or a rainbow. Help the children create their own sunsets and rainbows with colored chalk. Show them how to tear strips of newsprint and color the edge of it with chalk. Then, instruct them to place the colored strip on top of the white construction paper. Rub the colored dust off the newsprint onto the construction paper with the cotton balls. Repeat, tearing new strips of newsprint and using different colors of chalk. The jagged edges where the newsprint is torn make the color rubbed on the construction paper really look like the sky at dusk.

Application: Encourage the children to look for beautiful things in their environment. Ask them to invite their family to enjoy a sunset with them or perhaps a sunrise.

What’s That Sound?

Materials: Familiar household objects such as a stapler, hand vacuum, measuring spoons, paper in spiral notebook to tear out, popcorn in a plastic jar, jar with metal lid to unscrew, dog leash or collar, handful of change, and if desired other miscellaneous items to make sounds; and a brown paper grocery bag to keep items hidden from view

What to do: Face children away from you to keep the objects out of sight. Make one sound at a time, asking the children to identify it after listening carefully. Give hints if the selection is too difficult. (“You might find it on a desk,” or “You use it to fasten papers together.”) Repeat until everyone has had an opportunity to identify a sound.

Application: Encourage the children to use their sense of hearing at home and school to identify things they can hear but not see.

Animal Ears

Materials: paper or Styrofoam cups with the bottoms cut out

What to do: Ask if anyone has ever noticed that, compared to their size, animals have larger ears than people. Have them name some. What do they think it would be like to have “animal ears?” Show them how to put the ears on (if the cups don’t stay, the children can hold them to their ears). Experiment with whispering, talking, and singing with their “animal ears.”

Application: Invite the children to become close observers of their pets or other animals. What happens when the animals hear a loud noise or hear a noise behind them? What can they do with their ears that people cannot?

DIGGING DEEPER

You Can Be a Texture Detective

Materials: a large brown grocery bag and common household items with various textures such as cotton balls, crinkled foil, fabric swatches, fresh whole pineapple, aluminum screen, rough edged rocks or stones, marbles, and other miscellaneous items if desired
What to do: Talk to the group about different ways things can feel (soft, hard, rough, smooth, etc.). Show the children the bag of “mystery items.” Ask one child at a time to reach into the bag, without looking, and grasp one item (do not remove from bag). Ask the child to describe the item by the way it feels and if they can identify it by touch. Have the child remove the item from the bag and see if they were an effective texture detective.

Application: Invite the children to explore their textile environment at home. How do these things feel?

• Bathtub
• House plants
• Sweater
• Pets
• Ice cubes
• Hair
• Cement
• Carpeting

Texture Rubbing

Materials: small pieces of screen, lace, corrugated cardboard, paper doilies, sandpaper, fabric, plain newsprint, tape, and crayons or colored chalk

What to do: Show the children samples of the different textures; let them feel each one. Talk about how each texture feels. Have each child place a piece of paper over their textures. Tape the paper down for them. Using the side of a crayon or chalk, have each child rub gently on the paper over the textures. Move the paper around, using different textures underneath. Try different colors, too!

Application: Ask the children to look around their environment at home, school, and outside. How many different textures can they feel?

How Smart Is Your Nose?

Materials: a large paper grocery bag, a scarf to use as a blindfold, and sandwich bags containing various items with strong, identifiable aromas such as peppermint candy, toothpaste, coffee, onions, perfume, pickles, fabric softener sheets, moist soil, etc.

What to do: Blindfold the children one at a time. Remove one “aroma” bag from the grocery bag and let the child smell the contents. See if the child can identify the aroma. Give hints if the smell is too difficult to identify. Let each child try to identify an aroma.

Application: Ask children to see if they can tell what is cooking for dinner by using only their sense of smell.

What Does It Taste Like?

Materials: paper cups, a scarf to use as a blindfold, and 3 different kinds of fruit juices

What to do: With the children, pour a small amount of each kind of juice into a small paper cup. Identify, talk about, and describe each juice as it is being poured. Blindfold one child at a time and let them taste each sample. Ask if they can identify each juice. Repeat the activity, only this time have the child hold his or her nose while tasting the juice. Ask the child to identify each juice.

Ask the children if it was harder to tell what they were drinking when they could not smell. Explain that taste and smell are two senses that go together. That’s why we sometimes get hungry when we smell food. It’s also why it’s sometimes hard to taste things when we have a cold and a stuffy nose.

Application: Ask the children to pay attention to food they smell. Does it make them hungry?

LOOKING WITHIN

You Can Be a Taste Detective

Materials: a variety of foods such as pretzels, breakfast cereals, raisins, apple slices, marshmallows, chips, etc., and a handkerchief or scarf to use as a blindfold

What to do: Explain to the group that it is possible to identify foods without actually seeing them. They can be “taste detectives” simply by using their taste buds. Blindfold one child at a time. Ask them to keep their hands in their lap. Have an adult place one of the food samples in the child’s mouth. Ask the child to identify the food. Repeat the process for each child in the group.

Application: Encourage the children to think about all the food they taste at breakfast, lunch, and dinner. How do the different things taste—sweet, sour, salty? What kinds of food taste the best?
Sweet Plus Sour Equals Lemonade

Materials: lemons, sugar, pitcher of water, ice cubes, measuring cups (2-cup, 1-cup, and ¼-cup), strainer, drinking cups, and paper towels

What to do: Making lemonade from scratch provides plenty of opportunities for hands-on investigation. Children can learn a variety of skills and concepts. They learn to measure, mix, and pour, and also to experiment with taste! Discover how two very different tastes combine to make a delicious treat.

Give each child a lemon half to squeeze into the 2-cup measure (the seeds and pulp are removed later). Collect approximately 1 to 1½ cups of squeezed lemon juice. Using a strainer, pour the lemon juice into the pitcher of water. Discard the seeds and pulp. Stir the lemon juice and water thoroughly.

Add ice cubes. Have an adult pour just a taste into paper cups for each child and have children taste the sample. Ask how it tastes and what it needs to become lemonade. Add ¼ cup of sugar at a time, stirring thoroughly after each addition. Encourage children to do a taste test again; let the children decide if the mixture is sweet or sour. Add enough sugar until the lemonade is just right. Have each child pour his or her own drink to enjoy.

Application: Encourage children to help their parents at home with cooking. Encourage them to use their sense of taste to season the food until it is just right!

GOING BEYOND

Just Listen

Materials: chalk or display board for listing sounds

What to do: Encourage children to appreciate their sense of hearing by having them listen to all the sounds in the environment for 45 seconds. When the time is up, ask them to share what they heard.

Application: It is surprising how constant noise is in modern life. Encourage the children to listen carefully to the sounds in their lives, especially when everything seems quiet.

Mmm, Mmm, Good

Materials: chalk or display board for listing foods

What to do: Ask children to share their favorite foods. Can they name 5? 10? 20? Write the most popular on a board and help them categorize them by taste. Are they sweet, sour, salty, or bitter?

Application: Encourage the children to talk to family members about their favorite foods. Are there family favorites that everyone enjoys?

READING ADVENTURES

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

My Five Senses, by Aliki
Arthur’s Eyes, by Marc Brown
What?, by Leo Lionni
Brown Bear, Brown Bear, What Do You See?, by Bill Martin
Polar Bear, Polar Bear, What Do You Hear?, by Bill Martin
Planning a Community Art Exhibit

OBJECTIVES
- Understand the planning involved in a community project.
- Appreciate and value artwork we create.
- Understand the concept of giving to the community.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

Tip: This lesson works best towards the end of the year, after the children have made a lot of artwork. Activities included here may take more than one meeting to plan and complete.

BACKGROUND
Build community support for 4-H while generating pride and enthusiasm among your group of Cloverbuds by putting together an art exhibit of their own work. Ask a local bank, library, office building, or senior living center if they would be willing to support the youngest members of 4-H by hosting an art exhibit. Emphasize that the exhibit does not need to be elaborate; 10–30 pieces of children’s art could easily decorate a lobby or hallway. Suggest that the exhibit could be displayed for a week or even a month. After getting permission to use a building for the display, discuss the following to make this an enjoyable, productive, and “hassle-free” event:
- Set up dates for the exhibit
- Set specific time to set up and take down
- Ask if an opening night event would be possible
- Check fire codes or other building regulations
- Look at spaces to be used and agree on the method of mounting

SUGGESTION
Create an appropriate atmosphere by decorating the room, thinking about activity arrangements, and playing background music.

Authors
Bobbie Grawemeyer
Revised and adapted by Janine Yeske
LIFE SKILLS

Children learn social skills by working together in planning and setting up the exhibit. Decision-making skills are used by deciding what to include and how to present it. Fine motor skills are developed by creating artwork, invitations, mounting, and labeling. Large motor skills are exercised by hanging artwork and setting up the exhibit.

LEARNING ACTIVITIES

Getting Started

Looking Professional: Mounting Artwork

Materials: artwork completed by the children throughout the year, large black construction paper, scissors, rubber cement, and a yardstick or ruler

What to do: Let the children have fun mounting their own masterpieces! The construction paper should “frame” the artwork with a 1½” to 2” border all around. Have mats precut or assist the children with measuring and cutting. Use rubber cement to glue the artwork to the mat. If the glue smears or gets on the artwork or mat, you can repair it by letting it dry thoroughly and rubbing it off with a clean finger.

Application: Encourage the children to look at framed artwork at home, school, doctors’ offices, or other public areas. How are the pictures presented? Do they always have a mat? Are they always framed under glass?

“Who Did This?” Labeling Artwork

Materials: white, unlined 3” x 5” index cards, pencil with eraser, black fine-tip marker, and masking tape

What to do: Ask the children make labels for their artwork. Since most younger children are not printing clearly yet, and because printing can be tedious and frustrating, assist them by having an adult neatly and very lightly print the following information on an index card:

- Child’s name
- Child’s age
- School/Grade
- Cloverbud Group Information (name, town, etc.)

Let the children outline your printing with the black marker. When it is dry, use the eraser to remove any remaining pencil marks. Help them roll masking tape and attach the card to the lower right hand corner of the artwork.

Application: Ask the children to see if they can find the signatures of artists on paintings and pictures they see.

Adding to the Collection: Family Portraits

Materials: white 8½” x 11” paper, and markers or crayons

What to do: Family portraits are always favorites at museums and art galleries. Encourage the children to draw a portrait of their family. Suggest the following guidelines:

- Include everyone in your family, even your pets
- Fill the entire page; make the figures big
- Use color, color, and more color!
- Don’t forget the details (Does your mother wear glasses? Does your brother have freckles?)

If your group is typical, you will see a range of “skills” in their drawings. Praise all of them. Point out things you like in each one and describe what you see. Make sure you acknowledge how hard they have worked!

Application: Ask the children to look for family portraits at home. Is there one of their family? Do their parents have any old family portraits?

DIGGING DEEPER

You’re Invited

Materials: construction paper; preprinted, cut, and duplicated event information sheets (see below); stamp pads; art gum erasers; and glue

What to do: Make simple invitations to the Gallery Opening by using art gum erasers to print designs on the construction paper. The erasers can be cut into shapes or simply used as they are to make repetitive designs in different colors. Fold the paper in half, print on
the outside, and glue the event information on the inside. The information should include the following:

• What: A Cloverbud Art Exhibit
• Come join us to see original artwork, talk to the artists, and enjoy light refreshments.
• Where: Location
• When: Date
• Time
• RSVP (optional)

**What to do:** Let the children make and decorate several invitations to give to family and friends. Don’t forget to invite the “benefactors” who have offered the space in their building!

**Application:** Ask the children to pay attention to invitations they receive. How are they similar to the ones they made?

### LOOKING WITHIN

#### Setting Up the Exhibit

**Materials:** artwork, masking tape, and a step ladder

**Tip** Check with the building owners or managers to determine whether or not there is a fire code or other restrictions to mounting items on the wall.

**What to do:** Spend an afternoon or evening decorating the halls and walls of your gallery! Use rolled masking tape or mounting putty (available at office supply stores) to hang your pictures. Make sure each picture has a name label on it. The children may choose to group similar art works together or space them randomly. Try laying them out on the floor first to get an idea of what they will look like on the wall. After mounting the pictures on the wall, instruct the children stand back and look at them. Are they straight? Do they look balanced? Are they anchored firmly enough?

#### The Opening: By Invitation Only

**Materials:** napkins and simple refreshments

**Tip** Check with the host of the exhibit to see if an opening night event is possible.

**What to do:** Plan an opening night party! Invite parents and friends to see the artwork, meet the artists, and have some refreshments. Use this event as an opportunity to publicly thank the person or organization that let you use their building.

### BRINGING CLOSURE

#### Evaluating Ourselves

**Materials:** none

**What to do:** After the art exhibit has ended, ask the children to evaluate the experience:

• Do you think the art exhibit was successful?
• Why or why not?
• Would you do anything differently?
• Did you learn anything from it? What?
• Would you do it again?

### GOING BEYOND

#### Art Appreciation

**Materials:** any required permission slips (ask your 4-H Extension educator)

**Tip** Make sure enough adults are available. One adult for every four children is a good ratio for field trips.

**What to do:** Visit an art exhibit in the community, whether it’s at a library, restaurant, or special event. What kind of art is included? How is it identified and displayed? Help the children note similarities and difference between their effort and this one.

**Application:** Encourage the children to talk their parents about the artwork in their home. Where did it come from? Why was it selected?
COMMUNITY AND EXPRESSIVE ARTS

8 Cloverbud Display

OBJECTIVES

• Develop pride in being a member of 4-H Cloverbuds.
• Educate the community about the purpose of 4-H Cloverbuds.

GROUP SIZE

6–8 children per adult volunteer

TIME FRAME

The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND

Plan and organize a Cloverbud display in a showcase or on a bulletin board at your local library, area church, or school. Generate enthusiasm and pride with your group while educating the public about the purpose of 4-H Cloverbuds. Let the community know how the youngest members of 4-H provide service to the community, take part in educational activities, and develop important social skills while having fun.

LIFE SKILLS

Children learn social and decision-making skills by planning and organizing the display. Using a variety of equipment, supplies, and tools to set up the display develops fine motor skills and eye-hand coordination.

SUGGESTIONS

• Create an appropriate atmosphere by decorating the room, thinking about activity arrangements, and playing background music.

Authors

Bobbie Grawemeyer
Revised and adapted by Janine Yeske

FOR USE IN 2021
LEARNING ACTIVITIES

Getting Started

Illustrating What We Do

Materials: white drawing paper, crayons, and a black permanent marker

What to do: Explain that a display needs a variety of items to make it interesting. Ask the children to draw a picture of an activity or project they have done while attending a Cloverbud meeting. Help them remember things they have done by brainstorming with them. Encourage them to use bright colors and to fill the whole page. After they have completed their drawing, ask them to dictate a sentence or two about their picture. Using the black permanent marker, write what they dictate across the bottom of the page. Don’t forget to ask them to sign their name and age in the bottom left-hand corner.

DIGGING DEEPER

Make a Cloverbud Poster

Materials: poster board, markers, photos, stamp pads, and other items suitable for posters

What to do: Help the children plan and make a poster illustrating what being a Cloverbud is all about.

Ask the children for ideas of what to include. Use big letters and bright colors. Include photographs of the children taken at meetings, if any are available. Let the children make a colorful border using their names or their fingerprints and stamp pads. Ask children to include the following items:

- Formal name of Cloverbud group
- Age of children involved
- Types of activities they participate in
- The 4-H pledge
- A phone number, web address, or QR code for information about joining Cloverbuds

Gathering Materials

Materials: examples of artwork, projects, photographs, and other items the Cloverbuds have made or been involved in over the year

What to do: Invite the children to bring examples of any of the projects they have made in Cloverbuds to add to pieces you have saved. Put all of the items on the table and floor, including the poster and illustrations the children have made about activities they have done at Cloverbud meetings. Allow each child to select at least one of each item to include in the display, making sure each child’s work is represented. Make a simulated display on the floor or table using the same dimensions as your actual display space. Encourage the children to arrange it in different ways until they (and you) are satisfied with it.

LOOKING WITHIN

Setting Up the Display

Materials: projects, artwork, poster, drawings, photographs, other display items, masking tape, and string

Tip: This activity takes place at the display site sometime after the meeting.

What to do: Spend an hour or so helping the children set up their Cloverbud display. If you are using a display case, make sure to utilize all of the space by using the sides and back of the case, the shelves, and even the top by suspending items with string. Encourage the children’s creativity by providing lots of encouragement and praise when they have completed their display.

BRINGING CLOSURE

Evaluating the Display

Materials: none

What to do: After the display has ended, ask the children to evaluate their experience:

- Do you think the display did what it was supposed to do? (To get people excited and interested in Cloverbuds.)
- Do you think the display was attractive?
- Would you plan or do anything differently if you did another display?
- Did you learn anything from the experience?
- Would you do it again?
GOING BEYOND

4-H Displays

**Materials:** any required permission slips (ask your 4-H Extension educator)

**Tip:** Make sure enough adults are available. One adult for every four children is a good ratio for field trips.

**What to do:** If your county fair has them, plan a field trip to look at the 4-H club displays. What are some similarities and differences among them? What are similarities and differences to the Cloverbud display they created? Which are their favorites? Why?

**Application:** Encourage the children to report back to their families about the 4-H displays they saw.
HEALTHY LIFESTYLE

13 Fitness Is Fun

OBJECTIVES
• Understand the relationship between exercise and healthy bodies.
• Learn a variety of ways to exercise and be active.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children become excited about physical fitness! Share these games and activities to promote a better understanding of exercise and how it keeps us healthy. Help the children realize the many ways we can exercise our bodies.

LIFE SKILLS
Children develop social skills through the group games and discussions. Group games require children to make choices and develop decision-making skills. Fine motor skills and eye-hand coordination are developed through the use of scissors, markers, and tape. Large motor development is enhanced by the games and exercises.

SUGGESTION
• Choose one or two of the following activities from each section.
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

Authors
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Revised and adapted by Mary Longo
GETTING STARTED
What Is Physical Fitness?

Materials: none

What to do: Gather the children into a circle and tell them you would like to find out about being healthy and being physically fit. Ask and discuss the following questions:

• What does physical fitness mean?
• Why do you think it’s important to be physically fit? What do you think it’s like to not be physically fit?
• What are some ways to keep our bodies healthy and physically fit? (Be sure to include getting enough sleep, eating right, and getting plenty of exercise.)
• Give examples of ways we exercise our bodies.
• Can each of you share your favorite way to exercise?

Application: Ask the children to think about how many times they exercise their bodies during the day. Do they . . .

• Walk to the bus stop?
• Climb stairs?
• Run on the playground?
• Play outside with their friends?
• Play sports?
• Take dance or gymnastics lessons?

Choosing the Right Kind of Exercise

Materials: large image of a person doing some type of physical exercise, large image of someone reading or sitting still (see page 61), index cards with activities, and a baseball cap

Tip: Prepare for this activity by writing each of these activities on a strip of paper:

• Roller skate
• Play soccer
• Run with your dog
• Sit on a swing
• Square dancing
• Eat your dinner
• Read a book
• Play a board game
• Play the piano
• Paint a picture
• Go skateboarding
• Watch a movie
• Work a puzzle
• Ride a bike
• Jump rope
• Play in a swimming pool

Application: Place the two large images on the floor. Put the strips of paper with activities in a baseball cap. Pass the cap around and let each child pick an activity. Have each child read the activity (help them if necessary) and decide if it is an active exercise or a quiet activity and place it on the corresponding picture.

DIGGING DEEPER
Aerobics Fun: Our Resting and Racing Pulse

Materials: clock with second hand

What to do: Ask if anyone has ever heard the word “aerobic.” Does anyone know what it means? Explain that aerobic exercise is continuous movement that increases our heart rate, like jogging or dancing. Aerobic exercise makes our heart beat faster. This helps our lungs and heart use oxygen more efficiently. This is good for our bodies. Show the children how to feel their pulse by putting two fingers on the side of their neck under their chin. Help them if they have trouble locating their pulse.

When everyone can feel their pulse, ask the children to count each beat for 10 seconds. Ask them to share how many beats they counted. Have them run in place or do jumping jacks for 30 seconds. Have them feel their pulse and count again for another 10 seconds. What
happened? The rate increases because exercise has made our heart work harder.

**Application:** Pay close attention to your heart the next time you are really active. Can you feel your pulse racing?

**Exercise Spinners**

**Materials:** one per child: 8½" paper plates, scissors, brads, crayons, and a 1" x 4" strip of construction paper

**What to do:** Help children divide their paper plates into four sections with crayons. Have them write an exercise (toe touches, jumping jacks, etc.) in each section and decorate each section with a different color. Give each child a construction paper strip and brad. Help attach them to the center of the plate. Spin it. Does it work? Help children make needed adjustments. Then, have them spin for an exercise and perform the indicated exercise.

**Application:** Encourage the children to use and share their exercise spinners at home.

**LOOKING WITHIN**

**Baton with Streamers**

**Materials:** newspaper, masking tape, crepe paper, scissors, music playing device, and lively music

**What to do:** Make colorful batons to use while exercising to music! Show the children how to roll a section of newspaper into a short baton. Secure it with tape. Cut several crepe paper streamers about 2–3’ long; attach the streamers to the baton at the ends with tape. Demonstrate how the batons should be used safely. Caution the children about having enough space in which to move safely.

**Application:** Help the children work together on a simple dance or exercise routine that features the batons and streamers.

**Let’s Do the Freeze**

**Materials:** music playing device and recordings of lively music to dance to

**What to do:** Invite the children to exercise their hearts (and legs) by dancing. Explain that while the music is on, they can dance any way they wish. When the music stops, they must freeze until the music starts up again.

**Application:** Change the rules of the game a little bit by asking everyone to follow your or a volunteer’s movements. Now the children have to concentrate on two things—following the movements and listening to the music.

**BRINGING CLOSURE**

**Creative Movement—Streamer Style**

**Materials:** music playing device, recordings of lively music (marches are great!), and batons with streamers (from above)

**What to do:** Instruct children to spread out so they have enough space. Randomly select a leader. Turn on the music and have the leader choose how to move with the batons and streamers. Switch leaders so every child has a chance to be a star! Help the children make creative choices by offering suggestions like these:

- Pretend you are an eagle soaring through the air.
- Pretend you are a cheerleader.
- Pretend you are a robot.
- Pretend you are running out of gas.

**Application:** When you hear music at home, think of ways you can move creatively to it!

**GOING BEYOND**

**Balloon Volleyball**

**Materials:** none

**What to do:** Help the children play a game of balloon volleyball with a large balloon (have several on hand, just in case!) and a masking tape “net” on the floor.

**Application:** Adjust the rules of the game to the skills of the group by limiting how the children can touch the balloon (no hands, for example) or by allowing it to hit the floor.

**Nighttime Walk**

**Materials:** flashlights (optional)

**What to do:** Encourage the children to invite their parents and siblings to take an evening stroll around the block. Don’t forget the flashlight!

**Application:** Remind the children to use their senses. What do they see, hear, and smell in the dark?
READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*Albert the Running Bear’s Exercise Book*, by Barbara Isenberg

*Play Ball, Amelia Bedelia*, by Peggy Parrish
Choosing the Right Kind of Exercise

from The Big Book of 4-H Cloverbud Activities
14 Making Healthy Food Choices

OBJECTIVES
• Understand the importance of a balanced diet.
• Encourage children to make healthy food choices.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children discover the importance of making healthy food choices. Use ChooseMyPlate.gov to illustrate the kinds of food our bodies need every day. Stress the importance of healthy snacks and balanced meals.

LIFE SKILLS
Group games are important to the development of social skills and decision making. Critical thinking and concept formation are enhanced by the hands-on experiments. Development of fine motor skills and eye-hand coordination are encouraged by the use of scissors, markers, and in the assembly of the snack.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
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Revised and adapted by Mary Longo and Joyce Shriner
LEARNING ACTIVITIES

GETTING STARTED

Introducing MyPlate

**Materials:** MyPlate graphic (Use the one on page 66 or download it from choosemyplate.gov, click on “Printable Materials” and then on “MyPlate Graphic Resources.”)

**What to do:** Show the children the MyPlate graphic. Explain that doctors and nutrition experts made this plate to show people what they need to eat every day to stay healthy. Point out the different sections of the plate. Ask the children to give examples from each food group. After the children have shared their examples, ask the following questions:

- Why do you think we need food from each group?
- Are the groups about the same size?
- What are examples of healthy fluids we might drink?
- What is a food we eat that is not good for our health?
- What group would it fit in?
- What is your favorite healthy food?
- What group would it fit in?

**Application:** Look at meals served in restaurants, at school, and at home. Do they have something from each food group?

A Picnic with MyPlate

**Materials:** a picnic basket and the MyPlate graphic

**What to do:** Play a memory game to reinforce the concept of MyPlate. Ask children to sit in a circle. Tell them to imagine they are going on a picnic and they are responsible for packing the picnic basket.

Give the picnic basket to the first child who volunteers to say, "I’m going on a picnic and I’m taking (item from grain).” The basket is then passed to the next child who repeats what the first child said and adds an item from the vegetable group. As the basket is passed again, the next child repeats what the first two said and adds something from the fruit group. Continue around the circle, adding selections from the dairy group and the protein group. The more items that are added to the picnic basket, the harder it is to remember what other children have packed. Encourage the children to put on their thinking caps and help each other if they need to! Repeat the sequence (grain, vegetable, fruit, dairy, and protein) as needed. After each child has added their imaginary selection to the picnic basket, talk about the kinds of food they chose. Were the choices healthy? Would they taste good together?

**Application:** Ask parents to help the children explore their kitchen. Can they find items that fit into each of the food groups? Plan a pretend meal using MyPlate. Have the kids ask their parents to help them plan a real meal.

Game “Tastes Like…”

**Caution:** This activity uses what may be allergens for members in your group. Make substitutions as needed.

**Materials:** a blindfold, and small samples of healthy food to taste such as pretzels, bread, crackers, grapes, raisins, banana slices, celery, carrots, peanuts, and cheese

**What to do:** Place all the food samples on a tray so everyone can see them. Blindfold one child at a time and give them a sample taste. See if the food can be identified by taste. Ask what food group it belongs to. Let each child have a turn. Reinforce the idea that healthy snacks are good and fun to eat too. Encourage them to think of other examples of healthy snacks.

**Application:** The next time the members go to the grocery store, invite them to be a snack detective! Look for a good snack made from healthy foods.

DIGGING DEEPER

“What’s on Your Plate?” Food Collage

**Materials:** paper plates, magazines, grocery ads, scissors, and glue

**What to do:** Invite the children to look through magazines and ads for pictures of healthy foods to cut out. Ask them to find examples of foods from each of the food groups that might taste good together for a meal. Have them paste the foods on paper plates. Talk about their choices. Ask them to tell the group what their
favorite meals are. Emphasize the importance of balanced meals.

**Application:** Ask children to think about packing school lunches. Are your lunches balanced? Is there anything you could change to improve it? What about lunches served at the school?

**Be a Fat Detector**

**Materials:** brown paper bag (cut into 2” squares), pencil, salad dressing, potato chips, French fries, bread, apple, and water

**What to do:** Try this experiment to see what foods have fat in them. Rub a little bit of the food on the paper bag squares. Make sure the children label each piece of paper with its corresponding food. While they’re waiting for the food spots to dry, talk about these points:

- Fats and sweets are supposed to be “used sparingly.” What does that mean?
- Why should people watch how much fat they eat?
- Can you think of examples of foods with a lot of fat in them?

When the spots have dried, hold them up to the light. Fat will have been absorbed into the brown paper, causing it to be discolored. Ask if any of the foods contained fat. Which ones? Was this a surprise? Encourage children to think about the foods they eat and try to make healthy choices.

**Application:** Encourage the children to use this test, if possible, next time they are having a snack at home.

**Song “Did You Ever See a Bagel?”**

**Materials:** none

**What to do:** Gather children in a circle. Explain that you are going to sing a song with the same tune as “The More We Get Together?” only this song is about food. Each child will have an opportunity to choose a food and act out something about it (popcorn popping, bananas peeling, pancakes turning, etc.) while the rest of the group follows along.

**Did You Ever See a Bagel?**

*(Sung to the tune of “Did You Ever See a Lassie?”)*

Did you ever see a bagel, a bagel, a bagel, Did you ever see a bagel go this way and that?  
Go this way and that way.  
Go this way and that way.  
Did you ever see a bagel go this way and that? *(While singing, act out spreading a bagel with cream cheese or popping out of the toaster)*

Encourage each child to think of a food and help them create actions to go along with their ideas.

**Application:** Ask the children to share their new song with friends and family members.

**LOOKING WITHIN**

**Veggie Art Prints**

**Materials:** tempera paint, spoons, Styrofoam plates, paint shirts, paper, newspaper, and cut up vegetables such as carrots, celery, peppers, and onions

**What to do:** Show the children how to dip the vegetables into the paint, scrape off the excess on the side of the tray and print with them. Encourage them to experiment with repeating patterns and colors.

**Application:** Look for examples of how food is often used as a subject for works of art. Many famous paintings are of food. Look at home, at friend’s homes, school, the library, and even at the grocery store!

**Funny Face Muffins**

**Caution:** This activity uses what may be allergens for members in your group. Make substitutions as needed.

**Materials:** plastic knives, small paper plates, sandwich bags, English muffins cut in half, peanut butter or cream cheese, carrot and celery sticks, sprouts, shredded cheese, raisins, and coconut

**What to do:** Arrange the ingredients and supplies on the table and let the children use their imaginations to create a funny face on a muffin. Since children may want to make one funny face to eat and one to take home, make sure to have enough ingredients available. Package the “keepers” in sandwich bags for the trip home!
Application: What other fun food combinations can they think for healthy snacks?

BRINGING CLOSURE

Story “You Are What You Eat”

Materials: none

What to do: Gather the children together and tell them the following story, encouraging them all to participate.

“You Are What You Eat” A Group Participation Story

A long time ago in a land far away lived the healthiest kids you’ve ever seen. They had very strong muscles (flex your muscles). They had excellent posture (stand very tall) and they had the brightest eyes and the most beautiful white teeth (smile).

These kids were healthy because they ate lots and lots of good, healthy, fresh foods (ask group to give examples of healthy foods). Because they were so healthy they could swim farther than anyone else (pretend to swim). They could do more jumping jacks than anyone else (do jumping jacks) and they could run farther than anyone else (run in place).

Across the street lived the laziest kids you’ve ever seen! They were real, honest-to-goodness couch potatoes! Their muscles weren’t strong at all (flex weak muscles). Their posture was terrible (slump your shoulders). They had eyes that just stared and mouths that wouldn’t smile because their teeth were so rotten (stare blankly, looking sad).

These kids were lazy and out of shape because they ate lots and lots of greasy, unhealthy food and sweets (ask group to give examples of unhealthy snack foods). Because these kids were so out of shape, they weren’t very strong swimmers (pretend to swim weakly). They had trouble doing jumping jacks (do uncoordinated, sloppy jumping jacks) and they were slower than turtles when they ran (run in place slowly).

The healthy kids (flex muscles, stand tall and smile) wanted to help the lazy kids (slump over, look sad), so they invited them to their house for lunch. They served lots of healthy foods. (Ask for suggestions.) They all had a great time! The healthy kids invited them for lunch and dinner every day for the whole month. Guess what happened? (Ask for ideas.) The healthy kids and the kids from across the street looked and acted exactly the same! Now they all had great posture (stand tall) and now they all had bright eyes and great smiles (smile).

Now they all could swim farther than anyone else (pretend to swim). Now they all could do more jumping jacks than anyone else (do jumping jacks quickly) and now they all could run farther than anyone else (run in place quickly). They were all very happy to be friends and always remembered what they had learned. Can you? (Ask for ideas.)

Application: Encourage the children to be like the healthy children in the story and share what they know about how eating healthy foods helps keep you healthy.

GOING BEYOND

Healthy Food Twenty Questions

Materials: none

What to do: Randomly select a child to pick a healthy food the rest of the group must guess by asking questions that can be answered with a “yes” or a “no.” If desired, limit the number of questions before the food is revealed to the group. If time allows, give each child the opportunity to think of a healthy food.

Application: Encourage the children to ask questions about food groups, tastes (salty, sweet), and smells.

Healthy Plates

Materials: paper plates, crayons, and markers

What to do: Let the children draw their favorite meal on a paper plate using crayons or markers. Encourage them to include something from each food group.

Application: Ask the children to think about the meals they eat at home. Is something from each food usually included?

READING ADVENTURES

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

Cloudy with a Chance of Meatballs, by Judi Barrett

The Berenstain Bears and Too Much Junk Food, by Stan and Jan Berenstain

Stone Soup, by Marcia Brown

Strega Nona, by Tomie dePaola

Gregory, the Terrible Eater, by Mitchell Sharmat
Introducing MyPlate
from *The Big Book of 4-H Cloverbud Activities*
OBJECTIVES
• Increase awareness of our natural surroundings.
• Explore our valuable natural resources.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children become better acquainted with the great outdoors! Give them an opportunity to get involved in hands-on nature experiences, making things from natural items, and playing games outside. Roll up your sleeves and plan on having fun!

LIFE SKILLS
Children develop social skills through the group games and being members of a team. Doing hands-on investigations develops decision-making and critical-thinking skills. Large motor skills are developed through group games. Using pencils and crayons, and manipulating small natural items develop small motor skills and eye-hand coordination.

SUGGESTION
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Grawemeyer, Bonnie Malone, Donna Maruschak, and Barbara Parker-Phares
Revised and adapted by Christy Millhouse
GETTING STARTED

The Magic Can

**Materials:** a coffee can with lid, and natural items such as a feather, pinecone, acorn, rock, leaf, stick, flower, seed, or other small natural objects

**What to do:** Before starting, “secretly” place one of the items in the can and put the lid on. Show the children the magic can. Tell them that there is something special from nature inside and that you would like them to guess what it is. Let them pass the can around. They can shake the can but they may not open it.

Encourage the children to express their guesses in terms of their senses. For example, by saying, “It sounds like . . . ” or “It feels heavy.” Give hints to help the children discover what is in the can. After everyone has made a guess, open the can and remove the item. Praise all guesses (even if incorrect, respond with “I can see why you would think that”). Repeat with a different item. When all of the items have been identified, ask these questions:

- Were we right with all of our guesses?
- Why or why not?
- Did some of the items sound the same when we shook the can but were really very different?
- Can you think of other items from nature that would fit in the magic can?

**Application:** In the version of the game above, children do not see or touch the items. Change the game by placing items inside of a pillow case and allowing children to feel them. They still cannot see them, but now they cannot hear them either. Do they think this is easier or harder?

Nature Color Match

**Materials:** paint color chips (available free at paint or hardware stores) in natural colors (greens, yellows, browns)

**Tip:** Since this activity takes place outdoors, do a safety check of the area before starting. Be sure the area is free from broken glass, poison ivy, or safety hazards.

**What to do:** Talk about all the colors in nature. Point out natural items that are the same color but different shades. Give each child a different color chip and ask them to find three natural items that match the colors on their chip. Caution them not to touch or pick any plants or flowers. After several minutes of exploring, gather the children together and ask them to share their discoveries. Then ask the following questions:

- Was it hard to find exact color matches?
- Did you find more than one kind of thing that was exactly the same color?
- Were you surprised by how many different shades of green, yellow, and brown you found?

**Application:** Ask the children to look around their homes and school. How many of nature’s colors can they find? Look at clothing, books, and even paint on the walls.

Sounds of a Nature Hike

**Materials:** none

**Tip:** The Listening Walk by Paul Showers is a great book to go with this activity.

**What to do:** Explain that you are going on a special kind of hike—a listening hike—and that everyone must be very quiet. Ask the children to listen very carefully and see how many different sounds of nature they can hear. Walk for 5–6 minutes. As you walk, stop occasionally to stand quietly and listen. Stop and gather the children into a group to share what they have heard. Extend the discussion with these questions:

- Did you hear more than one kind of bird? Do you know what kind they were?
- Did you hear the wind? What different ways could you hear it?
- Did you hear any insects? Can you identify them?
- Did you hear anything that was not natural? What was it?

**Application:** Encourage children to stop and listen to the sounds of nature in the coming week. How many different sounds can they identify?

DIGGING DEEPER

Circle of Earth

**Materials:** 36” of string, an index card, and a pencil for each child

**What to do:** Divide the group into teams of two. Give each team a string, index card, and pencil.
Show them how to place their string on the ground in the shape of a circle. Ask the teams to closely examine what is inside their circle of earth and to record or draw what they see on the index card. Encourage the children to work together as a team. After the teams have had an opportunity to examine their circle of earth for at least five minutes, ask them to stop and discuss the following:

- What kinds of things did you find in your circle of earth?
- Did you find natural things as well as man made things?
- Did you find any living things?
- Do you think if you did this investigation during another season that you would find different things?

**Application:** Encourage the children to think about what they might find in a “circle of earth” the next time they go to the beach, help in the garden, or walk by a stream.

**Leaf Rubbings**

**Materials:** paper, crayons (this is a great time to use broken crayons), and a variety of leaves

**What to do:** Explain the two kinds of tree groups—coniferous and deciduous and the shape of a leaf helps identify the tree. See images on page 90.

Most pine trees are conifers. This means they keep their seeds inside cones. They have thin, scale-like needles. Conifers are also evergreens, which means they lose their needles (or leaves) a few at a time throughout the year rather than all in one season.

Deciduous trees drop their leaves in the fall. These trees are also known as broad-leaved trees, which means they have flatter, wider leaves as compared to the thin needles (leaves) of conifers.

Show the children the different kinds of leaves and talk about the kind of tree that each leaf comes from. Point out the shapes and colors. Let the children examine the leaves and feel the veins. Explain that the veins help the leaves get water so they can grow.

Demonstrate how to do a leaf print by placing a leaf on the table, vein side up. Put the paper over it and use the side of a crayon to color over the leaf. Encourage the children to use different leaves and colors, and to overlap the leaves for a special effect.

**Tip** *Tell Me, Tree; Colorful Leaves; and Focus on Trees* are great resources for this activity. See Reading Adventures for resource information.

**Application:** Ask the children about other leaf projects they have done. Can they identify any leaves by name? Share the most common—oak, maple, elm, etc.

**Resources:** forestry.ohiodnr.gov
realtrees4kids.org/threefive/conifers.htm

**Pond Sample**

**Materials:** a pond, newspaper, a large scoop or fish net, a stick, and clear plastic containers to separate the sample

**Tip** Invite extra adults to help with the supervision of the children around the water. Also, several books—including *Pond: One Small Square* by Donald M. Silver; *From Tadpole to Frog* by Kathleen Weidner Zoehfeld; and *Tadpole to Frog* by Melvin and Gilda Berger—are great resources for this activity.

**What to do:** Gather the children close to the edge of the pond. Using the scoop or net, dig out a 4” x 6” sample of the pond bottom. Empty the sample onto a piece of newspaper. Ask the children to gently poke through the sample with a stick to see what they can find. Be prepared for surprises! Water beetles, bugs, frogs, small fish, and other examples of pond life are likely to be a part of your sample. Also look for:

- salamanders
- amphibian eggs or larva
- layers of leaves
- water plants
- algae

Put interesting finds into the plastic containers to examine more closely. Emphasize to the children the importance of returning everything to the pond when your investigation is over. Reinforce the fact that wildlife needs to stay in the wild.

**Application:** Encourage the children to be outdoor explorers whenever they have the opportunity.

**Resources:** Stream Study Data Collection Sheet and Macroinvertebrate Identification montgomeryschoolsmd.org/curriculum/outdoored/programs/residential-stream.aspx
wildlife.ohiodnr.gov/species-and-habitats/species-guide-index

This website contains links to simple information
that might be helpful before teaching this lesson: sciencenetlinks.com/lessons/pond-1-pond-life

LOOKING WITHIN

Nature Scavenger Hunt

Materials: scavenger hunt checklist (on page 91) and a pencil

What to do: Show the children the scavenger hunt checklist. Tell them that they are going on a special kind of scavenger hunt—a nature scavenger hunt. They need to find many items and see them, but they cannot collect the items. When they find an item, they can check it off their lists. Ask the children to work in pairs. Give them the checklists and let the hunt begin! After they have searched for at least five minutes, gather them together and see how many things were discovered.

Application: Ask the children to look for natural items in their own backyard, on a walk around the block, or on a stroll down the road with a friend. How many items can they find?

Natural Images

Materials: construction paper, liquid tempera, pump spray bottle (window cleaner bottle works well), and leaves, sticks, flowers, feathers, or other small natural items

What to do: Help the children collect natural items. Ask them to arrange the items on the paper any way they wish. Demonstrate how to spray the paper with paint; show them how the natural items leave their image. Let each child spray their own natural images!

Tip: Ask the children to make extra examples to use in Lesson 7: Planning a Community Art Exhibit, and Lesson 8: Cloverbud Display.

Application: Encourage children to look for “natural images” around home or school. See if they can find outlines of leaves left on the sidewalk after a rain storm.

BRINGING CLOSURE

Spider Web Game

Materials: ball of yarn

What to do: Ask the children to sit in a circle. Tell them you are going to make a spider web. Start by unraveling several yards of yarn. Tell one thing you saw, liked, or did with nature today. Hold onto the end of the yarn and toss the ball to someone across the circle. Everyone in the circle gets a chance to tell something and toss the yarn to someone. (Make sure they unravel enough yarn and that they hold on to the end of the yarn before tossing it across a person who hasn’t had it yet. This may take some practice.) Encourage a variety of responses by asking them to think of all the activities they did today. Let each child toss the yarn at least twice to make a really great web!

Before asking the children to let go of the web, explain its significance by saying everything in nature is connected.

Application: Another way of ending his activity is to ask a few people at a time to let go of their pieces. As the web falls apart, it symbolizes that everything in nature is interconnected and dependent on other things.

GOING BEYOND

I Spy in Nature

Materials: none

What to do: In this version of the game I Spy, ask the children to take turns picking items from nature. Instead of using color, give hints such as: “I spy something that has wings” or “I spy something that crawls.”

Application: Change the rules of the game by encouraging other ways to describe what they see, such as function, size, whether it can be eaten, etc.

Animal Simon Says

Materials: none

What to do: In this game, all of the actions are animal actions. Try some of these: buzz like a bee, fly like a bird, hop like a bunny, or chirp like a bird. (So that no one has to lose, leave out the part of the game that eliminates poor listeners. Instead, encourage everyone to play again and keep trying).

Application: To add variation and make the game more challenging, alternate slowing down and speeding up the commands and actions; giving nonsense commands, like buzz like a bear; or modeling a behavior other than what you call.
READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

In the Pond, by Cristini Ermanno
Colorful Leaves, by Maria Fleming
Focus On Trees, by Anita Ganeri
Tell Me, Tree, by Gail Gibbons
Over in the Meadow, illustrated by Ezra Jack Keats
Nature’s Hidden World, by Ingrid Selberg
The Listening Hike, by Paul Showers
**Leaves**

*from The Big Book of 4-H Cloverbud Activities*

### Kinds of Leaves

- **Simple leaf** – only 1 blade
- **Compound leaf** – divided into 2 or more leaflets

### Shapes of Leaves

- **Smooth edges**
- **Toothed or jagged edges**

### Leaf Attachment

- **Alternate** – 1 leaf attached at each node and point in different directions
- **Opposite** – leaves attached across from each other
## Nature Scavenger Hunt

*from The Big Book of 4-H Cloverbud Activities*

<table>
<thead>
<tr>
<th>Squirrel or chipmunk</th>
<th>Bird's nest</th>
<th>Spider web</th>
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</thead>
<tbody>
<tr>
<td>Water</td>
<td>Pinecone</td>
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<td>Feather</td>
<td>Worm</td>
<td>Crawling insect</td>
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<td>Ant hill</td>
<td>Flower</td>
<td>Flying insect</td>
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<td>Seeds</td>
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<td>Small bird</td>
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Icons provided by Noun Project contributors Adam Zubin, Bonnie Beach, Cédric Stéphane Touati, Lloyd Humphreys, and Simon Child.
The Problem of Pollution

OBJECTIVES
• Increase awareness of air and water pollution.
• Understand the effects of pollution.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Air and water pollution are serious problems. Help children understand what pollution is, what causes it, and what they can do about it.

LIFE SKILLS
The group discussions and experiments are a good way to develop social skills and decision-making skills. Using crayons and markers can develop fine motor skills, eye-hand coordination, and creativity.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Grawemeyer
Revised and adapted by Christy Millhouse
LEARNING ACTIVITIES

GETTING STARTED

What Is Pollution?

Materials: a globe

What to do: Begin the activity by showing the children the globe and talking about our earth and how important it is to keep the earth clean and healthy. Ask if anyone knows what the word “pollution” means. Generate a discussion by asking these questions:

- What is pollution?
- Can you think of different kinds of pollution? (Water, air, sound.)
- What are some things that might cause water pollution? (Factories dumping waste, tankers running aground.)
- Can you think of things that might cause air pollution? (Exhaust from cars, burning fuel.)
- What are some things that happen because of pollution? (Water is contaminated and fish die; air is dirty, etc.)
- What do you think people can do about these problems?

Application: Encourage the children to look for sources of pollution (or actual pollution) on their way home from the meeting. Ask them to talk to their families about what they see.

The Rain Cycle

Materials: large clear glass baking dish, plastic wrap, rubber band, and boiling water

What to do: Ask the children what they think happens to the rain after it falls. Demonstrate the rain cycle by carefully pouring boiling water into the baking dish. Quickly cover the dish with plastic wrap and secure it with a rubber band. Ask the children to observe what happens as the water evaporates and forms droplets on the plastic wrap. Eventually the droplets fall back down into the dish when they cool. Explain that this is how the rain cycle works on our earth. When it rains, the rain falls, it evaporates, and after a while but eventually dries off. That’s how evaporation works!

How Clean Is Your Rain and Air?

Materials: leaves from trees or plants close to a roadway, clear glass jars or cups, toothbrushes, water, and white coffee filters

What to do: Show the children the leaves. Explain that you want to do an experiment to see how clean the rain and air are where the leaves came from. Give each child several leaves, a cup of water, and a toothbrush. Ask them to gently scrub their leaves in the water. After the leaves have been cleaned, pour the water through a coffee filter. Encourage the children examine the coffee filter. Are there tiny pieces of dirt or a colored residue left on the filter? Ask the children how they think the dirt got there.

Application: Encourage the children to test their rain water at home by collecting it in a bottle and pouring it through a coffee filter. Is it cleaner or dirtier than the water from the leaves?

DIGGING DEEPER

Clean Air Test

Materials: candle, matches, oven-safe baking dish, a potholder, and napkins

What to do: In this experiment, the children are able to observe one of the ways air pollution occurs. Ask the children to sit in a circle. Caution them to stay away from the flame and not try this experiment at home. Light the candle. With the potholder, hold the baking dish over it until it starts to turn black. Blow out the candle. Show the children the bottom of the dish. After it cools, let each child wipe some “pollution” off on a napkin. Explain that air pollution happens every time something burns. Ask them to think of examples by naming things that put smoke or exhaust in the air.

Application: Encourage the children to look for smokestacks or chimneys in industrial areas that put out heavy smoke.

Pollution Scavenger Hunt

Materials: a pencil and a checklist of possible pollutants (on page 95, one per child)

What to do: Give each child a copy of the Pollution Scavenger Hunt page. Take a hike.
outside. See how many items they can find that pollute our environment.

Ask the children if they can find additional pollutants. Emphasize that many kinds of things pollute our environment. Some of these things are necessary to use even though they create pollution (cars, planes, etc.). Scientists and environmentalists are working to find ways to decrease the amount of pollution from cars and other things that burn fuel. Ask the children if they have any ideas about helping decrease the amount of pollution.

Application: Ask the children to think about what they and their families can do at home to help the pollution problem.

LOOKING WITHIN

Oil Spill

Materials: baking dish, cooking oil, a small milk carton, water, paper towels, feathers, and pinecones

What to do: Oil spills can be a serious problem to shorelines and the plants and animals that live near them. Demonstrate how an oil spill happens. Fill the milk carton with cooking oil. This is an “oil tanker.” Put it in the baking pan filled with water. The water represents the ocean. Puncture the “tanker” at the bottom so the oil drains out. What happens? Does the oil mix with the water? Put pinecones and feathers in the water. These represent plants and animals. What happens to them? Instruct the children to try to clean them off with paper towels. Can they be cleaned? Ask the children to imagine thousands of gallons of black oil along a shoreline. What might the consequences be?

Application: Encourage the children to think about what news items in the paper or on television that focus on pollution.

Environmental Diorama

Materials: construction paper, shoe boxes, scissors, glue, crayons or markers, and magazines about outdoors or wildlife

What to do: Help the children appreciate how beautiful our earth is and how important it is to keep it clean. Give each child a shoe box and help them make the inside a beautiful scene from nature. Have them use magazine pictures or draw their own scenery on the paper. Assist them in making the diorama three dimensional. Show them how to make free standing trees or flowers by propping them up with a triangle of folded paper. Stress the importance of keeping our environment clean and beautiful, just like in their dioramas.

Application: Encourage the children to think about what news items in the paper or on television that focus on pollution.

BRINGING CLOSURE

Create a Bumper Sticker

Materials: pieces of white construction paper cut in half lengthwise, and markers

What to do: Encourage the children to be an advocate for the earth! Have them draw pictures or write short messages about keeping the earth clean.

Application: Encourage the children to think about what news items in the paper or on television that focus on pollution.

GOING BEYOND

Ask the children to pretend they are a bee, flower, butterfly, or bird. The environment they live in is slowly becoming more and more polluted. Tell them to imagine that the bee, flower, butterfly, or bird can talk. Ask each child what they would say to the people on earth to convince them to be kinder to the earth and to those many things that live in its environment.

READING ADVENTURES

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

Michael Bird-Boy, by Tomie dePaola
My River, by Shari Halpern
The Wump World, by Bill Peet
Prince William, by Gloria Rand
## Pollution Scavenger Hunt

*from The Big Book of 4-H Cloverbud Activities*

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Icons provided by Noun Project contributors Design GigaSavvy, Edward Boatman, Jaime M. Laurel, Jennifer Helms, Marie Ringeard, and Stan Diers.

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**The Problem of Pollution**
PERSONAL DEVELOPMENT

25 My Feelings

OBJECTIVES
• Become aware of our feelings.
• Understand why we feel the way we do.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Young children experience many different feelings every day. Sometimes it can be overwhelming. Help children to understand that everyone has feelings and those feelings can be expressed in many ways. Help children realize where feelings come from and how to deal with them.

LIFE SKILLS
Social skills and decision-making skills are developed through the discussions and group activities. Large motor skills are developed through role-play while fine motor skills are enhanced through the use of scissors and markers.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit

Authors
Bobbie Grawemeyer and Beverly M. Kelbaugh
Revised and adapted by Candie Glover
LEARNING ACTIVITIES

GETTING STARTED

Exploring Your Feelings

Materials: Four plastic spoons per child, yarn (black, yellow, brown), glue, permanent markers in assorted colors, fabric scraps, and scissors

What to do: Sit with your participants in a circle. Ask them if they know what an emotion is. Discuss these four main emotions: mad, happy, sad, and scared. Talk about each emotion and when they may feel that way.

Pass around four spoons to each participant. Provide time for everyone to decorate their spoons accordingly—one for each emotion. Encourage them to decorate their spoons to look like themselves. After everyone completes their project, you can have the children act out a story using their spoons. Keep in mind that everyone experiences emotions differently—there is no right or wrong.

Application: Ask each child to observe people at school, the grocery store, and the library. Can you guess their emotions based on their facial expressions? Talk about the importance of sharing our emotions and how we may respond.

In or Out

Materials: a small tube of toothpaste and a paper plate

What to do: Sit with your participants in a circle. Ask for a volunteer. Hand them the tube of toothpaste and the paper plate and ask them to squirt the contents onto the plate.

Place the paper plate of toothpaste in the center of the circle. Ask another volunteer to put the toothpaste back in the tube. After a few tries, the children may realize it’s not possible to get all the toothpaste back into the tube.

Take a moment to discuss how this activity relates to our emotions. When we use words that are hurtful or impolite, it is difficult to take them back. Just like the toothpaste, once the words are out, it’s impossible to put them back in. That’s why it’s important to think about what we say to people.

Application: It takes ten compliments to make up for one put-down. Ask children to keep this in mind and practice what they have learned. Provide some examples of put-downs, and ask the children what thoughtful things they might say to reverse it.

Stress Ball Balloons

Materials: Four balloons per child, uncooked rice or beans, a funnel, and permanent markers in assorted colors

Tip: Make sure no one is allergic to latex. This affects what type of balloons you need for this activity—be sure to choose latex-free if someone has an allergy.

What to do: Provide each child with four balloons. Allow them to work in teams to fill and tie their balloons. Adult assistance may be required. Once the balloons are filled, allow the participants to draw faces on each balloon. Although an individual can feel many emotions, most can be grouped into four main ones—mad, sad, happy, and scared. Ask the children to share why they chose the face they drew. Are they feeling sad, happy, mad, or scared right now? What could we say to them to improve a negative emotion?

Application: Discuss the importance of our emotions and how we may show our emotions with facial expressions. How else can we show our emotions? What about body language? Can we express our emotions without words?

DIGGING DEEPER

This is ME

Materials: a large roll of paper (try contacting your local newspaper for end-rolls), and markers or crayons in assorted colors

What to do: How do you see yourself? This is a fun way for young children to represent themselves through a full-body drawing. Have each child lay down on a length of paper just taller than they are and trace their full body. Allow each child to design themselves. Once complete, allow each child to introduce their “ME.”

Application: What makes each of us different? How did they feel when they were talking about themselves?
Can You Think of a Time?

**Materials:** none

**What to do:** Invite the children to sit in a circle. Start the activity by saying that everybody has lots of different feelings and that all feelings are okay. It might not be okay to hit someone when we're feeling angry, but it's okay and even healthy to feel strong emotions sometimes. Go around the circle and ask each child to remember a time when they felt a particular emotion. What happened? What did they do? If a child does not wish to talk, he can pass (be careful to avoid having children feel uncomfortable). Select from the feelings below or add your own.

- Happy
- Proud
- Excited
- Jealous
- Angry
- Sad
- Tired
- Shy
- Bored
- Disappointed
- Frightened
- Frustrated

After each child has a turn, acknowledge how he or she must have felt, e.g., “Sounds like you were really angry,” or “I bet you were excited!”

**Application:** Encourage the children to share their feelings with their families.

Marshmallow Test

**Materials:** bag of marshmallows (allow 2 marshmallows per child)

**What to do:** Place a marshmallow in each person’s hand. Do not provide any instructions. Do not ask questions or answer their questions. Simply smile.

Wait two minutes. What did everyone do with their marshmallows? Did they eat it? Play with it? Throw it at someone? Did they talk with one another to try to problem-solve and figure out what to do with the marshmallows? Observe their behavior. Are they distracting themselves or removing the temptation to eat it?

Once the two minutes are up, talk to them about temptation (the strong urge or desire to have or do something). Did anyone resist temptation by distracting themselves? Did anyone remove the temptation to eat the marshmallow by hiding it? How many ate it? How did this make them feel? Once you have had an open discussion about the importance of resisting temptation, pass out a second marshmallow and allow everyone to enjoy a fun snack.

**Application:** Encourage the children to identify for themselves a few good ways to avoid temptation. Remembering them might come in handy some time!

Don’t POP the Bubbles

**Materials:** bubble liquid and bubble blowers

This activity is similar to the Marshmallow Test mentioned above. However, instead of food, you are using bubbles.

**What to do:** Blow bubbles near the children and then have the following discussion:

What happens when somebody blows bubbles close by? Most of us want to pop them. What happens when you do this with a group of individuals and ask them NOT to pop them? How does that make them feel? Is it difficult to resist temptation (the strong urge or desire to have or do something)?

What type of impact do the children have on each other? Can they influence one another? When you are blowing bubbles and you ask the children not to pop them, what facial expressions are you seeing? This is a great time to revisit the discussion about emotions and how different situations may change our emotions.

**Application:** Extend the discussion by asking the children to think about how their own behavior affects others.

LOOKING WITHIN

Body Talk

**Materials:** none

**What to do:** Explain to the children that we can communicate without even talking. Body talk or body language is how we look at people, our expressions, our posture, and even how we move. People can tell a lot about us before we even open our mouths! Emphasize that our whole body, as well as our faces communicate things to others.

Invite the children to use body language to communicate the following:
I’m hungry.
I’m thirsty.
I’m afraid of you.
I’m very sad, my dog ran away.
I just won a trip to Disney World.
I just got yelled at by my teacher.
I think I’m very important.
I just woke up.
I would like to be left alone.
I want to make you feel better.
I’m very frustrated.
I’m “hopping” mad.

Application: Ask the children to look for examples of body talk at home or school.

Show Your Feelings—in Art!
Materials: drawing paper and crayons or markers
What to do: Encourage the children to draw a picture of a time they felt a very strong emotion. Let them choose any emotion they wish. Let them dictate a sentence to you about the picture. Write the dictation across the bottom of the page. Let each child share their picture with the group if they would like to.
Application: Encourage the children to express their feelings through writing and drawing.

Family Collage
Materials: magazines, glue sticks, scissors, and one poster board per child (can be a half board)
When you ask a child about their family, you may encounter a vast assortment of responses based on the type of family they are a part of, who they live with, if they have pets, if they travel, life experiences, etc. Most children love to tell stories!
What to do: By creating a family collage, we allow children to find pictures and words in magazines, cut them out, and glue them onto a poster board to represent their family. Once complete, invite everyone to present their poster to the group so they may share stories and talk about the people that mean the most to them. Encourage teamwork if you have siblings in your group. Prior to doing this activity, volunteers may want to have an example of their own family. Share with the group why you chose the photos and words you did and how they make you happy.
Application: Encourage the children to express their feelings through writing and drawing.

BRINGING CLOSURE
What Makes You Feel Good?
Materials: a cotton ball for each child, and a shoe box labeled “WARM FUZZIES”
What to do: Ask if anyone has ever heard of “warm fuzzies.” Explain that warm fuzzies are anything that makes you feel good. It could be a compliment from a teacher or a hug from your mom. Lots of different things can make us feel good. Give a cotton ball to each child. Put the shoe box labeled “WARM FUZZIES” in the middle of the floor. Go around the circle and ask each child to tell about one thing that is a “warm fuzzy” to them. Have each child put their cotton ball in the box after they share their “warm fuzzy” with the group.
Application: Ask the children to think of ways to give “warm fuzzies” to others.

GOING BEYOND
Ask the children to role-play the following situations. Talk about how each child felt after they finished each situation.
• A child excitedly tells the other he has a new baby brother.
• A child tells another, “You can’t play with us. You’re too bossy!”
• A child apologizes to another child for breaking his favorite toy.
• Two friends say good-bye for the last time because one is moving far away.
• Two friends find a dollar on the ground at the same time.

READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.
My Mouth is a Volcano, by Julia Cook
Emily Umily, by Kathy Corrigan
There’s a Nightmare in My Closet, by Mercer Mayer
Stand in My Shoes, by Bob Somson
The Lady Who Saw the Good Side of Everything, by Pat Decker Tapio
PERSONAL DEVELOPMENT

26 Experiencing Disabilities

OBJECTIVES
• Appreciate what it is like to have a disability.
• Develop a positive attitude towards individuals with disabilities.
• Realize that people with disabilities are more “alike” than “different” from us.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Every day children encounter people with various disabilities. Help them develop a positive attitude towards these conditions by temporarily experiencing them for themselves. Encourage the group to find out what it’s like to be blind, deaf, and physically disabled. Encourage a feeling of respect and admiration rather than sympathy; emphasize that people with disabilities can do more things than they can’t do.

LIFE SKILLS
The group games, discussions, and role-playing activities help develop social and decision-making skills. Eye-hand coordination and large motor skills are developed by participation in the exercises.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Grawemeyer, Bonnie Malone, and Donna Maruschak
Revised and adapted by Candie Glover
LEARNING ACTIVITIES

GETTING STARTED

Experiencing Blindness

Materials: eyeglasses, a bag of common objects (spoon, pencil, paper clip, etc.), and three underwater face masks or goggles

Tip: Prepare the masks or goggles prior to the activity. Leave one as it is, cover one with wax paper, and cover the third with black construction paper.

What to do: Show the children the eyeglasses. Ask if they know what they are for and if they know anyone that has them. Pass the glasses around and ask if they can think of other things that help our vision (binoculars, contact lenses, a magnifying glass, etc.). Explain that some people cannot see well enough to read, or to even see faces. People who can’t see are blind. Introduce the goggles to the group and invite the children to try to identify objects by looking through each pair of goggles. When the children discover they have no vision with the black goggles, ask them if they can identify the objects they feel. Explain that this is how people who are blind are able to do many things. Encourage each child to experience the varying degrees of blindness and then discuss these questions:

• What could you see when you looked out of the goggles with wax paper on them?
• Do you think you could get dressed, eat, and go to school if your vision was like that? How did it feel when you had the black goggles on?
• What do you think you would have to do differently if you were blind?

Application: Encourage the children to be aware of people with blindness in their community. What kinds of things do they have to help them? Do they have white canes or a guide dog?

What is Braille?

Materials: book printed in Braille (check the local library, community agencies for the blind, or borrow one from a friend who is blind), paper, glue, dried peas, and Braille alphabet cards (Visit the National Braille Press website [nbp.org] and click All About Braille, then click the Free Braille Alphabet Cards link in the navigation bar on the left.)

What to do: Show the children the Braille book. Give each child an alphabet card. Explain that people who are blind can read by feeling the raised dots. Encourage them to feel the raised dots and trace the letters of their name. Pass out the paper, glue, and dried peas. Invite the children to use their charts to create their names or a special message in Braille.

Application: Ask the children to look for examples of Braille signs in their community.

Walk with Me

Materials: chairs and tables or other furniture arranged in an unfamiliar pattern

What to do: Demonstrate to the children how to correctly guide a person who is blind when walking (the blind person holds onto the sighted person by linking arms and holding onto the sighted person’s lower arm). Ask for a volunteer. Ask the volunteer to close their eyes (blindfolds are not recommended) and pretend they cannot see.

Walk around the room carefully, describing to the child where things are located and if you see steps or other obstacles. Let the children be a sighted guide for a friend who is “blind” and then reverse the roles. Caution them to be very careful and to carefully guide their friend through the maze of furniture. After each child has had an opportunity to experience both roles, ask these questions:

• How did it feel to be guided?
• Did you trust your sighted guide?
• Did you ever open your eyes?
• Was it difficult to be the guide?

Application: Ask the children to look for special traffic signals in their community that are designed to make it safer for people who are blind to cross the street.

DIGGING DEEPER

Smelling Scents with Your Senses

Materials: cotton balls, a pin or needle, 5–10 paper bags, and essential oils or items with recognizable scents (garlic, grass, cinnamon, vanilla, cucumber, peppermint, lemon, baby powder, lavender, coffee, orange)
Prior to the meeting, prepare the scent bags. Place a cotton ball that has been sprinkled with an essential oil into a paper bag and seal closed. Poke several holes into the bag using a pin or needle. Do this for each scent.

This particular activity talks about the sense of smell.

**What to do:** Have everyone sit in a circle. Take a moment to talk about our five senses (taste, smell, sight, touch, and sound). How important are they to our daily lives? How would we handle situations if we lost our senses?

One at a time, pass around the bags and ask everyone to squeeze the bag gently and take a whiff. What do they smell?

Because they cannot see what they are smelling, does it make it more difficult?

**Application:** How else do we use our senses? Why are they important? Is the inability to smell a disability? Why or why not?

### Invisible Disabilities

**Materials:** pencils, paper, and pictures of individuals with disabilities (visible and nonvisible)

**What to do:** In front of the group, say the word “disability.” Ask the participants to write down (or say) five words that come to their mind.

Are those words physical traits? Do they express limitations? Are they positive or negative?

Now, show the group a variety of photos that represent disabilities—both visible and invisible.

Repeat the exercise by writing down five words that represent a disability.

Have those words changed?

**Application:** Before we know about somebody’s situation, we might make assumptions. Have you ever looked at someone and wondered if something was wrong with them, then found out that person had a disability? How can we be more understanding to others and not pass judgment?

### Communicating with Sign Language

**Materials:** an American Sign Language (ASL) alphabet chart (on page 130), pattern for “I Love You” in ASL (on page 131, one per child), and markers or crayons

Sign Language is used to communicate with people who cannot hear. American Sign Language is only one version. Other cultures and countries have other versions, including International Sign Language.

**What to do:** Signs exist for most words and each letter of the alphabet has a hand formation for finger spelling names or uncommon words. Show the children how to sign the letters of the alphabet using the chart. Help them finger spell their names. Show them the sign for “I love you.” Give each child an outline of the sign to decorate.

**Application:** Ask the children to share their new sign with their families.
Wheelchair Mobility

Materials: a borrowed wheelchair

What to do: Ask the children if they know anyone who has a wheelchair or if they have ever seen anyone use one. Sit in the wheelchair and demonstrate how to go forward, backward, turn corners, and lock the brakes. Ask if they can think of types of disabilities that would make a wheelchair necessary. Let the children take turns maneuvering the wheelchair. Encourage them to try it in the following places:

• Entering or exiting the building
• Sitting at a table
• Maneuvering around furniture
• Going down a hall and around corners
• Using the restroom
• Using a drinking fountain

Ask them to think about things people who use wheelchairs have to deal with every day. How would their lives be different if they used a wheelchair? What changes at home and school would have to be made?

Application: Ask the children to look in their community for examples of “wheelchair accessibility.”

BRINGING CLOSURE

What We Can Do!

Materials: none

What to do: Ask the children to sit in a circle and think about the different disabilities they have experienced. Go around the circle and ask someone to name one thing they could not do if they had a particular disability. Then, ask them to think of two things they could do. For example, “If I were blind, I could not watch a movie, but I could listen to music and dance.” Ask each child the same thing, rotating the type of disability.

Application: Encourage the children to look at people with disabilities and focus on what they can do, not on what they can’t.

Song “Head, Shoulders, Knees, and Toes”

Materials: none

What to do: Use this old favorite song as a challenge. Sing it through once regularly. Sing it a second time with eyes closed. The third time, don’t sing it but do the actions. Also try doing the song at different speeds, starting out slow and getting faster and faster.

Head, Shoulders, Knees, and Toes

(Touch each body part as you sing its name)

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

Eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

Application: Encourage the children to share this song with friends and family members.

GOING BEYOND

Handicapped-Accessible Scavenger Hunt

Materials: public place with handicapped-accessible signs, parking spaces, etc.

What to do: Take the children through a public building, school, restaurant or shopping center, or have them think of places where they have seen examples of handicapped accessibility, such as:

• Ramps
• Handicapped-accessible parking spaces
• Automatic door openers
• Handicapped-accessible restrooms
• Handicapped-accessible license plates or identification in cars
• Special spaces for wheelchairs in movie theaters or churches

Are there places in the community where a person in a wheelchair could not go? Where are they? What kinds of barriers are there for wheelchairs?

Application: Encourage the children to look for handicapped-accessible places everywhere they go.
READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*Sign Language ABC with Linda Bove*, by Linda Bove

*The Special Raccoon*, by Kim Carlisle

*A Button in Her Ear*, by Ada B. Litchfield

*Roly Goes Exploring*, by Phillip Newth

*Our Teacher’s in a Wheelchair*, by Mary E. Powers

*My Favorite Place*, by Susan Sargent

*HandiCAPABLE*, by Lisa Weldon
American Sign Language Alphabet
from The Big Book of 4-H Cloverbud Activities

Icons provided by Noun Project contributor Till Teenck.
“I Love You” from *The Big Book of 4-H Cloverbud Activities*
Heart to Heart: Celebrating Valentine’s Day with Senior Living Center Residents

OBJECTIVES
• Learn the value of giving to others.
• Explore the importance of being actively involved in the community.
• Understand the process of planning an activity for others.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children learn the value of community service by planning a Valentine’s Day party for residents of a local senior living center or convalescent center. Perhaps a 4-H member has a grandparent or friend in the center who would welcome young visitors. Singing a few songs, making a valentine together, sharing a valentine treat, and leaving a special valentine gift or favor are all activities that would be appreciated by residents in a senior living center. Check with the center director or activities coordinator to determine what else residents might enjoy.

SUGGESTIONS
• Prior to visiting the senior living center, help the children prepare the refreshments and favors. Prepare the children for the visit by practicing the songs and finger play ahead of time; giving them the schedule of planned activities; and teaching them what to expect from the residents.
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Cloverbuds can show they care even if they cannot visit a senior living center. Adapt this activity by delivering cards and treats and a recording of messages and songs.

Authors
Bobbie Grawemeyer
Revised and adapted by Rhonda Williams
LIFE SKILLS
Children learn social skills by working together in planning and setting up the party. Decision-making skills are used by deciding what to include, how to present it, and who is responsible for each job. Activities enhance self-esteem and community awareness through club identity. Decorating cookies and making valentines develop fine motor skills. Large motor skills are developed by setting up for the party and participating in the motions to the songs.

LEARNING ACTIVITIES

GETTING STARTED

Making Valentine Favors

Materials: chocolate candy “kisses,” red or pink tissue paper cut into 8” squares, and white curling ribbon cut in 18” lengths

Tip: Do these activities prior to visiting the senior living center.

What to do: Talk about doing kind and thoughtful things for others. Ask if the children can think of anything kind and thoughtful that has been done for them lately. What was it? Who did it? Explain that you are going to do something nice for someone—you are going to make party favors for residents of a senior living center. Show them how to take several pieces of candy and place them in the center of two pieces of tissue paper (one piece is too thin). Gather the edges up and tie with lengths of curling ribbon. Have an adult curl the ends of the ribbon. Let the children decorate the little packages with stickers. Carefully tuck them into a box or bag and store them in a cool place until you need them.

Application: Ask children to think of kind and thoughtful things they can do at home for their parents and siblings.

Decorating Sugar Cookies

Materials: several dozen heart-shaped sugar cookies (baked ahead), white frosting, red food coloring, red decorator sugar, mixing bowl, spatula, wax paper, plastic knives, and an airtight container or airtight sealable plastic bags

What to do: Ask the children to wash their hands before beginning. Show the children the icing. Have them help you empty the container into the bowl. Ask if anyone has ever colored icing before. Let them decide how many drops of food coloring to put in. Count out loud as you put the drops in.

Before icing the cookies, ask the children to remember to keep their hands clean. Ask how they think they can do this. Remind them to keep their hands out of their mouths. Tell the children they can ice a cookie for themselves after the rest are done. Give each child a piece of wax paper that measures approximately 18”, several cookies, and a plastic knife. Drop several spoonfuls of icing on the corner of their paper and let them ice the cookies. Let them sprinkle red decorator sugar lightly on the iced cookies.

Application: Carefully package the cookies and save them for your visit to the senior living center. Let the children prepare a cookie for themselves—and for you! Enjoy!

DIGGING DEEPER

On-Site Party Preparations/Clean-Up

Materials: table for refreshments with tablecloth, cookies, punch, cups and napkins; table for making valentines; precut construction paper pop-ups, any required permission slips (ask your 4-H Extension educator)

Tip: Make sure enough adults are available. One adult for every four children is a good ratio for field trips.

What to do: Help the children plan ahead for getting ready and cleaning up after the party is over. Give them the responsibility of making a list of what’s needed and making sure it is packed. Let them decide who should do each job necessary to set up the refreshment table and valentine-making table. Let them also decide who needs to help with the cleanup.

Making Pop-Up Valentines

Materials: scissors; valentine stickers; markers; pop-up valentine pattern (on page 151); red, white, and pink construction paper; and any required permission slips (ask your 4-H Extension educator)
**CITIZENSHIP AND CIVIC EDUCATION**

**Heart to Heart**

**Tip:** To save time, an adult can precut and fold the valentines. Also, make sure enough adults are available. One adult for every four children is a good ratio for field trips.

**What to do:** Encourage the children to make valentines with a special senior friend. Pair each child with a resident.

Show them how to fold their valentines. Let them decorate it with stickers and markers. Help the children personalize the valentine for their senior friend with a message and their signature. When they are finished, have them present their valentine to their new friend.

**Application:** Ask the children to think of someone they could make a special valentine for at home or in their neighborhood.

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**LOOKING WITHIN**

**Song “I’m a Little Valentine”**

**Materials:** none

**What to do:** Gather the children into a group to sing a song or songs for the residents. Invite everyone to join along if they wish. Here is one suggestion:

*I’m a Little Valentine*  
*(Sung to the tune of “I’m a Little Teapot.”)*  
I’m a little valentine,  
*(cup hands to make a heart)*  
All white and red.  
I’m covered with hearts  
*(point to several places on flat palm)*  
From my toes to my head.  
*(touch toes, then head)*  
I’m made with bits of ribbon  
*(tie a bow)*  
And lots of glue.  
*(use fingers to “spread glue” on opposite palm)*  
And I have a secret message  
*(hold finger to lips)*  
That says “I love you!”  
*(cross arms over chest)*

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**BRINGING CLOSURE**

**How Did It Go?**

**Materials:** none

**What to do:** Ask the children to think about the success of the valentine party.

- Was it what you expected?
- Did things run smoothly?
- Why or why not?
- Would you make any changes if you did it again?
- Did you learn anything from the experience? What?
- Would you do it again?

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**GOING BEYOND**

**Future Ideas**

**Materials:** none

**What to do:** Ask the children to think about other occasions for parties at senior living centers. What are the occasions? What activities could they do?

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**READING ADVENTURES**

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*The Night Before Valentine’s Day*, by Natasha Wing  
*The Biggest Valentine Ever*, by Steven Kroll  
*Somebody Loves You, Mr. Hatch*, by Eileen Spinelli
Pop-Up Valentine
from *The Big Book of 4-H Cloverbud Activities*
Food Drive: Jumping Jack-athon

OBJECTIVES
• Develop a caring attitude towards the needs of the community.
• Appreciate the value of sharing with others.
• Understand the value of working as a team toward a common goal.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help develop a sense of responsibility and an attitude of caring by sponsoring a Jumping Jack-athon to collect canned goods for a local food pantry. Have the Cloverbuds ask parents, other family members, friends, and neighbors for pledges of canned goods or other nonperishable items for completing a given amount of jumping jacks. Plan to have the Jumping Jack-athon at a regular Cloverbud meeting. Invite parents to help count and complete the pledge forms.

LIFE SKILLS
Social skills are developed by working together as a group, and planning and carrying out the Jumping Jack-athon. Activities enhance self-esteem and community awareness through club identity. Large motor skills are developed by doing the jumping jacks. Fine motor skills and eye-hand coordination are developed by making thank-you notes.

Suggestions
• Use this lesson in conjunction with Lesson 13: Fitness Is Fun. This lesson involves more than one meeting.
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.
PREPARING AHEAD OF TIME

Explain to the children that not all families in their community are as fortunate as they are. Some families don’t always have good, healthy things to eat, and a few children may even go to bed hungry some nights. Introduce the idea of a Jumping Jack-athon. Explain to the group that for every 25 (or 50 or 100) jumping jacks the children can do within 15 minutes, people can pledge, or promise, to donate one can of food from their cupboard. Show the children the pledge sheet and explain how it works. Ask them to approach family, friends, and neighbors, but discourage having them go door to door. Plan your Jumping Jack-athon for the next meeting and invite parents to help count and tally jumping jacks. Don’t forget to remind the children to wear comfortable shoes!

LEARNING ACTIVITIES

GETTING STARTED

Warming Up with Songs
Materials: none
What to do: Get started by singing some active songs. Here are a few suggestions:
Bingo (for fun, substitute “Jumpy” for “Bingo”)
Head, Shoulders, Knees, and Toes

DIGGING DEEPER

On Your Mark, Get Set, Go: Doing Jumping Jacks
Materials: music playing device, music to jump with, an adult to lead the counting, water, and a light snack
What to do: Have the children spread out; making sure everyone has plenty of space to jump. Explain that everyone will jump and count together. Do 25–50 jumping jacks at a time, stopping to rest and to record the jumps on each child’s pledge form. After 15 minutes, stop the Jumping Jack-athon and have the children cool down by running slowly in place for a minute or so. Praise them for their efforts! Give everyone water and a light snack; caution them to eat and drink slowly.

LOOKING WITHIN

Making Thank-You Notes for Donors
Materials: construction paper, markers, and stickers or stamps of food items
What to do: Explain the importance of thanking people for helping make the Jumping Jack-athon a success. Help the children make simple thank-you cards by writing the words “Thank You” and their signature on a 4” x 6” piece of construction paper. Encourage them to decorate the card with stickers and markers. Let them take them home and distribute them when they make their collections.
Application: Ask the children to think of times they have received thank-you notes from others.

BRINGING CLOSURE

Grocery Store Alphabet Game
Materials: none
What to do: Play this memory game to end the meeting. Have the children sit in a circle and pretend they are collecting their food donations. The first child thinks of a food that starts with the letter “A,” the second child thinks of a food starting with “B,” and so on around the circle. After they have completed the alphabet, test their memories by going through the alphabet again to see if they can remember each food.
Application: Ask the children to look for examples of these foods as they make their canned goods collections.

GOING BEYOND

Collecting Food Donations
(This activity is completed by the children at home after the Jumping Jack-athon.)
Materials: pledge sheet, grocery bags, thank-you notes, and an adult helper
What to do: Instruct the children to call their donors from home to let them know what they “owe,” and to ask when it would be convenient to pick up the food. Encourage them to take an
adult along to help with the collections. Be sure
to hand a thank-you note to each donor. Store
the food in a grocery or garbage bag until the
next meeting.

**Delivering the Food to the Food Pantry**

*(This activity may be done as part of the next meeting.)*

**Materials:** grocery bags of food and an adult helper

**What to do:** Make arrangements for the children to deliver the food themselves. Enlist the help of parents to transport the group and the food. If possible, ask for a tour or a brief presentation about the food pantry.
4-H CLOVERBUD JUMPING JACK-ATHON
from *The Big Book of 4-H Cloverbud Activities*

Help keep the hungry fed in our community by making a pledge of canned goods to help stock our local food pantry. The Cloverbuds are asking for a donation of any amount of canned food or nonperishable food items for every set of _____ jumping jacks they complete within 15 minutes. (A limit may be set on the total amount of cans you donate if you wish.) We plan on jumping on ___________________.

Please open your hearts and cupboards and help us have a great Jumping Jack-athon!

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Number per set of Jumping Jacks</th>
<th>Total Not to Exceed This Amount</th>
<th>Total Sets Jumped</th>
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Grand Total
Managing Time

OBJECTIVES
- Understand relative values of time such as minute, afternoon, and week, among others.
- Learn how to use time wisely.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Although younger children do not all have skills in telling time yet, they can learn and understand basic temporal concepts such as the ways in which people spend time, relative values of time (hours, days, etc.), the idea of procrastination, and the importance of using time wisely. Help children strengthen these concepts through the following activities and games.

LIFE SKILLS
Social skills are developed through group games and discussions. Decision-making opportunities are provided by the Procrastination! game. Large motor skills are developed by playing group games and singing the action song. Fine motor skills are practiced in the Shoe Scramble game and in using scissors and markers.

SUGGESTIONS
- Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
- Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Gravemeyer
Revised and adapted by Brittany Mendez
LEARNING ACTIVITIES

Getting Started

Let’s Talk About Time

**Materials:** bag or box with various time-related items inside such as a watch, a kitchen timer, clock, stopwatch, alarm clock, clock radio, calendar, and cell phone

**What to do:** Gather the children in a circle. Show them one item at a time. Ask them what each is, what it is used for and how it is used. Ask them what all the items have in common. Point out that each of these items help people in some way to keep track of time. Ask what kinds of “time keepers” they have at home.

**Application:** Ask the children to look around their homes and see how many “time keepers” they can find.

How Do You Spend Time?

**Materials:** a large sheet of paper and marker, or a chalkboard and chalk

**What to do:** Ask each child to think about how they spend their time. Go around the circle and ask each child to tell one way they spend time. Record each suggestion. Ask open ended questions, if needed, to have them list sleeping, eating, chores, and school. When the list is completed, have the children categorize each item as either a “have to do” (put an “H” beside it), “need to do” (put an “N” beside it), or “it’s my choice” (put a “C” beside it). Have them look at the list again. Which category has the most examples? Look at the items that are choices. Count how many are active compared to not active. Point out that every day has the same amount of hours in it and that it’s important to make each minute and hour count.

**Application:** Encourage the children to look at a clock at home or school and try to associate it with specific times such as lunchtime, bedtime, or time for a favorite television program.

Be a One-Minute Manager

**Materials:** a stopwatch and several different items that are commonly part of children’s “chores,” such as towels to fold, flatware to sort, pet dish to fill, and dirty laundry to put in the hamper

**What to do:** Set up several “work” stations with the items listed above (or others of your choice). The purpose of the activity is to illustrate to children how little time (less than a minute!) most small chores take. Let the children take turns timing each other on the jobs. Point out to the children that lots of things they are asked to do don’t take much time at all; putting the job off and worrying about it is what consumes time. The sooner the job gets done, the sooner they can do what they would like!

**Application:** Ask the children to be aware of chores they do at home and pay attention to how long they really take.

Tick, Tock—Where’s That Clock?

**Materials:** a wind-up clock or kitchen timer that ticks loudly

**What to do:** Wind up the clock so that it is ticking. Select one child to hide the clock while the others wait outside. The clock does not have to be visible. Let the children try to find the clock simply by using their ears. The first person to find the clock gets to hide it for the next game.

**Application:** Ask the children to listen for other examples of clocks, at home, school, and in the community. What other noises can clocks make?

DIGGING DEEPER

Paper Plate Clocks

**Materials:** large paper plates, construction paper “hands” (long and short), markers or crayons, paper fasteners (such as brads), and an example of a clock face with regular numerals

**What to do:** Give each child a plate, a long and a short hand, a paper fastener, and markers or crayons. Ask them to write the numbers on the “face of the clock,” helping them as needed. Encourage them to decorate their clock with the markers. Help the children attach the hands with the paper fastener. Briefly demonstrate how the short hand indicates the hour and the long hand indicates the minutes. Ask them to make their clocks show various times, such as when school is out, or when the Cloverbud meeting begins.

**Application:** Encourage the children to look at how their parents spend their time. How much of their time is spent on others?

Shoe Scramble

**Materials:** each child’s shoes and a stop watch or second hand on a clock
**What to do:** Ask each child to take their shoes off and put them in a pile in the center of the floor. Mix the shoes up. Ask them to find their own shoes and put them back on. Time how long it takes. Record the time. Repeat the activity, timing it again. This time should not take quite as long. Why? Because the second time the children knew what was expected and they have what is known as “experience.” Talk about the time saved and ask why they think it took less time the second time. Emphasize that time usually can be saved or “trimmed” with practice and with knowing what to expect.

**Application:** Ask the children to think of things their parents can do much faster and/or better than they can. Remind them that their parents have had a lot more opportunities to practice!

**LOOKING WITHIN**

**Procrastination!—The Game**

**Materials:** procrastination cards (on page 178) and index cards (optional)

**Tip:** You can copy the procrastination cards or write them out onto index cards.

**What to do:** Invite the children to play a game of Procrastination! Ask if anyone knows what this big word means. Explain, if needed, that procrastination is putting things off, mostly jobs or chores we’d rather not do, until later. It is the opposite of doing something when needed, or “keeping up.” Discuss the phrase, “never put off until tomorrow what you can do today.” Shuffle the cards and read one at a time asking a child to decide whether or not the activity written on the card is an example of procrastination or not. Make two piles in the center of the floor, one for “PROCRASTINATION” and one for “KEEPING UP.” Have each child take a turn to decide where a card goes.

**Application:** Ask the children to be aware of how many opportunities they have at home this week to “keep up.”

**Song “Now It’s Time To…”**

**Materials:** a paper plate clock with moveable hands

**What to do:** Gather the children in a circle. Explain that each person needs to think of something he or she does during the day or evening. Put the hands at 7:00 and ask a child “What do you do at 7:00 in the morning?” Sing the following song, adding appropriate actions.

**Now It’s Time To**

*(Sung to the tune of “Mulberry Bush.”)*

Now it’s time to get out of bed, *(stretch)*

Get out of bed, get out of bed. *(stretch)*

Now it’s time to get out of bed,

So early in the morning.

Move the hands on the clock to 8:00 and ask the next child what he does then. Sing the song and do appropriate actions. Continue around the clock and circle until each child has had a turn.

**Application:** Ask the children to think of what they are doing at specific times during the day.

**BRINGING CLOSURE**

**Free Time—What Would You Do?**

**Materials:** none

**What to do:** Ask each child to think of how they would spend an afternoon if they could choose any leisure time activity they wanted. Ask them how long they would like to do their activity and who they would do it with. Talk about how others spend free time. Does it necessarily have to cost money to use free time? What kinds of things could they do at home in their room with a block of free time?

**GOING BEYOND**

Encourage the children to enlist the help of their parents in recording how their time is spent. See how many of their activities are “have to,” “need to,” and “their choice.”

**READING ADVENTURES**

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*Every Kid’s Guide to Using Time Wisely*, by Joy Berry

*The Grouchy Ladybug*, by Eric Carle

*The Man Who Tried To Save Time*, by Phyllis Kasilovsky
**Procrastination!—The Game**  
*from The Big Book of 4-H Cloverbud Activities*

<table>
<thead>
<tr>
<th>You promise to feed the dog later, after you play with your friends.</th>
<th>You do your job of folding the laundry before watching cartoons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You feed the dog as soon as you are asked.</td>
<td>You tell your brother you will help him after school but decide to walk the dog instead.</td>
</tr>
<tr>
<td>You forget to clean your room when you are invited to visit a friend.</td>
<td>You put your clothes in the hamper before going outside to play.</td>
</tr>
<tr>
<td>You put your toys away before getting new ones out.</td>
<td>You tell your mother you can’t help with the laundry right now but you’ll do it later.</td>
</tr>
<tr>
<td>You promise yourself you will practice the piano as soon as your favorite TV show is over.</td>
<td>You make your bed before you play with your baseball cards.</td>
</tr>
<tr>
<td>You practice the piano before playing with friends.</td>
<td>You play with baseball cards instead of making your bed.</td>
</tr>
<tr>
<td>You agree to clean up your toys as soon as your friends leave, but you remember you have homework to do.</td>
<td>You clean up your toys before you do your homework.</td>
</tr>
</tbody>
</table>
38 Be Smart with Money

OBJECTIVES
• Explore the importance of good money management.
• Understand the importance of saving.
• Learn to make wise consumer choices.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Children are exposed to money and spending every day. Help them develop an appreciation of where money comes from, how to know the difference between wanting and needing something, making good spending choices, and the importance of saving money.

LIFE SKILLS
The group games, discussions, and role-playing activities help develop social and decision-making skills. Eye-hand coordination and fine motor skills are developed by the use of scissors and markers.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props. Using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Grawemeyer and Cindy Bond-Zielinski
Revised and adapted by Brittany Mendez
LEARNING ACTIVITIES

GETTING STARTED
Money—Where It Comes From, Where It Goes

Materials: large piece of construction paper or poster board, 3” x 5” index cards, and a marker

What to do: Ask the children to think about how they each use money. Make a list on the poster board of how the children get their own, personal spending money (allowance, jobs, parents, gifts, etc.). Ask the children to think about how they spend money. Have each child think of at least one thing they or their parents have used money for. Write each suggestion on a 3” x 5” index card in big letters. Encourage children to think of things no one else has mentioned yet. If they have trouble, ask them to think of school items, clothing, fast food, or entertainment expenses. If the idea of a savings account is not brought up, suggest it and put it on a card. Save the cards for the next activity.

Application: Ask the children to think of where their parents get money. Many will say “from the bank.” Explain that people must earn money first. Ask the children to think of all the expenses adults have. What are some of them?

Needs and Wants

Materials: 3” x 5” index cards with items children commonly purchase or items their parents purchase for them

What to do: Ask the children to come up with a working definition of the words “want” and “need.” Get started by having them complete the phrase, “A need is something you...” and “A want is something you...” Be sure they understand that needs are “must haves” (to live and be healthy), and wants are extras, or things people have or use to enjoy. Reinforce the idea of a “want” by asking, “Could you live without it?” Take the cards on which the children have listed items they commonly purchase. Go through the cards and ask the children to decide which are “wants” and which are “needs.” Make a pile for each. If one pile has many more than the other, ask the children to think of additional examples to even the piles out. Talk about the following:

• Which is a want and which is a need: candy bar or milk; groceries or going to a movie; a toy or shoes?
• What kinds of purchases should people make first, needs or wants? Why?

What happens when money is spent on wants and there is none left for needs? Do you think saving money in a savings account is a need or a want?

• How do you think your parents make decisions about wants and needs?

Application: Have the children look at things in their homes. Which things are wants and which are needs?

Needs and Wants Collage

Materials: construction paper, glue, markers, scissors, catalogs, grocery store ads, toy store ads, and discount store ads

What to do: Give each child a piece of paper. Help them divide the paper in half and write “NEEDS” at the top of one half and “WANTS” on the top of the other half. Let them cut out items and decide where to glue them.

Application: Encourage the children to be aware of television advertising. Ask them to decide if items advertised are needs or wants.

DIGGING DEEPER
What Are Advertisements?

Materials: newspaper and magazine ads

What to do: Show the children examples of advertisements. Ask if they know why things are advertised. Explain that ads, which include commercials on radio and television, are made to get people to buy products. Ask the children if they can think of specific examples of the following kinds of ads:

• Newspaper
• Magazine
• Outdoor advertising (billboards)
• Radio
• Television
• Online

See if they can remember actual brands advertised. Ask if anyone can name a specific commercial. Is the item advertised a need or a want?
**Application:** Encourage children to be aware of the variety of ways products are advertised. How many can they count in one day?

**Make Your Own Commercial**

**Materials:** none

**What to do:** Divide the group into teams of 3–4. Invite the children to make up a commercial to sell a new product. Ask them to include these ideas in their commercial:
- Name of product
- What it’s for or what it does
- Why the viewing audience “needs” one
- Cost

Share the commercials with the group. Were the ads effective? What kinds of things make ads appealing?

**Application:** Encourage the children to pay attention to television advertising. In what ways do commercials try to convince the viewers to spend money on the advertised products?

**Product Comparisons: Taste Test**

**Materials:** a name brand cereal and a similar generic brand, blindfold, paper, and a pencil

**What to do:** Show the children the two boxes of cereal. Point out the packaging. Attractive packages are another way manufacturers use to get people to buy their products. Tell the children the prices of the two cereals. Ask why they think the generic brand costs less. Explain that they are going to do a taste test to see if the two cereals are really different. Let the children take turns using the blindfold and tasting the cereals. Keep a record of the taste test results. Discuss the following:
- Did the products taste different?
- Look on the box and compare ingredients. Are they different?
- Is it worth the extra money to buy the name brand?

**Application:** Encourage the children to pay attention to television advertising. In what ways do commercials try to convince the viewers to spend money on the advertised products?

**Application:** Encourage the children to look for other opportunities to save the next time they go shopping.

**Finger Play “A Shiny Penny”**

**Materials:** none

**What to do:** Ask the children to think about what “a penny saved is a penny earned” means. Encourage them to act out the following finger play:

<table>
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<tr>
<th>A Shiny Penny</th>
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<tr>
<td>As I was looking on the ground</td>
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<td>(Cup hand over eye, look around.)</td>
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<tr>
<td>A shiny penny I soon found.</td>
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<tr>
<td>(Point to ground.)</td>
</tr>
<tr>
<td>I picked it up and what do you know?</td>
</tr>
<tr>
<td>I put it in my bank so it could grow.</td>
</tr>
<tr>
<td>(Cup fist, put penny in.)</td>
</tr>
<tr>
<td>I added to it and in no time,</td>
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<tr>
<td>(Put more pennies in fist.)</td>
</tr>
<tr>
<td>It grew from one penny into a dime!</td>
</tr>
<tr>
<td>(Hold up one finger, then all ten.)</td>
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Talk about the importance of saving and not letting money "burn a hole in your pocket!"

**Application:** Ask the children if they have a piggy bank at home or saving account at a bank. Encourage them to add to it.

**BRINGING CLOSURE**

**Saving for a Rainy Day**

**Materials:** a piggy bank, an example of a savings passbook, a roll of pennies, and a coffee can with a slot in the lid

**What to do:** Show the children the piggy bank and the passbook. Explain that these are ways people save. Ask the children to think of things grownups save money for. What kinds of things can children save for? Talk about the meaning of “a penny saved is a penny earned.” Give each child a penny and ask them to think about...
something they might want to save for. Pass the can around and have each child share their idea as they “deposit” their penny.

**Application:** Encourage the children to think of ways they can help their family save money. Are there things you purchase or are purchased for you that are “wants”?

**GOING BEYOND**

**Pretend Shopping**

**Materials:** play money or a few dimes for each child; empty food containers, a selection of toys, or actual snacks

**Preparation:** Make sure you have plenty of food containers, toys, or snacks from which children can choose. Each one should be marked with a price in ten cent increments (20¢, 30¢, 40¢, etc.)

**What to do:** Distribute the money evenly and explain to the children they can use the money to go shopping in a pretend grocery store for a toy to play with for a few minutes or for a snack. They can spend as much or as little of the money they have, but they cannot spend more than they have. Ask a helper or allow the children to take turns being the cashier. Help children make decisions as needed.

Ask these questions:

- Was counting the money easy or hard?
- Did you have enough money to buy what you wanted?
- Did you purchase something that is a “need” or a “want”?

**READING ADVENTURES**

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*The Berenstain Bears Trouble with Money*, by Stan and Jan Berenstain

*Arthur’s Funny Money*, by Lillian Hobran

*Alexander Who Used To Be Rich Last Sunday*, by Judith Viorst
44 Pets

OBJECTIVES
• Develop an awareness of the responsibilities of owning a pet.
• Develop an attitude of caring and pride regarding pets.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Most children are fascinated by animals. Help develop this fascination into an attitude of responsibility and caring for their pets. Through the games and activities children learn about different kinds of pets and the care they require. Children have fun and develop a sense of pride and responsibility by participating in the pet parade and show. Encourage children to appreciate how special it is to own a pet.

LIFE SKILLS
Children develop social skills through group discussions and by taking part in the team relay game. Decision-making skills are developed through discussions about choices concerning pets and their care. Large motor skills are developed through active games. Fine motor skills and eye-hand coordination are developed by constructing a “pet” using scissors, glue, and markers.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors
Bobbie Grawemeyer and Vicki L. Reed
Revised and adapted by Bruce Zimmer
LEARNING ACTIVITIES

GETTING STARTED

What’s in the Bag?

Materials: a pillow case filled with pet items such as dog bones, pet toys, a fish net, a water bottle, or a bowl

What to do: Pass the pillow case around and ask the children to feel inside without peeking. Ask them to see if they can guess what the items are and what they have in common. Ask them to keep their ideas to themselves until everyone has had a chance to feel inside the pillow case. When everyone has had an opportunity to feel the items, ask what kinds of things they felt. Give them clues and hints to help them discover what the items have in common.

Application: Ask the children to look at home for different kinds of pet items. How many can they find? What are they used for? If the child has no pets at home, encourage them to look at a friend’s home or in the grocery store where pet food is displayed.

Pet Survey

Materials: a marker and a large piece of paper

What to do: Write “PETS” at the top of the paper. Tell the children you want to do a survey of all the different kinds of pets they own. Ask each child what pets they have at home. Make a list of the different animals and their names on the paper. After each child tells about their pet, ask the rest of the group to tell you, by a show of hands, how many have the same kind of pet. Record this number by making check marks opposite the animal’s name on the paper. Talk about the following:

• What kind of pet is the most common?
• What are the names of the pets?
• What is special about each pet?

Application: Encourage the children to be aware of the different pets their friends and neighbors have. What kind of pet is the most common? Why do you think so?

You’re Acting Like an Animal!

Materials: none

What to do: Ask the children to think about all the different ways they have seen animals act. What happens when they are scared, tired, hungry, or excited? Invite the children as a group to use their wildest imaginations and act out how they think the following animals would act:

• Happy cat
• Hot dog
• Hungry fish
• Angry cat
• Excited hamster
• Angry dog
• Scared horse
• Frightened bird
• Angry parakeet
• Tired bunny

Application: Ask the children to observe their pets and see if they can determine what a pet is feeling or what they need by the way the pet is behaving.

DIGGING DEEPER

Pet Riddles

Materials: none

What to do: Ask the children to put on their thinking caps and see if they can figure out the following pets:

• I sleep in the day and like to stuff my mouth. (Hamster.)
• I almost always land on my feet. (Cat.)
• I can whistle and I like to preen my feathers. (Bird.)
• I wag my tail when I’m happy. (Dog.)
• I like to sun myself and carry my own house on my back. (Turtle.)
• I use gills to breathe. (Fish)
• I can change colors to camouflage myself. (Chameleon.)
• I shed my skin and have no legs. (Snake.)
• I eat hay and am strong enough for you to ride on me. (Horse.)

Finger Play “There Was a Little Turtle”

Materials: none

What to do: Enjoy this finger play with the children.
There Was a Little Turtle
By Vachel Lindsay
There was a little turtle.
(Make small circle with hands.)
He lived in a box.
(Shape hands into a square.)
He swam in a puddle.
(Put hands on top of each other and “paddle” thumbs.)
He climbed on the rocks.
(Use fingers of one hand to crawl onto the other.)
He snapped at a mosquito.
(Clap.)
He snapped at a flea.
(Clap.)
He snapped at a minnow.
(Clap.)
He snapped at me!
(Clap.)
He caught the mosquito.
(Grab and snap hands shut.)
He caught the flea.
(Grab and snap hands shut.)
He caught the minnow.
(Grab and snap hands shut.)
But he didn’t catch me!
(Wag pointer finger, then touch chest with finger.)

Application: Ask the children to teach their new song with friends and family members.

Animal Relay
Materials: none
What to do: Divide the group into teams of six or less. Explain that the teams are doing a relay. Each team member will move in a special “animal” way to the other end of the room and back.

Line the teams up. Have the first child in each line hop like a rabbit to the end of the room and back. The second child walks like a crab; the third child waddles like a duck. Repeat the sequence until all children have had a turn. Emphasize that this is not a race or contest, and we won’t have winners or losers. Encourage all team members to clap and cheer for everyone!

Application: Ask the children to think about all the ways animals move. Encourage them to observe their pets at home and animals outside or at the zoo.

LOOKING WITHIN
Create a Pet
Materials: newspaper, shoe boxes, paper rolls, milk cartons, yarn, masking tape, construction paper, scissors, and glue
What to do: Ask the children to use their imaginations and creativity to make an imaginary pet. Let them decide how many legs, tails, and even heads it has! Help them roll newspaper into shapes and secure it with masking tape. Encourage them to use the boxes, yarn, paper rolls, and construction paper any way they wish to complete their pet. Ask them to think of a name for their pet as they make it. Share that pets need responsible owners who feed, groom, and make regular visits to the vet with them.

Application: Ask the children to use their imaginations to make something for a pet. Would a kitten enjoy a special box to play in? Would a dog play with a new toy?

Pet Parade and Show
Materials: “pets” for each child (one they have made, or a stuffed animal from home), music playing device, and music selections with an animal theme
What to do: Help the “pets” and their owners line up; start the music and let the parade begin! Encourage the children to march around the room to the beat of the music. When the music ends, have the children line up their pets and introduce them one by one. Have them demonstrate “tricks,” or share any special stories or information about their “pets.”

Application: Ask the children how they would take care of this “pet.” What does it eat? Where does it sleep?

BRINGING CLOSURE
Awards Ceremony
Materials: a marker, camera, and award ribbons made from construction paper (one for each child)
What to do: Before beginning, fill out an award ribbon for each child. Everyone wins first place in something; biggest, cutest, funniest, etc. Gather the children in a circle and have them sit with their “pets.” Congratulate them for the great job
on the pet parade and pet show. Provide lots of positive feedback about their pets. Present each with their ribbon and a handshake. Take a group photo after everyone has received their award.

Application: Encourage children to take pride in their pets at home by grooming them and keeping where they live clean and comfortable.

GOING BEYOND

Visit a Pet Shop

Materials: any required permission slips (ask your 4-H Extension educator)

Tip: Make sure enough adults are available. One adult for every four children is a good ratio for field trips.

What to do: Ask the shopkeeper to show you different kinds of pets and what is needed to care for them.

Pick a Pet

Materials: pictures of animals, construction paper for writing on, glue, crayons and markers

What to do: Cut out pictures of animals from magazines and calendars ahead of time or ask children to cut out their own from magazines and calendars you supply. Ask each child to select a pet and glue its picture to the construction paper. Give your pets names and write their names on the paper. Ask each child to introduce his or her pet to the group. What’s the best thing about their pet? The worst?

READING ADVENTURES

These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.

*Pet Show!,* by Ezra Jack Keats

*Sesame Street Pet Show,* by Emily Perl Kingsley
Our Feathered Friends

OBJECTIVES
• Develop an interest in local birds and their habits.
• Learn to be caring towards birds and all animals.

GROUP SIZE
6–8 children per adult volunteer

TIME FRAME
The activities here are more than enough for a 60-minute meeting. Choose the ones that are the best fit for your time frame and for the abilities and interests of your group.

BACKGROUND
Help children become familiar with local birds and develop an attitude of caring toward them. Have the children take a hike to identify birds by appearance and song. Encourage an interest in avian feeding habits by making bird feeders.

LIFE SKILLS
Social skills and decision making will be developed through group games and discussions. Large motor skills will be developed by playing group games. Fine motor skills will be developed by tearing paper for the collage and using their fingers to manipulate nesting materials.

SUGGESTIONS
• Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.
• Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.
LEARNING ACTIVITIES

GETTING STARTED

What’s Missing?

**Materials:** a tray, a field guide to birds, a piece of bread, sandwich bag of bird seed, a feather, a piece of string, an eggshell, and any other bird related items

**What to do:** Place all the items on the tray and let the children examine them. Identify the objects by name and ask if anyone knows what the items have in common. If necessary, tell them the items are all related to birds. Encourage them to play a game to see how good their memories are. Let them study the tray for a minute or so, then then ask them to close their eyes and “secretly” take away one item. See if anyone can remember what it was. Let the children take turns removing the objects.

**Application:** Ask the children to think of other items they have seen that are related to birds.

Bird Identification Hike

**Materials:** binoculars, paper, a pencil, and a bird identification book such as Peterson’s Field Guide to Birds

**What to do:** Ask the children to think of all the birds they see every day. Can they identify them by name? Help out by showing pictures of common birds in the field guide. Ask questions about what they know about these birds such as:

- Where do you see them? Where do they live?
- What do they eat?
- Do you know their song?

Share information from the book on a few of the birds the children know. Take a walk outside, looking for some of the birds you have talked about. Let the children take turns looking through the binoculars. Record the kinds of birds you see.

**Application:** Ask the children to see how many different kinds of birds they can identify the next time they go for a walk.

DIGGING DEEPER

Pinecone Bird Feeders

**Caution:** This activity uses what may be allergens for members in your group. Make substitutions as needed.

**Materials:** large pinecones, peanut butter, mixed bird seed, scissors, string, and wax paper

**What to do:** Birds will love this treat! Give each child a pinecone and instruct them to cover it with peanut butter. Make sure they roll up their sleeves since this can get messy! When the pinecone is covered with peanut butter, roll it in the bird seed, taking care to cover it with as much seed as possible. Once you help the children tie a string to the end, it’s ready to hang outside! Wrap in wax paper for the trip home.

**Application:** Encourage the children to watch the birds in their yards. What kinds of things do they eat? Do animals other than birds come to their bird feeder?

Cardinal Collage

**Materials:** white, red, black, and yellow construction paper; glue, and cardinal pattern (on page 216)

**What to do:** Ask if anyone knows anything about cardinals. Ask what color they are, what they eat (berries, seeds) and what the pointed thing is on their head (a tuft).

Point out that the cardinal is the state bird of Ohio. That means it is a symbol of our state. It’s also the state bird of Illinois, Indiana, Kentucky, North Carolina, Virginia, and West Virginia.

Encourage the children to make a cardinal collage by tearing bits of red paper into pieces about the size of a nickel. Show them how to spread the glue on the outlined cardinal and stick the little pieces of paper to it. Help them finish their picture by tearing tiny pieces of black for the eyes and area around the bill. Use one piece of yellow for the beak and long thin strips of yellow for the legs.

**Application:** Ask the children to be on the lookout for their state bird anytime they are outside. Have them listen for the bird’s song.
**Duck, Duck, Goose**

**Materials:** none

**What to do:** Ask the children to sit in a large circle on the floor. Select one child to begin the game by going around the outside of the circle, saying “duck” as he taps each head. At some point he or she says “goose” instead of “duck.” This is the signal for the “goose” to get up and chase the “tapper” around the circle. If the tapper makes it around the circle and back to the “goose’s” place, they may sit as the new “goose” continues the game. However, if the “tapper” is caught, they must try again. Encourage the “tappers” to choose a “goose” that has not been chosen yet. Play until everyone has had a turn.

**LOOKING WITHIN**

**Where They Live: Make a Bird Nest**

**Materials:** dirt or potting soil, straw, small twigs, grass, string, dryer lint, dried leaves, other natural materials, water, newspaper, and a large pan

**What to do:** Birds live in a variety of settings and build many different kinds of nests. One of the most common is known as a “cup” nest because of its shape. Many familiar birds build this type of nest, including robins and cardinals. Encourage the children to try building a nest, just like the birds do. Help the children mix the soil with a small amount of water to make thick mud. Let them choose from the other materials to mix with the mud. Help them form their nests into the shape of a cup. As they work, share these fun facts about birds:

- Woodpeckers dig out nesting holes inside dead tree trunks.
- Robins finish the insides of their nests with a layer of mud, smearing it around with their breasts.
- Goldfinch nests are woven so tightly that they can hold water.
- Orioles and titmice line their nests entirely with animal hair.
- A hummingbird can build an entire nest in three hours.

**Tip:** Explain to the children that a bird nest should never be removed. Even if it appears empty, it might still be in use. Also, removal could be illegal depending on local wildlife laws in your area.

**Application:** Ask the children to look for bird nests near their homes. Can they identify who lives there?

**Feeding the Birds: They Like Peanut Butter Too!**

**Caution:** This activity uses what may be allergens for members in your group. Make substitutions as needed.

**Materials:** several 1 cup measures, a mixing bowl, wooden spoons or spatulas, a large saucepan, a hot plate or stove, empty tuna fish or small cat food cans, and these ingredients:

- 2 cups ground white beef suet (available from the butcher)
- 1 cup peanut butter
- 2 cups yellow corn meal
- 2 cups fine cracked com (available at feed or pet stores)

This recipe fills 4–6 cans. Double or triple the recipe as needed.

**Tip:** Make sure no one in your group has a peanut allergy. If that is the case, it may be best to skip this activity.

**What to do:** Birds enjoy special treats, particularly in the winter when food is not as plentiful as in other times of the year. This recipe helps provide nourishment necessary for winter survival. Chickadees and cardinals are two birds you are likely to attract to this bird banquet! Ask the children to measure the suet into the saucepan. Carefully assist them in stirring and mixing as it melts over heat. Add the peanut butter, stirring to mix it thoroughly. Have the children measure out the corn meal and cracked corn into the bowl. When the heated mixture cools and thickens a bit, pour in the dry ingredients, mixing well. Let each child pour some into their can. Let cool until hardened. Let the children place them in their backyards and see who comes to dinner.

**Application:** Ask the children to observe what kinds of birds enjoy this peanut buttery treat!

**BRINGING CLOSURE**

**Finger Play “One Little Birdie”**

**Materials:** none

**What to do:** Share the following finger play with the group. Try leaving off the last word of each couplet to see if they can guess it!
Application: Ask the children to see how many birds they can count in one tree or on one telephone wire when they are outside.

One Little Birdie
One little birdie who knew just what to do (Hold up one finger.)
He called his friend, then there were two! (Two fingers.)
Two little birdies, happy as could be
Another came to join them, then there were three! (Three fingers.)
Three little birdies, wishing there were more
Along came another, then there were four! (Four fingers.)
Four little birdies, so glad to be alive
They invited one more friend, then there were five! (Five fingers.)

GOING BEYOND
Bird Close-Up
Materials: none
What to do: Invite a 4-H member to bring a pet bird to share. Direct the children to observe it. What does it eat? What does it like to do? Is it tame? Encourage the owner to talk about having a bird for a pet and explain what care needs to be given on a daily basis.

Visit a Pet Shop
Materials: any required permission slips (ask your 4-H Extension educator)
Tip Make sure enough adults are available. One adult for every four children is a good ratio for field trips.
What to do: Ask the owner to show the group the birds that are commonly purchased for pets. What kinds of supplies are needed to keep a bird? What is the cost involved? Is it easy to raise baby birds? What kinds of “exotic” birds can be sold? Where do they come from?
Application: Lead a discussion about the care of birds and other pets. Ask the children to share what they do to do take care of any pets at home.

READING ADVENTURES
These books are great for sharing. Consider using one to provide background, to set the stage before the lesson, or to reinforce the lesson. Check your local library for additional materials.
The Wish Workers, by Aliki
Baby Birds and How They Grow, by Jane McCauley
Horton Hatches the Egg, by Dr. Seuss
Bird’s Nest, by Barrie Watts
Cardinal Collage
from The Big Book of 4-H Cloverbud Activities
I pledge
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service, and
My health to better living,
For my club, my community, my country, and my world.

Additional copies of this book and other Ohio State University Extension, 4-H Youth Development publications are available through local OSU Extension offices and online at estore.osu-extension.org. Ohio residents get the best price when they order and pick up their purchases through local Extension offices.