

The Big Book of 4-H Cloverbud Activities

Life Skills and Learning for K-2 Youth



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:

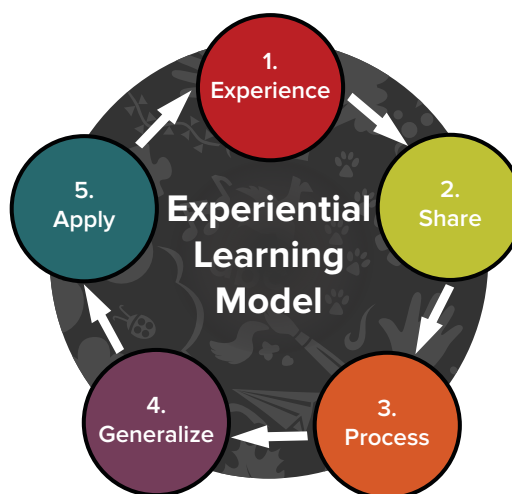
- Self-understanding (self-esteem)
- Social interaction skills (getting along with others)
- Decision-making skills
- Learning skills (learning how to learn)
- Physical skills

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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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.

Authors

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.



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).



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



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

Bobbie Grawemeyer

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 faster 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



23 Habitats Are Homes

OBJECTIVES

- Understand the basic concept of a habitat.
- Become familiar with your habitat and different kinds of habitats.
- Learn the four basic components of a habitat.

GROUP SIZE

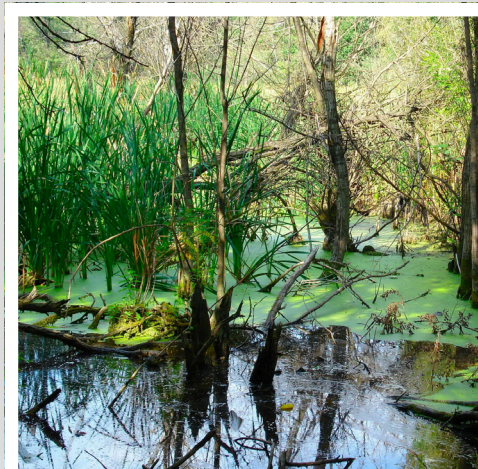
6–8 children per adult volunteer

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

Learning about our world begins with awareness of our surroundings. Our surroundings and the place where we live provide the components that are necessary for living and growing. Awareness of the components in our surroundings, or our habitat, can be categorized so they are easier to notice. The four components of a habitat are food, water, shelter, and space. Food and water sustain life and health. Shelter provides a protective covering. Space relates to the amount of space living creatures need to survive, not be overcrowded, or overpopulated. The following table describes examples of four living creatures and the four components supplied by their habitats.



SUGGESTIONS

- Create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity (for example, animals and insects), encouraging pre-meeting preparation by the 4-H members, thinking about special seating arrangements (make an outline on the floor with tape in the shape of a butterfly, lake, or tree, for example), and playing background music such as the sounds of birds singing.
- Any artwork your 4-H Cloverbuds create can be used in Lesson 7: Planning a Community Art Exhibit.

Authors

Karen Gwilliams and Deborah Lewis

Revised and adapted by Christy Millhouse



	Bluegill Fish	Blue Bird	Mouse	Dragonfly
Habitat Type	Lake	Forest and field	Field	Wetlands
Food	Insects, plants, other fish	Seeds or insects	Fruit or seeds	Small insects
Water	Lake	Stream or pond	Plants or ponds	Wetlands
Shelter	Reeds, rocks, protective areas	Trees, brush	Burrowing in grass, ground	Plants, trees, rocks
Space	Lake area	Forest and field	Field area	Wetland area

LIFE SKILLS

The children develop eye-hand coordination by using scissors. Social skills are developed through group discussion. They have opportunities to develop decision-making and critical-thinking skills by creating their own habitats. Finally, they will identify, document, and organize the physical elements that make up healthy habitats.

LEARNING ACTIVITIES

GETTING STARTED

What Is Your Habitat?

Materials: none

Write the word “Habitat” on a piece of paper or poster so the children can see it, spell it, and sound it out.

What to do: Lead a discussion in the direction of food, water, shelter, and space. Ask if anyone knows what the word habitat means. Ask them where they get all of their habitat components in their own house. Generate a discussion by asking these types of questions:

- What is your habitat?
- What are the important parts of your habitat?
- Where do you live? Where is your space? (*My room, house, neighborhood.*)
- Where is your shelter? (*My house, my parents.*)
- Where do you find your food? (*Store, garden, restaurant.*)
- Where do you get your water? (*Faucet, city water, well, rain, rivers, lakes.*)
- What kinds of things do you do after you get up in the morning?

Make a list of everything said.

Application: Ask the children if they could live without any of the four components. Why or why not? What do they need to survive?

Resources: Background information and pictures of different habitats:

environment.nationalgeographic.com/environment/habitats

DIGGING DEEPER

Making Your Own Habitat

Materials: magazines, child scissors, glue sticks, construction paper, other types of pictures, crayons, and markers

What to do: Begin by reviewing the parts of a habitat. Have a poster on the wall with the four components of a habitat written on it (Use the answers generated from “What is Your Habitat?”).

Give each child a piece of construction paper.

Ask each child to think of their favorite animal. Using magazines or other types of pictures, have each child cut out and paste on his or her paper the things needed for the animal’s habitat. If they can’t find the pictures they want, have them draw the elements in their habitat. Have older 4-H members help the younger Cloverbud children if possible.

Application: Do animals living in your yard have all four habitat components? What is missing? Can they find one or more of these components in your neighborhood?



LOOKING WITHIN

Identifying Habitats

Part A

Materials: pictures of different habitats such as pond, grassy field, woods, and urban settings (Use calendars, magazines, coloring books, or books from your library.)

What to do: Show each picture to the children. Talk about how habitats are different for different living things.

Part B

Materials: pictures of animals and pictures of habitats (from Part A) (Use calendars, magazines, coloring books, or books from your library.)

What to do: Ask children to match each animal to its own habitat. Help them by making a table. Use the following table as an example.

Animal	Habitat
Robin	Grassy area with trees, residential area
Goose	Lake, pond, wetland with nearby fields for food
Squirrel	Woods
Bat	Field with trees and structures on its edges
Bass	Pond
Frog	Pond, stream
Butterfly	Field

Resources: Visit the Ohio Department of Natural Resources website (ohiodnr.gov) for information on habitats and animal species. Search for the Species Guide Index, and for conservation education materials. You can order them online for free. You can also look at National Geographic's website and search for habitats.

Application: Need a new idea? 4-H Cloverbuds can work together to create a book about animals and their habitats. For an example, see studenttreasures.com/animalhabitats.

For more ideas and lesson plans, visit nwf.org/pdf/Schoolyard%20Habitats/whatsyourhabitat2.pdf.

BRINGING CLOSURE

Make Your Home a Wildlife Habitat

Materials: none

What to do: Bring the idea of habitat into children's homes through awareness of their surroundings by connecting their learning and these activities.

Discuss the following questions:

- Is your home a habitat for living things other than your family? Discuss how your home can be the habitat for plants, birds, insects, and other animals.
- What changes can we make around our own homes to improve the habitats of songbirds, butterflies, fish, and other living things?
- What would provide food, water, shelter, and space?

Application: Contact your state's Department of Natural Resources Division of Wildlife for information on building bird boxes and flower varieties for creating backyard habitats. For more environmental activities relating to animals and habitat, ask a librarian.

GOING BEYOND

Habitat Walk

Materials: good walking shoes

What to do: Take a walk in the area around the meeting place. Identify several different habitats. Ask children what animals might live in each habitat. Talk about the things they see in the habitat. Review the four elements: water, shelter, food, and space.

Application: Ask the children to think about the habitats they've just seen. Do they understand more about habitats and the people, animals, and insects that live in them? Are habitats connected? Do we affect the habitats of others?

Making a Bird Feeder

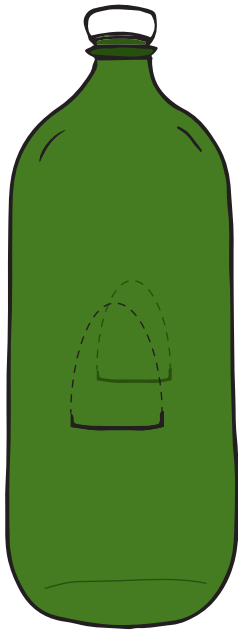
Materials: plastic milk jug or 2-liter pop bottle with flap already cut for each child, scissors, small nail to make holes in bottom of jug, large nail to make holes for hanger, string for hanging, and bird seed

Preparation: Following the bottle diagram below, cut a flap on each side of the plastic jug or bottle.



Tip Each child will need close supervision while making the bird feeder. It is a good idea to have a bird feeder made ahead of time for a model.

What to do: Fold the flap down on the outside. Using the small nail, poke several holes in the bottom of the container to allow air to circulate. Using the large nail, poke a hole on each side of the container several inches below the top. These holes are for the hanger. Tie a knot in one end of the string. Make the knot large enough so that it does not slip through the hole. Pull string through the hanger hole so the knot is on the inside. Bring the string back through the opposite hole from outside to inside. Tie a large knot on the inside of the container. Put bird seed in the container. Hang outside in a safe place, near bushes or trees for shelter. Help children identify a safe place for a bird to feed.



Habitats, edited by Tony Hare

Habitats: Making Homes for Animals & Plants, by Pamela M. Hickman

What's inside? Animal Homes, by Hilary Hockman

Ecology for All Ages, by Jorie Hunken

Under the Ground, by Gallimard Jeunesse

Animals Around the World, by Robin Kerrod

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.

Who Lives Here?, by Dot & Sy Barlowe

Animals and Their Homes, by Jennifer Cochrane and Jill Coleman

In the Snow: Who's Been Here?, by Lindsay Barrett George

In the Woods: Who's Been Here?, by Lindsay Barrett George



31 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.

Authors

Bobbie Grawemeyer

Revised and adapted by Rhonda Williams

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.



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)



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.

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)

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?

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?

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

