



# DISCOVER



## 4-H GENERAL'S LEADERSHIP ACADEMY CLUBS

EXTENSION 

UtahStateUniversity



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## 4-H GENERAL'S LEADERSHIP ACADEMY CLUBS

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### Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

### Purpose

The purpose is to create an environment for families to come together and participate in learning activities while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

### What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Lerner et al., 2005).

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## Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

## The 4-H Motto

"To Make the Best Better!"

## 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.

## 4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

## Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the [www.utah4h.org](http://www.utah4h.org) website or get them from the county Extension office).

## Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth are in your club, you can decide how many officers you would like. This will typically include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—6 months, one year, etc.



## A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order—president
- Pledge of Allegiance and 4-H Pledge—pledge leader (arranges for club members to give pledges)
- Song—song leader (leads or arranges for club member to lead)
- Roll call—secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—secretary
- Business/Announcements—vice president
- Club Activity—arranged by activity facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by refreshment coordinator
- Clean Up—led by clean-up supervisor



## Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

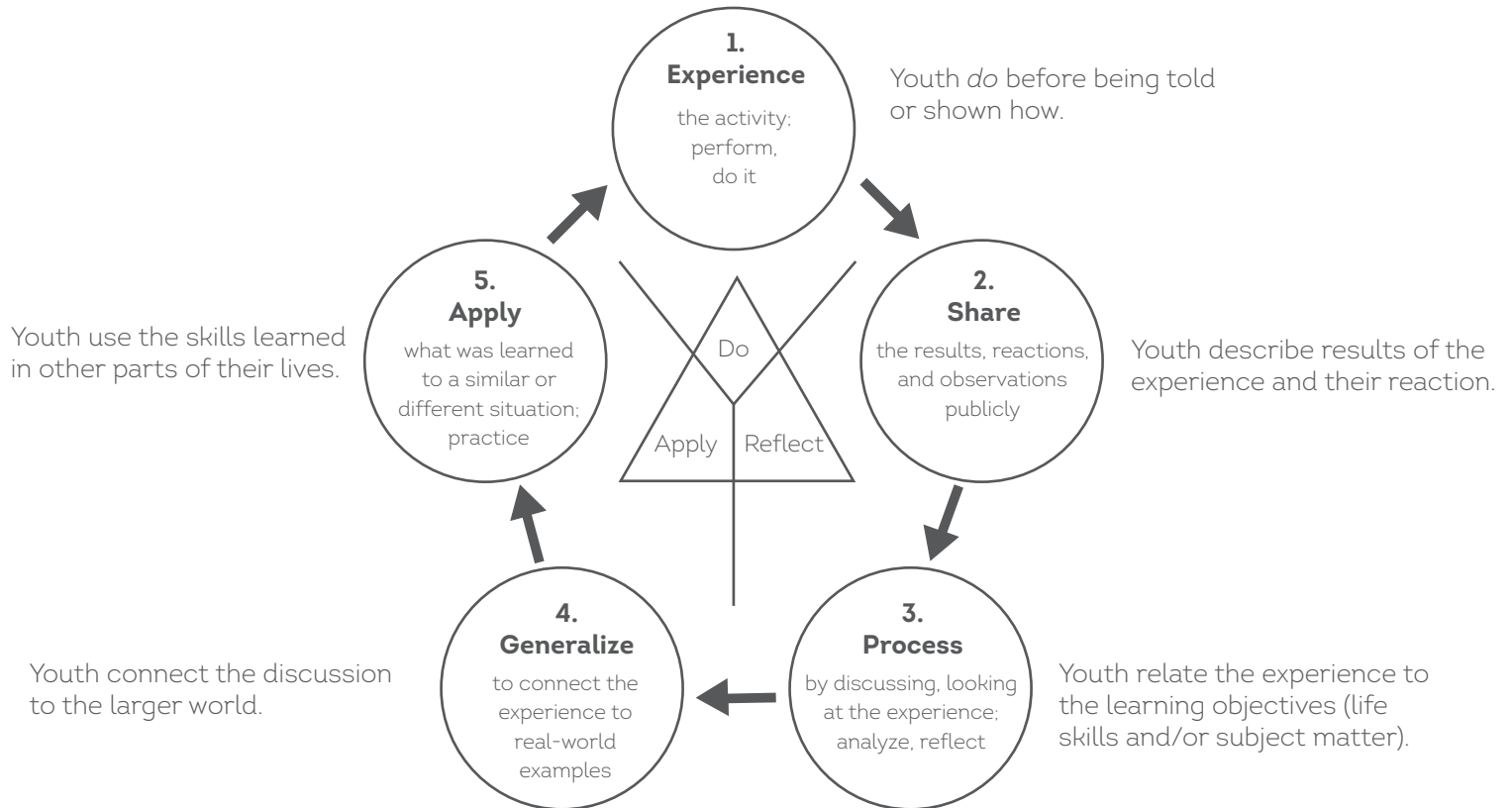
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning, opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future, opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



## 4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



## 4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

(Information retrieved from: [http://www.csrees.usda.gov/nea/family/res/pdfs/Mission\\_Mandates.pdf](http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf))

- 1. Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- 2. Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- 3. Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

## Getting Started

1. Recruit one to three other families to form a club with you.
  - a. Send 4-H registration form and medical/photo release form to each family (available at [utah4h.org](http://utah4h.org)).
  - b. Distribute the Discover 4-H Clubs curriculum to each family.
  - c. Decide on a club name.
  - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.).
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same).
3. Enroll your club at the local county Extension office.
  - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
  - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
  - a. See *A Typical Club Meeting* section above for a general outline.
    - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
  - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



## Other Resources

Utah 4-H website: [www.Utah4-h.org](http://www.Utah4-h.org)

National 4-H website: [www.4-h.org](http://www.4-h.org)

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

## References

Information was taken from the Utah 4-H website ([utah4h.org](http://utah4h.org)), the National 4-H Website ([4h.org](http://4h.org)), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

**We would love feedback or suggestions on this guide; please go to the following link to take a short survey:**

<http://tinyurl.com/lb9tnad>

# 4-H GENERAL'S LEADERSHIP ACADEMY CLUB *Meetings*



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# 4-H *Club Meeting 1* Recruits and Respect



## Supplies

- An open space such as a hallway
- Whiteboard
- Whiteboard Markers
- Pencils
- Paper
- Examples of other organization's flags, mottos, and slogans
- Poster Board
- Colored Markers

## PRIOR TO CLUB MEETING

- Gather all materials needed for the club and make sure they are ready
- Print out flag handout, or gather various flags to use

## INTRODUCTION

Welcome recruits and leaders to the General's Academy. Over the next several meetings, club members will be mastering teamwork and leadership skills as they learn about military protocol, tactics, and logistics. The first day's activity focuses on how we honor and respect members of our team and others. We begin with this exercise because it is difficult for a team to grow together if team members haven't built trust first.

## Activity #1 MARCHING ORDERS



### DESCRIPTION (5 MIN)

Few things snap a group of recruits out of their day-to-day focus faster than a couple of orders. Today marching orders are "Attention" and "At Ease."

### WHAT TO DO

1. Call the group to attention.
2. Verbally explain what the group did well when following the order and what they need to work on.
3. Call group to attention again and correct anything that needs to be improved.
4. Call the group to "At Ease."
5. Verbally explain what the group did well when following the order and what they need to work on.
6. Call group to attention again and correct anything that needs to be improved.
7. Play a round of "Commander Says" using Attention and At Ease as the commands.



## Activity #2

DAILY BRIEFING #1



### DESCRIPTION (5 MIN)

Briefings are pivotal in many situations, but they are particularly critical in military situations where failure to communicate may lead to unnecessary casualties. While miscommunications at the General's Academy will not lead to any life-threatening situations, daily briefings will be used to help participants better understand exactly what that day's activities will involve and to help them develop time management skills.

### WHAT TO DO

1. Welcome recruits to the club.
2. Ask if any recruit has ever heard the term "Briefing" before. If he or she has, allow that recruit to describe the term; if not, the leader should give the definition.
3. Hand out club syllabus and let the club members know about the upcoming club meetings.
4. Have a short group discussion about why regular briefings are important.
5. Using the whiteboard, brief recruits on that day's activity.
6. Have recruits break into teams of three to five.
7. Encourage recruits to select a team leader for each of the day's activities.
8. Allow recruits to ask questions before beginning.

## Activity #3

SHOWING RESPECT FOR YOURSELF



### DESCRIPTION (10 MIN)

Before you can truly respect another person, you need to respect yourself. In this activity we will select three club rules that will encourage every recruit to respect themselves both inside and outside of the club.

### WHAT TO DO

1. Pass out a piece of paper to each recruit.
2. Have recruits fold the paper into three columns.
3. At the top of the first column write "Self."
4. Have them write as many ways as they can think of to make themselves stronger physically, academically, socially, or mentally.
5. Allow each recruit to share their list with the group, but do not force any club member to participate.
6. From the listed examples, work as a group to try to develop three rules to show respect for themselves over the coming weeks.

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## Activity #4

SHOWING RESPECT FOR YOUR TEAM



### DESCRIPTION (10 MIN)

Respect is a foundation of any military organization. We are going to learn a bit about military customs that are used to indicate respect to and among members of the military. In doing so, recruits can identify which customs they wish to incorporate into the club.

### WHAT TO DO

1. Inform club members that we need to come up with three rules that will encourage them to be respectful and supportive of teammates both inside and outside of the club.
2. Think-pair-share ideas on how you can show respect for your team.
3. Make a list of ideas on the board.
4. Vote on the three rules the group will be incorporating into the club.

---

## Activity #5

SHOWING RESPECT TO YOUR COMMUNITY



### DESCRIPTION (10 MIN)

Being a member of a group is great, but being a member of a group that has a positive influence on the community is even better. Reflect on people who are your personal heroes and find traits you can incorporate into your life to make the community around you better.

### WHAT TO DO

1. Have club members think about a person who is their hero: it could be a family member, a teacher, a community member, someone from history, or someone who is fictional.
2. Have them list five traits that make that person a hero.
3. Let the club members select a few traits they wish to build in themselves during the coming school year.
4. Decide on rules that will help the entire club build these traits.
5. Vote to select three for the club list.

---

## Activity #6

DESIGN A UNIT FLAG, MOTTO, AND SLOGAN



### DESCRIPTION (10 MIN)

Teams can find a surprising amount of unity by sharing the same symbols. From professional organizations, to clubs, and even nations, the people who identify with them rally around their flag, use the motto to guide their actions, and their slogan to communicate their purpose to outsiders.

### WHAT TO DO

1. Ask if any recruit has ever heard the terms flag, motto, or slogan before. If she or he has, allow that recruit to describe the term. If not, the leader should give the definition to the group.
2. Provide the group with several examples of flags, mottos, and slogans that different organizations currently use.
3. Allow club members to break into three teams, each one designing one of the three elements.
4. Have the teams bring their best ideas to the group as a whole.
5. Vote on which flag design, which motto, and which slogan the group will use for the rest of the club.
6. Have the youth work together to make a full-sized flag that will be hung in the classroom during club meetings.
7. If the club flag is not completed by the end of the activity, encourage the group to continue to work on the flag when they have down time in future activities.



## Reflect

- What did you learn by working as a team?
- What did you learn about flags, mottos, and slogans?

## Apply

- What did you learn from working as a team that could help benefit you in a future career?
- Why is it important to learn to work with a team?
- Why is it important to have heroes and people we look up to?
- What traits or talents would you like to improve in your life?



## 4-H MISSION MANDATES

### Citizenship

Club members learn about the military and the experiences those serving in the military have.

## ESSENTIAL ELEMENTS





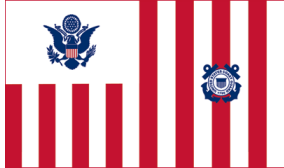
### Belonging

Club members learn about why it is important to work as a team and create symbols for their team.



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Name	Motto	Slogan	Flag
United States Army	This We Defend	Army Strong	
United States Navy	Non sibi sed patriae (Not for self but country)	America's Navy	
United States Marines	Semper Fidelis (Always Faithful)	The Few. The Proud. The Marines.	
United States Air Force	Aim High...Fly-Fight-Win	Aim High	
United States Coast Guard	Semper Paratus (Always Ready)	Born Ready	

(Flag images used by permission from <http://www.crwflags.com>)

Name	Motto	Slogan	Flag
4-H	To Make The Best Better	Learn by Doing	
Red Cross	The need is real; the time is now.	Down the Street, Across the Country, Around the World	
Boy Scouts	Be Prepared	Do A Good Turn Daily	
Girl Scouts	Be Prepared	Do A Good Turn Daily	
Civil Air Patrol	Semper Vivilans (Always Vigilant)	The CAP Is On The Go!	

(Flag images used by permission from <http://www.crwflags.com>)



### Supplies

- An open space such as a hallway
- Whiteboard
- Whiteboard Markers
- Computer
- Speakers
- Dazzle Ships 99% Invisible Podcast
- Disruptive Coloration Sheet
- Solid Coloration Sheet
- Projector
- Avoiding Predators: How To Avoid Being Eaten Video
- Military Coloring Sheets
- Colored Pencils, Crayons, or Markers

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

Why fight the enemy when you can successfully hide instead? Today, youth will learn how to use different types of camouflage to hide, misdirect, and distract. They will learn about the use of camouflage in nature as well as the history of military camo.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (5 MIN)

Few things snap a group of recruits out of their day-to-day focus faster than a couple of orders. Today marching orders are Left Face, Right Face, and About Face.

### WHAT TO DO

1. Call group to attention.
2. Call Left Face.
3. Call group to attention again and correct anything that needs to be improved.
4. Call Right Face.
5. Call group to attention again and correct anything that needs to be improved.
6. Call About Face.
7. Verbally explain what the group did well when following the order and what they can improve on.
8. Call group to attention again and correct anything that needs to be improved.
9. Play a round of "Commander Says" using the Attention, At Ease, Left Face, Right Face, and About Face orders.

## Activity #2

DAILY BRIEFING #2



### DESCRIPTION (5 MIN)

Briefings are critical for group unity. Gather recruits around to review what was covered in the last activity and quickly go over what will be covered in today's meeting.

### WHAT TO DO

1. Welcome recruits to the club.
2. Ask recruits to verbally review what they learned during the last activity, Recruits and Respect. Pay particular attention to the goals the recruits set.
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to five.
5. Encourage recruits to select a team leader for each of the day's activities.
6. Allow recruits to ask questions before beginning.

## Activity #3

DISRUPTIVE COLORATION



### DESCRIPTION (20 MIN)

There are all sorts of camouflage. Some hide objects, while others use misdirection. During WWII, the first type of camo the U.S. military rolled out followed the second principle. In this activity recruits will learn about this chapter in camo history and discover the technique that caused American merchant marine ships to be sent to sea looking like a flock of "ocean going Easter Eggs."

### WHAT TO DO

1. Inform the group that they are going to be learning about some of the oldest camouflage techniques deployed by the U.S. Military. Ask recruits if anyone has heard the term camouflage before. If recruits indicate they have heard the term, ask them to give a brief definition or description.
2. Have recruits listen to the Dazzle Ship Podcast and at the appropriate time, pass around the Disruptive Coloration Sheet.
3. Have youth pair up and have a quick discussion about what they learned about Dazzle Ships.

## Activity #4

SOLID COLORING



### DESCRIPTION (5 MIN)

In some environments the best way to hide is to have a complex color pattern, but in others it is better to be dressed in one color. The three environments where solid-colored uniform and equipment color schemes are most important are snow, dunes, and calm seas at night. The colors used in these environments are white, tan, and steel gray.

### WHAT TO DO

1. Ask recruits if they think Dazzle Ships would work well, then have them articulate why.
2. Show them the Solid Coloration Sheet.
3. Have a quick class discussion about environments where solid color camouflage would work best.

## Activity #5

BLENDING IN



### DESCRIPTION (15 MIN)

The most high-tech military camo allows soldiers and equipment to fade into the background through the use of mimicry and camouflage. While the U.S. military only started using this type of technology in force during WWII, nature has been using it for millennia. Take a moment to learn how creatures in nature use camouflage.

### WHAT TO DO

1. Access the "Avoiding Predators: How To Avoid Being Eaten" video at <https://www.youtube.com/watch?v=B2J-dRPKYyTc>
2. Watch the clip as a group.
3. Discuss how animals use camouflage to stay safe and how it compares with camouflage that the military currently uses.

## Activity #6

DESIGN YOUR OWN CAMO



### DESCRIPTION (15 MIN)

The recruits have learned about several different types of camouflage. Now it is time to apply their knowledge to a real-world application.

### WHAT TO DO

1. Divide the recruits into groups of 5 or 6.
2. Give each group an environment for which they will create camouflage. Examples of environments can include urban, ocean, arctic, mountain, jungle, and desert.
3. Give teams 20 minutes to create their camouflage designs.
4. Have each group present their designs to the rest of the recruits. Have each team talk about design decision such as colors they used and form of camouflage (disruptive, solid color, mimicry, etc.).



## Reflect

- What were some of the activities we did today?
- What did you learn while doing these activities?

## Apply

- Name some jobs that require you to dress in a uniform.
- When could dressing in camo help you now? What about in a future career? Answers may include hunting, serving in the military, being a spy, etc.
- Many animals shed their summer fur and grow heavy winter coats. What clothing items do we wear in the winter, but not in the summer?
- Do any of you know someone in the military? What uniform does he or she wear?





## 4-H MISSION MANDATES

### Science

Club members learn about the high-tech ways that the military operates using camouflage.

## ESSENTIAL ELEMENTS

### Mastery

After learning about camouflage, club members have the opportunity to create a camouflage uniform for themselves.

### Belonging

Club members work together as a team to create a new camouflage uniform for their group.



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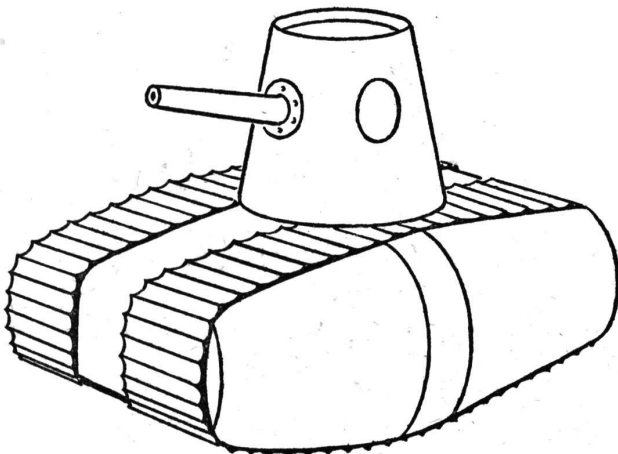
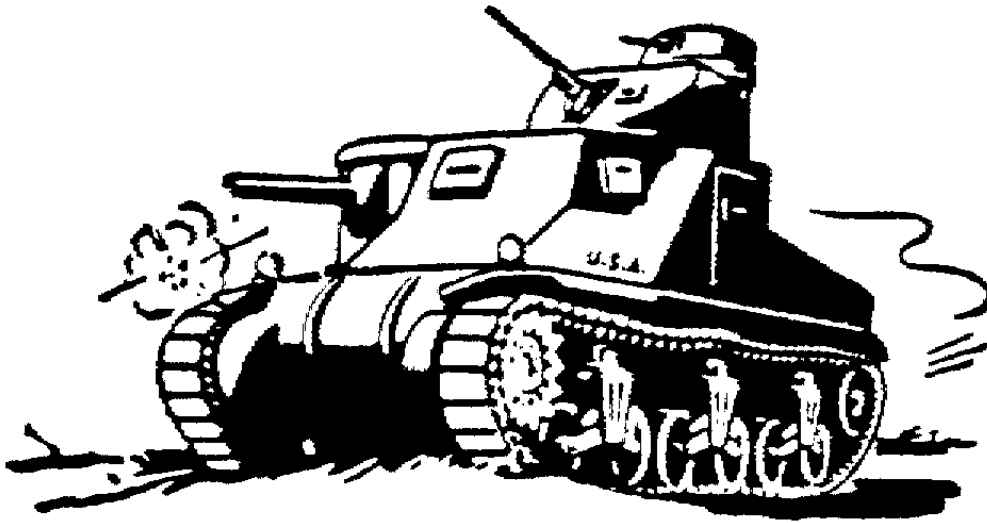
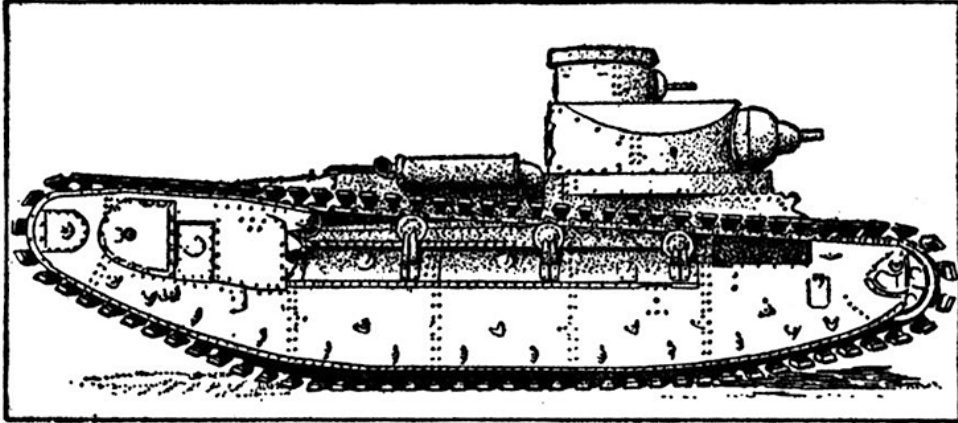
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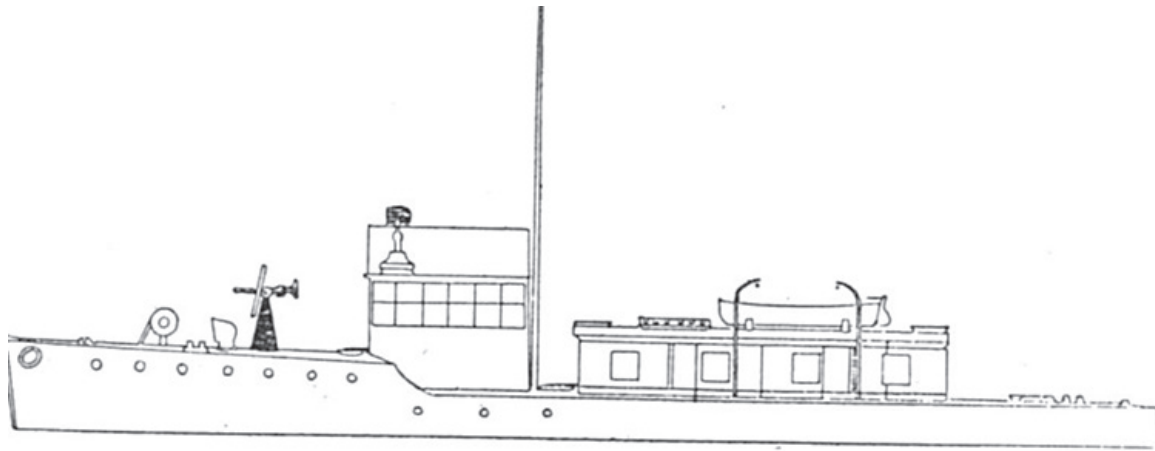
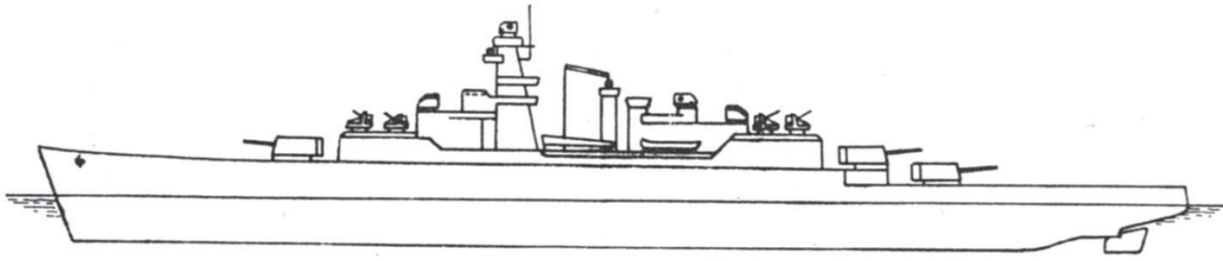
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(Images used from <http://schools.clipart.com/>)



(Images used from <http://schools.clipart.com/>)

# Solid Color *Camouflage*



(Animal images from clipart.com subscription)



Image of skiers from flickr Creative Commons

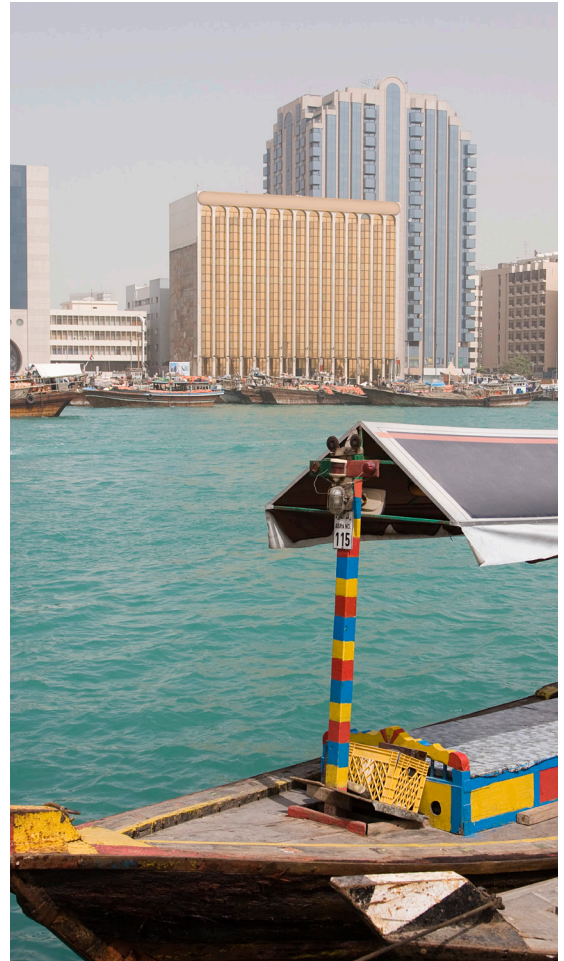
# Disruptive *Camouflage*



(Zebra image from Clipart.com subscription)



Zebra boat image from depositphoto.com



Boat image from Stockunlimited.com



### Dressing for Winter

It's wintertime and many snow-dwellers have donned their winter wear, from white fur (or feathers) to specialized foot gear. Weasels have shed their brown fur for ermine cloaks. Arctic Foxes pad along on the surface of the snow on thick, furry snowshoes. In northern landscapes, both predator and prey may grow a white winter coat to help them blend in with their background. But this winter dressing must also keep them warm, dry, and mobile. Is a white coat warmer than a dark one? What other tricks help keep Arctic birds and mammals warm? Read on to learn some of the ways northern animals dress up for winter!

### It's in the Air

The white fur or feather coat of the far north must serve a dual purpose: It must provide camouflage against the snowfields and, just as importantly in frigid climes, it must be warm. Luckily, it is not necessary to sacrifice one for the other. If dark colors absorb heat and white reflects it, how is it possible that a white coat provides adequate warmth? The answer is in the air . . . that is, the answer is the air.

It is not the color white that gives the white feathers of the ptarmigan (a grouse-like ground bird) or the white hairs of the polar bear their extra-warming quality. Rather, white is the absence of pigment, and the cells in white hairs and feathers, thus empty of pigment, are filled with air. This provides thermal insulation, similar to the way fluffy down feathers provide warmth by trapping air in the spaces between the tiny feather barbs.

### Snowshoes and a Snow Blanket

Many of these northern white-cloaked creatures

have other tricks up their sleeves as well. Ptarmigan, plant-eating birds mainly of the northern tundra, have white winter plumage that helps them hide from predators. Thick, long feathering extends over their legs and feet, down to the toes, both providing warmth to their extremities and enabling them to walk more easily on the snow surface. These birds do not have down feathers, as some birds of the far north do. However, many of their feathers sport an "after-shaft," an additional, smaller, fluffier feather growing from the base of a main feather and probably providing extra insulation. And if all else fails, a ptarmigan will escape from the cold by plunging into a bank of snow! In fact, ptarmigan habitually roost under the snow. There, again, air provides the key to thermal insulation.

### Changing Wardrobes

The seasonal molt, when the coat of an animal changes color, is a photoperiodic phenomenon governed by lengthening or shortening periods of daylight. As daylight diminishes in autumn, many northern animals will begin to grow thicker and lighter-colored coats that eventually become completely white. Likewise, as the days lengthen in spring, the winter coat is gradually shed (in mammals) or molted (in birds) and replaced with a darker color.

As a whole, which animals change to a white coat in winter and which do not seems to be determined mainly by the climate and latitude of the area in which they live. However, studies of the Long-tailed Weasel suggest that among individuals, the propensity to molt to a white winter coat may be influenced by other factors. In the northern part of their range, most Long-tailed Weasels turn white in winter; in the central part some individuals molt to white while others remain brown

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## Dressing for *Winter*

all year; and in the southernmost part, no individuals change color for winter. But if a northern weasel is captured and taken south, it will still turn white in winter, whether snow falls or not!

### Foxtail Scarf and Lucky Rabbit's Foot

Unlike its fellow far-northern carnivore, the polar bear, the Arctic fox doesn't remain white year-round. Most individuals are gray-brown in the summer months, when the ground is snow-free, and white in winter. This creature needs to stay camouflaged because it doesn't want to be seen by anybody, up or down, on the food chain. The arctic fox is both predator, mainly of small rodents such as lemmings and voles, and prey, to polar bears, wolverines, golden eagles, and snowy owls. Thus, Arctic foxes adapt their wardrobes to the climate: Those that live in areas without much snow tend to stay gray-brown all year; those in areas of permanent snow and ice stay white, and those in areas with snow only part of the year change seasonally.

The Arctic fox's white winter coat is thicker and warmer than its summer coat. Its tail is long and fluffy and can even be used as a sort of scarf to cover the face. Its feet become almost completely wrapped in fur in winter, and it runs along the snow in warm, slip-proof snowshoes. Interestingly, its scientific species name, *lagopus*, means hare-footed, and its furry winter footwear recalls that of its northern neighbor, the snowshoe hare. This hare, prey to a wide variety of raptors and carnivores (most prominently the lynx), exhibits a fascinating seasonal molt from its winter whites to its summer browns, with the changes in its coat color paralleling the changes to the surrounding landscape. In autumn, when its white fur is only partly grown in, the ground is often likewise covered only partly with snow. When winter arrives and the northern landscape is cloaked in snow and ice, the hare is cloaked in white. And when the melting begins in

spring and patches of ground begin to show, so do patches of brown occur in the fur of the snowshoe hare. This is truly a four-season coat!

### Top of the Heap

While ptarmigan, weasels, Arctic foxes, and snowshoe hares change with the seasons, turning various shades of brown when the snow melts and white in areas of snow cover, the polar bear, living in year-round snow and ice, remains white in all seasons. What's the advantage to wearing a white coat year-round? Camouflage and flotation! In the case of the polar bear, occupying the top of the food chain in much of its habitat, the white fur coat isn't needed to hide from predators -- rather, it is needed to hide from prey. Blending in with the snow and ice helps the bear make sneak attacks on seals, fish, birds, and other creatures. The coat is made of two layers, a soft, furry, warm undercoat, and an outercoat consisting of longer, coarser guard hairs. The white guard hairs are hollow, air-filled shafts, which makes them both insulating and buoyant in water -- quite useful qualities when one is swimming among the ice floes.

Beneath the white fur, the polar bear's skin is black, which helps it absorb and hold heat from sunlight. Beneath that is a layer of fat, said to reach a thickness of more than four inches, which provides further insulation. The heavy fur covering a polar bear's feet provides both warmth and traction on ice and snow. And at about 9 inches wide and 12 or more inches long, each foot serves as a handy snowshoe, facilitating movement on the snowy surface. Yes, this enormous and formidable Arctic carnivore is certainly well dressed for the weather!



# 4-H Club Meeting 3

## An Army Marches On Its Stomach



### Supplies

- An open space such as a hallway
- Whiteboard
- Whiteboard Markers
- Dehydrated Food (Dried Fruit, Vegetables, or Meat)
- Nutritional Information for Dehydrated Food
- Compare and Contrast Worksheet
- Calculators
- Hardtack (prepare using attached recipe)
- Nutritional Information for Hardtack
- Compare and Contrast Worksheet
- Canned Food (Fruit, Vegetables or Meat)
- Nutritional Information for Canned Food
- MRE (Fruit, Vegetables or Meat)
- Nutritional Information For MRE
- Freeze Dried Food (Fruit, Vegetables or Meat)
- Nutritional Information for Freeze Dried Food
- Survival Bar
- Nutritional Information for Survival Bar

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

Napoleon is credited with saying that an army marches on its stomach. While some historians doubt the French Emperor actually uttered those words, it does bring up the fact that in order to wage war, you need a well provisioned military. In today's meeting, recruits will learn the importance of making sure that their people are well fed.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (5 MIN)

Few things snap a group of recruits out of their day-to-day focus faster than a couple of orders. Today the marching orders we will be reviewing are Attention, At Ease, Left Face, Right Face, and About Face.

### WHAT TO DO

1. Call group to attention.
2. Call Left Face.
3. Call group to attention again and correct anything that needs to be improved.
4. Call Right Face.
5. Call group to attention again and correct anything that needs to be improved.
6. Call About Face.
7. Verbally explain what the group did well when following the order and what they can improve on.
8. Call group to attention again and correct anything that needs to be improved.
9. Play a round of "Commander Says" using the Attention, At Ease, Left Face, Right Face, and About Face orders.



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## Activity #2

DAILY BRIEFING #3



### DESCRIPTION (5 MIN)

During today's meeting recruits will have the opportunity to explore different types of military rations, but before the various meal items are presented, take a moment and get everyone on the same page.

### WHAT TO DO

1. Welcome recruits to the club
2. Have recruits verbally review what they learned during the last activity, Art of Camouflage.
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to five.
5. Encourage each team to select a team leader for each of the day's activities. They cannot select a recruit to be the leader who led an activity during the last meeting.
6. Allow recruits to ask questions before moving to the day's activity.

---

## Activity #3

DEHYDRATED FOOD



### DESCRIPTION (10 MIN)

Nutritionally dense, easy to carry and cheap to produce, dehydrated food has been the staple for military campaigns since at least the Ancient Egyptians.

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use the calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the dehydrated food to gain an opinion of the taste.
4. Spend the rest of the time discussing what they liked and didn't like about the dehydrated food option.

---

## Activity #4

HARDTACK



### DESCRIPTION (10 MIN)

Easy to mass produce and full of calories, hardtack was a popular marching food during the Revolutionary and Civil Wars. But what this meal had in portability it was notoriously lacking in palatability.

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the hardtack to gain an opinion of space.
4. Spend the rest of the time discussing what they liked and didn't like about the hardtack food option.

---

## Activity #5

CANNED FOOD



### DESCRIPTION (5 MIN)

The packaging may weigh a lot, but the food inside has preserved nutrition and is ready to eat.

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use the calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the canned food to gain an opinion of the taste.
4. Spend the rest of the time discussing what they liked and didn't like about the canned food option.

---

## Activity #6

MRE



### DESCRIPTION (5 MIN)

Meals Ready to Eat, known as MREs, were brought in to use as military rations in 1981. From beef stew to sweet and sour pork, MREs allow soldiers a little bit of home on the front lines.

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the MRE to gain an opinion of the taste.
4. Spend the rest of the time discussing what they liked and didn't like about the MRE option.

---

## Activity #7

FREEZE DRIED



### DESCRIPTION (5 MIN)

The space-aged rations lock in nutrition, and are light on weight but big on flavor.

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the freeze dried food to gain an opinion of the taste.
4. Spend the rest of the time discussing what they liked and didn't like about the freeze dried food option.

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## Activity #8

SURVIVAL BAR 

### DESCRIPTION (5 MIN)

As calorie dense as a food can be, survival bars provide troops the energy they need to get out of sticky situations. The problem is, will they eat them outside of an actual emergency?

### WHAT TO DO

1. Have recruits use the nutritional facts to fill out their Compare and Contrast Worksheet.
2. Use calculators to calculate how much each calorie weighs.
3. Allow recruits to sample the Survival Bar to gain an opinion of the taste.
4. Spend the rest of the time discussing what they liked and didn't like about the survival bar option.

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## Activity #9

OUTFITTING YOUR ARMY 

### DESCRIPTION (5 MIN)

You have tried six unique food options for feeding your army. Have your troops compare and contrast the items to determine which options make the most sense to feed an army on the move.

### WHAT TO DO

1. Inform your recruits that they need to come up with a plan to feed 20 troop members for 2 weeks for 3,000 calories per day.
2. Have them come up with a meal plan to meet the caloric need of the troops for that time period.
3. Have the recruits calculate how much the rations they need will weigh.

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### Reflect

- We tried some new foods today. Which ones have you had before?
- What was your favorite food you tasted today?

### Apply

- Has anyone ever preserved something by dehydrating or canning it?
- How can being aware of nutrition help you form good habits?
- Many people have food storage. Discuss with your parents the food items your family has stored for an emergency.



## 4-H MISSION MANDATES

### Healthy Living

Club members learn about calories, and food that is used in the military to provide fuel for soldiers.

### Science

Club members learn about the different ways to keep food preserved for long periods of time.

## ESSENTIAL ELEMENTS

### Mastery

Club members learn how to count calories and make healthy food choices.



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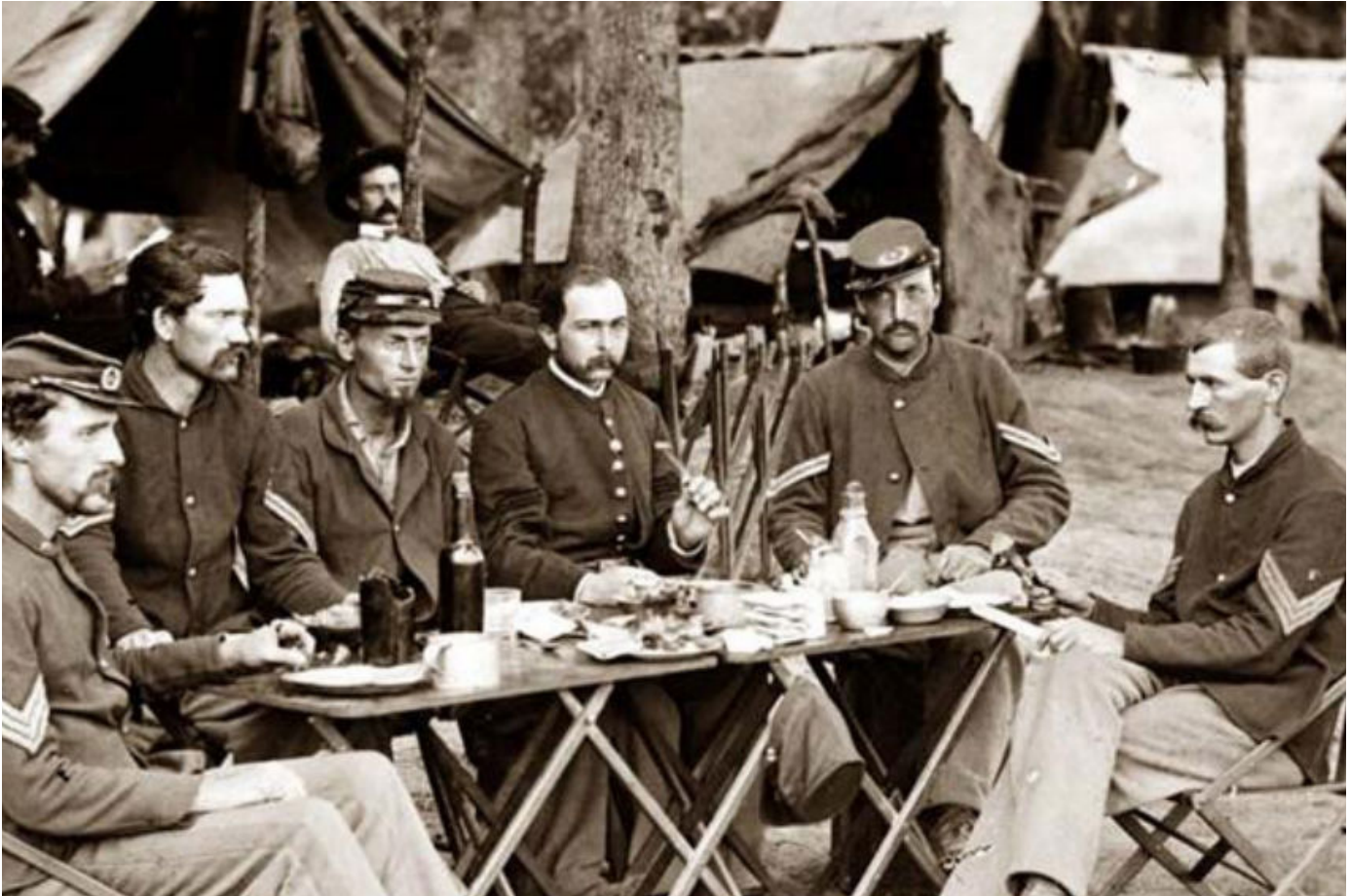
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## Civil War Recipe: *Hardtack* (1861)



(Source: <http://www.americantable.org/2013/06/civil-war-recipe-hardtack-1861/>)



*Hardtack. The Ancient Romans had them. Nelson's troops kept barrels of them in their naval vessels. And these cracker-like squares were a staple ration for American soldiers on both sides of the Civil War.*

Though they're called different things in different cultures, this basic recipe has been a staple for militaries around the world for centuries. Made of flour and water, and sometimes a bit of salt or sugar, they are sturdy, filling and will last a long time if kept dry. Indeed, some soldiers kept a few as souvenirs after the war, and they are commonly on display in Civil War museums over 150 years later.

A naval blockade kept wheat imports from reaching Confederate states, and so much of the hardtack rationed to soldiers earlier in the war was left over from the Mexican-American War (1846-1848). Meanwhile, government bakeries in the north were supplying

hardtacks to Union troops, who were rationed nine to ten each, per day.

Eating one will make it difficult to imagine how any human being could consume that many hardtacks each day. The dryness sucks out any moisture from your mouth. The heavy wafer in your hand feels just as heavy in the stomach. They are so dense, soldiers used to use them as small plates. And, of course, the flavor is incredibly uninteresting – you're basically just eating flour. And that, of course, is the point of making them. Where other food blogs often just post old recipes, I've always insisted on making whatever I post – firmly believing that much about what you can learn about

## Civil War Recipe: *Hardtack (1861)*



the history of the food comes from the actual making and eating of it.

Thanks to John Billings' memoir of his life as a Union soldier, *Hardtack and Coffee* (1887), we have a very accurate description of what Civil War hardtack rations were like:

What was hardtack? It was a plain flour-and-water biscuit. Two which I have in my possession as mementos, measure three and one-eighth by two and seven-eighths inches, and are nearly half an inch thick. Although these biscuits were furnished to organizations by weight, they were dealt out to the men by number, nine constituting a ration in some regiments, and ten in others; but

there were usually enough for those who wanted more, as some men would not draw them. While hardtack was nutritious, a hungry man could eat his ten in a short time and still be hungry. When they were poor and fit objects for the soldiers' wrath, it was due to one of three conditions: first, they may have been so hard that they could not be bitten; it then required a very strong blow of the fist to break them; the second condition was when they were moldy or wet, as sometimes happened, and should not have been given to the soldiers: the third condition was when from storage they had become infested with maggots.

When the bread was moldy or moist, it was thrown away and made good at the next drawing, so that the men were not the losers; but in the case of it being infested with the weevils, they had to stand it as a rule; but hardtack was not so bad an article of food, even when traversed by insects, as may be supposed. Eaten in the dark, no one could tell the difference between it and hardtack that was untenanted. It was not an uncommon occurrence for a man to find the surface of his pot

of coffee swimming with weevils, after breaking up hardtack in it, which had come out of the fragments only to drown; but they were easily skimmed off, and left no distinctive flavor behind.

Having gone so far, I know the reader will be interested to learn of the styles in which this particular article was served up by the soldiers. Of course, many of them were eaten just as they were received – hardtack plain; then I have already spoken of their being crumbed in coffee, giving the “hardtack and coffee.”

Probably more were eaten in this way than in any other, for they thus frequently furnished the soldier his breakfast and supper. But there were other and more appetizing ways of preparing them. Many of the soldiers, partly through a slight taste for the business but more from force of circumstances, became in their way and opinion experts in the art of cooking the greatest variety of dishes with the smallest amount of capital.

Some of these crumbed them in soups for want of other thickening. For this purpose they served very well. Some crumbed them in cold water, then fried the

## Civil War Recipe: *Hardtack* (1861)



crumbs in the juice and fat of meat. A dish akin to this one which was said to make the hair curl, and certainly was indigestible enough to satisfy the cravings of the most ambitious dyspeptic, was prepared by soaking hardtack in cold water, then frying them brown in pork fat, salting to taste. Another name for this dish was skillygalee. Some liked them toasted, either to crumb in coffee, or if a sutler was at hand whom they could patronize, to butter. The toasting generally took place from the end of a split stick.

Then they worked into milk-toast made of condensed milk at seventy-five cents a can; but only a recruit with a big bounty, or an old vet, the child of wealthy parents, or a reenlisted man did much in that way. A few who succeeded by hook or by crook in saving up a portion of their sugar ration spread it upon hardtack. And so in various ways the ingenu-

ity of the men was taxed to make this plainest and commonest, yet most serviceable of army food, to do duty in every conceivable combination.

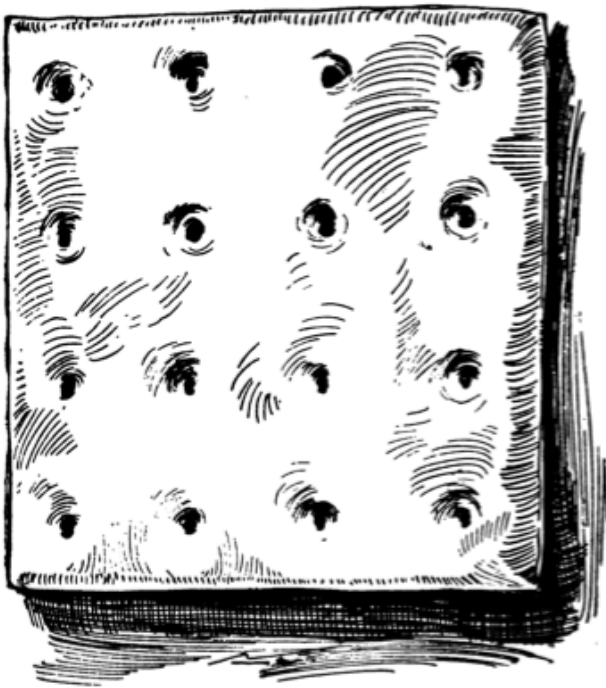
### TIPS AND TRICKS

The holes in crackers are made by a process called “docking,” which helps the crackers to bake evenly and prevents them from rising like a bread. Historically, this was accomplished using ominous looking hand-held tools, but by the Civil War, there were mechanical tools that accomplished the task. I used a plastic chopstick, but you could also use a pen cap. Dig around your kitchen drawers and see what you’ve got.

The entire premise of hardtack is that you add a bit of water to flour so that you can create a dough just pliable enough to shape, and then bake as much of the moisture out as possible. So be conservative when you’re adding water – stop just when the dough comes together. It should be the consistency of a slightly dry play dough. If you had too much water by accident, just add a bit more flour until it comes back together.

You don’t want the hardtack to darken much by baking, and you certainly don’t want it to burn. It benefits from a long baking in a low-temp oven. If it isn’t too humid where you’re at, you can also leave them out after baking to further dry out on the cooling rack.

The recipe below makes roughly fifteen 3×3 hardtacks. They will last quite a long time if you keep them in a dry, sealed area where they can’t be reached by insects.



A HARD-TACK — FULL SIZE.

# Civil War Recipe: *Hardtack (1861)*



## THE TAKE-AWAY

This recipe certainly sheds light on the monotonous palate afforded to soldiers in the Civil War. When properly baked, they are quite tough, which explains why soldiers would often soak them in coffee or soup prior to eating. Another option at the time was to fry salt pork, soak the hardtack in cold water, and then fry the softened hardtack in the pork grease.

Hardtack reminds me of a bread described in a novel I was recently reading. Bakers made a particular kind of bread for survival, but it was completely inedible and contained rocks and sticks. You didn't eat the bread. The idea was that if you stared at the bread long enough, you could think of dozens of other things you could eat besides that and you'd never go hungry.

But such were the conditions - particularly for the blockaded South - that hardtack could be seen as a treat. Today, there is still an original supplier of the Union army that makes and sells hardtack, mostly to Civil War re-enactors. Outside this market and the gastronomically-inclined historian, a kind of hardtack can be found on supermarket shelves in Hawaii and modern-day doomsdayers are rediscovering it as the

perfect survivalist food.

Whatever your reason for making them, do watch your teeth.

## THE RECIPE

2 cups flour

1/2 tablespoon salt (optional)

1/2 to 3/4 cup water

Preheat oven to 250 degrees F. Combine flour with salt in a mixing bowl. Add water and mix with hands until the dough comes together. Roll out on a table to about 1/3 inch thickness. Use a knife to cut 3x3 squares from the dough. Place on baking sheet, and use a dowel (see note above) to make 16 evenly-spaced holes in each square. Bake for at least four hours, turning over once half-way through baking. Cool on a rack in a dry room.



1 Measure out flour



2 Slowly add water



3 Mix with hands



4 Mix with hands



5 Mix until dough comes together



# Civil War Recipe: *Hardtack* (1861)



6

*Dough and Rolling Pin*



10

*Cut into squares*



14

*Pre-baked Hardtack*



7

*Roll out dough to 1/3 inch thickness*



11

*Cut into squares*



15

*Put hardtack in oven to dry*



8

*Trim edges*



12

*Poke holes in square*



16

*Remove to cooling rack*



9

*Trim edges*



13

*Pre-baked Hardtack*



17

*Hardtack*

# An Army Marches on *Its Stomach*

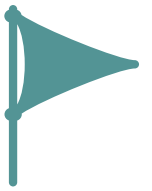
Name: \_\_\_\_\_ Team: \_\_\_\_\_

	Dehydrated	Hardtack	Canned	MRE	Freeze Dried	Survival Bar
<b>Food Items</b>						
<b>Serving Size</b>						
<b># Servings Per Package</b>						
<b>Calories</b>						
<b>Fat</b>						
<b>Protein</b>						
<b>Fiber</b>						
<b>Sugar</b>						
<b>Potassium</b>						
<b>Vitamin A</b>						
<b>Vitamin C</b>						
<b>Calcium</b>						
<b>Iron</b>						
<b>Weight Per 1,000 Calories</b>						
<b>Volume Per 1,000 Calories</b>						
<b>Shelf Life</b>						
<b>Taste?</b>						



# 4-H Club Meeting 4

## Situational Awareness



### Supplies

- An open space such as a hallway
- Blindfolds
- Whiteboard
- Whiteboard Markers
- Tape
- Paper Plates
- Large Bowl
- Tennis Balls or Bean Bags
- Classroom
- Blocks or Other Ping-Pong Ball-Sized Colored Objects
- Multiple colors, one per youth
- Computer
- Projector
- Speakers

### PRIOR TO CLUB MEETING

- Prepare the 'mine field' as described in Activity #3
- Place blocks around the room as described in Activity #4
- Gather all materials needed for the club and make sure they are ready

### INTRODUCTION

While a briefing can provide the information you need going into a mission, every recruit will need situational awareness to get that task to completion. So, what is situational awareness? It is the ability to know what is going on around you. It is seeing all aspects of your environment and remembering the details for later use.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (10 MIN)

Few things snap a group of recruits out of their day-to-day focus faster than a couple of orders. Today we will be practicing the orders Attention, At Ease, Left Face, Right Face, and About Face while blindfolded.

### WHAT TO DO

1. Play a round of "Commander Says" using the Attention, At Ease, Left Face, Right Face, and About Face orders.
2. Have all recruits get a blindfold and get back in formation. Then have them put on a blindfold and play another round of "Commander Says." After at least 20 commands, allow the youth to take off their blindfolds and see how close they are to pointing in the correct direction.
3. Have recruits straighten up their formation, put their blindfolds back on, and play "Commander Says" for one more round.



### DESCRIPTION (5 MIN)

Time to get everyone on the same page. Gather the recruits around and get everyone ready to take on today's challenges.

### WHAT TO DO

1. Welcome recruits to the club
2. Have recruits verbally review what they learned during the last activity, An Army Marches On Its Stomach.
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to five.
5. Encourage team to select a team leader for each of the day's activities who has not led an activity during the last meeting.
6. Allow recruits to ask questions before moving to the Landmines activity.



### DESCRIPTION (30 MIN)

There is danger underfoot, unfortunately the one walking cannot see. During this activity it will be the recruits' job to listen closely to their partners in order to retrieve important equipment from the middle of a mine field.

### WHAT TO DO

1. Mark off a large space on the floor using tape. In the middle of this space place a bowl with balls or bean bags in it. Then scatter the paper plates in the area between the tape boundary and the bowl.
2. Have recruits get into pairs. If you have an odd number of recruits, you can have one group of three or you can partner the recruit with a club leader.
3. Inform the recruits that their mission is to retrieve one ball from the bowl in the middle, but they cannot touch any of the plates while traveling through the minefield or the recruit will "explode" and have to start over from the edge. The recruits traveling through the minefield must be blindfolded so they will have to be guided by a sighted partner who is standing outside of the minefield.
4. Have the recruits identify which one of the pair has a birthday that falls the soonest after January 1. This recruit will be the first to give instructions. Have the other recruit put on a blindfold.
5. Allow recruits to try to retrieve a ball from the bowl and come back. If the recruit inside of the minefield touches one of the paper plates, tap him or her on the shoulder to exit the minefield and try again.
6. Once all teams have successfully collected a ball out of the bowl, collect all of the balls and have the recruits switch roles.
7. If time allows, recruits are welcome to complete additional rounds of traveling through the minefield. If not, move to the next activity.

## Activity #4

HIDDEN MESSAGES



### DESCRIPTION (30 MIN)

In the last activity, recruits had to listen closely to complete the task. During this activity recruits will need to focus on what they see.

### WHAT TO DO

1. When the recruits are not in the room, place colored blocks in visible but unusual locations. These can include on top of bookshelves, peaking out of desks, or sitting on the floor.
2. Outside of the room, have recruits line up in single file. Inform them that they need to keep moving, be observant, and not speak when they are moving through the classroom. Then lead them slowly through the classroom and back out.
3. Ask participants how many blocks of a particular color they saw. Do not give them the correct answer.
4. Walk through the classroom in a quiet, single-file line once again. Once you are all in the hall again, ask them how many blocks there were of another color.
5. Walk through the classroom an additional time. In the hall ask about a third color of blocks.
6. Guide the recruits through the classroom one last time. This time have them each grab a block.
7. If not all of the blocks are retrieved, have the leader find the remaining blocks. If all blocks are accounted for, organize them by color. Compare them with the observations that the recruits made during the four times they walked through the classroom.

## Activity #5

HONING SITUATIONAL AWARENESS



### DESCRIPTION (15 MIN)

After today's training, many recruits will discover that they have both strengths and weaknesses when it comes to situational awareness. Take a moment and come up with a plan that will help them improve in the future.

### WHAT TO DO

1. Show the situational awareness video- <https://www.youtube.com/watch?v=vJG698U2Mvo>
2. Have recruits partner up and discuss how they did during the awareness video.
3. As a club, have an overall discussion on how they felt they did during all three situational awareness exercises. What did they feel they did well? What did they struggle with?
4. Create a list of 5 to 10 ways that the recruits can increase their situational awareness. These can include methods such as writing in a journal, making sure they look both ways before crossing the road, and trying to notice the color of shirts their friends wear.



## Reflect

- What was something you learned while doing the landmine activity?
- What were some challenges doing the landmine activity?
- What did you learn while doing the hidden messages activity?

## Apply

- What did you learn from working as a partner that could help benefit you in a future career?
- How can situational awareness help you at home? In the community? At school?
- Why is situational awareness an important skill to have?



## 4-H MISSION MANDATES

### Citizenship

Club members learn the importance of being observant and how situational awareness can help them in their lives.

## ESSENTIAL ELEMENTS

### Generosity

Club members are responsible for helping others navigate through a course, learning the importance of working together as a team and being reliable.

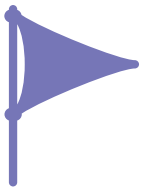
### Belonging

Club members learn to trust others when they are blindfolded.



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### Supplies

- An open space such as a hallway
- Whiteboard
- Whiteboard Markers
- Toxic waste activity information
- Paper
- Pencil

### PRIOR TO CLUB MEETING

- Follow the preparation activities for the toxic waste activity
- Gather all materials needed for the club and make sure they are ready

### INTRODUCTION

While it would be wonderful if every plan went exactly as hoped for, in reality that rarely happens. Today recruits will be learning to think on their feet and problem solve their way out of the worst-case scenarios.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (10 MIN)

It is time once again to get everyone on the same page. Let's take a moment to acknowledge everyone's names, play a game, and introduce the goals of today's activity.

### WHAT TO DO

1. Call group to attention.
2. Play a round of "Commander Says" using the Attention, At Ease, Left Face, Right Face, and About Face orders.
3. Line up in two rows with the two winners of the "Commander Says" game taking the lead in each line.
4. Take the recruits outside to march.
5. Start by calling, Left, Left, Left, Right, Left to get everyone in step. Practice until the majority of recruits can stay in rhythm.

## Activity #2

DAILY BRIEFING #5



### DESCRIPTION (5 MIN)

In any emergency, communication is key. Wrangle the recruits and get them all on the same page so they will be ready to take on the day's scenarios.

### WHAT TO DO

1. Welcome recruits to the club
2. Have recruits verbally review what they learned during the situational awareness activity.
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to five.
5. Encourage teams to select a team leader for each of the day's activities, who did not lead an activity during the last meeting.
6. Allow recruits to ask questions before moving to the day's activity.

## Activity #3

TOXIC WASTE



### DESCRIPTION (20 MIN)

There has been a spill of toxic materials. Work together as a team and figure out how to move the toxic materials into a safe container without contaminating yourself or your teammates.

### WHAT TO DO

1. See attached activity information.

## Activity #4

DESERT ISLAND



### DESCRIPTION (35 MIN)

The recruits have worked together in order to survive a small-scale problem. Now it is time for them to try to survive a challenge that requires a little more planning.

### WHAT TO DO

1. Inform your recruits that while they were on a training cruise in the South Pacific, after 2 weeks, their ship was hit by a terrible storm and just before dawn their ship hit a coral reef. Luckily there is an island nearby. With the captain missing and the boat quickly sinking, the only choice is to get to the lifeboats and head to shore.
2. Have each recruit select five items from the ship to take with them in the lifeboat.
3. Have youth get into groups of five to six and have them create a list of items they have on board.
4. Next, inform youth that because of rough seas and coral, the lifeboats are also sinking. It looks like they are going to have to swim.
5. Ask the recruits if they can swim.
6. All recruits that can swim can select one item from the lifeboats to bring to shore. Recruits who cannot swim count as one item and take priority.
7. Once your recruits have gotten to shore, have them write down the items they brought with them.





8. The club leader adds the following items, which the recruits are able to find on the island.
  - a. Fresh water
  - b. Banana trees
  - c. Coconut palms
  - d. Chickens
  - e. A sandy hill
9. Then inform them that based on where they are in the ocean, it will take at least 2 weeks to be rescued. Have the recruits come up with a plan to make sure that everyone has food, water, and chores to keep busy until the rescue ship arrives.



### Reflect

- What did you like best about the activities today and why?
- How hard was it to pick only one item to swim to shore with? Do you wish you had brought something else?
- What did your team do that helped you to succeed or caused problems?

### Apply

- What skills have you learned today that will be beneficial in the future?
- People make sacrifices all the time. What sacrifices do you think people make?



## 4-H MISSION MANDATES

### Citizenship

Club members learn to work together to find the best possible solution in a time of distress.

### Healthy Living

Club members learn how to respond to disasters.

## ESSENTIAL ELEMENTS

### Belonging

During the different disaster activities, club members learn to work as a team to come up with solutions.

### Mastery

Club members use the skills they have learned to create a plan for when disaster strikes.



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## Objectives

- To provide an opportunity for planning and experiencing teamwork.
- To provide a live forum for analyzing planning prerequisites, processes, and consequences.
- To focus the team's attention on how members work together to accomplish objectives.

## Materials Required

- Instruction sheet for each participant
- 2 coffee cans - Two different sizes, large one for safe can and a smaller one for the toxic can.
- Popcorn kernels to fill one can about halfway
- 6 - 8 pieces of 7 ½ foot rope
- A large sheet of plastic
- 50' foot long rope
- 1 bicycle tire tube

## Procedure

- Establish an open space for the group, with an 8-foot diameter circle marked off with rope.
- Ask the team to identify the characteristics of highly effective teams. Explain that effective teams pay close attention to both task and the process (i.e., how they work together to accomplish their objective).
- Distribute the instruction sheet to each person, and start the clock. Give them a 10 minute max or if multiple teams, have them race to see who gets it done faster.
- Enforce the rules very strictly.

## Discussion Questions

1. Was your team successful? By what measures?
2. What did your team do that helped it succeed?
3. What did your team members do that caused problems?



4. What did you learn from this exercise that you can apply on the job?

## Note to Team Leaders:

Most groups accomplish this (after due discussion and planning) by folding over the tire tube into a smaller circle, tying 3-5 short ropes to various sides of it, and stretching it to fit over (and grab) the toxic can. By coordinating their efforts, one member slides around the circle with his/her rope to become the controller of the dumping process while the others hold the can suspended above the safe can. Through delicate maneuvers, they can accomplish the task. The plastic sheet underneath the circle and cans makes cleanup much easier when they spill.

## Toxic Waste Dump Instructions

**Setting:** A can of highly toxic popcorn has contaminated a circle approximately 8 feet in diameter. The toxic area extends to the ceiling. If the poisonous

# Toxic Waste *Dump*



popcorn is not transferred to a safe container for decontamination, it will contaminate and destroy the population of the entire city. The popcorn is estimated to have a safe life of exactly 20 minutes before it explodes. Obviously, there is insufficient time to contact authorities and evacuate the city. Therefore, the lives of thousands of people are in your hands.

Inside the circle you will find two cans. One (unsafe) container that is half full of the toxic popcorn. The other (safe) container is available for decontamination.

**Team Goal:** You must find a way to safely transfer the toxic popcorn from the unsafe container to the safe container, using only the materials provided to you. For your group, this includes a piece of rope (approximately 7 ½ feet long) for each person, and a bicycle tire tube.

## Rules:

1. NO member may cross the plane of the circle with any part of their body. If this occurs, they must be taken to the hospital immediately (removed from play) and they may not participate in any form from then on. The group is responsible for the safety of all its members.
2. NO member may sacrifice himself or herself to aid in the transfer of the popcorn.
3. NO spills are allowed, or the popcorn will explode.
4. Members may only use the materials provided. However, the members can be used in any way desired.
5. The popcorn will not spread its toxicity to the safe can, the ropes, the tube, or the instruction

giver. The members have no protection inside the imaginary cylinder created by the 8-foot diameter circle.

6. The safe container may move anywhere in or outside of the circle. The unsafe container of popcorn must stay inside the circle, and not be moved more than 1 foot from its center.
7. Remember, the popcorn must be transferred within 20 minutes, or there will be a tremendous disaster.

*(image from Microsoft Creative Commons)*



# 4-H *Club Meeting 6*

## Tactics, Tactics, Tactics



### Supplies

- An open space such as a field or gym
- Whiteboard
- Whiteboard Markers
- Supply Lines Map
- Little Round Top Battle Map
- Computer
- Projector
- Speakers

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

Sometimes fact can be stranger than fiction. Today, take on a type of medical emergency that has happened several times in the past in different parts of the world. While on the surface, the situation may seem completely harmless or even humorous, but if you can't figure out the root cause of the problem, it may not seem funny as it spreads.

## Activity *#1*

### MARCHING ORDERS



### DESCRIPTION (10 MIN)

It is time to head out to the field and march the extra energy out.

### WHAT TO DO

1. Take the recruits outside to march.
2. Start by calling, Left, Left, Left, Right, Left to get everyone in step. Once the majority of recruits can stay on rhythm, continue to step 3.
3. Start calling cadences. You may sing up to three songs.
4. If time allows, play a round or two of "Commander Says."



### DESCRIPTION (10 MIN)

A good commander never sends his or her troops into battle without a battle plan. Lead by example by briefing the recruits on the day's activity.

### WHAT TO DO

1. Welcome recruits to the club.
2. Have recruits verbally review what they learned during the Best Laid Plans activity.
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to four. (Critical step for today's activity.)
5. Encourage each team to select a leader for each of the day's activities who did not lead an activity during the last meeting.
6. Allow recruits to ask questions before moving to the day's activity.



### DESCRIPTION (15 MIN)

In order to get things done, sometimes you have to work with limited supplies. Have the recruits use the information they have on hand to come up with a workable game plan.

### WHAT TO DO

1. Have recruits break out into their groups and have the leader come and pick up a Supply Lines Map.
2. Give recruits the following scenario: The enemy is currently blocking your ability to get critically needed medical supplies to an ally. There is a solution: you can fly the 115 tons of supplies you need in, but to do it you are going to have to fly over the Himalaya mountain range. These planes will need to fly at least 21,000 feet to get over the mountains and travel at least 1,000 ft. What aircraft would you use and how many trips will you need to complete to get the mission done?
3. Allow recruits to discuss their battle plan as a group.
4. After 7-10 minutes of discussion, have the leader of each group present their plan to protect the fleet.
5. Tell the recruits the story of the Hump. The Air Transport team assigned with this challenge chose to use C-54 Skymaster to fly over the Himalayas. The primary reason was the large cargo bays and the larger range. It also helped that there were a lot more C-54 aircraft available to complete the mission.
6. Discuss as a group how their ideas compare with the actual plan that was used in combat.



**DESCRIPTION (15 MIN)**

Just because someone is firing on you, doesn't mean that the best answer is to fire back. Try to find a solution that keeps your people safe without turning to weapons.

**WHAT TO DO**

1. Have a recruit who has not been a leader take command of this activity.
2. Give recruits the following scenario: The enemy has invaded one of your islands located high in the Arctic, and it is your job to help get it back. You are part of a team of engineers who are responsible for taking care of a fleet of medical transport jeeps. You were able to get them off the boat and onto the beach without much trouble, but you have jeeps that can't drive on tundra. You now have two jeeps that are sunk to their axles in the mud and three others still on the beach. You need to get these moved across the muddy area to the rocky slope 400 feet away where the jeeps can drive. All you have to solve this problem is your team of five soldier engineers, your tool kits, and your brains. As if things couldn't get worse, the enemy is now sniping at you from a nearby hill and it is starting to snow. How are you going to move these jeeps?
3. Allow recruits to discuss their battle plan as a group.
4. After 7-10 minutes of discussion, have the leader of each group present their plan to protect the fleet to the class.
5. Tell the recruits the story of the battle of Attu. During this battle, engineers quickly realized that the only way to get the jeeps and tanks from the beach to the higher ground where they could successfully drive was to take them apart and then rebuild them where they were needed. What is even more amazing is that these men got the job done even when they were under enemy fire.
6. Discuss as a group how their ideas compare with the actual plan that was used in combat.



## DESCRIPTION (15 MIN)

Sometimes when you get in a bind, the best solution is hiding in plain sight. The question then becomes: what resources can you use to hide effectively?

## WHAT TO DO

1. Have a recruit who has not been a leader take command of this activity.
2. Give recruits the following scenario: You are the commander of a small antisubmarine vessel that was supposed to help guard a cargo convoy in the North Atlantic. While sailing north of the Arctic Circle, your fleet was attacked by fight planes and U-boats, and somehow in the chaos you and six cargo vessels were separated from the rest of the group. Your tiny vessel is currently out gunned, and the cargo vessels are even less equipped for the situation. You decide to call a conference of the captains to find out if they have useful supplies in the hulls. You are given supplies: two ships are carrying tanks, two are carrying coal, one is carrying ammunition, and the last is carrying ship building supplies such as rivets, steel plating, and paint. How are you going to protect yourself from the enemy fleet?
3. Allow recruits to discuss their battle plan as a group.
4. After 7-10 minutes of discussion have the leader of each group present their plan to protect the fleet.
5. Tell the recruits the story of Lieutenant Leo Gradwell. When placed in this situation, Lt. Gradwell led the ships that had gotten lost with him into the icepack where everyone stopped their engines and slopped white paint all over the ships. The plan worked. When the reconnaissance plane over flew, the stranded group of ships reported that all they saw was impenetrable pack ice.
6. Discuss as a group how their ideas compare with the actual plan that was used in combat.



## DESCRIPTION (15 MIN)

This is considered one of the greatest tactical decisions of all time. Let's see what the recruits will do when retreat is not an option.

## WHAT TO DO

1. If recruits are in groups of four, have the individual who has not been a leader lead this scenario. If recruits are in a group of three have them play Rock-Paper-Scissors, to determine who will lead this scenario.
2. Pass a Little Round Top Battle Map to all participants.
3. Give recruits the following scenario: You are the 20th Maine on top of a rocky, little hill called Little Round Top. You are the left flank of the Union Army. If you fail to hold that ground, the enemy will be able to collapse the entire flank, surround your forces, and the battle will be lost. You must hold this ground at all costs. But your men are tired, you and your neighboring units are running out of ammunition, and the enemy is charging you once again. If you don't do something now your unit will not survive the attack.
4. Allow recruits to discuss their battle plan as a group.
5. After 7-10 minutes of discussion have the leader of each group present their plan to protect Little Round Top to the group.
6. Show the video clip of Bayonet Charge from the movie Gettysburg. <https://www.youtube.com/watch?v=ZL-5uyyp-44WA>
7. Discuss as a group how their ideas compare with the actual plan that was used in combat.





### DESCRIPTION (15 MIN)

Everyone entered this activity with some preconceived ideas. Let's find out if the ideas stood the test of battle.

### WHAT TO DO

1. Gather the recruits around.
2. Have every recruit mention a skill they saw in good leaders.
3. Have every recruit talk about a skill they saw in good team members.
4. Allow each recruit to come up with some ideas about how to improve their leadership and teamwork skills in the future. After they have had time to think, have them turn to a neighbor and talk about the skills they want to work on.



### Reflect

- We did four activities today: Supply Lines, Under Fire, In Plain Sight, and Little Round Top. What are some challenges you faced while doing each of them?

### Apply

- What other areas in your life do you use math skills outside of school?
- Why is it important to learn math?



## 4-H MISSION MANDATES

### Citizenship

Club members learn to find alternate solutions to solving problems, other than violence.

## ESSENTIAL ELEMENTS

### Mastery

Club members learn to think outside the box in finding solutions to the problems they are faced with.

### Belonging

Club members learn to work with a team to come up with the best solutions to solving their problems.

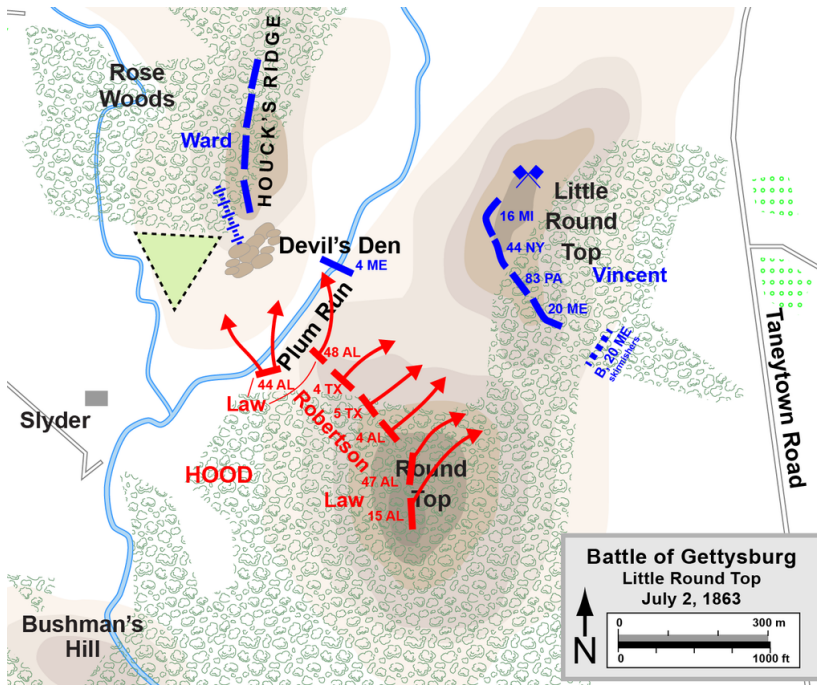


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# Little Round Top *Battle Map*



Map by Hal Jespersen, [www.posix.com/CW](http://www.posix.com/CW), CC BY 3.0, <https://commons.wikimedia.org/w/index.php?curid=3116111>

## Notes:

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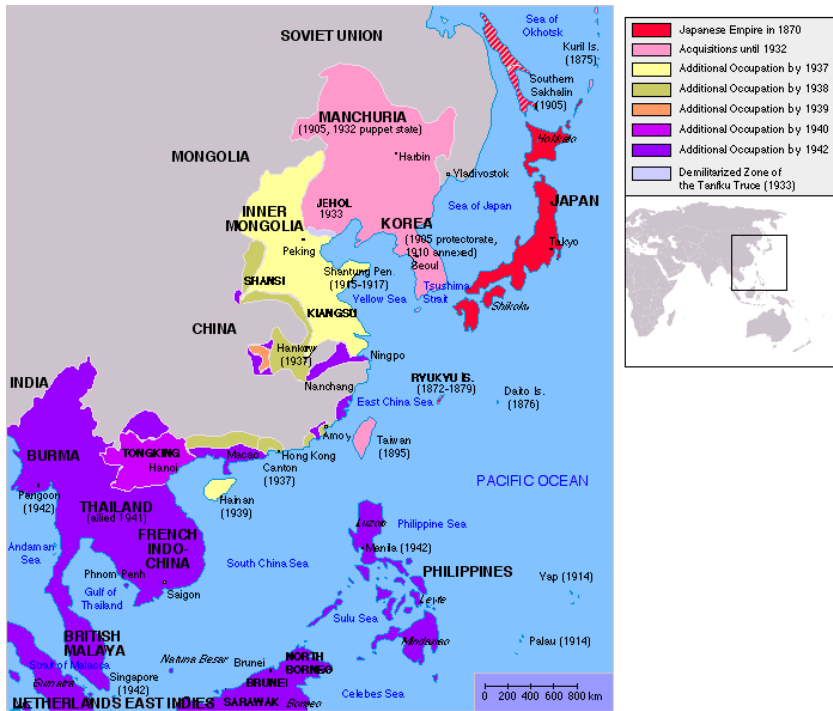
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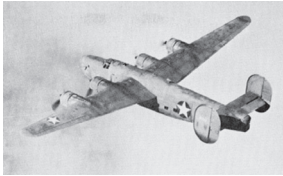


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C-54 Skymaster photo from Wikipedia <http://www.af.mil/shared/media/photodb/photos/020903-o-9999j-049.jpg>, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=3303751>

C-87 Liberator photo from Wikipedia By USAAF; The original uploader was David Newton at English Wikipedia, 8 February 2004 (original upload date) - from Craven and Cate [1], volume 7, page 28 [2]. Transferred from en.wikipedia to Commons by EH101 using CommonsHelper., Public Domain, <https://commons.wikimedia.org/w/index.php?curid=8264445>

C-76 Caravan photo from Wikipedia Public Domain, <https://commons.wikimedia.org/w/index.php?curid=423326>

	C-54 Skymaster	C-76 Caravan	C-87 Liberator
			
<b>Service Ceiling</b>	<b>22,300 ft</b>	<b>22,600 ft</b>	<b>28,000 ft</b>
<b>Max Range</b>	<b>4,000 miles</b>	<b>750 miles</b>	<b>1,400 mi</b>
<b>Max Weight</b>	<b>10 tons</b>	<b>3 tons</b>	<b>7 tons</b>
<b>Max Speed</b>	<b>275 mph</b>	<b>192 mph</b>	<b>300 mph</b>
<b>Cruising Speed</b>	<b>190 mph</b>	<b>160 mph</b>	<b>214 mph</b>
<b># of Aircraft</b>	<b>41</b>	<b>39</b>	<b>2</b>



### Supplies

- An open space such as a field or gym
- Cadence sheet
- Whiteboard
- Whiteboard Markers
- Paint Sticks
- Elastic Bands
- Tape
- Measuring Tape
- Salad Bowl
- One Bag of Large Marshmallows

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

From using artillery to attack the enemy to finding ways to launch supplies to trapped troops, catapults have historically been incredibly useful military machines. Today recruits will have the opportunity to construct one of their own.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (20 MIN)

Last week recruits learned how to march. This week they will learn how to sing a cadence. So put on your boots and get ready to hit the field.

### WHAT TO DO

1. Take the recruits outside to march.
2. Start by calling, Left, Left, Left, Right, Left to get everyone in step. Once the majority of recruits can stay on rhythm, continue to step 3.
3. Start calling cadences. On the first time calling the song do it with only the club leader calling out. Then repeat the song four or five times until the youth have become comfortable with the words of the cadence.
4. Repeat the process for up to three songs.
5. If time allows, play a round or two of "Commander Says."

## Activity #2

DAILY BRIEFING #7



### DESCRIPTION (5 MIN)

While everyone wants to jump into the activity, we need to all get on the same page first. Gather everyone around for the day's briefing.

### WHAT TO DO

1. Welcome recruits to the club
2. Have recruits verbally review what they learned during the Tactics, Tactics, Tactics meeting.
3. Using the whiteboard, brief recruits on the day's activity.
4. Have recruits break into teams of three to five people.
5. Encourage each team to select a team leader for each of the day's activities who did not lead an activity during the last meeting.
6. Allow recruits to ask questions before moving to the activity.

## Activity #3

BUILDING A MARSHMALLOW CATAPULT



### DESCRIPTION (20 MIN)

While a lot of recruits would love to create a catapult that could launch a watermelon or a pumpkin across a football field, a machine that size wouldn't be practical in the classroom. Instead the recruits will be learning to create a catapult that will launch marshmallows in future missions.

### WHAT TO DO

1. Give every recruit six paint sticks and 10 elastic bands.
2. Inform them that they need to create a machine that will launch a marshmallow at least 5 feet.
3. Allow recruits to build without much club leader feedback. If a recruit asks for help, have him or her partner with other recruits who are successfully completing the project.

## Activity #4

TESTING YOUR MARSHMALLOW CATAPULT



### DESCRIPTION (5 MIN)

The recruits have constructed a catapult; now it is time to see if it works. Grab your marshmallows and get ready to fire.

### WHAT TO DO

1. Put two tape lines on the floor, each 5 feet apart. Place the salad bowl at the center of the far tape line.
2. Have recruits grab their catapults, no matter what their level of completion.
3. Give each recruit two large marshmallows.
4. Line up recruits on the closest tape line and have them launch their marshmallows. If they successfully launch their first marshmallow across the far line, have them try to land their second marshmallow inside the salad bowl.



### DESCRIPTION (15 MIN)

Whether the catapult was successful at launching a marshmallow 5 feet to start with or the launch system didn't work as well as planned, any design can be improved. Take a few moments to tinker and improve your catapult.

### WHAT TO DO

1. Allow recruits to continue to tinker with their design. During this period they are welcome to move between their workspace and the launch area as many times as they need. They are also encouraged to collaborate with other recruits.
2. Collect the catapults at the end of the class and store them. These catapults will be needed in meetings 9 and 10.



### Reflect

- Which cadence did you like best?
- What did you learn today while building the catapult?
- Is a catapult make a good military weapon? Why or why not?

### Apply

- There are many engineers in the military. What engineering jobs would be involved in the military?
- Why do you feel it is important to have a military?



## 4-H MISSION MANDATES

### Science

As club members construct catapults, they learn the basics of physics and how to launch items using a catapult.

## ESSENTIAL ELEMENTS

### Belonging

Club members learn to work as a team to create a catapult that will launch their marshmallow 5 feet.

### Mastery

Youth learn about cadences and build on their skills of following directions.



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### Birdie, Birdie Cadence

Birdie Birdie, in the sky,  
you drop whitewash, in my eye.

I don't sigh, I don't cry,  
I'm just glad, that cows don't fly!!

SOUND OFF

### An Oxymoron Cadence

One fine day in the middle of the night

Two dead men went out to fight

Back to back they faced each other  
Drew their swords and shot the other

If you think my story's too tall  
Just ask Sargeant (name) he saw it all!

### Cadets Respect to Armed Forces Cadence

Airborne soldier in the sky,  
Jump Master said we're jumping 2night.

We took some fire coming in,  
A Boom Crack and I lost my friend.

Some sea sick Rangers at the beach,  
Landed June 6 and took some heat.

Sea turned red, we heard the moans,  
Hold a little longer were gonna take this zone.

Soldier, Sailor, Airmen, Marine,  
We cadets know what you mean.  
You serve our country strong and true,  
We all stand for Red, White, and Blue!

### Greatest Flight

Look who's marching beside me  
The greatest flight in CAP  
I'm as proud as I could be  
Everybody envies me

### The CAP

I had a friend who said to me  
Oh, won't you join the CAP  
The program he explained to me  
He told me it was not for free  
He told me of the sweat and tears  
That I'd expend in the next few years

And then he said Cadet in Blue  
Encampment is the place for you

So Learn to drill and do it right  
Strive your best for honor flight

Six to the front and three to the rear  
Sing it loud for all to hear

Sound off

### They Say That Encampment

They say that at encampment, the food is mighty fine  
How the heck would they have known, they never  
tasted mine

Gee, Mom, I wanna go home  
But they won't let me go home

They say that at encampment, the chicken's mighty  
fine

One jumped off the table and started marking time  
They say that at encampment, the coffee's mighty fine  
    It looks like muddy water, and tastes like iodine  
They say that at encampment, the biscuits are mighty fine  
    One rolled off the table, and killed a friend of mine  
They say that at encampment, the uniforms are mighty fine  
    Me and my best buddy can both fit into mine  
They say that at encampment, the mail call is mighty fine  
    Today I got a letter marked 1949  
They say that at encampment, the TAC's are mighty fine  
    They do their best to keep us all in line

### Good as Gold

I don't know, but I've been told  
\_\_\_\_\_ Flight is good as gold  
I don't know, but it's been stated  
\_\_\_\_\_ Flight is motivated

### Piper Cub

Piper Cub rolling down the strip  
CAP's gonna take a little trip  
  
The mission is rescue, that's what we do  
Aircraft, Ground Team, Admin too  
  
Aeroplane falls from the sky  
If we're not quick the pilot could die  
  
Telephone rings at a quarter to two  
They're calling on me and they're calling on you  
  
Saving lives that is our goal  
We're the Civil Air Patrol!

### Road Guards

Road guards in and road guards out  
Road guards running all about  
    If I had a face like you  
    I could stop the traffic too  
  
Road guards here and road guards there  
Road guards running everywhere  
Road guards, road guards don't be blue  
All that running's good for you

### No Sweat

One mile - No Sweat  
Two Miles - Better Yet  
Three Miles- Gotta Run  
Four Miles- Just for Fun  
    Come on- Let's go  
We can go- Though the snow  
    We can run- To the sun  
    We can train-In the rain  
Can you be- Just Like Me?  
    For we are the CAP



# 4-H Club Meeting 8

## Reverse Engineering



### Supplies

- Open space
- Whiteboard
- Whiteboard Markers
- Origami Tanks
- Paper for Folding  
Origami Tanks
- House Template
- Scissors
- Elmer's Glue

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

The strongest military powers have an ability to capture the technology of their enemies and then take it apart to understand the tech's strengths and weaknesses. In today's activity, recruits will need to use engineering skills to create tanks and buildings necessary to complete the mission.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (30 MIN)

It is time for the recruits to take charge of their own unit. Have them march using one of their own as the caller.

### WHAT TO DO

1. Ask the recruits if any of them have memorized one of the songs for calling marches. If they have, ask them to call it out while the others march to it.
2. March to the voice of the first recruit.
3. Once the first song is complete, switch caller to another recruit.
4. If time allows play a round or two of "Commander Says."

## Activity #2

DAILY BRIEFING #8



### DESCRIPTION (5 MIN)

It is once again time to meet. In this briefing, review what has been learned and provide needed information for the activity to come.

### WHAT TO DO

1. Welcome recruits to the club.
2. Have recruits verbally review what they learned during the last Hold Your Fire meeting.
3. Using the whiteboard, brief recruits on the day's activity.
4. Have recruits break into teams of three to five.
5. Encourage team to select a leader for each of the day's activities who did not lead an activity during the last meeting.
6. Allow recruits to ask questions before moving to the day's activity.

## Activity #3

REVERSE ENGINEERING



### DESCRIPTION (30 MIN)

A number of enemy tanks have been captured. Take them apart to learn their secrets and have the recruits figure out how to make tanks of their own.

### WHAT TO DO

1. Before class starts, fold several origami tanks using following pattern. <https://www.youtube.com/watch?v=2ur3HW6etsQ>
2. Break youth into groups of three to five individuals.
3. Give each team two purple tanks.
4. Have the groups try to reverse engineer the tanks.
5. Build tanks until you have run out of green and white slips of paper.
6. Keep the various tanks in a box. You will need all of them for the Green vs. White activity.

## Activity #4

REPAIRED WITH PRECISION



### DESCRIPTION (30 MIN)

In order for equipment to be easily repaired, the military needs everything to follow exact patterns. Following these patterns takes practice and skill. But recruits will have to learn them quickly as there are limited supplies.

### WHAT TO DO

1. Give each youth two building templates.
2. Have them follow the pattern and construct the structure.
3. As they are building, explain why following an exact pattern is important in the military.
4. Keep the various houses in a box. You will need all of them for the Green vs. White activity.

*Templates used with permission by  
Tempolibero\_scuola.blogspot.com and papermau.blogspot.com*



## Reflect

- How easy or difficult was it to build the tank?
- Would it have been easier to build the tank using a pattern?
- Which house was easier to build?

## Apply

- Why is following an exact pattern important at home and in the military?
- Name four to five different type of contractors who build homes.
- Which type of contracting would you like to do?



## 4-H MISSION MANDATES

### Science

By following the patterns set out by the club leader, youth learn the importance of following instructions and measuring as they build their own equipment

## ESSENTIAL ELEMENTS

### Independence

As youth take turns being the 'caller' of orders, they gain confidence leading a large group.

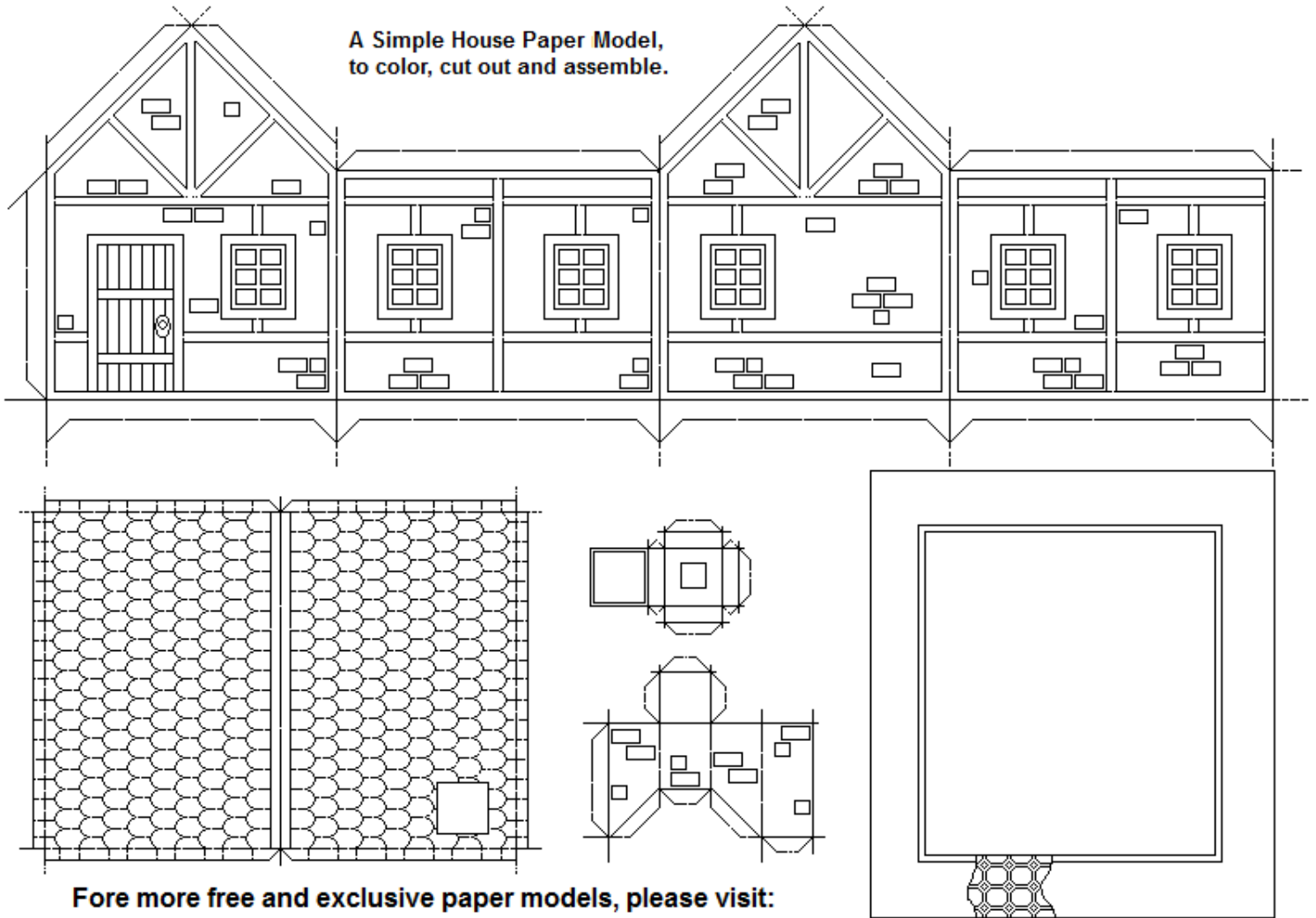
### Mastery

Club members build a new skill as they create their tanks and equipment.

# House *Template #1*



A Simple House Paper Model,  
to color, cut out and assemble.



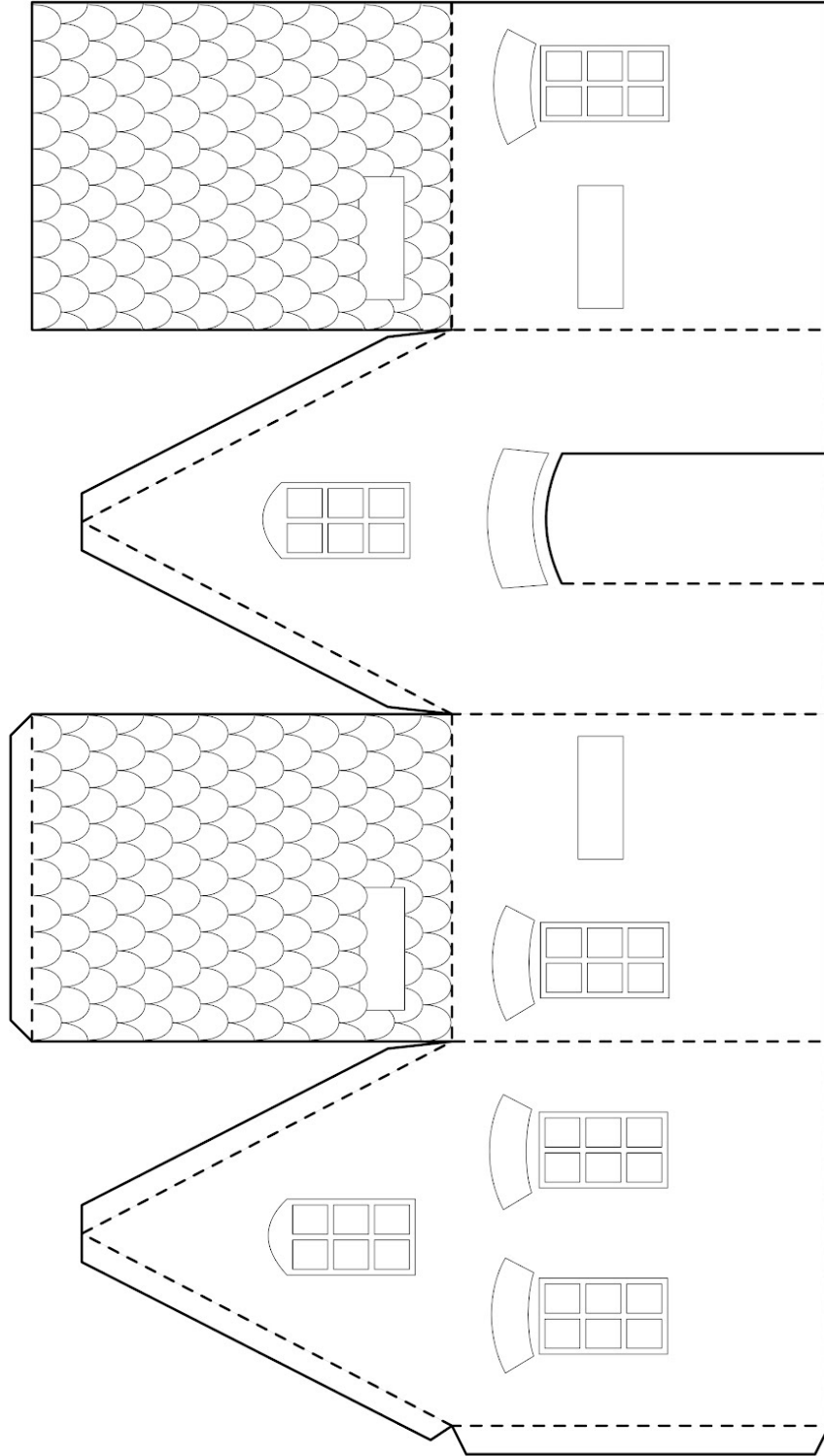
Fore more free and exclusive paper models, please visit:  
[papermau.blogspot.com](http://papermau.blogspot.com)

march - 2014



English learning: The House

Write the right words in the labels, then colour as you wish!





# 4-H Club Meeting 9

## Green Vs. White



### Supplies

- An open space such as a hallway
- Blindfolds
- Tape
- Two Salad Bowls
- At least six small boxes, full paper towel rolls or other barriers
- Two bags of large marshmallows
- Two bags of miniature marshmallows
- Paper Tanks (from Reverse Engineering meeting)
- Paper House (from Reverse Engineering meeting)
- Catapult (from Hold Your Fire meeting)
- Whiteboard
- Whiteboard Markers

### PRIOR TO CLUB MEETING

- Prepare the classroom for Activity #3
- Gather all materials needed for the club and make sure they are ready

### INTRODUCTION

Recruits have learned a lot about military science and now is the time for them to apply the skills. The club leader will be setting up a mock battlefield and it will be the recruits' job to resupply their troops and protect their forces from enemy tanks.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (10 MIN)

Today is the last time to practice "Commander Says" in preparation for the competition on the last day of class. Take this opportunity to play several rounds.

### WHAT TO DO

1. Have all recruits get in formation and put on blindfolds.
2. Play a round of "Commander Says." As people fail instructions, tap them on the shoulder and pull them out of the game.
3. Continue playing until there is only one person left standing.
4. Repeat the process two or three more times.





### DESCRIPTION (5 MIN)

Time to get ready for battle. Review what recruits have learned in previous meetings and get ready to practice these skills.

### WHAT TO DO

1. Welcome recruits to the club.
2. Have recruits verbally review what they learned during the two last meetings, Hold Your Fire (meeting 7) and Reverse Engineer (meeting 8).
3. Using the whiteboard, brief recruits on that day's activity.
4. Have recruits break into teams of three to five.
5. Encourage each team to select a team leader for the day's activities who did not lead an activity during the last meeting.
6. Allow recruits to ask questions before moving to the day's activity.



### DESCRIPTION (45 MIN)

Sometimes the best way to test your skills is under a little bit of pressure. In this activity recruits will have the opportunity to test their limits and conquer the simulation.

### WHAT TO DO

1. Before recruits arrive, tape off a space that is at least 10 by 10 feet in size. Have a piece of tape running half-way down the battle field and extended at least 5 feet on either side outside of the battlefield. Inside the taped off area, set up a town with the various buildings and tanks. Place the two bowls at an equal distance from the edge of the taped off boundary and on opposite sides of the battlefield.
2. When recruits are ready to compete, inform them that this will be their battlefield. The white team will be stationed on one side of the battlefield while the green team will be on the other. No recruits or equipment can enter the battlefield. If they do cross the tape they will be pinned down by enemy fire until a scout can retrieve the equipment. Items that are retrieved by the scout will be kept by the club leader. Youth participating in this activity will gain points for different tasks.
  - a. 5 points for getting a large marshmallow into one of the bowls
  - b. 1 point for hitting the opposite color tank with a miniature marshmallow
  - c. -1 point for hitting a tank of your color with a miniature marshmallow
  - d. -1 point for hitting an opposite color tank with a large marshmallow
  - e. -5 points for hitting a house of either color with any size marshmallow
  - f. -5 points for hitting human participant on either team with any size of marshmallow
3. Once recruits understand instructions, give each team two bags of marshmallows, one of each size, and allow them to start launching marshmallows into the field.
4. Every 15 minutes allow each team to select one scout to enter the battlefield. This scout will be able to spend 30 seconds rescuing equipment/people that entered the battlefield or to collect marshmallows that are on the ground on their side of the field. If the scout is still in the battlefield after the 30 seconds are up, he or she will be required to sit out for the next 15 minutes.
5. End the challenge after 45 minutes and tabulate results.



## Reflect

- What was your favorite part of the activities we did today?
- What did you learn while holding the battle?

## Apply

- If you were to battle again, how would you improve the construction of the catapults, tanks and paper houses?
- Can you use this activity to help you in the future? How?



## 4-H MISSION MANDATES

### Science

As the game goes on, club members need to make calculations and adjustments to their tanks and catapults to make sure they have the advantage.

### Citizenship

Club members work as a team to defeat the other team.

## ESSENTIAL ELEMENTS

### Belonging

The clubs work with their groups throughout this entire meeting, sharing ideas and coming up with strategies to help defeat their team.

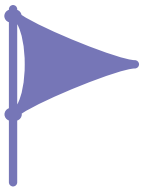
### Independence

Club members have the opportunity to participate in many different roles from leader to scout during this activity.



## REFERENCES

United States Air Force Academy. (n.d.). Military Education. Retrieved from <http://www.academyadmissions.com/the-experience/military/military-education/>



### Supplies

- An open space such as a hallway
- Whiteboard
- Whiteboard Markers
- Tape
- Marker
- Measuring Tape
- Pre-Built Catapults
- Large Marshmallows
- Computer
- Survey
- Salad Bowls
- Mini Marshmallows
- Blindfolds

### PRIOR TO CLUB MEETING

Gather all materials needed for the club and make sure they are ready.

### INTRODUCTION

We have had quite the adventure over the past few weeks, but all good things must come to an end. Today recruits will have an opportunity to show off what they have learned and set goals to continue to improve in the future.

## Activity #1

### MARCHING ORDERS



### DESCRIPTION (10 MIN)

Left, Left, Left, Right, Left! Let's head out to the field and call out some cadences.

### WHAT TO DO

1. Take the recruits outside to march.
2. Start by calling, Left, Left, Left, Right, Left to get everyone in step. Once the majority of recruits can stay on rhythm, continue to step 3.
3. Have one of the recruits start calling cadences the youth can march to.
4. Once the first recruit has completed the cadence, allow another recruit to sing a cadence.
5. Repeat the process until all youth who want to try their hand at singing a cadence have had a chance, and then have recruits head back to the classroom.

---

## Activity #2

DAILY BRIEFING #10



### DESCRIPTION (5 MIN)

Even though it is the last day, that doesn't make the briefing any less important to complete. Take a moment and make sure to cover the challenges that the recruits will be taking on.

### WHAT TO DO

1. Welcome recruits to the club.
2. Have recruits verbally review what they learned during the last activity.
3. Using the whiteboard, brief recruits on that day's activity.
4. Allow recruits to ask questions before moving to the day's activity.

---

## Activity #3

DISTANCE CHALLENGE



### DESCRIPTION (15 MIN)

Last week participants had the opportunity to show off their catapults as a team. Today they get to show them individually. First challenge, who can launch a marshmallow the farthest.

### WHAT TO DO

1. Mark out a straight piece of tape in front of a large open area.
2. Give each participant three large marshmallows.
3. Organize youth along the line. In sets of three to four youth, launch marshmallows. Between launches, tape the distance of the farthest marshmallow.
4. Once everyone has had a chance to launch all three marshmallows, measure the distance traveled by the three marshmallows that were launched the farthest and congratulate the recruits that launched them.

---

## Activity #4

SURVEY



### DESCRIPTION (15 - 30 MIN)

It is important to be able to measure the effect of the General's Academy on the recruits. Take a moment and have recruits fill out a survey about their experience. If you have a survey requirement for your program, this is when you present it. If you don't have a survey requirement, ask your office about the 4-H Common Measure Survey, and consider applying that.

### WHAT TO DO

1. Explain to recruits what a survey is. It isn't a test. There is no right or wrong answers, only their opinion. The most important aspect of the survey is the recruit's honesty.
2. Allow recruits to take the survey. If they have questions, you can give the definitions for words they do not know or talk through meaning of questions, but you should never give the answer.
3. If some recruits finish the survey significantly quicker than their peers, give them some exercise challenges, such as how many sit-ups they can do in a minute or a jumping jack race in the hall.



### DESCRIPTION (15 MIN)

If time allows, move on to the second catapult challenge. In this challenge recruits will try to hit a target by getting mini marshmallows into a salad bowl.

### WHAT TO DO

1. Mark out a straight piece of tape in front of a large open area. Use the measuring tape to place the salad bowls 5 feet from the tape with at least 3 feet between each bowl.
2. Give each recruit five mini marshmallows.
3. Organize recruits into lines that correspond with each of the salad bowls.
4. Have each recruit launch the marshmallows one at a time into the salad bowls.
5. Count the number of marshmallows that successfully go into the salad bowls.
6. If there is a tie, have the recruits take turns launching mini marshmallows. When someone misses, he or she steps out until there is only one recruit left launching marshmallows.



### DESCRIPTION (10 MIN)

We have been playing “Commander Says” from day one. Now it is time to see who is at the top of the “Commander Says Challenge.”

### WHAT TO DO

1. Have all the recruits line up and put on their blindfolds.
2. Start calling orders for “Commander Says.” As people fail to follow your command, tap them on the shoulder and pull them out of the challenge. Begin to speed up commands to make it harder and harder to follow.
3. When there is only one recruit left standing, have him or her take off the blindfold and announce the Champion of “Commander Says.”



## DESCRIPTION (15 MIN)

It is time for our last activity and like any military operation, it is a debriefing. The debriefing helps everyone understand what they have learned, the friendships they have gained, and the goals they can make going forward.

## WHAT TO DO

1. First, start by telling the recruits how you have seen them grow over the past several meetings.
2. Next have every recruit tell the group about something new they have learned or their favorite activity.
3. Allow recruits to tell the club leader what they think could be improved for the next group of recruits.
4. Have the recruits think back over the past club meeting and pick one concept, skill, or knowledge item they would like to continue to work on. Have each recruit write the goal on the board. Make sure the recruits know it is okay to have the same goals as another and to compliment recruits on what they want to work on.
5. Announce to the cadets that they are now graduated from the General's Academy.
6. Dismiss.



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## Reflect

- Last week, you showed off the catapults as a team. This week, we used them individually. How did these two opportunities differ? Was there anything that was the same?
- What was your favorite activity we did during this club?

## Apply

- What skills have you learned during this club that will be beneficial in the future?
- How are these skills important to you?
- Copy the goal you made onto a piece of paper. Post the paper somewhere you will see it often.



## 4-H MISSION MANDATES

### Citizenship

Club members learn more about military life as they participate in the debriefing and review all the information they have learned.

## ESSENTIAL ELEMENTS

### Independence

Youth now get the chance to use their own catapults to challenge other team members and see who has the best one.



## More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

## Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Stay *Connected*

### Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

## Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>





## Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Discover *Service*

### Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

### Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

### Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



## Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

## Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

## Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



## Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>