OHIO STATE UNIVERSITY EXTENSION

4-H 710GPM

The Big Book of 4-H Cloverbud Activities

Life Skills and Learning for K-2 Youth

Sample Pages

THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

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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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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:

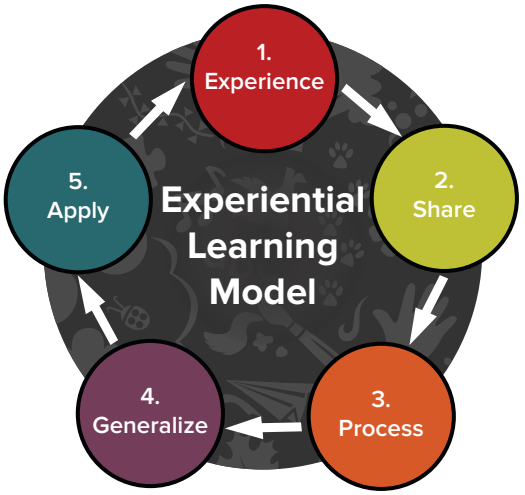
- Self-understanding (self-esteem)
- Social interaction skills (getting along with others)
- Decision-making skills
- Learning skills (learning how to learn)
- Physical skills

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.



Pfeiffer, J.W., and Jones, J.E., Reference Guide to Handbooks and Annuals.

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Sample Pages

1 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.

Sample Pages

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Bobbie Grawemeyer
Revised and adapted by Demetria Woods

Learning Activities

GETTING STARTED

Weather Mystery Bags

Materials: 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?

DIGGING DEEPER

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.

Sample Pages

Have an adult carefully 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).

Sample Pages

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.

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

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?

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

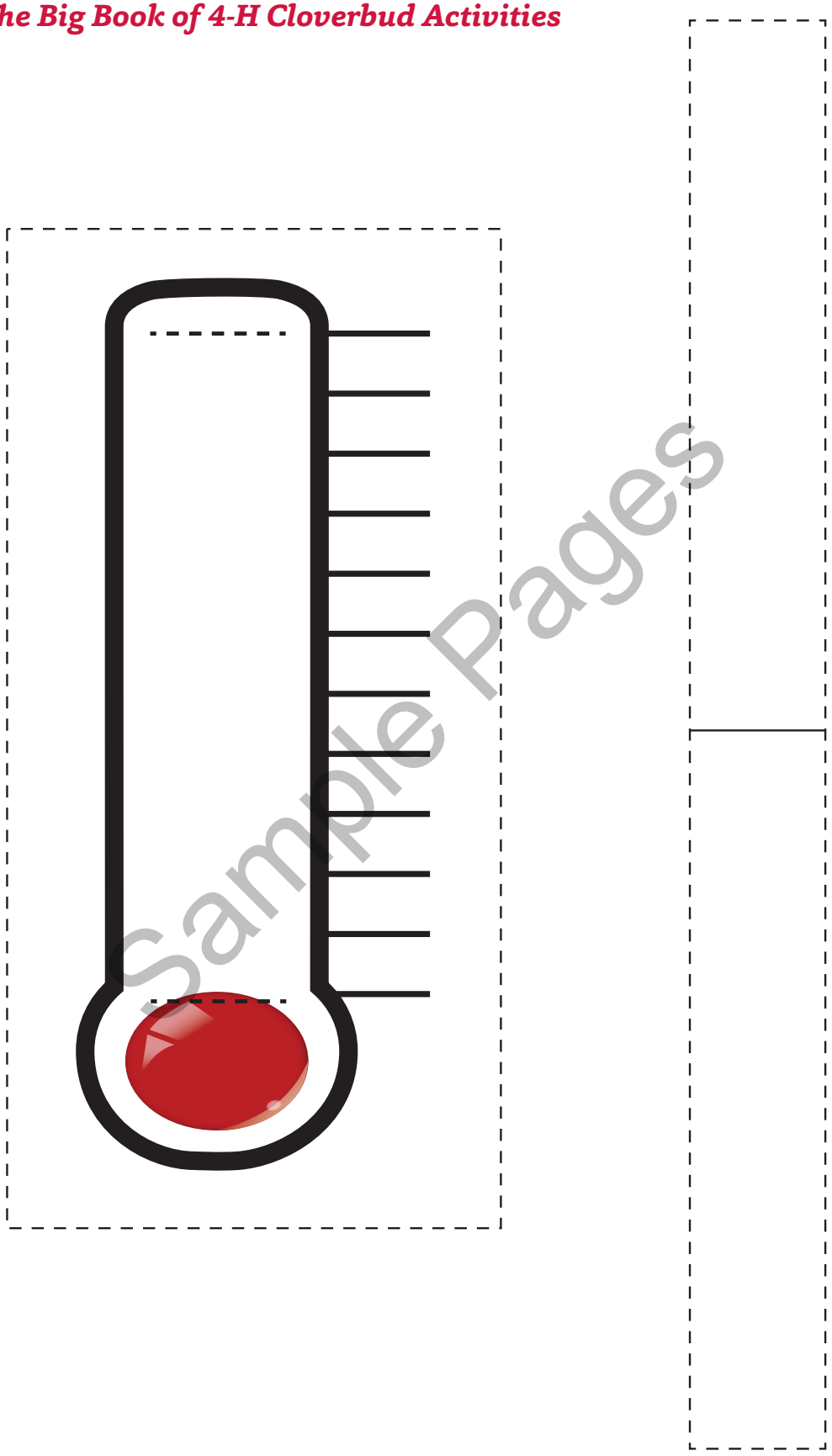
First Snow, by Emily Arnold McCully

A Walk in the Rain, by Ursel Scheffler

Sample Pages

Make Your Own Thermometer

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



Sample Pages

2 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.

Sample Pages

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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

Sample Pages

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?

Sample Pages

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!

BRINGING CLOSURE

What If We Had No Senses?

Materials: none

What to do: Gather children in a circle. Review the activities and experiments you have tried.

Application: Emphasize the importance of our wonderful senses. Discuss these questions:

- If you couldn't see, what would you be unable to enjoy?
- If you couldn't hear, what would you miss out on?
- What would it be like if you couldn't feel anything?
- How would your day be different if you couldn't smell or taste?
- What would you miss out on?

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

Sample Pages