



iSprout

Leadership Development for Primary Members

Facilitator Guide



University of California

Division of Agriculture and
Natural Resources

4-H Youth Development Program

California 4-H Youth Development Program

iSprout

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Introduction

Definition of a 4-H Primary Member

Primary members are youth between the ages of 5 and 8, enrolled in the 4-H program. Primary members must be 5 years old by December 31st of the program year and not older than 8 years old by December 31st of the program year. Youth who turn 9 on or after January 1st must participate as a primary member until June 30th of the program year.

Primary aged youth are impressionable and respond well to exciting and creative activities. This is a critical stage in the development of the young child and an excellent time to enhance a child's learning experiences in self-perception.

Researchers estimate that children experience 50% of their learning before 4 years of age, another 30% before the age of 8. Therefore, it is important to offer non-formal, exploratory programs that focus on the developmental needs of younger children.

Purpose of the 4-H Primary Member Program

The purpose of the 4-H Primary Member Program is to assist youth in becoming capable, competent, caring and contributing citizens. Keep in mind that:

- Adult volunteers should provide open-ended activities that promote skills practice.
- Activities should focus on the process of doing things rather than the finished product.
- Activities should make use of participants' experience and encourage exploration, rather than written or verbal lessons.
- Participation for primary members should be limited to cooperative learning activities with no competition.

The California 4-H Youth Development Program (YDP) has specific policies for all of its programs, events and activities. Some policies are specifically related to primary aged members and activities while others govern all roles and responsibilities within the 4-H YDP. Before you begin the California 4-H *iSprout* project, be sure that you are familiar with and follow all of the California 4-H Youth Development Program policies, found at: <http://4h.ucanr.edu/Administration/Policies/>. The UCCE 4-H Office staff in your county can help you with specific questions that you may have about policy implementation.

iSprout

In California, the *iSprout* educational materials may be used as the curriculum for primary aged youth enrolled in a Leadership/Personal Development Project; as the Primary Project; during a club meeting and primary members are pulled out of the business meeting for their own activities; during special events as primary member activities.

iSprout is designed to be very flexible and is divided into four sections, multiple topics and a plethora of activities as follows:

4 Sections – These are the major areas of the project:

- Knowing Me
- Knowing My Family
- Knowing 4-H
- Knowing My Community

Topics – **Each section** offers **many topics**. The topics cover a specific area of learning.

Activities – **Each topic** offers **many activities** to choose from. The activities offer different ways of addressing the topic. Some are more complex while others require more supplies, equipment or space.

Yearly Requirements

To complete *iSprout* as a project and to be eligible to earn the achievement pin, youth should complete all of the following:



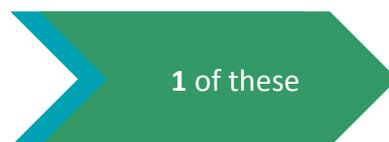
Two topics from each of these sections:

- Knowing Me (Start each year with “I’m Happy” page 29)
- Knowing My Family
- Knowing 4-H



One Service Project – includes two of the topics from “Knowing My Community”

- “What Needs to be Done?” (choosing and planning a project)
- “I Helped” (project day, reflection and celebration)



One other activity in “Knowing My Community” each year.

- I Am A Citizen
- I Add Value
- Mapping My Neighborhood
- I Have Connection

○ How Do I Help

This amounts to approximately one meeting a month for 9 months. Additional field trips or additional service project meetings can always be added. Some activities do not require a whole meeting, while others may need to be done over the course a few meetings. Continuing activities from one meeting to the next allows you to gather information and/or supplies, based on plans made or family involvement as needed. Use the checklists/planning worksheets found on pages 10-11.

Reflection, Incentives and Recognition

Young children do not engage in deep self-reflection, however they can be mindful of what they learned, think and feel in the moment. *Each topic has guiding prompts that are italicized in purple to help introduce the topic at the beginning of the lesson and process the lesson at the end. These are things you should say or ask.* Young children will only discuss and process for about 5-10 minutes. The *iSprout* Clover is designed to be completed at the end of each meeting to help young children start to develop mindfulness skills that will lead to self-reflection skills as they reach adolescence.

How to Use the Clover

- 1) Make one copy for each member, per lesson, per meeting.
- 2) After completing the “process the concept” questions, give each member a clover and have them complete the top of the form. If they are 5-6 year olds, they should be able to write their name, but may need help completing the “what I learned” portion.
- 3) Explain to members that you are going to read a statement or question and they can draw something that answers that question in one of the petals of the clover. For example, you can say, “In the top right hand petal, draw something that...”
- 4) Read one prompt at a time and allow children to finish that petal before moving on to the next one.
- 5) Consider collecting the clovers at the end of each lesson and compiling them in a booklet to present to each member at the end of the project year along with their achievement pin.

Additionally, the *iSprout* Clover can be used as a program review tool for project leaders to see if members seemed to understand the lesson taught.

iSprout Stickers

iSprout stickers are designed as an immediate incentive and recognition of attendance at meetings.

The *iSprout* sticker template is set up to print on Avery round labels #8293, 20 per page.

Create a sticker chart and use the *iSprout* stickers at the end of each meeting to mark attendance. Use the stickers as you prefer, but avoid creating competition of any kind, including avoiding the reward of stickers for “good” behavior as this still sets up a situation to be compared to each other.



iSprout Pins

Primary members who complete the basic requirements of *iSprout* are eligible to receive an achievement pin each year that they participate. Pins are available in four colors—a different color for each year and can be ordered from <http://4h.ucanr.edu/Resources/Members/Awards/>



Planning the Year

Spend time at the beginning of each year to go through the different topics with your group to find out what they are interested in. A great way to gather information is to start with the “Across the Line” and “This or That” activities (pages 29-30). Then, carefully review topics from each section to plan a year that is most responsive to your group of members. You may also want to plan certain activities during certain times of year. You do not need to go through the sections in order. However, you will find that the “Knowing Myself” section is a great way for you to get to know your group and their interests.

Choose Activities

When you read this manual you will see that each topic has many activities. Each topic within a section has a **Green** heading and is listed in the table of contents. **You do not need to complete all of the activities to complete the topic.**

You will find that a topic may have several activities for you to use, and you may discover that using several activities is helpful to really engage with the topic. Do at least two activities and as many as you have time for or needed to help members understand the concept.

Use the checklists/planning worksheets found on pages 10-11.

Sample Meeting Plans

Projects decide how often and when to meet based on the members’ schedules and goals. Meetings can be held at members’ homes or at community places such as a library. Feel free to adjust the meeting outline to work for you and your members.

Primary members do best if meetings are about 1 hour long.

Leaders and members decide how to run their own meetings, but a suggested format is:

1. Ice Breakers (5 minutes)
2. Open meeting (5-10 minutes) – 4-H Pledge, check in on group norms
3. Complete the Topic (30–45 minutes)
 - Topic introduction
 - Activities—choose at least 2
 - Process the concept
 - Clover reflection
 - iSprout sticker chart

Young people at this age do best if there is a routine they can count on. Members feel safer when you establish meeting routines and timelines that are the same from month to month. Consider always starting with the 4-H Pledge (page 18), a fixed snack time within the meeting and a special song to end with. At the first meeting of the project, it is important to establish safety for everyone.

Make a List

Be sure to have a list of things you will need for each meeting. The list should include materials and supplies, along with how many adult volunteers you think the topic may require, or the necessary space requirements for the activities.

You will also want to include notes about things you need to address with either kids or parents at the meeting (reminders of what to wear at the *next* meeting, materials they need to collect and bring, and/or anything you feel they would benefit from being introduced to before the activity).

Share the Plan

Meet with the parents of the group to share the calendar of topics and the lists you have already have and what is needed. At this adult meeting, recruit parents to support you.

Sharing these lists with the other parents in the group may do three important things for you:

- 1) They might have what you need and donate it.
- 2) They might know something about what you're doing and offer to help.
- 3) They might see something you are overlooking and help you refine the list.

While you are meeting with parents*, take some time to discuss the philosophy of the 4-H youth-adult partnership to make sure everyone is on the same page about how you'll lead projects and work with members.

*Throughout *iSprout* the words "parent" or "parents" are used to mean the primary adult caretaker(s) with which the child lives. This could mean a grandparent, foster parent, aunt, uncle or other guardian.

iSprout Annual Check Sheet

To earn an iSprout pin, members need to complete the following. Use the check sheet to write in the activities you complete each year.

Program Year _____

Choose 2 Topics from "Knowing Me"
Complete 2 activities for each topic (total of 4 activities).

I'm Happy
1. _____
2. _____

Making My Best Better!
1. _____
2. _____

Reaching My Goals!
1. _____
2. _____

I Can Do That!
1. _____
2. _____

I Rock!
1. _____
2. _____

I'm Good and Honest!
1. _____
2. _____

I Care!
1. _____
2. _____

I've Got Friends!
1. _____
2. _____

I Deal With My Feelings!
1. _____
2. _____

Choose 2 Topics from "Knowing My Family"
Complete 2 activities for each topic (total of 4 activities).

Happy Family!
1. _____
2. _____

I Help At Home!
1. _____
2. _____

Good Manners Start At Home!
1. _____
2. _____

Choose 1 Activity from "Knowing My Community"

I Am A Citizen

Ideas Matter!

Mapping my Neighborhood

I Have Connection

How Do I Help?

Choose, Plan and Implement a Service Project, complete at least one activity in BOTH of these

What Needs to be Done
(Planning the Project)

I Helped!
(Project Day and Reflection)

See next page for "Knowing 4-H"

Choose 2 Topics from "Knowing 4-H"

Complete 2 activities for each topic (total of 4 activities).

SCIENCE, ENGINEERING, AND TECHNOLOGY	HEALTHY LIVING
<input type="checkbox"/> Raising Animals 1. _____ 2. _____	<input type="checkbox"/> I Know What's Healthy to Eat! 1. _____ 2. _____
<input type="checkbox"/> Earth Science 1. _____ 2. _____	<input type="checkbox"/> I've Got the Moves! 1. _____ 2. _____
<input type="checkbox"/> Outdoor Adventure 1. _____ 2. _____	<input type="checkbox"/> Health 1. _____ 2. _____
<input type="checkbox"/> Gardening 1. _____ 2. _____	<input type="checkbox"/> Arts and Crafts 1. _____ 2. _____
<input type="checkbox"/> Robots 1. _____ 2. _____	<input type="checkbox"/> Music 1. _____ 2. _____
<input type="checkbox"/> Rocketry 1. _____ 2. _____	<input type="checkbox"/> Recreation 1. _____ 2. _____
<input type="checkbox"/> Woodworking 1. _____ 2. _____	
<input type="checkbox"/> Bicycling 1. _____ 2. _____	
<input type="checkbox"/> Photography 1. _____ 2. _____	
<input type="checkbox"/> Computers 1. _____ 2. _____	
<input type="checkbox"/> Electronic Tools and Games 1. _____ 2. _____	

4-H Program Philosophy

The California 4-H Youth Development Program (YDP) promotes positive relationships with caring adults, a safe environment, and the ability to demonstrate their new skills in community service. 4-H helps young people to reach their full potential as competent, confident, leaders of character who are connected to others and contribute to their communities. Using research-based programming around positive youth development, 4-H youth get the hands-on real world experience they need to become leaders. 4-H is an innovator in developing youth leadership and decision-making skills to prepare them for the future.

Positive Youth Development, Skill Building and Thriving

In California, 4-H is built upon key youth development practices known in the research to support positive youth and early adult outcomes – these practices are safety, relationship building, youth engagement, community involvement and skill building.

The practices of safety (both physical and emotional), relationship building, youth engagement and community involvement are the foundation to skill building. When youth feel safe and build relationships with others, young people are more likely to feel connected to the program, each other and the community and will be more engaged in the program. All of these help support skill building. In other words—when the foundation is there, young people are ready to learn!

Youth Development Outcomes

In 4-H the key youth development outcomes are the 6 Cs: competence, confidence, connection, caring, character and contribution. In the Thrive Foundation for Youth model, the 6 Cs are one of the four components of thriving. We will continue to help youth understand the definitions of the 6 Cs and use the skill of mindfulness to help them grow their Cs. As the principle youth development outcomes in the California 4-H program, we will continue to measure growth in the development of the 6 Cs. The concepts in this program are based on years of positive youth development research. This research has shown that when youth have a spark, growth mindset, are able to set and manage goals and self-reflect they are more likely to reach their full potential/thrive.

Sparks

Thrive Key Messages

Youth between the ages of 5-8 will not be able to fully understand the concept of a Spark. Your role at this stage is to help them have many opportunities so that in the future they may be able to identify a Spark.

By the age of 10 youth can fully understand the concept of a spark. All youth have a spark – a quality, skill or interest that they are passionate about—but they may not know it yet. A spark comes from inside of us and when we express it, it gives us joy. Sparks must be nurtured over time by Spark Champions—caring adults with whom youth interact.

Objectives of the Sparks Lessons

Youth begin to understand the concept of happiness as a precursor to understanding Sparks.

How can adults help young people discover Sparks?

- ✓ Ask questions, listen, and provide encouragement.
- ✓ Point out observed moments where youth show joy and energy.
- ✓ Assist youth to find ways to express their happiness.

Growth Mindset

Thrive Key Messages

People with a **growth mindset** see skills and abilities as things that can be improved through practice, effort and persistence. Research shows us that people who have a growth mindset are better able to handle tasks and challenges and are more successful. The human brain needs a workout to grow and stay strong. It gets stronger when one challenges it with harder tasks!

Youth who view challenges as opportunities to learn and grow are more likely to thrive. Growth Mindset equates to more resilience, better ability to adapt to challenging situations and a tendency toward better grades.

Objectives of the Growth Mindset Lessons

Youth begin to understand and practice effort and persistence even in the face of challenging tasks.

How can adults promote a growth mindset in youth?

- ✓ Place the emphasis on learning (not winning).
- ✓ Discourage the use of labels that suggest fixed abilities or intelligence like "smart" and "dumb".
- ✓ Praise effort, persistence and practice. Watch a 5-minute video on wise praise at <https://www.youtube.com/watch?v=NWv1VdDeoRY>
- ✓ Recognize persistence in the face of adversity.

Goal Management

Thrive Key Messages

Youth between the ages of 5-8 will not be able to understand the concept of goal management. They will be able to set simple goals and identify simple steps to get to the goal. One of the best things you can do is to model goal management behaviors and give youth specific tools that help them to make a clear map of their goals.

Objectives of the Goal Management Lessons

Youth begin to understand the concept of goal setting by setting simple goals throughout the primary project.

How can adults help young people set goals?

- ✓ Ask questions, listen and provide encouragement.
- ✓ Give specific tools, charts and diagrams that help children break big goals down into tiny, manageable strategies.
- ✓ Encourage youth to seek help from others when working to reach their goals.

Indicators of Thriving—the 6 Cs

Thrive Key Messages

Indicators of thriving are the qualities that have been named by researchers and scientists to describe areas of behavior, knowledge and skills that successful young people have in common. These indicators are broken down into six areas, called the 6 Cs. **They are: competence, connection, character, caring, confidence and contribution.**

Youth ages 5 – 8 years old begin to understand the definitions of the 6 Cs and can make progress toward gaining or improving skills in these areas, but only independently of the others. They will not yet have the cognitive skills to understand them as a group of qualities that work together to help them to thrive. See the next page for definitions of each of the Cs.

Objectives of the Thriving Lessons

Youth begin to understand some of the individual definitions of the 6 Cs.

How can adults help young people improve the 6 Cs?

- ✓ There are not right or wrong answers when exploring the indicators of thriving.
- ✓ Notice when a young person shows a particular interest in one of the Cs.
- ✓ Help a young person discover thriving strengths and areas for growth.

For the Adult Facilitator: Definitions of the 6 Cs of Youth Development

The Thrive Foundation for Youth (TFY) developed definitions for each of the Cs to help us more clearly understand them. These definitions build off of the work of several social scientists.

Competence

- Positive view of one's actions in domain specific areas including social, academic, cognitive and vocational.
 - Social competence pertains to interpersonal skills (e.g., conflict resolution).
 - Cognitive competence pertains to cognitive abilities (e.g., decision making).
 - School grades, attendance and test scores are part of academic competence.
 - Vocational competence involves work habits and career choice explorations, including entrepreneurship.
- Life skills: the nuts and bolts of your skill-based toolkit (management of money, time and goals, home and job skills)
- Healthy habits: caring for your body, healthy eating and avoiding unsafe behaviors
- Social skills: knowing what's expected and how to act in different social situations
- Love of learning: passionate interest in gaining knowledge about the world and your place in it
- Emotional competence: the ability to identify and manage emotions to support your progress in the world.

Connection

- Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, family, school and community in which both parties contribute to the relationship.
- Positive relationships enhance the well-being of all individuals involved; and spiritual growth is the awareness of your inner spirit or soul and your connection with the sacred or the wider universe.

Character

- Respect for societal and cultural rules, possession of standards for correct behaviors, a sense of right and wrong (morality) and integrity.
- Decision-making grounded in a clear sense of right and wrong.

Caring

- A sense of sympathy and empathy for others.
- Honoring and protecting all living things and the worlds' resources.

Confidence

- An internal sense of overall positive self-worth and self-efficacy; one's global self-regard, as opposed to domain specific beliefs.
- Believing in yourself and the feeling that you will be able to accomplish what you set out to do; and persistent resourcefulness is the ability to suffer wisely, face challenges and learn the lessons.

Contribution

- Purpose – clear vision of your positive contribution to the world.

Experiential Learning

In 4-H, youth design and participate in their own programs and activities. This unique learn-by-doing model teaches essential skills that youth will use throughout their lives, such as identifying their interests, setting goals, self-reflection, adapting to new situations, communicating, and responding to the needs of others. Whether youth are building rockets, raising companion dogs, or planting vegetables, 4-H gives young people the skills they need to thrive and succeed throughout their lives.

More information on the Experiential Learning Model or Cycle can be found at:

<http://4h.ucanr.edu/About/Mission/EL/>

Building Relationships – Youth/Adult Partnership

The 4-H youth-adult partnership model asks volunteer club leaders and adults to help youth as needed, but not do the work for members. Since primary 4-H members start as young as 5, they experience most adults in their lives in a nurturing role, and they will likely relate to you in this way. Children may express fear or hesitation or seek you out for help or comfort and it is a challenge knowing when to support them and when to stand back and let them explore and even struggle a bit. Listen and talk, ask open-ended questions that promote mindfulness. Then work with each child to balance helping-hands vs. hand-holding. Young children may need some nurturing to gain confidence to try something, but that doesn't mean they always need (or want) you to do it for them.

Patience is the key, as is staying focused on their learning process and not the completion of a task or project. As the group gets older the relationship may naturally shift and the process of communication, patience and focus on the learning process (and not the end product) remains the same throughout.

4-H adult volunteers facilitate the learning process using hands-on, experiential methods, where youth are free to explore and are encouraged to participate in decision making. Specific, intentional program strategies and a favorable organizational structure are critical to fostering youth in governance. It is different from typical adult-led youth programs in which adults instruct young people, or youth-led programs in which youth are given "carte blanche" to run their own programs. Many people believe that a youth-adult partnership occurs any time youth and adults are present in the same room. This is not correct. Youth-adult partnerships take place when youth and adults plan, learn and work together, with both groups sharing equally in the decision-making process.

When youth are 5 – 8 years old, planning together can look very different:

- A group of 5 year-old members can help plan by choosing between 2 options
- A group that has 6-7 year olds might be able to handle more options, have some ideas of things they would like to try, and may even explore methods of fairness for picking things; learning to vote, taking turns, stretching themselves with the concept of group membership.
- A group that has mostly 8 year olds can be even more involved in deciding the experience of club membership, helping to pick field trips, choosing the activities they want to do.

By taking gradual and developmentally appropriate steps for these early ages, by the end of the Primary 4-H project youth are ready to engage in the 4-H club experience and the youth-adult partnership model of the 4-H Youth Development Program.

Service Learning

In 4-H, service learning combines giving service and learning with the intent that the activity changes both the recipient(s) of the service and the provider of the service. It involves drawing lessons from planning for the service and the experience of performing service work.

There are three basic components to effective service learning:

- 1) Set goals for the skills to be learned or issues to consider. Take several meetings to make and finalize plans. Include a guest speaker on the issue being addressed.
- 2) Perform the service. Plan the project so that learning takes place at the same time that the work gets done.
- 3) Analyze the experience and draw lessons through discussion with others and reflect on the work

Service learning connects meaningful community action/service with learning, personal growth and civic responsibility.

The opportunity to be of service, to make a difference, to do something important and to contribute energy, ideas and oneself to a community has always been important in 4-H.

Possible serving learning projects include:

- Make tray favors for a rest home during the holidays
- Join a walk-a-thon to raise money for a cause
- Clean up the litter in a park
- Plant some trees
- Paint over graffiti

Service learning is broader than making tray favors or picking up litter-- it offers youth the opportunity to explore community issues in-depth, plan and initiate appropriate action to tackle issues and make a real difference in their community. The power to make a contribution that is truly needed by a community is an authentic learning opportunity.

For children between the ages 5 – 8, possible service learning goals are to:

- Expose children to the concept of service
- Create the habit of giving
- Gain praise for generosity and altruism
- Create an opportunity for empathy
- Allow for recognition for contributions
- Discover the ability to make a difference
- Learn by doing
- Practice skills

4-H Pledge, Motto, Creed & Emblem

4-H Pledge

It is common for 4-H clubs to start each meeting by reciting the pledge. Adding some hand gestures might help Primary members to learn and recite the pledge.

In California, it is common to add this phrase before the pledge: *“As a true 4-H member...”*

I pledge...

My head to clear thinking

My heart to greater loyalty

My hands to larger service

My health to better living

For my club, my community, my country, and my world.

4-H Motto

This motto is a very useful saying to use often with Primary members. Since they are trying their best with each new experience you can approach every second try with this saying. The 4-H member will then strive to improve the next time so that their initial "Best" becomes "Better."

“To Make the Best Better.”

4-H Creed

I believe in **4-H Club** work for the opportunity it will give me to become a useful citizen.

I believe in the training of my **HEAD** for the power it will give me to think, plan and to reason.

I believe in the training of my **HEART** for the nobleness it will give me to be kind, sympathetic and true.

I believe in the training of my *HANDS* for the ability it will give me to be helpful, skillful, and useful.

I believe in the training of my *HEALTH* for the strength it will give me to enjoy life, to resist disease, and to work efficiently.

I believe in my county, my state, and my community and in my responsibility for their development.

In all these things I believe, and am willing to dedicate my efforts to their fulfillment.

4-H Emblem

The 4-H emblem symbolizes the aim and desired results of effective learning for each individual.

HEAD - Problem solving: ability to sort out complex problems.

HEART- Emotional development: developing good attitudes toward work and learning; developing acceptance and appreciation of other people.

HANDS - Skills development: ability to do, skill in doing, and habit of doing.

HEALTH – Physical, social and emotional development: understanding and appreciating a growing and changing body, mind, spirit and community.



Creating Safety

Creating a safe environment for young people is critical to their healthy development. They need to feel physically safe and protected from harm. They must also feel that their peers and adults support, accept and value them. Feeling emotionally safe allows young people to feel that they can express themselves, take on new challenges, make mistakes without judgment and feel a greater connection with the group.

To help create emotional safety, the 4-H Code of Conduct outlines behavioral guidelines and expectations for youth members, adult volunteers, and parents/guardians. For example, comments and slurs intended to hurt others, exclusion, and angry, hostile, or other negative behaviors are a violation of the code of conduct.

Children 5 - 8 are only just learning to moderate their hurtful behaviors and discovering empathy for others. They would also not be familiar with the concept of a code of conduct, or being held to such a standard for membership. But they do like to act, and they may be able to get the idea that members act a certain way. “What does a 4-H member do?” could become a fun way for your group to practice the ideas within the code.

It is important to be explicit and intentional in the creation of an emotionally safe environment. The best opportunity for reinforcement of these ideas for the 5 – 8 year-old child is by catching them doing it right: “I see you’re working hard at that! Keep up the great work!”

Here is a minimal list of things to do to create social/emotional safety:

- 1) Everyone knows everyone’s name
- 2) Everyone knows the group norms, guidelines or rules
- 3) Everyone knows it is okay to make mistakes (see #6—it’s never okay to make a child sing for, dance for, etc. something they forgot, left behind, didn’t do “right”, etc. or for something that they have a right to like taking a bio-break, getting a drink of water, receiving their mail, etc.)
- 4) Stop put-downs in their tracks—right when it happens—not later
- 5) Be an ally for each and every child—support the bullied and the bully—involve parents when necessary
- 6) Question and change “traditions” that can humiliate, belittle, create stress or otherwise mess up another person’s experience of the day. Even if you or other’s think it’s “all in good fun” or funny, these types of traditions can and do create long-lasting emotional distress.

Risk Management

Before you begin working with primary members verify that they have completed the enrollment process and submitted payment for program fees to the UCCE County 4-H Office. This is necessary to ensure that they are covered with accident/illness insurance. Also, make sure that you obtain a signed medical release and health history form for each member in the project. These forms should be kept in a file or notebook that can only be accessed by 4-H adult volunteers. This will help protect and respect the privacy of privileged and sensitive health information. Medical release forms should be onsite during all project meetings, events, and activities that occur within and outside the county. Likewise, be sure that you have completed the enrollment process and received your official 4-H volunteer appointment card before beginning the project. This will assure that you are covered with accident/illness and automobile and general liability insurance.

Members participating in this project may be enrolled in a 4-H Leadership Project, a Primary Project, or enrolled as a member of a group enrollment with 4-H partners. As with all projects, a minimum of six hours of educational instruction is required to complete this as a project. The educational materials offer you at least six hours of new, fun, and engaging activities designed to help young people reach their full potential and thrive. However, before you begin there are a few other things to keep in mind.

California 4-H Policies require that there be two adult volunteers with youth members at all times. We realize that in some occasions it may be impractical to have two appointed volunteers present and in these situations there should be one appointed adult volunteer and another adult or 4-H staff member present (one of which must be at least 21 years of age). In general, no one-on-one interactions should occur in private. Throughout the project there may be a need to meet individually with project members so be sure that either another adult is present or that the discussion occurs in a place where you are visible to others.

Also, if the need to transport youth members arises please remember that adult volunteers should not be one-on-one in a vehicle with members other than their own child. And, keep in mind that 4-H youth members including Junior and Teen Leaders are NOT authorized to drive on behalf of the 4-H Youth Development Program (YDP) and shall not transport other members to and from any 4-H function.

Creating a safe environment is critical to healthy development. 4-H youth members need to feel that they are physically safe and protected from harm. As a 4-H adult volunteer you are responsible for the safety of members during all meetings and activities. So, prior to meeting, it is prudent and recommended that you evaluate the configuration, accommodations, limitations, and hazards of the space. Once these aspects of the meeting space have been evaluated, then you can provide instructions, guidelines, or other information to manage the meeting and space as appropriate. If for some reason an unacceptable risk or hazard becomes evident while an activity is taking place,

promptly modify the activity, establish controls to reduce the risk to an acceptable level, and/or correct the hazard. You may always discontinue the activity. Several resources have been developed to help you create physically safe environments (see 4-H Safety Manual and Clover Safe Notes at http://safety.ucanr.org/4-H_Resources/).

Responsibility for other people's children should always make us hyper vigilant to concerns of safety; both physical and psychological. Throughout this manual watch for the Risk Management "Look Out!" boxes to alert you to special concerns related to that activity.

Preventative Measures:

- Set a good example regarding safe practices
- Recognize hazards and correct them
- Demonstrate proper use of equipment
- Discuss safety at every meeting
- Provide appropriate supervision
- Be prepared to handle emergencies
- Know and implement the policies about youth transportation
- Always provide clear instruction about potential activity or event hazards
- Always wash hands before preparing food or eating, and after using the restroom or handling animals
- Always wear the proper personal protective equipment (PPE) for the activity such as: eye and hearing protection, helmets, dust masks, elbow and knee pads, sunscreen, insect repellent, shade hats, gloves, boots, long sleeve shirts, and long pants
- Inform members about the hazards of using sharp tools or instruments such as knives, scissors and saws
- Warm-up / cool down during physical activities
- Take precautions for hazards associated with terrain, weather, heat and cold stress, sun protection, campfire control, toxic plants and insects. If adjacent to water, discuss use of approved personal flotation devices (i.e. life vests or preservers)
- For animal handling, explain practices such as approaching animals within their field of vision, how to prevent the transmission of bacterial infections through the fecal-oral route, proper animal diets and humane treatment of animals
- When interacting in group activities, show respect towards each other and work cooperatively together to achieve safe practices and common goals

More detailed information about injury and illness for specific Animal Handling, Project Activities and Tool use are available and should be reviewed prior to each activity. http://safety.ucanr.org/4-H_Resources/Clover_Safe_Notes_by_Project_Area/

Ages & Stages

Overview of Early School Years

We all know there is a major difference between a 5 and 8 year old. A typical 5-year-old is essentially ego-centric, they learn by trial and error, may not be ready to deal with multi-variable decisions, and are not yet able to reverse their thinking, which means they don't handle concepts of time and/or causation yet. Eight year-olds, in contrast, engage in directed and systematic experimentation, are able to cope with multiple variables when making decisions, their thinking is reversible so they can see cause and effect, and they have stronger concepts around time and space, past and future, and doing things in order. They are more objective and less egocentric.

That being said, no child will develop physically, psychologically, socially or intellectually at the same pace as others. Each child will need you to meet them where they are and help and support them as they grow and mature.

Growth between Ages 5 - 8

At the beginning of early school years (between the ages of 4 and 6), a child's imagination tends to run wild. Towards the end of this period (between the ages of 6 and 8), the child's imagination can be harnessed by the child to focus on specific tasks. The period between ages 5 and 8 is a time when the child learns to master wild exuberance, and put it to use in things they like to do, but this change happens at a different pace and at different ages for every child.

A child's physical development during the early school years is rather gradual and constant. This being said, between the ages of 5 and 8, a child's improvement in coordination and skill is amazing. A child becomes an expert at synchronizing body movements to the movements they see or hear others performing. During these years large motor skills develop by leaps and bounds, literally. Dexterity evolves from fumbling on objects too big to handle (at age 5) into fine motor skills and eye-hand coordination by age 8.

Look what I can do!

Below we list a few ideas of a generic developmental progression... but every child is different.

Common skills and development of a 5 year old:

- Starts to develop early self-concept (view themselves as separate from others with unique abilities)
- Able to balance, hop, skip, run, and jump, stand on tip-toe, or on one foot, walk backwards heel-to-toe, kick a stationary ball with a full swing of the leg
- Can bathe and dress themselves, open and close buttons and zippers, tie knots, spread food with a table knife
- Able to use scissors to cut out squares and other simple shapes, print the alphabet and write numbers
- Draws recognizable pictures, often adding ground and sky and attend to size relations
- Engages in pretend play (princesses, heroes, wild dragons, etc.)
- Syncs movement with other people or rhythms (choreography)

Common skills and development of a 6 year old:

- Learning to control their own impulses, desires and needs
- Explains why they do what they do, genuinely understand that there may be some advantages in refraining from hitting or screaming
- Plays board and card games and take turns
- Able to ride two-wheel bikes
- Likes to run while being timed
- Helps with household routines: mowing grass, trimming trees, working in the kitchen or in the workshop
- Shows ability to carry bags, help with boxes or move chairs
- Wants to help prepare food: measuring things, peeling and chopping vegetables
- Can throw a tennis ball with one hand, bounce it with one hand, and catch it with both hands ; jump rope three or more times in a row, hold themselves up on the bar at school, and stand on each foot alternately, with eyes closed
- Wants to be taken seriously
- Plays hard

Common skills and development of 7 and 8 year olds:

- Engages in activities such as sawing, sewing, painting, or knitting; uses adult tools such as hammers, saws, rakes, and shovels
- Can maneuver a two-wheeled bike; ready to skate, ski, or swim
- Cares about outcomes, works cooperatively; more team oriented than before
- Better at losing in competitive games
- Carves out a niche for themselves and develops a personal identity as an athlete, bright student, actor, debater, clown, etc.; wants to be recognized and respected for this
- More concretely knows what they are interested in; reveal a greater self-awareness of their likes, dislikes, and interests.
- Does not like to be too different from others in dress, hairstyle, or manner of talking, but may opt into a category (selected niche)
- Fairness is important to 7-year-olds, disprove of cheating
- Has a developed sense of right and wrong
- Participates in many group activities (soccer, gymnastics, hockey, ballet, etc.) and are competent team players
- Try hard to improve skills
- Enjoy skills that test accuracy such as hopscotch, basketball, jump-rope, frisbee
- Have a desire to sustain friendships; begin to enjoy talking over the phone with friends, and using cell-phones or computers to communicate
- May keep a diary
- Adheres to the rules of a game, whether the rules are self-established, as in open-ended games, or dictated by a game, as in video games or checkers
- Enjoys word games and riddles, plays on words and jokes

Field Trips

Field trips can be great fun and fit perfectly into the 4-H philosophy of learning by doing. Field trips make good introductions and/or summaries of projects. On a field trip 4-H members can observe and participate in a real-life 4-H project-related experience and bring their learning to life. Here are some suggestions to make a field trip fun, safe and educational:

- 1) **Plan ahead.** This will make it more fun for the kids and less stressful for you. Give yourself plenty of time to prepare for a field trip
- 2) **Involve kids** in the plan and the action
- 3) **Involve parents.** Have at least one adult for every 10 youth; have more adults for younger groups or for potentially hazardous activities, **always have at least two adults.**

A great habit is to frequently ask your group questions like “What else would we like to know about... (goats, cooking, rockets)?” and “How can we learn that?” Your group may decide a trip to the... (*goat dairy, restaurant tour, Mars*) is a very exciting way to learn about something they are interested in. By doing this, you’ve reinforced the self-directed learning process and the youth-adult partnership model of 4-H.

Consider the following as you plan for field trips:

- What will be learned?
- What teaching methods will be used?
- Will there be opportunities for hands-on experiences?

Look for places that:

- Match the needs of the project or activity you are working on
- Are relevant and interesting to youth (give them choices when possible)
- Are affordable
- Are close by

Some Ideas:

- | | |
|---|---|
| • Environmental and nature centers | • Hospitals and veterinary clinics |
| • Bird sanctuaries and wildlife refuges | • Museums |
| • Historical sites | • Cultural festivals |
| • Natural attractions, including state and national parks | • Supermarkets and other retail stores |
| • Hiking, biking, walking, canoeing | • Zoos, hatcheries, aquariums |
| • Farms, orchards, greenhouses, nurseries | • Radio & television stations, newspapers |
| • Factories and corporations | • Police and fire stations |
| | • Restaurants and bakeries |

Start with some research:

- Call in advance
- Make reservations if needed
- Find out if there are fees; ask for group rate discounts and ask about methods of payment
- Visit the site in advance if possible
- How accessible is the site for people with disabilities (or for any other concerns your group may have)?
- How much time will trip take?

Work through logistics:

- Transportation- busses, vans or cars? Family-owned or rented? (consider insurance and driver policies)
- Food (bag lunches, buy from restaurant, etc.).
- Lodging, if overnight
- Where are the bathrooms when you get there? Will stops be needed along the way? (As a group leader, you may want to bring along a couple of rolls of toilet paper “just in case”)
- Sharing the costs of fuel and tolls spent by drivers
- Be sure to bring first aid kits, try to bring along adults with first aid and C.P.R. training

Communicate with families:

- What is appropriate clothing for participants to wear? (type of shoes to wear or not wear)
- Money for food, entrance fees, souvenirs, etc.
- Cameras, camcorders
- Collect paperwork- parent permission form, health form and behavior agreement
- Make sure contact information is current (and will be accurate for the day of the trip)
- Exact time and location of departure, what to do if late
- Expected time and location of return, and what to expect if late

Prep your Team:

- Pre-load your cell phone with the contact information and help the team do the same
- Have a back-up paper copy of the contact list for each adult
- Have maps and directions available for all drivers (GPS is useful, but be sure to also give paper copies)
- Plan bathroom stops and check-points, and what to do if one of the cars doesn't arrive at a check point
- Review medical needs (asthma, food / bee allergies, etc.) and any medications and potential interactions or symptoms to be watchful of; or physical limitations

- Review any social or psychological limitations and strategies for smoothing any rough spots in the day
- Explain the roles and responsibilities to adults, make sure all are working from same rules and expectations (adults are there to have fun but their main job is serving as a chaperone)

Enjoy the Trip:

- Getting there can be half the fun! Consider side trips, singing and games along the way
- Consider having everyone wear brightly colored matching shirts to help adults identify members at a glance.
- To make it fun, consider a theme and wear special hats, clothing, or costumes that fit the location and purpose
- Make memories last with photos and videos

Getting the Kids Ready To Go:

- Explain where they are going and what they will do or see
- Talk about the trip and build anticipation for the experience
- Start to get kids thinking about how they will thank the nice people they meet on the trip...
“Should we get pictures while we’re there with each person we want to thank?”
- Agree on rules of behavior and safety
- Encourage them to devise questions to ask when they get there
- Identify some of the things to look for, ask them to imagine what they might see
- Show them what to do or who to approach if they get separated
- Keep kids together and do periodic head counts
- Break into smaller, more manageable groups, have check-in times if the group splits up
- Assign “buddies” (pairs of youth who will look out for each other)

“Look Out!”

Youth participants on a field trip must complete the *4-H Event Permission Form*. This form has several important parts: parental permission, health information and behavior agreement. The most important reason for using this is to make sure parents are aware of what type of activity their children are participating in. Refer also to the fact sheet *Liability of 4-H Volunteers*. Bring completed forms with you and keep these records after the trip.

Section 1: Knowing Me

In the first section, members will focus on their personal development and helping them to develop skills toward being “the leader of me”. The foundation of this section is based on the thriving concepts of Sparks, Growth Mindset, Goal Management Skills and the Indicators of Thriving. Primary members will not have the developmental capacity to concretely understand the thriving concepts. Instead, we know that 5-8 year olds can be mindful—for a few minutes—on more global concepts like being happy, making a plan, working hard, etc.

I’m Happy! (Sparks)

Review the information about Sparks on page 13 before starting lessons about Sparks.

How can adults help young people discover Sparks?

- Ask questions, listen and provide encouragement
- Point out observed moments where youth show joy and energy
- Assist youth to find ways to express their sparks

Introduction

Start a discussion about happiness by using these prompts:

Share something in your life that REALLY makes you very happy.

What are some other words for being really happy? (Joy, passion...)

How do you know when something really makes you happy and when it may be just something to do?

Why do you think it might be important to know what really makes you happy?

In our time together today, we’re going to explore some ideas on things that make you happy or things you might like to try—knowing this will help us plan our year together.

Activities (Choose at least 2)

ACROSS THE LINE

In this game all kids start on one side and you create a “line” (can be a rope, chalk, TP... anything). You have kids move across “if” ... *and you name a condition*. Below are some suggestions to get you started.

After they have crossed the line you can point out all the people who have that in common with them are the ones standing with them.

Players go back across to the starting point before saying the next “Step across the line if...” statement.

“Cross the line if you...”

like summer	play a sport	have green eyes
have been to a farm	have a garden at home	have been to the fair
are wearing red	have seen the ocean	like to read
ate breakfast this morning	play a musical instrument	like camping
have been to Disneyland	are wearing blue jeans	like to play in the snow
like chocolate ice cream	like the color blue	like mushrooms on pizza

THIS OR THAT

This game is a fun active way for kids to share their preferences. It has an important purpose: when you know what some of their interests are, you can plan the year accordingly. The “This or That” game gives you a fun way to engage kids in decision making. Make a chart ahead of time with all of the choices and then keep track of the number of children who pick each item—this will be used during “What Shall We Do?”

Explain that members will choose between the two things you name. Depending on their choice they run to opposite sides of the room or area. Make sure they know this is only a game, and their choice will not cost them any opportunities, they are just expressing (at this moment) which of the two things they might choose if they had to pick one. For example: say “cats” while pointing right “or dogs” while pointing left. Members choose to run to the right or left. Once they have moved to their side and made their choice it may be fun to ask them why they picked that way. Then call them all back to the center and again announce two options while pointing to the respective sides.

Here are some examples (members can make suggestions too):

Pizza or Hamburger	Green or Purple
Carrots or Celery	Puzzles or Drawing
Rabbits or Goats	Computer or TV
Rabbits or Chickens	Gardening or Cooking
Crayons or Paints	Acting or Dancing
Glitter or Polka Dots	Indoors or Outdoors
Biking or Skating	Sports or Stories
Swimming or Boating	Flowers or Bugs
Raisins or Grapes	Flying or Crawling
Raising animals or Outdoor adventures	Technology or Healthy Living
Earth Science or Gardening	Nutrition or Fitness
Nature or Engineering	Arts & Crafts or Music
Robots or Woodworking	Camping or Photography
Rocketry or Bicycling	

WHAT SHALL WE DO?

This follow up activity to “This or That” will engage members in making decisions about their *iSprout* experience for the year. Show the children the tally chart and help them to analyze the results. *What seem to be the top 4-5 interests this group has? Which ones should we explore this year? Are there any projects that didn't make the list that anyone is really, really disappointed about?*

Process the Sparks Concept

So why do you think we started with a game about what you like best?

How does it help you to know what really makes you happy?

Can someone give me an example of a time when you were surprised because something made you really happy that you didn't think would? What does that tell you about trying new things?

My “I'm Happy” Clover:

As primary members are learning about themselves and about 4-H, the “Clover” is a process which is frequently repeated. Children are asked to break down their ideas into physical and emotional categories; Head, Heart, Hands, and Health; the 4-H Clover. The Clover shapes can be printed in bulk from the Appendix. Clovers can be saved over the year and when collected together these Clovers make a great record for the year.

Have each child draw a picture in each leaf of the clover in answer to your questions about what “Sparks” them in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix to give children plenty of room to draw. As this is the first meeting, use this to gather general likes and interests. The same process is used in future meetings but is geared around helping children digest the topic which was presented at the meeting. This activity is very important so that members use mindfulness skills as the precursor to self-reflection skills.

HEAD

Draw your favorite thing to learn about in school or your favorite thing to read about in books.

HEART

What or who do you love? What fills your heart with joy and love?

HANDS

What is your favorite thing to do with your hands? Do you like drawing? Painting? Puzzles? Writing? Making music?

HEALTH

What do you like to do that makes you healthy? Do you like to cook healthy foods? Maybe you like to play hard outside or do sports?

Making My Best Better! (Growth Mindset)

Review the information on page 13 about Growth Mindset before starting lessons in this section.

How adults can promote a growth mindset in youth?

- Place more emphasis on learning vs. winning.
- Discourage the use of labels that suggest fixed abilities or intelligence like "smart" and "dumb."
- Praise effort and practice skill building.
- Recognize persistence in the face of adversity.

Key points you are communicating:

Learning and growth require:

1. Engaging in challenging tasks.
2. Practice and effort.

Introduction

Start a discussion about learning and practicing by using these prompts:

Tell me about a time when you had to work really hard at something and now it's easier to do that.

What do you think you learned from that? (If you work hard things get easier; you just have to keep trying, etc.)

How do you think your teachers learned everything they know?

Activities

MAKING THE BEST BETTER

The goal of this game is to show children how they can improve on their first attempts! So the goal is to have them attempt a bunch of things they have never done before... in a fun and light way.

Using language which reinforces the Growth Mindset development is key during this game... and don't forget to keep that language going throughout the year.

This game is a series of "first tries" which are measured, timed, or scored (but without having children compete their scores against others') they are only comparing their own firsts to each next try. (Making their own personal best better with practice!)

Creating a fun visual chart to track their growth can be a great part of this activity. Provide a rich supply of materials for them to decorate their "Making the Best Better!" worksheets. Use the worksheets to track progress. While they decorate the worksheets, discuss how we can all help each other to try new things: support everyone, celebrate everyone for making each attempt.

To make this a real experiment ask kids to predict if they will be better the first time they try or after they have had some practice tries. Let them predict how much better they will do on each try, or even let them set a goal for how much better they want to get.

You might also keep the decorated worksheets posted up all year and continually add to them at each meeting to capture all the firsts that happen through the year. This is a powerful reinforcement as a child will see things tried early in the year which they have later mastered.

Try timing some of these:

(Child's choice) Remember to have the child try several times. As they practice, their times will likely improve.

- Stacking 6 Plastic Cups into a tower / pyramid shape
- Moving 3 skittles with a straw from cup to cup.
- Pick up marbles (or plastic animals, or beans, feathers, or plastic spoons, whatever) with your toes and move them from bowl to bowl (or spot to spot).
- Crack an egg and not the yoke.
- Spin a coin on its edge.
- Whistle
- Play a kazoo
- Balance a Frisbee (or plastic plate, or pillow) on your head

More inspiration.... The TV show "Minute to Win It" has fun challenges. You can get the rules online.

[http://gameshows.about.com/od/minutetowinitgames/Minute to Win It How to Play the Games.htm](http://gameshows.about.com/od/minutetowinitgames/Minute_to_Win_It_How_to_Play_the_Games.htm)

The Minute to Win It activities are similar to these:

Blow Ball: using only your mouth, blow red ping pong balls off a pizza tray, leaving yellow balls on the tray. Mark balls with colored marker. Use Pizza Tray on a small table that allows access from all sides.

CD Dominos: set up a stack of CD cases in a domino formation, push the first one over, and watch as they all tumble down. Of course they have to fall in order, and the last one must topple off a table and into a waiting bucket.

Elephant March: Wearing a pantyhose "trunk," (pulled over the head with the tip of the trunk (the toe weighted with heavy socks) walk a straight line and swing your head to knock over eight water bottles, four on each side.

In preparation for the games, establish an appropriate space where kids can make messes, mistakes and get silly safely. Also avoid a competitive set-up; have several different activities going at the same

time (have a few adults helping) so kids move from one thing to the next without stopping to compare to others. Also every child should have their own score sheet for just their “Firsts” not a master score board where kids times or number of attempts are listed together.

Process the Mindset Concept:

As kids are taking turns, you may process this immediately (during the trials) and then only have a shorter debrief when all the kids have taken their turn to remind kids of the concepts of the Growth Mindset; the idea that we all want to try new things and practice to become better, that it’s ok if things are not easy the first time you do them, you should keep working at it and you will grow better.

When did a task get easier or more fun?

What did you learn that might help you the next time?

Point out any new strategies you see kids trying. Ask questions about their new strategy and try to help them understand they have learned from their trial / error process.

What did you learn from someone else?

What did you learn that you could use in other things like school work or your free time activities?

My “Making My Best Better” Clover:

Have each child draw a picture in each leaf of the clover in answer to your questions about trying hard (persistence and effort) ideas they have in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you could do with your Head if you practiced every day.

HEART

Draw a picture of yourself when you are trying very hard to learn something. You can point out that TRYING HARD does not always look the same as fun... maybe they are not laughing or smiling when they show you the TRY HARD face.

HANDS

Draw a picture of what you could be able to do with your Hands if you practiced every day.

HEALTH

Draw a picture of yourself doing something Healthy that you think would take practice to be good at. (While working on this section maybe you can share what you know about how much athletes practice to BOTH stay in shape and to learn to be good at their sport.)

Reaching My Goals!

Review the information about GPS Goal Management on page 14 before starting the lessons in this section.

How can adults help young people learn to set goals?

Primary members may be too young to handle multiple variables for goal setting, strategies or complications ... and your entire process can't take too long or you may lose enthusiasm.

Your process with children may sound more like:

"Would you like to do this or that?"

*"Great, that will be our **goal**."*

*"Now we have to choose how to do it. Do you think our **strategy** should be to this or that?"*

*"Great. Now, let's make sure our strategy includes a back-up plan. In case we can't _____, and we have to **shift gears**, should we do this or that?"*

And don't forget to remind youth that their progress relates back to a goal they set. If you set a goal to plan a meal for a field trip then make sure you celebrate the GPS process as you eat! Celebrate your accomplishment of the goal... *and* especially on over-coming any obstacles along the way.

Using the terms is just an introduction to the words, but the real focus should stay on the concepts:

Decide what result you want = **Goal Selection**.

Define the steps to get there / make a plan = **Pursuit of Strategies**.

Consider complications = **Shifting Gears**.

Introduction

Start a discussion about learning and practicing by using these prompts:

When I say the word "goal" what does that mean to you?

Usually a goal is somewhere we want to get to. Share a daily goal that you have—something that you try to achieve each day.

What's a really big goal you can think of that has lots of mini goals to get there?

Activities (Choose at least 2)

ROAD MAP

A road map offers a visual way to represent the specific steps for a goal. You will find a template in the appendix, or you can create your own on a large sheet of paper. Start by choosing a goal and either write or draw a picture of your goal. In at least 3 boxes, write or draw one step that you will take to

reach your goal. Sometimes obstacles get in our way—write or draw one thing that could get in the way of reaching your goal. What would you do if that happened? This activity can be used for serious goals or wild fantasy goals.

TARGET GOAL GAME

Using a can, bowl, or bucket as a target, place 4-6 pieces of tape, 2 feet away from each other and in front of the target creating a measurement of how close / far away from the target the player might be standing. Have each child set a goal for which piece of tape they want to be throwing from by the end of the game. Children start by throwing a horseshoe/bean-bag/potholder at the target from the closest marker. As they start to get the hang of it have them step back to the other pieces of tape. Have them continue to move further and further back until they have reached their goals.

OBSTACLE CUP GAME

Children pair up; one will be blindfolded, the other is the guide. Set up an obstacle course of "cups" that the blindfolded kid will have to navigate around. Before you start your timer, have the team set a goal for how quickly they will navigate the course. Once the goal is set, start the clock and have the partner verbally direct the blindfolded child through the course and to the finish line. For safety you may have the blindfolded child crawl. (Adaptation for mature groups: You can also have teams physically direct the partner, but you need to work with the kids on how to gently steer and take care of the partner.) Play this on soft even ground and away from hazards and adults should be spotting blindfolded children.

GOOFY GOAL

Set a goal for a specific number of times to perform a certain action during the meeting. This can be five sets of five jumping jacks each, or singing the alphabet song ten times, or whatever you can think of that is silly and fun. At least 5 minutes have to pass between each performance of the action, so you'll need a timer. As this disrupts the meeting you may find a perfect opportunity to discuss "Shifting Gears".

Caution: Youth with learning disabilities may not handle interruptions well. You may need to modify this activity, depending upon the particular needs of your members.

VISION BOARDS

Have children create a collage that depicts their goals. Each child identifies the goals they want to include on the vision board. Words, magazine pictures or hand-drawn pictures work well for the vision board. The board can be about goals for school, sports, 4-H, or just personal goals for learning, health, helping at home, having more friends... anything! In sharing the boards you can guide children to think about how they might measure success.

Process the GPS Concept:

Use this time to share with your group that setting goals together is something your group will be doing all the time.

What did we learn about setting and reaching goals?

How do you think we might use what we learned today during the rest of the year?

How do you think setting goals helps you to become a leader?

It can take a lot of effort to reach your goals. What are your ideas to keep trying even when something is hard?

My “Reaching My Goals” Clover:

Have each child draw a picture in each leaf of the clover in answer to your questions about goals they have in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of what you need to learn to reach your goal.

HEART

Draw a picture of something you can do to keep your HEART in it, to stay loyal to your goal.

HANDS

Draw something that your HANDS practice to help you reach your goal.

HEALTH

Draw a picture of something healthy that you need to do to reach your goal.

I Can Do That! (Competence)

Review the information about the Indicators or Thriving or the 6 Cs on page 14 before beginning any lessons related to the 6 Cs.

Children thrive when they have a sense of competence around their social, academic, cognitive and vocational skills. Primary members might be a long way from knowing what they may do when they grow-up but it is important that they believe they can do whatever they may want to. The goal of this topic is to focus on the messages children might be hearing (or not hearing) which can help them gain a positive belief about their own competence. We can hope to help a child realize there are positive messages around them (maybe some they are not even seeing) which can help to form their sense of their own capabilities.

How can adults help youth develop a sense of competence?

Messages of ability begin at an early age. Some children read and/or hear messages and internalize them into a positive self-concept of competence. Some kids are either not hearing them or perhaps are even receiving messages which challenge their sense of being competent, often because they are being judged against others. Primary members should be experiencing the program without comparison and competition. Beyond that, 4-H is all about trying new things and gaining new competency... so as the leader of the Primary 4-H club, you want to develop an early mantra for your group. But what words can our Primary members use for these concepts? *"I CAN DO IT!"*

Activities (Choose at least 2)

HEDGE HOG

You will need a blanket.

Children crawl around with their eyes closed. You will say freeze and throw the blanket over one of the children. You say open your eyes and the children try to be the first to figure out who is under the blanket. You can relate this directly to Competence by asking what the children think someone would need to be good at in order to play the game well; maybe a good memory for names, or being friends with people so they know when they are missing or perhaps good at thinking hard about something.

READ ALOUD

Choose a story with a message about being competent. Here are some good ones:

I Can Throw a Ball, Mo Willems

Horton Hatches the Egg, Dr. Seuss

Have You Filled a Bucket Today? Carol McCloud

Pete the Cat, Pete at the Beach, James Dean

My Mouth is a Volcano, Julia Cook

After reading the story, have a discussion about how the character(s) developed confidence in whatever situation they were in.

YOU'RE CRAFTY

Most crafts help primary aged members develop fine motor skills, listening and following directions skills and usually come with a sense of accomplishment at the end. And primary members usually like to take things home to show what they did in 4-H today.

Choose a craft that:

- you are comfortable leading
- is appropriate to the age and abilities of your members
- challenges them to learn something new
- may be seasonally appropriate

After completing the craft, have a discussion about how members felt about their competence to accomplish the task.

Process the Competence Concepts:

What can you do to build your competence—being able to do something that you want to do?

Love of learning is a part of being competent. What do you think love of learning means?

How can you feel like you can be a great friend?

It can take a lot of effort to learn new things. What are your ideas to keep trying even when something is hard?

My “I Can Do That!” Clover:

Have each child draw a picture in each leaf of the clover in answer to your questions about their competence in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of what you think about when you try something new.

HEART

Draw a picture of what it feels like when you do something new.

HANDS

Draw a picture of something you do with your hands that helps you grow and learn.

HEALTH

Draw a picture of something that

I Rock! (Confidence)

Confidence is an over-all sense of positive self-worth. Unlike “competence” which is specific to time, place and environment, confidence is general positive self-regard. Our goal is for kids to have a positive sense of their worth as people. Regardless of specific skills, a person can develop healthy self-esteem.

What can adults do to help children grow confidence?

Showing confidence in children can be one of the best ways for them to develop confidence in themselves. A 4-H club leader knows that the best way to show this confidence is to let children do things for themselves. “Over” assisting will send a message to children that you don’t think they can do something. When children are faced with trying something new for the first time but an adult steps in and does it for them a chance has been lost. Instead of doing for children, (or shouting “*be careful*” and grabbing things away), plan your activities in a way that children will be able to engage for themselves. Plan to have buckets that are not too heavy, knives that are not too big, potholders that work for little hands. Have safety equipment that takes the “*don’t touch that*” and the “*here, let me do that*” off the tip of your tongue and replaced with messages such as “*give it a try*”, “*it’s ok if you spill, everybody spills*” and/or “*I believe you can do it*”.

Another critical message from adults to children is that they have self-worth regardless of their skills and abilities. They are good and valuable even if they struggle or fail. Adults who demonstrate and message the concept of doing things regardless of skill (just because they are fun even if you are not the best at it) will be sending a powerful message about having confidence. One of the best ways to reinforce this idea is to use phrasing that communicates that you actually see the CHILD and not related to their accomplishments. A good way to start a sentence is, “I like watching you do...” For example: “I like watching you practice piano. I can really see how much you enjoy playing when I’m watching you.” Review the video on wise praise: <https://www.youtube.com/watch?v=NWv1VdDeoRY>

Activities (Choose at least 2)

All of these games can reinforce confidence, especially if you create a very safe environment. Assure kids that there is no right or wrong and that we are going to really applaud and support all efforts. Today we are helping each other to not be afraid to try new things because we all have qualities that make us a valuable person.

CHARADES

This classic game is fun for kids. You might make it more 4-H related by putting all the 4-H topics (Rabbit, Horse, Rockets, Cake Decorating) into the hat. Then kids can act out the topic for others to guess.

LOUD COMPLIMENTS

All the kids stand in a circle and in turn say their name loudly, yell them. After each child says their name the entire group will yell the name together.

The next time around the circle each child says the name of the person to their right and gives them a compliment. Then the entire group yells the name and the compliment out loud together.

The next time around everyone says the name of the person to their left and gives them a compliment. Again, the entire group yells the name and the compliment out loud together.

KING/QUEEN FOR A MINUTE

Have a special THRONE (chair) and each child will get to sit on the royal throne for one minute. (It's fun to have a crown too). They don't have to say anything if they don't want to, or they can use the minute to tell a story or share something with the group. No matter what the king/queen says or doesn't say the group will give them a HUGE standing ovation when the minute is done.

PROGRESSIVE STORY TELLING

Each child adds one line to a story. For example the first person might say "Once upon a time there was a dog and a hamster" then the next child takes over and may add "the dog ate the hamster and got into trouble with his mother." It can be helpful to have a ball or wand to pass around so handing off the story is very obvious and tangible.

MAY I PRESENT....

Presentations are a significant part of the 4-H experience. Public speaking skills are an important part of leadership development. This activity will extend over more than one meeting. Introduce the topic of presentations. Ask members about their experiences watching or giving presentations. For more information on 4-H presentations, see the 4-H Presentation Manual at <http://4h.ucanr.edu/files/2193.pdf>

If you have more than six members in your project, you will want to do presentations over several meetings. Copy the following steps as a handout and send home with members. Set a meeting date for the presentations.

- 1) Prepare a 2-3 minute presentation on something you are interested in.
- 2) Research your topic and choose up to 3 of the most important points to talk about. The goal of the presentation is to teach the audience something.
- 3) Create a poster of your main points that will help the audience understand as well as help you remember the main points.
- 4) Practice speaking your presentation out loud at home at least 5 times.
- 5) Plan to do your presentation on _____ (date)

Process the Confidence Concepts:

What does it mean to feel confident?

How does feeling confident help you?

What is the opposite of confident? What does that feel like?

Even if you don't feel confident about something, how can you become more confident?

My "I Rock!" Clover

Have each child draw a picture in each leaf of the clover in answer to your questions about what feeling confident in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Find or draw pictures or words which could represent what is in your HEAD when you feel good about yourself. Is there something you think about which makes you feel able to try new things?

HEART

Find or draw pictures or words that shows a HEART that feels brave, fearless or proud. What does it look like to be loyal, brave, or proud?

HANDS

Find or draw pictures or words which make you think of confidence for HANDS? Maybe hands doing things or holding tools or maybe confidence comes from holding hands or shaking hands, or clapping. Is there any service that you feel confident to give to others which involves your hands?

HEALTH

Find or draw pictures or words which mean confidence in one's body and HEALTH? Maybe an exercise ad, or a picture of an athlete, maybe a picture of someone doing something despite a physical limitation or disability. What could it look like to feel confident you are living well, maybe good food and exercise?

I'm Good and Honest! (Character)

Primary 4-H ranges from 5 – 8, and within this time of life a sense of morality, right and wrong and understanding of rules is being developed. Older kids will be ready to decide what is right and wrong, and character is doing right when nobody is looking.

How can adults help children grow in character?

Role model it yourself and admire it in others. Letting children see you do things which demonstrate character shows them how to live with integrity. Admiring acts of honor and honesty can educate them on what a person of character will do.

But it can be hard... you have to “catch it” when the opportunity presents itself. Character happens when nobody is looking. It’s when the cashier has undercharged you and you alert them and pay more. Character happens when we mess up and confess it (instead of asking the witnessing child to join us in a cover-up).

You may have many opportunities to show how you respond with character to some of these:

- | | |
|--|-------------------|
| Gossip | Making excuses |
| Talking about others | Owning a mistake |
| Bullying or Teasing | Being honest |
| Taking things | Respecting others |
| Taking intellectual property
(downloading without paying) | |

Another trick is to help kids understand “why” and not just “what” so they might be more inclined to keep doing it even when nobody is watching. Learning not to throw trash on the ground is “what”... seeing the results of trash on natural systems or animals is a “why” that could make a big difference when nobody is looking.

Activities (Choose at least 2)

RIGHT OR WRONG?

Have the following sentences cut out on strips of paper and have kids post them to a piece of butcher paper under the two headings RIGHT and WRONG. Then let the kids decorate the paper. This poster can help kids be reminded of how we will treat each other in the group.

Be nice to everyone

Insult others

Be polite to others

Hurt others

Let people be themselves

Mistreat or be mean to others

Make fun of people

Make unkind comments about people

Be honest

Take advantage of other people

Help others whenever you can

Always get what you want

If nobody is looking, break the rules

Cheat in a game

Lie to parents or friends

Tell people to shut-up

Make fun of people

Follow the rules

If you find something, it becomes your

EVERYBODY'S DIFFERENT

Discuss with the children that everybody in this world is different in some way. People like, wear and eat different things. Explain that it is good that people like different things. Just think about a world where everybody liked the same thing or looked the same. Would that be a boring place to live? Bring out the differences among the children. Go around the room and have them address how they are alike and their differences. It could include differences in their appearances, tastes, hobbies or recreational activities. Maybe have older children list them on paper.

Now, ask the children how, with everybody being different, we can all live together in society.

How can we all be together without anyone getting hurt or feeling bad?

This should start a discussion about society's rules. How do rules help us make good decisions?

Collect the children's ideas and have the children decorate the list once it's complete. This poster can remind everyone of how we will treat each other in the group.

THE GOOD PEOPLE THAT I TRUST

Have the children create a mural on butcher paper or on poster board by drawing pictures or cutting out magazine people. Have them include people who they can trust in the community (police officers, fire fighters, ministers, moms, dads, coaches, club leaders, teachers, maybe siblings... and hopefully themselves).

Together, have a discussion using these prompts:

Who do you trust?

Why do you trust them?

What makes you want to trust them?

Will you want to be trusted by others?

What can you do so that people will trust you?

If the members have not already put themselves on the mural perhaps they will choose to now.

THE TRUTH WILL SET YOU FREE

Because we are always in new situations and trying new things we might make mistakes. In this game we are going to tell the truth about our mistakes. This game is a silly way to play with truthfulness. It is a game of tag. Once you are tagged you must walk/run over to where a set of blocks or other stackable items are (Jenga blocks work great) and begin to stack them as high as possible.

You must stay in this penalty area and can't get back into the game of tag until your bricks fall down **AND** you tell the truth about why they fell.

The truths you can tell might include:

- "My bricks fell because I knocked them down on purpose!"
- "My bricks fell down because I made a mistake when I was stacking them!"
- "My bricks fell because I don't care about being a careful brick stacker!"
- "My bricks fell because I stacked them so high they couldn't stand any longer!"
- "I wanted back in the game so I just stacked two and then flicked them over!"
- Etc.... have kids practice some of these before the game.

You may still find that some children will feel the need to pile the bricks until they fall down on their own, even though this is not part of the rules. This can lead to a deeper discussion about typical rules and expectations and how once you learn the rules it can *seem* wrong to bend them even if they are not in play for the given game. That sense of *right and wrong* is a good tool to guide us... like a compass and it can help us behave right even when the rules have not been clearly spelled out.

Process the Character Concept

What is more important: who you are or who people think you are? Sometimes people try to behave one way in front of other people but they might be sneaky when nobody is looking. Character means you are the same good person even if nobody is around. Have a group discussion using these prompts: Talk about a time when you did something you didn't want others to know about. How can you try to be the very best person you can be, even if nobody is looking? If you do something mean when nobody is looking why will it matter?

My "I'm Good And Honest" Clover

Have the following ideas available on small strips of paper. Print them out in different fonts, sizes, colors or on colored paper – and you'll need many sets, so all kids can find the words they want. Older children can write the words and/or come up with their own words too. Younger children will need you to read them aloud one by one. Use the blank clover template in the Appendix.

Be honest	Share toys	Respect the law
Don't tease	Make things for people	Take care of myself
Be fair	Take turns	Tell the truth
Nice	Comfort others	Take care of others
Friendly	Help do the work	Do my chores
Lend a hand	Follow rules	Be helpful

Children choose the words they want to place inside the leaves of their clover for the following prompts:

HEAD

When you think about right and wrong and what makes a person a good person, what words do you think fit? What words might apply to your mind or your brain so that you make good choices?

HEART

What makes you feel trust toward someone? For someone to earn your loyal friendship do you need them to be honest, or maybe fair or to treat you kindly? What words might apply to your HEART?

HANDS

Which of these words are things which we do with our hands or that we do as a service to others?

HEALTH

When you are living right with others what rules do you try to follow? Which words apply to your healthy living or to taking care of others in your community?

I Care! (Caring)

Giving back is a major part of 4-H. To start this meeting you may want to read through the 4-H pledge and then pause to discuss the meaning of pledging one's hands to service. You can talk about how they will be able to do bigger and better service projects throughout their many years in 4-H. It is part of what we do. But before we decide what service we might like to do, we have to care about something. Caring includes having a sense of sympathy and empathy for others as well as honoring and protecting all living things and the worlds' resources.

What an adult can do to help young children learn to care:

Primary members will be in the process of developing the capacity to empathize and some may not yet be very capable of imagining another's perspective. This is a major shift which they will be developing in these critical years from 5 – 8. Be patient and provide them with framework for and opportunities to practice these budding skills. Try to recognize even small examples of them showing they are considering other needs or different perspectives in their interactions with others and the environment. Remark on these examples of caring, compassion or empathy giving them definition and helping to form the self-concept of being a caring person.

Activities (Choose at least 2)

A HERO ALWAYS CARES

Ask the kids to tell you about a hero. It can be a real-life hero type (fireman, police, parent) or it can be a cartoon hero. Write a list of all the heroes the kids mention on one half (left side) of a flip chart or white board. Ask kids what makes that person or character a hero and write this on the other side (right half). (When kids mention things like super power or super-human strength ask them if any of the bad guys have those same powers and what makes those things heroic when the hero has them. In this way kids can see that it is not the skill but rather that the hero applies their powers to help people that makes them good.)

You might hear:

Brave	Stick up for weaker beings
Strong	Take on the bad guys
Unique Abilities	Lawful
Responsive	Has a team
Super-senses (hearing, vision)	Smart

Next, ask the kids how their hero is able to know who needs their help? (They might tell you their hero has super hearing or vision or that they patrol or receive signals in the sky.)

“So, the first step to being a hero is to recognize if someone needs you. You have to be alert to others’ feelings and needs before you will be able to help them, right?”

“And a hero cares about helping... share a time when you saw someone who needs help and another person ignored them.”

Now have them circle ANY of the traits they mentioned a hero has if they have those traits too.

When you get to traits like “Strong” ask if they are stronger than smaller kids or maybe stronger than a bunny or puppy... so, yes... they could be “strong” relative to another who might need help, right? Even super-senses, they might hear or see better than others. Obviously you might not get to circle all the hero traits (unless you have some kids who shoot lasers from their eyes or have claws which can pop out of their hands). Hopefully, many of the hero traits can be owned by the kids!

If your kids are really getting into this activity... maybe they should give themselves a super-hero name!

WALK IN THEIR SHOES

Explain that before we can behave in compassionate ways, we must understand how another person feels. This is called **empathy**. Sometimes we use the expression, “Walk a mile in their shoes.”

In this game children will get to act out the feelings they believe another might be experiencing or the reaction they think another might have. To prepare for this activity, place a scenario card into a pair of adult shoes, have one pair of shoes for each child in the group. Each child will choose a pair of shoes, and thus a card. One at a time, help the children by reading their scenario out loud, then the kids have just a moment to act out the feelings of the person who’s shoes they are wearing (yes, they can put on the shoes). Expect the acting to be silly and dramatic... this is still a game even if the topic is heavy.

Pairs of Shoes:

These shoes belong to person who has just won a big contest.

These shoes belong to a person who has a cold and doesn’t feel well.

These shoes were thrown at a dog who is tied up in a backyard, without food or shelter. (Be the dog.)

These shoes belong to a person who is being teased by older kids.

These shoes belong to a person who just got caught breaking a rule.

These shoes belong to someone who has just finished running a marathon.

These shoes belong to someone who is riding an elephant for the first time.

These shoes belong to someone who’s best friend just moved far away.

These shoes belong to someone who has to do all of the chores without any one helping them.

LET'S FACE IT

In this game you put small strips of paper with one word from the list below on a strip. Have kids sit in a circle on the ground. Put the strips in a hat or bucket and one at a time have each child choose a strip and make the facial expression for the word on their paper. (Watch for children who need help with reading.) The rest of the group will try to guess what emotion the child is showing. It's like charades but just using your facial expressions.

To help process that we can all be different, after each child's turn you might ask the group to all make a ____ face. How many faces look the same for the same emotion? What does that tell you about just reading facial expressions?

Happy

Grumpy

Hurt

Bored

Pain

Concern

Sad

Mad

Angry

Joy

Worry

Confused

CARING MAKES A DIFFERENCE

Showing children that their compassion and caring makes them powerful people who improve the world helps them see themselves as competent to make a difference. In this activity, kids get to finish the sentence you will start and hopefully see how they can make a difference with acts of compassion. Have kids sit in a circle and either in turn, or as an entire group, they will finish the sentence you have started. Use the samples below or make up your own. Do an example round or two so they get the big picture.

- Because I talked to the lonely new kid at school...
- Because I wouldn't tease any other children...
- Because I made cards to send to kids in the hospital...
- Because I helped clear the table without being asked...
- Because I gave food to the hungry...
- Because I helped clean-up trash at the beach...
- Because I helped watch my little sister...
- Because I put my dirty clothes in the hamper...
- Because I made sure the dog had water...
- Because I noticed my friend was sad...
- Because I shared my snack...
- Because I carried some groceries in...
- Because I made a picture and gave it as a present...
- Because I got help for an injured animal...
- Because I returned something I found...

KINDNESS QUOTES

Locate various quotes about kindness. Have them written on paper which the kids can decorate, providing you time to discuss the words and messages of the quote. Put them up around the room or frame them to be gifts for family... or to strangers.

As an extension, group members can memorize their favorite quote. They could also illustrate their favorite quote. Sharing these illustrations, perhaps each child reciting their memorized quote in front of family, while on a field trip or community service visit, or at the community meeting. To get you started...

"Remember, always let your conscience be your guide." ~Pinocchio

"Just because an animal is large, it doesn't mean he doesn't want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo."
~Winnie The Pooh

"Kindness is a language which the deaf can hear and the blind can see." ~Mark Twain

"Be kind to unkind people - they need it the most." ~Ashleigh Brilliant

"It is only with the heart that one can see rightly. What is essential is invisible to the eye." ~The Little Prince

"You have a power that Voldemort has never had. You can...love." ~from Harry Potter and the Half-Blood Prince by J.K. Rowling

"To know even one life has breathed easier because you have lived." ~Ralph Waldo Emerson

"If you want others to be happy, practice compassion. If you want to be happy, practice compassion." ~Dalai Lama

"Kindness is never wasted. If it has no effect on the recipient, at least it benefits the bestower." ~S. H. Simmons

Process the Caring Concept

If you have not already chosen a service project or field trip, you might use this time to brainstorm ideas of things the members care about.

To process ideas around caring, empathy and compassion try the following conversation starters:

What is the best thing you have ever done for somebody else?

What things you would like to do for others?

When you hurt someone's feelings how do you help them to feel better?

Let's think through your day today and try to remember all the nice caring things that other people did for you... ok, start from when you first woke up...who and how did they show they care about you throughout the day?

My "I Care" Clover

Have each child draw a picture in each leaf of the clover in answer to questions about what caring could look or feel like in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix to give children plenty of room to draw.

HEAD

When you think about caring for other people what types of things can you imagine they might want or need?

HEART

If you show caring to other people how can that make them feel?

HANDS

Draw a picture of how you care for others using your hands.

HEALTH

Draw a picture of the things you can think of which every living thing needs to be healthy.

I've Got Friends! (Connection)

This segment is focused on the concept of connection. A child's healthy development hinges on developing positive bonds with people as well as their broader community (organizations like 4-H, school and institutions). The concept of "friends" is easier to understand than the more obscure idea of feeling positive bonds with institutions or community at large. So let's reinforce that our primary members have friends.

How can an adult help children find connections?

An adult's greatest contribution to a child's ability to connect with friends and community is through giving them many types of opportunities. Exposing children to different things (venues groups, cultures, ages, genders, etc.) provides the best chance for them to find their "most comfortable" place and to work on social skills they may need. Beyond that, adults can listen and help children process their strengths, work through new strategies and to stabilize them through upsets which inevitably come from connecting with others.

Activities (Choose at least 2)

MY 4-H FRIENDS AND I

Begin by diagramming all the children's names on a large sheet of paper so that the names are all connected by letters. The diagram will resemble a stretched out crossword puzzle.

When done let the kids decorate the paper. This makes a great activity while you're waiting for the rest of the group to arrive. Some groups may want to have one for each child, other groups may like sharing one large poster to decorate your meeting space.

TOWER OF MY FRIENDS

Need: poster board, scissors, glue, random decorating materials, stencils, etc.

Children trace and cut out their first name as one solid piece. The letters should be connected not cut into separate letters. Have them think of their name as if it's in a cloud or bubble. Kids now decorate their name on both sides in any fashion desired.

When the names have been completed, the group then builds a tower with all of their names. Start by connecting the names by cutting notches at the bottom and the top of each name in strategic positions, fitting them in the notches of the other names. First build a base out of three names. (A tripod / triangle will be stable). Then build the names up above that base in a tower shape. This is not difficult if you are sure to insert the bottom notch of one word into the top notch of the word below it. The process automatically locks the names together. It can also be fun to glue the connections and hang the art work as a mobile.

MAKE FRIENDSHIP BRACLETS

Make friendship bracelets or necklaces and exchange them. There are a ton of design options and materials suitable for all dexterity levels. For this activity the materials are secondary to the exchanging of the bracelets. Have a plan so every child gets at least one... hopefully several, including one from you.

I'M YOUR FRIEND

Children sit together facing a chair that is facing away from the group. One child sits in the chair with their back to the group, with eyes closed and hands covering eyes. Someone from the group tiptoes up to the chair, gently taps the child sitting in it on the back and in a disguised or funny voice says, "Do you know me? I'm your friend." The mystery child then rejoins the group and the guessing begins! The child in the chair uncovers their eyes, turns around and tries to guess the name of the friend who tapped them. After three guesses, a new child takes the chair and gets a turn.

COMMON LINK

The group has to come up with as many facts as they can that are common to everyone in the group.

STRING CONNECTION

Required: Ball of string or yarn

Sit in a circle for this game. One person is given the ball of yarn and finds the end of it. They will toss the ball of yarn to anyone within the circle while they are still holding the end of the ball of yarn. Now the person that caught it will say *"Why did you give me this?"* and the person who threw it will say *"Because you are my friend."* Each person must throw the ball of yarn to someone who has not had it yet. Each person then hangs on to the point in the yarn so that in the end it makes a web—they may have to tighten it up or pull some slack before throwing the ball to the next person.

If this is a new group that doesn't know each other yet you can do several rounds... perhaps start with people saying their name or answering questions to share about themselves. Some ideas about questions to ask: favorite color, song, your favorite food, etc. You repeat this until everyone has had the ball of yarn and you will notice that you have created a unique web that has connected all the players together.

HA HA GAME

A fun silly game of laughter that is fun to lose!

Activity 1: Have all the children sit in a circle. One child starts the game by looking in the eyes of the person next to them and saying “Ha”. Then that child turns to the next and says “Ha Ha”. It continues on like this, adding a “Ha” every time. The trick is...you have to do it without laughing or smiling! And, you have to make eye contact. If a kid smiles or laughs while giving or receiving the “Ha’s”, then the group starts over again. Goal: how many “Ha”s can the group get.

Activity 2: Have one child lie on the floor on their back. Another lies perpendicular to them with their head on the first child’s stomach. Then, another rests their head on the second child’s stomach and so on until you have a chain of kids lying on the floor. Then the game is pretty much played as the one above. The first says “Ha” and they are passed on down the line. The only difference is you can smile. You are trying to make it down the line without somebody cracking up laughing. Of course it’s just as much fun if kids can’t stop giggling too.

Process the “I Have Friends” Concept

Friendship happens naturally for most children. Along with that comes many trials and challenges; losing friends, being teased or hurt by friends, navigating sharing friends and jealousy, social power and games which will be played, and eventually making choices about who to keep as friends and when and how to move on. For children in Primary 4-H – recognizing they have friends is a first great step.

Asking a few questions as you wrap up this meeting may help:

How did you feel about friends today?

What made our friendship stronger today?

What else makes us good friends to each other?

Are we doing those things here in this project with each other?

Talk about how friends are important to you.

My “I Have Friends” Clover

Have each child draw a picture in each leaf of the clover in answer to your questions about having friends in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix to give children plenty of room to draw.

HEAD

Draw a picture of what you want your friends to think about you.

HEART

Draw a picture about how having friends makes you feel.

HANDS

Draw a picture of things you can do to help a friend.

HEALTH

Draw a picture of how you and your friends help each other to stay healthy.

I Deal With My Feelings! (Emotional Control)

This section allows us to discuss with Primary members some acceptable ways to handle their feelings. If you recall from our discussion of the developmental stages, children as young as six can begin to see advantages in controlling their emotions and trying different approaches. That means helping children understand the choices they have and the possible advantages will be the intention of this section.

How can adults help children control emotions?

Helping a child to recognize when they are under the effects of strong emotions can be helpful and the best way to help a child realize their own emotional state is asking them questions. Through these questions (*not preaching*) you may be able to not only help them recognize their emotional state, but also be a sounding board for them to consider all their options for behaviors or solutions. For very young children you may also be able to offer some solutions, such as getting an adult to help them when they face this situation again. Having a plan for what to do will alleviate stress for the child.

Activities (Choose at least 2)

GOOD SPORT

As you get older you will begin to play games, sports and even compete in 4-H Fair competitions where you will experience losing at times. When you learn to handle losing, people will call you a good sport.

When you're not winning a game it's hard not to feel bad and want to say things like:

"I don't want to play anymore!"

"No fair!"

"You cheated!"

Playing games can bring out emotions that are very intense. Losing is disappointing, so it's not surprising that we don't like it. But everyone can learn to control how they react to a loss. And through changing how we behave in our disappointment we can often change how we actually feel (or at least what we're focused on), but most importantly we can choose to behave toward others in the way we want to.

What type of emotions have you had when you win or lose a game?

What should you do when you lose? What happens if you want to cry or get very angry when you lose?

How could you practice a way to act that feels safe when you are overcome with feelings of sadness or anger?

Let's practice. For this activity kids will pair up. Each pair will need a coin. The contest will be a coin flip. Kids must decide who is "heads" and who is "tails". But the point of this game is *what they say* after the coin flip. Once a coin is flipped, the loser of the flip will say "*Congratulations*" to the winner

and extend their hand for a handshake... the winner will say “Thanks. You’re a good sport.” (and return the handshake) to the other. Then have the kids switch partners and do it a few more times with new partners.

How did it feel to be called a good sport?

When you won, how did it feel when the other player congratulated you?

What do you think is important about being a good sport?

When do you think it gets harder to be nice about losing?

What can you do when you’re sad or angry about losing—when the game mattered more to you than just a coin flip? (Cool down, try to relax) Maybe you don’t feel like congratulating the winner, what could you do to still be able to do it?

In 4-H when will you have to use your good sport skills?

A coin flip always has a clear winner and a clear loser, but some games are not as clear.

What if you don’t agree with the other person about a goal or a point which decides the game?

What might be more important than who wins or loses?

ANGER IS NOT THE BOSS OF ME!

How can you tell when someone is angry?

How can you tell when you are angry?

There are different ways people feel anger. Usually your body will tell you when you are angry. Are you breathing faster? Is your face bright red? Are your muscles tense and your fists clenched tight? Do you want to break something or hit someone? Anger can make you yell or scream at those around you, even people you like or love. Some people keep their anger buried deep inside. If you do this, you might get a headache or your stomach might start to hurt. You may just feel crummy about yourself or start to cry.

What can you do when you are angry so you don’t hurt yourself or people around you?

Well, first it helps to know you are angry and why you are angry. Sometimes it will take you a moment to figure this out. But often when you are angry your instinct is to want to fight with those around you. That’s natural. So your anger is trying to boss you around and you have to be stronger and smarter about what you do next.

You need some time to think and calm down or maybe you prefer to have someone to talk to. *How do you get what you need?*

In this drama game we will act out being angry and then a technique to calm down. One at a time, read a technique to a member to perform for the group. For each child, help them imagine a scene where they might be angry (use the ones provided or ask the child what makes them angry) and then they can show you the technique that you have given them to practice. You or another member can play the role of the offending party to talk to if they need to.

After the scene ask them how it felt to use that technique.

To make this more fun and keep everyone focused, use a call and response at the beginning of the activity and between each skit. Tell the kids that each time you say; *“Who’s the boss of you?”* or *“Is anger the boss of you?”* they will ALL respond, *“I’m the boss of me!”*.

Possible scene set-ups: (You can also ask kids what makes them feel angry.)

- Mom takes their sibling’s side in fight between the kids.
- Teacher blames them for making a disruption when it wasn’t them.
- A friend has found a new buddy to play with and the two of them are teasing you.
- Your older sibling won’t let you watch your favorite TV show.
- A kid you don’t like keeps touching your things.
- You fall down and someone laughs at you.
- Your sibling hits you.
- You can’t understand something. It’s hard to learn or make the way you want it.
- Someone takes something of yours.
- Your mom tells you that you have to clean your room first.
- You don’t want to go to grandma’s house but you have to go.
- You are having fun but your mom says you have to leave.

Techniques:

- Count to 10
- Walk away
- Talk to an adult
- Share your feelings
- Say “I am mad and want to be alone”
- Say “I am mad and want to talk about it”
- Say “I am mad and I don’t want *that* to happen again.”
- Find a place where you can go to cool off and others know not to bother you.
- Ask for a helper to mediate a dispute with a friend

- Accept disappointment and focus on something else
- Say “I can’t do that right now, I’m too mad.”
- Say “I want to do something to take my mind off being mad.”
- Try to address the cause of the problem.

Never getting angry is impossible. Instead, remember that how you act when you're angry can make the situation better or worse. **Remember: You are the boss of you!**

SO SAD

When you feel sad it seems like you may always feel this way. Sadness is very tricky, it can play with your memory so you can only remember bad times and it can play with your dreams of a future filled with all the good things that you usually are looking forward to. It just sits on top of you and feels like it will always stay.

What makes you sad? Often loss makes us sad. Such as breaking or losing a favorite toy, a friend moving away, a death (even a gold fish’s death can bring sorrow).

For the first part of this activity kids are going to try and remember things that they used to have. It can help to ask parents before the meeting if your kids had any favorite items (such as blankets, toys, furniture, clothes). The point is to help them see that they can survive loss. Acknowledging our resilience is a powerful tool for surviving sadness. Resilience comes from the knowledge that this feeling will end.

The second part of the activity is about turning to other people to help us with sad feelings and trying to focus on happier thoughts.

So, our mantras for dealing with sadness are:

“This will end”

“Lean on friends”

“Keep your eye on the good things.”

Start off sharing items which were once precious to individuals, but which they have now gotten over. You can do this by sharing with them what their parents told you that used to be important to them and/or by asking them if they can remember.

For this next part you will want to have some large balloons. For this activity you will have each child receive TWO balloons. One is for their sad memory / feeling (put a sad face on it or use a specific color) The other is for their happy self (put a happy face on it or use a different color).

As a group, the kids will help each other to keep happy balloons in the air and to let the sad balloons fall away. This exercise is demonstrating the concept of focusing on the happy things and letting the sad things fall away. Use the mantra “Keep your eye on the good things.”

To get the balloons into the game you can either:

- Have each child throw their own balloons into the air.
- As the adult you can feed the group balloons one at a time.

Here are some ways to play:

- The first time, have one child volunteer. Tell them they have to keep all the happy balloons in the air and drop the sad balloons. (of course they will not be able to do this). This is when you introduce the importance of friends to help us. *“Lean on Friends”*
- Time how long it takes for the kids to get all the sad balloons to drop while keeping the happy balloons in the air. (Try to beat that time.)
- Have the kids try to have each child catch a happy balloon while dropping the sad balloons. (You can time it and try to improve on the time)
- Have the kids each try to catch a happy balloon and only when everyone has a happy balloon they try to pop the sad balloons by stomping on them. (For older kids you can set additional requirements such as requiring that it takes two people to pop each balloon using teamwork.)

Extension topic (older groups):

When you are sad, what other things do you feel or think? Sometimes sadness can actually sit on top of you too long and it can make you forget what a good person you are. When this happens you need to ask adults to help you.

Yes, usually you can keep sadness from lasting for very long if you can remember:

“This will end”

“Lean on friends”

“Keep your eye on the good things.”

But if that doesn’t work... what’s next? Tell an adult about how long you’ve been sad and how you are feeling about yourself.

Process the Emotional Control Concept

Knowing how to deal with feelings is something we can work on throughout our entire lives. Primary members are only just discovering the ability to make different choices in how they act when they feel certain things. They may be a long way from changing or controlling their actual feelings. Even adults are challenged with that. So the goal is not to expect kids to control feelings, but only to educate them on controlling behaviors and using strategies which will help them. To process the concepts remind them of what they can do and why it is a better choice. Remind kids that dealing with their feelings takes lots of practice and trying again and again to get good at that skill.

Good Sport:

What did we learn about being a good sport? It can be hard to not be mad or sad when we lose, but even though we feel those things, what can we do that will help people enjoy playing with us? After talking more about sad and mad which one do you think you feel when you lose? Maybe sometimes you are feeling sad because you lost and sometimes you are mad at the winners too? Do we sometimes feel more than one thing? That can make it hard to know what to do, right? It's real important to take some time so you can sort out feelings sometimes, huh?

Anger:

"Who's the boss of you?" (I'm the boss of me!)

What did we learn about how to behave when we feel angry so that the anger is not controlling us? Why would it be better to take time to cool off? When is it good to talk to people about the things that make you angry? If you let anger take over what could happen? It can be hard work to control our temper. What can you do to make it easier the next time you lose your temper?

Sad:

What did we try to tell ourselves when we're sad? ("This will end") why is it important to remind yourself that good things will happen for you again?

To feel better when we are sad what did we do?

"Lean on friends" "Keep your eye on the good things."

Remember when we learned to focus only on the happy balloons, what did that do to the sad balloons?

My “I Deal With My Feelings” Clover

Let’s use words or drawings to share our ideas about dealing with feelings in each of the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix to give children plenty of room to draw.

HEAD

Try to find words or pictures which show what is happening in your head when you are dealing with strong feelings.

HEART

When you are sad or mad who can you turn to? Who can help your heart to feel better? Who is a loyal friend to turn to?

HANDS

What did we learn to do at the end of a game or sport no matter who wins or loses? How can you help others deal with their feelings?

HEALTH

How can dealing with your feelings help you stay healthy?

Section 2: Knowing My Family

In this section members will focus on their life within the family and through the 4-H lens they will view their belonging and connections, passion and joy and responsibilities or chores. Every family has its own unique culture and norms. Throughout the activities in this section it is important to reinforce that every family is different. Find ways to embrace and celebrate the uniqueness of each child's family. Ensure that you or others don't communicate that their situation is not "normal". There is no "normal" family. The first step in teaching youth to be culturally competent is creating an environment that helps them understand their own culture first.

Happy Family! (Sparks)

Getting to know what makes the members of our family happy is important. Not only because we live together and care about each other, but also because we want to connect with others and that means finding things we can do together. Remember, youth at this age cannot fully understand what a Spark is—that doesn't happen until about 10 years of age.

How can a member help their family discover Sparks?

Many of the activities in this section can be brought home and shared with the family. This will undoubtedly expand a child's understanding of their family members' interests as they add or subtract from the child's initial responses to the activity.

- Have youth do some interviewing of family members before the meeting when you actually do these activities.
- Have members take home their results from an activity to share and then set aside time in the next meeting to share what they learned from their family's feedback in the next meeting.

Activities (Choose at least 2)

MY PARENTS PLAY TOO

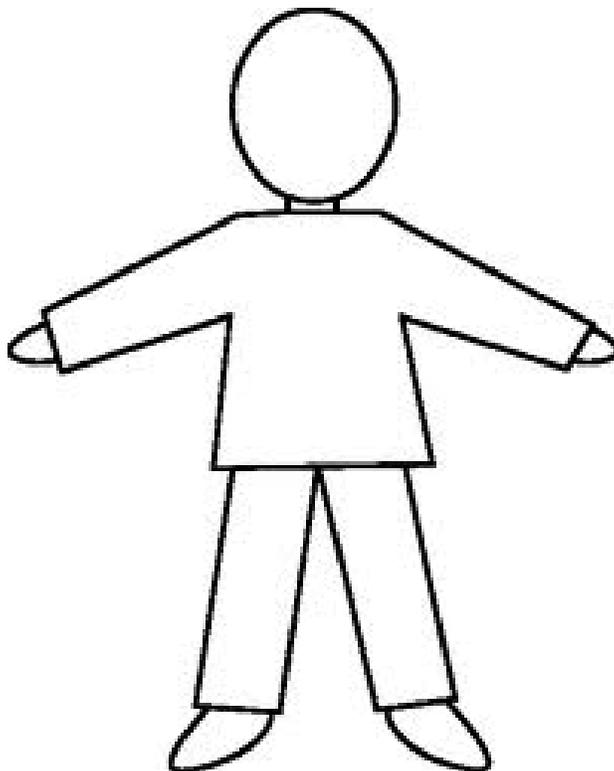
In this activity we'll ask youth to find out about what makes their parent(s) really happy. The goal is to help members understand a little bit more about happiness as a precursor to understand Sparks. To do this activity you must ask parents to quickly complete a survey when they arrive to drop off their members or send one home with them the meeting before you intend to do the activity.

Parent's Sparks Survey: (Use a separate form for each parent. Check all that apply). Sparks are the passions, abilities, skills that you have. You can use your Spark to make a positive difference in the world.

- | | | |
|---|---|--|
| <input type="checkbox"/> Arts: _____ | <input type="checkbox"/> Health / Fitness | <input type="checkbox"/> Service/volunteer |
| <input type="checkbox"/> Athletics: _____ | <input type="checkbox"/> Animals | <input type="checkbox"/> Sew / Knit |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Leading | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Drama / Theatre | <input type="checkbox"/> Hiking / Camping |
| <input type="checkbox"/> Helping, Serving | <input type="checkbox"/> Singing | <input type="checkbox"/> Dancing |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Play Instrument | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Nature, ecology | | |

Each child receives or draws an outline of a human figure to represent one of their parents. They can do more than one parent as time permits. Be alert of your group's membership for those children who have only one parent and would sit idle if everyone else is doing two.

The members decorate the portrait of their parent(s) incorporating all of the activities which their parents have indicated on the survey sheet.



A FAMILY THAT PLAYS TOGETHER STAYS TOGETHER!

How can a family share an activity that makes everyone happy for different reasons? A spark for a family will be an intersection between things that each family member finds joy in. The interesting part for a family is that not everyone has to like the same aspect of an activity for it to touch multiple sparks.

For example:

Everyone likes to go to lake.

- Mom goes to read a favorite book.
- I like to play in the sand and find cool rocks and shells.
- Older sister likes to fish.
- Grandpa takes the dog for an adventure.

Everyone likes being a soccer family.

- Aunt finds happiness as a team coach.
- Dad likes the team BBQs and Pizza parties because he can connect with friends.
- My brother and I play soccer because it makes us both really happy.

Using the same list in the parent survey have the kids circle all the activities they also like or would like to learn.

For any activities that they do not circle have them try to think of things that they can do while their parent enjoys those things. For example, while my mom cooks I like to sing, play a computer game, taste the recipe or read.

Process the Happy Family Concepts

What do you do together with your family that really makes you happy? Ok... now what do you think makes your parents really happy about that activity? Talk about if everyone does the exact same thing ... or do they enjoy it in different ways?

What other activity makes other members of your family really happy, but not you?

How do you find things to enjoy when you are doing someone else's favorite thing?

My "Happy Family" Clover:

Let's use words, drawings or magazine pictures to capture our Happy Family in each of the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Use words or pictures to show things that make your family happy to do together.

HEART

How do you feel when you whole family is together doing activities?

HANDS

Hands represent giving service. Draw a time that shows when you did someone else's favorite thing as a kind of service to others in your family?

HEALTH

What are the healthy things that your family likes to do together?

I Help At Home!

Learning to serve one's community starts at home.

How can a member demonstrate capability to help at home?

Kids are often eager to start helping around the house. Many chores involve skills which take practice, may involve tools which are too big for little bodies to use (or use safely) or even involve cleaning chemicals or put them in contact with things that involve knowledge and caution. Parents may be protective and/or find it easier to do a job themselves than to engage their children. Parents might also not find the level of quality for which their kids can do a job to be adequate and thus communicate to the child that they can't help. The goal of practicing these skills at the project meeting is to help parents see their child's enthusiasm and to increase the child's competency so they can become one of their home's caretakers.

To start off, find out which of these chores your primary members can help with at home... and help them become excited to learn how to pitch in on the rest! By a show of hands or an Across the Line activity (see page 29) ask who:

Makes their bed	Helps with laundry	Folds towels
Packs their lunch	Sets the table	Does yard work
Feeds the pets	Clears the table	Sorts recycling
Picks up their toys	Takes out trash	Dusts
Washes/dries dishes	Puts dishes away	Does something else

Activities (Choose at least 2)

MY CHORES CHART

To complete a Chores Chart you will need help from parents. Have them write down the chores which they would like their member to complete... or learn to do. It may be fun for the kids to learn the same new chore to add to their list at the same time—is there something that all of your group could learn now and start to do at home? This is a good place to start reinforcing that every family is unique and that chores and incentives will be different for everyone.

Now choose the chart style that will work best for your group.

Chores Chart: “SCRATCH OFF CHART”

This chart is best used for those chores which rotate or must be done once a week. For example: wipe down the front of the refrigerator, dust the living room furniture, take out recycling, etc. Creating this chart will happen over two meetings because you will need parent input for the chore ideas.

Alternately, if all parents stay for your meeting, parents can work with their child and all of the steps can be accomplished in one meeting.

Materials:

- Cardstock (this is heavy weight paper, 65 weight is good)
- Marker
- Masking tape or painters tape
- Metallic acrylic craft paint
- Dishwashing liquid
- Paint brushes
- Little cups to mix paint in
- Plastic spoons



At the first meeting:

1. Give each child a piece of cardstock that already has their name and a fun title.
2. Give the kids masking tape or painters tape and ask them to make a 3 x 4 block grid with the masking tape directly onto the paper. Make one ahead of time so that they can see what you mean. The lines don't have to be perfect.
3. Make sure the edges of the tape are pressed down so you don't get a lot of paint underneath.
4. Send this empty chart home and ask parents to write different chores in each square of the grid that they would like their child to do and ask them to return this chart at the next meeting.

At the second meeting:

5. Have children mix 2 parts paint to 1 part dishwashing liquid: 2 teaspoons of paint to 1 teaspoon of soap will be enough for each person. Stir it thoroughly, but not fast because then it forms bubbles—which you don't want.
6. Paint each box with the paint mixture. If the paint gets on the table, clean-up is easy because the soap is built in! Let
7. Let the paint dry and remove the tape.
8. Send the completed Scratch-off Chart home. Each day or another interval, the child scratches off one box with a quarter to see what chore they do that day.

Chores Art Chart #2

This chart gets designed as the child completes a chore. Again, before or during the meeting you will need chore ideas from parents.

1. Give each child a piece of cardstock that already has their name and a fun title.
2. Write each chore on single color paint chips collected from a paint store or paint department.
3. Members decorate each paint chip with pictures, stickers or other design elements.
4. Give each child an envelope or small paper bag to decorate. The envelope then is taped to the bottom of the chart and the color chips are placed in the envelope.
5. Each day the child draws one of the color chips from the envelope and does whatever it says, they then tape that chip to the blank space on their chart.



Make it more fun by finding some iconic paint chips!



FLIP A STICK

This next project is a perfect way to help kids remember all the daily duties they have. The list of daily chores can be generated by the members and should include things like making my bed, pack my lunch, put clothes in hamper, brush and floss my teeth, etc.

1. Members use markers or paint to color one end of 5-8 craft sticks.
2. Write one task on each stick.
3. Decorate jars or cans or cups with stickers, or other design elements.
4. Put the sticks in the jar with the colored end down.

The goal at the end of each day is to have all of the colored ends facing up.



OBSTACLE COURSE OF CHORES

In this game members are timed (trying to improve the group time with each round) while running an obstacle course of various chores. The course you set up will depend on your space, supplies and goals for teaching new chore skills. Below are some ideas. Have as many, or as few, as will make sense for the age and size of your group.

Before the race, show how each task is to be completed and allow members to practice doing all the chores.

Explain that, as a team, they will run the course like a relay. After completing a chore each member will return to the line and tag the next runner who will get to tackle the next chore. When all the chores are done tell the team their time. Then rotate the line so that next time through each child is doing a different chore. Play a few times through. Encourage a lot of cheering and group support from the line of kids waiting for their turn to help keep them involved.

Strategies for keeping kids engaged:

If your group is very large, have a parent help you and divide the group into two lines staggering their use of each obstacle (so the other line has time to reset it). They will not compete against each other, just against their own time. By splitting the group into two lines the kids will not have to wait as long for a turn.

If your group is small but easily distracted, and/or younger and you have some adult help, consider running each child on a different obstacle simultaneously. To do this have each child start the first obstacle at the same time and then run back to the “start position”. Have one adult quickly reset each obstacle as kids finish them. ONLY when the last child has returned to the start position will you yell “your marks, get set, go” and the entire group will now run to their next obstacle. For this to work well, obstacles should be numbered or laid out in an obvious way so kids do not get confused on which order they are to run the course in. And position an adult at the start position to orient each child to their next obstacle.

Ideas of chores you can set up:

- plastic dishes to be cleared from the table
- sink or bucket of water and a drying rack with a short stack of plastic plates or cups to wash
- towel to dry all the unbreakable dishes and then put them away
- stack of laundry to sort into lights and darks
- small table top to dust (sprinkled with a bit of dust to re-set it each time)
- toys on the ground to pick up and put into a box
- pet water bowl to fill
- towel or two to fold (older kids can fold other items too)
- couple pairs of socks to match up
- hand broom to sweep up a few small items (something fun... jacks or marbles?)

- empty a waste basket into a garbage can
- pick up some trash and put it in a garbage can
- wipe up a spill
- remove toys from the floor of the car, wedged between the seats, stuffed into the door pockets, etc.
- make a bed (If you're obstacle course is outside maybe a picnic table or bench can be your "bed" and a table cloth can be the covers instead of your nice sheets.)

Process the Helping at Home Concepts

What new chore did you learn how to do today?

At each meeting we have been saying the 4-H pledge. How does that part about hands go again? Yes, "I pledge my hands to greater service." How do you think doing chores at home is related to giving service? How does it feel when you are doing a service for your family or home?

What services do you want to do but maybe you feel too young to do them right now or maybe you have to learn how to do them? Like maybe you would like to cook dinner for everyone, or maybe you would enjoy walking the dog, helping in the yard, maybe washing the car, how about vacuuming the house, or putting all the groceries into the fridge?

As you get older you can do more things for your family and home, which things do you think will be the most fun or rewarding?

My "I Help at Home" Clover:

Have each child draw a picture in each leaf of the clover in answer to your questions about what helping at home ideas they have in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you want to learn how to do so you can help with it. Maybe you'd like to be able to wash the car or mow the lawn, or plant the garden but you need to learn how before you can do it yourself.

HEART

When you help around the house, how does it make you feel? How do other member of your family feel when everyone is working together in your home?

HANDS

Draw a picture of how you help at home now.

HEALTH

Draw a picture of how helping around the house might lead to being healthier.

Good Manners Start At Home!

How can a member practice good manners at home?

For the social skills practiced in this meeting to really stick for a child it will be very helpful for them to take some of their practices home. Manners are situational and cultural so it will be important to tell members that practicing good manners at home helps them to know what to do in public, even if their family does something different. Behavior around family and at home is usually less formal than public manners. So, how can a family practice “public manners”? Each member can set a date for a “public night”. It doesn’t have to be a real outing, it is okay to pretend to go out. Before the “public night” have several nights of practice dinners where manners are discussed and rehearsed, refresh how to greet new people, holding the door for others, etc. To keep the lessons fresh, repeat the “public night” manners on a regular basis... remember, actually going out is irrelevant. Just name the evening a “public night” and practice a meal and social interactions with your own family members pretending it’s out in public.

Activities (Choose at least 2)

TABLE MANNERS

- *How should you eat?*
- *What can you do or say if you can’t reach the food on the table?*
- *What can you do or say if you don’t like something you’re served?*
- *How do you sit in a chair when you are at the table?*
- *Where do you put your napkin when you are in a restaurant?*

In this game have members sit at a table which has been set with plate or bowl, cups, napkins and at least a spoon. You will also want to have a plastic pitcher (only fill it a little so it is light and manageable) and a serving bowl or tray with the snack in it. Also, each member is given a small pile of bite-sized healthy treats (grapes, goldfish, snack grahams, etc.). First, you will need to have a little lesson on proper table manners. Here are a few common manners:

1. *Chew with your mouth closed*
2. *Put the napkin on your lap*
3. *Say “please” and “thank-you”*
4. *Instead of reaching – say “Please pass the...”*
5. *No bodily noises (including slurping)*
6. *Only start eating when everyone is served*
7. *Stay at the table until excused*
8. *Keep your arms and elbows at your side—not on the table*
9. *Thank the cook for dinner*
10. *Stay to help clean up the dishes*
11. *Only positive comments are made about the food—no food put downs*
12. *Sit on your bum / Don’t tip your chair or kneel in the chair or wiggle about (so hard!)*

After all the kids understand the manners, it's time to implement them and see how well they remember.

Next to everyone's dinner plate, place a little stack of a healthy bite-sized treat. Nobody can touch their treat yet—it is going to be dessert, IF they earn it. Throughout "dinner", they need to watch each other. If anyone can catch someone practicing a table manners rule, they give one of their treats to add to the person who practiced good manners. If anyone breaks a manner, then they lose a treat and it goes in the middle. Everyone really has to be on guard to catch manners followers, but to also govern themselves. When dinner is over and clean-up is complete, divide up any treats in the middle. Everyone can then eat the dessert they earned from having good manners. Play for several snack times and watch good manners really take hold!

RECEIVING GIFTS

- What should you say when someone gives you a gift—even before you open it?
- What do you do if you don't like the gift?
- How can you tell someone "thank you" if they're not with you when you open the gift?

For this game you will have a box wrapped up to look like a present. Inside the box you can have a little treasure or trinket for each member and it can be opened at the end of the activity.

Sit in two lines facing each other and close enough together that they can pass a box between the person across and the person diagonally. Designate one line as the "Givers" and the other line as the "Receivers". In this game kids will be passing the box around back and forth to a rhythm / song. The tune is "I'm a little Tea Pot", which you may need to practice a few times with the new words. The present always starts with a Giver member offering it to a Receiver member. All of the Givers sing the first half of the song while the package is offered. As the Receiver takes the package all of the Receivers respond by singing the second half of the song.

Givers sing:

Here's a little present
Just for you.
I hope that you like it.
That it fits you too.

Receivers singing response:

You are very kind
to give me this.
I already love it.
No matter what it is.

CLAP CLAP CLAP "THANK YOU" CLAP

At the end of the song are 6 beats; CLAP - CLAP - CLAP - THANK - YOU - CLAP. All the kids without the present will clap. The child with the present will hold it up over their head and yells "THANK YOU" for beats 4 & 5. On beat 6 the child with the present will hand it to the next Giver (the next child down the Giver line).

The group should try to get into a rhythm. The goal is to find the flow and rhythm of the movement of the present to the beat of the song. If the gift is not being held by the correct person at the time of the clapping then reset the game. Anytime the gift is handed off too early or passed out of turn to the next person the group should start again.

After the present completes the line of Givers, switch the groups so that the Givers become Receivers and vice versa.

Hint: To get the game started right... sing it several times through together without the present moving around. Once the rhythm is set then add the package.

*** *Alternative game method:* Pass the present to the tune of the song and have all children sing both parts.

MEETING NEW PEOPLE

- *What do you say when you are introduced to someone new?* (say hello, pronounce your name clearly and directly)
- *What do you do?* (shake hands, look at their eyes, smile, etc.)

Before you begin the game you will want to practice eye contact, handshakes, saying “hello, nice to meet you” and introducing oneself with a big clear voice.

For this game you will want to set up the space by marking two starting places (you can use tape on the ground or a spot marker). Have the two starting places set about 20 feet apart. Equally between the two starting points place another mark, a line or another spot marker, to mark the “scrimmage line”. Break the group up into two groups and have each group stand behind one of the starting points.

Each group member in turn will step up to the scrimmage line and “meet and greet” the person from the other team.

If you use this game as a get to know you name game, be sure that everyone uses their real name. If you play this game after the kids know each other, you can make the game a little silly and fun by making up silly names when they approach the scrimmage line. You can give them themes to follow for choosing their names... such as Super Heroes, Fruits, Cartoon Characters, etc.

HEALTHY MANNERS

What are some manners which we all must do to keep people healthy and avoid spreading germs? How about putting your mouth into your elbow when you sneeze or cough? Do you think that maybe you have germs in your nose too, so picking your nose would put those germs on your hands and you'd spread them to anything you touch? I think chewing on your fingers would also put germs on your hands, wouldn't it?

What about spitting? Is spitting considered rude?

Can anyone think of other things that are socially rude but that might be because they are unhealthy?

Could it be polite to stay home when you are sick so you don't get your friends sick?

Play a game of Booger Tag. Booger Tag is just like regular tag but the person who is "it" has a pretend booger on their finger. If you get tagged then you now have the booger finger.

TELEPHONE MANNERS

- *What do you say when you answer the phone?*
- *How do you get the right adult to the phone?*

Use play phones to role play telephone calls. Help children practice speaking slowly and clearly. Help them learn to ask, "Who is calling, please?" and know how to go to get the right person rather than yell through the house. Members should also be reminded to follow the rules in their own home about answering the phone or not.

While this lesson should be about telephone manners, it brings up questions about teaching children phone safety skills. The phone can be a source of comfort and reassurance. In an emergency, the telephone can bring immediate help. But, the telephone can also be a source of danger if children do not safely respond to phone calls. If the family has an answering machine or caller ID, encourage children to screen calls instead of or before answering them. Otherwise, share the following safety tips:

- Begin by only saying "Hello." Never answer the phone by giving your name.
- Never tell someone that you are alone or that your parents are not home.
- If the person asks to speak to your parents or an adult and they are not there, say that they are busy and cannot come to the phone.
- Never give any information about you or your family.
- Offer to take a message.
- It's okay to hang up if the person is saying something that makes you feel uncomfortable. And after you hang up, don't answer the phone again and get an adult.

Process the Manners Concept

Why are good manners important?

Since you can only be in charge of you, how do you want to be?

There are different rules on how to be polite in different parts of the world, how would you figure out if someone has different manners than you?

Which manners are the hardest to remember to do? How can you get better at remembering the hard ones?

My “Manners” Clover

Have each child draw a picture in each leaf of the clover in answer to your questions about what manners ideas they have in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Manners take practice. Draw a picture of the way you’d like to practice your manners. Maybe you’d like to have a dinner party or maybe you’d like to meet new people?

HEART

Draw a picture of how nice it is to be accepted by people. Having manners makes it easy to make new friends. Can you draw a picture that expresses the joy of having so many people that like you?

HANDS

Draw a picture of what your hands do when you are showing good manners. Or show how having good manners is something that helps us serve our world.

HEALTH

Draw a picture of what manners might have to do with living better. Manners like covering your mouth when you sneeze or cough, not picking your nose, using a serving spoon... these are absolutely about making sure we don’t get other people sick. Draw some manners which help keep people healthy.

Section 3: Knowing 4-H (Project Samplers)

In this section members will try out some of the projects that 4-H has to offer. This section has many activities and links to resources. You may also do project samples that are not included in the iSprout Facilitator Guide as long as you have a knowledgeable adult who is also able to adapt the lessons for 5-8 year olds and that follow 4-H Program Policies as they relate to the project and primary members. The goal is to give these members some ideas about what projects they may want to enroll in when they become junior members. Unlike the other two sections, this section is divided into major project categories with many topics under each category. Members should have a choice in which projects they explore. A great way to do this is to play “This or That” and “What Shall We Do?” on pages 29-30.

Science

Raising Animals (focus on shelter, food and water)

Raising animals has many benefits. Developing positive feelings about animals can contribute to a child's self-esteem and self-confidence. Positive relationships with animals can aid in the development of trusting relationships with others, non-verbal communication, compassion and empathy.

- Animals can be safe recipients of secrets and private thoughts – a confidant for children.
- They provide lessons about life; reproduction, birth, illnesses, accidents, death and bereavement.
- They can help develop responsible behavior in the children who care for them.
- They provide a connection to nature.
- They can teach respect for other living things.
- They provide opportunities for physical activity.
- They can provide comfort contact - love, loyalty and affection

Introduction

Why do people raise animals?

What are the animals that you really like and would like to have someday?

What basic things do all animals need in order to be healthy? (food, shelter, water, space)

How do people show responsibility for animals?

“Look Out!”

It is wonderful to bring in animals for this section. Please observe the following precautions so you create a positive and safe experience for both the animals and the children.

Review all of the precautions for working with the animals you bring. **More detailed information about injury and illness for specific Animal Handling should be reviewed prior to each activity.**

http://safety.ucanr.org/4-H_Resources/Clover_Safe_Notes_by_Project_Area/

- Have extra adults on hand to help.
- Prepare youth with specific instructions about their behavior (and volume). Animals may be nervous or become fearful if they move quickly, grab fur, touch sensitive parts, shove their face into the animals face, scream loudly, or hold the animal in an uncomfortable way. Teach members what TO DO more than what not to do around animals.
- Preparation with the animals you bring is necessary so you know they will be comfortable around the children. Children smell and sound different to animals. Even animals who are perfectly comfortable around adults may behave differently around children. Make sure the animals you bring have experienced young children before.

Activities (Choose at least 2)

OH DEER

Materials Needed: 2 ropes or tape to mark boundaries, big chart paper made into a graph (# of deer on vertical axis and round # on horizontal axis), a marker.

1. Mark two parallel lines on the ground 10 to 20 yards apart. Ask players to count off in fours. The ones become the “deer” and line up behind one line with their backs to the other players. The other players become components necessary to survive (food, water and shelter) and line up behind the other line with their backs to the “deer”.
2. *Ask what the deer, and in fact all animals, need to survive?* (Solicit answers to get to food, water, shelter and space). In this game we assume that the animal has enough space.
3. In this activity when the “deer” is looking for food, it should clamp its hands over its stomach. When a “deer” is looking for water, it should put its hand over its mouth. When a “deer” is looking for shelter, it holds its hands together over its head.
4. A “deer” can choose to look for any one of its needs during each round of the activity. Emphasize that the “deer” cannot change what it is looking for during a round. It can only change what it is looking for at the beginning of each round.
5. The twos, threes and fours are the food, water and shelter. Players get to choose what they want to be at the beginning of the round. They show their choice in the same way as the “deer” have. Emphasize to everyone that they cannot change what component they are during a round. They can only change at the beginning of each round.
6. Begin the first round by asking all players to make their signs—hand over stomach, mouth or head. Emphasize that players must choose one of these symbols before turning around to face the other group.
7. When everyone is showing their sign and are ready tell them to “GO!”. At this time each “deer” and each “component” turns to face the opposite group continuing to hold their sign clearly.
8. When the “deer” see the “habitat component” that matches what they need, they to run to it. Each “deer” must hold the sign of what it is looking for until getting to the matching “component.”
9. Once the “deer” find their correct component they should take it back to their line, and the “component” becomes a “deer”. Any “deer” who fails to find its “component” dies and becomes a “component” on the other side and becomes available as food, water or shelter to the “deer” who are still alive.

10. “Components” not taken by a “deer” continue to be “components”.
11. Play at least 10 rounds. The facilitator records the number of “deer” at the beginning of the activity and at the end of each round on a big piece of paper made into a graph chart so that everyone can talk about the results at the end of the game.
12. When you have played 10-12 rounds, stop the game and gather around the graph chart.
Discuss:

Name three essential components that animals need to survive.

What do you notice about the number of deer in each round?

Why do you think the numbers increased sometimes?

Why do you think the number of deer decreased sometimes?

What does this tell you about taking care of animals?

Oh Deer adapted from *Project Wild Teacher’s Guide*.

CREATE A CRITTER

Feathers or fur? Hooves or toes? Snouts or whiskers?

Create A Critter... draw or create an animal and choose its food, shelter needs (including temperature, bedding, cleaning, grooming, how you’ll remove waste) and water dish.

- Encourage youth to be creative.
- To help them with ideas, you may want to draw an animal part on a chalkboard or flip chart. Draw parts such as; cat nose, pig tail, duck beak, cow ear, giraffe neck, etc.). Alternately, members can cut out different parts of animals from magazines and allow glue the parts together on a sheet of paper. Name their critter.
- Point out each part and have youth identify the purpose of each part and what that animal might eat or how they move or what other things they need depending the shape and characteristics of the part.

LIVESTOCK CAFÉ

Collect as many different types of animal feed as possible.

Set up a row of feed items that are numbered but not labeled by name.

Give the group a set of cards with the names of the feeds and/or a photo or name of the animal which would eat it.

Have them place each card near the feed they think it matches.

Discuss any differences in opinion.

COMMUNITY SERVICE IDEAS

- Develop a care package for an animal and donate it to the local Humane Society.
- With older members, take animals (farm animals or pets) to a nursing home and let the residents pet the animals and tell stories of their favorite animal/pet memories.
- Donate books about animals to the local library.
- Volunteer to talk about animals at the local library story time.

FIELD TRIP IDEAS

- Plan a visit to a farm or ranch that raises animals. Pay particular attention to what the animals eat, what they drink and how much; where it roams, rests and sleeps.
- Visit the humane society.
- Visit a pet store or farm feed store and look at all the different kinds of feed available for the different animals. Also look at and discuss the other supplies needed for the care of the animals.
- Visit a local veterinary clinic and ask about health care of different animals.

Process the “Raising an Animal” Concept

What is your favorite animal? What is one thing that animal eats?

What are some reasons that farm animals are important to people?

Name some favorite foods that you eat that comes from animals.

Why is it important that we know how to take care of our pets and farm animals?

My “Raising Animals” Clover

Have each child draw about what things they might want to do to prepare for raising an animal in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

To raise an animal what will you need to learn?

HEART

What can you do to keep your HEART in it, to stay loyal to your animal?

HANDS

What are the chores that the animal you would like to raise will require? What service will you need to provide every day to help your animal?

HEALTH

What will an animal need to be healthy?

Earth Science

“Look Out!”

Many of the activities in this section can require extra care and safety equipment such as hot pads or mitts and eye protection. In 4-H, youth should be learning by doing as much as possible—minimize having adults “demonstrate”, but rather provide the necessary supervision, coaching, instruction and supplies to keep members safe. In some cases having parents stay so that every member has an observant adult can add another layer of safety. Some activities start with a demonstration as an observation tool.

The Earth Science section includes topics about land, water and air. There are many experiments and discussions to choose from.

Introduction

In introducing Earth Science, a discussion about the concepts of science will be helpful.

What do you think “science” means? What do you think about experiments? What do you think scientists like to learn about?

We are going to learn about the planet Earth by doing a little science. When you see a picture of the Earth from space what do you notice about it? Show the image of Earth from space, on the next page and solicit responses.

We’re going to look at the land, the water and the air of the Earth when we do our science experiments.



Activities (Choose at least 2)

IS ICE CREAM A LIQUID?

Everything on Earth is in liquid, solid, or gas form. Today we are going to focus on liquids and solids.

Point to a table, a chair, a toy, etc. *How are these things the same in how they hold their shape?* Explain that things that can hold their shape are called solids. *What are some things that can't hold their shape?* Explain that liquids are things that can't hold their shape, such as orange juice. *What are some other examples of liquids and solids? Is ice cream a liquid or a solid? But what about when it melts?*

Let's see how the temperature of something might change it.

Materials for each pair:

- Half and half or cream (1 cup)
 - Sugar (1 teaspoon)
 - Vanilla (1 teaspoon)
 - Quart size resealable plastic bag
 - Salt (1 tablespoon)
 - Ice
 - Coffee can, or other round metal can with a lid.
- Procedure:**

Divide the group into pairs. Explain the instructions: Pour the liquid (half and half and vanilla) and the solid (sugar) into the sealable plastic bag. Next, fill the coffee can halfway with ice and add a tablespoon of salt. Make sure the bag is sealed tightly. Then put the bag inside the coffee can.

Go outside and roll the coffee can back and forth between the pair for about 15 minutes. Before they take the bag out of the can, ask *“What prediction can you make about what might have happened to the liquid inside the plastic bag?”* Together, decide if it might be in one state when it's cold and another when it warms up.

Now that the hard work of being a scientist is done, it's time to enjoy the results!

AIR FLOWS

You can't see it, you can't taste it, and if you try to reach out and touch it, well, what happens? One way we can tell that air exists is by observing some of the things it does. What are some ways that you know that air exists? (Blows up a balloon, moves tree leaves and our hair around, etc.)

Let's explore how we know that air exists.

Materials:

- Glass Jar
- Lit candle

Procedure:

1. Place the jar on a tabletop.
2. Ten inches behind the jar, place a short (4" or so) candle upright and light it. The flame should be entirely centered behind the jar—not over to the side, and not taller than the jar.
3. Invite your group to make a scientific guess—a hypothesis—about this candle. *“If we blow hard on the jar, not the candle, what might happen to the candle?”*
4. Now have one member of your group blow hard on the jar on the opposite side of the candle—so that the jar is directly in front of them with the candle directly behind it.
5. What happens when they blow on the jar? The candle should go out immediately! (If it doesn't, move it a little bit forward so it's closer to the back of the jar). *How did this happen?*

When air comes into contact with objects, it flows around the contours of the object it hits, creating forces that can lift kites and blow out candles. This property is what make flying a plane possible! This is a basic concept in physics. *Wow, that was some great science! Now let's put it to use!*

Have your group try to design their own paper airplanes and continue to discuss concepts of aerodynamics.

You can also utilize the following airplane folding instructions to replicate the Bat, Sparrow, Eagle, Flying Squirrel, Dragon Fly and Grasshopper as created at the University of Georgia:

<http://srel.uga.edu/outreach/kidsdoscience/sci-method-planes/airplane-designs.pdf>

MAGIC BALLOONS

It is helpful to being understanding science by recognizing that gas is often a by-product of the mixing of other things or the metabolism of things. Just as we exhale carbon dioxide, many other reactions create the same or other gasses.

Materials, enough for pairs:

- balloons
- narrow funnel
- 1 tablespoon (15mL) active dry yeast
- 1 teaspoon (5 mL) sugar
- measuring spoons
- measuring cup
- warm water
- measuring tape

Procedure:

1. Place the bottom of a funnel into the opening of the balloon. You may need to stretch the opening of the balloon a little bit so that it fits.
2. Explain that they will pour the yeast and the sugar into the balloon through the funnel. Then fill the measuring cup with warm water from the sink and carefully pour the water into the balloon.
3. Remove the funnel from the opening of the balloon. Tie a knot in the balloon to keep the water-and-yeast mixture inside. Measure your balloon and make a prediction about what will happen to the balloon in 15 minutes.
4. Place the balloon in a warm place and wait. Measure your balloon again.

Now sit back and wait as the balloon gets bigger and bigger. *How did it do that?*

The yeast uses the sugar and warm water to grow and as it grows it expands and gets bubbly. By being “bubbly” the yeast gives off carbon dioxide, the same gas that your body produces when you breathe, and the gas inflates the balloon.

THE EARTH ROCKS

How much of the earth do you think is made out of rocks or is covered by dirt? Where do you think the dirt comes from? Do we still have any new land being made today? Does the land that we have sometimes go away? How? Do you think if you made a little mound of dirt in your yard this year that is would get bigger or smaller after a season of rain fall?

Materials, enough for pairs:

- Safety goggles- for each person
- Sand
- Shallow boxes (a shoe box)
- Drinking straws
- Photos of canyons: Grand Canyon, Bryce Canyon, Columbia River Gorge, etc.
- Small rocks
- Water
- Potting soil
- Ice cubes

Sand Dunes - Wind

Have each child wear safety goggles for this activity. Explain to children that sand dunes are formed by the wind blowing sand. Sprinkle a bit of sand in the bottom of a shallow cardboard box. Give each student a short drinking straw and ask them to attempt to blow the sand into a mountain shape. Discuss the time it takes for the wind to create tall sand dunes.

Canyons – Water

Show children pictures of the Grand Canyon, Bryce Canyon, and the Columbia River Gorge. Explain how thousands of years of running water created the deep canyons. Encourage members to build a mountain using a mixture of sand and rocks—they may need to get it mixture a little damp for it to hold its shape. When they are satisfied with their mountain land form, slowly pour water through the middle of it, creating a canyon and showing the effects the water has on the rock and sand mixture.

Hills - Ice

Create a thick mud using potting soil and a little bit of water. Now members create mud hills. Add a few blades of grass if you would like. Place ice cubes at the top of each mud hill and allow it to melt. While the ice melts, observe and talk about what happens to the mud as the ice melts. If children do not have the patience to wait for the ice to melt, use a hairdryer to speed the process along.

ROCK CYCLE

Having a few rocks to look at will help you with this discussion. You can get samples from landscaping and yard rock companies. See *Information for Leaders* on page 91 for more information.

If possible, you want kids to be able to collect rocks and hopefully end up with rocks that are both Sedimentary (made up of little pieces of other rocks or sand stuck together and layers still distinguishable—like sandstone or shale) and a bit of Metamorphic Rock (stronger rock that is more uniform in appearance and may still have some visible layers because the rocks have been under pressure longer—like slate), and some Igneous Rock (like granite).

Materials:

- Crayons
- Foil
- Hammers
- Heat source (candle, stove top)
- Tongs
- Hot pads or mitts

Sedimentary Rock Experiment

Take two different colored crayons and shave them down with a knife, grater or pencil sharpener. Pretend that the crayons are igneous rocks that are being broken down by weather. If you are worried about the children cutting themselves, use a cheese grater or a pencil sharpener. Mix the colored crayon shavings and set them on top of aluminum foil. The aluminum foil should be doubled lined. Push and press on the pile so that the shavings stick together. You have now created “sedimentary rock”.

If we pretend that these crayons are like rocks, how does that explain why we have rocks that can have different colors inside them? What kinds of materials from nature do you think the colors represent? How did they come to be stuck together?

Metamorphic Rock Experiment

Take your “sedimentary rock” shavings and fold all four sides of the aluminum foil over them. Lightly hammer over your packet of sedimentary crayon shavings. Do this for about 30 seconds. Unwrap the foil to reveal the new metamorphic rock. Notice how the shavings have bonded together to form a stronger rock. Explain that, as more sedimentary rocks lie on top of each other, they cause more pressure. This leads to the sedimentary rocks changing into metamorphic rock. You can see this change by experimenting with pressure.

So we made these rocks more solid by squeezing them tighter. How would rocks in nature get squeezed together? Where does this squeezing happen for rocks? How do the rocks that are under all this pressure get up to the top of the Earth again?

Igneous Rock Experiment

Explain to the group that when metamorphic rock is heated it changes into igneous rock. You can perform yet another experiment to demonstrate this change. Wrap the “metamorphic rock” back up in the aluminum foil and hold it over a candle flame. Use tongs to hold the aluminum foil packet over the flame and not your hands or you will get burned. Do this for 60 seconds. Wait for the packet to cool—you can do this more quickly in a refrigerator—and open it to reveal your new igneous rock. This igneous rock will look smooth, just like the crayon you started with. You will even be able to write with it. If you shave the igneous rock, you can begin the rock cycle all over again.

Where on the Earth are rocks touched by heat or fire? What happens to those rocks?

Depending on the age of your group they may have some information about the rock cycle and may be able to discuss some parts of the rock cycle on Earth.

INFORMATION FOR LEADERS

WHAT IS THE DIFFERENCE BETWEEN A ROCK AND A MINERAL?

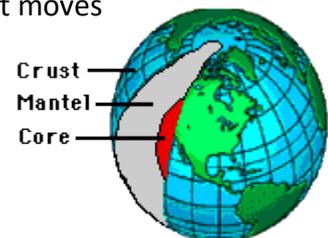
- **Minerals** are homogeneous, naturally occurring, inorganic solids. Each mineral has a definite chemical composition and a characteristic crystalline structure. A mineral may be a single element such as copper (Cu) or gold (Au), or it may be a compound made up of a number of elements. About 2,500 different minerals have been described.
- **Rocks** are made up of one or more minerals.

THERE ARE THREE TYPES OF ROCKS:

1. **Sedimentary Rocks:** Formed in layers as the result of moderate pressure on accumulated plant and animal sediments.
2. **Metamorphic Rocks:** Formed from older "parent" rock (either igneous or sedimentary) under intense heat and/or pressure at considerable depths beneath the earth's surface.
3. **Igneous Rocks:** Formed from the cooling of molten rock.

THERE ARE FOUR MAIN LAYERS THAT MAKE UP THE EARTH:

1. **Inner Core** - A mass of iron with a temperature of about 7000 degrees F. Although such temperatures would normally melt iron, immense pressure on it keeps it in a solid form. The inner core is approximately 1,500 miles in diameter.
2. **Outer Core** - A mass of molten (liquid) iron about 1,400 miles in diameter that surrounds the solid inner core. Electrical currents generated from this area produce the earth's magnetic field.
3. **Mantle** - A rock layer about 1,750 miles deep that reaches about half the distance to the center of the earth. This layer is not completely hard—it's moldable like play dough. It moves slowly and causes earthquakes and volcanic eruptions.
4. **Crust** - A layer from 4-25 miles thick consisting of sand and rock.



The core, mantle and crust of the earth can be envisioned as a giant rock recycling machine. Variation in temperature, pressure and/or the chemistry of the rock can cause chemical and/or physical changes to the minerals for different types of rocks.

BUBBLING ROCKS

Certain rocks with *carbonate compounds* erode or dissolve when they come in contact with acidic chemicals. Carbon dioxide in the atmosphere sometimes can produce rain that is slightly acidic. Over time, this acid rain erodes rocks. You can see it happen quickly if you use vinegar, which is a *much* stronger acid than acid rain.



Materials:

- Safety goggles—one for each
- Limestone flakes
- Chalk pieces
- Vinegar
- Water
- Glass jars—mason jars will work great
- Miscellaneous acids and other liquids: lemon juice, cola, mouthwash, eye wash, Windex, lime scale remover, etc.

Use a piece of limestone, which is made of calcium carbonate. Put the limestone in a bowl, pour a little vinegar on top of it and watch what happens. It will fizz and form bubbles, because the vinegar reacts with the carbonate ions. As it reacts, it dissolves the limestone.

Try it again, but this time use chalk, which is also made of calcium carbonate. Set one piece of chalk in a cup of vinegar and one in water. The chalk will immediately start reacting with the vinegar, making quite a show!

You can try this experiment again with different strengths of acid. Try lemon juice, diluted lemon juice, cola, mouthwash, eye wash, lime scale remover, Windex.

What do you think the word “acid” means? What do you know about acids? Where do Acids come from? (Actually, acids are made all the time when certain molecules in the air dissolve into water and change the water into an acid.) Why do you think acids make the rocks bubble in this experiment? Once the bubbles go into the air, do you think the liquid left behind is the same as it was before? What is the name for the type of science we’ve been doing today? People who study CHEMISTRY mix together different things and see what they make when they are combined together, sometimes they change in very amazing ways!

DO I SENSE A LITTLE TENSION?

Surface tension is one of water's most important properties. It is the reason that water collects in drops, but it is also why water can travel up a plant stem, or get to your cells through the smallest blood vessels. You can experiment with surface tension using just a few household items.

Before you begin, ask kids why they think some things float and some things sink. You might even have a few items around to test out.

Materials:

- Cups of water—one per pair
- Paper clips—a few per pair
- Paper towel pieces
- Dish soap
- Pepper
- Other items that are light that may float
- Pennies
- Medicine droppers—one per pair

Procedure:

1. Have children work in pairs. Start with a cup of water and some paperclips. *Do you think a paperclip will float in the water?* Drop one in your cup to find out. Since the paperclip is denser than the water, it will sink to the bottom of the cup.

2. Now find out if you can use surface tension to float the paperclip. Instead of dropping the paperclip into the cup, gently lay it flat on the surface of the water. (This is tricky - it may help to place a piece of paper towel slightly bigger than the paperclip in the water. Then lay the paperclip on top of it. In a minute or so, the paper towel will sink, leaving the paperclip floating on top of the water. You can also create a cradle / holder out of one paperclip to hold another paperclip sideways while you place it on the surface. Once you let go, the holder will sink but the horizontal clip will float.) Even though the paperclip is still denser than the water, the strong attraction between the water molecules on the surface forms a type of "skin" that supports the clip.

3. Now put a drop of dish soap in the water. This will bind with the water molecules, interfering with the surface tension. Try to float the paper clip again—it actually can't float anymore. You can try floating other things on top of the water also - pepper floats well until you add dish soap. Can you find any other light items that will float?

Surface tension creates the "skin" on top of the water, but it is also what causes water to stick together in drops. Observe how these drops stick together by experimenting with water and a penny. All you

need is a cup of water, a penny, and a medicine dropper. First make a prediction: *how many drops of water do you think you can fit on the top surface of the penny?* Add one drop. After seeing how much room it takes, *do you want to rethink your first prediction?* Now continue carefully adding drops until the water spills off the penny. Surface tension is the reason you can fit so much water on the penny. The water molecules attract each other, pulling together so the water doesn't spill. Try this experiment with different-sized coins. Predict how many drops you can fit on a quarter compared with the penny.

For one final surface tension experiment, start with a full glass of water. Predict how many pennies you can add to the water without the glass overflowing. Gently add pennies one by one. Because of surface tension, the water will rise above the rim of the glass before it spills! Compare your original prediction with the number of pennies you were able to add.

SEA - IT WILL NOT FREEZE

What do you know about bodies of water that freeze and those that don't? Think about rivers, lakes and oceans—which freeze in winter and which do not?

In this experiment we will see that it is the presence of a mineral in the ocean that makes it less likely to freeze.

Materials:

- 1-gallon freezer bag—one per pair
- 1-quart freezer bag
- Gloves—one pair per person
- Crushed ice
- Salt
- Thermometers that record low temperatures—one per pair

Procedure:

1. Have children work in pairs. Fill the gallon freezer bag half full with crushed ice. Add one cup of salt and seal the bag. Put on some gloves and knead the ice and salt until the ice has completely melted.
2. Use the thermometer to record the temperature of the saltwater mixture. Even though the ice has melted, the temperature should be less than 32°F (0°C).
3. Now put about an ounce of water in the quart freezer bag. Seal the quart bag and then put it in the saltwater mixture in the larger bag. Seal the larger bag also and leave it until the water inside the quart bag freezes.

What happened? The salt broke apart the bonds between the water molecules in the ice, causing it to melt, but the temperature remained below the freezing point for pure water. Salt (and other substances dissolved in water) will always lower the freezing point. This is why water in the ocean rarely freezes.

Why do you think the bag in the middle of unfrozen water was able to freeze? What do you think about that?

What does the ocean have in common with the bag of water that didn't freeze? What does a puddle have in common with the bag that did freeze? What does all of this help us understand? (why oceans don't usually freeze, not everything freezes at the same temperature, why puddles, rivers and lakes freeze) What else do you think would not freeze unless it was even colder than water?

If the ocean has salt in it, how do we end up with puddles that do not have salt in them? Why doesn't it rain salt water? Do you think the water in clouds is salty? So the salt stays on the earth? Why do you think that happens? Can we see it happening if we boil some salt water?

More about Salt in Water

Procedure:

Put a little salt water in a pot and boil it. The water turns to gas, but the salt can't turn into gas and float away so the salt stays behind.

MAKING CLOUDS

What is a cloud exactly?

In a nutshell, clouds are collections of tiny water droplets, formed when the warm air that is being heated by the sun's rays meets the cold, damp air coming up off the cold ground. Little water drops form into clouds. The water drops are so small and light that they can float in the air. When enough water droplets have gathered together, they get too heavy to float and fall down as rain.

Materials:

- glass jar
- piece of black paper cut to fit halfway up around the jar
- tape
- hot tap water
- match
- ice cubes in a plastic bag

Procedure: Demonstrate OR have each member work with an adult

Tape the piece of black paper around the bottom half of the jar. Fill the jar to the top with hot water. Leave it for about a minute. Then pour out all but an inch of the water.

Light the match and hold it over the jar opening for a few seconds. Drop the match in the water. Then quickly put the plastic bag of ice cubes over the top of the jar.

What happened to the air in the jar? What did the ice cubes do? What else did you notice?

So what happened? The warm water and the match heated the air inside the jar. The warm, wet air rose up to the top of the jar and ran into the cold air just below the ice cubes. When the warm, wet air met the cold wet air, they created a cloud of water droplets. Instant cloud!

I'M SO THIRSTY, BUT I CAN'T DRINK THE OCEAN

When water evaporates from the ocean, it leaves salt behind. If you had no fresh water to drink, you could *distill* (or purify) ocean water by taking advantage of evaporation. Here's how:

Materials

- Water
- Salt
- Large bowl for each pair
- Short glass or jar for each pair
- Plastic wrap
- Masking tape
- Rock (or other small weight)



Procedure

1. Working in pairs, add salt to two cups of water and stir until it dissolves, then pour it into a large bowl.
2. Place a short glass in the middle of the bowl. (This glass should be shorter than the rim of the bowl, but taller than the level of the saltwater.)
3. Now cover the bowl with plastic wrap, taping the edges, if necessary, to get a tight seal. Place a small rock or other weight on top of the plastic directly over the glass in the bowl. This helps you collect the distilled water in the glass.
4. Put the bowl outside in the sun. Leave it for several hours, or for the whole day. When you check it again, there will be water in the cup. Taste it to find out if it's salty or fresh!

What do you think happened? The sun warmed the water in the bowl until it evaporated, becoming a gas. When the gas rose and hit the plastic it *condensed* there in droplets (just like water vapor condenses into clouds). The droplets rolled down the plastic toward the weight and eventually fell into the glass (like rain falling from the sky). The salt was left behind in the bowl, making the water in the glass pure enough to drink. *Why is this important to know—what could we do with this knowledge?*

WATER DISSOLVES THINGS

- Give each child a food item (salt, sugar cubes, powdered sugar, honey or syrup, flour, uncooked beans, cooking oil, butter or shortening, uncooked rice), and ask them to tell you what it is.
- Then give each child a plastic cup, a spoon and a straw.
- Have the children pour some water in their cup.
- Then tell them to use the plastic spoons to add some of their food to their cup of water and then stir with the straws.
- Ask what happens when they do this.

What interesting things happened? Remember our rock experiments where we changed some of the rocks using acids or ice—what do you think water can do to rocks over time? How?

Those are good ideas, is there any way to test that idea? That is a good idea for a test; you are becoming very good scientists!

SPA DAY

Try this experiment to get an idea of where the hot water for hot springs comes from.

Your group may not be aware that hot springs exist. They might enjoy a field trip, if possible, or you can show them a video of Old Faithful to learn about their existence.

Materials:

- 4 identical, clear, wide-mouthed jars (plastic preferable)
- Hot water
- Cold water
- Blue food coloring
- Red food coloring
- Two small pieces of thin tag board, index cards, or wax paper
- A place that is okay to get wet

Procedure: Demonstration

1. Take your materials to the place that is okay to get wet.
2. Fill two of the jars to the rim with cold tap water. Place a couple of drops of blue food coloring in each jar (enough to make the water noticeably blue). Add a few more drops of cold water so that a bulge of water forms over the rim.
3. Fill the other two jars to the rim with hot water from the tap. Place a couple of drops of red food coloring in each jar (enough to make the water noticeably red). Add a few more drops of hot water so that a bulge of water forms over the rim.
4. Take one of the red jars and place the tag board on top, letting the water seal the tag board to the jar. Using one hand to keep the tag board on the mouth of the jar, quickly turn the jar over. The water seal will keep the tag board stuck to the rim and will prevent water from leaking out.

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5. Place the upside-down jar on top of a blue jar. Align the two mouths of the jars together and then, holding both jars steady, have someone else carefully remove the tag board, keeping the mouths of the jars together as much as possible.
6. You should now have the red jar sitting upside down on top of the blue jar, both filled with their respective water. *What do you notice about the water?*
7. Now, take a new piece of tag board and place it on the second blue jar. Using the same method as before, place the second blue jar on top of the second red jar, making sure the mouths are aligned.
8. Remove the tag board and watch the water in the two jars. *What happens to the water?*

What's Happening?

When the red jar was placed on top of the blue jar, the distinction between red water and blue water stayed fairly clear. But when the blue jar was placed on top of the red jar, there was a very rapid mixing of colors. *Why do you think that happened?*

Cold water is "heavier" than hot water. When the hot water is heated, the water molecules start moving around pretty fast and move apart from each other. The water molecules in the cold water, on the other hand, are packed closer together. So, in two equal size jars, more cold water molecules can fit in their jar than hot water molecules can fit in their jar. In scientific terms, the cold water is denser than the hot water. So when hot water is placed beneath cold water, it will rise up while the cold water sinks down. This causes the mixing of the water you saw earlier. However, when the hot water is placed on top of the cold water, nothing moves because the hot water is already where it wants to be - at the top.

The water in hot springs generally starts as cold rain water or snow melt. This cold water sinks into the ground until it reaches a layer of rock that is being heated by a chamber of magma. The hot rock heats the water, and the hot water rises back up to the surface of the Earth in the form of hot springs. This cycle of cold water sinking and hot water rising is known as convection. (The same is true of air - hot air rises while cold air sinks.)

Process the Earth Science Concepts

We've done a lot of experiments which involved some chemistry to show how EARTH science works.

When we looked at the Earth from space, what is the main color that we see? What covers most of the Earth's surface? (water) What kinds of things did you learn about water that almost seems magical?

What did you think about the cycle we have which makes rain fall and brings us fresh water instead of salty water?

What did you think about the way rocks on our planet are made or how they dissolve to make room for new rocks and land

What did we learn about the air?

It can take a lot of effort to think like a scientist. What ideas do you have about working hard at being a scientist?

My "Earth Science" Clover:

Have each child draw about what they learned in Earth Science in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw about one new thing you learned in EARTH SCIENCE.

HEART

What interests you about using science that is connected to something that you are already interested in?

HANDS

What is something you can think of to test, using an experiment?

HEALTH

What did you learn about that Earth Science that could also help you to be healthy?

Outdoor Adventure and Camping

“Look Out!”

Outdoor adventures and camping are progressive activities. Start with practicing things indoors, or going on simple hikes, move to the backyard and practice some camping skills there, then neighborhood parks and eventually add day trips and work up slowly to car camping. Remote wilderness camping is not appropriate for Primary members.

Planning ahead, WAY ahead, is the only safe way to gain experience in the outdoors and especially with young campers. Each planning step could take multiple meetings with members making complex decisions that may need parent/guardian input.

Introduction

What are some things that you enjoy about nature?

How many of you have gone on a hike or ever been camping?

Tell us a story about when you went hiking or camping with your family or friends.

What is the best part of being on a hike or maybe camping?

Activities (Choose at least 2)

TAKE A HIKE

Hikes can happen in any environment, which makes them a great way to introduce members to nature. Make the hike about a task that gets them interacting with sights, sounds, smells and feelings about nature. It's not a good idea to taste things in nature unless you're intentionally going to happen upon a blackberry patch that you know about! Be sure to have some hand wipes or running water handy to wash hands during the hike when necessary and at the end of the hike for sure. Everyone should bring a water bottle for drinking and a snack is a good idea too.

Here are a few ideas for things to do on your hike:

Color Hike: Collect some paint swatch strips from your local paint supply store—get multiple strips of a variety of colors. Give each child 2-3 color strips and during the hike have them find things in nature (not the built environment) that match their colors. Share what they each found at the end of the hike.

Sound Hike: This activity is actually best done at your destination. Have members sit in on the ground in an area away from traffic and other man-made sounds. They should space themselves far enough away from each other so that they aren't distracted by a neighbor and so they can hear you. Instruct everyone to close their eyes and they can only use their sense of hearing for the next minute—no talking or singing. Have them hold their hands up and ask them to raise one finger for each different natural sound they hear. Time the one minute then ask them to open their eyes, still keeping their hands up. Talk about the different sounds they heard. Different birds singing? Wind in the leaves/trees/grass? They will mention hearing each other move, etc., that's okay, just acknowledge those sounds and direct them back to nature sounds.

Smell Hike: Just as it suggests—smell natural things along the way. Tree bark—get right up there and smell that tree! Leaves, needles, flowers, etc. Let them describe how each item smells. Some items give off more scent if you crush them a little bit between your fingers. If you're in an area with known poison oak, be sure to point it out as a plant to stay away from. You will also want to pre-identify any other poisonous plants along your path and warn them ahead of time that there are some plants that they shouldn't touch. Oleander and trumpet flowers are a couple that are planted and grow in California and should be avoided. When in doubt, don't touch.

Texture Hike: Bring paper and crayons and make rubbings of all kinds of natural things: tree bark, leaves, dirt, feathers, etc. Discourage them from making rubbings of insects as they are likely to hurt or kill it which would defeat the purpose of creating a sense of wonder and respect for the natural environment.

At the end of your hike, talk about what they discovered along the way.

448 OTHER IDEAS:

You can find a plethora of ideas online as well as in the book, *Kids' Outdoor Adventure Book: 448 Great Things to Do in Nature Before You Grow Up*, Stacy Tornio & Ken Keffer.

CAMPING SKILLS

While you may not be planning a family camping adventure with your Primary members, you can certainly introduce many of the outdoor skills they will need to know when they do go camping. Some families will most likely already be campers—rely on them for help with these activities. Don't provide lists, but rather ask questions that help kids to think about what they might need to live in the outdoors.

Things to practice:

- Setting up a tent (teach them how to follow the instructions provided with the tent)
- Make fire starters for tinder out of paper egg cartons, dryer lint and melted wax or dip pine cones in melted wax. If working with hot wax, be sure to follow candle-making safety guidelines.

Fire building and fire building safety: Campfires are wonderful and can be the highlight of any outdoor experience, but fire can burn people. Review these precautions before you get started:

<http://safety.ucanr.org/files/3307.pdf> Other fire building and fire safety resources:

<http://dzymslizzy.hubpages.com/hub/Campfires-How-to-Teach-Building-Them-Safely> and

<http://www.npr.org/2012/06/04/154162859/summer-science-how-to-build-a-campfire>

- Packing personal items: Brainstorm a list with kids or make a game out of it by having a lot of things in a pile. Let them decide what is necessary and what is not. Ask guiding questions about what they might be doing, what might the temperature be, etc.
- Packing group items: Brainstorm a list with kids or do the same as described with personal items.
- Outdoor / camp rules – Brainstorm a list of rules. Use prompts such as, “What animals do you think we might run into? What do we need to know or prepare for that? What about dangerous plants? What about the river that runs next to the campground? How do we divide up the work/chores that need to be done?” Your group might even enjoy making a poster of these rules. Some of them might be:
 - Stay on trails
 - Stay within your campsite or in view of adults
 - Stay away from any body of water
 - Everyone shares the work—make a job chart
 - Stay away from areas where they could encounter painful plants or animals; such as wasp nests, Poison Ivy, Stinging Nettle
 - Never taste any plants or try to eat wild berries or mushrooms
 - Stay with the group--use your whistle if you get separated from the group.
 - Map your way—pay attention to trail markers and landmarks so you can always find your way back
 - Do not litter—in fact, pick up the litter left by others
 - Leave wild animals alone, watch from a safe distance—don’t feed wild animals
 - Store food properly—no food in tents

A DAY IN THE LIFE OF A CAMPER

For this adventure your group will go into the backyard, set up camp and have a meal. You won't be staying overnight, but bring the bed rolls, tents and everything you would need for an actual overnight so that the kids can practice making a camp and packing it up again after the day.

At the beginning of the meeting, set-up camp. Of course you also want to review the camping rules, again. Make a job chart so everyone has a job—there are lots of ideas for this on the internet.

Have a meal—again, make sure everyone has a job and then relax a little in the tents and let the kids experience some time in nature. Look for opportunities to point out their surroundings:

- A bird singing... *can we make that sound? Is another bird answering their call? Are they talking? What are they saying?*
- What insects do you see... *why do we need bugs? What do they do for nature?*
- Squirrels, rabbits and other neighborhood animals...*Why do you think they live in neighborhoods where people do?*

Be sure to pack up before it gets dark so kids can learn to properly repack their gear and check over their space to be sure they leave only foot prints—cleaning up is part of camping.

GO!

For the final camping practice session have your group arrange an overnight camping experience. Include youth in the planning, preparation and participating in all of the activities of the camping experience. If the group has been comfortable in a camping environment (and the adults assisting you did not feel overwhelmed or wary about doing a true overnighter) then you can try a camp trip.

Make it a family camp event so that most members have a family member present. Be sure to have a parent meeting ahead of time so that they know the expectations are that youth members are doing the work. Adults can help, but should take a back seat and let their child handle the tasks as much as possible—yes, this will take longer. Be sure to plan for the time it takes for little hands to do things. If you feel more practice (or another year of growth) will help your camping skills improve then the sleep-over can be in someone's backyard, where the safety of indoors is just steps away for anyone who becomes overwhelmed or homesick.

The goal is to warm kids up to all the aspects of enjoying camping and the great outdoors... so take it as slow as your group needs to go. Eventually, your group will be wise and skillful outdoor enthusiasts, who can fully participate in the planning, packing, set-up, tear-down, cooking, clean-up and experience of wonder in the great outdoors.

SONGS FOR CAMPFIRES

These days you can find MANY camp songs, old-time favorites and new ones too, performed for you on YouTube with lyrics written down and shared all over the web.

Remember, songs that are old to you are new to them... Do you know these?

- On Top of Spaghetti
- John Jacob Jingleheimer Schmidt
- Row Row Row Your Boat
- Do Your Ears Hang Low
- It's A Small World
- My Bonnie Lies over the Ocean
- Squeegie Hunt
- Itsy Bitsy Spider

Here are a few resources for camp songs and games:

<http://www.ultimatecampresource.com/>

<http://campsongs.blogspot.com/>

<https://campsongs.wordpress.com/songs/repeat-after-me-song-list/>

For Leaders: Dos and Don'ts of introducing outdoor adventure to kids

- Do have adults monitor sunscreen & bug spray applications and make sure kids are dressed properly. Socks and closed-toed shoes, long pants and hats will protect from burns, scraps, blisters, ticks, mosquitoes, thorns and cuts which can easily become infected in the outdoors.
- Don't forget to remind kids (and adults) to bring water bottle and drink frequently—be sure to do this yourself.
- Do bring a first aid kit and clean and cover every wound immediately.
- Don't forget that picnic tables and weathered benches will give kids splinters if they use them as jungle gyms.
- Do bring protective covers for benches since little rumps tend to wiggle when seated for meals.
- Do take time to enjoy and point out sights and sounds with wonder.
- Don't spend the entire time preaching, teaching or tour guiding.
- Do use spontaneous moments when kid's attention has been grabbed by something to offer just a little background if you know it or just ask questions to get them thinking.
- Don't treat the wilderness as a fearful dangerous place or fuss at kids not to get dirty.

- Do describe animals and plants as having protection and inform kids of how to avoid injury from these natural defenses.
- Don't forget to check for ticks if appropriate for your area.
- Do show kids what Poison Oak looks like. "Leaves of three - let it be!" Poison Oak can be green or red/brown depending on the season and can also be found without leaves leading some to collect it as dry tinder for the fire with potentially major health implications for anyone exposed to the smoke. Various YouTube videos may be helpful. Here's one that shows the many ways this plant may appear: <http://www.youtube.com/watch?v=bIP2OIXgjoY&feature=topics> You may also wish to review this material: <http://safety.ucanr.org/files/3092.pdf>
- Don't assume it's ok to gather materials for fires, or to take rocks, shells or any items away with you.
- Do pick-up ANY and ALL litter, yours or that which was there before you arrived.
- Don't assume any body of water is safe to enter or cross nor can you swim, wade, tide-pool or creek walk without a lifeguard.
- Do visit the site before you take young kids there. Many dangers can be avoided if you do a site visit before you bring kids. Gather maps and know what trails are safe, where bathrooms are, any bodies of water, poison oaks patches, etc. And talk to Park Rangers about any activities they can provide such as visitor areas or tours, campfire programs, etc.
- On overnight events, don't allow ghost stories or any scary stories about animal attacks or serial killers.
- On overnight events, do talk about night sounds. The sounds of nature can be very intense once we crawl into the sleeping bag and all the lights go out. It might not be enjoyable if we don't know what we're hearing! Have kids close their eyes and listen to what wind in the tree tops sounds like. What do people, deer, squirrels, birds or the ranger's dog sound like walking around on the forest floor breaking branches and rustling leaves. Chirping and chattering of animals is common at night, what type of animals are nocturnal and what do their calls sound like (crickets, owls, frogs, bobcats, coyote)? What sounds should alarm them and what should they do if they hear those sounds? (A bear in the garbage cans or dumpster? Don't leave your tent, call out for an adult or use a whistle.)



Process the “Outdoor Adventure” Concept

What are some things you learned about the outdoors and camping?

Do you remember when _____ (share stories)

What do you want to learn more about in the outdoors?

It can take a lot of hard work to become a great camper. What are your ideas to keep trying even when something is hard?

My “Outdoor Adventure” Clover:

Have each child draw or make a collage with pictures from your adventures about what they learned in Outdoor Adventure and Camping in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw something that shows what you learned about the outdoors or camping.

HEART

How does it feel when you are in nature? Think about all the experiences we had outdoors together and draw how you felt during that.

HANDS

Draw something where you helped someone or something in nature during one of our adventures.

HEALTH

Draw a picture of how being in nature helps you to be or stay healthy.

Gardening

Introduction

Where do plants come from—how do they start to grow?

What kinds of plants are your favorite?

Activities (Choose at least 2)

SEEDS FOR THOUGHT

A day before the meeting, place an assortment of large dried beans in water and soak them overnight.

Give each child a paper towel and set out the containers of beans.

Tell children to take a few of each kind of bean.

Let them carefully pry open the beans and have them look at the parts of beans. Ask them what they think the different parts are for.

THE APPLE MAKES THE TREE

Where do seeds come from?

For this activity kids will need a variety of fruits to dissect.

Give each child a paper towel and a plastic knife.

Place the fruits in front of them and ask them to guess what is inside. (Bananas, strawberries and melons are easy to cut; also try to pick some fruits with seeds and some with pits)

Let them cut the fruits open and remove the seeds.

What did you find inside the fruit?

What color are the seeds?

Are the seeds from different fruits the same shapes?

Are the seeds the same size?

What will happen if you plant the seeds?

SEEDS FOR SNACKS

Roasting/Toasting Seeds

Gather seeds from a pumpkin, squash, melon or sunflower. You can buy hulled pumpkin (pepitas) and sunflower seeds in bulk at most grocery stores.

Seeds that are hulled (that is, no longer in their shells) can be roasted in a frying pan over low heat or toasted in a shallow pan in an oven heated to 325 degrees.

DIRECTIONS:

Mix about 1 cup of seeds with 2 teaspoons of vegetable oil and 1 teaspoon of salt. Heat and stir frequently to prevent scorching. The time required will be from 2 to 6 minutes, depending upon the dryness of the seeds.

GARDENS FOR TASTE

Start an Herb Garden. Kids enjoy starting gardens and can very much enjoy looking at the different shapes of seeds.

Materials:

- Soil
- Containers
- Seeds
- Water
- Sunlight



You can also make the containers out of toilet paper rolls, and when the sprouts need a bigger planter the cardboard roll can be planted directly into the larger pot and the cardboard will disintegrate.

Other planting ideas that kids love to grow:

Strawberries – kids love a sweet treat and this is a fun plant for kids to grow.

Beans – bean stalks grow fast and are fun to watch crawl up a support. Beans can sprout on a wet napkin and kids can see the actual seed split and the sprout begin to grow.

Pizza Planter – In one container grow tomatoes, basil, oregano, thyme, peppers... or any other pizza toppings the group wants to try growing!

A fruit tree – Do you have a spot where the group can plant a fruit or almond tree.

Explore how many years a typical tree will take before it begins to bear fruit.

Pumpkins – growing these squashes align with many festive seasonal events for many families. If you think the kids in your group will be interested in cooking with their pumpkin look for the type which is appropriate for this. The pumpkins used for carving are often bigger and stringy compared to cooking pumpkins.

No matter what your group might want to grow, you will need to help them research the planting calendar and timing of various aspects of growing from germination of the seeds to planting into the ground. Hopefully you can time each step to include the group's participation if you share a garden at the group's home-base.

Gardening is something that doesn't start and end during the space of one meeting. It is something that can tie into many other topics you will be covering throughout the year. Almost any topic you are working on might have a way to tie into your gardening – so it's ok to take a little time at each meeting to check on the garden and use that as a place to start your discussions for the new topic.



You can tie Environmental Stewardship lessons into your gardening activity as well. Discussions of herbicides and agricultural run-off tie directly into topics.

Set up a camera and snap a picture of the sprouts each day and you can create a fun time-lapse video with the Stop Motion techniques in the Photography section. Make a planter box. Directions available in the Woodworking Topic.

Discussing what animals eat is a great way to tie gardening into Raising Animals sections.

For the Rocketry project you can discuss what astronauts eat in space, how a plant would grow if there is no natural light or gravity.

DO SEEDS HAVE LEGS?

How do you think seeds get spread around? If they can't walk then how do they move to a new patch of dirt to grow in?

Materials:

- Big white socks for each child – and a field full of weeds or fallow plants
- Potting Soil
- Maybe some wild flower seeds to scatter around for fun.

Procedure:

Have each child pull a pair of socks OVER their shoes.

The kids will now get to run around in a field. Naturally their socks will become full of weeds and stickers and such.

Now fill the socks with potting soil.

Water the socks well and hang them on a fence.

What do you think will happen with our dirty socks? Anyone want to make a prediction?

Water them occasionally and see what grows.

Seeds can't walk. But they have developed many ways to get around. Some have created wings so they float easily on wind. And as we learned in our socks, some seeds create stickers so they can stick to animals who walk by and they can hitch-hike on us!

SEED BOMBS

Using a bit of clay to hold seeds and compost together, you can make a fun way to plant wildflowers and ground cover to barren patches of ground. These have been used as a way to deliver seeds to areas burned by fires and are dropped by airplanes, but they are just as much for kids to throw into a barren plot, a field, or vacant parcel. (Of course, if the property is not yours, **ask first.**) Also, be cautious to select seeds which will not grow plants incompatible with animals that might be on the land and NEVER use aggressive non-native plants which could endanger a natural habitat. Talk to your local cooperative extension specialist on good plants to plant in your area.

- 5 parts clay
- 1 part compost/potting soil
- 1 part seeds
- Water – so the mixture is moist and can be worked into balls – but not too wet.

Shape your bombs. You can throw them immediately or let them dry... they will plant themselves once they begin to receive water from rain or through watering/irrigation.

“ROOTS, STEMS, LEAVES, FLOWERS, FRUITS, and SEEDS”

Audio available online: **The Banana Slug String Band**

<http://bananaslugs.bandcamp.com/track/roots-stems-leaves>

CHORUS:

Roots, stems, leaves, flowers, fruits and seeds
 That's six parts, six parts, six plant parts that
 people need.

The roots hold the plant in the ground,
 They gather up the water that falls around.
 And there's a root inside of me
 Because a carrot is a root that I eat.
 That's six parts, six parts, six plant parts that
 people need

A stem is an elevator growing up from the
 ground,
 The water goes up and the sugar back down
 And there's a stem inside of me
 Because celery is a stem that I eat

The leaves are the kitchens where the food is
 done
 They breathe the air and catch rays from the
 sun.
 And there's a leaf inside of me

Because lettuce is a leaf that I eat.

CHORUS

The flowers are dressed so colorfully,
 They hold the pollen and attract the bees.
 And there's a flower inside of me
 Because cauliflower is a flower I eat

The fruit gets ripe, then falls on down
 It hold the seeds and feeds the ground.
 And there's a fruit inside of me
 Because an apple is a fruit that I eat.

CHORUS

The seeds get buried in the earth,
 And the cycle starts again with a new plant's
 birth.
 And there are seed inside of me
 Because sunflower is a seed that I eat.

Now you know what this whole world needs,
 It's roots, stems, leaves, flowers, fruits and
 seeds.

There's six plant parts inside of me
 Because a garden salad is what I eat.

“DIRT MADE MY LUNCH”

By **The Banana Slug String Band**

<https://www.youtube.com/watch?v=ySzSVu1eERo>

CHORUS:

Dirt made my lunch,

Dirt made my lunch.

Thank you Dirt, thanks a bunch,

For my salad, my sandwich

My milk and my munch 'cause

Dirt, you made my lunch.

Dirt is a word that we often use,

When we're talkin' about the earth beneath our shoes.

It's a place where plants can sink their toes;

In a little while a garden grows.

CHORUS

A farmer's plow will tickle the ground,

You know the earth has laughed when wheat is found.

The grain is taken and flour is ground,

For making a sandwich to munch on down.

CHORUS

A stubby green beard grows upon the land,

Out of the soil the grass will stand.

But under hoof it must bow,

For making milk by way of a cow.

CHORUS

Process the “Gardening” Concept

How do you feel about the gardening we’ve done together?

What did you learn about taking care of plants?

Doing hard things helps our brains grow...what is the hardest part about gardening? How do you think this can be easier?

My “Gardening” Clover

Have each child draw pictures about what they learned in Gardening in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of what you learned about plants and gardens.

HEART

Draw a picture about how it felt to take care of your plants.

HANDS

Draw a picture of the work you did with your hands.

HEALTH

How can having a garden make you healthy? Draw a picture of the things which are healthy about a garden.

Engineering

Robots

Today there are quite a few robot kits available to help kids learn about building and programming robots. You might be familiar with the Lego products, most of these are too advance for the *iSprout* project. If you have an older club (age 7+) you can look into the WeDo line of robotics. These are designed to work for this age group. The WeDo robotic sensors can also be programmed using a simple drag and drop programming software called SCRATCH.

The activities in this section do not require an actual robotic kit or expensive equipment purchases.

Introduction

What does the word 'robotics' mean? Yes, it's about robots. It's the SCIENCE of robots. What did we learn "science" means? Right it's when people study something. So "Robotics" is the science of robots.

What is a 'robot'? - Robots are any machine that does work on its own, automatically.

What do you know about the words "Artificial Intelligence?" Let's break that down. What is intelligence? Yes, smarts. What is "artificial"? Yep, it means not real or fake. Why do we use the term "Artificial Intelligence" when we talk about machines? Yes, it's because they can't think the same way people do. We have to tell them what to think, but sometimes it looks like they know it on their own. What is a machine that you use most days that looks like it thinks on its own?

Robots in Industry:

Robots are ideal for doing precise, repetitive or dangerous tasks. Around 90% of robots are used in factories with half of these being used in the automobile industry.

Think of as many things as you can that robots are used for—what are some?

Robots and robotic arms are frequently used for:

- Car manufacturing
- Military - Bomb disposal, weapons, army surveillance
- Medical - Surgery, X-Rays, life support
- Space - Shuttles, International Space Station, mars rovers

Activities (Choose at least 2)

FAMOUS ROBOTS

Brainstorm a list of as many robot-themed TV shows, movies or games as the group can. Write them on a board or big sheet of paper that everyone can see.

(e.g. the Terminator, Robocop, Transformers etc.)

Talk about what these robots have in common.

What do you know about the robots in movies or TV shows or in games. Are they real or make believe?

MY BRAIN LIKES TO SEE

Senses are very important for both humans and robots, try walking around without the use of our most important sense, vision.

Set up a simple course, divide into pairs and explain that one of them will walk (or crawl) around the course blindfolded as the “spotter” follows them around and makes sure they don't walk into any trouble.

The first time through the course the spotter will not give them any information about the course. They will only spot for safety.

The second time through the course the spotter can verbally guide them through the course.

Start timing when the first pair begins and end timing when the last pair finishes to get a total team time. Time how long it takes to get the whole team through the course each time.

In the next two rounds, swap roles and do it all again.

How hard was it to find your way without any sight or verbal directions? How did you find your way?

What happened when you finally got some instructions from the spotter?

With robots, they need instructions to move around too, of course. What other senses do you think robots need in order to do things?

Since robots don't have eyes, ears, or skin with sensitive receptors for touch... how can they do anything?

MOST robotic tools that assist people CAN'T do more than what they are told to do, they can't see or respond to the world around them. In fact many robotic tools are hard programmed to just do one thing or they are remote controlled by a person.

Can you think of any robots that seem to respond to the environment around them?

- A rumba vacuum has a bumper that tells it when it has run into something so it will turn and go the other direction.

- Many robotics toys respond to voice and have responses pre-programmed for certain voice commands.
- A rover programmable robot will often come with a sensor that can see light/dark edges and the robot can then follow a piece of tape or a line on the ground.

LET'S GET OUR HANDS INVOLVED

What do you think it would take to make a robot that performs tasks like a human?

Materials:

- Masking tape
- Pencils or chopsticks, 2 per person
- Small things to pick up—anything will do

Procedure:

1. Have members pick up the item with one hand. Pretty easy right?
2. Now, tape their thumb into their palm and have them try to pick the item up again with just the one hand.
3. Third round, tape a pencil/chopstick to the thumb and forefinger of one hand and have them try to pick up the item again.

What could we learn from this about designing a robot?

Replicating the dexterity of human fingers is just one of the challenges that face scientists and engineers who make things like robotic arms and humanoid robots.

If you designed a robotic hand, how many joints would you have to make and how many different parts would need to be getting instructions all at the same time?

IS THERE A ROBOT IN THE HOUSE?

For this activity, look around and see if your home has any of these robotic features which you and the kids can see and discuss.

- Ice Cube Maker
- Roomba
- A toy with robotic parts (moving arms, legs, eyes)
- A toy with sensors (responds to lights, sounds, touch)
- A programmable toy
- A Robotic Pet
- A lawnmower with sensors
- A vacuumed with auto-drive / assist
- Robotic Pool Cleaner
- Parallel Parking Assist on the Car
- Auto / Timer Pet Feeder
- Security Lights – Motion Sensor
- Cat Litter Box Cleaner
- Garbage Compactor
- Robotic Gutter Cleaners
- Dishwasher with Dirt Sensor
- Solar Lights in the Yard – Sensors
- Remote control car, plane, etc

Process the Robots Concept

When you think about your future—when you are an adult—talk about the role robots will play in your life.

What would you like a robot to do for you?

What do you think robots could do to improve the community we live in?

It can take a lot of hard work to engineer a robot. What are your ideas to keep trying even when something is hard?

My “Robot” Clover

Have each child draw about what they learned in Robots in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

How can a robot think? Show what you learned about how a robot thinks.

HEART

Draw a picture of the robot you will own someday? Will the robot be like a computer you work on or more like a pet that you take care of?

HANDS

Draw a picture of how a robot will be able to serve mankind. Can you think of ways that robots will be able to provide work or do things that people can't do.

HEALTH

Draw a picture of how robots could help you stay healthy.

Rocketry

With some simple and inexpensive materials, you can mount an exciting and productive activity about rockets for children, even if you don't know much about rockets yourself.

A rocket in its simplest form is a chamber enclosing a gas under pressure. A small opening at one end of the chamber allows the gas to escape, and in doing so provides a thrust that propels the rocket in the opposite direction. A good example of this is a balloon. When you stop pinching the end of a balloon closed, air escapes and the balloon is propelled in the opposite direction.

We usually think of rockets as big missile-looking things that go into space, balloons may not come to mind. But the properties are similar. The big difference is the fuel and/or types of gasses, but they are still gasses under pressure, just like the air in the balloon. While you explore Rockets, discuss the type of gas and what is causing the pressure to build up. Eventually gas under pressure will become too much for its container. With rockets, there is a part of the rocket designed to give away, so the rocket flies in the direction you intend it to instead of just exploding.

The topics introduced in the activities focus on propulsion. Rocketry, however, can also include many other fascinating fields which kids may want to explore a little. People who build rockets usually take many sciences into account, from Aerodynamics for the shape of the rocket, to Material Science to decide what to make it out of, Chemistry to choose what fuels or gasses will work, Avionics is the science of steering a rocket, and to best understand gravity and the forces which must be overcome for lift-off there is an entire science of Orbital Mechanics. Of course our rockets won't make it into space... but hopefully the discussions you have with your group will.

It's ok if you don't know answers to their questions! When encouraging any science activity you just need to continually encourage the process of questioning and observation. Every question is a great question, (take time to recognize and point out good questioning)... and even if you don't have time (or any way) to actually conduct an experiment, when a question comes up try saying *"Wow, that is a great question. Is there any test we could do to find out the answer to that?"* or even *"I wonder if anybody has ever tested that before, maybe we can look that up and if they haven't we can design a test to find out!"*

Your test doesn't have to be possible, and it can even be quite whimsical perhaps. Little kids can come up with very fanciful experiment ideas. Go with it. It's fun to imagine and wonder. The scientific mind is simply a curious mind that takes the next step.

“Look Out!”

Most rocketry activities are best done outdoors!

During all rocketry experiments you will maintain a seriousness about safety. This must include safety equipment as well as clear adherence to where children can stand during test launches and when they can move toward their rockets to retrieve them. Rockets use various types of propellants; chemicals and even combustible materials which create the gases, any of which can be harmful to vulnerable eyes and skin. Long sleeves and pants, eye protection, hair pulled back or covered and attention to using protective materials may be important.

Before beginning Rocketry, please review the 4-H safety policies around this activity. While the 4-H project activities in rocketry focus on bigger rockets and solid fuel launchers, most of the same precautions are still used for the “mini” rocket activities in this section.

<http://safety.ucanr.org/files/3354.pdf>

Pay special attention to where kids are and that they are attentive. Do a countdown, don’t allow kids to “chase a rocket” at launch. Do not allow kids to climb trees to fences to retrieve rockets. If a rocket doesn’t launch, do not allow kids to approach the launch pad. Even our tiny rockets could hurt a curious face trying to examine why it didn’t launch.

Introduction

What is a rocket?

Why do we use rockets?

What do you know about rockets?

What would you like to know about rockets?

How high can they go?

Activities (Choose at least 2)

EVERY ACTION HAS AN EQUAL REACTION

That idea may be pretty complex, but this is a fun way to see it happening.

Materials: enough for each person

- Wooden pencil with an eraser on one end
- Sewing straight pin
- Round party balloon
- Flexible soda straw
- Plastic tape

Procedure:

1. Inflate the balloon to stretch it out a bit.
2. Slip the nozzle end of the balloon over the end of the straw farthest away from the bend. Use a short piece of plastic tape to seal the balloon to the straw. The balloon should inflate when you blow through the straw.
3. Bend the opposite end of the straw at a right angle.
4. Lay the straw and balloon on an outstretched finger so that it balances and mark the balance point. Push the pin through the straw at the balance point and then continue pushing the pin into the eraser of the pencil and finally into the wood itself.
5. Spin the straw a few times to loosen up the hole the pin has made.
6. Blow in the straw to inflate the balloon and then let go of the straw.

**BLAST OFF – ALKA SELTZER ROCKETS**

Have a blast with these fun little rockets. While you are blasting away ask questions about how real rockets get shot into space. <https://www.youtube.com/watch?v=LMA0A6vXiqU>

Materials: enough for each member to have one of everything

- Empty white film canisters (the Fuji film type work best), or small orange medicine bottles with snap on lids
- Alka Seltzer tablets
- Warm water
- Safety goggles

Procedure:

- 1) Break the Alka Seltzer tablet into 4 pieces. You only need $\frac{1}{4}$ tablet for each rocket.
- 2) Fill canister about $\frac{1}{3}$ full with warm water.
- 3) Put your safety goggles on.
- 4) Place a $\frac{1}{4}$ tablet of Alka Seltzer in your film canister.
- 5) Quickly place the cap back on the canister and gently shake it.
- 6) Right away, you should place the canister with the cap down on the ground. The canister will be upside down. It is very important that you place it correctly otherwise it will not fly.
- 7) Back away from your rocket and watch carefully.

Why did it launch? Gas under pressure. The chemical reaction will make it pop and fly into the air! The gas being created by the Alka seltzer and water is carbon dioxide (like what we exhale in every breath).

How can we make this REALLY spectacular? Here's an idea:

<https://www.youtube.com/watch?v=R7smFCsbM5g>

Tips: Drugstores with a photo department will usually give you their empty film canisters for free. Also, it is best to do this activity outside because the fizz from the rockets spills on the ground, and the rockets can reach impressive heights!

BUILD YOUR OWN STOMP ROCKET

<http://www.youtube.com/watch?v=ahJ7h-lzTDc>

Materials: enough for everyone to build their own

- Water bottle
- Tubing (bicycle tube or flexible plastic tubing)
- Pipe / plumbing pipe (PVC or metal)
- Duct tape / Tape
- Paper / heavy weight / card stock
- Any decorations you like – feathers, glitter, paint, etc.

Procedure:

- 1) Use your tube and roll the paper around to create a cylinder. This will be the body of your rocket. Don't make it so tight that it will be hard to slide off the pipe. The pipe will be the launcher, and the cylinder should slide off easy.
- 2) Create a "nose cone" out of paper, and secure it to the body of the rocket with tape. Make sure the seal is complete so air cannot escape from the nose.
- 3) Add fins.
- 4) Tape the flexible tubing to the pipe.
- 5) Tape your water bottle to the other end of the flexible tubing.

To launch kids will stomp the water bottle and aim the pipe into the air. The Rocket will be projected by air to fly off. Make sure kids do not point rocket launchers at each other.

Why did it launch? Gas under pressure. In this case there is not a creation of more gas to create pressure, but instead the amount of space for the gas is reduced when the bottle gets crushed. The gas is instantly put under pressure and has to escape through the tube blowing the rocket off the launch pipe.

VINEGAR + BAKING SODA ROCKET

<http://www.youtube.com/watch?v=tGp7in6iDMg>

These are bigger rockets that can go very high. Enjoy this activity in an open field.

Materials: one of everything for a pair of youth

- Vinegar (1 cup)
- Baking Soda (2 heaping Tablespoons)
- Water bottle (2 liter)
- Cork
- Paper towels (half sheet)
- Wood
- Screw (3" long)
- Duct tape
- Water (2 cups)
- Cardboard for fins
- Safety goggles—one for each person

Procedure:

- 1) Cut out fins from cardboard and tape to the bottle. This is not in the YouTube video, but shows up in the comments as helping the rocket fly straighter.
- 2) Put on your goggles.
- 3) Add water and vinegar to the bottle.
- 4) Wrap the cork in duct tape (so that you will get a very snug fit with the water bottle) screw the cork to your board to create your base for the rocket launcher.
- 5) Make your packet of baking soda by wrapping the soda in a paper towel.
- 6) Just before you place the rocket on the launcher by putting the cork in the bottle, you will put the baking soda packet into the bottle. Quickly put the cork in and turn the bottle so it rests on the wood launcher and run away!

Process the Rocketry Concepts

What kinds of things did you learn or notice about our rocketry experiments?

When did you have to change your rocket design? What happened when you did?

Did something happen that surprised you?

If we were to do this again, what would you do differently?

What other questions do you have about rocketry that we could test?

It can take a lot of hard work to engineer a rocket. How many times do you think rocket scientists had a rocket plan that didn't work—before they got it right?

My “Rocket” Clover

Have each child draw about what they learned in Rocketry in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Taking what you learned today draw a picture of what you think it's like to make a real rocket fly into space.

HEART

Draw a picture of the part that made you the most happy.

HANDS

Draw a picture of how you think rockets help us or the Earth...what can we use from rockets to make something positive happen here.

HEALTH

Draw the things that we did to stay safe while we worked with rockets.

Woodworking

Woodworking is very empowering and can open up a world of creative options, interests in new areas and appreciation for the many skills involved, including the application of math and geometry!

“Look Out!”

You may be wondering if this is safe with kids. When done right, **yes**. But if at anytime while working with tools you think something feels dangerous, it probably is. When you follow the safety rules and respect the tools, keep your hands out of the “action” areas of the tool by using proper clamps, guides and safety blade covers then it can all be done safely. Since starting kids out in woodworking is about helping them learn those safety concepts don’t cut ANY safety corners.

Basically, you have ONE right way to use a tool and perhaps a million other ways to cut your fingers. Do not use any tool in any way other than for what it was meant to do. Screw drivers are not hammers. Chisels are not screw drivers. Drills are not saws. Saws are not nail cutters.

Of course this topic offers so much more to kids than just “safety”. Kids enjoy these projects because they get to MAKE SOMETHING REAL! They won’t even realize they are learning math skills, engineering principles, physics, expressing creativity and building self-esteem and personal power.

Make sure that all youth have equal access to practice using tools. Make it a rule that everyone does every part of their own project. If you have several adults assisting with these activities, be sure that you are demonstrating that all genders can use tools.

A Note about Balsa Projects

When you Google “Balsa Wood” you’ll see incredible ideas and some very detailed and advanced projects that you can find directions or kits for many projects. The down side of balsa is that it is typically cut with a box cutter/razor blade. These tools are very difficult for young kids to use safely due to the pressure which needs to be applied and the sharpness of the blades. Kids are better off with a handsaw and a cedar plank than a box cutter and Balsa wood. Only adults should cut Balsa—which doesn’t make it hands-on for 4-H members. So although these projects are easier to do at the table, and may *seem* safer, they don’t provide the opportunity to expose kids to any tools. Mostly kids just get to glue stuff together.

Activities (Choose at least 2)

CRAFT STICKS

Craft sticks can be a fun way for younger kids to explore wood as a medium. Although they do not get to use the tools of woodworking, they can practice following instructions to build something. Of course you can also add measurements, or sanding and staining of a craft stick project to increase the skills learned.

Materials:

- 35 craft sticks per person
- School glue or tacky glue
- Wax paper or plastic grocery bags
- Ribbon
- Rubber stamps
- Stamp pad
- Silk flowers or other decorations
- 3x5" Index cards, lined



You

Procedure:

- 1) Protect your surface by using wax paper or plastic grocery bags. You can use newspaper, but I find that the project tends to stick to it and the newspaper print transfers to the craft sticks.
- 2) Print out the instructions OR read them aloud, one instruction at a time, for members who are not reading yet:
 - a. Glue 11 craft sticks long sides together in a row.
 - b. Glue 6 craft sticks long sides together in a row.
 - c. Glue 2 craft sticks long sides together in a row.
 - d. Stack and glue 8 craft sticks on top of each other.
 - e. Create another stack of 8 craft sticks.
 - f. Take one stack of 8 craft sticks and glue to the (11 stick) longest row, along the longest side.
 - g. Repeat with other stack of 8 craft sticks.
 - h. Glue the row of 2 craft sticks at one end of the card holder to create the bottom.
 - i. Glue the row of 6 craft sticks on top of the stacks of 8 craft sticks, and adhering to the bottom edge of the card holder.
- 3) Turn the card holder over. Glue 2 craft sticks together to create a V shape and attach to the top of the holder to create a hanger.
- 4) Let dry completely.
- 5) Rubber stamp design on ribbon and at the top of the index cards. Add some decorations if desired.

CANDLESTICK

This activity introduces the use of basic tools: tape measurer, a square, miter box with saw, hammer, nails, clamps, wood glue, sand paper and a drill. For a video tutorial, watch:

<https://www.youtube.com/watch?v=XbWgAcaCAgg>

A hand saw will be used allowing kids to cut their own wood. Review the safety info here:

<http://safety.ucanr.org/files/3098.pdf>

Safety glasses and breathing masks should be worn around saws, sanding machines and other power tools.

Power drill safety review info here: <http://safety.ucanr.edu/files/1574.pdf>

Sanding is an important part of this project... splinters are a real risk! OUCH. Gloves can prevent some splinters, but do warn kids about how to hold rough wood and sand the wood so they can avoid splinters) A palm sander is an option, but try both ways. If you will use a power sander review safety info here: <http://safety.ucanr.org/files/66212.pdf>

GARDEN BEDS

With this project you can link together Gardening and woodworking!

This activity continues the use of basic tools: tape measurer, a square, miter box with saw, hammer, nails, clamps, wood glue, sand paper, a drill, power screw driver and can also introduce staining or varnishing.

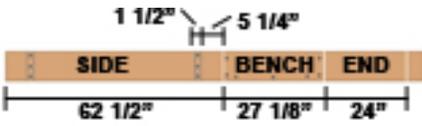
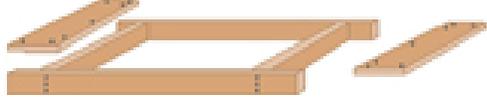
This simple project will create a small garden space, approx 8 sq ft of planting bed. The finished dimensions are approx: 5 x 2 feet and includes little benches on each end for the kids to sit on while weeding or planting.



Materials:

- Two 10-foot-long 2 by 8 red cedar boards per bed
- 1 pound of 3-inch stainless steel screws
- Pencil
- Tape measure
- Saw (see precautions for using saws in above project)
- Drill
- 5/32-inch drill bit

Procedure:

- 1) Cut each of the cedar boards into the following lengths:
 - a) 62 ½ inches. This is the long side (length) of you bed.
 - b) 27 1/8 inches. This becomes the bench. It is the width + the needed lip to attach to the boards which make up the length. If you make adjustments to the width of your cedar planks, you'll need to re-calculate this length for a flush bench.
 - c) 24 inches. This is the short side (width) of the bed.
- 
- 2) On the long boards (the length of your box) measure in from each end 5 1/4 inches and draw a line to indicate where you'll line up the outer side of your short boards (width of your box). A 2x board is actually only 1 ½ inches thick, so draw a second line to show the inner side of the short board. This line will be approximately 6 ¾ inches from the very end of the board, between these two lines is where you will be placing the shorter boards to make up the width of your box.
 - 3) Drill three 5/32 inch screw holes centered between each pair of lines.
 - 4) Assemble the base of the bed by arranging the side and end pieces on edge, as shown, and screwing all the pieces together.
 
 - 5) Now prepare your bench top; Drill seven 5/32 inch screw holes in each bench piece 3/4 inch from the edge, but only around the three sides which will be in contact with the planter box frame.
 - 6) Next, set the benches atop the ends of the frame and screw them in place.
 - 7) You can choose to sand and/or stain the benches. (This should also tie in a discussion of chemicals which are *or are not* ok to treat containers used for growing food.)
 - 8) Finally, select a level spot that gets at least 6 hours of sun a day.
 - 9) Loosen the soil in that area with a garden fork or spade and set your wooden frame over it.
 - 10) Mix in equal parts good-quality topsoil and well-composted organic material, and you're ready to start planting

HOME DEPOT FIELD TRIP

Ah, you're feeling bad because your kids would love to do a project like these but you don't have the space or any of the tools. Or maybe you're just not feeling confident about having kids around when you have a saw in your own hands. Never fear, your local hardware store or large chain retailer has classes for kids. Yes, that is right, you can still do the woodworking project and never let an ounce of saw dust into your garage. Give them a call and describe your group's ages and abilities and work with them to create a workshop for you ... right at the store.

Such a field trip gives you the opportunity to show kids the different type so woods, discuss hard wood and soft wood and an expert can tell them about how each type is used.

Don't forget to make a thank you card... no, it doesn't have to be out of wood.

Process the Woodworking Concepts

How did it feel to use tools?

What did we learn about being safe when using tools?

What skills can you learn that will make measuring easier?

With the skills we learned today, what else could we make?

What else would you like to learn how to do?

How can we get more confident using tools?

My “Woodworking” Clover

Have each child draw about what they learned in Woodworking in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you learned to do in woodworking that you didn't know how to do before.

HEART

What would you build for someone you love or care about?

HANDS

Draw something that is made from wood that could help someone or your community.

HEALTH

How can woodworking be used to keep you healthy?

Bicycling

Choosing bicycling as an activity area probably indicates that you have a group who already want to ride or who already do ride. The activities in this section are designed to complement any riding activities that you may do. Before embarking on any rides with your group it is expected that you know the route and have planned to be in a safe area. Have other adults with you and make preparations such as a stocked first aid kit, take health forms with you, the bikes are properly fitted and inspected, and every person is wearing all safety gear including a well-fitting helmet. Please also review the Bike safety information at: <http://safety.ucanr.org/files/3149.pdf>

Know the route, avoid routes with traffic or where you can't keep the group together. Avoid construction areas where roads, bike trails and sidewalks may be blocked. Avoid uneven terrain or loose gravel (unless equipped and prepared for mountain biking).

Introduction

What do you like about bicycling?

What do you already know about bike safety and riding carefully?

Activities (Choose at least 2)

FOLLOW ME

In this game of follow the leader, the group will learn how to signal. Show the hand signals to the group and then begin a game of follow the leader using the hand signals and practicing turning right, left and stopping... you can also practice other bike safety habits such as looking, stopping at lights and obeying street signs, crossing the street, walking in traffic... etc.



PROTECT YOUR EGG

For this experiment work in pairs. Each pair will need a used bike helmet, about 3 eggs, one quart size zip plastic bag and tape.

1) Have kids prove that an egg will crack when dropped from standing height to the hard ground.
2) Place a new egg into a plastic bag and very loosely tape the bag edges into the helmet. Drop the helmet protective side down. The egg will still be in danger of breaking since it is not securely attached to the helmet.

3) Finally, clean out the plastic bag and egg parts and then place a new egg in the plastic bag. Tape the egg very securely to the helmet. Try dropping your helmet again (Start from about knee height of a child, try testing at greater heights to see when it breaks).

When you are done, be sure to label the helmet as “unusable” or dispose of it, as it will no longer be safe for its intended use.



REFLECTIONS OF SAFETY

For this activity each child needs to bring outwear for bike riding—make sure parents know that you will be adding reflective tape to the garment. Provide scissors and florescent / light reflecting tape or adhesive sheets for members to cut out designs and decorate their garment(s).

Whether daytime, dawn, dusk, foul weather, or at night, riders need to be seen by cars. Wearing white has not been shown to make you more visible. Always wear neon, fluorescent, or other bright colors when riding day or night. Also wear something that reflects light, such as reflective tape or markings, or flashing lights.

Discuss rules of the road.

RULES OF THE ROAD

The safest place for bicycle riding is on the street, where bicycles are expected to follow the same rules of the road as motorists and ride in the same direction. However...

- Children less than 10 years old may not be ready to safely ride in the street.
- Children less than 10 years old are generally better off riding on the sidewalk or a designated bike path that is off the road.
- For anyone riding on a sidewalk:
 - Make sure sidewalk riding is allowed in your area.
 - **Watch for vehicles coming out of or turning into driveways.**
 - Stop at corners of sidewalks and streets to look for cars and to make sure the drivers see you before crossing.
 - Enter a street at a corner and not between parked cars.
 - Alert pedestrians that you are near by saying, “Excuse me,” or, “Passing on your left,” or use a bell or horn.

Bicycles in many States are considered vehicles, and cyclists have the same rights and the same responsibilities to follow the rules of the road as motorists. When riding, always:

- **Go With the Traffic Flow.** Ride on the right in the same direction as other vehicles. Go with the flow – not against it.
- **Obey All Traffic Laws.** A bicycle is a vehicle and you're a driver. When you ride in the street, obey all traffic signs, signals and lane markings.
- **Yield to Traffic When Appropriate.** Almost always, drivers on a smaller road must yield (wait) for traffic on a major or larger road. If there is no stop sign or traffic signal and you are coming from a smaller roadway (out of a driveway, from a sidewalk, a bike path, etc.), you must slow down and look to see if the way is clear before proceeding. This also means yielding to pedestrians who have already entered a crosswalk.
- **Be Predictable.** Ride in a straight line, not in and out of cars. Signal your moves to others.
- **Stay Alert at All Times.** Use your eyes AND ears. Watch out for potholes, cracks, wet leaves, storm grates, railroad tracks or anything that could make you lose control of your bike. You need your ears to hear traffic and avoid dangerous situations; don't wear a headset when you ride.
- **Look Before Turning.** When turning left or right, always look behind you for a break in traffic, then signal before making the turn. Watch for left- or right-turning traffic.
- **Watch for Parked Cars.** Ride far enough out from the curb to avoid the unexpected from parked cars (like doors opening, or cars pulling out).

Process the Bicycling Concept

Why do you think it's a good idea to let other people on the road know which way you plan to turn?

What did we learn about how helmets work? What's the best way to wear them?

What safety rules can you tell us?

How can we build our confidence while bicycling?

My "Bicycling" Clover

Have each child draw about what they learned in Bicycling in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw something you learned about bike safety?

HEART

Draw a picture of how riding your bike with friends or family makes you feel.

HANDS

Draw a picture of something you could do to help others that involves your bicycle.

HEALTH

Draw something that shows how bike riding is connected to your health.

Technology

Photography

Introduction

I bet you have all been the subject in a photo before... what is the "subject" of a photo?

What do you think are things to learn to be good at taking pictures?

What would you like to know about taking photographs?

Activities (Choose at least 2)

VOGUE!

Place yourself or a fairly large, fun object in the middle of a circle formed by the children. The person or object in the center of the circle is the "subject" of everyone's photo. Each child holds their hands up like the frame of their photograph.

Explain the concept of perspective and using the examples in "Depends on how you look at it!" you call out the photo perspectives and just using their hands, the kids try to get that angle on the child in the middle.



FINDERS KEEPERS ***

For this activity you will want each child or pair of children to have a digital camera, smartphone or tablet—if they are sharing, they need to decide ahead of time how to share the equipment. This activity can easily be incorporated into a hike, field trip or a visit to see some of your own back yard animals...this gives kids some great subjects and a fun way to document their great time.

Find things that are blue, things that start with the letter G, things with wheels,... you get the idea... but to make this a bit more challenging, you can add the framing and perspective concepts taught before. If there are some unusual features in the location where you will be conducting this activity modify the list so kids really explore the area... such as art or sculptures, animals, nature, weather, lighting, historic sites, etc. “Close-ups” are a great way to get children to stop and see their world.

Some ideas (make a list for each child to check off)

- Take an extreme close-up of a friend’s eye
- Take a wide-shot of a tree
- Take a Birds-eye shot of a flower
- Take a low-angle shot of a leaf
- Bird tracks - this can be a tricky one – lighting can be tough!
- A butterfly or flying bug
- Any kind of traffic sign
- A white animal
- The inside of a refrigerator
- A cloud that looks like an animal
- The whole group needs to bunch up together and make a funny face
- Someone on your group shaking hands
- Entire group in the dark with flashlights at their faces
- Entire team's reflection in something other than a mirror
- Any sport being played – try for an action photo and watch for “leading room” in the frame
- Your own feet while you are jumping (feet must be off the ground)
- Entire team jumping (everyone must be in mid-air for the picture to count)
- A close-up of a page from a book or magazine
- An extreme close-up of your hand holding the paw or hoof of an animal
- Something that starts with the letter of your first name
- Something that is just as tall as you but taken from a low-angel perspective
- Something that is only knee high to you but taken from an eye-level perspective
- A photo of two people looking at each other
- A photo of two people looking away from each other
- Everyone in your group lying on the ground, spelling out a word with your bodies

***** Alternative activity:** Give each child (or team) a piece of paper and pencil—they then try to find something for each letter of the alphabet. They can record what they are using for each letter on the piece of paper and take a photo of the object.

DEPENDS ON HOW YOU LOOK AT IT!

Perspective Photography: For this activity you will want each child or pair of children to have a digital camera, smartphone or tablet. Pre-determine a subject and everyone takes photos of the **same subject using a variety of different angles.**

Suggest perspectives such as:

Eye-Level -- This is the most common view, being the real-world angle that we are all used to. It shows subjects as we would expect to see them in real life. It is a fairly neutral shot.

High Angle -- A high angle shows the subject from above, i.e. the camera is angled down towards the subject. This has the effect of diminishing the subject, making them appear less powerful, less significant or even submissive.

Low Angle -- This shows the subject from below, giving them the impression of being more powerful or dominant.

Bird's Eye -- The scene is shown from directly above. This is a completely different and somewhat unnatural point of view which can be used for dramatic effect or for showing a different spatial perspective.

Slanted -- Also known as a Dutch tilt, this is where the camera is purposely tilted to one side so the horizon is on an angle.

Framing -- This is where you can talk about **Close-up** and **Wide Shots**.

You can also discuss "**headroom**", "**looking room**", and "**leading room**". These terms refer to the amount of room in the frame which is strategically left empty. For example if a subject is looking to one side in a photo, you want your "looking room" to be left in front of them in the photo. Without this empty space, the framing will look uncomfortable. You don't want their nose to be right along the edge of the picture, it looks funny. Likewise, if someone is running the "leading room" should be in front of them in the photo. They shouldn't be running off the page.

Headroom is the amount of space between the top of the subject's head and the top of the frame. A common mistake in amateur photography and video is to have far too much headroom, which doesn't look good and wastes frame space. In any "person shot" there should be very little headroom.

STOP! IN THE NAME OF FILM

Stop motion animation is essentially collecting a series of photographs and rendering them together at a rate of anywhere from 8 frames a second to 30 frames a second.

Preparation:

You will need a digital camera and computer. Some mobile devices also have very advanced capabilities to create stop motion, check out the app store on your favorite mobile device. On iPad2 check out the free app called StoMo.

This activity will take several meetings. We recommend that you recruit a volunteer who knows something about stop motion animation and can work through this project with your members. If you're going to learn together, before the first meeting, download and test the software and your ability to move pictures from the digital camera to the computer. If internet will be required, make sure it is available at the meeting location as well as power. Be sure to charge your batteries.

Share some top motion examples: (on YouTube.com search for the following terms)

Brick Films - Stop motion animations using toy building bricks (i.e. Legos™ brand bricks).

Claymation - Stop motion animations using clay figures.

Stop Motion Chairs – Searching this term will bring up a variety of examples using stop motion some of which use an auditorium and chairs, with or without people.

(<http://www.youtube.com/watch?v=UIHriSAzs9I> <http://www.youtube.com/watch?v=M3D0JvYJkGc>)
<http://www.youtube.com/watch?v=NyDHM3ENtYU>

Stop Motion Drawing (may also search for “stop motion whiteboard”)

You can also take photos of drawings to make a fascinating movie.

<http://www.youtube.com/watch?v=3GPg8djk5nY>

Time Lapse

You can watch slow things happen faster such as the weather or plant growth.

<http://www.youtube.com/watch?v=G69zSDS7iRQ>

Step 1: Brainstorm story ideas. Discuss story ideas. Keep the stories simple, so that they can be broken down into about 1 or 2 scenes, each of which is 5 to 10 seconds long. Think about how many movements each scene will take. Brainstorm at least 5 story ideas. Choose 1 story idea and work in small groups to develop each frame. Drawing out what each frame could look like and putting them all together is called a storyboard.

Sample Story – Keep it simple!

Fred builds a house, and Rex builds a taller house.

Fred tries to build a taller house.

Building escalates until both fall down.

You can also skip the storyline all together. Your video doesn't have to tell an actual story, your story could be the time lapse of plants growing, a hand drawing a spiral, the group standing or sitting to music... etc. You still want to storyboard the idea in terms of what the frames should look like.

Step 2: Create a storyboard. Break the storyline into frames. The term frame is used to describe a shot. A series of shots which are needed to move the video along is called a scene. Describe each scene by its characters, setting and actions. Draw sketches of what each scene looks like & think about camera angles.

Is the scene just one shot... or will it take many shots to communicate the action of the scene. (If you are moving a chair across the floor, you don't need to storyboard each position of the chair, but you do want to indicate that it will take X amount of shots between point A and point B.)

Step 3: Create props & backgrounds. You may also have a list of different models you need. If you are using people then practice whatever actions or movements will be used in the scene.

Step 4: Set up camera for the first scene to be shot. Decide on a camera angle and secure the camera so that it will not move during the production. In order for your film to look smooth, your camera should be stationary and stable in one location—using a tripod and stand is recommended. Holding the camera will produce undesirable jumping of your final film.

Step 5: Shoot. Using a digital camera shoot the first scene. After the first take, go back and make sure the picture “works”. You may need to do several takes. Talk about ways you can make it better. Look in the background for things that might distract, discuss angle and closeness.

Step 6: Software. You will need some software to compile the photos and play them back at whatever speed you want. A VERY simple way to do this is with a software called **Jellycam** <http://jellycam.co.uk/> - it's incredibly easy to use, just download it. Once the program is open, select the tab on the left called "Picture Files" to browse to your computer's files and select the photos you've created for this project.

Another software which is used to create more sophisticated stop motions is **AnimatorDV Simple+**. http://animatordv.com/pr_ent.php. This software is more flexible and therefore more complex, but could be perfect for a group of more technologically sophisticated kids/leaders and/or an older group who has really gotten into stop motion animation and wants to do more.

Stop motion software applications have a key feature that is desired by stop motion creators – *onion skinning*. If you think about the skin of an onion, it is somewhat transparent. Generally the idea is that this allows you to see several frames at once. This way, the animator or editor can make decisions on how to create or change an image based on the previous (and next) image in the sequence.

Once upon a time, cartoon animations were hand-drawn. The individual frames of a movie were initially drawn on thin onionskin paper, over a light source, so the artist could see through the page. The animators would put the previous and next drawings exactly beneath the working drawing, so that they could draw the 'in between' to give a smooth motion. In computer software, this very same effect is achieved by making frames translucent and projecting them on top of each other, and we call it onion skinning since it comes from the original technique. To create smooth animations today, many computer programs allow you to "tween" which is where the computer fills in the missing frames. However, stop motion creators usually create a film frame-by-frame and rely on onion skinning techniques as opposed to computer generated frames which come from the tweening process.



Step 7: Sound. These simple editors may not allow users to add music, voice over or text to the film but once a film is finished it can be exported to iMovie, Moviemaker, or some other movie editing software to add music, voice over or text. It is fun to add a Title Page and at the end to add a scrolling list of credits. These are very easy to do with the free software available for most operating systems iMovie for Macs or as a download for windows called Moviemaker: <http://windows.microsoft.com/en-US/windows/downloads/get-movie-maker>

Process Photography Concepts

Let's look at the pictures we took and discuss them. Wow, what angle is this one? Does anyone remember what we call this type of framing?

Talk to each other about the challenges of photography. What do you think it takes to get really good at these skills?

What else would you like to know about photography?

My "Photography" Clover

Have each child draw about what they learned in Photography in the categories of Head, Heart, Hands, and Health. Use the blank clover template in the Appendix.

HEAD

Draw something that you learned about photography.

HEART

Draw something that makes you happy that you would like to photograph.

HANDS

Draw a picture that shows how you could use photography to make a positive difference in the world.

HEALTH

Show how photography can be healthy for you?

Computers

Introduction

Tell me about how you use a computer at home or school.

What are some things you would like to learn to do on a computer?

What kinds of things do you know about how a computer works?

How do you think computers get all that information?

Activities (Choose at least 2)

MAKE A SNACK

For this activity you will be introducing the idea of “programming” by explaining that a computer has programs which are basically sets of instructions. They are written in a special language (made out of numbers) which computers understand. For today we’ll just use our own language, but we will try to create a set of directions.

Ask the group to tell you how to make a sandwich (or you can make another type of snack if you prefer). Of course specify the toppings you have available.

Have the group call out the instructions and write them down in order. Once the group agrees that the instructions are correct, you, as the leader, will try to follow them to make the snack.

While you are following the directions try to behave like a computer would. When you get something that is not specific... do it wrong. Or if something doesn’t tell you how long to do something, then don’t stop doing it. As you make your snack it will be obvious that the instructions need some editing.

If you have a junior or teen leader or other older youth in your Leadership Project, they could be the sandwich builder. Be sure to coach them ahead of time on the activity so that they know to follow the instructions exactly as the members gave them and try their best not to fill in the gaps.

When you are done with this experiment discuss:

So, you all are now great programmers! What did you discover about how a computer’s instructions need to be?

TO FIND INFORMATION

Database is a word which doesn't sound very fun, but because we use databases, all computer functions are possible... even all the fun games we play.

Materials:

- Large sheet of paper
- This activity is simple. Make a grid on a large sheet of paper. Across the top put the names of animals, down the side put animal body parts (eyes, tail, whiskers, fur) and have the kids help you fill in the grid with information about each animal's features in the appropriate cell. You will only want to have a few animals and a few traits, keep it simple.
- Now, explain that a computer organizes information very much like you did in this grid, also called a database. Each cell holds a piece of information which would be called up when someone asked about the two headings (Cat & Eyes = whatever the kids wrote for this cell).

How big do you think a database for all the worlds animals would be? What about other things? When you type into a computer to get some information you are asking the computer to go into one of its databases to find the info. How do you think a computer game uses a database? Databases are not just used for information but also used for all the fun stuff which a computer can call up and show us (pictures, videos, music, etc).

How can a computer know what is in a picture? Pictures have to be labeled if a computer is to store them correctly in a database. In fact, all information needs to be put in the correct spot of a database. Or the computer will give you the wrong answers. What if we had put bad information into our database chart? Like if we said dogs don't have ears or cats don't have whiskers... what will the "computer" tell us when we ask? Yep, it will be wrong information. We have a saying about that; it is "garbage in means garbage out".

THE BEST THINGS A COMPUTER CAN DO

Before doing this activity with youth, you may want to find out from their parents what programs and games they allow their children to access or view on the computer.

Begin by asking your group what they think is the very best thing a computer can do. Hint: You may do this in advance of the meeting so you have time to research the list and/or you may ask parents what programs they allow their kids to use and build your list from there.

From this you will receive a list that may be general (games) or specific (a specific game), you might even hear about specific YouTube videos which are favorites. Build your list and make sure that all of it would be ok with the parents of your group... if anything is unfamiliar or questionable, check into it.

Now, on a computer that you have set-up and tested for the list of locations you have, let the group navigate and try out each other's favorites. Let those who know share with those who don't. Ask them to let those who are new to it be the "driver" and move the mouse or type on the keyboard while the one who knows the program or game can coach from the side.

Since you have everyone around a working computer, you can also have the computer contribute to the discussion: Ask the group what else they want to know about a computer.

Questions like *"What is a computer?"* will bring up some great diagrams in "google images" which you can use. Maybe the subject of kid-friendly games will come up and you can look up *"Kid-friendly computer game ratings"* (Warning; Google Images may show you graphic game images for this search, so you must be careful while doing such searches).

PROGRAMMER VS. BUGS

A computer "bug" is a mistake or error in the program design. This is usually human error. Remember when we talked about entering wrong information in the "To Find Information" activity? A bug is kind of like that, but the difference is that sometimes the whole program won't work as we think it should. Can anyone share an example of a computer bug that they have seen? Let's explore this idea through a game.

The group forms a circle, which determines the play area.

The Programmer is blindfolded and enters the ring. The Bug is not blindfolded and tries to avoid being tagged by the programmer. Similar to Marco Polo, the Programmer calls out "Programmer" and the bug must reply, "Bug".

Variations: add more bugs or add more programmers. The group around the circle must spot for safety and gently guide programmers back into the circle. After everyone has a turn to play both parts, talk about how computer programmers are always on the lookout for bugs. *How do you think this game is like what computer programmers do with bugs? They look for them and fix them—which they call squashing the bug!*

Process Computer Concepts

What was the best part about working with computers?

What did we learn?

What else might you want to learn about how computers work?

What is the most interesting thing about computers?

Talk to each other about the challenges of using a computer. What do you think it takes to get really good at these skills?

My “Computer” Clover

Have each child draw pictures about what they learned about computers in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw something that you learned about computers today.

HEART

Draw pictures of how you think computers can help people to care about each other more.

HANDS

How do computers help people in the community?

HEALTH

How can you use the computer to make your life healthier? Draw a picture of how you can use technology to stay even healthier.

Electronic Tools and Games

There is only one way to decide if this is an activity you're ready to lead... jump in and play with some electronic tools and games. If this is not your thing, recruit a volunteer to help with this topic. The following list of items is a fun place to start exploring and all of these can be obtained free (at least they have free trials).

Introduction

What kinds of things are you allowed to do on a computer at home or school? How is the internet different from just the simple computer you are on? Right, the computer has some stuff on it, but it can also talk to other computers and get other stuff for you. When it talks to other computers you are on the internet.

There other people on the internet who you can bump into, people who are on those other computers. Is it ok for you to interact with people on the internet at your age? Would those people be strangers? What do you know about talking to people you don't know? What would you do if a message pops up on the computer and someone is trying to talk to you or asks you a question? What do you think you should do if that happens? Right! Get help from an adult. What type of things can you find out on the internet? All sorts of stuff huh? Some of it is not what you're looking for and some of it might not be ok for kids your age.

Let's practice how to turn off the screen if something pops up that makes you feel uncomfortable or may be inappropriate. If you're on a laptop what can you do? Ok, then what do you do? Yes, get an adult.

Activities (Choose at least 2)

INTERNET

We are going to build an internet out of our own bodies!

- Have the kids line up in two even, parallel lines.
- Have the members of each line join hands (the lines make up the INTERNET) and turn facing the "DATA". They will be facing the front of the line. The "DATA" will be some item on the ground such as a cup, car keys or tennis ball.
- One member at the back of each line (the "SEARCH ENGINES") will be the only ones looking at the "COMPUTER USER".
- The "COMPUTER USER" is standing at the very back of the lines right between them so both the "SERACH ENGINES" can see the coin flip.
- The "COMPUTER USER" is going to flip a coin.
- If the coin lands on heads, then The Search Engines will send "electricity" through the line.

- This is done by gently squeezing the hand of the next person in line.
- That squeeze is silently passed through the line.
- The person at the head (other end) of each line (“The DATABASE”) will break free of the line race to get the “DATA” object as soon as they feel the electricity (squeeze).
- The line that successfully reaches the DATA first will rotate, the other line will not rotate.
- If the coin lands on tails, then nothing should happen.
- If The SEARCH ENGINE accidentally sends electricity on tails or before the flip of the coin, then the other line gets to rotate for that round.
- The lines should be quiet during the game so that no one knows when the pulse of electricity is coming!
- The “COMPUTER USER” continues to flip the coins (giving time for each one to see if they accidentally squeeze or not before flipping the coin again.)
- HINTS: This game is best played on grass so that if a camper dives or falls trying to get the object, there won’t be any skinned knees. It is important to enforce the silence rule for The SEARCH ENGINES so that they can’t warn others of what’s coming. Often if there is a false start, The SEARCH ENGINES will want to yell, “Wait!” so that their line won’t falsely run and lose the round. It is also very important that the lines are even both in numbers and in ages so that one line doesn’t have an advantage.

THE SOUND

<http://audacity.sourceforge.net/> - A program to synthesize music

SO ANIMATED

http://www.reallusion.com/crazytalk/animator/animator_trial.aspx - Upload a picture and make it talk with a digital voice – it automatically animates the graphics.

<http://www.iibjab.com/ecards/category/dances> - Upload faces and make a funny video.

<http://www.thedanceflick.com/danceyourfaceoff/index.html> - Upload faces and make a funny video.

<http://cartoon.pho.to/> - Make a cartoon out of a picture.

<http://www.faceresearch.org/demos/> - Change a photo, age progression and other changes.

<http://www.zimmertwins.com/movie/starters> - The site challenges you to use its animation tool to finish the stories, which chronicle the adventures of siblings Eva and Edgar.

GAME AUTHORIZING

<http://stagecast.com/> - Easy to use for young kids. Follow the drag and drop tutorial to make fun side scrolling video games.

TEXT TO SPEECH

http://www.oddcast.com/home/demos/tts/tts_example.php - Type the words and the computer reads them in a funny voice.

EDUCATIONAL GAMES & WEBSITES

<http://www.knowledgeadventure.com/default.aspx> - A website with kids games.

<http://www.bbc.co.uk/schools/typing/> - Typing Skills

<http://www.learningplanet.com/act/rats/ratslist1.asp> - Typing Skills

http://schools.district279.org/wvr/index.php?option=com_content&view=article&id=38%3Ak-1-links&catid=17&Itemid=65 – A Technology Elementary School posts resources

<http://www.juicyjuice.com/tools/games.aspx> - Games

<http://www.kidzui.com/games> - Educational games

<http://www.abcya.com/> - Educational Games

<http://kids.nationalgeographic.com/kids/games/geographygames/> - National Geographic's Kids

<http://www.carrotsticks.com/> - Math Skills learned in a social network

<http://www.funology.com/>

<http://www.si.edu/Kids/> - Smithsonian

<http://familyfun.go.com/> - Disney

<http://www.sciencekids.co.nz/gamesactivities.html> - Science

<http://www.funbrain.com/>

<http://www.kidspell.com/> - Spelling games

<http://www.spellingcity.com/> - Spelling

CONSOLE GAMING

Console gaming can provide your group with many ways to play together and to get some great exercise.

Wii and Kinect provide a fun way to get exercise and also introduce some neat discussions of how we interact with technology. Wii sports can also introduce the rules of each game.

LEGO Rock Band™ presents some fun additions to your music program while offering songs which are more appropriate.

A PICTURE'S WORTH A THOUSAND WORDS

GIMP Graphics software for editing and retouching photos, and working with virtually any image. GIMP does much of what Adobe Photoshop does, and can be extended with plug-ins.

<http://www.gimp.org/about/introduction.html>

Process Electronic Tools and Games Concepts

What are your favorite electronic tools or games?

Talk about how good you are at your favorite game. Wow, how many times did you try it? How did you or can you improve? Practice? Working hard? What kinds of things do you notice about games the higher the level? What do you have to do to be successful at the game, the higher the levels? Wow, you were persistent, huh? You don't give up on things when you want to learn them.

My “Electronic Tools and Games” Clover

Have each child draw pictures about what they learned about electronic tools and games in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you learned about electronic tools and games.

HEART

Draw a picture of how electronic tools help you learn about something you are passionate about—something that makes you really happy.

HANDS

Draw something that shows how you can use these tools to help others.

HEALTH

You will grow up with computers in every part of your life, draw a picture of an idea that lets you use the cool tools and electronic games but still keep yourself moving and fit.

Healthy Living

I know what's Healthy to Eat! (Nutrition)

Can't they just eat like we did growing up? We turned out fine, right?

Sorry, the world has changed. The availability of high-calorie foods and the increase in common portion size has made navigating nutrition tricky for people. A child eating a basic burger and fries meal once a week today could end up packing on 3 extra pounds a year compared to their counter part from just 20 years ago. *Our* habits won't be good enough to keep them healthy. We have to educate children on better nutrition.

How can an adult help children make healthy food choices?

- Encourage children to try healthy foods.
 - Establish the understanding that it takes 8 to 10 times tasting a new food before anyone should decide if they like it. You can go with the Dr. Oz approach ... *"It's just the way taste buds work, 8 -10 tries before you can know for sure."* or hold the line that *"It's too important so you have to try hard to develop a taste for it. Like I did with spinach, broccoli, kale, etc."* Trying hard to eat healthy foods could even be a goal that is established and tracked for children. Step one: find health food you don't like. Step two: find 10 ways to prepare it. Step three: eat.
- Make fruits and vegetables available at every meal. Find new ways to add in fruits and veggies.
- Fast food, chips, candy and cookies are okay from time to time, but not as part of a child's daily diet—they are a "sometimes" food.
- Children who participate in preparing their own meals tend to make wise food choices.
- Choose healthy beverages instead. Avoid soda, sports energy drinks, sugar-sweetened or artificially sweetened drinks. The 4-H guideline is that drinking water needs to be available at all meetings and events—make sure your meetings have it.
- Offer nutritious meals and healthy snacks in age-appropriate portions.

Introduction

What are your favorite foods?

Ah, now what are your favorite healthy foods?

What are some foods you like that you think you should only have sometimes?

What foods you can think of that you should try to eat every day?

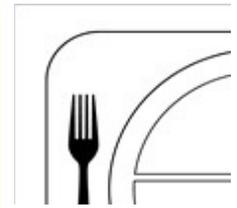
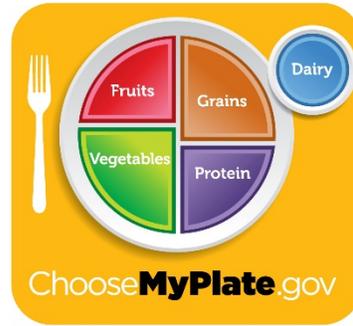
Activities (Choose at least 2)

FIX YOUR PLATE

Materials:

- Old magazines
- Scissors, glue or tape
- MyPlate icon in color
- Copies of the blank MyPlate—one for each member
- Find these at:

<http://www.choosemyplate.gov/printable-materials>



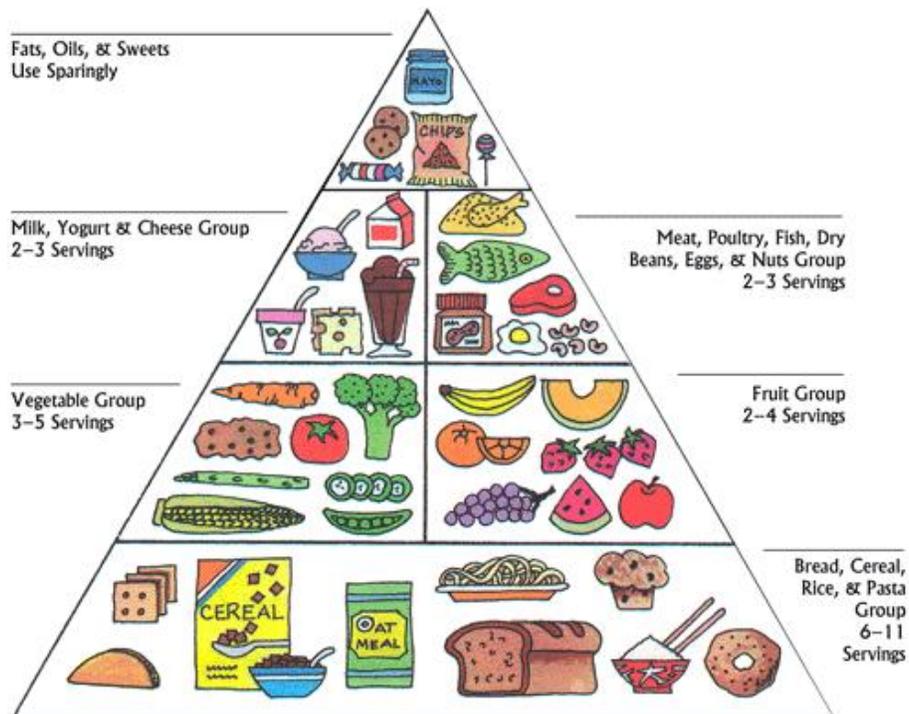
Print out a copy of the colorful MyPlate icon and discuss each section with the group. Ask them to give examples for each section. Young children may not know what some of those sections include, so be sure they understand what items go in what section. Give each child a blank plate. Have them cut pictures out of magazines or draw healthy foods they could put into each section of the plate. The plate shows proper portions for meats and vegetables, dairy, etc.

I CAN GROUP MY FOODS

On a large poster board, divide the space into the Food Groups.

(You can also create a Food Pyramid.)

Have kids draw (or find pictures of food in magazines) and place them into the correct group. Discuss the number of servings suggested for each day.



I ONLY EAT THREE FINGERS

Helping children understand that different sized people eat different amounts of food is important in a world where they are frequently handed adult sized plates. You can also discuss that very active people will need more food since food is what fuels their activity and that different people generally need different portion sizes.

Do kids need less calories than adults? Not necessarily. 4-6 years old kids may be eating about 1700 calories per day. But growing kids eat smaller portions at one sitting and generally need to eat more often.

If an adult serving of potatoes is about the size of a computer mouse and a serving size of meat is approximately the equivalent of the size of a deck of cards... then what object represents the correct portion size for kids? Have kids try to find or name objects which they think is a good size portion for various foods. The goal here is to consider portion size and to let kids find objects they relate to which help them represent a proper size. Next try to bring all the objects which might make up one meal together and ask if that amount looks like a good size meal or if they would now adjust it so they can keep their proportions of meat, dairy, and fruits and vegetables in proportion. Having a bucket of small toys and objects ready to dig through is one approach... or you can send kids on a scavenger hunt for items.

Here are some standard portion sizes:

- cereal (1 c.) = a baseball
- nuts (1 oz.) = a cupped palm
- cheese (1 oz.) = a ping-pong ball
- peanut butter (1 tsp.) = one die
- beef (3 oz.) = a bar of soap
- rice (½ c.) = an ice cream scoop
- potato = a computer mouse
- dinner roll = a yo-yo
- butter (1 tsp.) = a Scrabble tile
- fruit (1 c.) = a tennis ball
- cooked pasta (½ c.) = a golf ball
- fish (3 oz.) = a checkbook
- poultry (3 oz.) = deck of cards

I STAND FOR HEALTHY CHOICES

Have children spread throughout the room and squat. One at a time, name a food. If children think it is a healthy food choice, they should jump up. If they think it is an unhealthy food choice, they should sit down. Since we want to encourage kids to think about portion as opposed to labeling food “good” or “bad” it is best to ask them the question this way: *“Only stand up if you think a food is so healthy that you should try and eat it often or take a big scoop of it. Sit down if you think only a tiny scoop of that food would be better for you and only sometimes, not everyday food.”*

Consider naming foods, such as these:

- Orange juice
- Potato chips
- Salad
- Ice cream
- Pop / Soda
- Apple
- Whole-wheat bread
- Doughnuts
- Yogurt
- Chicken nuggets
- Candy
- Cake
- Fish
- Milk
- French Fries
- Fried Rice
- Cheese Stick
- Pizza
- Celery
- Carrot

POPCORN OR POPTARTS

Like the game “THIS OR THAT” in this game kids will pick between two choices. However, in this case they try to move to the side with the healthiest choice. Many of these choices are the difference between processed and less processed or more natural, whole foods or higher fat and less fat content. Help youth understand the differences.

Popcorn or Pop Tarts

Grilled Chicken or Chicken Nuggets

Apple or Chips

Carrot Sticks or French Fries

Oatmeal or Waffles

Real Peanuts or Jiffy Peanut Butter

Wheat Toast or White Bread

White Rice or Brown Rice

Milk or Soda

Water or Juice

Yogurt or Ice Cream

Cheerios or CoCo Puffs

Gold Fish or Grapes

Mac & Cheese or Spaghetti

Grilled Cheese or Turkey Sandwich

Hot Dogs or Pepperoni Pizza

Doughnuts or Granola

Banana or Ice Cream

Eggs or Bacon

Fruit Salad or Pudding

Raisins or Fruit Roll-Up

GRADING MY LUNCH

Have kids write down (or draw pictures) of what they had for lunch. Now have them circle the items they think are healthy. *What could you trade from other foods you have at home, so you can get more circles on your page? What can you do to get the healthiest foods? What do kids do sometimes that makes it hard for parents to give them healthy foods? What ideas do you have for trying healthier foods for lunch?*

FOOD TAG

This is played just like “Cartoon” Tag... if you are about to be tagged and you can yell out a healthy food then you are safe. Typically the rule is that you can’t call out a food that has already been used. Another version of this would be to play with Freeze tag rules, but to unfreeze you the person must say the name of a healthy food. It would be harder to enforce the rule of not repeating words for this version, but it might be easier for some kids who panic under pressure.

CLAP CLAP - BOO BOO

Have kids either clap or boo for the following habits which have to do with healthy food choices:

- Eat vegetables
- Drink water
- Have Fried Foods
- Have lots of Butter
- Have Fast Food
- Skip Breakfast
- Drink Soda
- Refuse to try vegetables
- Choose fruits
- Eat sugary cereal
- Eat Cotton Candy
- Have food from every food group
- Eat EXTRA large sizes (supersize)
- Try new vegetables
- Snack on sweets
- Add lots of salt
- Snack on carrots or celery
- Have cotton candy for dinner
- Only take a little cake and ice cream

Process the Nutrition Concepts

How do you decide whether to eat something a lot (often / daily or in large portions) or a little?

What do you do with a food that tastes really good but you know you shouldn't eat a lot of it?

What do you do with a food that doesn't taste good but is healthy for you?

What would be the best food to eat when you go to a fast food place—like McDonald's or Taco Bell?

How can you learn what is better to eat so that you are competent at making healthy choices?

My "I Know What's Healthy to Eat" Clover

Have each child draw pictures about what they learned about knowing what is healthy to eat in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw something that you learned about making good food choices.

HEART

Draw a picture of your favorite healthy food.

HANDS

Draw a picture of how you can use what you know about healthy foods to help others.

HEALTH

Eating healthy is one of the most important aspects of being healthy. Draw a picture of yourself being feeling healthy with all the healthy foods you like around you.

I've Got the Moves! (Physical Activity)

We all know this is critical stuff. Today's sedentary lifestyles are having an enormous impact on the health and happiness of our children.

How can an adult help a child stay physically active?

- Make physical activity a part of daily life—and part of your meeting time too!
- SHOW INTENTIONALITY... park farther away and explain that it is so you can walk. Take the stairs.
- Walk places together, take the dog/goat/horse/pig for a walk, go for a bike ride or play catch together.
- Create opportunities for children to play at least 30 to 60 minutes every day. (Waiting doesn't equal sitting! While you are waiting for everyone to arrive to your meeting is a great time for hard play.)
- Limit TV and video games.
- The right amount of sleep each night. Kids need sleep to stay active and regulate hunger.

Introduction

What is your most fun or favorite way to move around?

What kinds of things do you do with family and friends that keep you moving?

Activities (Choose at least 2)

FOLLOW THE LEADER

A game we've all played before... but this time we're showing off our moves! Start out by calling out a few for the group and then invite each member of the group to be the leader. Here are some moves to try:

Run in place	Wiggle and walk backwards
Stand on one foot	Hop on one foot
Skip	Swing your arms
Zig Zag	Lay with your feet in the air

What was the most fun way to move? Everyone do your favorite movement on the count of three! One, two, three!

DANCE TILL YOU DROP

In this game, when the music plays they dance. When the music stops they drop.

It can be fun to have many types of music and possibly to take turns leading the dance moves.

Regardless of how complicated you make it, dancing is sure to get the wiggles out and be fun.

LIMBO

This game doesn't need a winner or loser to be fun. Children just love to challenge themselves going lower and lower under the limbo stick. "Limbo Rock" from Chubby Checker has become iconic for this game.

YES COACH

Developing an early positive experience and feeling of competence around these physical activities can help them later.

For this game you want to take on the coach persona. Ham it up as a tough no non-sense coach.

Maybe have a whistle too!

Introduce to the kids that you are going to play a game in which they pretend that they are a professional sports team (ask what type of team they want to be) and you are going to be their coach.

You might have to cut some players this season. So you've decided to drill them to see if all of them will make the team. To keep from being cut from the team they want to go as fast as possible from one move to the next.

One by one you need to show them each of the exercises, or ask if one of them already knows the move and can show the group. (Take time to ask a question or two here. Such as: *"Why would an athlete do this?"* or *"What muscle does this work?"* or *"If you practiced this every day, what would happen?"*)

Sit-ups

Leg Lifts

Side Stretch

Jumping Jacks

Arm Curls

Touch your toes

Push-Ups

Run in Place

To begin the game:

Call out each of the activities. (Stay in coach persona.)

Kids should only do each for just a short bit (just long enough for everyone to get in one or two repetitions), the goal is to try and get into position quickly, not to do the actual exercise. The kids will get a lot of activity just moving from one to the next.

The coach should "decide" to keep everyone on the team. Just celebrate that the kids know these exercise positions just like athletes do.

WALK WITH ME

It's great to have a pedometer for this activity.

Take a walk with the group. Talk a bit about how healthy and safe walking is for people.

Where can we walk every day?

Play while you walk:

Take the opportunity to get out some wiggles with a few silly games like...

How does an elephant walk? a squirrel, a spy, a dancer, a race car?

Work while you walk:

As you walk, the group will identify everything they can see that is walking or could be walking (you write down everything they see). You will probably see more people in cars than walking... count them all. Hopefully you will also see some animals too.

Talk while you walk:

As you walk and your count begins to grow (from "Work while you walk") point out how much more people seem to drive, which means they are just sitting and letting the car do all the work. Ask kids if they drive to places they might be able to walk to with an adult.

What places are you close enough to walk to? How far away is too far? How long do you think you can walk? Do you ever think you might want to do a "Walk-A-Thon" or a Kid's Marathon?

How many have pets to walk? Pet's need exercise too. What happens to pets that don't get enough exercise?

Ask kids to guess how many steps they took on the walk... share the pedometer reading.

How many steps do you think you take each day?

COUCH POTATO

If you are watching TV then maybe you're not as active as you should be... or are you?

Explain that for this activity kids will get to show you things that they can do that are active while they watch TV.

To play this game, kids sit in a circle or around the room. Have a potato to pass around (a ball will work too)... but unlike the game "Hot Potato" in our game of "Couch Potato" members have to show us an activity they can do while watching TV before they can pass the potato. Once they have shown you their idea for an activity they can pass the potato to the next person. In the standard game of Hot Potato, kids do this until the music stops – and you don't want to be caught with the potato—or you

have to think of two things to do while watching TV. Alternately, in this game of Couch Potato, you can use the TV by turning it on and off by remote!

Talk about how important exercise is and that if you can change “couch potato” time into active time you are way ahead of the other potatoes!

Process the Physical Activity Concept

Children should participate in at least 60 minutes (not necessarily all at one time) of physical activity, including activity that makes them ‘huff and puff’, each day.

How much time did you play hard today?

What are some times when you are not active when you could be more active?

Why should we care about being active?

Talk to each other about the challenges of being active. What do you think it takes to get really good at these skills?

My “I’ve Got The Moves” Clover

Have each child draw pictures about being physically active in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of what you learned today about being active.

HEART

Draw a picture of your favorite game to play that gets your body moving.

HANDS

In 4-H, the hand stands for giving service. Draw a picture of something you would like to do to help others that requires physical activity.

HEALTH

Draw a picture of yourself healthy and strong, doing something that made you that way.

Health

Healthy living has always been at the core of 4-H and remains a foundation of our pledge, and it's one of the Hs. In 4-H we strive to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally and socially to meet the challenges of the 21st century.

Introduction

Our topic today is health. Why is health important?

In 4-H we have an entire leaf of the clover devoted to health, why do you think that is?

Activities (Choose at least 2)

GO WITH THE FLOW

In this activity we will learn about blood flow in your body.

When you get a cut what comes out of the scratch? Yes, blood. So you have blood everywhere in your body and it is part of what makes you healthy.

Does anyone know what part of your body makes the blood flow around your body? It's your heart.

Your heart is like a pump.

Procedure:

1. Hold one hand straight up over your head and let the other one hang down at your side.
2. Slowly count to sixty.
3. Now hold your hands side by side and look them over.

What do you notice? (The hand that was up in the air is much paler than the one that was hanging down.) That's because gravity made it harder for your heart to pump blood to the hand over your head, but it helped your heart to pump blood to the hand that was hanging down. The more blood, the more regular color your hand.

LISTEN TO THIS!

Materials:

- A stethoscope
- Alcohol wipes or cotton balls with rubbing alcohol

Procedure:

Take turns with everyone listening to their own heartbeat. Wipe the ear pieces in between each person's use with the alcohol wipes. Heartbeats usually sound like "lub-dub, lub-dub, lub-dub." If you don't hear it right away, you might not have the stethoscope in the best place – your heart is in the middle of your chest, the left side is closer to your skin. Try moving it around.

What happened?

Why do we care so much about our heart health?

What can we do to keep our heart healthy for life? (healthy diet, healthy weight, exercise).

BRUSHING UP ON OUR HEALTH

Materials:

3 hard-boiled eggs per team of 3 youth

Toothpaste with fluoride

Cup of water per team

2 separate cups of cola per team

Experiment:

- 1) Give each team of three, 3 hardboiled eggs.
- 2) Have one person smear one egg shell with fluoride toothpaste and place it in one of the cups of cola.
- 3) Have someone else put one egg in a cup of water (control- explain need for control group).
- 4) And the third member puts the third egg in the other cup of cola.
- 5) Leave them for the remainder of the meeting—at least an hour.
- 6) Pull them out and check on them.

What Happened? The cola egg will turn brown but the toothpaste coated one will be protected.

How are our teeth like the egg shells?

What can the food you eat and drink do to your teeth?

Why do we brush our teeth?

What else lives in your mouth? There are germs that live in your mouth and they don't usually hurt you, but they do become something called plaque which makes your teeth yellow and crusty if you don't brush it off.

SUN FUN CAN BE SAFE

Estimates suggest that up to 80% or more of a person's lifetime exposure to UV rays is received before the age of 18. Because this exposure happens at a young age, the results of the damage have a long time to live in the body and potentially become a cancer. Regular sun protection throughout childhood can reduce the risk of skin cancer by as much as 80%.

UV exposure is not only connected to skin cancers, but also to cataracts, premature aging and even suppression of the immune system.

Can you name some things we can do when we play outside to keep ourselves safe from the sun's rays?

It may help to mime clues for kids so they can guess these safety tips.

- *Sunscreen*
- *Wear a hat with a brim*
- *Wear longer sleeves and longer pants*
- *Play in the shade*
- *Reapply sunscreen frequently and after swimming or sweating*

COVER, SHADE, CAP AND SLOP

This game is played somewhat like follow the leader. The leader will say either "cover", "shade", "cap" or "slop" and the kids will perform the action associated to that word as quickly as they can.

The motions:

"Cover" = dressing in long pants and long sleeved shirt. Kids can pretend to dress and can indicate the legs and arms are covered with clothes.

"Shade" = Playing under a tree or in the shade. The kids swirl their hands around above them to show that the sky above them is covered.

"Cap" = Wear a hat with a brim. Kids can pretend to put on a hat and cover their eyes/face with the brim.

"Slop" = Apply sunscreen. Kids pretend to putting sunscreen on any exposed parts. While this is happening remind them to get their ears, back of hands, neck, etc.

HEALTH IS A HANDY THING

Explain to children there are six times they should always wash their hands.

When are the most important times to wash your hands? Here is a clue: 5 of them are AFTER something you do and 1 of them is BEFORE something you do.

- After playing with a pet or working with animals
- After using the bathroom
- After sneezing, coughing or blowing the nose
- After touching a cut or sore
- After playing outside
- Before eating

Now play the progressive story telling game. Start your story with, *“Once upon a time there was a 4-H member who forgot to wash their hands...”*

GLITTER GERMS

Materials:

- Glitter – a different color for each child
- Soap
- Water

Procedure:

Put a small amount of glitter (just one color for each) on each child's hands.

Now have the kids walk around and shake hands and/or touch various things in the room to demonstrate how easily the glitter, or "germs," are spread from one person to another.

*Look at your hands now...how many different colors of glitter do you have on your hands now?
If the glitter represents germs on our hands, what does that tell you?*

Now rinse off the glitter and try this experiment:

Divide the group into two teams. Direct the first group to wash their hands without soap and the second group to wash with soap; now hands between the teams.

*What is the difference between the hands that cleaned with soap compared to without soap?
What can we learn from this experiment?*

HANDWASHING SONG

Teaching children a hand-washing song not only makes the activity more enjoyable, it gives them a time gauge for how long to wash. Teach children to wash their hands for 20 seconds--as long as it takes them to sing a short familiar song, twice. Here's a fun one:

"Twinkle, Twinkle Little Star" By the Arizona Department of Health Services

*Twinkle, twinkle little star,
Look how clean my two hands are.
Soap and water, wash and scrub,*

*Get those germs off rub-a-dub,
Twinkle, twinkle little star,
Look how clean my two hands are.*

Process Health Concepts

*What did we learn about the importance of our heart health? How can we keep our health healthy?
What do we do every morning and night to keep our gums and teeth healthy? What happens if we forget to do that for a long, long time?*

How do you keep your skin and eyes safe from the harmful rays of the sun?

Talk about all of the times when we should wash our hands. When is it easy to forget to wash our hands? What can we do when we don't have a sink and soap?

My "Health" Clover

Have each child draw pictures about general health in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw some of the healthy habits you will try to remember to do.

HEART

Draw a picture of a healthy heart.

HANDS

Draw a picture of the things you do to help you have a healthy heart—that help **you** take care of you.

HEALTH

Draw a picture of you when you feel healthy.

Arts and Crafts

For the Arts and Crafts Topic many activities will work. Choose something that you enjoy and share it with your group.

The activities in this section are ideas for Arts and Crafts interests.

Introduction

Each activity may have its own intro. Questions like *“What do already know about ____?”* And *“What would you like to learn about ____?”* Are great intro questions.

Activities (Choose at least 2)

ART IS IN THE EYE OF THE BEHOLDER

The entire world of Arts and Crafts are available to you for projects to meet this topic.

“Look Out!” Always consider the age of your kids. Plan your space and get appropriate adult support so that kids can unleash creativity, be hands-on and safe. Many Arts and Crafts projects include tools or appliances where there are safety considerations.

Here are some ideas:

- Create drawings in shades of black and gray – or in some other mono-chromatic way
- Sculpt with clay and papier-mâché
- Design, make and use block prints (potato stamps, Styrofoam-tray scratch prints, etc)
- Create paper products from recycled items
- Make fabric Art; tie-dye or puffy paint
- Scrap Book
- Sew or make friendship bracelets
- Beading
- Make gifts
- Make soap

Not Crafty? Ask a parent or look online.

Here’s some great sites:

<http://www.kidsites.com/sites-fun/crafts.htm>

<http://craftsbyamanda.com/>

<http://www.filthwizardry.com/>

<http://www.kaboose.com/>

<http://www.artfulparent.com/>

<http://www.makeandtakes.com/kids-crafts>

<http://www.craftsitedirectory.com/craft/childrens-crafts/>

[ens-crafts/](http://www.craftsitedirectory.com/craft/childrens-crafts/)

INSPIRE

Perhaps you are the craftiest person there is... or maybe you're not... regardless, undoubtedly you have been to a craft fair and while walking around you have seen something that you thought was just wonderful and was easy enough to do at home.

Taking kids to a local craft fair is a wonderful way to inspire them too. They will also get to engage in the problem solving and creativity involved in trying to backward engineer how something is made! If your group enjoys the event, it may even be something the kids would enjoy taking part in next year. Many of these events are done for charity and this can make a wonderful long term project for your group's Community Service Project!

A WALL OF CARING

Around your community are senior living centers, hospitals with children's wards, homeless shelters... and all of them would love to receive crafts from your group!

Although children often wish to bring their craft items home, your club could make an even bigger deal out of capturing the creative gifts in photos and still giving them away, if you create a WALL OF CARING at your meeting site.

Each time your group makes crafts for others, take a photo of each child with their creation and add the photo to your WALL OF CARING. Over the years the wall will grow and kids can see how much they have helped bring smiles to the faces of those in their community who needed it.

ASPIRE

If you feel your group is ready to venture into art more seriously, perhaps they would enjoy visiting an art studio or a gallery.

Do you have any of these in your community?

- A Glass Blowing Studio

- Jewelry Makers—bead shops, many have working areas

- Painter—perhaps there are some public painting demonstrations

- Fabric Store—many do on-site classes for kids

- Craft Store—call them and discuss your group coming in to do a craft

Process the Arts and Crafts Concepts

Tell me about your artwork.

What else would you like to know about ____?

Talk to each other about the challenges of arts and crafts. What do you think it takes to get really good at these skills?

My “Arts and Crafts” Clover

For the Arts and Crafts Clover... don't use the template!

Ask your group how they would like to make their own clover. Have fun and follow the creativity of the members. The only criteria you might want to have is that it be flat so it can be part of your final binder, but if they make a 3-D object you can always take a photo for the book.

What shall we make it out of... paper, materials, photos, plastic?

Shall we make a template for the leaves or make each one different?

Wow, this is wonderful. Maybe we should write down how we did it and share it with everyone so they can make these too.

If your group is too young or a bit shy about making their own craft you can try one of these:

A WAX CLOVER

Materials:

Green Construction Paper

Green crayons or oil pastels

White tempera paint

Paintbrushes

Water and water containers

A covered work area

Paint shirts or smocks for the little ones



Procedure:

Draw a design or picture on the green construction paper using green crayon --- this can get a bit tricky because it is sometimes hard to see what it is you are drawing. Remember, this is supposed to be fun.

If you can't draw a detailed image, just do some fun designs.

Press hard with the crayon so it is nice and thick.

When the picture is drawn, brush some white tempera paint (not too thick) over the paper.

Like magic, lines will appear from out of nowhere!

You could do the reverse and use white paper, white crayons and green tempera paint.

CLOVER HANDS

Materials:

Pencil

Scissors

Glue

Green construction paper (Four sheets per shamrock)



Procedure:

Have kids help each other trace their own hands and then cut out 4 copies. Glue them together and add a stem.

PRINT PAINTING

I'm sure you get the idea...



Music

Using music in your project is a powerful tool to help you get attention, quiet the group, focus them, transition your group by signifying the start or end of a given segment, and as a way to rally them up or calm them down.

Consider starting and ending your meetings with a bit of singing. This makes it all more natural to use music in your engagement with your group at other times. Find some songs which are “repeating songs”, or well-known tunes, that you can change the words to for transitions. Here’s an example, to the tune of “Are You Sleeping” (you’ll see they are pretty rough lyrics, in fact they are just improvisational lyrics, but it sure beats repeating yourself in an ever increasingly nagging voice):

Are you hungry, are you hungry, it’s snack time, it’s snack time, clean up all your projects, clean up all your projects, let’s go eat, let’s go eat.

Are your hands washed, are your hands washed, You pet a rabbit, you pet a rabbit, don’t touch your face or friends hands, don’t touch your face or friends hands, till you scrub, till you scrub.

Activities (Choose at least 2)

A MELODY

With your group sing “Twinkle Twinkle Little Star”.

Now sing the “ABC Song”.

Now try “Ba Ba Black Sheep”.

What interesting thing did you notice about those songs? What do they have in common? When songs have the same sound, not the words, but the melody and the rhythm of the song is the same, we call that the melody.

Let’s try another set of songs:

Sing “Mary Had a Little Lamb”

Now Sing “London Bridges”

Now let’s try something fun... let’s make up our own words to a song! We’ll keep the melody but change the words! (Maybe you write a song about your group.)

MUSIC HAS MOVEMENT

Moving to music is very natural. Young kids have usually not yet become too self-conscious to just move to music. To play with this idea, gather a variety of music styles and tempos, have the ability to change the music quickly. Tell kids to just move any way the music makes them want to move. Now play each bit of music for just a little bit and then change it.

This activity is fun all by itself. But you can add the goal of “Musical Chairs” to it and it can become a wiggly moving dance around the seats. You don’t even have to take a chair away each time... for younger groups just circling the chairs and sitting each time the music stops and jumping up and dancing when it stops is plenty fun.

NAME THAT TUNE!

Has your group been singing songs for a while? You can play a quick game of “Name that tune” with the songs you typically sing together. Kids can try to guess the song with the fewest notes possible.

MAKING MUSIC

One person serves as the music leader. This position can be changed throughout the game. Usually an adult begins the game, then hands off the leadership role to each of the children.

The leader can incorporate clapping, stomping, snapping, short yells, tapping, knee-slapping and chest slaps in the music game.

The music leader begins with a simple rhythm. For example, the music leader might clap twice and stomp once. Everyone follows. The music leader repeats the rhythm until the majority of the children can repeat the rhythm. Then the music leader adds onto the original rhythm. Maybe the new rhythm involves clapping twice, stomping once, snapping, stomping again, and then giving out a quick yell. The turn continues until the rhythm becomes too complicated. For a quicker music game, limit each music leader to two or three rhythms before moving on to the new music leader.

Process the Music Concept

What is your favorite music?

What instrument you would like to learn to play?

What are the things about music that you like?

How does music make you feel?

My “Music” Clover

Have each child draw pictures about music in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you learned about music? What more would you like to know?

HEART

Draw a picture of how music makes you feel?

HANDS

Draw a picture of what it looks like when you “play music”? What can your hands do to make music?

HEALTH

Draw a picture of how music can help you live a healthier life?

Recreation

Introduction

Recreation and healthy use of leisure time is often overlooked as a concept to talk about with young people. The use of their leisure time often centers on play, sports and family-driven outings. Helping children understand why leisure is so important can help them make healthy lifestyle choices across their lifespan. In this section we use the words “free time” as the concept of leisure.

Leisure is important because it provides opportunities to:

- 1) focus on what’s important to you
- 2) relieve stress and boredom
- 3) promote emotional and physical health
- 4) have a sense of control in your life
- 5) meet new people, learn new things

What is recreation?

What do you like to do for recreation?

What types of recreation would you like to learn about?

Recreation usually happens during your free time? What is that?

Why is recreation and healthy free time important?

Activities (Choose at least 2)

SARDINES

Similar to hide and seek, but with a unique twist, Sardines provides good practice in counting and keeping quiet. Here's how to play.

1. Choose one child to go and hide.
2. The rest of the children hide their eyes and count aloud to 20 (or whatever number is appropriate).
3. Tell the children that they are all silent “trackers” and must move very quietly (no talking or laughing) as they search for the hidden child and especially after they have found them.
4. When a child finds the hidden child, they must stay completely silent, creep into the hiding place with the hidden child and wait for the other children to join them. Remind them not to speak or giggle so they won't give away their hiding place.
5. The game continues until all the children are squashed into the same hiding place, like sardines in a can (if possible, show the children a can of sardines and show them how tightly packed they are).

The game is simple, but it's guaranteed to keep kids of all ages engaged.

EXTREME HOPSCOTCH

This is not your grandmother's hopscotch! Take the classic game to a whole new level, by including some super fun and active directions onto cards which are placed onto the board before each round. This entertaining game of hopscotch becomes an obstacle course of sorts, as it provides an exciting challenge.

Materials:

- Chalk
- Index cards or 3 x 5 inch pieces of paper
- Sidewalk space
- A rock or die to roll how many spaces to advance
- Lots of imagination

Use chalk on the sidewalk to draw several connected boxes in a row, like those you might make for traditional hopscotch. The boxes should be rectangle shape, and each box should be large enough for a child to jump in it.

Instead of numbers that are usually in hopscotch boxes, tell your group that they should come up with some creative activities for players that jump in the boxes to do, before advancing to further boxes. A list of examples is provided here to give you some ideas:

Pose like a ninja	Yodel
Count backwards from 10 to 1	Moo like a cow
March in a Circle	Do a ballerina twirl
Hop twice (like a bunny)	Meow like a cat
Do a jumping jack	Be a swaying tree
Hop on one foot for five seconds	Try to whistle
Rub your belly and pat your head at the same time	Do the chicken dance
Pose your body in the shape of an alphabet letter	

Encourage the group to come up with some ideas of their own, too.

Write all their ideas onto the index cards and place one card face down in each rectangle. The modified hopscotch rules for this game are:

- 1) For each turn, one child rolls the rock into a rectangle or roll the die to move that many spaces. Then they hop through the squares as in traditional hopscotch until they reach the space they rolled into or counted into.

- 2) Once they land in the rectangle that they rolled, they turn over the card and do what it says. They go again and again until they come to the end of the board. Then the next player takes their turns. As the players advance through the rounds of hopscotch you can change out the cards to create new challenges.

TOP 30

These are some of the top leisure activities in the US (according to one survey by SGMA, Sporting Goods Manufacturers Association, in 2006).

Ask your group which of these they have done or would like to learn. Pick one of them to do together—be sure to follow the 4-H safety guidelines when you go.

- | | | |
|--------------------|--------------------|-------------------|
| 1) Bowling | 6) Billiards/Pool | 11) Soccer |
| 2) Exercise | 7) Basketball | 12) Swimming |
| 3) Fishing | 8) Golf | 13) Ice skating |
| 4) Running/Jogging | 9) Tennis | 14) Table tennis |
| 5) Fitness Walking | 10) Inline Skating | 15) Skateboarding |

TEAM WORK TAG

The game is simple: one team, carrying a set of marbles hidden in their fists, tries to run to the other side of the playing field without getting tagged by the other team. The twist? Some of the players on the marble team have marbles and some don't! The chasing team will love trying to guess who has a marble and who doesn't, while the decoys on the marble team will delight in creating a convincing ruse that lures the chasing team to them.

1. Divide the children into two teams. Have the teams move to opposite ends of the play area.
2. Have one team turn around while you distribute the marbles amongst the other team. Don't distribute the marbles evenly; some children will have a marble while others do not.
3. Instruct the children on the marble team to make both hands into fists, even if they aren't carrying a marble. For the marble team, the object of the game is to reach the other side of the playing field without getting tagged by the other team.
4. Instruct the children who aren't carrying marbles that they have a special job—to act as decoys. Their job is to get the other team to chase them so more marbles reach the other side safely.
5. Once the marble team has their instructions, explain the rules to the other team. For the team without the marbles, the object of the game is to collect as many marbles as possible by tagging players on the marble team before they reach the other side.
6. Once both teams understand the rules, begin the game. Any marble team players who are tagged must stop running and open their hands to reveal whether or not they are carrying a marble. If they have marbles, they must give them to the member of the tagging team.
7. After all players on the marble team have either been tagged or reached the other side, celebrate the teamwork of both teams. (No winners or losers.)

- Before beginning the second round, have the children switch teams so the chasing team has a chance to carry the marbles and vice versa.

WRITE A BOOK

Not every leisure pursuit is about sports or physical activity... some of us practically define the word “unwind” to mean “read” or “create”. Let your group’s imagination soar with a jar of story starters! This fun activity gives your group a jumping off point on the road to storytelling. What twists and turns will your story take?

Materials:

- Clear glass jar (quart size or larger)
- 5 pieces of 8.5” X 11” paper
- Scissors
- Marker

Procedure:

- Start with a clear glass jar. A quart size mason jar works well.
- Write a sentence that would be the start of a story on strips of paper. The sentences should be creative enough to grab your attention and fire the imagination. – You can also have your group create the sentences!
- Here are a few sample sentences to get you started:
 - “There once was a man with a talking dog.”
 - “Yesterday, I traveled to the moon.”
 - “There is a monster living in the house next door.”
 - “You can get to a magical world through the door to my bedroom.”
 - “Once upon a time, there was a family with 318 children.”
- Fold the strips and place them into the jar.
- With everyone sitting in a circle, pull one strip out of the jar and read the sentence aloud. Moving around the circle, each person takes a turn by adding one sentence to the story. If someone gets stuck, encourage them with appropriate prompting questions or ask for help from other members.
 - “How do they feel?”*
 - “Then what happens?”*
 - “What can they do to fix that problem?”*

Take the activity to another level by writing down the group’s story. Be sure to leave room for illustrations!

Process the Recreation Concept

Why do you think recreation is important?

What did we learn about what things can be “recreation”?

What is recreation to you?

What else would you like to learn?

My “Recreation” Clover

Have each child draw pictures about recreation and free time in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of some free time activities you like that involve thinking.

HEART

Draw something that you like to do that would be fun to share with someone.

HANDS

Draw a picture of something you like to do in your free time that helps someone else.

HEALTH

Draw a picture of something you like to do in your free time that is good for your health.

Section 4: Knowing My Community

The concepts in this section are BIG and a group of 5 year olds may not be ready to understand them. Before choosing activities, it's important that you know the skill level of your group and what they can understand. It's okay to modify the activities to meet the developmental needs of your group.

I'm A Citizen

One of the unique areas that 4-H focuses on is developing youth to become good citizens. The 4-H Pledge includes committing oneself to one's own club, local community, the country and to the world at large. Most of this section will be focused on the contributions we can make to our local community and helping children discover what is in the community. For this first activity however, we will tackle the concept of US Citizenship to provide kids with a definition and discuss their thoughts about it.

"Look Out!"

Sensitivity is warranted. Kids can be confused about the difference between citizenship and nationality. You may have kids in your club who are not U. S. citizens and the club leader must be careful here as youth at this age may draw rigid lines: if U.S. citizen = good then non- U.S. citizen = bad. It will be very important to talk about citizenship as a global concept, not just as something that applies to the United States only.

In this section, it's important to steer clear of any acts that support or don't support political or religious activities. See Policy [8: IX](#) for more information.

Introduction

To introduce this topic start by saying the 4-H pledge (as you do at every meeting), and then ask your group some questions. (It could be very helpful to have a large sheet of paper to write down the ideas. You can reuse the ideas about community later in this section as well).

So, every meeting we say that 4-H pledge. Let's talk about the last part of it where we say that we are pledging to my club, my community, my country and my world. Which one of those words is this group part of? (Club). How about "my community", what does that mean? What do you think your community includes? Is that your school? How about your neighbors? What about your family? We are going to talk about your community later. Let's talk about the next one, it's "my country". What country are we in? What other places have you been to in our country? Why does our 4-H pledge say we are doing

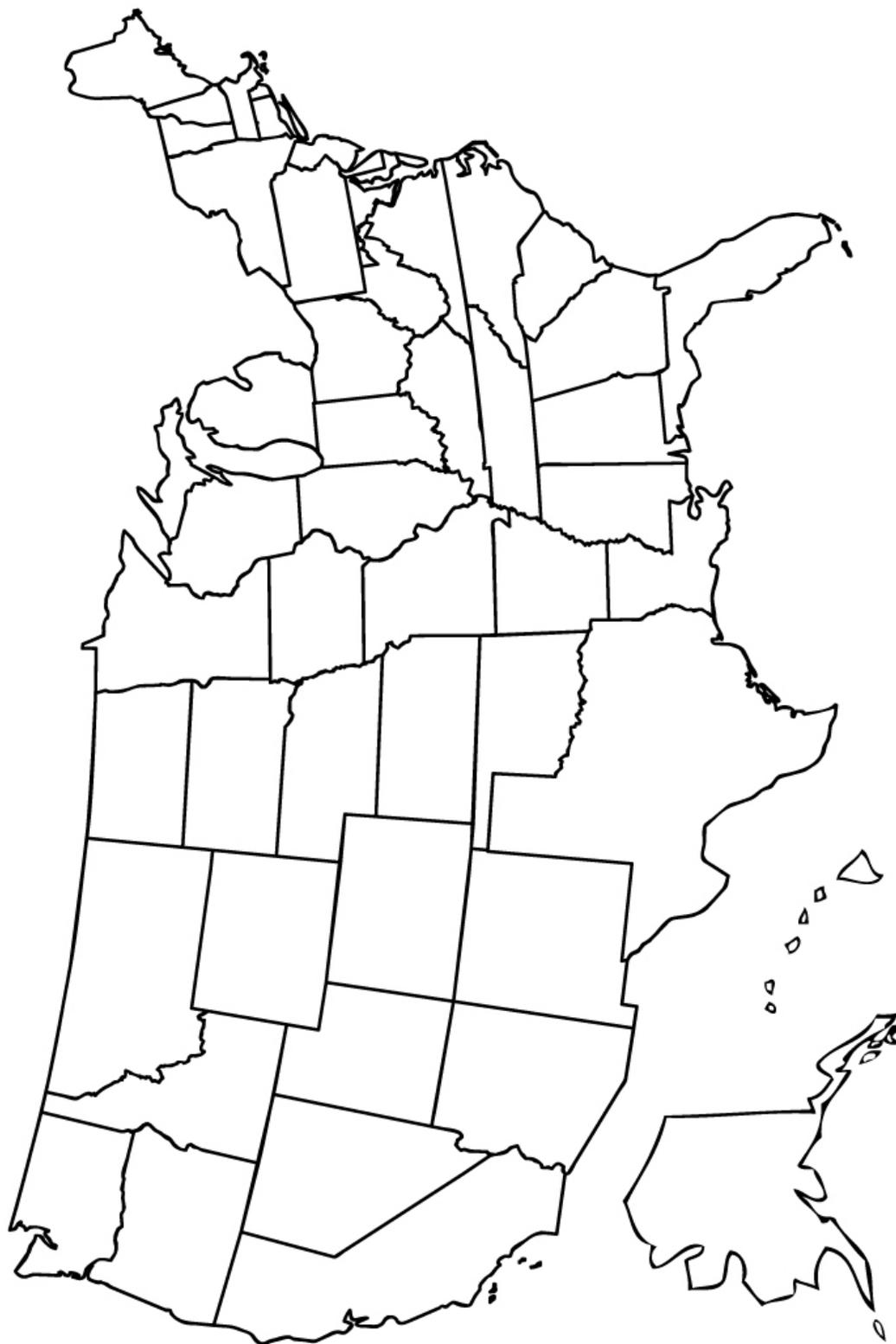
these good things for our country? Is anyone in our group a citizen of another country than the one we are in right now? How can the 4-H pledge apply to other countries?

Activities (Choose 1 or more)

YOU ARE HERE

Provide each child with a map of the U.S. (see template on next page). For this activity each child will color the U.S. map and place an “I am here” star at their current location.

The United States of America



CITIZEN

What is it called when you belong to a country, what's the word for that? (Citizen) That is a good word to know and it's what we are talking about for this meeting. Name some things that would make us a good citizen or maybe some things that we don't want to do because that would be a bad citizen.

Does anyone know the pledge that citizens of the USA say?

Does anyone know the pledge from another country?

Say the **Pledge of Allegiance**: (It can help to have this written out on a large poster or paper)

I pledge allegiance,
 To the flag,
 Of the United States Of America,
 And to the republic,
 For which it stands,
 One nation,
 Under God,
 Indivisible,
 With Liberty,
 And Justice for all

What is "allegiance"? Yes, it's like a promise. It means you promise to be part of this country. That you want to be a U.S. Citizen.

Ok, there is another very funny word in this pledge. What does the word "Indivisible" mean? It looks like it might be close to invisible, huh? It actually means that something can't be divided. In this case, it means that all the states stay together as one country.

Here's another funny word... what is this "republic"? Do you recognize the word "public" inside this word? What is public? Yes, it's everyone can see something if it's public, right? Things that are public become everybody's business. That is the same as this word; "republic" is when we have a country where it's everyone's business how it is run. All of the people get to help decide what the laws will be. So, the pledge is a promise to help.

We all help decide on the rules of living in the USA. We get to help decide what liberty looks like here and what the laws will be. Adults vote on things. You get to vote too when you turn 18 years old.

Let's play a game with voting!

DAFFY DUCK FOR PRESIDENT

To play this game you will have the kids brainstorm the names of cartoon characters who they think should become “President”. You will only have room for two characters for the final vote, so first you will have to decide which of the characters will make the ballot. Let kids discuss the reasons they think certain characters should make the ballot. You will then create a ballot for each child. Have them go into the next room (or create a voting booth with a curtain) and have each child vote. Count the votes and announce the winner. (If possible it may be fun for you to have some “I Voted” stickers available for the kids.)

Process the Citizenship Concept

What did you learn about being a citizen?

What do you think all citizens have in common, no matter what country they are from?

How can citizens from different countries learn from and care about each other?

My “I’m A Citizen” Clover:

Have each child draw pictures about being a citizen in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of what you might have to think about to be a citizen.

HEART

Draw a picture of how it feels when you belong as a citizen to a country.

HANDS

Draw a picture of something you can do to be a helpful citizen.

HEALTH

Draw a picture of what it would be like if everyone in our country was healthy.

Ideas Matter!

In order to start conversations about contribution, with very young children, it's important to establish that their opinions and ideas add value to the community. These introduction activities will help your group form the vocabulary and begin the process of developing their skills to identify and organize service projects.

How can kids feel they are making a difference?

Find people who care about the opinions of your group. Can your group do a service project which includes them giving their opinion?

- 1) Be taste testers at a local food/drink plant.
- 2) Contact a toy manufacturer and ask to be testers / write or video reviews.
- 3) Ask the local toy store if they will let you post a "4-H Member's Top Picks" list in their store.
- 4) Find a start-up focused on young children's products and invite them to come talk to your group to ask their opinions, test product names or marketing campaigns.

Make sure your group cares about each other's opinions and efforts too. Find a way to give every member a chance to help at each meeting,

- 1) Opportunities to vote or have choices.
- 2) Everyone has a specific role or a chore to help at each meeting.
- 3) Ensure that children feel that other members and leaders are responsive to them. They can direct the conversation. They can ask questions. They can decide something is not interesting to them and redirect the meeting (in non-disruptive ways).

Show them "how to" make a difference in the broader community. Your meeting can become a place where children learn how they can have an impact.

- 1) Write a group letter (or draw pictures) to city council about something your kids want or need. *(Make arrangements to get a response; call ahead or hand deliver your letter and express to the county office that you're leading a 4-H project for young kids and their response matters in empowering these youth.)*
- 2) Respond to something in the community that affects them. This involves helping them to be aware and to feel they are empowered to effect change... *"What can we do about that?"*
- 3) Join a campaign to support an issue of public concern and make posters for local stores to display.
- 4) Ask a radio station to interview them about an issue they care about.

Introduction

What is the most important thing you do to be helpful?

What things would you like to change or help to improve in your community?

If you decided to make your community a better place, and you could do anything at all, what would you do?

Activities (Choose 1 or more)

OPINIONS MATTER

Understanding the difference between statements which are “opinion” and those which are “factual” is hard for this age group. But it is an important concept. This game is like Red Light / Green Light. The difference is that kids need to move ONLY when the statement you make is an “opinion”. When you make a “factual statement” (even if it’s false) they must freeze.

To help kids grasp this concept you’ll be asking them if the statement “can be proved true or false” (a factual statement) vs. one which “could be disagreed with” (an opinion).

Depending on the space you have you can decide if kids can only walk, or maybe run or even crawl. Remember, this concept is only just forming for 5-8 year olds. So, know your group before you decide to play this and then avoid “tricky” statements.

For younger kids you might take this game in stages. First offer them some *key words*:

- Judgment words such as “good”, “pretty”, “best” or “wonderful” shows that the statement being shared is an opinion. Two people looking at the same thing might not agree. For young children, form all of your opinion statements to start with “I think...”
 - **I think my dog is pretty.** (*You might not agree.*)
- While words like “are” “is” “has”, “does” or “did” might indicate facts since you can check to see if these things actually happened. Two people looking at the same thing would know if this is true.
 - **My dog has a collar.** (*You can find out.*)

When forming your statements, make two about the same thing each time. In addition to the one above, here are a few to get you started.

I think the Earth is beautiful / The Earth is round

I think that apples are the best fruit / Some apples are red

I think broccoli tastes terrible! / Broccoli is a vegetable

BUILD A PERFECT WORLD

Provide materials such as craft sticks, toothpicks, pens, glue, construction paper, cardboard, sand, yarn etc.

Ask kids to design their own perfect playground. Every child will have a different idea of what should be included. Have them share their playground design with everyone.

After sharing, discuss how their playground is just like our community. We all want it to be perfect, but we have different opinions about what is perfect. What are some of the differences between the designs? Of course none of them are right or wrong.

It is worth pointing out that if the owner of plan A never gets involved and shares it then the final playground would never get to have a ____ because nobody would be supporting that feature.

If we don't all get involved then we might not have as many ideas to choose from. Point out some unique features of the kids' playgrounds and ask if, having seen that idea, any of the other kids would now like that too.

Now what if we had a vote on which design we should build. Do you think everyone should vote or just some people?

Process the "Ideas Matter" Concepts

Helping kids to feel they can make valuable contributions by recognizing fact from opinion and valuing their own opinions and the opinions of others is a concept of contribution.

What things do you do that help make things better? (chores at home, pick up litter at school or the park, clean up after 4-H meetings?)

Talk about when you helped to decide what color something would be (a car, a wall, a bed spread) or maybe what was for dinner.

What about when you decided something at school like what games you'll play or what cooking project? How were decisions made? If people did not agree with the choice what could they do? How can we make people feel like their ideas matter?

My “Ideas Matter” Clover:

Have each child draw pictures about their ideas that matter in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of some idea or opinion you have to improve your community or school.

HEART

Draw a picture of something that you care about that could use your help.

HANDS

Draw a picture of something you can do with your hands to help your community or school.

HEALTH

Draw a picture of a fact that you know about health.

Mapping My Neighborhood

Before this meeting you may want to send home a request for parents to provide you with a quick sketch of the neighborhood listing any of the family's friends and/or people who they want their child to know and consider as resources.

Introduction

What do you consider to be your neighborhood? Is it your street? Is it just the two houses next door? Is it all the kids who play in the same park or go to your school?

What do we know about the concept of a neighborhood?

What would you like to know about it?

Activities (Choose 1 or more)

MY NEIGHBORHOOD

With just a few sponges (cut in the shape of houses) and tempera paint your group can make a fun map of their own neighborhood. You can help identify any additional structures, parks or schools by having a print out of the Google Map for each child's address.

Note: For kids who live in apartments your sponges might be cut differently.

While doing this activity for each house added to the map, ask kids if they know who lives there. Help them label the houses with any information they have about who's in that house; who's there, do they have kids or pets? Etc.

Try to have kids draw a map that includes the areas they go. If they walk to school, focus on that route, etc. Kids can also mark their own boundaries, any areas where they can go and any areas where it is not safe to go.



GO 3D

If mapping is something your group seems to enjoy, tackle a 3D project, here's a fun place online to grab patterns for buildings:

http://www.parentschoice.org/article.cfm?art_id=254&the_page=consider_this

Of you can all work together to make a BIG map of your community in 3D with this fun approach using lunch bags.

Give your group a stack of paper bags, swing by the police station, the fire house and the other important buildings in your neighborhood and get building.

Materials:

- 10 brown paper bags (lunch sacks work well)
- Child safety scissors
- Construction paper in various colors
- Glue
- Crayons or markers

Procedure:

1. Use the construction paper, crayons and glue to create a brown bag model of each child's house first. This could include drawing or gluing squares for windows, doors, roof, and so on. Don't forget to make a number to attach to the front of your bag to show your house number.
2. Now ask your child to think about the important buildings in your city. Try to include community helper buildings and familiar features such as the school, police station, fire station, bakery, grocery store, post office, doctor's office, library, bank and your local park. Make paper bag models of at least four of these special places. Then place them on a floor map together to show their location, in relation to where each child lives.
3. When you're finished, ask a few questions about the city:
 - Where is your house?*
 - How many buildings are on the map?*
 - Which direction is North from your house?*
 - How would we get to the police station from your house?*
 - Who are our neighbors to the right and left of your house?*
 - What is your favorite place to visit in our city?*
4. You can extend this activity by helping children make street signs for each of the streets represented on the 3-D map.



A city of bags is a cool project to get kids to think spatially. Plus, it's a great way to help your group practice map skills while affirming each family's place in the community around you.

Process the “Mapping My Neighborhood” Concept

What was the hard part about mapping our neighborhood?

Talk to each other about the challenges of knowing your neighborhood.

Is there anything more you want to do so you can know your neighborhood better?

My “Mapping My Neighborhood” Clover

Have each child draw pictures about being physically active in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture about something you have learned about your neighborhood.

HEART

Draw a picture of something you care about in your neighborhood?

HANDS

Draw a picture of something that you can do to help your neighborhood.

HEALTH

Draw a picture of something you can do in your neighborhood that helps you be healthy.

I Have Connections (Who Can I Turn to For Help?)

Introduction

Who are the people you can turn to for help? For this topic we're going to spend some time thinking about all the people who are in our life who help and support us.

Activities (Choose 1 or more)

THESE ARE THE PEOPLE IN MY NEIGHBORHOOD

In the 1970s, when the Sesame Street characters were singing “Who Are the People in Your Neighborhood?” the majority of Americans could answer the question posed in this song. Today it may be much harder for our neighborhood to feel like our community. The goal of this activity is to help kids (and families) become aware of these opportunities and perhaps even develop more of them. In this activity kids will draw pictures of the people who are available to support them. As the leader in this exercise you may need to help kids think of people who they see in these roles, even if they do not know the adults by name, as people whom they can consider to be supporting adults.

You can ask questions like:

- *What are the names of the team coaches for you or your family?*
- *When your mom or dad help out with any groups you or your siblings are involved in, what adults do you see them talking to?*
- *Who is interested in how you are doing? Are there adults or older kids who check in with you about things?*
- *Who do you stay with when your parents are not around?*
- *How about at school, which adults do you talk to? Are there some adults who always greet you and ask how you are?*

Give everyone a pre-printed “These are the People in my Neighborhood” card (next page) and ask them to complete it. They can draw a picture or write names or descriptive words if they can't remember names.

THESE ARE THE PEOPLE IN MY NIEGHBORHOOD:

Safe adults on my street	Kids who live near me	Teacher I know
Librarian	Restaurant owner/server	Cross walk officer
Yard supervisor / lunch worker	After-School – sitter / nanny	4-H leaders
Older kids I know	Store clerk	Coach

Saying Thanks

In doing the activities in this section youth may have identified many people who are important in their lives. An important skill to teach members is how to say thanks. One of the best ways to create a healthy network of support is to show gratitude to those who support us.

First, help them work as a team to come up with what to say on the inside. Use a simple formula such as “Thanks for _____. It really helped me to _____. I appreciate that you _____.”

Then let them design their cards. Supply construction paper, glue, markers, crayons, stickers, stamps and ink, etc.

Finally, make a plan for how to deliver the cards to people.

FRONT YARD FAMILY ROOM

Is there a time and a place to play with the neighbors? Between the packed schedules and the electronic media of today’s youth, many parents question if kids are getting enough unscheduled play, such as occurred “back in the day” when kids played outside with the neighborhood kids.

Today you can even find community groups, even companies such as Playborhood.com, evolving to address this concern. The focus of these efforts is to help build support for youth in the neighborhood by developing relationships between families in the community. A new community concept called “Co-Housing” also addresses this issue with neighbors meeting regularly to connect and discuss how to improve their community, often with a major emphasis on how to make the neighborhood an enriching, supportive and safe place to raise kids. Of course many of these efforts also seek to make the neighborhood safer for families, but their efforts go much farther than their predecessor “The Neighborhood Watch” campaigns did. The new model is about building an extended family.

In this activity kids will get to imagine what they would do to create a “Front Yard Family Room” to share with the kids in their neighborhood.

Brainstorm with kids some ideas about things they have which they would like to share with the kids in their neighborhood. Let the kids draw their *dream* “Front Yard Family Room”. It is fine for this to be whimsical! Water slides? *Sure*. Climbing walls? *Why not!* Rocket Launcher? *Of course!*

Discuss their ideas and plans

Wow, your Front Yard family Room is awesome. Now how would you invite a neighborhood kid over to play with you? Who would you ask for help to get to know the neighborhood kids? How? What types of things do you already have that you might be able to share with kids around you?

9-1-1

Some of the best feel-good news stories you'll find are about young kids who called 9-1-1 and saved the day.

Discussion: *When do we use the phone to call someone to come help us? How about a fire? What if someone is hurt or you find someone on the floor and they are not waking up? What are some situations that you can't or shouldn't call 9-1-1 for?* (siblings picking on you, your pet ran out the door and you can't get them back, as a joke, just to see what would happen).

Who comes when you call 9-1-1?

What do all of their vehicles have in common? Lights and sirens!

Lights and sirens can be very scary for a child.

You know if you call for help they will come with lights and loud sirens. When they arrive, you will want to go to them. You know you don't need to be afraid of the lights or the noise.

What do emergency sirens sound like? Why do they make that sound?

Now, role-play some 9-1-1 calls. As the leader, pretend you are the 9-1-1 dispatcher and ask some questions to help the emergency personnel find the child and collect the types of information they might ask.

While you run the role-plays, try to be sure to get across the following ideas:

- Do not dial 9-1-1 to practice or play, as "practice calls" to 9-1-1 are not ok and that type of joke can interrupt a real emergency.
- We can't use dead cell phones for play calling 9-1-1 because many of them will still work for a 9-1-1 call. They have a special reserve power just for these emergency calls.
- Do not call 9-1-1 for non-emergencies. Every moment you waste for these heroes could endanger someone else.
- Stay Calm! Work hard not to cry during the emergency so that people can understand you.
- Never hang-up until the person on the other end tells you to. Stay on the line with the 9-1-1 operator the whole time.
- Answer the operator's questions quickly and with short answers so they can gather all the info they need.
- There is no eleven on a dial pad. It is "nine - one - one", not nine - eleven.
- Show them where to find the house numbers on a home, curb and/or mailbox.
- Show them where the street signs are and explain the concept of the cross street.

"Look Out!" Since September the 11th, 2001 the term 9/11 has come to mean the day the towers fell in New York. You may have children who understand 9/11 and may or may not also understand its double meaning as the numbers to be dialed to activate emergency services. Before you address the 9-1-1 session it may be helpful to know if you have kids in your group who were intimately impacted by 9/11 so you are prepared for how they may be inadvertently affected by this topic.

Process the “I Have Connections” Concept

What did we learn about the people who we have supporting us?

How can we strengthen our connections with people?

Is there anything else we would like to learn or to do about making more connections with people?

My “Connections” Clover

Have each child draw pictures about their connections in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you learned about your neighborhood.

HEART

Draw a picture of someone in your neighborhood that cares about you.

HANDS

Draw something that you can do to make the neighborhood a better place for all the kids to be and to play.

HEALTH

Draw a picture of someone in your life that supports you to be healthy.

How Do I Help? (Volunteerism)

Introduction

Service projects are a major part of 4-H. In this primary project, your group will plan, conduct and celebrate a simple service project every year. These activities are to help get your group thinking about things they can do and to help remind them about how good it can feel to do nice things for others.

How does the HAND part of our pledge in 4-H go again? Service, yes.

What is service?

What do we know about ways we can give service?

What is the word for helping because we want to? (volunteer, volunteering)

Activities (Choose 1 or more)

I CAN DO THAT!

This is a simple game, like Cross-the-line or Stand-up/Sit-down. Kids will identify themselves with the statements you read. You will read the ideas on this list and the kids will get to run across the room (or if you have a smaller space, just stand-up) for each idea they think sounds fun to be a part of. Be sure it is clear that this is for the game and just to get an idea of things we can do. They are not actually volunteering to do all of these things. Of course they can choose as many as they think would be fun to do or that they think they can do, either interpretation is fine.

- Organize a food and toy drive for the local animal shelter
- Give some toys to kids who don't have any
- Donate some food to a local food pantry
- Volunteer to help a younger neighbor with homework
- Make Valentine cards for the residents of a retirement home
- Participate in a local clean-up day
- Ask for donations to a local homeless shelter rather than gifts at your next birthday party
- Choose gifts for a needy family during the holiday season
- Create and decorate a bulletin board display
- Help with a supply drive for teachers
- Help maintain the gardens in a park or school
- Make safety posters to display around the school
- Organize a school supply drive for students who cannot afford to buy their own
- Tutor younger children when they need it
- Bring assignments to friends or classmates who missed school
- Help younger siblings clean their rooms, brush their teeth or finish their homework

- Play with younger siblings when they are bored
- Volunteer to make a parent or a sibling lunch for work or school
- Help a parent finish a chore, such as snow shoveling or raking leaves
- Make a special treat for a sick relative
- Turn the backyard into a sanctuary for birds, butterflies and other wildlife
- Feed, groom and care for the family pet
- Write a letter to an elderly relative
- Be responsible for cleaning up a bedroom, playroom or a family common area
- Do things without being asked, such as hanging up your jacket or changing the cat's litter box

I FEEL GOOD WHEN I HELP

Let's talk about how it feels to help others. For this activity kids get to create a large mural with words and pictures that show how it makes them feel to help other people. Hopefully you will be able to keep the mural somewhere at the meeting site to help remind them throughout the year. You can use a long sheet of butcher paper and pens. Make sure the paper is long enough for all members to have a place at the paper at the same time. To tie this to 4-H you may consider including the clover logo and perhaps the line from the pledge "I pledge my HANDS to greater service".

Process the "How Do I Help" Concept

What types of service sounds like the most fun?

How do you think it will feel to help in your community?

What kind of effort do you think it takes to help?

What else would you like to learn about ways in which we can help?

My "How Do I Help" Clover

Have each child draw pictures about helping (volunteering) in the categories of Head, Heart, Hands and Health. Use the blank clover template in the Appendix.

HEAD

Draw a picture of something you would be good at doing to help people.

HEART

Draw a picture of something that you care about helping with.

HANDS

Draw a picture of something that you think you can do to help with the thing you care about.

HEALTH

Draw a picture of how you feel when you think about helping people who need it. How do you think being happy is connected to being healthy?

What Needs to Be Done (Planning the Project)

Every year your Primary project group will be repeating the steps of planning for their service project. Using these steps you can help children engage in a real way with topics that are relevant and real for them in their community. Unlike other sections of *iSprout*, this is a section which you will return to each year. The brainstorming of the group the first year may very well be the starting point for the following year, so keep your notes.

Throughout the year, and through the many other activities in this project, you will likely have collected a great deal of information about the interests and skills of your group and local opportunities for them to be involved in service through existing community efforts. When planning a project for the year, you will want to bring all of these things together to decide what the group will be doing for a service project.

There is a bit of formality around this service project. As you work through the materials you will be documenting your ideas, making a plan and helping kids utilize the goal setting process to meet their desired result: that they are helping.

IF I COULD CHANGE ONE THING (Do all steps, each year)

The goal of this exercise is to find out what sort of things the kids in your group believe are worthy things to be helping with.

1) Discuss the community:

- Who lives in the community? Where do they live?
- What does the community look like (streets, graffiti, condition of housing, etc.)?
- What services are in the community (clinics, child-care centers, schools, libraries, faith-based organizations, food banks, etc.)?
- What are some problems in the community? (crime, drugs, poverty)?

2) Brainstorm ideas: Ask members to think about things in their community that could use some help. The discussion should not take more than 5 minutes for this age group, you do not need to exhaust their ideas, nor do you want too many to choose from. Kids will likely come up with some very big (maybe global) ideas. That's fine for step one.

3) Once you have four or five topics (at the most), transfer each idea to its own sheet of paper. Ask kids to come up with just a few ideas of something they could do to help for each of those topics. These ideas should be something that is close to home, something that they can do or perhaps they

will name a goal they think is a good place to start. They may need help narrowing their ideas down to an action. Use guiding questions to help them be specific.

Keep in mind that although goals like “Stop Animal Cruelty” seem too big to tackle, there are many projects under that heading that can be accomplished even by a 5 year old.

Vote

It is often helpful in deciding what to do to rank the list by those things that really feel more worthwhile. An easy way to start is to give each person two little stickers and explain that they will use their stickers to vote on their top two ideas or they can use both of their votes on one idea. Then everyone gets up and places their stickers next to the idea or ideas where they want to cast their vote. Count the votes and select the top earning idea to pursue as the service project. If there is a tie, give everyone another sticker and vote again, just between the two ideas.

Alternatively, you may need to do a little research to collect information. Maybe you need to find your local shelters or centers and ask them about the ideas presented by the kids. Perhaps you should check on the feasibility of some of the more creative ideas the kids suggested. That’s fine. Take this list and check on something. Your planning CAN run several meetings.

Write a Project Summary - Example:

The community service project by our *iSprout* project will be to help a plant trees in a neighborhood. We believe that this is an important issue because trees provide shade, which protects us from the sun and provides homes and food for animals.

Who: *This campaign will be conducted by members of the _____ 4-H Club, iSprout Project and we will work with PG&E and the City of Davis to plant the trees.*

What: *Our 4-H group will plant trees.*

When: *The campaign will be conducted in March.*

Where: *In the neighborhood of Callison Elementary School.*

Why: *Trees provide shade that can reduce energy use and costs; they give homes and food to animals; they give kids a shady place to play.*

Make a plan

This can be done at the same meeting or at a separate meeting, but at some point the group will need to talk about exactly what needs to be done—the specific steps.

As you go through this process you will be drilling down and documenting all the things that the group decides they need to do to complete the project. It should include the supplies they will need, other adults to help, working with a collaborating agency, picking the date of the project, picking the date of preparing for the project, transportation and other logistics.

Your role as the leader is to ask questions and keep the planning moving forward.

I am excited about our idea of giving toys to foster children. When do we want the presents to arrive for them? Do you think we should wrap them? Should we make wrapping paper? What else do we need? Will we need ribbon or cards? How will we get them to the kids? Ah, we'll ask our parents to drive them down there, maybe we need to create a letter for our parents to ask them to help us? What should we put in that letter? How many presents will we have? Is that the right amount? Oh, you want to try to have one for each child... how will we find out how many kids are there? Ok, let's call them, we'll put that on our list, who should do that?

Process the “What Needs To Be Done” Concept

How do people feel about our service project plan?

How do you think the process of choosing a project went?

How much work do you think this will be? What do you know about working hard?

My “What Needs To Be Done” Clover

Let each child complete their clover in which they share what they think and feel about the plan and the goal of helping.

HEAD

Draw a picture of what you think about our service project.

HEART

Draw a picture to show how you feel about this service project.

HANDS

Draw a picture of what you look forward to doing in this service project.

HEALTH

Draw a picture about how giving this service will make things better.

I Helped! (Project Day and Reflect – Celebrate)

Introduction

This is what 4-H is all about. Today we are making a difference!

How does it feel to be doing something that will really help our community?

PROJECT DAY

This can take so many forms that it is difficult to include a summary of the Project Day within this manual. But here are some reminders:

- *Safety First.* Review the 4-H policies and procedures that may apply to your project area: http://safety.ucanr.org/4-H_Resources/Clover_Safe_Notes_by_Project_Area/
- Follow Field Trip Guidelines if your project is on the move.
- Research transportation requirements (such as insurance) for your adult volunteers.
- Enjoy the day... a little pre-trip etiquette practice can help your group put its best foot forward.
- Give yourself time to work with adult volunteers and orient them to the goals and the approach of working with the project in an appropriate 4-H way. Part of 4-H is positive youth-adult partnerships and that doesn't mean jumping in and doing it for the members. Rather, it's working alongside of them and using adult skills to assist.

Planning:

- Give yourself time, plan far in advance. Don't try to cram for a project day.
- Encourage everyone to be organized. From the beginning of the process, have one place where you keep everything. Make only one materials / shopping list.
- Bring a camera and batteries.
- Track all your logistics.
- Encourage members to keep a log / calendar of your communications.
- Send "confirmation" messages to everyone. Over communicate.
- Delegate – and follow up.
- Ask for full commitment. Sometimes people don't realize you're inking them into your plan unless you tell them you need to be 100% sure you can count on them doing this thing. Be clear.

Process the Day

Be sure to have a little bit of time as the work is wrapping up to gather your group to do an immediate quick process. You will do a larger processing of the project at your next meeting (see page 200).

Circle for our Thoughts:

Gather your group and sit or stand in a circle. Take time to process the feelings they are having about the work they have done. *Talk about what was hard or if it seemed too easy. Was it fun? What did you learn? Will it matter?* Process some before everyone has to go home.

CELEBRATION

At a separate meeting after the Project Day, devote a meeting to celebrate the project accomplishments. Your service project is the big deal for your year. Regardless of when you complete the project a special celebration should be created for the service you have done.

Ideas for the celebration:

- Invite family and friends and share your processing clovers with the gathered guests.
- Share video or slide shows of the service, also include pictures from your planning stages as the whole body of work you are celebrating.
- Present the project at the 4-H club meeting and have your celebration with the entire club.
- Write thank-you cards for all of the adults who assisted with the project.
- Print certificates to signify their completion of the project.
- Have club officers come to the celebration in uniforms and present the awards to your project members.
- Invite the extended community, such as business leaders or those who you collaborated with, those who work with a given charity or cause or political leaders who may care about the issue you worked on. Invite them to speak and recognize the contribution of your members.
- Have a photograph taken of the group with their project, and have it blown up and framed for each child, or signed by the kids and given to the charity or other groups you worked with – present them at your celebration.
- If you have a celebration and invite guests, have the kids practice hosting the guests and role-play how the kids can give guests a tour of the project posters/photos, etc. Maybe have some kids assigned to different hosting roles, someone to greet, someone to offer a drink of punch, someone to tour them, someone to seat them, etc.
- Create a time capsule to write down what the group is feeling and thinking about their project. Keep it closed until your group finishes next year's project. Then keep adding to the time capsule and sharing it at the end of each year.
- Write a media release about the project and send it to local papers, blogs or post on social media, send your story to the State 4-H office to post on their social media and/or invite press to your celebration to cover your story.

Process the “I Helped!” Concept

How do think it went? What would you change?

What did you enjoy about the project?

What was the hardest thing to do? How do you think doing hard things helps you to grow?

Is there something more we want to learn about our service project?

Our “I Helped!” Clover

This clover reflection is different than all of the others! First, work with your group to create a list of words for each part of the clover which are meaningful in regards to the project they just completed in answer to each prompt. Record all of the words.

HEAD

What did you have to think about to do this project?

HEART

How did this project make you feel?

HANDS

How did you have to give of yourself to complete this project?

HEALTH

How did this project improve your health or the health of your community?

Now create a giant clover on a big sheet of paper. You can do this by using painted hand prints or drawing the outline of the clover—just larger. Work together to label the four Hs and add the words related to each section that you generated in step one.

Take a photo of the finished clover. You can do several things with the photograph:

- 1) Create a list of all the people who helped that should receive a thank you card. Use the photograph as the front of the card and have the members all sign the inside.
- 2) A special surprise for your members, print off enough cards for you to also give one card to each child FROM YOU. In this card, share how you have enjoyed being their 4-H leader. Try to find something special about each child which you can mention. Perhaps they did something on this last project which was just so quintessentially “them” and made you smile. It’s the end of your big project, let them know how much it’s meant to you to be a part of it.

Of course ANY design is a perfect design—see the next page for one idea. The idea is just to process the project and then share it in a way that also reminds us of the many people involved in making it happen.



Name _____ Date _____

Today, I learned about _____

