Florida 4-H Cloverbuds

Where children experience the joy of learning
in a supportive, creative, challenging and fun environment.

Cloverbuds Leader-Volunteer Job Description

Time Required: At least 6 hours of programming time with Cloverbud members, approximately 1/2 to 1 hour prep time for each meeting. After initial training, attendance at Cloverbud leader workshops is encouraged.

Purpose:
• To promote children’s positive development through cooperative learning and developmentally appropriate practices.
• To provide opportunities for 5-7 year old youth to practice 5 life skills: self-understanding, social interaction, decision-making, mastering new knowledge through learning to learn, and mastering physical skills.

Responsibilities:
• Plan and facilitate age-appropriate activities for children, ages 5-7, in grades K-2.
• Participate in volunteer training.
• Encourage Cloverbud members’ and parents’ interest and participation.
• Comply with all aspects of University of Florida’s 4-H Program Policies.

Qualifications:
• Ability to work with/teach 5-7 year-old youth using developmentally appropriate practices.
• Ability to organize information and programs and delegate responsibility.
• Ability to work with minimal supervision from professional staff.
• Willingness to participate in training and workshops offered by Extension.

Responsible To: (varies by county)
• 4-H Club Organizational Leader
• 4-H Program Assistant
• County 4-H Youth Agent
• County Extension Director (CED)

Support:
• Training Opportunities/consultations provided by University of Florida Extension staff
• Access to Cloverbuds/K-2 resources from the Extension Office and Cloverbuds Website

Benefits:
• Satisfaction of helping 5-7 year old youth develops skills that will help them throughout their lives.
• Opportunities for continuous personal growth.
• Appreciation from youth and parents who love the program!
Welcome to the Florida 4-H CLOVERBUDS 4-H Youth Development Program

Where children experience the joy of learning in a supportive, creative, challenging and fun environment.

Cloverbuds is an exciting program offering 4-H membership to young people ages 5-7, from kindergarten through 2nd grade (K-2). Cloverbuds was specifically developed to bring the life skill building and experiential learning benefits of traditional 4-H to children ages 5-to-7. Its goal is to promote children's positive development through cooperative learning and developmentally appropriate activities.

About the Florida 4-H Cloverbuds Program

Rationale
Five-to-seven year-olds have long been involved in 4-H programs. It is no longer a question of whether to involve these children in the 4-H program, but rather, which methods and curriculum should be used to ensure that they have positive, age-appropriate, and relevant experiences.

Most of the existing programs for this age group resulted from interest in providing educational experiences for 5-7 year-olds, and a desire to involve the whole family in the 4-H experience. As a result, a variety of programs have been designed at the state, county, and community levels.

Children ages 5-7 are full of energy and have a willingness to learn. They do best when involved in activities and learning experiences that are hands-on and developmentally appropriate. Educational materials in this program are designed for their specific abilities, needs, and interests.

Cloverbud programming relies heavily on volunteers. Volunteers must comply with all aspects of University of Florida's 4-H Volunteer Screening and Child Protection policies and the mandate to be non-discriminatory. Volunteers have included senior citizens, retired and current educators, senior age 4-H community club members and leaders, college students, neighborhood moms and dads, child care personnel, and others interested in working with children.

Program Objectives
Children participating will:
- Meet new friends, learn and practice social skills by working and playing in small groups.
- Gain self-confidence and learn about themselves in non-competitive learning environment.
- Experience the joy and fun of learning.
- Master physical skills through hands on or experiential learning (learning-by-doing).

The 4-H Program Year follows the school year and is September 1 to August 31. Therefore, 4-H defines ages of youth as of September 1 of that program year. A child who is 5 years old by September 1 is then eligible to join 4-H.

Likewise, they will remain in this age and must function under all polices and guidelines of this category until they are 8 by September 1.
Youth – Adult Ratio:

We recommend one adult for every six children in Cloverbuds for several reasons:

1. A high adult to child ratio helps children get more out of the activities because they are more likely to have an adult involved directly with them during the activities to help direct the activity and process the activity using good experiential learning practices.

2. Children are more likely to be in an atmosphere conducive to practicing and developing social skills.

3. A high adult to child ratio makes using good group management practices easier. Adults should work together to make the program and the activities flow.

4. A high adult to child ratio can take some of the stress out of leading a Cloverbuds group because it creates a supportive atmosphere for the leaders.

Philosophical Base and Structure

The goal of the Florida 4-H Cloverbuds program is to create supportive and developmentally appropriate learning environments for culturally diverse 5-7 year old youngsters and to involve adults in working appropriately with these youngsters.

The purpose of the Florida 4-H Cloverbuds program is to promote children’s positive development toward becoming competent, caring, and contributing citizens. Positive learning experiences are the primary reason for involvement in the program. In addition, the program:

- Emphasizes cooperative learning, as opposed to competitive and individual learning, as an effective educational strategy for children in these grade levels.

- Views 5-7 year old children in the context of family and community.

- Is dynamic, flexible, open, and accessible to all 5-7 year olds.

- Values developing positive relationships between 5-7 year olds and their peers, caring adults, and older youth.

- Is based on research in the areas of child development, educational theory, and relevant subject matter.

- Provides training on child development, educational methods, and subject matter content for people who work with 5-7 year olds.

Every county in Florida has the option of offering this program. The strength of the 4-H program is local citizen participation in identifying programs to meet local youth needs. Therefore, each county, with advisory input, may establish programs that address the local needs of 5-7 year olds through various delivery methods i.e., community clubs, school enrichment, day camps, etc. Many factors may influence county programming including clientele needs and interests, population demographics, and availability of staff and program resources.

Guidelines and Policies

Guidelines for this program area are somewhat different from the older members, ages 8-18. While many of the Cloverbud members will eventually have the opportunities of the 4-H’ers 8-18, the Cloverbud program should be designed to specifically focus on 5-7 year olds and their age-related needs.

No Competition

One important difference is that competitive events aren’t included. Studies of children in K-2 grades indicate that the best way to build confidence in young people is to build many learning opportunities into activities that emphasize success, however small.
Since the life skills for K-2 and the win-win approach may be different for staff and volunteers who are more familiar with the 8-18 year olds program, it is especially important that those planning to deliver Cloverbuds programming receive training in the philosophy and guidelines for this area.

Leader-Directed Group Settings

The curricula and learning activities in Cloverbuds are designed according to the experiential learning model in a cooperative group setting. Many of the activities are designed for youth in small groups. Young people involved in these cooperative groups learn from one another and develop the ability to share and work together. Social skills development is emphasized as learning takes place. Therefore, youth are enrolled only in group settings.

Project Curricula Limitations and Considerations

Learning in the group setting is the primary method for involving 5-7 year olds in 4-H. Individualized projects are not appropriate methods for most 5-7 year olds due to limited reading and other self-management skills.

Animal Projects

Animal projects for 5-7 year olds will be limited to “lap” animals only. Therefore, companion rather than production animal projects will be the focus of 4-H animal experiences for this age group.

Youth, ages 5-7, are ineligible to enroll in any large animal projects (sheep, goat, swine, beef, diary, llama, ostrich, or horse) or participate in any livestock or horse shows.

A 4-H’er must be 8 years of age at the beginning of the current 4-H program year (September 1) to be eligible to enroll in a large animal 4-H project-- own a large animal, exhibit or show a large animal. Current insurance policies available to 4-H participants do not include coverage for children under age 8 if enrolled in large animal 4-H projects.

This policy does not prohibit 5-7 year olds from learning about large animals through attendance at meetings or through field trips. They cannot participate, however, in 4-H activities that bring them in contact with large animals, including show classes that have a parent, older adult or sibling accompanying the youth. 4-H insurance coverage is not available to 5-7 year olds in large animal programs. Staff or volunteers who support these are not only putting the youth at risk but themselves for violating University Policy.

Families (parents or guardians) assume all risk and responsibility of young children if assisting 4-H siblings with large animals.

Motorized Vehicle and Shooting Sports Projects

Motorized vehicle and shooting sports 4-H programs will not permit the participation of 5-7 year olds. This policy is the same as for large animals.

Summer Residential Camps

Summer residential camping programs operated by the State 4-H Program are not designed to address the unique developmental and supervisory needs of 5-7 year olds. Therefore, 5-7 year olds are not eligible to participate in these residential camping programs. Family camps, especially designed to include 5-7 year olds, are encouraged.
Group Structures and Formats

4-H Cloverbuds Clubs and Groups can be organized in many different ways. Clubs are typically on-going with the children enrolled and participating over time with the same youth and adult volunteers.

Cloverbuds Groups vary greatly in format. Some groups are short term and meet every day for two weeks; others may meet once or twice a month for the entire year, while still others may meet weekly for six weeks. The leader determines the format and duration of a Cloverbuds group, with assistance from the county extension office. In addition, existing youth organizations, such as after school programs, summer camps, homeschooers, and neighborhood associations have all benefited by using Cloverbud curriculum or supporting a 4-H Cloverbud group in their programs.

Cloverbud 4-H Clubs
Cloverbud Clubs provide an on-going 4-H program for children ages 5 to 7 that are chartered and enrolled in the club with the county extension office. Cloverbuds Clubs are structured separate and differently from the 4-H community club program. The K-2 club addresses life skill attainment by providing unique learning opportunities through exploration in activities specifically designed for the developmental level of the K-2 audience. The learning experiences and club activities should be leader-guided and directed rather than youth led. They do not have elected officers, but provide youth rotating opportunities for leadership.

If you are providing opportunities for younger siblings of 4-H members, 8-18, to participate in general community 4-H clubs, it is recommended that these youth have a separate meeting place with additional volunteers to address their needs for the majority of the meeting time. The approaches and methods best suited to this age group can be quite different than youth ages 8 to 18.

Cloverbud Groups
A Cloverbud Group is a group of youth and adult volunteers, sponsored by the county extension office, with participation in a planned educational program. The group learning experience can be general or a specific topic of interest. Youth may be of multiple grades or a single grade group. The group meets a minimum of 6 hours, but is encouraged to meet for an extended period of time, connecting with a caring adult. An example of groups might include camps, day camps, before or after school groups, and special interest groups. The primary difference in club and group enrollment is the duration of time and continuance with the same group of youth and adults over time. Most often, Cloverbud Groups are short-term with the youth and adults within the groups changing with program offerings.

Enrolling and Reporting Cloverbuds
Cloverbuds can be recorded correctly in the Florida 4-H Online program either as individual members by their parents or club leaders.

Dual participation of child and parent or guardian is encouraged. Family activities are incorporated in curricula to encourage parent/child participation and to build a family involvement pattern that will be maintained as children become older.
A 4-H Cloverbud Club and Groups are expected to:

• Offer activities uniquely suited for the 5 to 7 year-old. See pages 21-34 of this guide for activity ideas and curriculum resources for Cloverbud 4-H’ers.

• Create an environment where children experience the joy of learning in a supportive, creative, challenging and fun environment.

• Provide cooperative opportunities to foster self-understanding and self-confidence.

• Integrate active, hands-on learning opportunities designed to develop children’s physical, mental, and social skills.

• Provide opportunities for positive social interaction with other children and caring adults.

4-H Cloverbuds Club and Group Members are expected to:

• Participate in hands on activities uniquely suited for their developmental age

• Grow and learn in a non-competitive environment

• Build friendships and skills in a cooperative learning environment

Staff and Volunteer Training
Extension staff and volunteers working with this program will be oriented and trained in:

• The principles and philosophy of the Florida 4-H Cloverbuds program

• Information concerning learning and developmental characteristics of 5 to 7 year old children.

• Working cooperatively with parents in providing the best learning environment and support for the children in this program.

• Use of the curriculum and appropriate teaching methods for this age group.

• The University of Florida Extension 4-H Youth Protection and Risk Management Policies, with particular sensitivity to working with young people ages 5 to 7.

• Working with children from diverse backgrounds.

• Barriers to and motivation of children’s participation within this age group.

• Challenges of working with children at these age levels.

• The experiential learning model and life skill development.

• Risk management protocols and universal precautions for handling emergencies.

• Positive discipline strategies and group management strategies.

• Appropriate methods to recognize and reward success.

Counties using the approved Cloverbuds curriculum are asked to carefully follow the philosophy and principles described in this document. Counties already involved in programming for the 5 to 7 year old age group are encouraged to incorporate these philosophies and principles into their existing programming.

Apply What You Have Learned: List some guidelines and polices that affect your Cloverbud club or group;

What is your group structure?

What is your youth-adult ratio?

Other policies or procedures that affect your group?

Is there training you need? If so, please talk with your 4-H Agent about these needs:
Youth Development
What 5- to 7-Year-Old Kids Can Do

Developmental Characteristics of Children and Implications for Program Delivery

Children develop best when the learning environment is appropriate for their individual ages and stages of development. As an adult working with children, you will want to match the learning opportunities with each child’s functioning level. If the task is too easy or too difficult, children will lose interest. Base your programming decisions on how each child is currently functioning. Add new challenges as appropriate to encourage growth and learning.

Middle childhood, ages 5 to 7, is an exciting time for children. It is often the time when first childhood memories are made and when much growth and development occurs. During this time period, children are maturing physically, mentally, emotionally, and socially. It is also during this time that children begin to branch out socially and build new relationships. To be successful, children must acquire new skills, knowledge, and abilities.

Development is not the same from one child to the next, nor is it consistent across developmental domains within a single child. All children grow and develop at their own rate.

Adults can greatly assist in middle-childhood development by guiding children’s involvement in projects and enriching the learning experience by
- soliciting children’s ideas,
- responding to their questions,
- engaging them in conversations, and
- challenging their thinking.

The “ages and stages” information is meant to be a guide that outlines the general characteristics and capacities of children ages 5 to 7. This information is not intended to be used as criteria for assessing development, but as a guide for selecting activities that will promote the healthy development of children in middle childhood. Remember that each child is unique and will mature in a unique way!
## Appropriate Developmental Tasks
### General Descriptions

<table>
<thead>
<tr>
<th>MOTOR SKILLS</th>
<th>GRADES K-1 (5-6 year olds)</th>
<th>GRADES 2-3 (7-8 year Olds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting</td>
<td>Start with large items for early kindergarten. By the end of first grade they can cut very well.</td>
<td>No problems with cutting.</td>
</tr>
<tr>
<td>Coloring</td>
<td>Start with large spaces, and then move to medium sized spaces by end of first grade.</td>
<td>Can do details quite well.</td>
</tr>
<tr>
<td>Drawing</td>
<td>Start with large scale with few details, and then move into medium scale by end of 1st grade.</td>
<td></td>
</tr>
<tr>
<td>Gluing</td>
<td>Can use with supervision.</td>
<td>Minimal supervision needed.</td>
</tr>
<tr>
<td>Tracing</td>
<td>Start out with large scale and few details, and then move to medium scale with some detail.</td>
<td>Can do quite detailed tracings.</td>
</tr>
<tr>
<td>Writing</td>
<td>Can print name in large letters. By end of first grade can copy printed words.</td>
<td>Can print sentences by end of second grade. Begin to write in cursive in third grade.</td>
</tr>
</tbody>
</table>

### COGNITIVE SKILLS

<table>
<thead>
<tr>
<th>Reading</th>
<th>Are learning to identify letters when written.</th>
<th>Beginning of reading skills, by end of third grade can read simple paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of ABC’s</td>
<td>Can say but are just learning to identify letters.</td>
<td>Can identify letters and associate them with sounds.</td>
</tr>
<tr>
<td>Numbers</td>
<td>Can say numbers and learn to identify when written.</td>
<td>Can do simple addition and subtraction.</td>
</tr>
<tr>
<td>Shapes</td>
<td>Can identify and name basic shapes.</td>
<td>Can locate shapes within shapes.</td>
</tr>
</tbody>
</table>

### SOCIAL SKILLS

<table>
<thead>
<tr>
<th>Interactions</th>
<th>When possible, do things in small groups. The younger the age the fewer the children in each group.</th>
<th>Can work as individuals on individual projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Like to talk to adults or group leader. Will interrupt when they have something to say.</td>
<td>By this age kids are better listeners.</td>
</tr>
<tr>
<td>Sitting Still</td>
<td>Not longer than 20 minutes at any one time. If they need to have longer periods, break up activities into smaller segments.</td>
<td>Can concentrate on one activity for up to 20 minutes. It’s still better to break up time with various activities.</td>
</tr>
<tr>
<td>Type of Activities</td>
<td>Hands-on manipulating materials.</td>
<td>Can do paper and pencil work.</td>
</tr>
</tbody>
</table>
Meeting Cloverbuds’ Needs

Positive youth development isn’t magic! Cloverbud leaders can support the positive and successful development of all youth by helping to meet four basic human needs: Belonging, Mastery, Independence, and Generosity.

Belonging
Perhaps the most important need for children in this age group, the need to belong, can be met in many ways in a great Cloverbud Group! Children need to know they are cared about by others and feel connected to the others in the group. Adults give youth the opportunity to feel physically and emotionally safe while actively participating in a group. Developmentally, 5-7 year olds are still learning how to behave in a group and relate to adults and each other. For that reason, competition and activities where children “get out” or “loose” are not appropriate.

Best Practices:
• Learn names as quickly as possible and use them!
• Greet youth warmly each time they get to a meeting—even if you are in the middle of an activity.
• Meet regularly—every other week is recommended for consistency.
• Notice children during an activity and let them know it.
• Help children get to know each other’s names.
• At the beginning of each meeting, play games that help children get reacquainted with each other.
• Help youth have fun and feel connected to each other by playing lots of cooperative games.
• Only have games where children are allowed to stay in the game (do not “get out”!).
• Encourage children to interact with each other during crafts and other individual activities.
• T-shirt and other items that show the children belong to the group are important to youth.
• Notice when a child has been absent and comment that you are happy to see them again.
• Reinforce their belonging in their family—get to know the children’s family and call them by name.
• Try not to remove the child from the group—even when they are misbehaving—unless it is necessary.

Mastery
Youth need to feel they are capable and successful at meeting challenges to develop their self-confidence. Children, ages 5-7, have a wide variety of small and large motor skill development. Youth need opportunities to practice and develop these skills.

Best Practices:
• Activities that provide opportunities for cutting, pasting, drawing, and other small motor skills.
• Activities that provide opportunities for hopping, jumping, running, and other large motor skills.
• Be aware of left and right handed youth—provide the correct type of scissors—and get good scissors!

Independence
Children need to know they can influence other people and events. Children in this age group are still learning about cause and effect when it comes to their behavior. Set them up for success.

Best Practices:
• Try to let youth work out disagreements themselves.
• Before an activity, explain what is going to happen and remind them of the guidelines/boundaries you have set up for the group.
• Provide opportunities for self-expression (creativity).
• Provide youth opportunities to make limited (not open-ended) choices.

Generosity
Youth need to be able to “give back” to others in their lives. By exploring community service, youth can connect to their community and give back.

Best Practices:
• Help youth see opportunities to help others in their community.
• Keep community service activities meaningful—don’t overdo them.
• Focus on doing.
• Help youth be generous by encouraging sharing.
• Help youth understand other people’s feelings.
**Meeting Youth Needs**
**Including Youth with Disabilities in 4-H Youth Development Programs**

A common concern expressed by staff from youth programs is how to effectively include individuals with challenging behaviors. Frequently heard frustrations include coping with youth who ignore directions, who wander away from activities, who do not participate in activities, or who disrespect peers and activity leaders. Here are some strategies which can be implemented to ensure that all participants are supported in a positive, proactive manner.

**Plan Ahead**
Be on the lookout for stumbling blocks or situations that may trigger problems. Don’t leave food that the youth shouldn’t eat out on the table in plain view, don’t leave materials or props out that you don’t want them to use.

**Avoid IDLE Time**
Waiting in line, waiting one’s turn to use supplies are all times when problems can occur. If supplies are limited, have alternate activities to keep everyone busy doing a task, playing a game, or otherwise occupied.

**Keep Rules Simple**
Keep rules simple and make sure everyone understands them. Discuss and demonstrate how the rules can be followed. Involve youth in creating the rules and they will respect them more. Children may use poor judgment so check for compliance and understanding. Decide in advance how you and the child will know if a rule is being followed. Don’t just have a rule, without deciding how you’ll know when the rule is being observed or broken. Don’t have rules that are not enforceable.

**Make Expectations Clear**
Be consistent with all youth regarding expectations. Review the schedule at the beginning of the meetings. Communicate expectations for each activity or project. Remember: Many children with developmental disabilities lack the internal organization to provide environmental order. Establishing routines, at potential high stress times such as beginning of meeting, transition times, endings of activities/meetings, can help a lot. Be sure to explain in advance (when possible) why any changes will occur. Do not excuse inappropriate behavior because an individual has a disability but be sure the expectation is appropriate.

**Reduce Distractions and Disruptions**
While working on projects or eating, turn off music or other distractions; make changes in routines slowly; avoid sudden endings to activities—try to always warn that there are “three more turns” or five more minutes”; use a timer to reinforce sense of passage of time. Time your requests of activities to fit with the child’s schedule—don’t take a highly stressed child and expect them to focus on a complex task. Don’t go from high energy tasks to low energy tasks without a bridge. Break things down into small tasks and vary activities.

**Minimize the Chance of Bad Days**
Post routines in plain sight to serve as a reminder of the sequence to follow; use charts or other reminders to help youth know what they are supposed to do. Check for hidden rewards for misbehavior. Remember that the more one-on-one (adult-youth, youth-youth) the better. Encourage and support friendships between youth by allowing time for fun activities.
Don’t Wait for a Crisis
During any activity, check periodically to make sure youth are proceeding correctly; deal with problems while they are manageable—don’t wait for a crisis—intervene when you suspect a problem may be starting.

Be Clear and Specific in Communicating
Start activities for youth to model behavior. For example, if you want her to pick up materials, stand next to her and pick up the first one, pick up another and hand it to her and say, “you pick up the rest, I’ll be back in five minutes to make sure you’re done.”

Give specific instructions, not “Listen when I talk to you” but “Please sit down and look at me when I ask you to listen.”

Make definite statements rather than asking a question, not “Are you ready to quit?” but “In five minutes, you need to put away your materials and quit for today.”

Word requests in positive terms, say “Let’s Whisper” rather than “Shh, don’t talk so loud.” Only request one thing at a time and make sure you have the youth’s attention.
When giving verbal instructions within the group, do not shout across the room to try to get the attention of a specific child.

Rather, move close to the child and be at their eye level to really get their attention. Use their name as you direct your comments. For example, “Johnny, it’s time to clean-up for snack time.”

Respect All Participants and Their Choices
Recognize and explore preferences. Present instructions and information in ways that each participant can understand. Pay attention to individual responses to activities. Encourage respect for peers and instructors at all times. Pay attention to participant likes and dislikes.
Respect the choice not to participate in some activities. Explore ways to make involvement easier, such as encouraging small steps toward involvement in activities that initially may seem difficult or confusing. Emphasize strengths.

Use the A-B-C-D Method of Conflict Resolution
Give 7-8 year-olds the tools to solve disagreements by teaching them the simple ABCD method of conflict resolution.
A – Ask what’s the problem?
B – Brainstorm possible solutions
C – Choose the best solution
D – Do it.

Consider how everyone can participate at least partially in games, events, or programs. Keep in mind that effective instructions facilitate all types of learners in reaching their highest potential.

Maintain Dignity
Respect the dignity of all participants. Behavioral issues and personal hygiene issues should be addressed privately. Concerns and fears should be taken seriously and discussed confidentially with youth. Help individuals to identify and communicate feelings before a conflict occurs. Be honest with yourself. If you are feeling at a loss, or feel you are losing patience, ask for help from other staff or outside resources.

Involve Parents
Communicate with parents for overall consistency and support. Ask for ideas and strategies for working with youth. Encourage parents to be involved with program activities to provide additional support.
Leader’s Checklist
Including Youth with Disabilities in 4-H Youth Development Programs

For youth with an obvious physical disability, it may be easier for leaders to identify how to assist the young person to fully participate. However, a number of developmental disabilities and learning disabilities may be hidden or it may not be obvious how to best help them. Children with learning disabilities are found in every social class, race, and ethnic group. This checklist may help anticipate some situations.

☐ Have you provided other ways to share information than through the written word? Difficulty with reading is common among young people with disabilities. Be sensitive and don’t expect participants to all read out loud or depend on reading to understand what to do.

☐ Is information about events or project activities shared other than by the youth having to write it down? Many young people have difficulty writing, or writing quickly enough to keep up with someone speaking. Share information in outline form, that requires only a little writing.

☐ Do you provide alternatives for youth who might have trouble speaking in front of large groups? Some youth may have difficulty with their speech, or may be difficult for others to understand. Offer alternatives such as presenting in front of smaller groups or with partners.

☐ If an activity involves math, have you asked another adult or parent to provide one-on-one help?

☐ Have you broken down activities that involve hand-eye coordination to make them easier? Many youth with developmental disabilities have trouble with fine motor skills (handwriting, cutting with scissors, tying shoelaces, etc.) Find ways to provide support in ways that don’t embarrass the young person in front of others.

☐ Do you provide directions one step at a time? Youth this age have a hard time processing multiple steps provided verbally. To be most successful, show one step at a time, until youth have accomplished the task before moving to the next.

☐ Do you consistently remind youth of upcoming events or needed materials? Youth with developmental disabilities may have difficulty remembering the sequence of events or facts, always check and provide reminders.

☐ Do you check to make sure youth understand what they are supposed to be doing? A youth with a disability or behavior disorder may use poor judgment or have trouble keeping impulses in check. Help keep him/her focused and make sure he/she understands what is expected.

☐ Do you include games or activities so youth can move around and use up energy? For some youth sitting still for long periods is impossible. Make sure you include opportunities to move around to avoid problems and make it easier for the youth to sit still when it is absolutely necessary.

☐ Do you try to make it easy to pay attention? For some youth paying attention is hard work, especially if it’s hard to hear or there are lots of other things going on.
Do you allow youth to choose not to participate in some activities?  
Youth with disabilities may be highly sensitive to some smells, tastes, or touching some textures.

Do you follow routines and help youth understand what comes next?  
Youth will do best if you establish a routine structure during your club meetings such as time for the pledge, learning activities, clean-up, snack and games.

In your group, have you gotten to know the youth personally to better recognize special needs?  
You may be surprised to discover that for some youth there are large gaps between skill areas. A youth who may have impressed you with their speaking ability may have great trouble reading.

Do you encourage fun activities and small group activities to help build friendships?  
Social skills are still developing among youth in this age range and varies greatly. Youth with special needs may have trouble making friends in other settings. Encourage others to recognize the strengths and uniqueness of all 4-H’ers.

Do you encourage youth with special needs to participate in 4-H?  
4-H is a wonderful opportunity for all youth and with the emphasis on hands-on learning. It can be an especially good opportunity for youth with special needs.

When There Already is a Problem. . .

Provide clear and specific instruction on any changes needed and offer encouragement. Offer support to the young person, this includes both encouragement and confrontation. Use the I-CARE* sequence.

Interrupt—Be willing to interfere or interrupt and break up a process of misbehavior if you see it starting. Use a code word like “huddle” to call the youth aside for a brief talk; stay calm.

Cool off—Allow youth time to cool off before having to solve problems, if it has already escalated. Separate him/her from the group briefly. Take time to calm down and gain your composure.

Affirm—Start with trying to understand the youth’s feelings. Listen, communicate that you understand, and accept how they feel. You don’t have to agree with his/her feelings to accept them.

Redirect—Steer the youth in a new direction, suggest an alternative or compromise. Remember that it’s important to all of us to “save face”. Try to seek an option that works for everyone.

Educate—Explain in concrete terms the exact domino effects of misbehavior. Show what the natural consequences are in step-by-step description. Also, take the time to review what happened immediately before the misbehavior occurred. This is an important clue in preventing it in the future. Talk with the young person about the misbehavior as a mistake and help him/her come up with other ways the situation could have been handled. (Note: you may need to over emphasize the point to help him/her see it clearly but be sure not to just lecture.)

Remember, many developmentally disabled children need clear choices not ambiguous situations. Be firm and simplify moral choices between good/bad, kind/mean, etc. Do not label the child as bad or mean but be clear about behavior, so that the child sees clearer choices.

*Prepared by Cathann A. Kress, Ph.D., Former Extension Youth Development Specialist, Iowa State University Extension. 10/99
Experiential Learning: Ways to Teach Youth

There are several ways to teach children. Simply telling children what you want them to learn is the fastest teaching method, but the information is easily forgotten. They may remember more if you show and tell them. Getting them involved in an activity takes more time and effort, but children will learn more, and remember what they have learned longer.

LEARN BY DOING
The traditional 4-H motto, “learning by doing”, is the best method when working with Cloverbuds. Experiential learning happens when a person gets involved in an activity, looks back at it critically, determines what was useful or important to remember from the activity, and uses this information in doing something else.

Leading children through the experiential learning process requires short simple questions that help the children understand and verbalize the activity and leads them to apply what they understand to what they already know about the world. Use open-ended questions in these three steps: Do, Reflect, and Apply to turn a simple activity into a truly educational experience!

Start by knowing what you want the children to get out of the activity. Which life skill do you want to focus on?

Next, choose a topic that you can provide a variety of activities for the children. Think about how you can take those activities and help the children learn/develop the skills you are targeting and write down questions to lead them through the experiential process.

DO:
The easiest and most effective way to use Experiential Learning is to be involved with the children while they are doing the activities. By being involved, you can lead the discussion toward the concepts and skills you want the group to learn. Use open ended short questions and let all children give input! Encourage lots of sharing!

Some sample questions might be: What is happening? What changes do you see? Can you tell me about this? How did you get that to happen?

REFLECT
As the group goes through the activities, you can build on the experience in reflecting and sharing as you help them by “wondering” out loud about what is happening and why it is happening. That helps the children think more deeply about the activity. Some sample questions might be: Why do you think that is happening?

Apply:
The final step in the process is to apply the activity they have done and the information they have been discussing to something they already know.

That creates a connection for the child so s/he can re-use that information in the future. The only reminder is that for this age group, future is the next hour, day or week...not next year! Some sample questions might be: Can you think of something you’ve seen before that is similar to this? How else can you use this? At home? At school? What would you do different next time?
Developing Youth Life Skills

The 4-H Youth Development Program supports the natural child development process. 4-H uses the research base of the land grant university system to develop and deliver non-formal youth development education programs that focus on life skill development.

Life skills are defined as abilities, knowledge, attitudes, and behaviors that must be learned for success and happiness. Life skills enable people to adapt to and master their life situations.

Through development of these life skills, children learn to live comfortably with others, express their own feelings safely, enjoy life, and welcome new experiences. For the 5-to-7 year old, there are five specific life skills that have been identified as appropriate. By focusing on these life skills, 4-H can help its youngest participants grow and develop the necessary skills for positive and happy young lives, as well as prepare them for a more secure, enjoyable, and productive future.

Life Skills for 5-to-7 Year Old Children:
- Self-understanding
- Social interaction
- Decision making
- Mastering new knowledge
- Mastering physical skills

Self-understanding Skills
Each child has different interests, personality traits, skills, learning styles, and temperaments. Five-to-7 year olds need to try new things so that they can begin to test themselves, build their base of experiences, and begin to master skills. To nurture self-understanding, adults working with 5- to-7 year olds need to encourage creativity and curiosity. Leaders should also help children see and appreciate the differences and similarities among people.

Social Interaction Skills
Interaction with other people helps mold a child’s social and emotional development. Children learn what values, beliefs, and behaviors are acceptable to others by interacting with family members, other young people, and adults. Through interaction, children learn how to express feelings appropriately and discover what behaviors are acceptable in their society.

Decision Making Skills
Children, as well as adults, face decisions and problems every day. Learning to make wise decisions and to take positive action are important parts of growing up. Children need to understand the step-by-step processes of problem solving, decision making, and cause and effect.

They also need to understand how their decisions can affect themselves and others, and be willing to accept responsibility for their actions. For 5-to-7 year olds, focusing on decisions that provide for their personal safety is important (saying “no” to strangers, not taking drugs, etc.). They must have opportunities to practice problem solving and decision making while in safe situations, with guidance from an adult or older youth.

Mastering New Knowledge or Learning to Learn Skills
Five-to-7 year-olds are concrete thinkers and need real life experiences on which to base their learning. By applying the steps of experiential learning, children can understand not only what they have learned but how they learned it, and why the information is useful.

Mastering Physical Skills
The developmental need for physical activity is great for children between 5 and 7 years. They need to be able to use their large muscles, both for development and to use up their tremendous amount of energy. Children are also refining their small muscle development. The level of control they have with a pencil when they write their names is an indicator of small muscle development. Children need practice using pencils, scissors, small utensils, and tools in order to develop small muscle control and eye-to-hand coordination.
Cooperative Learning

Many people associate 4-H with competition. From county and state fairs to judging events and talent shows, 4-H uses competition to motivate youth to achieve. However, competitive events are only one of three ways to teach and encourage children. In addition to competition, 4-H uses individual and cooperative learning designs.

The cooperative learning design is best for children ages 5 to 7 because it encourages the development of social skills. Cooperative activities are appropriate because they affirm the child’s abilities and respect their individuality while allowing them to develop at their own pace. Competition is not appropriate at this age. Children need to feel emotionally and socially safe to practice the basic skills they should learn at this age. Competition counteracts that safe feeling and inhibits social skill development.

Cooperative learning is an exciting concept that organizes learning into experiences for small groups rather than for individuals. Working in groups is not a new idea—it is as old as humankind. The survival of our species has been largely dependent upon the capacity of individuals to work cooperatively to accomplish shared goals. The ability of people to work together is the basis for friendships, families, careers, and communities.

Why use cooperative learning groups?
The value of cooperative learning groups is based on the belief that the interaction that most influences young people’s performance in instructional situations is youth-youth interaction.

How are cooperative learning groups unique?
Cooperative learning groups do have special guidelines that make them unique. To be a cooperative group, all members of the group must share in leadership roles of providing information, setting goals, and making decisions. Older youth and adults working with cooperative learning groups act as facilitators that actively teach the social skills that enable group members to work together. How group members interact depends primarily on the type of interdependence the leader encourages. It may be necessary to guard against one or two of the group members assuming all of the responsibility of moving the group toward its goals. Likewise, the older youth or adult leader may have to practice overcoming the tendency to step in and manage the functioning of the group.

When do we use cooperative learning groups?
All of this may lead you to believe that learning to function as a cooperative learning group takes time; this is true. Cooperative learning is an appropriate format for groups that meet often enough that the members become comfortable with one another. Cooperative learning programs may be used in many situations, as long as there are enough sessions with the same group members and leaders working together to establish the cooperative learning style.
Elements of Cooperative Learning

Leaders must understand the elements of cooperative learning and practice using them. Establishing a cooperative learning group process is as important as completing the subject matter content of the program. In order to make the programs cooperative, it is important to include all five elements of cooperative learning.

1. **Positive Interdependence:** Group members recognize the need for teamwork. They depend on each other to reach group goals because they share responsibility and information. Group members need to understand that they will be successful only if everyone is working together.

2. **Face-to-face Interaction:** Group members talk to each other. They ask questions, respond, explain, and clarify. Groups need to be structured to allow face-to-face interaction among all group members.

3. **Individual Accountability:** Each group member is responsible for specific information. All members need to share the information for the group to learn the material completely.

4. **Social Skill Development:** Social skills are directly taught to cooperative learning groups. These skills vary with the age and experience of group members.

5. **Processing and Analyzing:** This step checks comprehension: Do group members understand the subject matter? In addition, group members discuss how well they used cooperative skills. (Refer to processing questions in the Experiential Learning section.) The older youth or adult leader then should assess what the group could do in the future to be even more effective.

**COOPERATIVE GAMES**

Cloverbud activities should respect and affirm the child. Competitive games (where a child is “out”) are not appropriate for Cloverbuds because those games focus on what the children can’t do instead of what they can do. (You get out in tag because you can’t run fast enough or you get out in baseball because you can’t hit the ball.)

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**Apply What You Have Learned:** What are the key tips you can use with your 5-7 year olds?

**Meeting Their Needs:**

**Experiential Learning Method:**

**Developing Life Skills**

**Managing Group Behavior:**
Methods to Recognize and Reward Success for Cloverbuds

Recognition is an important part of the 4-H experience. Youth need to know how well they contribute to the group and learn new skills. Recognizing their individual and group efforts provides them with feedback.

Project experiences should provide many incentives, awards, and recognition opportunities for project achievements. There are five types of project recognition:

1. Participation;
2. Progress toward goals;
3. Standards of excellence for products or performance exhibited;
4. Achieving through competition; and
5. Cooperative learning experiences.

While Florida 4-H does not support the fourth type—competition—for 5-7 year olds, there are four other appropriate ways that recognition can occur. These can occur without incorporating peer competition environments where youth can find themselves in “losing” situations without full understanding. Here are other tools to assist you:

Youth Project Reporting forms include several age-appropriate statewide reporting tools to help youth collect and record project experiences consistently from county to county and across all project areas of interest. The statewide reporting tools for Cloverbuds include the following:

My 4-H Project Summary [4H GCM 11] is designed for youth ages five to seven. This summary gives these youngest 4-H members the opportunity to summarize all completed projects for the year for club and county recognition. Cloverbud members project summaries are reviewed and awarded participation ribbons or certificates. No peer competitions are permitted for this age group.

In 4-H educational programs, standards are used in two ways. First, standards are established by subject matter and youth development specialists to provide a base for young people to use as they plan and work toward their goals. Examples are exhibit criteria or product scorecards and judging sheets. Second, professional staff/volunteers and young people work together to establish standards. Examples are behavior desired at 4-H camp, expectations of 4-H’ers involved in meetings, and appropriate dress for 4-H events. Teaching young people skills needed to meet or achieve standards has a lifelong benefit. 4-H has excelled in recognizing 4-H’ers who have achieved standards of excellence, but we need to continue to improve the way we use this type of recognition.

The Performance Standard Awards for all youth by age can be found in the Awards and Recognition Handbook at the Florida 4-H website.

Cloverbuds are eligible to be awarded the Clover Award receiving a Certificate and sticker for meeting these standards:

Cloverbud, 5-7 Year Olds Standards of Excellence

• Complete a show and tell activity with your club
• Exhibit something made in the cloverbud project
• Attend 2/3 of the project meetings (completing a project/workbook of their project activities)
• Complete a Level 1 Participation Summary on one project

Apply What You Have Learned: What are the recognition methods you can use with your group?
# Florida 4-H Member Performance Standards

## Award Application

### Cloverbud

**5-7 years old**

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Leader/Agent Signature</th>
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**Show and Tell Activity**

**Attend 2/3 Club Meetings**

**Exhibit something made in 4-H**

**Completed Cloverbud Project Summary**

Parent Signature / Date  
Participant Signature / Date

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*Florida 4-H Cloverbuds: A Guide for Staff and Volunteers*
CRAFT RECIPES

SILLY PUTTY
What you need:
Glue   Liquid Starch
Mix 2 parts white glue with one part liquid starch.

SALT AND FLOUR FINGERPAINT
What you need:
2 c Flour   2 tsp Salt
3 c Cold water   2 c Hot water
Food coloring

Add the salt to the flour in a saucepan. Pour in cold water gradually and beat the mixture with an egg beater until smooth. Add the hot water and boil the mixture until it becomes glossy. Beat it until it is smooth. Mix in food coloring.

FINGERPAINTS
What you need:
½ c Cornstarch
1 pk Unflavored gelatin
Food color or poster paint
Water

In a bowl, mix ¼ cup cold water with the cornstarch to make a paste. Soak the gelatin in ¼ cup cold water; set aside. In a saucepan, bring 2 cups of water to boil and add the cornstarch mixture slowly to it. Stir well. Cook, stirring constantly over medium heat until the mixture comes to a boil and clears. Remove from the heat and stir in the gelatin. Cool and divide into several jars. Add the food color and blend.

SIDEWALK PAINT
What you need:
1/4 cup cornstarch
1/4 cup cold water
6-8 drops food coloring

What you do:
Mix cornstarch and cold water in a small bowl. Add food coloring and stir. Repeat these steps for every color you make. This paint dries very pretty and can easily be washed away with water!

SIDEWALK CHALK
What you need:
2 Cups Water
2 Cups Plaster of Paris
2 Tbl Tempera Paint (Wet or Dry)
Toilet Paper Tubes with duct tape over one end

Combine and stir together. Let stand a few minutes. Place tubes on cookie sheet lined with foil or wax paper. Pour mixture into holders, let stand until semi-firm. Remove holders and let dry completely - ready to use in about 1 to 1 1/2 hrs.

*Never pour plaster down sink.

BLUBBER
What you need:
Mix together in one bowl:
2 tsp. Borax
3/4 cup warm water

Mix together in a second bowl:
1 cup white glue
1/2 cup warm water
green food coloring

Now, while stirring the Borax mixture constantly, add the glue mixture. Take out the flubber part!

KOOL AID PLAY DOUGH
What you need:
1/2 C salt   2 C water
2 T salad oil   2 cups flour
2 T. alum   Kool-aid for color

Boil salt in water until salt is dissolved. Add Koolaid for color. Add salad oil, flour and alum. Knead or process until smooth. Keeps for two months or longer.

RICE AND PASTA DYE
What you need:
1 tsp. Rubbing alcohol
Few drops of food coloring
1 c. Rice / Pasta (uncooked)

Add food coloring to the rubbing alcohol until a bright color is achieved – then mix with rice or pasta thoroughly. Lay in single layer pan to dry.

GLITTER GLUE
What you need:
2 parts white glue
1 part glitter
Powdered tempera (optional)
Mix the glue and glitter – and tempera (if you want it).

BUBBLE SOLUTION
What you need:
1 cup distilled water
4 T liquid dishwashing soap
2 T white corn syrup

Mix together and let sit at least 24 hours before you use it. You can substitute glycerin for the corn syrup – but it is expensive.
SALT DOUGH
What you need:
4 c Flour  1 c Salt
1 ½ c Warm water

Mix the flour and salt in a large bowl. Add warm water slowly, using your hands to mix all together. Wear rubber gloves if you wish, as the salt tends to dry your skin. Knead on a flour-covered surface for about 10 minutes, until the surface is smooth and elastic. Wrap the dough tightly or place in a covered container. Take out only what you will be using.

FINGERPAINT
What you need:
1/8 c Liquid starch
1 T Powdered tempera
Pour starch directly onto paper. Sprinkle the tempera over the starch. Mix the color in as you paint.

FINGERPAINT
What you need:
2 c Powdered tempera
1 c Liquid starch
Water

Mix tempera and starch until it is smooth and creamy. Slowly add water until the mixture has a good, thick consistency.

FUNDOUGH
What you need:
3 c Flour  1 c Salt
3 T. Salad oil  1 c Water

Mix dry ingredients together. Stir in oil and water. Add more water, as necessary, to form a soft, pliable dough. This dough keeps well.

OOBLECK
What you need:
Cornstarch
Water

Mix equal parts water and cornstarch. (Maybe a little less water)

FUNDOUGH 2
What you need:
1 c Salt  1 c Flour
1 tsp Powdered alum
¾ c Water

Mix dry ingredients first. Add half the water. If necessary, add more water to make the mixture stick together but not feel tacky. This dough will harden to a good permanent quality.

CORNMEAL DOUGH
What you need:
1 ½ c Flour  1 ½ c Cornmeal
1 c Salt
1 c Water

Mix all ingredients together. Add more water to make the mixture cling. This dough will keep up to six weeks in an airtight container.

JEWELRY CLAY
What you need:
¾ c Flour  ½ c Salt
½ c Cornstarch
Warm water

Mix dry ingredients together. Gradually add warm water until the mixture can be kneaded into shapes. Make beads by rolling the dough into little balls, piercing the balls with toothpicks, and allowing the balls to dry. Paint and string the beads.

GREAT FUNDOUGH
What you need:
1 c Flour  ½ c Salt
2 tsp Cream of tartar
1 c Water  1 T Salad oil

Mix all ingredients together in an electric skillet. Cook on a low heat setting until the mixture is lumpy. Turn the dough out on wax paper. Knead when cool. The dough has an excellent quality, keeps well, and does not crumble.

PEANUTBUTTER FUNDOUGH
What you need:
1 c Peanut butter
1 c Corn syrup
1 ½ c Powdered sugar
1 ½ c Powdered milk

Mix all ingredients together with a spoon. Add more powdered milk if necessary to make a workable dough. Knead, shape, and eat.

PEANUTBUTTER HONEY FUNDOUGH
What you need:
1 c Peanut butter
1 c Honey
2 c Powdered milk

Mix all ingredients together in a bowl. Add more powdered milk if necessary to make a workable dough.

BREAD DOUGH PLAY DOUGH
What you need:
Bread
White Glue
Water
Bowls
Tempera paint

Take the crust off the bread and break it into stuffing size pieces. Add ¼ cup glue and about 3 T water for a large loaf of bread. Mix it up – it takes quite a bit of kneading to get it smooth – but it will get smooth and dries hard! You can add powdered tempera for a cool effect as well!
QUICK CREATIVE ARTS AND CRAFTS

CRAFT STICK PUZZLES
Craft sticks   Tape   Markers
What you do:
Lay 6-10 craft sticks on the table in a row and tape them. Number the sticks. Flip them over and draw a picture or design on them. Take the tape off, mix them up and give the puzzle to someone to solve.

SUGAR CHALK PICTURES
Sugar   Water   Chalk   Paper
What you do:
Have the children dip chalk into a very thick sugar water mixture and draw a design or picture. The sugar makes an interesting brilliance and sparkle!

SCRIBBLES
Paper   Markers
What you do:
Choose partners. Each person draws a scribble on his/her own piece of paper. Then, they trade papers and have to draw to make something out of the scribble.

STAINED GLASS WINDOWS
Crayon   Food Grater   Wax paper
What you do:
Children put crayon shavings on one of two cut pieces of waxed paper—any shape they want. Then carefully iron another piece of waxed paper to the top. The iron melts the crayons and the pieces of waxed paper stick together.

THUMBPRINT PICTURES
Markers   Paper
What you do:
Make thumbprints on paper and then they have to either connect them to make a picture or make them into things that go together in a picture.

YARN PICTURES
Pencils   Paper   Yarn   Glue
What you do:
The children draw a picture on paper. Then they fill in the picture with glue a section at a time and cover the glue with cut up yarn.

BUTTERFLIES IN THE MIST
Coffee filters   Markers   Spray bottles   Popsicle sticks
What you do:
The children decorate coffee filters with marker, then they “mist” spray them from a spray bottle to make the colors wash together. Let the sun dry them then staple them into butterflies and add a construction paper body with Popsicle sticks to make puppets. Point out the different shapes and colors of the butterflies—they are all beautiful. They can be used to make plays on the topic.

SILLY GLOBS
White Glue   Cornstarch   Paper Cups
What you do:
Mix cornstarch and white glue in the cup. Mix with your fingers and take out and play!

BUBBLE PRINTS
Bubble solution   Paint   Straws   Paper   Paper cups
What you do:
Pour bubble solution and liquid paint into paper cups. Insert a straw and blow—colorful bubbles should rise out of the cup. You can either lay paper on top of the bubbles, or let them spill over on to the paper.

PAPER BEADS
Wallpaper   Scissors   Pencils   Tape/glue   Nail polish   Yarn
What you do:
The children cut wallpaper into long skinny triangles (about 1 ½ inches on the long side and 4 inches long to the point). Starting with the point, they wrap the triangle around a pencil and tape or glue the end. Encourage them to use different types and colors of wallpaper. It is nice to cover them with nail polish to protect them and give a shine. These are then strung together on a string for a necklace.
SACHETS
Paper  Scissors
Fabric  Glue
Potpourri  Markers

What you do:
Have the children draw a big but plain figure on a piece of paper. It should have a large middle section. Trace that onto the fabric with the “right” sides together. Turn them over and glue the sides together – almost all the way – leave a small opening to put the potpourri in. Let that dry and then add the potpourri and glue the rest.

TENNIE TIES
Shoestrings  Fabric  Markers

What you do:
Decorate the shoestrings with fabric markers and let dry.

MUD ART
Styrofoam meat trays
Dirt  Water

What you do:
Give each child a tray, dirt, and water. Let them mix the dirt and water to make a sculpture.

RAINBOW BALLOONS
Balloons  Colored yarn
Plaster of Paris  Water

What you do:
Cut colorful string into 18 inch pieces. Blow up balloons. Mix up a watery solution of plaster of Paris. Dip strings into solution (or glue) and wrap around the balloons. Let dry 24 to 48 hours and then pop the balloon.

STONE PAINTING
Large rocks  Paint  Googly eyes

What you do:
Paint the rock and add googly eyes. Or paint a scene on a big rock.

SAND PAPER PICTURES
Crayons  Sandpaper  Iron  Paper

What you do:
Draw a design on sandpaper with crayons using lots of pressure producing a heavy layer. Put another sheet of paper over the design and carefully iron with a medium hot iron. An interesting stipple like print will result on the top paper.

GROUP BANNER
Crayon  Large paper

What you do:
Give the children only one crayon per person – and make sure everyone gets a different color. Have them create a group banner of just their own picture by sharing the crayons.

PULL AWAYS
Paper  Scissors  Chalk
OR
Paper  Paint  Sponges

What you do:
Cut shapes out of the paper. Lay the shapes down on another piece of paper. Hold it with one hand and putting the chalk (or paint and sponge) on the edge of the shape, they pull away from the center of the shape – out.

BLOW PAINTING
Paint  Paper  Straws

What you do:
Drop small amounts of paint onto the paper and move it around by blowing it around with the straw.

TISSUE PAPER COLLAGE
Tissue paper shapes or pieces  Glue  Water
Wax paper or clear wrap
Paper or cardboard

What you do:
Mix equal amounts of water and glue. Draw a picture on paper/cardboard. Lay a piece of waxed paper/clear wrap over the picture. Tear strips of tissue paper and “color” the picture on the with the bits of tissue paper. Brush over the tissue paper with the water-glue mixture. You may repeat process to build up several layers of tissue paper/glue. Let dry. Cut away to shape of picture ( or makes good tree ornament).
**COFFEE FILTER FLOWERS**
Coffee Filters  Paint  Water  Tape

*What you do:* The children decorate coffee filters with markers or drops of thinned paint. Twist the inside so the outside forms a flower and tape.

**RAINBOW HANGINGS**
Wax paper  Yarn  Crayons  Grater  Iron  Newspaper  Hole puncher

*What you do:* Take 2 pieces of wax paper. Hold together and cut into a whatever shape you want. Then, grate crayon onto wax paper. Cover all this with newsprint. Quickly and gently touch warm iron to the covered wax paper and shavings. Punch holes and hang with the yarn.

**RAINBOW DUST**
1/2 cup sugar  Food coloring  Plastic Zip Baggies

*What you do:* Put sugar in the plastic bag. Choose the color you want and add drops to the bag. Seal and squeeze the sugar in the sealed bag until it becomes colored

**“RAIN” PICTURES**
Construction Paper  Kool Aid  Spray Bottles  Pencils  Permanent Markers

*What you do:* Draw a simple picture on the paper. Go over it with the permanent marker. Add different colors of Kool-Aid to the different sections and spray with water.

**FABRIC WALL ART**
3 x 6 inch fabric strips  Bendable wire

*What you do:* Shape the wire into whatever shape you want. Tie the fabric strips onto the wire – push the strips close to each other.

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**Clover Kids Activities**

The following is a collection of games and activities that were collected from Cloverbud leaders and Extension staff or adapted from games collected by Community Club leaders.

**Bodies Bingo**
Make bingo cards with activities or jokes in the spaces. Each person goes up to another one and tells the joke or does the activity with the other person. Activities can include hopping, laughing, smiling, shaking hands, winking, singing the first line of a song—like Happy Birthday, etc.

**Crickets and Bugs**
The children split into 2 teams—the Bugs and the Crickets. Choose a leader for each team. Make two goal lines about 25 feet apart. Have each team stand on their goal line; the Bugs should have their backs to the Crickets. The Crickets should then silently creep up on the Bugs and stand behind them about 2 feet away. The leader of the Crickets calls out “Run, Crickets, run!” and the Crickets hurry back to their goal line while the Bugs chase and try to tag them. The tagged Crickets are now Bugs and then the turn is reversed with the Bugs creeping up behind the Crickets and the leader calling out “Run, Bugs, run!” and the Crickets chasing and trying to tag the Bugs to turn them into Crickets.

**Gum and Glove Relay**
The children hold hands while standing in a circle. The first person says someone’s name as they toss/bounce a ball to that person who catches it. The person then says another name while bouncing the ball to them. This continues until all have caught the ball. Keeping the same order, try to toss/bounce and catch the ball faster; may add more balls.

**Hula Hoop Relay**
The children hold hands while standing in a circle. The hula-hoop is put around one child’s arm. He must pass it from him to the next child without letting go of the others’ hands by “contorting” his body to pass the hoop. Continue until the hoop has been passed through the entire circle. (You can time each round and try to get faster or add more hoops.)

**Catch the Ball Name Game**
Stand in a circle. The first person says someone’s name as they toss/bounce a ball to that person who catches it. That person then says another name while bouncing the ball to them. This continues until all have caught the ball. Keeping the same order, try to toss/bounce and catch the ball faster; may add more balls.
Fan Race
Two teams, with a starting point and finishing point. The first person on each team is given a ping-pong ball and paddle. The ball is put down on the starting point. At a given signal, the first player fans the ball across the room to some designated line or spot. The ball cannot be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed. The ball is touched in any way. The ball is not be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

Moving only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

The ball is not be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

Spot. The ball cannot be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

At a given signal, the first player fans the ball across the room to some designated line or spot. The ball cannot be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

points. At a given signal, the first player fans the ball across the room to some designated line or spot. The ball cannot be hit or touched in any way. The ball is moved only by fanning it with the paddle. If the ball is hit or moved in another manner, the player must get the ball and go back where the "fowl" was committed must get the ball and go back in another manner, the player must get the ball and go back where the "fowl" was committed.

(Flying Dutchman
The children form a circle holding hands. Two are left out of the circle and become the lost ship. These two people must hold hands and walk around the outside of the circle. At some point, the lost ship must break the hands of two players in the circle. These two must quickly join hands back together and run in the opposite direction as the lost ship players. The first pair back to the hole in the circle closes the circle and the remaining pair becomes the lost ship.

Simon Says
Same old game but go really fast and do what you command even when you don’t say “Simon”.

Earth, Air, Fire, Water
Everyone forms a circle. IT stands in the center and tosses/bounces a ball to any player and calls out any one of these words: earth, air, fire, or water. Before IT counts to 10 the player catching the ball must say an animal that is either on land (earth), flies (air), swims (water), or for fire just keeps silent. No animal may be used more than once. The player who makes an incorrect response becomes IT. For an easier version call out animal, bird, or fish.

Squirrel in a Tree
Count off players into threes. Number ones are the squirrels, numbers two and three make up trees by facing each other and holding hands. Any left over people are the fox(es) and lost squirrel(s). If caught, the fox and squirrel change places. A lost squirrel may get away from the fox by running to a tree and force the squirrel in that tree to run. There may not be two squirrels in a tree at one time. Rotate places so all get a chance.

Crab Soccer
Two teams. You can only move on hands and feet with your bottom facing the ground (crab walk). Use of hands is not allowed. Play soccer this way.

Steal the Bacon
Players are divided into two teams. Each person on each team is given a number. The teams line up facing each other but with the numbers going in the opposite direction: 1,2,3,4,5,6,7,8 facing 8,7,6,5,4,3,2,1. The goal is to retrieve an item from the center of the groups when your number is called without getting tagged by the person on the opposite team with the same number. The leader calls a number and the children with that number run to the center and try to retrieve the item for their team. Whoever gets the item and returns without being tagged by the other team’s player is safe and keeps the item. If tagged, the item goes to the other team’s player.

Bronco Tag
Groups of four. One person is IT. The other three line up with their hands around each other’s waists. They are the bronco. IT tries to become the tail by attaching, like the others, to the last person’s waist. If successful, the head of the bronco becomes the new IT.

Numbers Change
Players are seated in a circle with IT in the center. All are numbered 1,2,3, or 4. IT calls out two numbers. Players with those numbers get up and switch seats and IT tries to beat them to an empty seat. If IT sits down, the left over person is the new IT and IT takes the number of the new IT.

Musical Madness
The children get in a circle marching or dancing around while music is played. The leader suddenly blows a whistle a certain number of toots and the children must get into new circles with that number of people in each circle. Those with the wrong number in a circle or those left over stand in the middle during the next round.

Catch the Dragon’s Tail
The children line up in groups of about 8 to 10 and hold onto each other’s waists (or hold hands). The last person has a handkerchief in their pocket or belt (or hand). At the signal, the dragon begins chasing its own tail and the object for the person at the head of the line is to snatch the handkerchief that is at the end of the line. When the head grabs the handkerchief, the head becomes the tail and everyone moves up one space.
**Zip and Zap**
The children stand or sit in a circle with one or more ITs in the center. When IT points to a player and says “ZIP,” that player must say the name of the person on their right. When IT points to a player and says “ZAP,” that player must say the name of the person on their left. This must be done before IT counts to 10. To make it more difficult add ZUP and the player must say their own name. This is more difficult than it sounds.

**Elbow Tag**
Everyone finds a partner and locks elbows. Select one person to be the runner and another person to be IT. IT tries to tag the runner but the runner can link their elbow with a free elbow and the person on the other side becomes the runner. If the runner gets tagged, they become IT and the tagged IT becomes the runner. If you have a lot of children have two runners and two taggers.

**Crazy Chase**
The children sit in a big circle, fairly close together and facing in. One IT stands outside the circle. A ball is given to a circle player and is passed from player to player or tossed/rolled across to an opposite player. The object is for IT to tag a circle player who has the ball in their hands. When IT is successful, they changes places with the circle player. Circle players have to stay sitting. If the ball goes out of the circle, the circle player who passed the ball trades places with IT. For variations: can use two ITs; allow only one-handed tosses/rolls; have the IT move inside the circle.

**Cat and Rat**
The children form a circle holding hands. One person is chosen to be the cat and one to be the rat. The cat tries to catch the rat. Both must run in and out of the circle of children try to help the rat by raising their arms to let him run under and slow down the cat by trying not to let him through their arms. Try this with two sets of cats and rats.

**Red Rover**
Divide up into two teams. The first team says, “Red Rover, Red Rover, send (child’s name on other team) right over.” The team who called holds hands and prepares for the person whose name was called to try to run through their arms and “break” their line. If they do break through, they may chose one of the two they separated to go back with them. If they didn’t break through, they join in that side where they tried to break the line.

**Flag Tag**
Everyone puts two pieces of cloth into the back of the waistband of their shorts/pants with the pieces sticking out. On the mark, the children all run around trying to get the other children’s flags. You may only take one at a time from one person. If both your flags are taken you must sit down/squat right away until someone runs by you and you can steal their flag or if you have stolen flags in your hand you must then keep down until you can attach this flag to make it your own—you must have at least one flag to continue chasing other players. You may not steal flags from anyone’s hands and if you have flags in your hands, you must have two attached to you for stealing. Stop the game every five minutes or so for players to get a drink of water and rest.

**Team Spud**
The children each have a partner. Each group of two has a towel and stands together to form a circle. This is used to catch with. Each team also has a number. One team is in the middle. This team says a number as they throw up a ball. Whatever team has that number must catch the ball with the towel. If they catch it, great, they are in the middle. If they do not catch the ball, they get a letter and the team in the middle must repeat. The team in the middle must throw the ball straight up and high enough to give the other team some time to get there.

**Pom Pom Pullaway**
One person is in the middle of the field. Make sure the out-of-bounds areas are marked. The center person yells, “Pom Pom Pullaway!” The other players try to run across the goal line while the center person tries to tag them. Anyone tagged joins the center person.

**Jump and Look**
Players stand in a circle with one player who is IT in the center. A cardboard disk is hidden under the foot of someone in the circle. When IT shouts “JUMP!”, everyone jumps up and down once while IT tries to spot the cardboard disc. If successful, the one with the disc hidden under their foot becomes IT. If not seen, IT must try again. The players must give IT a fair chance to spot the disc by jumping as high as they can.

**Sit-on-it Relay**
The children grab a balloon, run to a chair, and sit on the balloon until it pops. They then run back to the next person to do the same.
It’s in the Bag
Closed bags are scattered about the room on tables or chairs so a large number of guests may circulate and guess what the bags contain. As the children arrive, they are given a card and pencil and asked to go around feeling each bag and writing on the card what they think is in each bag. Discourage pressing very hard so as not to damage the bag or object.

Muffin Pan Ball Bounce
Mark muffin pans with point values taped to the inside bottom of the cups. The children try to bounce ping-pong balls into the cups to get the most points.

Five Changes
The children pair up into group of two. They check each other out and turn back to back and change five things about themselves. Then they turn around and figure out what five things the other changed. Switch pairs and repeat.

Quick Shuffle
Six volunteers stand up and get in a straight line. The children not in line check them out and close their eyes and turn around. The children in line are going to change places and then the others must put them back in the original order. Vary the number of children, etc.

Parachute Game
If you don’t have a parachute, a sheet works fine. Would be even better if you could make cuts in it to let more air through but sew the cuts’ edges so they would not rip. Have the children try to get a ball out of the sheet. Then use two different kinds of balls, which are easier/harder to get out. Try two different colors of balls, have them try to keep one in and get one out. Split into two teams one on each side of the sheet and have one team try to get the ball out on the other teams side. Etc.

1-2-3-4!
Hop on one foot (left or right only—no switching). Get together with two other people who are hopping around on the same foot. The three of you are going to face each other, shake your fists four times and chant together, “1-2-3-4!” Those are the only words for the whole game. On the count of 4, each of you puts any number of fingers out from 0 (fist) to 5. The object of the game is, without ever talking to one another, for the three of you to have exactly 11 fingers out. Once you have gotten 11, try twenty-three by shaking both fists and putting out any number from 0 to 10.

Cup-els
Paired in twos, the children put a Dixie cup between their foreheads and move around the room. If the cup falls, they need to go back to the beginning. Have an obstacle course for them to go through or have them make one.

Incorporations
The children are going to form, break up, and reform groups quickly. Each time you ring a bell or blow a whistle they must form the group you describe. Tell them don’t worry if they aren’t in one group before you yell out another. Give descriptions of a group—like groups of three, groups of red clothes, groups of two with not the same colors, groups of three and make the letter “H” with your bodies, groups of people born the same season you are, groups with same beginning letter of their last name, etc. It would be good to have a written list to work from.

Who can?
Describe actions and have the children demonstrate them. “Who can jump on one leg? Who can stand on one foot?” This can be very fun when you add all the actions together.

My Name is and I Can…
Each person in a circle says their name and an action they can do. Then everyone says the person’s name and action. Add each person’s name and action as you go along. Example: “My name is Mary and I can do this” (jumps). Everyone says, “Mary can” (all jump). The second person says, “My name is Jimmy and I can do this” (claps). Everyone then says, “Jimmy can” (all clap), “Mary can” (all jump). Try to go faster and faster with the actions.

My Favorite
The leader starts a sentence and everyone in the circle finishes the sentence. For example: the leader might say, “My favorite ______ is ______.” Words to fill in the first blank would be like dessert, TV show, sport, color, season, food, book, car, holiday, day of the week, animal, cartoon character, etc.
If You Can…
The children line up in a row. One at a time the leader asks the following questions (or make others up):
If you can wash dishes, take two giant steps forward.
If you can feed the dog, take 3 baby steps forward.
If you can change a light bulb, hop up and down three times.
If you take your dirty clothes to the laundry room, wave your hands in the air.
If you can make peanut butter and jelly sandwiches, touch the floor.
If you read a book, twirl around.
If you like spaghetti, yell “Yee haw!”
If you can play a musical instrument, blink your eyes five times.
If you have a brother or sister, bend at the waist.
If you like school, skip around. Etc.

Pick-up Beans
Each person has to pick up some dried beans from the table to a cup using a straw. See who can get 10 in first, then see who can get the most in the cup in one minute, etc.

Suitcase Relay
At the word “GO”, the first player of each team runs to the suitcase, opens it, puts on all the clothes, closes the suitcase, carries the suitcase back to the start position, opens the suitcase, removes all the clothes, puts them in the suitcase, closes it and hands it to the next player. They take it to the first area and it all starts again.

Bucket Bottle Relay
A pop bottle is placed at the designated area. A player takes a Dixie cup with a hole in the bottom, fills it with water, tries to run over to the pop bottle and dump the water into the bottle before it all leaks out of the hole then runs back with the cup and the next player does the same until the bottle is full.

Peanutty Relay
Each player pushes a peanut to a designated spot with their nose and then pushes the peanut back to the starting line and passes it to the next player who does the same.

Two-legged Race
Groups of two tie a leg together and hop or run to a designated spot.

Potato Sack Race
Each child must jump with both feet in a pillow case or gunny sack to a designated spot and back.

People to People
The leader calls out body parts to the groups of two people. They touch those parts together (the leader yells “knees” and they touch knees). Make sure you talk about what types of body parts are acceptable. When the leader yells “people to people”, everyone finds a new partner and the lone person becomes the leader.

Volcano
One person is IT. The rest of the children are divided into two groups. The two groups form a double circle, one within the other. Each player in the outer circle stands behind a player in the inner circle. The inner circle is the volcano and IT stands in the center ready to ‘erupt’. When IT calls “Volcano!”, the players standing around the volcano in the outer circle begin to panic and run around the ‘volcano’ changing places with one another. IT and the ‘volcano’ players clap their hands in rhythm to signal this ‘lava’ is flowing. Outer players continue to switch places while the inner players clap. When IT stops clapping, the inner circle people stop also. Everyone in the outer circle and IT rushes to find a spot behind someone in the inner circle. The player left behind is the new IT.

Unseen Objects
The players pass objects under the table from person to person. No one gets to look at the items. After they have all been passed, the children list all the items they remember. Whoever gets the most correct wins!

Mother Goose Charades
One or two at a time the children are given a slip of paper with a Mother Goose rhyme on it. They have one minute to think and then two minutes to act it out for everyone else to guess.

4 Up
Everyone begins sitting down. Tell the group that they may stand up whenever they want but cannot remain up for more than five seconds and then must sit down again. They can stand up right away again if they want to, but the object is to work together as a group to have only four people standing at one time, all the time—no more, no less.

Play Unsmiling
The children line up in two lines facing each other. The first person starts walking between the two lines with a straight face. The players in the line try to make that person crack a smile without touching him or her. The person coming down the line must look at the others.
Sheet and Scarf Dance
Give each child a scarf or a small group of children a sheet. Play some music and let them dance. Whenever the music stops they must stop and when the music changes they should change the speed and tone of the dance to match the music.

Imaginary Ball Toss
Show the children an imaginary tennis ball. Point out the shape and size and how it fits nicely into your hands, how you can throw it up and catch it in the other hand, and when it is in that hand you can’t close it, etc. Tell them you are going to call out someone’s name and throw the ball. They must catch it, then they will say a name and throw the ball and that person must catch it. Also tell them if they don’t know the name of someone to ask. As they throw the ball you can change it—“Mary, it’s now a basketball”. After it is thrown a few more times—“Jay, it’s now a watermelon—it’s now a ping-pong ball—it’s now an egg”. Then let the children change what it is as they throw it.

Kneezies
The children put a ball or other object between their knees. They must run around the circle or run across the field keeping the ball there. Play Kneezies tag—the same idea but now they want to tag each other.

Scavenger Hunt
The children must check out clues to find the next clue to find a prize. Example: one clue might say “check in a wet spot” and in a gutter there would be another clue, or one might say “check in a cold spot” and in a cooler is the next clue.

I Like...
The children all sit in a circle. One person stands in the center and says, “I like _____” and describes something that describes people (like people wearing blue jeans or people wearing shorts, or people with dogs). Anyone who is described by that statement gets up and quickly switches places as the center person also tries to sit down. The one remaining is the next in the center to say “I like _____”.

Spider Web
Everyone sits in a circle. Discuss what they liked or learned that day before you start. Then one person, holding a ball of string, starts by holding onto the end of the string and saying one activity they liked to do or one thing they learned or just says pass. Then they pass the ball, still holding onto the string. The string is passed around and back and forth with each saying what they liked to do or what they learned. A spider web forms as they hold onto the string(s) when it is their turn. Then one at a time the children can go under it while the others hold their part.

Catch the Cane
The children stand in a circle. IT stands in the middle. All the players including IT are given a number—keeping their number a secret—only tell IT the range of the numbers, like 1 to 16. IT holds a cane (or yardstick) upright on one fingertip. IT calls the number as the cane is let go. The player, whose number is called, attempts to catch the cane before it drops to the floor. If the cane is caught, the player returns to his place and IT stays, if they don’t catch the cane, they become IT.

Who’s the Leader?
The children form a circle. One person, IT, leaves the room and a leader is silently chosen. The leader makes movements and everyone follows them—like patting the head—while IT comes back into the room and tries to pick out who the leader is. The leader changes what is being done while the followers try not to look directly at the leader to give them away. The leader wants to watch IT and try to change movements when IT is not looking at them. IT gets three guesses to find the leader.

Nose and Toes Tag
Players must stay within set boundaries. One person is chosen to be IT. Anyone tagged by IT is the new IT. Players are safe from being tagged when their nose is held with their left hand and at the same time the toes of their left foot are held with their right hand.

Ring on a String
Players form a circle holding a long string that is tied together at the ends. A ring is from one player to another by sliding their hands back and forth on the string (all the players are sliding their hands back and forth on the string as if they are passing the ring). IT is in the center and tries to guess who has the ring. IT can stop the passing at any time to make a player lift their hands. If the player has the ring, they become IT.
Using ALL of the materials. The children must work as a team to build the tallest tower they can using cardboard, straws, cans, etc. plus plastic bottles, wood, styrofoam, etc. Place a bag full of materials—groups of three or so. Give each group a bag full of materials—plastic bottles, wood, styrofoam, cardboard, straws, cans, etc. plus glue and strong tape. The children must work as a team to build the tallest tower they can using ALL of the materials. The bags must all have the same materials in them. The towers must stand on their own.

Who Am I?
The children answer questions the leader has printed on 5x8 index cards. Then they put the cards in a bag. Everyone stands up as the teacher or a student reads the cards. The children only remain standing while what is read from the cards applies to them. At the end there should only be one person standing. Talk about how our differences can make the group strong. If we were all the same we couldn’t do things as well, etc.

Play the Dice Game
Each child takes turns rolling the die then passes it to the next player. The following activities go with the numbers on the die: 1 = recite your name and favorite food; 2 = make a face; 3 = get up and run around the circle and then sit down; 4 = pat your head five times; 5 = sing the first line of a song; 6 = say something you do well.

Play the Puzzle Game
The children are each given a piece of one of three puzzles (cut up several large pictures into three pieces each for puzzle pieces for at least three groups—but the more groups the merrier. They cannot look at the piece until you give the word. On your mark, they have to hop on one foot and not speak as they find the other two people who complete the picture-puzzle.

Johnny May We Cross Your Wide Blue Ocean?
“Johnny” (IT) is in the middle of the field. The others are on one side. They say, “Johnny may we cross your wide blue ocean?” and IT says, “Only if you have on the color ______” or “…have two sisters” or whatever. Those who match what IT says may walk to the other side while all others must run while IT tries to tag them. Those tagged help IT.

Blanket Ball
The children are divided into two teams. Each team is given a blanket. They must play a volleyball-like game using the blanket to get the ball over the net.

Balloon Bop
The children stand in a circle. They must keep a balloon off the ground/floor by hitting it up with whatever body part the leader calls out. Start with one balloon and hands, head, etc. then add more balloons and keep switching body parts.

Scarf Ball
The children are each given a scarf and pair up into groups of two. Have them practice lobbing and catching a ball or object with the scarf. After practicing, form two teams and play a game of scarf ball lobbing the ball over a net and catching it and lobbing it back.

Make a Personal Crest
Tell the children briefly about family crests of long ago. How they told things about those families (it would be good to have an example to show). The children then make a personal crest that describes things they like to do, eat, colors, etc. and then share these with the group.
Bedlam in the Barnyard
The children all sit in a circle. A blindfolded player (IT) stands in the middle and points to someone and names an animal. The person pointed at must imitate the animal named by making the right sound for that animal. IT then tries to guess who is making the sound.

Posture
The children balance a box lid on their heads. They must walk a short distance, pick up a paper cup and put it in the box lid, walk a second direction, pick up another paper cup and put it in the box lid. The box lid must stay balanced on their head and the cups must stay upright! Can be done as a relay.

Blind-find
The children each choose a partner. The partners choose a set of words that go together like peanut and butter or foot and ball, etc. The children separate to opposite sides of the room, are blindfolded, and then try to find their partner by calling out their words.

Egg Hunt
The children find eggs (candy, prizes, etc.) you have hidden in the area.

Chain Tag 15
Choose one person to be the chain maker. The rest of the children spread out. The chain maker tags someone who links arms with the chain maker and together they try to tag others. Only the ends of the chain can make tags.

That’s My Line?
Pick a subject. The children pass around a hat in which are slips of paper with a different topic written on each one. Each child chooses a paper and tells about that topic. The idea is to go around as many times as possible. The papers can be returned to the hat for another to draw.

Charades
The children each get an activity or word to act out. They cannot talk but must get the others to say what they are acting out.

Kangaroo Relay
The children must put a balloon or ball between their knees and hop to a turning point and back—if the item falls they must start over.

Play Backward Relay
The children must run or walk backwards to a turning point and then return backwards also.

Back-to-Back Relay
Two children link arms with their backs to each other and run to the turning point and back.

Mock Track Meet
The children participate in a silly track meet. Make up games like who can keep the egg in the spoon all the way to the line and back; discus throw—throw a paper plate; mile race—each tries to have their bottle spin the longest; high jump—see how high the wall they can reach by jumping; javelin throw—how far each can blow the wrapper off a straw; broad jump—how far each can blow a feather; shot put—how far each can throw a balloon; relay—pass a lifesaver down the line using straws held in the mouth; etc.

Penny Pass
The children must pass a penny around the circle or down a line using only index cards that they hold in their mouths. If the penny is dropped, it must start over at the beginning.

Forty Ways of Getting There
The children must run across the field like a relay but each person must use a different method of getting across the field. If someone uses the same method as another, the entire team must start over.

Mass Stand Up
Two children sit down and link elbows and then stand up, then three, then four, etc. How many children can stand up at the same time?

Treasure Island
The playing field is set up with tennis balls (use different colored balls or mark with colored dots to tell them apart) in a hula-hoop on each side; one field set up for each group of six children, two teams of three. A line is between the two halves of the field. The object of the game is to get the tennis balls back to your side of the field. One person may only get one ball at a time but more than one person may run across the line to get a ball. If tagged or if you throw an incomplete pass to your team member on your side, you must jog to a line about 20 feet from your end of the field and back before trying again.

Fisherman
A fisherman is stationed in each of four corners of the playing field. The rest are fish are in the middle. On your mark the fishermen go and try to catch the fish and take them to their corner. When everyone is caught, the fishermen count their fish and new fishers are chosen.

Sharing Space
The children move in and around a general space where a number of hoops (islands) have been placed. On a signal such as music stopping or a whistle, the children jump into a hoop. Before each turn a hoop is removed and children must work together to fit into the remaining hoop(s).
Get Up
Teams sit facing each other with IT standing. When music is played, IT rushes a person on the other team and says, “Get up!” That person then has to get up and hurries to an opposite team member with the same command. In each case IT gets the vacant seat. The object is to have your team sitting when the music stops. Teams get a point if they are the one seated. Try this with more than one it.

Balloon Get to Know Each Other
Have slips of paper asking for information in each balloon—what is your favorite season and why; what is your favorite time of day and why, what is your favorite cartoon and why; what has been the best present you have ever gotten and why; etc. The children take turns to pop their balloon to get their question and give their answer in front of the group.

Who Am I?
Have IT stand with their back to the group. Show a picture of someone or something that is well known—Michael Jordan, Bugs Bunny, Scooby Doo, etc.—this is who/what IT is. Then have IT turn around and then on your mark the group shouts clues at IT until the shark says, “Supper time!” Then the Shark turns around and chases the other children trying to tag them.

I Spy
Someone says, “I spy with my little eye something (a color).” Whoever guesses what is spied gets to go next.

Minute Madness
Choose a letter. Everyone has one minute to say as many words beginning with that letter as possible.

Twenty Questions
One person thinks of a person, place, or thing and tells the group if it is an animal, vegetable, or mineral. Animals are any animal or animal product, vegetables are any plants or plant product, and mineral is anything else—like manufactured things. Everyone else asks questions that can be answered with yes or no. They try to guess the answer in 20 questions or less.

My Aunt Tillie
This game is all about relationships—either how words are spelled or relationships between 2 items. One person says, “My Aunt Tillie likes (something), but she doesn’t like (something else).” For example: “My Aunt Tillie likes golden retrievers, but she doesn’t like sparrows.” When anyone else gets the relationship between what Aunt Tillie likes and doesn’t like, they give an example. In this case she likes dogs but not birds or she likes 4-legged animals but not 2-legged animals, whichever the leader chooses.

Build a Word
The first player says a letter. The second player must try to build a word by adding another letter to the first one. The third player adds yet another letter. Keep going around adding a letter to the word until it is complete. The player who ends the word gets a point. (So you want to keep adding letters if at all possible because points are not a good thing!) If someone can’t think of a letter to add to the word, they can challenge the player right before them. If the challenged player comes up with a word, the player who challenges gets the point, if not the challenged player gets the point.

Scavenger Hunt
Before you get together or go on a field trip, make a list of things the children will see. They should check off the items as they see or find them.

Bat Moth
One child is blindfolded and in the middle of the circle. That is the bat. All the other children make up the circle. Choose 3 children to enter the middle of the circle, these are the moths. The bat says “bat” and the moths must echo back with the word “moth”. When the bat catches a moth, all four trade places with someone in the circle.

What Time is it Mr. Shark?
The children line up on one side of a field with one child standing on the other with his/her back to them. The children say, “What time is it Mr. Shark?” The Shark says, “_____ o’clock.” The children take that many steps toward the Shark. They continue until the shark says, “Supper time!” Then the Shark turns around and chases the other children trying to tag them.

Touch Game
The children must go around the room touching as many people as they can with their elbows in 30 seconds. Then decrease the time they can spend doing it and add other movements such as hopping or just using their pinky finger or just using their ear.
Cloverbud Curriculum

A variety of curricula have been designed to support the exploratory interests of younger 4-H members. Florida 4-H recommends these products from collaborative land-grant university 4-H programs. Here are some of these products that provide youth a “cafeteria” of project experiences. These products do change frequently; therefore, it is best to always check for the most current listings and links at the Florida website: Florida4h.org/projects/cloverbuds

Clover Kids - Ohio Cloverbuds

The Clover Kids curriculum has eight areas of general interest to children. Materials are designed for groups of six to eight children per trained adult in sessions lasting 30 to 60 minutes. The curriculum has complete instructions for volunteer facilitators.

- Science and Technology—Experimenting with five senses, making air work and weather fun
- Community Expressive Arts—Display, one act play, planning community art exhibit
- Healthy Lifestyle—Making healthy food choices, fitness is fun, safe at home
- Environmental/Earth Science—Nature fun, problem of pollution, helping our environment
- Personal Development—My feelings, experiencing disabilities, I am special
- Citizenship/Civic Education—Visiting the elderly, food drives, our flag
- Consumerism/Family Science—Managing time, smart with money, television
- Plants and Animals—Pets, feathered friends, super seed fun

Ohio Cloverbuds Series II

New themes and activities are included in the Ohio Series II curriculum. Themes are:

- Science and Technology—Good Vibrations: The science of sound, The wonder of water, Bubble-Mania
- Community Expressive Arts—Home Hobbies, Storytelling, and Sports
- Healthy Lifestyle—Food Fun, Looking Your Best, Fall Festival: A Harvest of Fun
- Environmental/Earth Science—Digging those Dinosaurs, Habitats are Homes, Wildlife
- Personal Development—Celebrations Around the World, Valuing Family, Building Character
- Citizenship/Civic Education—Rules and Reasons for All Seasons, Our Country, Democracy, Voting and You!
- Consumerism/Family Science—Just the Food Facts Ma’am, mall Mania and the Sharper Shopper, Weaving and Dyeing
- Plants and Animals—Ant Antics!, Bugs, Butterflies, Worms and Spiders, Have you Eaten a Flower Today?, Incredible Egg-Chicken Embryology

Exploring the Treasures of 4-H Helper’s Guide (Grades 2-4)

This curriculum produced by National 4-H contains group activities designed to introduce the group to some of the project areas they can explore when they enter the 4-H community club program.

Iowa and Penn State Websites for Project Discovery Activities and Other Resources:

IOWA Clover Kids Website:  http://www.extension.iastate.edu/4h/clover

The Clover Kids website contains:
- Clover Kids Leader Letter--A monthly newsletter with game, crafts and activities based on differently monthly themes.
- Web Activity Packets--Theme based activity packets for use in your meetings.
- Resources Shared by Staff--Websites and books shared by staff members
- Recruitment tools and ideas--Ideas and tools for recruiting Clover Kids, Certificates and other goodies to download

PENN STATE CLOVERBUDS Website and Curriculum

Website:  http://pa4h.psu.edu/90.htm

ILLINOIS Cloverbuds—has as extensive website of resources to support cloverbud program development.

Website:  http://web.extension.uiuc.edu/state4h/cloverbuds/volunteers.cfm
SUBJECT-MATTER PROJECT SPECIFIC CURRICULA

In addition to the exploratory projects, many states, including Florida, have developed specific subject matter focused projects for youth interested in a particular area. Again, these products are developed to be delivered in group settings, not packaged for youth to take independently on their own without the help of an adult. The Florida 4-H project series available to support cloverbud programs are listed below. These products are available free of charge online at the Florida 4-H project web site or EDIS. Others are listed at the website. These do change frequently; therefore, it is best to always check for the most current listings and links at the Florida website: Florida4h.org/projects/cloverbuds

Agricultural Literacy and Animal Science
The World of Animals (K-2)
This curriculum is designed to give you a complete look at the world of animals around you. It is based on experience and teaches life skills through emphasizing proper care and humane treatment of all animals. Topics include: what an animal is, animal care, animal nutrition, harvesting animals, how animals serve humans, animal health, animal welfare, marketing and economics, and how animals affect the environment.

Communication Arts and Sciences
A Palette of Fun with Arts & Crafts (Leader Guide, Grades K-6)
This curriculum, produced by National 4-H System, provides creative art activities and ideas to help children understand design elements and art principles. It is no longer available for purchase but is available in pdf print from online at the Florida 4-H web site listed below.

Citizenship
Me, My Family & My Friends focuses on self identity, self-acceptance, and relations with family and friends. In EDIS this publication is DLN 4H 015 or available at cost at www.ifasbooks.com
My Neighborhood is focused beyond the family and friends and goes into the neighborhood and school. In EDIS this publication is DLN 4H 016 or available at cost at www.ifasbooks.com

Environmental Sciences
Earth Connections I
This project manual will allow you to delve into environmental basics. It emphasizes the interrelationship between earth (soil), air, water, and the impact that humans have on the environment.

Recycling Adventures (For Youth Ages 5-10)
Recycling Adventures will help youth understand the environmental and economic issues associated with waste management. It uses a fun theatrical approach to teaching using puppets, skits and hands-on learning activities. An audio tape for the skit production is included with the package.

Family, Consumer Sciences and Healthy Lifestyles
Fun with Clothes
Fun with Clothes teaches youth about the major clothing concepts, including construction, self concept, textiles/fabrics, selection, personal care, culture and careers.

Food, Fun and Fitness Adventures with Chef Nicky (K-5)
This curriculum is a leader -directed project replacing Food, Fun and Fitness. Adventures with Chef Nicky teaches youth about the food guide pyramid and helps them make healthy decisions about daily food choices and being physically active. It includes four chapters and multiple activities on nutrition, making healthy snacks and fitness.
The 4-H Pledge

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.

The Head represents:
1. Thinking, planning and reasoning.
2. Gaining new and valuable knowledge.
3. Understanding the whys.

The Heart represents:
1. Being concerned about the welfare of others.
2. Accepting the responsibilities of citizenship.
3. Determining the values and attitudes by which to live.
4. Learning how to live and work with others.
5. Developing positive attitudes.

The Hands represent:
1. Learning new skills.
2. Improving skills already known.
3. Being useful, helpful, and skillful.
4. Developing respect for work and pride in accomplishment.

The Health represents:
1. Practicing healthful living.
2. Enjoying life.
3. Using leisure time wisely.
4. Protecting the well being of self and others.

The 4-H Pledge, first adopted in 1927, summarizes 4-H as the four-fold development of youth through the Head, Heart, Hands and Health.