

# Alternative Sports

## Focus on Fun

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## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

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A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

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# INTRODUCTION TO ALTERNATIVE SPORTS – FOCUS ON FUN

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## Objectives & Goals of the Unit

- To explore the 4-H A Sporting Chance - Focus on Fun Project
- To help build teamwork skills
- To teach Cloverbuds new games and activities
- To explain the importance of following rules

## Background:

Participating in sports is about more than just playing to win. It is about exercise, learning good sports etiquette and having fun! This unit will introduce many activities to young Cloverbuds who will enjoy getting active without worrying about keeping score. The physical activities in this unit are an alternative to the more common sports offered today by communities and they show Cloverbuds that you can have fun in many different ways. Enjoy this unit and remember that we all win when we focus on fun!

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- What does having fun mean to you? (Look like, sound like, feel like)
- How can you make sure that everyone participating is having fun?
- Tell us about a time you had fun!

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### The Fun Song!

**Time:** 5-10 minutes

**Materials Needed:** None!

This song is a good way to get this meeting started because it emphasizes the underlying philosophy of this unit - to have fun! You can sing all together as a group, or with one group getting the chorus and another getting the verses, or with each person taking a line or two each. Make sure you get participants involved in the song by encouraging them to do the actions along with the words, and dancing around. To extend this activity 5-10 minutes, have participants change up the lyrics in italics by adding new movements and pretending different things.

If you want to hear the tune of the song, you can search the internet for the Barney - Having Fun song. Or, you can create your own tune!

**Lyrics:**

Today is a special day, because we're all together  
We'll have a super-de duper time - because, we're going to have fun!  
Clap your hands! Run in place! Do a silly dance! Make a funny face!

**Chorus:**

Whatever we do, me and you, the one thing that we know  
Is that we're going to have fun, fun, fun!  
Fun with everyone!  
We're going to play all day; we're going to have fun together  
Fun, Fun, Fun - Fun with everyone!  
We're going to play all day - together we're going to have fun!

Every day is a fun filled day, when we can pretend  
We're a bird, or a fish, or the man in the moon, or in a video with our friends!  
Turn around, look upside down, play peek-a-boo, or hide and seek!

**Chorus:**

Whatever we do, me and you, the one thing that we know  
Is that we're going to have fun, fun, fun!  
Fun with everyone!  
We're going to play all day; we're going to have fun together  
Fun, Fun, Fun - Fun with everyone!  
We're going to play all day - together we're going to have fun!  
Together we're going to have FUN!

## The Fun Frisbee Games

**Materials Needed:**

- Frisbees
- (Various, depending on games played)

There are so many games you can play with just a frisbee! You can play a simple game of catch, in pairs or groups, or engage in many other games. Some options are listed below but Cloverbuds and leaders can also use their creativity to invent games and rules with frisbees.

**Note:** It is recommended to begin by providing Cloverbuds a lesson on how to properly throw a frisbee (5 minutes) and by giving them some time to practice by pairing up and throwing back and forth (5-10 minutes).

### Frisbee Bowling

**Time:** 10-15 minutes

**Additional Materials:**

- "Bowling Pins" (Pylons or water bottles of various volumes)



Similar to regular bowling but instead of a bowling ball you are going to use a frisbee! Split the group into two teams, with each team getting 1-3 frisbees. Each team will have a group of “bowling pins” set in front of them, and the teams will face each other with about 6m (20ft) between them. The object of the game is for the team to knock down all the pins of the opposite team. You can play this game with players individually throwing all the teams frisbees, or with each member getting one frisbee. You can change the distance from the pins if it is too difficult/too easy and you can add time limits for the same purpose.

### **Frisbee Baseball**

**Time:** 15-20 minutes

**Additional Materials:**

- 4 bases (First, Second, Third and Home plate)

The formation of the Cloverbuds will be like that of baseball, with two teams. One team will be “up to bat”, with the players waiting to throw the frisbee, and the other team will be in the outfield, with one player on each base and the rest of the players in the outfield. The object of the game for those “up to bat” is to touch all the bases and to get back to home plate. The play begins when Cloverbuds throw the frisbee from behind homeplate. The Cloverbud who just threw the frisbee then tries to run as far as they can, running to first, second, third and then possibly home base. The player is safe if they get to the base before the frisbee, and the player is out if the frisbee gets to the base before they do. The player is also out if the outfield catches a “pop fly”, meaning the frisbee does not touch the ground. This rule can be removed if the majority of throws are caught as pop flies. After 3 Cloverbuds become out, the teams will switch positions (the other team will go “up to bat”). Cloverbuds in the outfield should be made to stand a certain distance back, ideally the same distance as from home plate to first base. If the frisbee does not travel a certain distance (e.g. 3m (10ft)) then consider letting the Cloverbud try again.

### **Frisbee Golf**

**Time:** 15-20 minutes

**Additional Materials:**

- An open space
- Target objects

Provide each Cloverbud with one frisbee and begin by setting a target object/location and a ‘par’ (the amount of throws you think it will take to get to the target). The Cloverbuds will begin by taking the first throw in the direction of the target. The round is over when each Cloverbud has their frisbee touch the target from a throw.

The following information is provided simply to teach the Cloverbuds some golfing terminology, and not to be used for keeping score:

- If the Cloverbud hits the target in the amount of shots recommended, they made par.
- If they hit the target in one less than the recommended number of shots, they got a birdie.
- If they hit the target in two shots less than the recommended number, they got an eagle. If they hit the target in three shots less than the recommended number, they got a double eagle or an albatross.
- If they hit the target in one shot, that is an Ace, or a hole-in-one.

Repeat the activity with a variety of targets (pylons, trees, holes, fence posts, etc).

## LET'S EXPLORE

### Chalk It Up To Fun

**Time:** 30-35 minutes

**Materials Needed:**

- Chalk in various colours
- Pavement

A single piece of chalk can have endless possibilities! You can draw pictures or outline a game board. Try hopscotch, four square, or Tic-Tac-Toe Throw. Really, you can play any game you can think of, or make one up! The rules for the suggested games are listed below. You can have all Cloverbuds participate in one of the activities or allow many activities to be done simultaneously.

#### Hopscotch

**Additional Materials Needed:**

- Stones

Begin by drawing a hopscotch course of ten boxes, numbered from 1 to 10, alternating a single box and a double box. Each participant takes a turn tossing a stone into the first box. If the stone stays in the box without touching the sides, the player gets to jump through the hopscotch course (always hopping over the box with their stone in it). The rules for hopping through the course are as follows:

- players must use alternating feet when hopping into the single boxes
- players must not touch the sides of the box.
- at the end of the course, the player turns around (balancing on one foot) and hops back, picking up the stone along the way

If the player completes the course, he or she gets to toss the stone into a second box and continue. If a player fails to complete the course, it is the next player's turn to toss a stone and hop through the course.

#### Four Square

**Additional Materials Needed:**

- Medium-sized bouncy ball

Begin by drawing a very large square, which will then have four smaller squares drawn inside it (recommended size for the large square is 6m x 6m (approx. 18 ft. x 18 ft.)). Remember, the larger the squares the easier the game for young participants. Number the squares from 1-4, with the titles being Jester, Knight, Queen and King accordingly. The object of the game is to occupy (and continue to occupy) the #4/King Square. The game begins by the King putting the ball into play, which he does by bounce passing it in the square of the other three players. A player is 'out' when they commit a foul (fouls listed below) and then the 4 square is reshuffled. For example, if the King committed a foul, the Jester would become the Knight, the Knight would become the Queen, the Queen would become the King, and the King would stand at the end of the line waiting to get back in. The players waiting to enter the game would then enter the #1/Jester square to start.

**Fouls:**

- Failing to hit the ball into another square
- Allowing the ball to bounce more than once in their own square, or once in their square and then once out of the square
- Hitting the ball out of bounds
- Holding the ball for more than 4 seconds
- Hitting the ball with a part of the body that is not the hands

**Tic-Tac-Toe Throw****Additional Materials Needed:**

- Stones
- Wash rag and water

This game is just like the classic but with a twist! Begin by drawing several tic-tac-toe boards (2/3m x 2/3m (approx. 2 ft. by 2 ft.)) on level pavement. Then, participants will draw a designated “throw line” and take turns trying to toss a stone (behind the line) into a square. If the stone lands in a square without touching any of the sides, that player gets to draw their designated “X” or “O” in that square. If the player’s stone touches one of the sides of a square, or a square already occupied, then it becomes the next player’s turn. Play continues until someone has three X’s or O’s in a row, or there is a draw. To create more of a challenge, move the “throw” line further away from the board, or draw several game boards with different size boxes.

After each game is over, erase the markings with a rag and some water (don’t touch the outlines of the boxes) and continue playing on a fresh board while it dries.

**Memory Game**

**Time:** 15-20 minutes

**Materials Needed:**

- A pre-made memory game or the following materials
- Cardboard/ Cardstock
- Writing utensils
- Scissors
- Ruler

The last few activities have been getting your body active. Now it is time to really get your brain active! To begin, you must setup the memory game or create your own with the following instructions. Begin by drawing a grid on your cardstock/cardboard with however many pieces you want to have in your game. A standard piece of paper is 21.5cm wide x 28 cm long (8.5 x 11 inches), so if you want a tougher game, you can draw lines every 3.5cm (1.4 inches) for smaller squares. If you want an easier game (with less pieces) draw lines every 3.5cm (1.4 inches) for the length, and every 7cm (2.8 inches) for the width. Any variation is fine, and you can always add more pieces by repeating the process on a second piece of cardboard/cardstock.

Once you have your lines complete, begin to cut out the squares. You should have an even number of squares. Once your cards are all cut out, make the game by creating matching pairs of cards. For example, you would draw a smiley face on two cards, a sad face on two cards, etc. The matching pairs can follow a theme or be a variety of things to keep it interesting. Examples of some potential themes can be found below. Once you have drawn all your cards, flip them upside down and place them in a random order.

When the cards are face down and all scrambled up, it is time for Cloverbud participants to play the memory game! The goal is to find all the matching pairs from memory. Alternating turns, each player has an opportunity to flip up two cards per turn. If in their turn they get two cards that match, they keep those cards and can take another turn. If no match is made, it is the next Cloverbuds turn. Remember, each card is only turned over to see the face and if the Cloverbud does not find the matching pair the cards are returned to the face down position.

Once all of the cards have been matched, participants can turn in their cards and the game begins again!

**Themes:**

Faces (Smiley, sad, red face, purple face, etc)  
Colour balloons (yellow, blue, orange and black, etc)  
Numbers (more simple)  
First names  
Sports equipment  
Animals  
Farm Equipment  
4-H Projects  
Cloverbud Units

**Note:** It is better to use pen/pencil on cardstock so that it does not show through, like a thick marker would. The game is more challenging when it is just two Cloverbud participants per game. The cards may be easier to memorize for younger participants if images and words are used on the cards.

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## LOOKING WITHIN

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### Jumping Rope

**Time:** 10-15 minutes

**Materials Needed:** Jump rope(s)

There are many activities that you can do with a jump rope. Each Cloverbud can get their own jump rope and practice jumping (try both feet, one foot, alternating feet). Or, you can get a larger jump rope and play one of many jump rope games (found online). Two alternative activities with a skipping rope are listed below.

#### Jump Rope Relay

**Additional Materials Needed:**

- Start line/End line (can use skipping ropes, pylons, etc)

Begin by dividing the group into two teams. Give the first player of each team a jump rope and have both teams line up at the starting line. When the relay race starts, the first player from each team jumps rope toward the finish line, turns around and jumps rope back to the starting line. Pass the jump rope to the next player and continue until one team completes the race. Repeat as many times as you please. To make it more interesting, you can set different rules (hop only on the left foot, both feet, backwards, etc.) for each round.

## Helicopter

To begin, one person is selected to be the helicopter. The rest of the participants form a circle around him or her. The player who is the helicopter will lay the jump rope out on the floor. Then, holding one handle of the jump rope, the 'helicopter' will spin the rope in a circle, making sure the rope stays on the ground. As the opposite handle of the jump rope passes the players, they must jump over it. A player who trips or is hit with the jump rope is eliminated. The final standing player then becomes the helicopter.

**Note:** The skipping rope should stay on the ground at all times to avoid injury.

## Stones

**Time:** 30-40 minutes

**Materials Needed:**

- Large playing field
- "Stones" (hacky sacks, bean bags, tennis balls, etc)
- Markers for halfway line (pylons, skipping rope, etc)

Stones is a variation of the game Capture the Flag. The object of the game is for participants to have all their stones plus their opponent's stones in their half of the field. This is done by entering the opposing teams "territory", grabbing the stones, and returning to their own side without being tagged. The game is over when the team has all the stones in their territory and can then be restarted.

Begin the game by dividing participants into two equal teams. Then define a playing area and mark the halfway point. Next, give each team an equal number of stones (recommended 3-5), and have each team place their stones at the back of their territory in a pile. Once the field is prepared, explain the rules which are as follows:

- participants can only be tagged when they are in the opposing side's territory.
- if a player is tagged they will go to "jail", which is a pre-determined location where the player will have to stay. You can play that the tagged Cloverbuds have to stay in jail until they are tagged by a member of their own team (and they yell "jailbreak!"), until a certain amount of time is reached, or both. If you want to keep the Cloverbuds active and everyone playing, set the rule that once in jail they must count to 100 out loud, and once they do, they are automatically freed.
- participants freed from jail have safe passage back to their side (cannot be tagged), which they must do before rejoining the game.
- participants can only carry one stone at a time
- if a player carrying the stone is tagged, they must go to jail. The stone can either be dropped where they were caught (this will speed up the game) or brought back to the stone pile (this will lengthen the game).

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## WRAPPING THINGS UP

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### Granola Bars

**Time:** 25-30 minutes

**Materials Needed:**

- 500mL (2 cups) oats
- 250mL (1 cup) brown sugar
- 250mL (1 cup) whole wheat flour
- 2.5mL ( ½ tsp.) baking soda
- 2.5mL ( ½ tsp.) baking powder
- 5mL (1 tsp.) cinnamon
- 5mL (1 tsp.) salt
- 5mL (1 tsp.) vanilla
- 125mL (1/2 cup) honey
- Any dried fruit, nuts, seeds, chocolate chips, butterscotch chips, etc.
- Mixing bowl
- Wooden spoon
- Oven
- Butter or vegetable oil

Throughout this unit, participants have worked up a sweat, and likely an appetite too! This activity will help fix participants' hunger. Begin by pre-heating the oven to 160°C (325°F). Then, measure all ingredients and add to a mixing bowl. Mix the ingredients well. Grease an 28 x 33 cm (11 x 13 inch) pan. Add the ingredients to the pan. The dough is dry and crumbly, and needs to be well pressed until the dough forms with the pan. Place the pan in the oven for 20 minutes, or until the edges are browned. Take out and let it cool for 5-10 minutes. Cut into bars and enjoy! The leftovers should be placed in plastic bags or airtight containers and enjoyed promptly.

### Finishing with Fun!

**Time:** 10-15 minutes

**Materials Needed:** None

While participants are enjoying their tasty treats, you can have a discussion about having fun while participating. Some potential topics are listed below:

- When you participated in the activities today- was fun the priority? Was anyone left out?
- The importance of following the rules - people who cheat make the game less fun for everyone
- What activity today was the most fun and why?

## Having Fun! Wordsearch

**Time:** 10-15 minutes

**Materials Needed:**

- Having Fun! Wordsearch (found in the Resources section at the end of this unit)
- Writing utensil

Have Cloverbud participants complete the Wordsearch as a wrap-up to the meeting's activities. Participants can work either individually or in pairs.

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## ADJOURNMENT

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### Additional Activities

- Take putting lessons or go mini-putting at a local course
- Go swimming or take lessons at a local pool
- Go to the local tennis court and play a game
- Go on a bike ride (with adult supervision - and remember your helmets!)

### References

- Barney Having Fun song
- [4-kidscoloringpages.blogspot.com](http://4-kidscoloringpages.blogspot.com)
- [http://www.nickjr.com/kids-health/kids-exercise/outdoor-activities/5-favorite-sidewalk-games\\_ap.html](http://www.nickjr.com/kids-health/kids-exercise/outdoor-activities/5-favorite-sidewalk-games_ap.html)
- <http://www.diego23.com/other-frisbee-games/>
- <http://www.superhealthykids.com/granolabars.html>



## Having Fun!

H C L G Z C F R I S B E E E J O C C  
 F O H O V Y L T Z U K G Z J C F H H  
 H D P A J U V O S F U K G Z O Z F P  
 G H S S L K H F V G N I F Z G Y W A  
 V U B T C K S Q R E T V T C A J O R  
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 V E Y X F Z A S Q J S T Z Y H E K N

CHALK  
 FRISBEE  
 HOPSCOTCH  
 RULES

CLOVERBUDS  
 FUN  
 PARTICIPATION  
 SPORTS

FOCUS  
 GAMES  
 PLAY  
 STONES

Created by [Puzzlemaker](http://Puzzlemaker) at [DiscoveryEducation.com](http://DiscoveryEducation.com)

# Beef

# Anatomy





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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## Project Resource Information:

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# INTRODUCTION TO BEEF - ANATOMY

## Objectives & Goals of the Unit

- To introduce the 4-H Beef Project to Cloverbud participants
- To learn about the visual traits of beef cattle
- To explore how some of the internal organs work in beef cattle
- To be able to recognize and name the various parts of a beef animal

## Background

Although beef cattle can be different sizes, shapes and colours, they all have the same basic anatomy both inside and out. Throughout this unit, Cloverbud participants will explore various visual traits and anatomy as well as basic internal anatomy in a very hands-on environment.

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- Name one part of a beef animal.
- Name a colour of hair that a beef animal could have.
- Have you ever been near a beef animal? Was it bigger or smaller than you?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### The Beef Farmer Says.....

**Time:** 10-15 minutes

**Materials Needed:**

- None

This activity is similar to the game Simon Says only it's what the 'Beef Farmers Says!' Have all participants line up at one end of the room (or behind a line if playing outside). As the leader, commands are called out but participants are only to complete the command if 'The Beef Farmers Says' was said first by the leader. If the leader does not say 'The Beef Farmer Says' and just gives a command, participants should NOT do the command. Anyone who does the command is out. Keep playing until only participant is left. They are the winner of the game! Commands could include:

*Moo like a cow*  
*Hop on one hoof (foot)*  
*Swish your tail*  
*Swing your head*  
*Stampede!*

*Do jumping jacks*  
*Kick your right leg forward*  
*Kick your left leg backwards*  
*Pretend to eat grass*  
*Paw the ground with your right hoof (foot)*  
*Lie down*

## Colour the Beef Calf

**Time:** 15-20 minutes

**Materials Needed:**

- Beef Calf worksheet #1 (found in the Resource section at the end of this unit)
- Beef Calf worksheets #2 & #3 (found in the Resource section at the end of this unit)
- Crayons/pencil crayons

Give each participant Beef Calf worksheet #1. Work through the list of traits listed on the sheet and have the participants colour or draw on the traits as you discuss each one.

Once worksheet #1 has been completed, explain that different breeds of beef calves can look very different and within those breeds certain traits can make the calves look different.

Hand out worksheet #2 and once again, work through the list of traits listed on the sheet, having the participants colour or draw on the traits as you discuss each one. If time permits, complete worksheet #3.

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## LET'S EXPLORE

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### Do The Cow Pokey Dance!

**Time:** 10-15 minutes

**Materials Needed:**

- None

Sung to "*The Hokey Pokey*"

Have participants stand in a circle. Begin by singing the verses below. As participants get more comfortable with the lyrics, have them come up with new verses containing different actions.

*You put your right hoof in (put your right foot in)*  
*You put your right hoof out*  
*You put your right hoof in*  
*And you shake it all about*  
*You do the Cow Pokey*  
*And strut yourself around,*  
*That's what it's all about!*

*Verse can be repeated with the left hoof (left foot)*

*You put your tail in  
You put your tail out  
You put your tail in  
And you swish it all about  
You do the Cow Pokey  
And strut yourself around  
That's what it's all about!*

*You put your right ear in  
You put your right ear out  
You put your right ear in  
And you wiggle it all about  
You do the Cow Pokey  
And strut yourself around,  
That's what it's all about!*

## Beef Anatomy

**Time:** 10-15 minutes

**Materials Needed:**

- Beef Anatomy worksheet (found in the Resource section at the end of this unit)
- Beef Anatomy Answer Key (also found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a Beef Anatomy worksheet. Have participants work individually, in pairs or as a group depending on the abilities of the group. All of the parts of the beef animal are listed at the bottom of the worksheet page.

Once participants have their beef animal labelled, have participants colour the animal.

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## LOOKING WITHIN

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### Fake Lung Experiment

**NOTE:** This activity can only be completed if there are no participants in the group with latex allergies.

**Time:** 20-25 minutes

**Materials Needed:**

- Plastic bottle
- Drinking straw
- Elastic band
- Scissors
- 2 balloons
- Playdough



Photo credit: [www.sciencesparks.com](http://www.sciencesparks.com)

The lungs are an essential organ to all mammals. It is the organ that allows for gaseous exchange to ensure we get oxygen into our bodies and also exhale the waste products. Find out how a lung works by making a fake lung.

Remove the bottom of the plastic bottle. Tie a knot in one end of a balloon and snip off the fat end. Stretch this end around the bottom of the plastic bottle.

Put a straw in the neck of the other balloon and secure it tightly with the elastic band but not so that you crush the straw. The air must be able to flow through the straw so test it with a little blow through the straw to see if the balloon inflates.

Put the straw and the balloon into the neck of the bottle and secure it with the playdough, making a seal around the bottle. Again, make sure you don't crush the straw. Your lung is now finished and ready for action.

Hold the bottle in one hand and with the other hand, pull the knot of the balloon at the bottom and watch what happens.

Explanation: As the knotted balloon is pulled, it creates more space inside the bottle. Air then comes down the straw and fills the balloon with some air to fill the space. When you let go of the knot, the space no longer exists so the air from the balloon is expelled and deflates.

This demonstrates how our lungs work. Air is taken in through the mouth and nose, passes down the windpipe and into our lungs. The diaphragm at the bottom of our chest moves down to create more space. As we breathe out, the diaphragm rises again. The knotted balloon represents the diaphragm and the balloon inside the container is the lung.

The lungs work the same in all mammals including humans and cattle.

## Animal Digestion – A Stomach at Work

**Time:** 20-25 minutes

**Materials Needed:**

- One re-sealable plastic bag per participant
- One piece of bread per participant
- One bottle of orange juice (on average a 2L bottle will work for eighteen participants)
- 75mL (1/3 cup) measuring cup
- Clock or stopwatch
- Garbage bag

Begin by giving each participant a re-sealable bag with a piece of bread inside. Explain that the bag is like a stomach, a muscle that contains and squeezes food.

Pour 75mL (1/3 cup) orange juice into the bag to act as the “digestive juices.” Leaders should check to make sure all bags are sealed tightly once the orange juice has been added. Once the bread and orange juice are combined, have participants observe what begins to happen to the bread.



After discussing their observations, give each participant a paper towel and have them place the paper towel around their bag so that they cannot see what is happening. Have the participants gently squeeze the bag for two minutes. Participants need to be gentle to avoid poking holes in the bag.

While participants are squeezing their bags, ask them the following questions:

1. ***What type of digestive system do humans have?*** Answer: simple or monogastric

2. ***Why type of digestive system do cattle have?*** Answer: ruminant

3. ***What is the difference between the ruminant and monogastric digestive system?*** Answer: Ruminants have four compartments to their stomach versus monogastric animals that just have a simple stomach (one compartment). With their stomach, ruminants, like cattle, are able to better digest things such as grass and other fibrous feeds. Ruminants must also re-chew their food through a process of regurgitation and rumination (chewing their cud).

After squeezing the bag for two minutes, have participants remove the paper towel and observe the changes to the contents of the bag. They should not open their bag.

While observing the changes to the bread, ask the following questions:

1. ***What caused the bread to change?*** Answer: mechanical action of squeezing and acids from the juice broke down the bread fibres

2. ***Would the change have been different if the liquid added was just water?*** Answer: Yes, the acids in the orange juice sped up the breakdown process

Go around the room with a garbage bag and have participants place their entire re-sealable plastic bag in the garbage bag.

## Chew It Twice

**Time:** 10-15 minutes

**Materials Needed:**

- Chew It Twice worksheet (found in the resource section at the end of this unit)
- Crayons/pencil crayons in green, yellow and blue colours

Begin by giving each participant a Chew It Twice worksheet. Have participants work individually, in pairs or as a group depending on the ability of the group. Follow the instructions on the page to follow the path of food in the digestive process for cattle.

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## WRAPPING THINGS UP

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### No Bake 'Cow Pile' Cookies

**NOTE:** If there are participants in the group with peanut allergies, the peanut butter in this recipe could be substituted with soy butter, found in most grocery stores.

**Time:** 1 hour, 15 minutes (15 minutes prep, 1 hour standing time)

**Yield:** Approximately 2 ½ dozen cookies

**Materials Needed:**

- 500mL (2 cups) sugar
- 250mL (1 cup) unsalted butter
- 75mL (1/3 cup) cocoa powder
- 125mL (½ cup) milk
- 5mL (1 tsp.) vanilla extract
- 125mL ( ½ cup) peanut butter, crunchy or creamy
- 625mL to 750mL (2 ½ to 3 cups) old fashioned rolled oats
- Medium saucepan
- Spatula
- Baking sheet
- Wax paper or parchment paper
- Spoon
- Airtight container



Photo credit: [www.foodnetwork.com](http://www.foodnetwork.com)

In a medium saucepan, combine the sugar, butter, cocoa, milk and vanilla. Bring to a slow boil and simmer until the sugar is completely dissolved. Remove from the heat.

Stir in the peanut butter and 625mL oats. The mixture should be thick. Stir in an additional 125mL oats if the mixture is too runny. Let the mixture stand for about 10 minutes to cool.

Line a baking sheet with wax paper or parchment paper. Drop the mixture by heaping tablespoonful onto the lined sheet. Let the cookies stand at room temperature for 1 hour to firm up. Store in an airtight container (if there are any left!).

### Purple Cow Drink

**Time:** 10-15 minutes

**Yield:** 4 to 6 servings

**Materials Needed:**

- 60mL (¼ cup) unsweetened grape juice
- 250mL (1 cup) milk
- 1 sliced banana
- Blender
- Drinking glasses

Mix all ingredients together in a blender. Pour into glasses and enjoy!

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## ADJOURNMENT

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### Additional Activities

- Visit a beef farm
- Visit a veterinary clinic
- Have a veterinarian or beef farmer as a guest speaker at the meeting
- Have a senior 4-H member bring their beef calf to a meeting and review the parts of the beef animal
- Attend a local agricultural fair, beef show or cattle auction to see beef cattle

### References

- Beef Farmers of Ontario [www.ontariobeef.com](http://www.ontariobeef.com)
- Food Network [www.foodnetwork.com](http://www.foodnetwork.com)
- Kid Activities [www.kidactivities.net](http://www.kidactivities.net)
- Michigan State University Extension – 4-H Youth Development
- Ohio State University Extension
- Oklahoma Ag in the Classroom
- Ontario Agri-Food Education
- Science Sparks [www.science-sparks.com](http://www.science-sparks.com)
- [www.supercoloring.com](http://www.supercoloring.com)
- University of Guelph [www.uoguelph.ca](http://www.uoguelph.ca)

# Colour the Beef Calf

## Worksheet #1

Using the following list, draw and colour the unique features of this beef calf:

1. White tail
2. White stripe down its back
3. Reddish-brown legs
4. Reddish-brown coat
5. Reddish-brown face
6. Yellow RFID button (tag) in its ear  
(for livestock identification)
7. Polled (this means it has no horns)

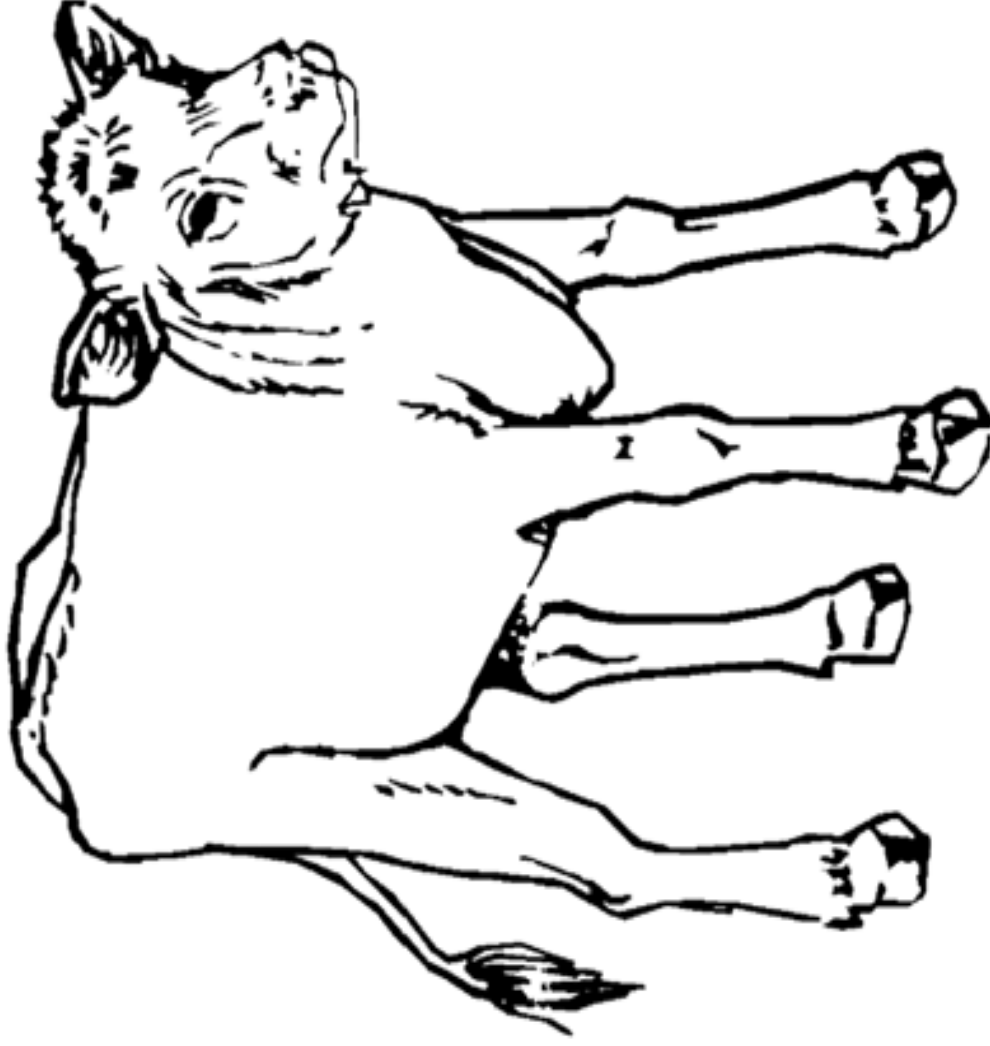


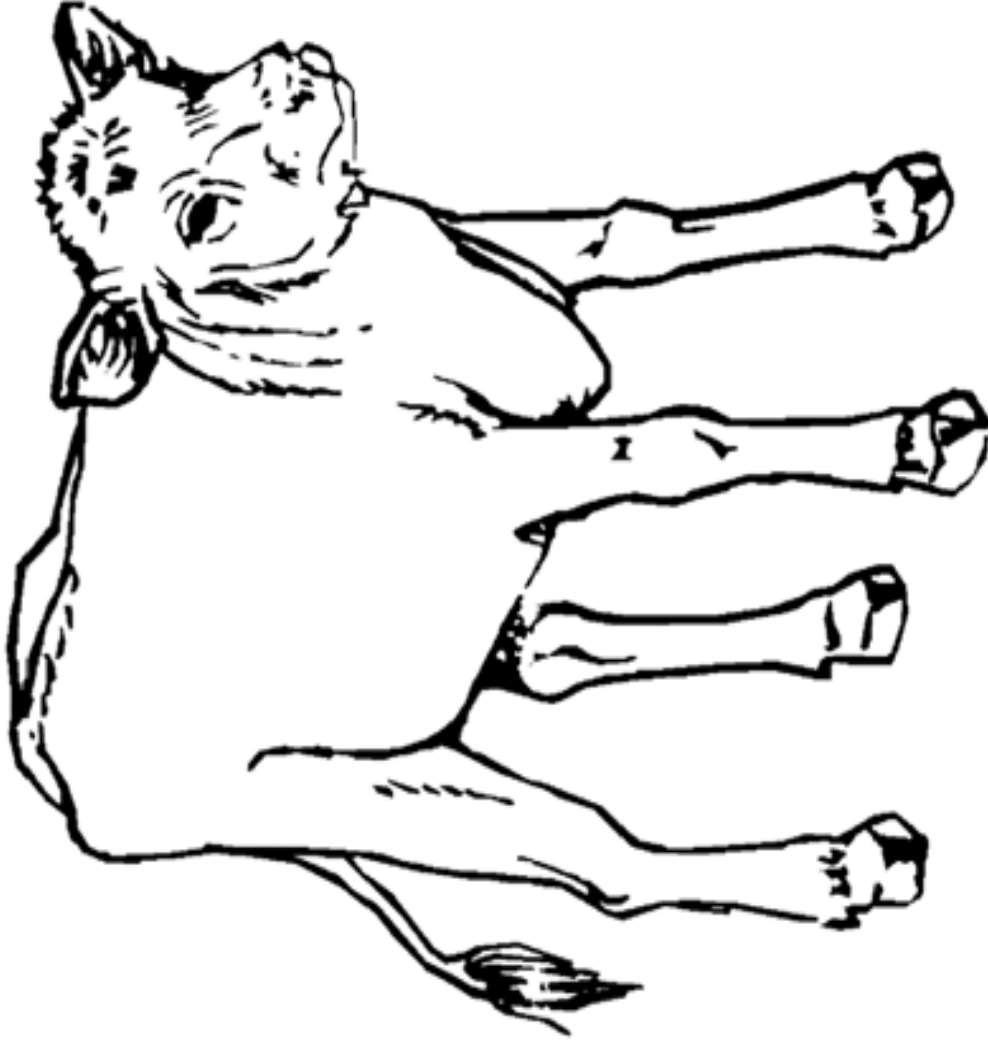
Photo credit: Oklahoma Ag in the Classroom

# Colour the Beef Calf

## Worksheet #2

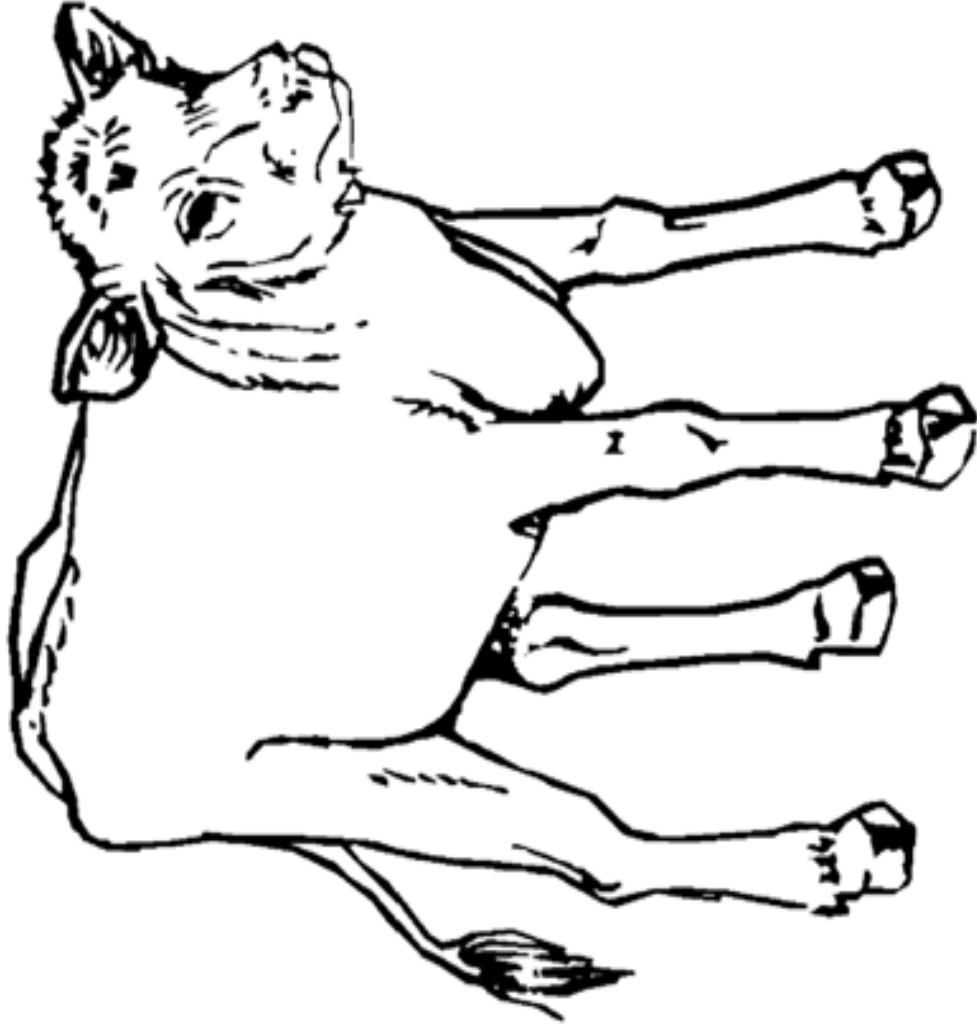
Using the following list, draw and colour the unique features of this beef calf:

1. White tail
2. Red legs
3. Red coat with white spots
4. Red face with a white spot on the forehead
5. Yellow RFID button (tag) in its ear (for livestock identification)
6. Horned



# Colour the Beef Calf

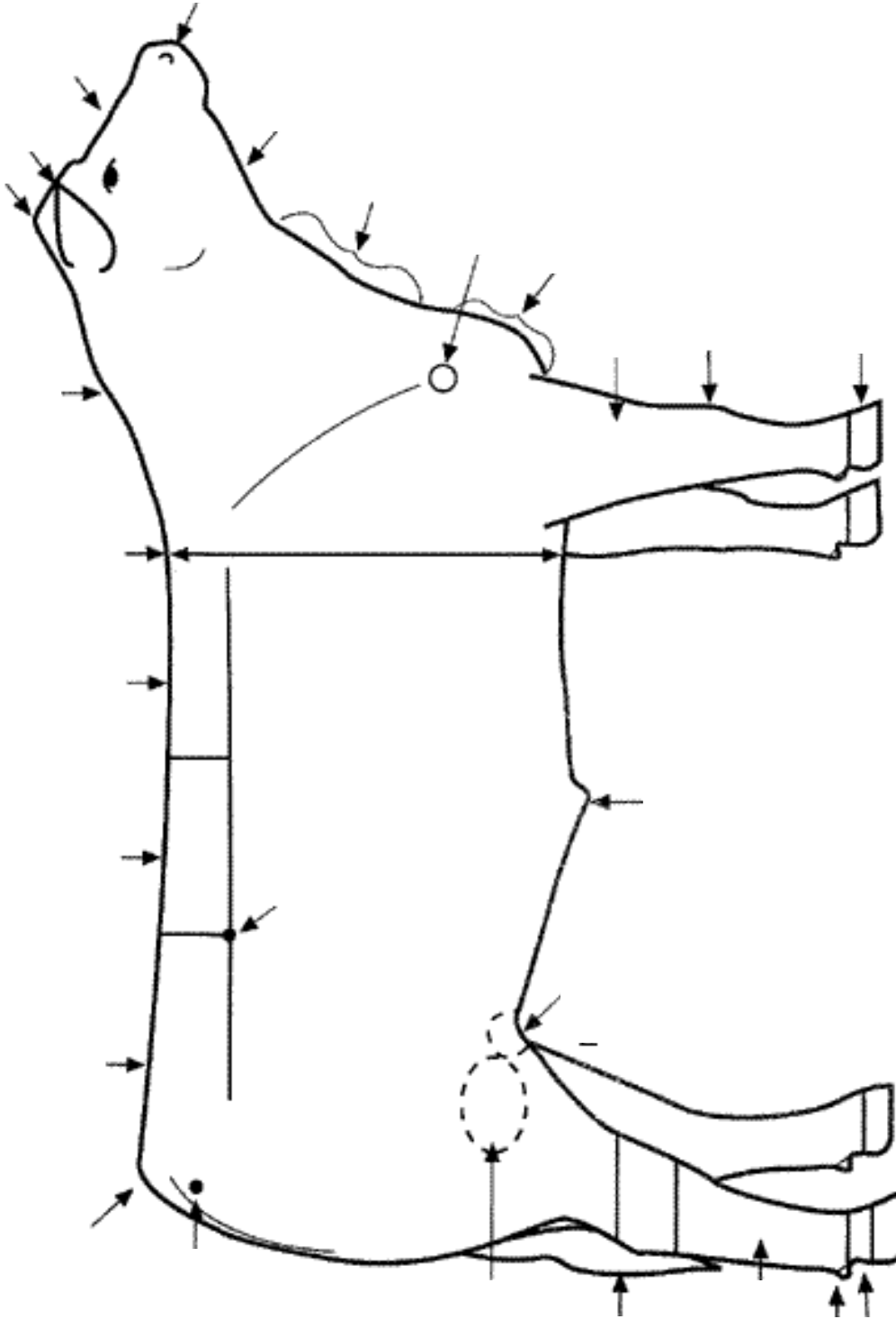
## Worksheet #3



Using the following list, draw and colour the unique features of this beef calf:

1. Black tail
2. Black legs
3. Black coat
4. White face
5. Yellow RFID button (tag) in its ear  
(for livestock identification)
6. Polled (this means it has no horns)

**Beef Anatomy - Label the parts of the animal**



Hoof	Stifle joint	Loin	Poll	Muzzle	Point of Shoulder	Dewlap	Forearm
Throat	Quarter	Belly	Rib	Hock	Sheath/Navel	Knee	Brisket
Pin	Tail Head	Crest	Ear	Dew Claw	Cannon Bone	Switch	Back
Hook	Rearflank	Pastern	Face	Rump	Heart Girth		



**Beef Anatomy  
 Answer Key**

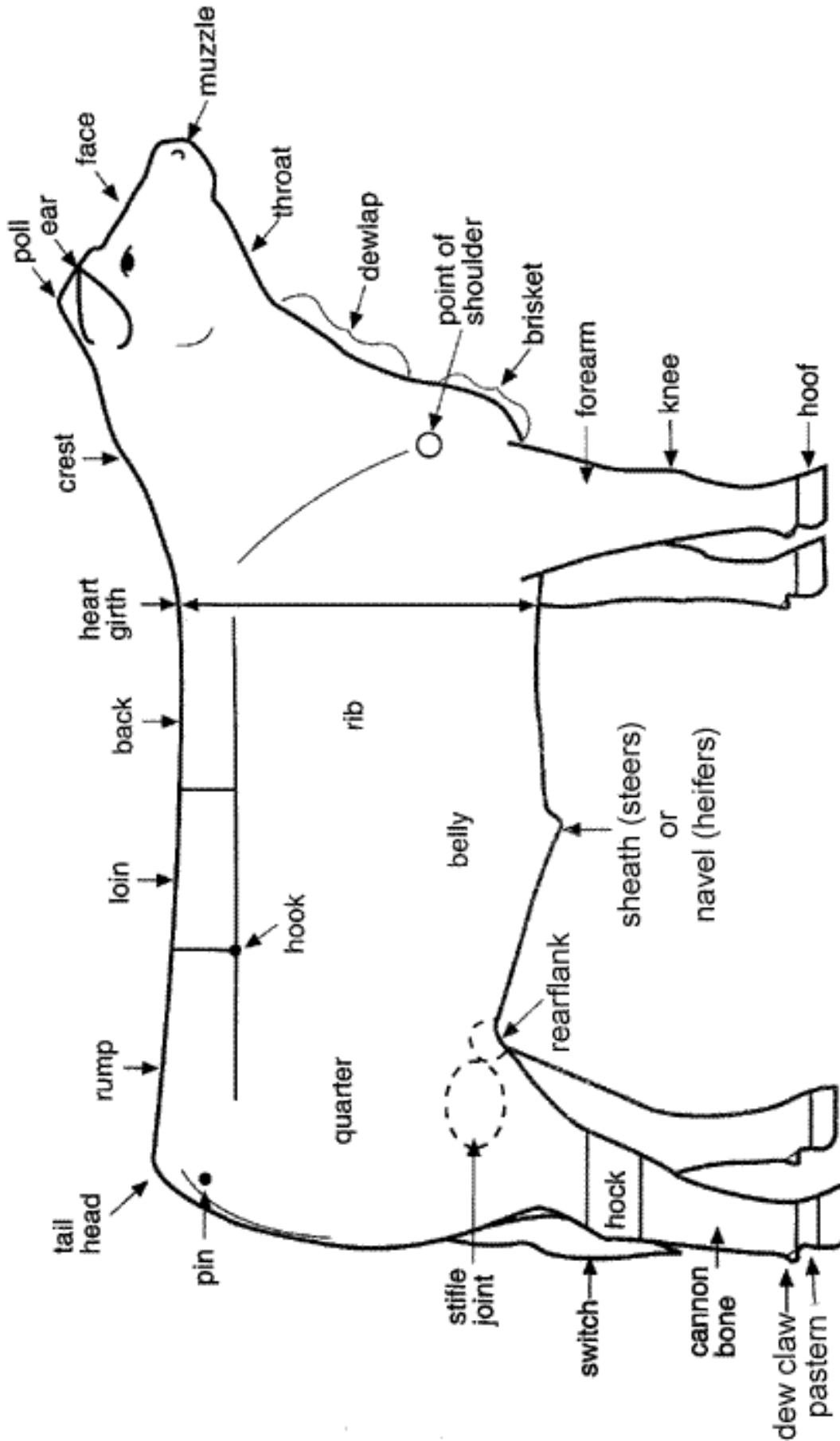
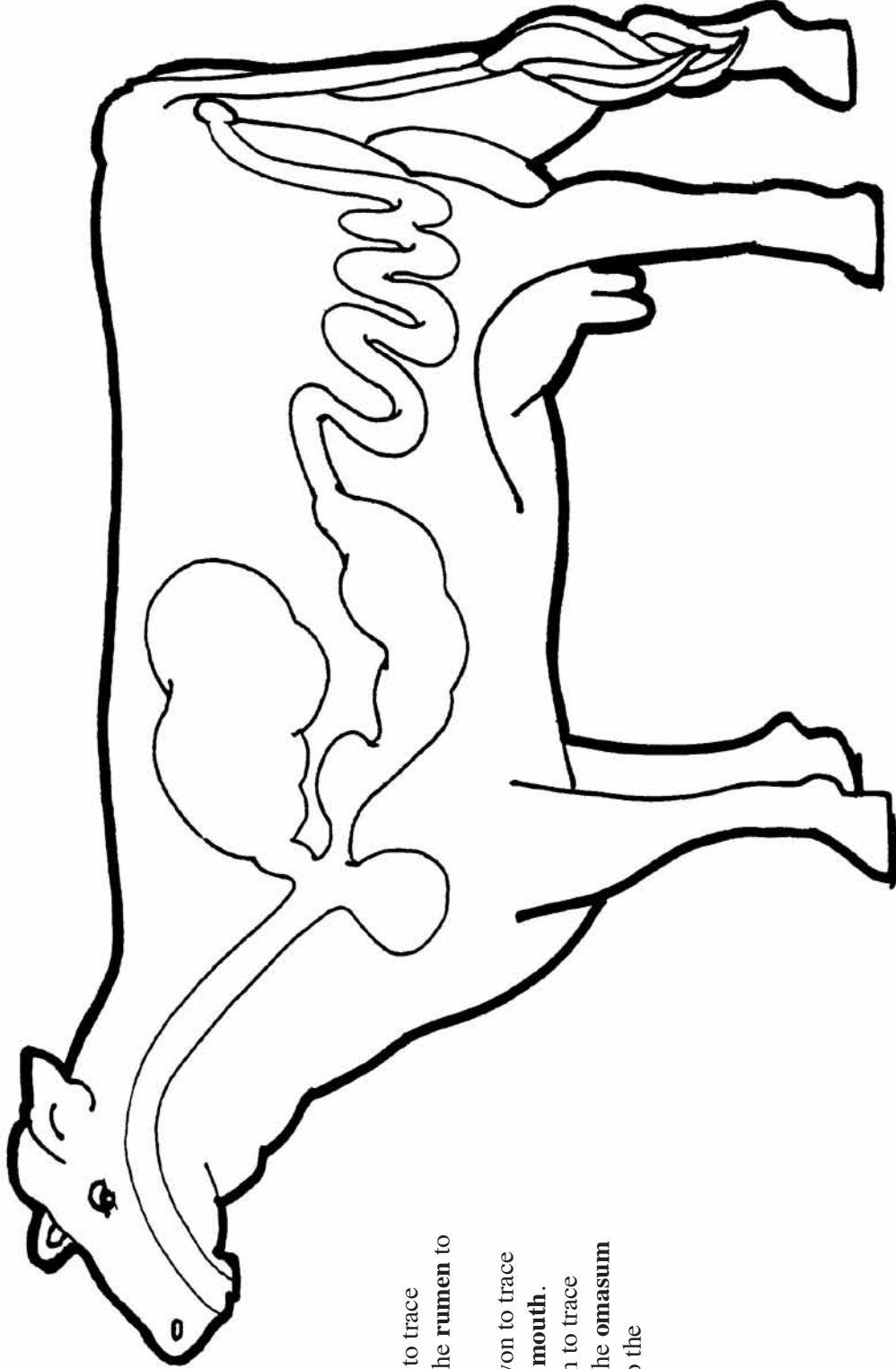


Image credit: Ohio State University Extension

Name \_\_\_\_\_

## Chew It Twice



1. Use a **green** crayon to trace from the **mouth** to the **rumen** to the reticulum.
2. Use a **yellow** crayon to trace the path back to the **mouth**.
3. Use a **blue** crayon to trace from the **mouth** to the **omasum** to the **abomasum** to the **intestine**.

Oklahoma Ag in the Classroom is a program of the Oklahoma Cooperative Extension Service, the Oklahoma Department of Agriculture, Food and Forestry and the Oklahoma State Department of Education.

# Breakfast Bonanza





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

111 Main Street, Box 212

Rockwood, ON N0B 2K0

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TEL: 519.856.0992

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO BREAKFAST BONANZA

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## Objectives & Goals of the Unit:

- To teach Cloverbuds about the importance of breakfast
- To show Cloverbuds how to make a nutritionally balanced breakfast
- To have fun while making breakfast foods
- To learn a variety of easy breakfast recipes

## Background:

The word breakfast actually refers to the breaking of a fasting period which started the night before. Many regard breakfast as the most important meal of the day. This is because breakfast starts your metabolism for the day, strengthens focus and helps to control weight. People who do not eat breakfast tend to have a higher risk of diabetes, and issues with cardiac health. Traditionally, breakfasts are composed of carbohydrates (grains/cereal and/or fruits/vegetables), protein (eggs, meat, fish), and a beverage (tea/coffee and/or fruit juice). Some favourite breakfast foods in North America are bacon, chicken eggs, pancakes, waffles, cereal and toast with peanut butter and jams/marmalades. Throughout this meeting, we will explore breakfast in a variety of ways, and try an assortment of common breakfast foods from Canada.

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## 4-H PLEDGE & ROLL CALLS

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## Suggested Roll Calls:

- Name your favourite breakfast food
- What is your favourite breakfast beverage?
- What did you have for breakfast this morning?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Breakfast Discussion

**Time:** 5-10 minutes

**Materials Needed:** None

Cloverbuds may not realize just how important breakfast is and to start this unit, a discussion on breakfast will help Cloverbuds to understand. Your discussion can include a variety of topics (included below), and you can also include your own. The main idea is that Cloverbuds should be participating in the discussion.

#### **Topics:**

What does a healthy breakfast look like?

Do you think you eat a healthy breakfast? Why or why not?  
Can you eat lunch/dinner type foods for breakfast? (YES!)  
What do you do while having breakfast?  
Do you eat breakfast at home or at a restaurant?  
Do you make your own breakfast?  
ETC!

## Alphabet Toss

**Time:** 15-20 minutes

**Materials Needed:**

- One medium sized bouncy ball
- Large piece of Bristol board & marker (optional)

Divide the Cloverbud participants into two teams and have each team form a line facing the other team. Ask a few Cloverbud participants for examples of their favourite healthy breakfast foods. Explain that our body needs a variety of foods every day for us to be healthy.

Tell the participants that they are going to brainstorm lots of different healthy foods and drinks that they can have for breakfast. Explain that the teams are going to go through the alphabet (A to Z) filling in the blank for the following sentence with a breakfast food or drink:

“I like to eat or drink \_\_\_\_\_ for breakfast.”

Give the ball to the first participant in one line and tell them to start with the letter “A.” (e.g. I like to eat applesauce for breakfast.) When he or she is done, they should bounce or pass the ball to the participant directly across from them and run to the end of their line. The new participant should fill in the blank with a healthy breakfast food that begins with the letter “B” and then bounce or pass the ball to the next participant in the opposite line and run to the end of his or her own line. Participants should be encouraged to answer the question on their own without team mates shouting out answers.

Continue through the alphabet, skipping difficult letters such as U, X and Z. If a participant names a food or drink high in added sugar or fat, gently guide him or her to think of a healthier choice. If a participant cannot think of an answer, provide some hints (see list below) or ask the participant’s team to help them out.

If desired, write out the letters of the alphabet on the Bristol board and then fill in the names of the food as participants answer their sentence. Depending on the group, try to go through the alphabet twice to get two answers for each letter.

### Healthy Breakfast Foods and Drinks in Alphabetical Order

- A - almond butter, apples, applesauce
- B - bananas, blackberries, blueberries, beans, bumble berries
- C - cherries, cantaloupe, cream of wheat or rice (whole grain), cheese, cottage cheese
- D - dates
- E - eggs
- F - figs, French toast (whole wheat)
- G - granola (low-fat and low-sugar), grapefruit, grapes



- H - honeydew, honey, hazelnuts, hummus, hard-boiled eggs
- I - iced tea (low sugar)
- J - jam (natural), juice (100% fruit juice)
- K - kiwi
- L - lemonade (low sugar)
- M - maple syrup (on whole grain pancakes), mangoes, melons, milk (low-fat or skim)
- N - nectarines, noodles
- O - oatmeal, omelets, oranges, orange juice
- P - pancakes (whole grain), papayas, peaches, peanut butter on toast, pears, pineapple, prunes, pomegranate, poached eggs
- Q - quiche, quinoa
- R - raisins, raisin toast, raspberries, rice cakes
- S - smoothies, starfruit, strawberries, scrambled eggs, spinach (in an omelet)
- T - tangerines, tortillas, tofu, turkey sausage, tomato
- U - skip
- V - vegetables
- W - watermelon, whole grain bread, walnuts, water
- X - skip
- Y - yogurt, yolks
- Z - zucchini

## Breakfast Burritos

**Time:** 40-50 minutes

**Materials Needed:**

- 6 Eggs
- 225g (½ lb) sausage
- 250mL (1 cup) salsa
- 250mL (1 cup) shredded cheese (any kind will work!)
- 115g (4 oz.) sliced mushrooms
- ¼ onion
- ½ bell pepper
- 7 tortillas (10 inch)
- Skillet(s)
- Mixing Bowl

Begin by scrambling the eggs, cooking to a dry consistency. Then, cool them and put into a mixing bowl. Then brown the sausage, drain the fat, and cool. Once the sausage has cooled, add it to the eggs.

Saute the vegetables until they have released their liquid and it has evaporated. Once this has happened, remove from heat. Once cooled, add them to the egg mixture. Add the salsa and cheese. Mix to combine.

Heat the tortillas briefly to soften. Scoop 125mL (1/3-1/2 cup) of filling into each tortilla and roll up. Serve and enjoy!



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## LET'S EXPLORE

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### What Makes a Serving?

**Time:** 10-20 minutes

**Materials Needed:**

- Writing utensil
- Pencil crayons
- Paper
- Canada's Food Guide (found in the Resource section at the end of this unit)

Have a discussion with Cloverbuds about the amount of food in each food group that makes a serving. From there, have Cloverbuds use their imagination to create a visual representation of their breakfast featuring at least one type of food from each food group. They can draw a plate with a portion of each food group. If they want they can draw the food portions with faces and arms, etc. Once drawn, Cloverbuds can colour and add other details.

Canada's Food Guide can also be found online on the Health Canada website at: [http://www.hc-sc.gc.ca/fn-an/alt\\_formats/hpfb-dgpsa/pdf/food-guide-aliment/view\\_eatwell\\_vue\\_bienmang-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

### Colours for Breakfast

**Time:** 10-15 minutes

**Materials Needed:**

- Red, orange, yellow, green, brown and white construction paper (optional)

Ask Cloverbud participants to form a large circle. Ask a few of the participants what their favourite breakfast food is. Explain that even though it may be their favourite breakfast food, if they ate it all day long it wouldn't taste good anymore. It's our body's way of saying that we need to eat lots of different foods to be healthy. Each food does something very special and very different for our body.

Ask the Cloverbud participants to call out the colours that they are wearing. Then discuss the different colours of food. Emphasize how eating a variety of foods every day will help their bodies stay healthy and strong. Explain that they are going to play a game called "Colours for Breakfast."

Call out a colour and everyone wearing that colour should jog to the centre of the circle. If the Cloverbud participants are not wearing very colourful clothing, each Cloverbud participant could be given a piece of construction paper instead.

The participants in the centre of the circle are to work together to name as many healthy breakfast foods that are the same colour as the colour that was called. The participants on the outside of the circle should jump up and down five times every time they hear a food they have eaten before. Once the participants in the centre cannot think of anymore foods for the colour called, they can return to the large circle. Continue playing until several colours have been called.

If time permits, review some of the fruits mentioned and ask Cloverbud participants how they could include them in their breakfast meals (e.g. in cereal, 100% juice, in oatmeal, by themselves, in a smoothie, etc.).

## Oats for All

**Time:** 5-15 minutes

**Materials Needed:**

- 62.5mL ( ¼ cup) rolled oats
- 125mL ( ½ cup) water
- 62.5mL ( ¼ cup) whole grain, high fibre cereal
- 20mL (1.5 tbsp.) raisins
- 15mL (1 tbsp.) honey

Combine oats and water in a deep microwaveable bowl. Microwave for 3-5 minutes, depending on your microwave wattage. Oats can also be cooked on the stove.

Remove oatmeal from the microwave\*, and stir in the remaining ingredients. Quantity of raisins and honey can be altered to taste. Slivered almonds or walnuts can also be added if there are no nut allergies within the group.

\*Because the bowl may be hot, it is recommended that the leader perform this task.

**Note:**

The amounts listed are for one Cloverbud sized serving. Please alter the quantity of ingredients for the number of Cloverbuds in the group.

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## LOOKING WITHIN

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### Breakfast Unscrambled

**Time:** 10-15 minutes

**Materials Needed:**

- Writing Utensil
- Scrambled Words Sheet (found in the Resources section at the end of this unit)

Scrambled eggs are delicious for breakfast, and so are the items on this list! To find out what each word says, unscramble the letters. Cloverbuds can perform this task individually, in pairs, or small groups.

### Breakfast Moves

**Time:** 10-15 minutes

**Materials Needed:**

- None

Gather Cloverbud participants in a circle. Discuss why we eat breakfast (to give our bodies the energy to learn and play). Ask them how they feel when they skip breakfast (tired, hungry, weak, distracted). Ask them if they like feeling this way. Discuss how foods that are high in added sugar (such as donuts and high-sugar cereals) and foods that are high in fat are not the healthiest options and should not be eaten often because they can slow our bodies down.

Tell the group that they are going to create a “Food Dance.”

Ask Cloverbud participants to think of their favourite healthy breakfast food, how eating it makes them feel and to think of a movement to show that feeling. Tell them that they will each say the name of their favourite healthy breakfast food while doing their movement. Give them the first example, e.g. say the word “strawberries” as you jump up and down to show excited.

The next Cloverbud participant should repeat your food and movement and then say and perform his or her own and so on until the last student, who will have to repeat everyone that came before him or her. Have the group imitate each participant after his or her turn. If a participant names a food or drink high in fat or added sugar, gently guide her or him to think of a healthier choice.

If the activity is too difficult, divide participants into small groups or, when a participant makes a mistake, have the next participant start over with only his or her food and movement.

**Note:**

**Some movement ideas include:**

- To show “full”, rub your tummy
- To show “happy”, twirl around
- To show “refreshed”, stretch your arms high about your head
- To show “fast”, pump your arms

## Make Your Own: Smoothie!

**Time:** 5-10 minutes

**Materials Needed:**

- Your choice of ingredients – choices could be:
- Bananas
- Strawberries
- Blueberries
- Apple
- Spinach
- Kale
- Carrots
- Yogurt (your choice of flavour)
- Blender(s)

Prepare your ingredients. Place them in a blender, puree, pour and enjoy!

You can combine fruit and vegetables (you won’t even taste the veggies!). You can also include a variety of other things like almonds or peanut butter to change up your smoothie (depending if there are any nut allergies within the group). Have fun with the many options for this activity.

To extend this activity 10-15 minutes, research the ingredients you add to your smoothie and discuss the health benefits of each.

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## WRAPPING THINGS UP

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### Breakfast Word Search

**Time:** 10-15 minutes

**Materials Needed:**

- Writing utensil
- Word search (found in the Resources section at the end of this unit)

This activity will help Cloverbuds learn some terminology about breakfast. Have Cloverbuds work through the word search individually, in pairs, or in small groups. In addition, you may include other words that relate to the topic and explain what they mean.

### Hashbrown Breakfast

**Time:** 35-45 minutes

**Materials Needed:**

- 4 -5 medium potatoes, peeled and grated
- 225g (¼ lb.) breakfast sausage
- 2 eggs
- 62.5mL (¼ cup) diced onion
- 7 cherry tomatoes, sliced
- 30mL (1/8 cup) mozzarella cheese, shredded
- 2.5mL ( ½ tsp.) hot sauce (optional)
- Salt (sprinkle)
- Stove
- Large Skillet(s)

In a large skillet add sausage and cook until most of it is brown. Then, drain the sausage and return to pan. Add the grated potatoes, onion, and salt to the skillet. Cook on medium heat until the potatoes are golden brown. Push the mixture to one side of the pan and scramble the eggs in the empty space. Once cooked, stir them into the potato mixture. Add the hot sauce, tomatoes, and cheese. Stir the mixture well and serve warm.

***Please note:***

The hot sauce is optional and Cloverbuds may prefer the recipe without it. Also, because this recipe involves use of the stove and hot grease, leaders should perform the frying and transfer to the stove.

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## ADJOURNMENT

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### Additional Activities

- Visit a bed and breakfast
- Have a nutritionist discuss the importance of breakfast
- Talk to a chef about breakfast foods
- Tour an egg-laying farm
- Tour a plant that sorts and sells eggs
- Tour a bakery that makes bread

### References

- Health Canada - Canada's Food Guide [http://www.hc-sc.gc.ca/fn-an/alt\\_formats/hpfb-dgpsa/pdf/food-guide-aliment/view\\_eatwell\\_vue\\_bienmang-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)
- Food.com <http://www.food.com>
- New York Road Runners [www.nyrr.org/youth-and-schools/running-start/nutrition-activities/elementary-school/breakfast/](http://www.nyrr.org/youth-and-schools/running-start/nutrition-activities/elementary-school/breakfast/)
- Nourish Interactive <http://www.nourishinteractive.com>
- Open Clipart <http://openclipart.org>



## Breakfast - Word Scramble

Unscramble each word. Then place the numbered letters into the matching boxes below.

KATRABSEF    B 7 E 25 A 26 K 26 F 14 A 14 S 14 T 14

FUTRI    F 8 R 2 U 2 I 10 T 10

TAEBLSEEGV    V 18 E 18 G 21 E 21 T 18 A 21 B 21 L 21 E 21 S 28

REFBI    F 1 I 13 B 13 E 22 R 22

PIOTENR    P 5 R 5 O 29 T 29 E 11 I 11 N 11

WOHLERANGI    W 12 H 15 O 15 L 4 E 4    G 16 R 16 A 16 I 16 N 16

MAALOTE    O 9 A 20 T 20 M 23 E 24 A 19 L 19

EALERC    C 6 E 6 R 17 E 17 A 17 L 27

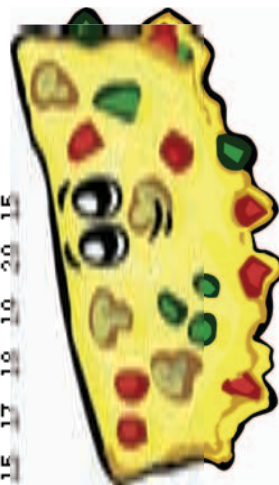
F 1 U 2 E 3 L 4    Y 5 O 2 U 2 R 6

B 21 R 22 E 23 A 24 K 25 F 26 A 27 S 28 T 29

W 12 I 13 T 14 H 15

A 16

H 15 E 17 A 18 L 19 T 20 H 15 Y 15

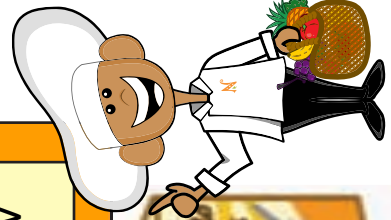




Healthy Breakfast 15 Word Search



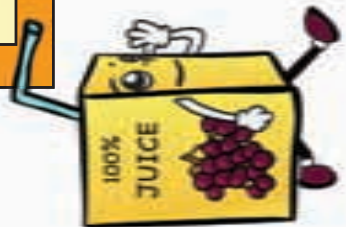
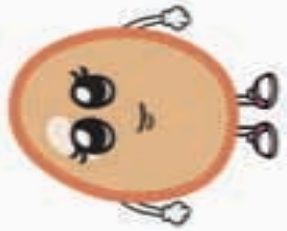
T E L E M O S T C J P Z D Z V  
 H W F P E G N I P P I K S M Z  
 D I R X R W Q Q B S W R P L W  
 M L U L D E C I R N W O R B D  
 C I I W C W H S E K N Z O D C  
 L T T V N O S M A E I H T L K  
 A S E I G G E V K K A L E V R  
 E Z L N G K U K F J R Z I G E  
 M O C E Y R T T A G G V N C B  
 T S K E O H L L S F E O J M I  
 A R L E R Z T L T K L J B I F  
 O S C K A E Y L O T O J R L L  
 B F P Y Q V A N A A H A B K C  
 G T S A O T V L U E W Q C B B  
 F K B M U S Z D W Z H N H E V



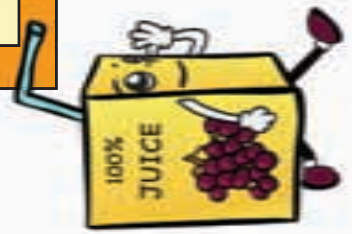
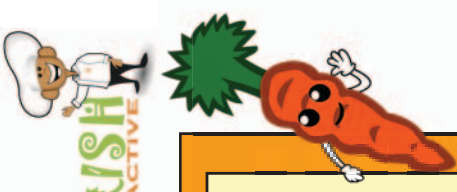
FIBER  
VEGGIES  
SKIPPING  
OATMEAL  
TOAST

EGGS  
BROWN RICE  
PROTEIN  
WHOLE GRAIN  
HEALTHY

BREAKFAST  
FRUIT  
CEREAL  
MILK  
OMELET



Healthy Breakfast 15 Word Search



Word search grid with 15 words highlighted:

- TELEMO
- STCJPNZDV
- HWF
- PEGNI
- PIKS
- MZ
- DIR
- XRW
- QQB
- SWR
- PLW
- MULD
- ECIR
- NWOR
- BLD
- CIW
- CHS
- EK
- NDZ
- ODC
- LT
- TVNO
- SM
- AEK
- KEI
- NAH
- ZLN
- GKUK
- FJZ
- IVN
- CIET
- NT
- CGV
- NCB
- ER
- OSK
- EOH
- LLS
- FKL
- JBO
- IBJ
- IM
- FL
- IFR
- GTSAOT
- YLV
- UEW
- QC
- BB
- FKBM
- USZ
- DWZ
- HNE
- V

FIBER  
VEGGIES  
SKIP  
OATMEAL  
TOAST

EGGS  
BROWN RICE  
PROTEIN  
WHOLE GRAIN  
HEALTHY

BREAKFAST  
FRUIT  
CEREAL  
MILK  
OMELET





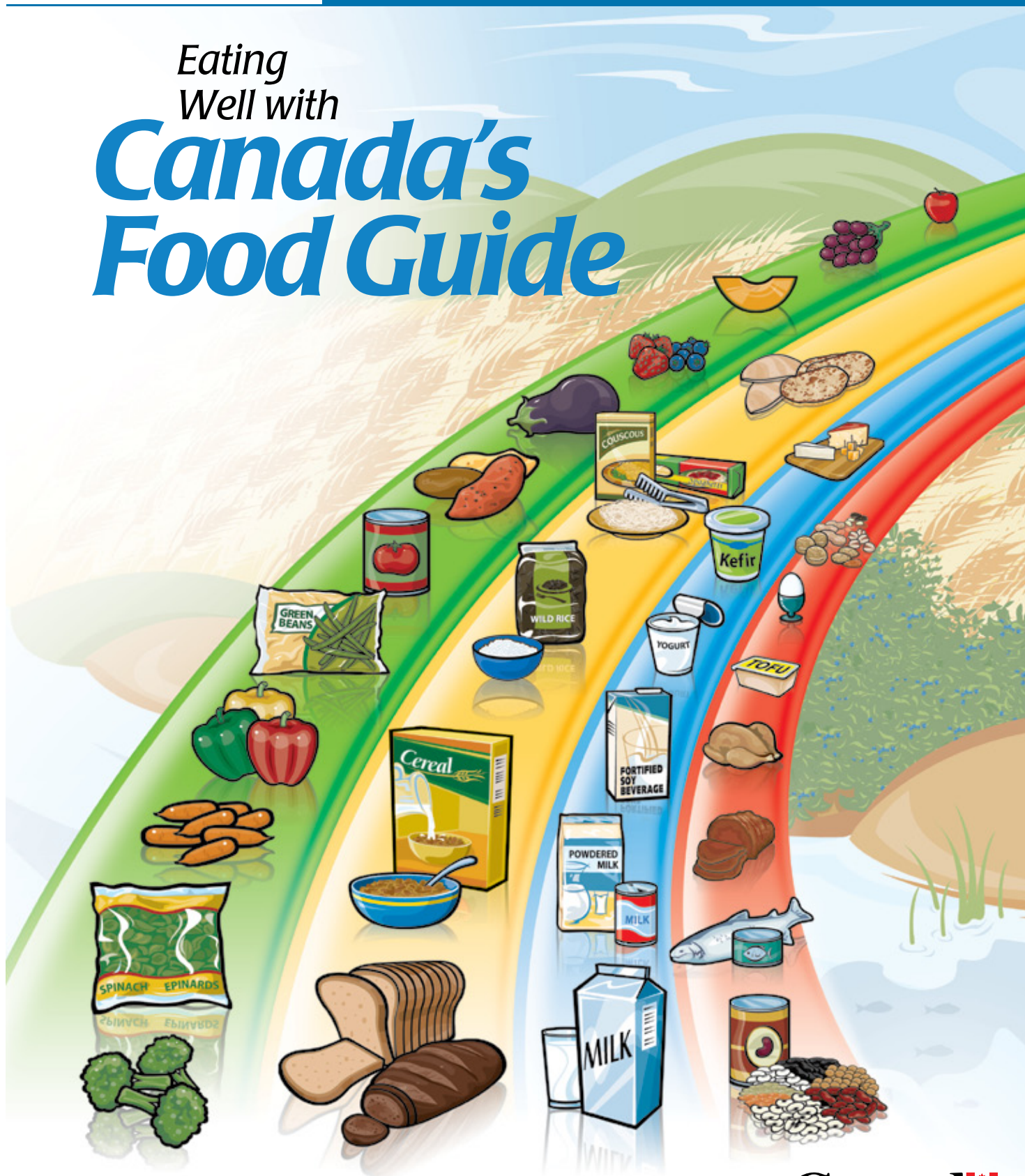
Health  
Canada

Santé  
Canada

Your health and  
safety... our priority.

Votre santé et votre  
sécurité... notre priorité.

# Eating Well with Canada's Food Guide



## Recommended Number of Food Guide Servings per Day

Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3























The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

**Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:**

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



**What is One Food Guide Serving?**  
Look at the examples below.

 <p><b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)</p>		 <p><b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p><b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)</p>		 <p><b>100% Juice</b> 125 mL (½ cup)</p>					
 <p><b>Bread</b> 1 slice (35g)</p>		 <p><b>Bagel</b> ½ bagel (45 g)</p>		 <p><b>Flat breads</b> ½ pita or ½ tortilla (35 g)</p>		 <p><b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)</p>		 <p><b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p><b>Cooked pasta or couscous</b> 125 mL (½ cup)</p>	
 <p><b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)</p>		 <p><b>Canned milk (evaporated)</b> 125 mL (½ cup)</p>		 <p><b>Fortified soy beverage</b> 250 mL (1 cup)</p>		 <p><b>Yogurt</b> 175 g (¾ cup)</p>		 <p><b>Kefir</b> 175 g (¾ cup)</p>		 <p><b>Cheese</b> 50 g (1 ½ oz.)</p>	
 <p><b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p><b>Cooked legumes</b> 175 mL (¾ cup)</p>		 <p><b>Tofu</b> 150 g or 175 mL (¾ cup)</p>		 <p><b>Eggs</b> 2 eggs</p>		 <p><b>Peanut or nut butters</b> 30 mL (2 Tbsp)</p>		 <p><b>Shelled nuts and seeds</b> 60 mL (¼ cup)</p>	

**Oils and Fats**

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



## ***Make each Food Guide Serving count...*** ***wherever you are – at home, at school, at work or when eating out!***

### ▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

### ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

### ▶ **Have vegetables and fruit more often than juice.**

### ▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

### ▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

### ▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

### ▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

### ▶ **Have meat alternatives such as beans, lentils and tofu often.**

### ▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

### ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.

## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



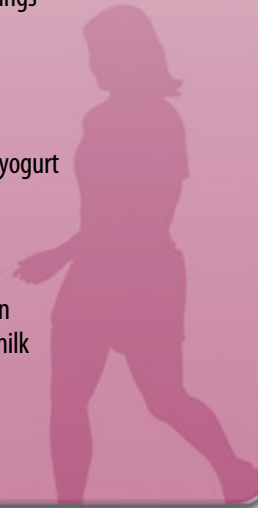
### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

#### Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?



### Here is an example:

#### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 <b>Vegetables and Fruit</b> Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 <b>Meat and Alternatives</b> Food Guide Serving
250 mL (1 cup) brown rice	=	2 <b>Grain Products</b> Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your <b>Oils and Fats</b> intake for the day
250 mL (1 cup) 1% milk	=	1 <b>Milk and Alternatives</b> Food Guide Serving
1 apple	=	1 <b>Vegetables and Fruit</b> Food Guide Serving



## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.



### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*



### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.



Nutrition Facts	
Amount	% Daily Value
Per 0 mL (0 g)	
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit *Canada's Food Guide* on-line at:  
[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

#### or contact:

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Ottawa, Ontario K1A 0K9  
**E-Mail:** publications@hc-sc.gc.ca  
**Tel.:** 1-866-225-0709  
**Fax:** (613) 941-5366  
**TTY:** 1-800-267-1245

Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

# Cultural Diversity

## Continents





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

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# INTRODUCTION TO CULTURAL DIVERSITY - CONTINENTS

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## Objectives & Goals of the Unit:

- To explore the 4-H Cultural Diversity Project
- To teach Cloverbuds about a variety of travel need-to-knows
- To show Cloverbuds how to entertain themselves while travelling
- Helping Cloverbuds learn common phrases from around the world
- Preparing Cloverbuds for any scenario they may encounter when travelling

## Background:

With today's many different forms of transportation, many people travel to various destinations within their own communities, in different provinces and around the world quite frequently to experience beautiful scenery, different cultures and to learn more about themselves. But, in order to enjoy the experience, one must be prepared. Within this unit, preparation is key! Cloverbuds will learn about various aspects of travel to make them more savvy travelers wherever they might go!

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Name a type of transportation (bus, train, hot air balloon, bicycle, walking, etc)
- Name one thing you should bring with you on a trip
- Name one of the wonders of the world

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### A Personalized Passport

**Time:** 10-15 minutes

**Materials Needed:**

- Paper (2 pieces per Cloverbud)
- Writing/Drawing utensils
- Stapler
- Passport photo (optional)

The most important thing to have for a trip to another country is a passport. So, the first activity of this unit is to create a personalized passport. Have Cloverbuds begin by folding the paper in half, and then in half (the other way) again. Repeat this process for the second piece of paper. Then, stick the one folded paper

inside the other to create a booklet, and staple the folded edge twice. Then, Cloverbuds can begin designing their passport! The cover should include the name of whatever country they want to create a passport for (e.g. Canada), and a design for that country. The inside left page should include an “about me” section, such as a photo (drawn or actual) and date of birth, address, etc. The page on the right can be a “Contact” page with family member’s names and phone number. The rest of the pages can include countries that the Cloverbud would like to travel to, or has already travelled to. They should include images wherever possible - whether it is something they know about the country, or something that they have done there or would like to do there. For the back cover, Cloverbuds can be creative and decide what they would like to do with it.

## Learning Direction

**Time:** 15-25 minutes

**Materials Needed:**

- Paper (larger the better)
- Ruler
- Writing and Drawing utensils

This activity will help Cloverbuds get a sense of how directions work. The leader will give the instructions, and Cloverbuds will follow along and draw what they are told. For clarity, it may help if the Leader draws their own map, so that Cloverbuds can compare later. Leaders should begin with the basics, such as telling Cloverbuds to draw a compass (a + sign) in the top right hand corner. Then label the compass accordingly: North on top, South on the bottom, East on the right and West on the left. It may help if they learn one of the many sayings for labelling the compass, such as “Never eat slimy worms” for the clockwise labelling. Then, have them outline the town map (there are \_\_\_\_\_ avenues running east-to-west, and \_\_\_\_\_ streets running north-to-south.) by drawing the roads. Have them label the avenues and streets, giving them names or numbers (from the top down, 1-...). Then, you can begin the instructions. Encourage Cloverbuds to write the instructions down so that the leader does not have to keep repeating themselves. Below are just some basic examples. You can be creative and redesign the map and add in additional details such as parks, trees, lamp posts, bridges, etc.

**Instructions:**

- There is a large neighbourhood north-west of 1st avenue, with \_\_\_\_\_ houses and \_\_\_\_ apartments
- There is a community centre east of 1st street, and between 1st and 2nd avenue
- The entire block between 3rd and 4th avenue, and between 1st and 2nd street is a park
- There is a fire station just west of the park
- Below the park is a mall, with the entire block filled with shoppes. From west to east, there is a dentist, pet store, hobby store, salon, and fast food restaurant.
- There is a large lake north of the town, with a river that runs south through the park, and east parallel to 4th avenue
- City Hall is just south of 5th avenue
- Etc!

## LET'S EXPLORE

### Create a Vanity Plate

**Time:** 10-15 minutes

**Materials Needed:**

- Paper
- Ruler
- Drawing/Writing Utensils

This plate allows Cloverbuds to be creative while designing their very own license plate. Encourage Cloverbuds to create messages with 8 letters/numbers or less. They should start by creating a rectangular border, and then entering the characters between the borders, in a straight line. Cloverbuds can use travel themes, nicknames, etc. Afterwards, include logos or images that relate to the characters. If there is time, Cloverbuds can create more vanity plates for friends or family members.

### Learning Phrases

**Time:** 10-15 minutes

**Materials Needed:** None

This activity can be shaped to fit the ability of your Cloverbud group. Below is a chart of common phrases in a few languages, with examples of countries where they speak that language.

Pick one language, discuss which countries would use this language and practice the words and phrases listed. Once the words/phrases have been reviewed, you can make a game out of it by then speaking a word in English and have participants shout out what they think that word is in the language you have just reviewed.

To make it more interesting, switch it up and say the word in the language just reviewed and have participants give the English word or phrase.

Language:	Countries That Speak...:	English Phrase:	Translated Phrase:	Pronunciation:
Spanish	Spain, Cuba, Argentina, Colombia, USA, etc.	Hello	¡hola	(O-lah)
		How are you?	Cómo estás?	(comb-oh-eh-stas?)
		I am well	Estoy Bien	(ess-toy-be-yen)
		Thank You	Gracias!	(grass-e-yass)
		You are welcome	¡De Nada!	(day-nah-dah)
French	Canada, Algeria, France, Belgium, Morocco, Vietnam, etc.	Hello	Bonjour	(boun-juw-r)
		How are you?	Ça va ?	(sah-vah?)
		I am well	Ça va bien	(sah-vah-bee-yen)
		Thank You	Merci	(mair-see)
		You are welcome	Je vous en prie	(shjuh-views-on-pree)
Portuguese	Portugal, Brazil, France, Mozambique, Angola, etc.	Hello	Olá	(O-wa)
		How are you?	Como vai?	(comb-oh-vi)
		I am well, thank you	Bem, obrigado! (men)/ Bem, obrigada! (female)	(bain-oh-bree-gah-doh) and (bain-oh-bree-gah-dah)
		And you?	E você?	(ee-voh-say)
		You are welcome	De nada	(day-nah-dah)



Italian	Italy, Croatia, France, Slovenia, Switzerland, etc.	Hello	ciao	(Chow)
		How are you?	come stai?	(comb-e-sti)
		I am well	Bene	(beh-nay)
		Thank You	Grazie!	(grat-zee)
		You are welcome	Prego	(pray-go)
German	Germany, Austria, Belgium, Denmark, Poland, Switzerland, etc.	Hello	Hallo	(hah-low)
		How are you?	Wie geht es dir?	(vee- get- es-deer?)
		I am well, thanks	Danke, mir geht's gut!	(danka-meer-gets-goot)
		And you?	Und dir	(oond-eer?)
		You are welcome	Gern gescheh'n!	(garn-gesh-eeen)
Dutch	Belgium, France, Netherlands, etc.	Hello	hallo	(haw-low)
		How are you?	hoe gaat het?	(who-hawd-it?)
		I am well	ik ben goed	(ick-ben-ghood)
		Thank You	dank u	(dank-oo)
		You are welcome	bent u welkom	(ben-too-val-calm)

## Matching Currencies to Countries

Time: 10-15 minutes

Materials Needed:

- Writing utensil
- Paper

Country:	Currency:
1. EGYPT	
2. CANADA	
3. CHINA	
4. JAPAN	
5. SOUTH KOREA	
6. ENGLAND	
7. ITALY	
8. SWEDEN	
9. MEXICO	
10. SAUDI ARABIA	
11. RUSSIA	
12. BRAZIL	
13. ETHIOPIA	
14. TURKEY	
15. BELGIUM	
16. INDIA	



**Word Bank:** Franc, Won, Krona, Ruble, Dollar, Riyal, Peso, Birr, Lira, Dollar, Rupee, Yen , Pound, Euro, Yuan, Real

Around the world, countries use many different types of money (currency). Each country has their own system of regulation, distribution, name and value of their currency. This exercise will help participants learn the name of 16 unique currencies around the world. Have them match the two and create a separate table, or simply add the currency name to the corresponding country column. Participants should try guessing the corresponding currencies before referring to the answer key.

**Answer Key:**

Countries:	Currencies:
1. EGYPT	Dollar
2. CANADA	Dollar
3. CHINA	Yuan
4. JAPAN	Yen
5. SOUTH KOREA	Won
6. ENGLAND	Pound
7. ITALY	Euro
8. SWEDEN	Krona
9. MEXICO	Peso
10. SAUDI ARABIA	Riyal
11. RUSSIA	Ruble
12. BRAZIL	Real
13. ETHIOPIA	Birr
14. TURKEY	Lira
15. BELGIUM	Franc
16. INDIA	Rupee

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## LOOKING WITHIN

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### Travel Scenarios

**Time:** 10-15 minutes

**Materials Needed:** None

Have a discussion on what to do in various travel situations. To make this activity more interactive, have participants get into groups and then give them a phrase and ask them how they would respond. Give them a few minutes and they can either act out the scenario or they can say what they would do, step by step. Some examples are given below:

- They lose their parent in the airport
- Someone asks them to help find their pet on the beach
- Someone asks them if they want some candy/a drink
- They need to go to the bathroom on a resort

- Their plane is going through turbulence
- They are alone in the hotel room and someone knocks and asks to come in

## Create Your Own Travel Games

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Writing utensils

There are so many things that Cloverbuds can do to keep themselves entertained when on a journey. They can play the classic game of I-Spy, play tic-tac-toe, or many other games. This activity will allow Cloverbuds to design one or more of their own travel games. They can create the board and pieces, draw the game, or however else they want to create it. They should include clear rules and a how-to-play guide. They can create an entirely unique game or put a spin on a classic game like travel bingo.

***Ideas of classic games can include:***

- I Spy
- Travel Bingo
- Tic-Tac-Toe
- Alphabet Towns (e.g. first player says Hanover, second player must say a name starting with 'r'; Ridgetown; third player must same a name starting with 'n'; Napanee, etc.)
- Rock, Paper, Scissors
- The Grocery Game (first player says a grocery item starting with 'a'; second player says an item starting with 'b' plus the item that started with an 'a'. Game can also be done with animals, sports, etc.)
- Spelling Bee
- Team Storytelling (first player says one line of the story; the next player creates the next line, etc.)
- Find the Vehicle (look for a certain colour, certain model or type, e.g. sports car, mini van)
- Who Am I? Guessing Game

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## WRAPPING THINGS UP

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### Postcards of the World

**Time:** 10-15 minutes

**Materials Needed:**

- Postcards
- Magazines
- Writing Utensils

Writing postcards was an extremely common practice in the 20th century and earlier, but with the increasing availability of internet, fewer people are continuing to send them. This activity will give participants a chance to create their own postcard with a drawing of their choice on one side and a personalized message on the other side. Their drawing can be one of the Seven Wonders of the World, a famous structure, or a local landmark. Their message can be to their future selves, a family member or friend. To extend this activity 10-15 minutes, encourage Cloverbuds to make more than one postcard.

## Packing it Up

**Time:** 10-15 minutes

**Materials Needed:**

- Suitcase
- Various items of toiletries, clothing and shoes

Have a discussion on what you need to pack in a suitcase. Discuss a variety of scenarios, such as an overnight trip, weekend, one week trip, two week trip, etc. Consider what you need for a trip in a nearby city, different province, different country, and different continent. To extend this activity 10-15 minutes, have a suitcase present and teach how to pack items. Remember, rolling items saves space! Also, what you need least (or last) should go in the suitcase first!

## Packing it Up Relay Race

**Time:** 10-15 minutes

**Materials Needed:**

- 2 suitcases
- Two pieces of rope (for a starting line)
- Clothing and footwear (for participants to put on)
- Two objects for participants to run to – one for each team (e.g. a bucket,

Divide participants into two equal teams. Have each team line up behind their piece of rope. Each team will have a suitcase that has already been pre-packed with clothing and footwear for a trip and is closed. When the leader says 'go' the first participant on each team will have to open the suitcase put on all of the clothing found inside. They then have to run to the designated object, touch it and run back. When they return to the starting line, they have to take off all of the clothes and pack them back into the suitcase the way they found them. Once the suitcase has been packed and zipped up, the next player can start. The same scenario continues until all team members have had a turn.

To make this activity even more challenging, participants could be made to skip, jump or run backwards to the designated object.

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## ADJOURNMENT

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### Additional Activities

- Take a trip! Use your bicycles, take a train, or hop on the bus and explore
- Play one of the travel games created by Cloverbuds
- Help your family plan a trip, real or pretend! Print a map, pack your suitcase, and discuss the things you need to know for travel to that country.

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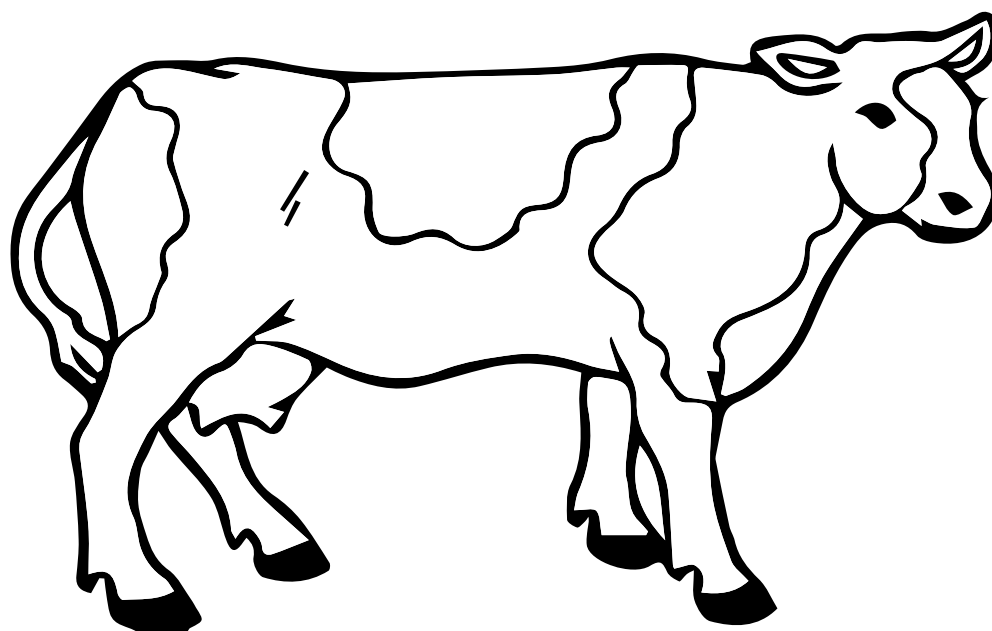
- How Stuff Works <http://adventure.howstuffworks.com>
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- [http://www.linguanaut.com/english\\_portuguese.htm](http://www.linguanaut.com/english_portuguese.htm)

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# Dairy

# By-Products

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## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

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The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



# INTRODUCTION TO DAIRY – BY-PRODUCTS

## Objectives & Goals of the Unit

- To introduce the 4-H Dairy Project to Cloverbud participants
- To understand what by-products are
- To discover which by-products come from beef cattle
- To discover the importance of by-products

## Background

99% of cattle are used for something – typically about half of the animal is used for meat but the other half is also used for items that we don't even realize come from animal products. In this unit, Cloverbud participants will find out there are many by-products from cattle. Some may even surprise them!

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- Name one by-product we get from cattle.
- What is your favourite candy?
- Name an item or food that can be made using marshmallows.
- How many by-products do you think come from cattle? (none, a few, a lot – the answer is a lot!)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### Lace Up That Cow!

**Time:** 10-15 minutes

**Materials Needed:**

- Cow Printout on Heavy Cardstock (cow picture found in the Resource section at the end of this unit)
- Hole punch
- Yarn

Print out the cow picture on heavy cardstock. Have one printout for each participant. Punch holes around the outline of the cow (you may want to have the holes punched ahead of time). Give each participant a piece of yarn. If possible, have various colours of yarn to choose from. Tie a knot in one end of the yarn.

Explain that, just like shoes that need to be laced, we are going to lace up our dairy cow. Shoes are one of the items that are made from the by-products of cattle. Have participants weave the yarn in and out of the holes in the cow.

When the entire cow has been laced up, tie a knot in the end of the yarn and then cut off any excess yarn. Participants can then decorate the rest of the page if desired. Suggest that they create a scene for where the cow is standing (e.g. barn, pasture field, etc.)

## There's A Cow In My Marshmallow!

**Time:** 10-15 minutes

**Materials Needed:**

- There's A Cow In My Marshmallow! Worksheet (found in the Resource section at the end of this unit)
- Writing utensil (to point with)

Give each participant a worksheet. Work through the list of by-products, one by one, and see which participant can find the item first in the picture of the cow. If desired, keep score of who found each object first.

Or, to make this activity non-competitive, ask each participant, one-by-one, to find an item on the list as you read out the items.

---

## LET'S EXPLORE

---

### Dairy By-Products Scavenger Hunt

**Time:** 20-25 minutes

**Materials Needed:**

- By-products (see list below)
- Plastic bags

This activity is best completed outdoors or in a large hall. Before participants arrive for the meeting, hide some (or all) of the following objects. Be sure to have a designated area where items are hid so participants do not wander too far away. This activity could be done individually or in pairs. It might be advisable to give participant (or pair) a plastic bag to put their items into. Explain that the plastic bag is also made using by-products from cattle.

Depending on the group, leaders may want to put a coloured sticker on items that are by-products for participants to find so that participants know what is and what isn't a by-product when searching.

Baseball glove  
Empty pill jar  
Piano key  
Paint can  
Shoes  
Empty insulin container  
Lipstick  
Photo film  
Rawhide softball



Wallet  
Violin strings  
Fertilizer  
Tire  
Plastic  
Bag of marshmallows  
Insulation  
Candy  
Jello package  
Comb  
Leather coat  
Felt hat  
Cosmetics  
Soap  
Ice cream container  
Bone china (if you have something old that you don't mind if it gets broke!)  
Chewing gum  
Drum (drum head)  
Asphalt  
Candles  
Car Polish  
Hydraulic brake fluid  
Glossy magazine  
Ink cartridge for printers  
Crayons  
Toothpaste  
Shaving cream  
Glue  
Floor wax  
Fabric softener  
Deodorant

## The Mystery of Cattle By-Products

**Time:** 10-15 minutes

**Materials Needed:**

- The Mystery of Cattle By-Products worksheet (found in the Resource section at the end of this unit)
- The Mystery of Cattle By-Products Answer Key (also found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a 'Mystery of Cattle By-Products' worksheet. Work through the first word together so that participants understand how to solve the mysteries using the code. Have participants work individually, in pairs or as a group depending on the abilities of the group.

---

## LOOKING WITHIN

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### Mystery Box

**Note:** This activity could get messy depending on which by-product items are used and should be done outside or in an area where the floor can be easily cleaned.

**Time:** 20-25 minutes

**Materials Needed:**

- Cardboard box with an arm hole cut out of each side (box to be small enough that hands can meet in the centre when arms are placed in each side of the box) OR blind-fold participants instead of using a box
- Cattle by-products to go inside the box (suggested list below)
- Wash water and paper towels

The activity tests the sensation of touch and causes participants to use their imagination to identify objects without being to use their sense of sight.

***Suggested items:***

Marshmallows

Baseball

Lipstick

Dish of fabric softener

Paintbrush

Chalk

Dish of jello

Matches

Packet of refined sugar

Felt

Dish of ice cream

Crayons

Chewing gum (could be chewed to add to the icky factor!)

Dish of anti-aging cream

Wrapped hard candies

Dish with shaving cream

Candle

Eraser

Small piece of wallpaper

Dish of glue

## Dairy Cattle By-Products Collage

**Time:** 10-15 minutes

**Materials Needed:**

- Various magazines
- Scissors
- Glue
- Piece of paper (one per participant)

Give each participant a piece of paper. Test the knowledge of participants by having them go through magazines to find items that are made using cattle by-products. When a participant finds an item, have him or her cut out the item, show it to the leader who verifies that it is actually made from by-products and then the participant can glue it onto their paper. The first participant to have their page entirely covered is the winner. The winner then can help to find pictures for those who aren't finished yet.

---

## WRAPPING THINGS UP

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### Cows Out To Pasture

**NOTE:** If there are participants in the group with peanut allergies, the peanut butter in this recipe could be substituted with soy butter, found in most grocery stores.

**Time:** 25-30 minutes

**Yield:** 8 cows

**Materials Needed:**

- 125mL (½ cup) peanut butter
- 16 graham cracker squares
- 125mL (½ cup) marshmallow cream
- 125mL (½ cup) shredded coconut, tinted green
- 24 large marshmallows (3 marshmallows per cow)
- 24 straight pretzel sticks
- Tube of black icing
- Knife
- Green food colouring
- Re-sealable plastic bag



*Photo credit: [www.peanutbutterlovers.com](http://www.peanutbutterlovers.com)*

***Instructions for making the cows:***

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- Give participant 3 pretzel sticks and have them break the sticks in half.
- Screw four pretzel stick halves into the bottom of two marshmallows to form the body.
- Use one pretzel stick half to connect the two marshmallows that form the body and the one pretzel stick half as the tail.
- Take the third marshmallow and slice it into three pieces. Connect two pieces on the sticky sides to form the head. Break the last piece into two and stick on the top of the head to form the ears.
- Use black icing to add ears and a nose.

### Instructions for making the pasture:

- To make the grass, place shredded coconut and several drops of green food colouring into a plastic bag and shake.
- Take a graham cracker square and spread peanut butter on it. Then put another graham cracker square on top of it.
- Smear the top of the graham cracker with marshmallow cream and sprinkle with green coloured coconut.
- Place the cow on top of the graham cracker. It can be sitting, standing or eating on how you place the pretzel sticks.

## Moo Juice

**Time:** 5-10 minutes

**Yield:** 2 large glasses

**Materials Needed:**

- 500mL (2 cups) jello prepared gelatin, any flavour
- 250mL (1 cup) milk
- Blender
- Drinking glasses



Photo credit: [www.food.com](http://www.food.com)

Mix prepared jello and milk together in a blender for about 5 seconds. Pour into two glasses and enjoy!

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## ADJOURNMENT

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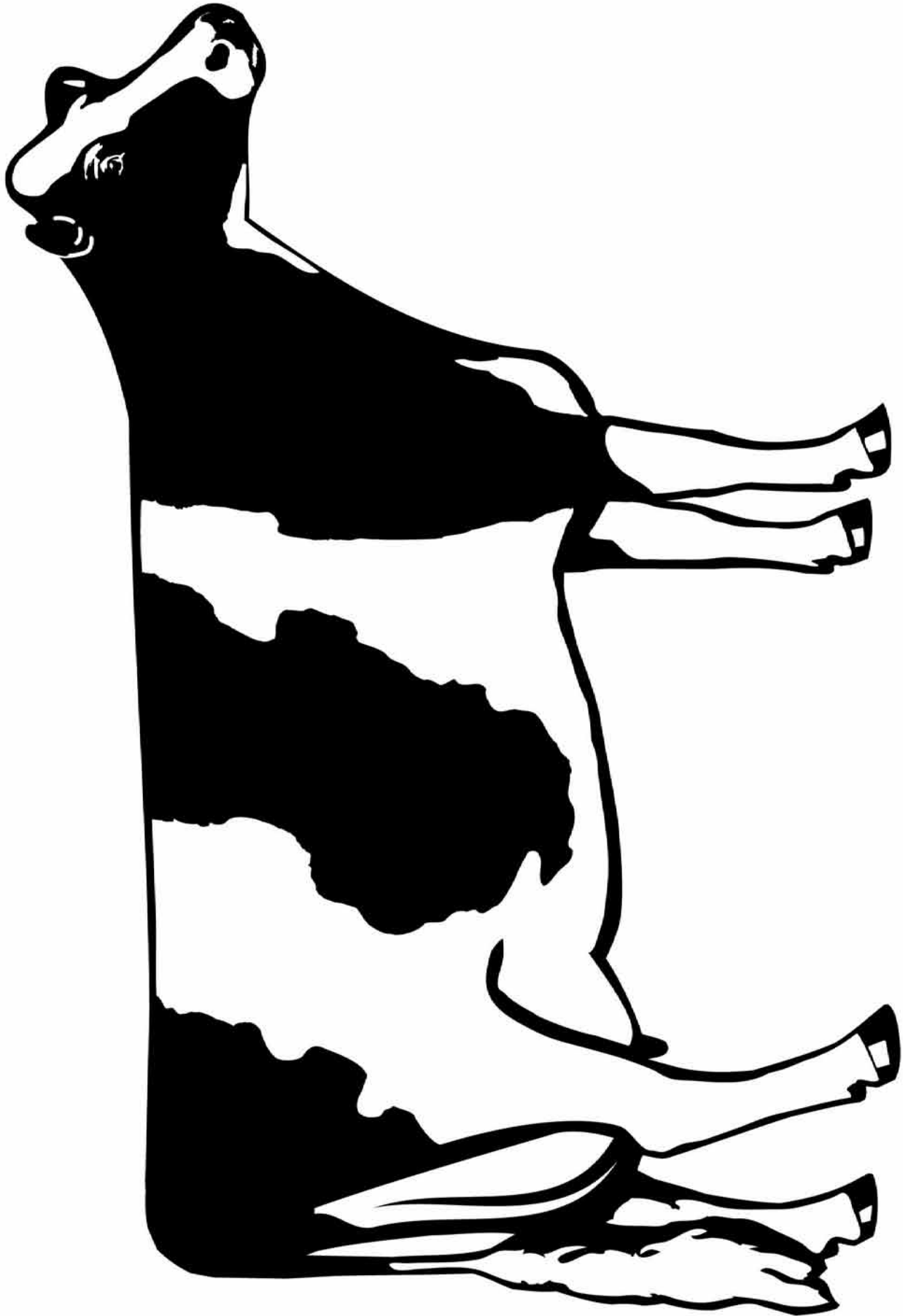
### Additional Activities

- Visit a dairy farm
- Visit a leather factory or a business where they use leather
- Visit a retail store and count how many items contain cattle by-products

### References

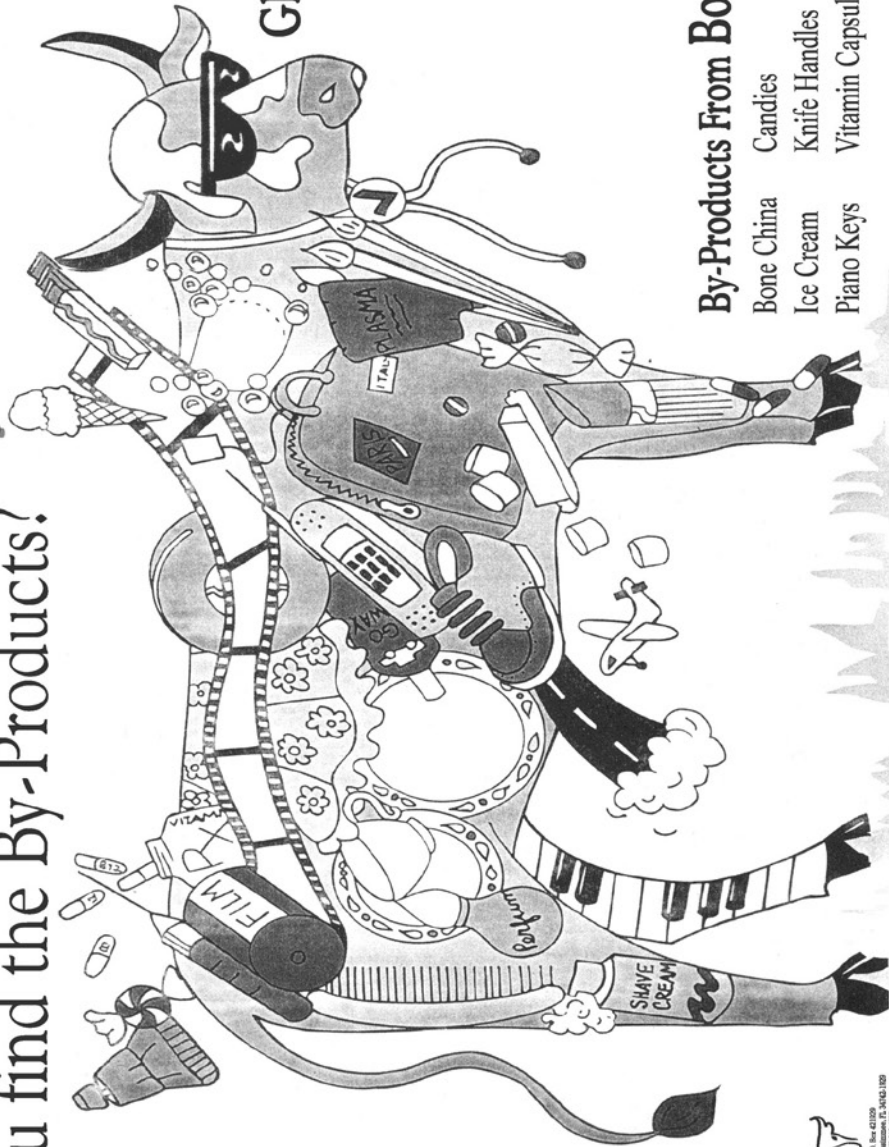
- Beef Farmers of Ontario [www.ontariobeef.com](http://www.ontariobeef.com)
- Dairy Farmers of Canada [www.dairyfarmers.ca](http://www.dairyfarmers.ca)
- Dairy Farmers of Ontario [www.milk.org](http://www.milk.org)
- Facts About Beef <http://factsaboutbeef.com/tag/cattle-by-products/>
- Food.com [www.food.com](http://www.food.com)
- Minnesota Ag in the Classroom [www.mda.state.us/maitc](http://www.mda.state.us/maitc)
- Peanutbutterlovers.com <http://peanutbutterlovers.com>
- Saskatchewan 4-H Cloverbud Program
- University of Guelph [www.uoguelph.ca](http://www.uoguelph.ca)
- [www.coloringcrew.com](http://www.coloringcrew.com)
- [www.educatall.com](http://www.educatall.com)

**Lace Me Up!**



# There's A Cow In My Marshmallow!

Can you find the By-Products?



## By-Products From

### Hide and Hair

Baseball Gloves  
Car Upholstery  
Drum Heads  
Leather Coats  
Violin Strings  
Shoes  
Felt Hats  
Luggage  
Wallets  
Leather Watchbands  
Rawhide Softballs

## By-Products From

### Glands and Organs

Asphalt  
Cosmetics  
Fertilizer  
Insulation  
Medicines  
Paint  
Plastic  
Soap  
Tires

## By-Products From Bones and Horns

Bone China  
Ice Cream  
Piano Keys  
Candies  
Knife Handles  
Vitamin Capsules  
Chewing Gum  
Lipstick  
Wallpaper Paste  
Comb  
Photo Film





## The Mystery of Cattle By-Products

You have found this secret decoder mystery sheet. To read the mystery clues, fill in the blanks by using the code below. Together we can find out about a few Cattle By-Products. For example, the number 23 would be W.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
O	D	C	G	U	E	Q	H	V	Z	L	Y	R

<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
X	P	B	S	K	M	F	T	N	W	A	I	J

\_\_\_\_\_

3      24      22      2      11      6      17

\_\_\_\_\_

1      3      6                      3      13      6      24      19

\_\_\_\_\_

19      6      2      25      3      25      22      6      17

\_\_\_\_\_

11      6      24      21      8      6      13

\_\_\_\_\_

11      25      15      17      21      25      3      18

## The Mystery of Cattle By-Products - ANSWER KEY

You have found this secret decoder mystery sheet. To read the mystery clues, fill in the blanks by using the code below. Together we can find out about a few Cattle By-Products. For example, the number 23 would be W.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
O	D	C	G	U	E	Q	H	V	Z	L	Y	R

<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
X	P	B	S	K	M	F	T	N	W	A	I	J

  C        A        N        D        L        E        S    
3            24            22            2            11            6            17

  I        C        E                C        R        E        A        M    
1            3            6                    3            13            6            24            19

  M        E        D        I        C        I        N        E        S    
19            6            2            25            3            25            22            6            17

  L        E        A        T        H        E        R    
11            6            24            21            8            6            13

  L        I        P        S        T        I        C        K    
11            25            15            17            21            25            3            18

# Farm Safety





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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**Date:** November 2014

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# INTRODUCTION TO FARM SAFETY

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## Objectives & Goals of the Unit

- To introduce the various 4-H Farm Safety Projects
- To gain an appreciation of the dangers involved in the farming industry
- To understand what we need to do to stay safe while farming

## Background

The farm can be an exciting and educational place to live or visit but it also presents some dangers as well. Danger comes from working with animals and machinery. Knowledge is the key to staying safe. Through a variety of hands-on activities, Cloverbud participants will see first-hand how quickly a farm accident can happen and what the consequences could be.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Name one way to stay safe while working on or visiting a farm.
- Name a piece of farm equipment that could hurt you.
- Name one safety tip for working with animals.

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

---

## GETTING STARTED

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### Hidden Safety Message

**Time:** 10-15 minutes

**Materials Needed:**

- Hidden Safety Message worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons

Provide each participant with a worksheet and have them work individually or in pairs using the colour code at the bottom of the page to figure out message in the picture.

## Recognize the Dangers

**Time:** 10-15 minutes

**Materials Needed:**

- Construction paper – pink, brown, black (to represent various animals)
- Scissors
- Tape

Divide the group to be either pigs, horses or cattle. Pigs will wear a pink head band, horses will wear brown and cattle will wear black.

Cut out ears for each animal in the same colour as their hand band. Use small ears to make some of the participants baby animals and large ears to make the others adult animals.

Explain that the adults are the mothers and the participants with small ears are the babies. Discuss the typical behavior of mother animals and what humans should do when approaching a mother animal that has a baby with her or if the baby is even nearby.

Discuss what behaviours farm animals portray to indicate danger warnings:

- *Arching backs*
- *Growling or snorting*
- *Pawing the ground*
- *Laid back ears*

Discuss that if these warnings are not heeded, animals may charge and attack a human.

Match 'adult' participants (those with large ears) with 'baby' participants (those with small ears) so you have cow-calf pairs, horse-colt pairs, sow-piglet pairs. Have them roam in a large area (i.e. their pen) and then have a leader walk into the group as a human walking through. Have participants act out how they would act when a human comes near – remind them how a mother would act and how a baby would act.

Discuss how people should safely behave when they are near animals showing danger warnings:

- *Do not approach large animals*
- *Stay outside animal fences*
- *Follow rules set up by adults*

When watching animals from outside the fence, the following tips should be followed:

- *Use calm, low voices so the animals are not startled*
- *Do not tease the animals*
- *Always have an adult close by*



## Farm Animals Are Fun

**Time:** 5-10 minutes

**Materials Needed:**

- Farm Animals Are Fun (Ready Rooster Says...) (found in the Resource section at the end of this unit)
- Writing utensil
- Pencil crayons/crayons/markers

Give each participant a worksheet and have them work individually, in pairs or as a group to draw lines connecting the right number to the right number of animals. Have participants colour in the picture.

## How Heavy is that Steer?

**Time:** 10-15 minutes

**Materials Needed:**

- Rope (approx. 6m to 10m (20' to 30') long)

Ask each participant their approximate weight. Place one participant on the end of the rope. Then, place enough participants on the other end of the rope so that they add up to approximately 455kg (1000 lbs). Remind participants that the average weight of a full size horse or show steer is anywhere from 455kg to 600+kg (1000 lbs. to 1300lbs.+).

Do not allow participants to wrap the rope around their body or hands.

Discuss a scenario where the participant is leading the animal when it decides to go back to the barn or escape. Have the large group of participants holding the rope begin to pull on the rope and see if the single participant can keep the others from "returning to the barn."

## Approaching Animals Safely

**Time:** 10-15 minutes

**Materials Needed:**

- Flat Box (e.g. pizza box)

Horses have monocular vision, meaning they have a blind spot in front of their nose, under their head and directly behind them.

Have a participant pretend he/she is a horse with monocular vision by holding a flat box directly under his/her chin. Explain that this is similar to not being able to see under your nose like a horse.

Before starting the activity, speak to one participant and have them prompted to sneak up on the person holding the flat box from under the box and grab his/her leg while at the same time, yelling loudly. The participant holding the box will likely jump.

Using the same situation, try the activity again by having another student gently and quietly approach the "horse" (the person holding the flat box).

Discuss that loud noises can startle an animal. When both sight and hearing are compromised, the animal is more likely to bolt. Touching the animal without speaking gently while approaching the animal will cause the animal to spook and most likely jump and run.

## Colour the horse

**Time:** 5-10 minutes

**Materials Needed:**

- Horse colouring picture (found in the Resource section at the end of this unit)

Review the paragraph on the bottom of the picture about approaching horses. Have participants colour the picture.

---

## LET'S EXPLORE

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### Preparedness in the Barn

**Time:** 10-15 minutes

**Materials Needed:**

- Emergency Telephone Number Form (found in the Resource section at the end of this unit)

It is important to have everyone in the family be prepared in case an injury occurs on the farm. Placing a phone and a list of emergency phones numbers in the barn could prevent an incident from becoming a tragedy. This list should also be placed in the house, the driving shed, the shop and even inside the cab of machinery being used for field and yard work.

Give each participant an Emergency Telephone Number Form. Work through the sheet with them to fill it out as much as possible. Encourage participants to finish filling out the sheet with the help of a parent when they go home.

### Animal Telephone *(can also be called Machinery Telephone)*

**Time:** 15-20 minutes

**Materials Needed:**

- Cotton balls

Noise levels from animals, especially in highly populated areas, can be very loud and damaging to the ears if prolonged exposure occurs. Machinery can also be very loud when operating at full speed. To prevent hearing loss, ear protection is a must.

This activity is played like the old telephone game. First, have participants form a circle. As the leader, start a saying or slogan at the beginning of the circle. Whisper it in the ear of the participant sitting on your right. That participant then whispers the saying into the ear of the person on their right and this continues until the message has gone around the circle and to the participant sitting on your left. Each person can only say the message once.

**Use slogans related to this unit such as:**

- *Animals can be very large so stay outside the animal fence.*
- *Stay outside of the animal's fence if you are feeding livestock.*
- *Approach an animal quietly and put your hand on the animal so he knows you're there.*
- *Only one person should ride on an ATV. No passengers are allowed.*
- *Keeps hands away from moving parts on all types of machinery.*

Have the last participant to hear the message say out loud what the message was that they heard. Then state what the original message was.

Now have everyone put cotton in their ears and repeat the activity, using a different message. Have the last participant tell what he or she thinks the message was.

Discuss the difference between the two times that the activity was done. Discuss how loss of hearing is affected by exposure to loud noises even when you are young. Most hearing loss is caused by two factors – the loudness of the noise and the length of time spent in loud surroundings. A young person can begin to lose their hearing and not realize it until they are older.

Discuss what participants would miss if they could not hear (e.g. ability to communicate, hear music, hear warning signals, etc.)

## **Tractor Hazards - Falling**

**Time:** 15-20 minutes

**Materials Needed:**

- Ripe cantaloupe (or other melon)
- Markers
- Ladder
- Plastic tarp

Tractors, combines and other farm machinery are tall. If farm equipment is available, estimate how many metres off of the ground the driver's seat or the platform are located.

Draw a face on the melon to represent a person's head. Using the ladder climb to the top of a tractor cab (or approximately 3m to 3.5m (10 feet) if a tractor is not available). Drop the melon onto the plastic tarp on the ground below.

Discuss how this could have been a real person and how they could get hurt very badly. The head is the most vulnerable spot on the body. If your skull is broken or cracked, the brain could be damaged. While other bones and muscles can heal, the brain is not easily repaired.

Ladders and platforms used to access the driver's seat need to be kept free of slippery substances such as water, ice, grease and manure. When using the ladder and platform, be sure to use the hand rails.

## LOOKING WITHIN

### Seatbelt Safety

**Time:** 10-15 minutes

**Materials Needed:**

- 2 toy tractors, one with a ROPS and an older model without a ROPS (Roll-over protection structure)
- 5 or more uncooked eggs
- Markers or crayons
- Plywood to form driving surface (with one end raised slightly and braced with spacers (books, cans, etc.)
- Tape
- Plastic drop cloth or large plastic garbage bags

Have participants draw faces on the egg shells to represent people. They can name them if desired. Place the drop cloth or plastic bag under the table where the demonstration will take place. Create a raised driving surface on a the table with the plywood.

Place one egg on each seat of the tractors. Drive the tractors (one with ROPS and one without) from the raised end of the board, holding the eggs in place until the tractor picks up momentum. Let go of the tractor and the egg. Notice what happens to the eggs (drivers) when the tractors roll off the table.

Repeat the demonstration only this time, tape the egg securely in the tractor seat on both tractors (ROPS and no-ROPS). The tape represents a seatbelt. Roll the tractors again to build up momentum and release.

Attach another egg (extra rider) onto the fender of the ROPS tractor with tape. Drive the tractor off the table and see what happens.

Have participants look closely at both tractors and explain the differences they find between the two tractors. Discuss the size of the person that would be driving the tractor and if they would fit within the safety zone provided by the ROPS. Discuss where the person would land if the tractor rolls onto its side or backwards.

Reinforce that the safe zone on a tractor is the area where the driver sits within the ROPS (or the cab). The ROPS or cab has reinforced steel that protects the driver in case the tractor rolls onto its side or backwards.

In the case of the tractor overturning, the driver must be held in place within the safety zone. When a tractor begins to tilt, the driver loses balance and is thrown from his/her seat. They could very easily land in a place where the tractor could roll and crush them. This can happen even when the tractor has a ROPS or cab. When the tractor rolls, the driver can be thrown off if a seatbelt is not worn.

There is no safe place for an extra rider on a tractor. Riders inside the cab should be limited to those providing training or machine diagnostics. The instructional seat is not intended or designed for use by children.

## Buckle Up The Seatbelt

**Time:** 5-10 minutes

**Materials Needed:**

- Buckle Up The Seatbelt (Help Ready Rooster) (found in the Resource section at the end of this unit)
- Green pencil crayons/crayons
- Various colours of pencil crayons/crayons

Have participants work individually or in pairs to colour all of the letters in the picture that spell out SEATBELT in green. Then have participants finish colouring the rest of the picture any way they want.

## Moving Parts

**Time:** 20-25 minutes

**Materials Needed:**

- Uncooked hot dog (one per participant)
- 1m x 6mm (3' x 1/4") dowel (wooden) stick (one per participant)
- Spinning wheel (bicycle wheel, fan blade, small motor, etc.)

Give each participant an uncooked hot dog and a dowel stick. Place the dowel stick into the hot dog lengthwise. Start the fan, motor or bicycle wheel spinning. Holding the dowel end close to the end opposite the hot dog, place the hot dog end into the blade. The stick represents a bone and the hot dog represents flesh. The motor or wheel represent the tractor motor.

The tractor motor has many moving parts. The moving parts can cut, pinch and crush body parts if not used properly. Each year people are hurt when they tempt fate by working around motors that are not shut off or shielded properly. Review items on a tractor that can move quickly:

- *Motors*
- *Fan blades*
- *Auger*
- *PTO's (power take-off shafts)*

Fingers, feet, hair and dangling jewelry are items most often caught in moving parts. Shields should be installed over moving parts to prevent a person from getting caught. If a shield becomes defective due to age or damage, it should be replaced. Tell an adult if you see a missing shield.

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## WRAPPING THINGS UP

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### Gravity's Pull (*Gravity Flow in a Grain Wagon*)

**Time:** 15-20 minutes

**Materials Needed:**

- Toy gravity flow wagon OR 2L pop bottle or milk jug with the bottom cut off (bottle must still have lid)
- Unpopped popcorn
- Plastic toy action figure small enough to fit inside the wagon or bottle
- Empty container to catch the popcorn seeds

Flowing grain in a grain wagon can be dangerous. The flowing grain creates a gravitational pull on the grain directly above what is being released through the opening. If an object (or person) is directly above the opening it will be sucked down before an object (or person) that is farther away from the opening. Both objects eventually end up in the same location – the opened door.

Fill the wagon or plastic container with popcorn. Place the toy figure on the top of the grain. Demonstrate what happens when the door is opened and the corn is released. Open the door of the toy wagon or unscrew the cap on the plastic container. The plastic toy action figure will be pulled towards the door opening. Instruct the participants to try to keep track of the figure as the corn comes out the bottom. Shut the opening and start over.

Repeat the same demonstration. Have participants count the number of seconds it takes until the plastic figure stops the grain flow.

Repeat the demonstration. Have the participants place the plastic figure in different locations on top of the grain. Have them count the second again and compare it to the first time they counted. Discuss any difference in time. Repeat the demonstration. Instruct the participants to keep track of how the person moves when the gravitational force is pulling the plastic person down.

### Lungs Need Space

**NOTE:** this activity includes the use of a latex balloon. If you have a participant with a latex allergy do not do this activity.

**Time:** 15-20 minutes

**Materials Needed:**

- Large round latex balloon
- Large diameter drinking straws
- Duct tape or masking tape
- 20L (5 gallon) bucket
- Corn, soybeans or other grain

If caught in flowing grain, the pressure of the weight of the grain on the lungs can be tremendous, causing difficulty with breathing and eventually death.

Attach the straw to the balloon securely so no air can be released. Blow up the balloon through the straw. It will need to fit in the bucket so keep it smaller than the bucket diameter. Place a finger over the straw opening so the air is not released.



**Hint:** Blowing up the balloon several times without the straw first will make it easier to blow up after the straw is attached.

Place the balloon in the bucket holding on to the straw opening so air is not released. Explain that the balloon is just like our lungs that we use to breath. Have another participant pour the grain on top of the inflated balloon so there are several inches of grain on top. Allow all of the participants to see that the balloon is covered with grain.

Gradually release the air from the balloon. Have the participants watch what happens to the grain level. It should go down as the air is released. After all of the air is released, try to blow the balloon up with the grain on top. If enough grain is on top of the balloon, this cannot be done.

If time allows, have each participant do their balloon and straw. This way there will be no problem with spreading germs by sharing straws.

## Find the Farm Hazards

**Time:** 10-15 minutes

**Materials Needed:**

- Find the Farm Hazards worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons

Provide each participant with a worksheet and have them work individually or in pairs to find all of the farm hazards in the picture. Have participants colour the picture.

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## ADJOURNMENT

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### Additional Activities

- Visit a farm.
- Invite a farmer as a guest speaker at a meeting.
- Visit an agricultural fair that has animals and/or a machinery show.
- Visit a farm machinery dealer.

### References

- Canadian Agricultural Safety Association <http://casa-acsa.ca/>
- Farm Safety Association [www.farmsafety.ca](http://www.farmsafety.ca)
- Farm Safety Just For Kids [www.farmsafetyforjustkids.org](http://www.farmsafetyforjustkids.org)
- Machine Finder <http://blog.machinefinder.com>
- North Dakota Farm Bureau <https://www.ndfb.org>
- Saskatchewan 4-H Cloverbud Program
- Workplace Safety and Prevention Services [www.wsps.ca](http://www.wsps.ca)
- [www.TKMStable.com](http://www.TKMStable.com)

# Hidden Safety Message

B	O	B	X	O	O	B	O	O	X	B	O	B	O	X	B	X	X	X	B	X	X	X	X	X	X	X
O	X	X	X	X	X	O	X	X	X	O	X	X	O	X	X	B	X	B	X	X	X	X	X	X	X	X
B	O	B	X	X	X	B	X	X	X	O	B	O	B	X	X	X	B	X	X	X	X	X	X	X	X	
X	X	O	X	X	X	O	X	X	X	B	X	X	B	X	X	X	B	X	X	X	X	X	X	X	X	
B	O	B	X	X	X	B	X	X	X	B	X	X	B	X	X	X	B	X	X	X	X	X	X	X	X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Y	X	X	X	X	X	X	X	X	
R	R	R	R	X	R	X	X	X	R	R	R	Y	R	R	R	Y	Y	R	R	R	R	R	X	X	X	
R	X	X	R	X	R	X	X	X	R	X	X	X	R	X	R	X	X	X	X	R	X	X	X	X	X	
R	R	R	R	X	R	X	X	X	R	R	X	X	R	R	X	X	X	X	X	R	X	X	X	X	X	
R	X	X	R	X	R	X	X	X	R	X	X	X	R	X	R	X	X	X	X	R	X	X	X	X	X	
R	X	X	R	X	R	R	R	X	R	R	R	X	R	X	X	R	X	X	X	R	X	X	X	X	X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
O	B	O	X	X	X	X	X	X	O	X	B	X	X	O	P	O	P	X	X	P	P	P	X	O	X	
B	X	B	X	O	O	X	B	B	B	X	B	B	B	X	P	X	X	X	X	P	X	X	O	O	O	
O	B	O	X	O	O	X	B	X	B	X	X	B	X	X	O	X	P	P	P	X	P	P	X	O	X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	P	X	X	P	X	X	P	X	X	O	X	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	O	P	O	P	X	X	P	P	P	X	O	X
X	X	Y	X	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	X	X	X	X	X	X	X	X	X	
X	X	Y	X	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	X	Y	Y	Y	Y	Y	X	X	X	
X	X	Y	Y	Y	Y	X	Y	X	Y	X	Y	Y	X	X	X	X	X	Y	X	X	X	X	X	X	X	
X	X	Y	X	X	Y	X	Y	X	Y	X	Y	X	Y	X	X	X	X	Y	X	X	X	X	X	X	X	
X	X	Y	X	X	Y	X	Y	Y	Y	X	Y	X	X	Y	X	X	X	Y	X	X	X	X	X	X	X	

Colour the X = Dark Green  
R = Red

Y = Yellow  
P = Purple

B = Blue O = Orange

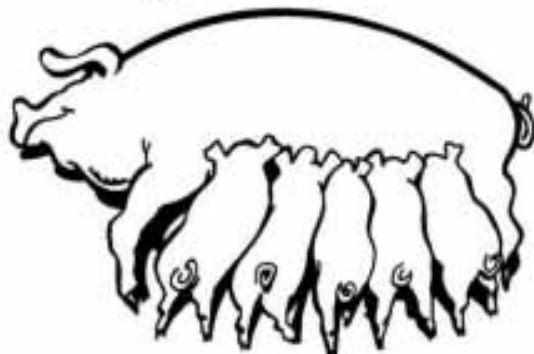
## READY ROOSTER SAYS ...



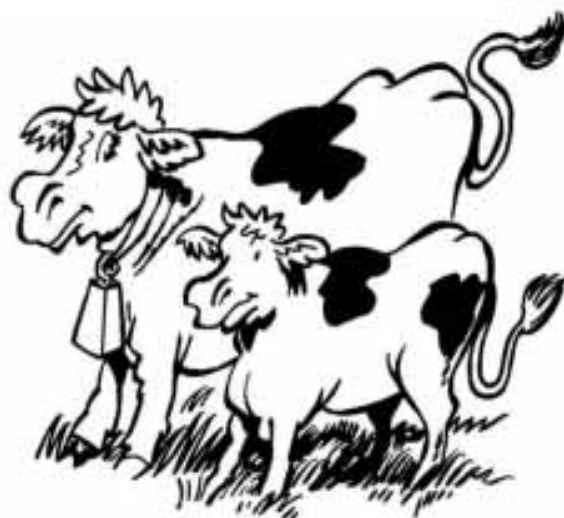
### **F**ARM ANIMALS ARE FUN.

But stay on your side of the fence unless there is an adult with you. Animals with babies are protective, just like your parents protect you.

Count the number of each animal shown here. Next, draw a line from these animals to the correct number. Then you can color the animals.



1



2

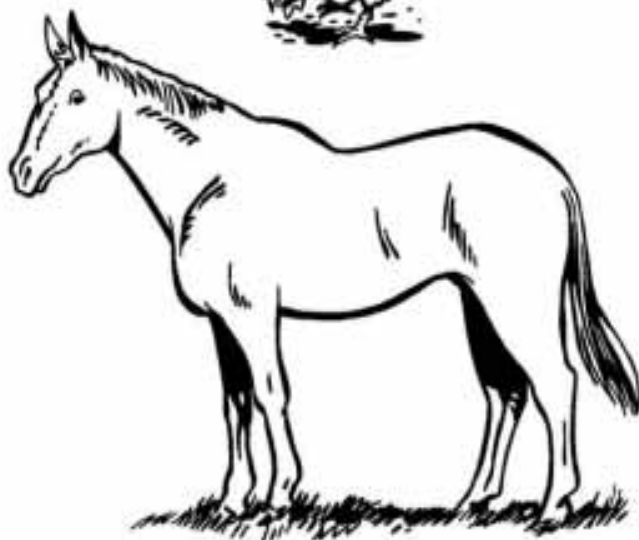


3



4

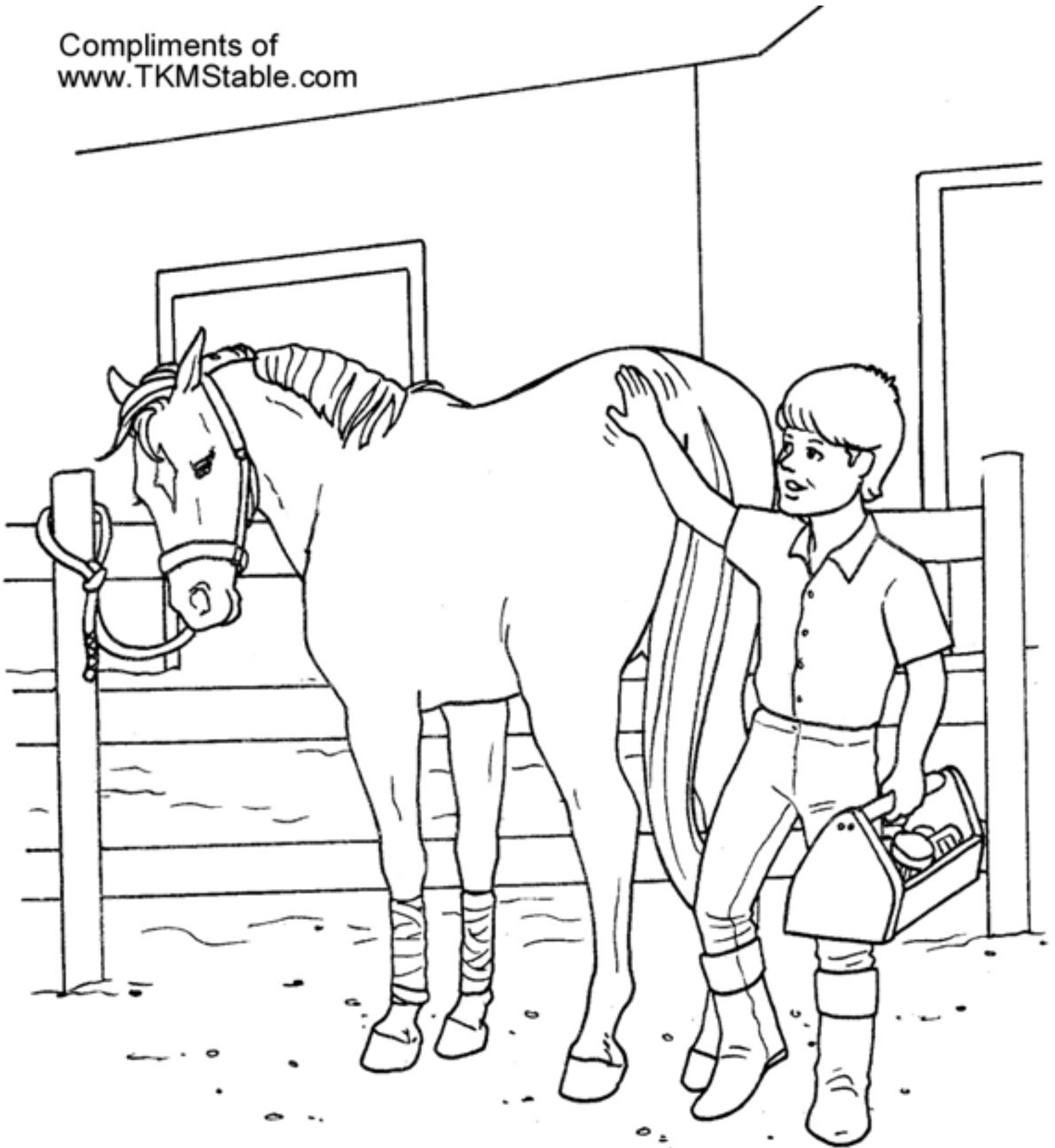
5



6



Compliments of  
[www.TKMStable.com](http://www.TKMStable.com)



Always let the horse know where you are - especially if you have to walk behind him. Pat or rest your hand gently but firmly on the horse's withers, barrel or hindquarters as you move around him and speak in soothing tones.

HOME PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

911/RESCUE \_\_\_\_\_

POISON CONTROL \_\_\_\_\_

PARENT'S WORK PHONE \_\_\_\_\_

NEIGHBOR'S PHONE \_\_\_\_\_

DIRECTIONS TO THIS FARM \_\_\_\_\_

HOME PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

911/RESCUE \_\_\_\_\_

POISON CONTROL \_\_\_\_\_

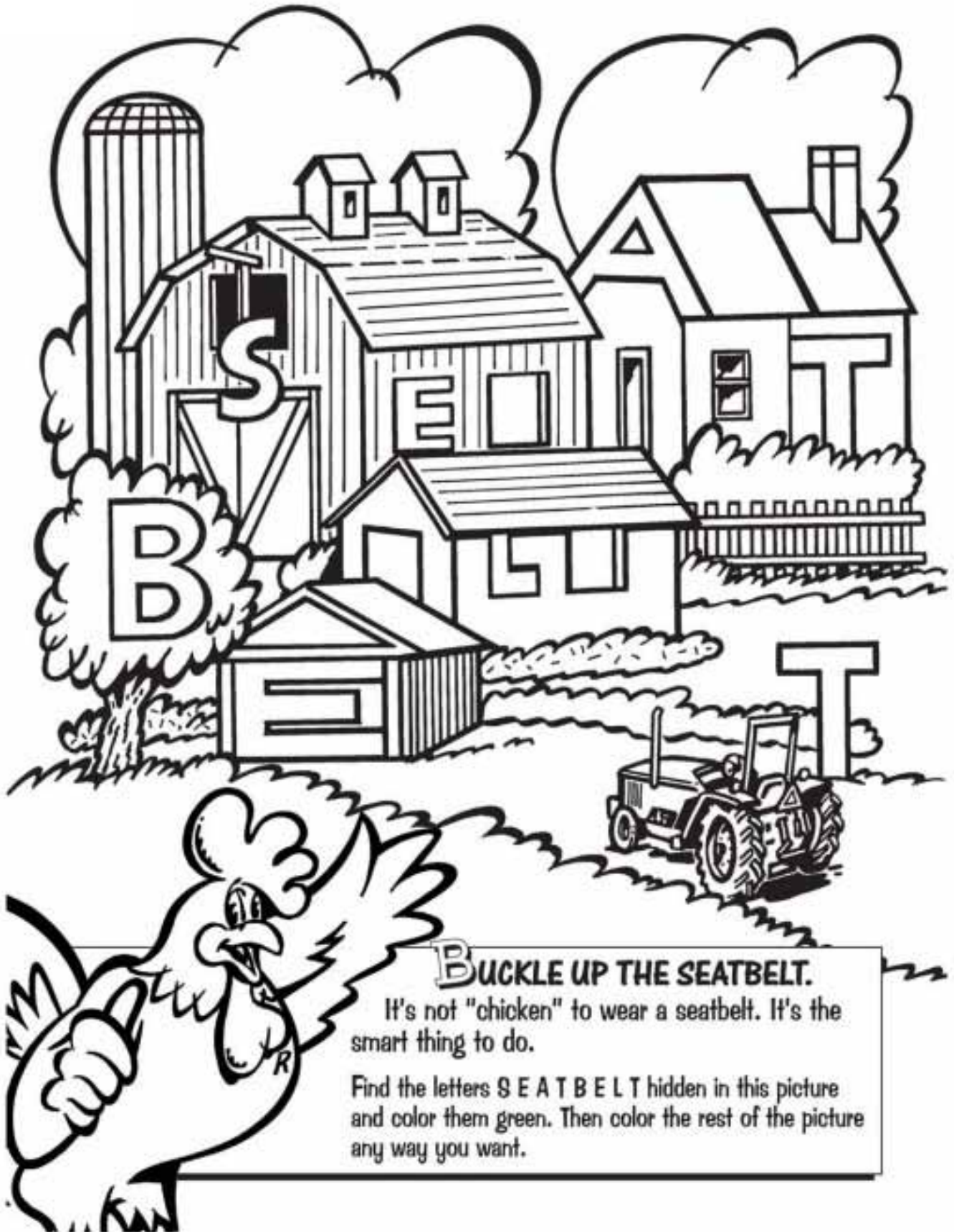
PARENT'S WORK PHONE \_\_\_\_\_

NEIGHBOR'S PHONE \_\_\_\_\_

DIRECTIONS TO THIS FARM \_\_\_\_\_

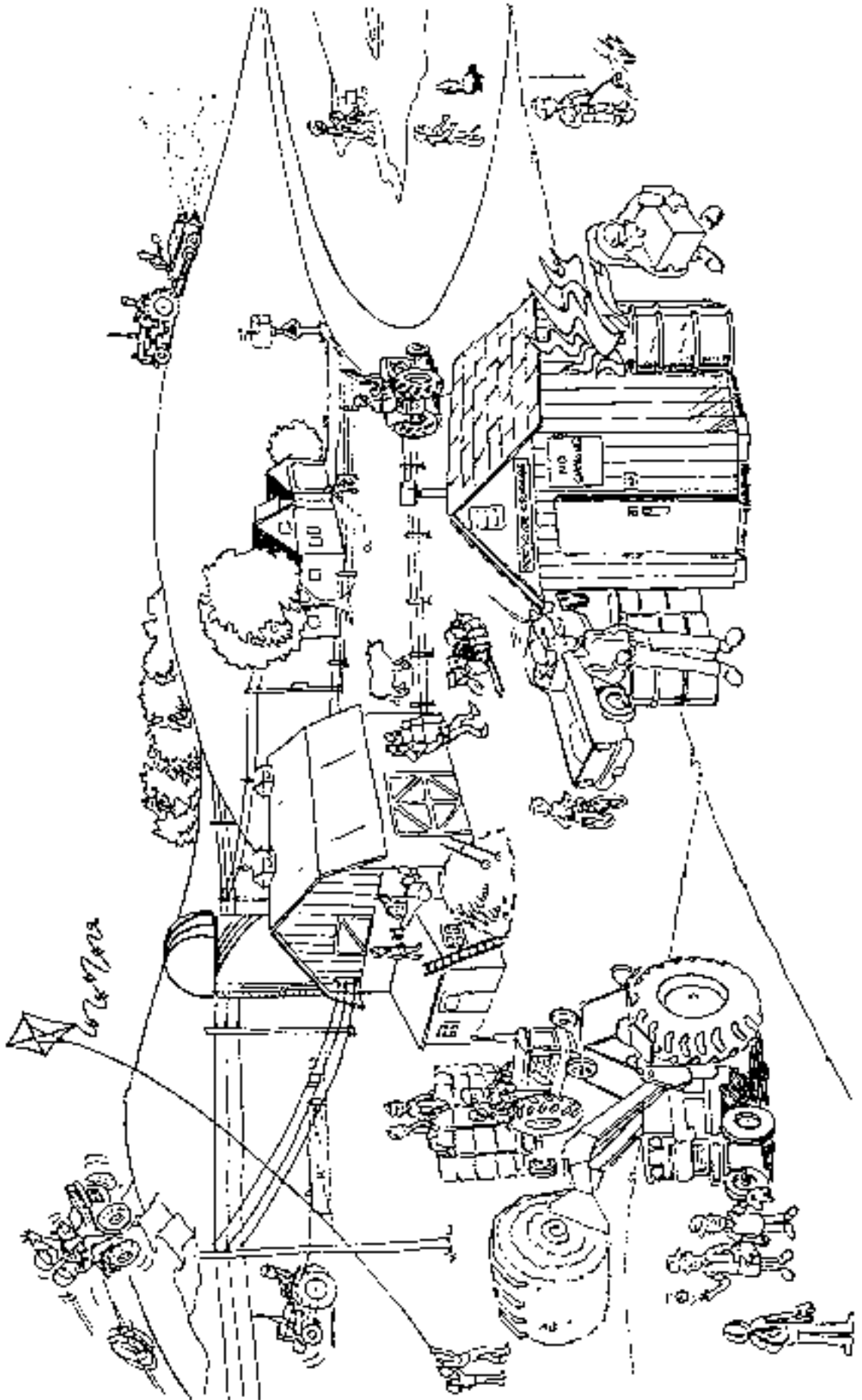


## HELP READY ROOSTER ...





# Find the Farm Hazards



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# Grow Your Own

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## **The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## **The 4-H Motto**

Learn To Do By Doing

## **4-H Ontario Provincial Office**

111 Main Street, Box 212

Rockwood, ON N0B 2K0

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

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4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO GROW YOUR OWN

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## Objectives & Goals of the Unit:

- To introduce Cloverbud participants to the many horticulture 4-H projects that are available
- To teach Cloverbuds about when and how to plant a garden
- To get Cloverbuds involved in the family garden or to have them start their own
- To teach Cloverbuds terms involved with gardening
- To have Cloverbuds think critically about gardening and its processes

## Background:

Most think that gardening is just for farmers to do, on massive areas of land. However, having a garden is a great way to decorate your home or business, provide a source of fresh fruits and vegetables and get some exercise and Vitamin D. Gardens do not have to be extremely large. You just need a big enough space to grow your favourite fruits and vegetables. You can grow your own garden at any time of year, indoors and outdoors. Throughout this activity, Cloverbuds will learn each step of gardening and practice along the way. There are activities of all kinds, like testing the soil, tilling, planting, fertilizing and watering - Cloverbuds will do it all!

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls

- Name your favourite vegetable
- Name your favourite fruit
- Have you ever had a garden? What did you grow?
- Do you know what the term “community garden” means? Is there one in your area?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Growing Word Search

**Time:** 10-15 minutes

**Materials Needed:** Word Search (found in the Resource section at the end of this unit)

This activity will help Cloverbuds learn some terminology about gardening and growing. Have participants work through the word search individually, in pairs or in small groups. In addition, you may include other words that relate to the topic and explain what they mean.

## Good Soil

**Time:** 15-20 minutes

**Materials Needed:**

- Soil testing kit (from a home building supply store/gardening centre)
- Paper
- Writing utensils

Have Cloverbuds get into groups and have them make a list of things that make good soil. Then, have Cloverbuds compare lists and correct as necessary. Afterwards, go outside and use a soil testing kit on a garden or flowerbed. Repeat the process in a different area and see how the soil compares. Use the instructions on the kit for finding the ideal numbers for each test.

**What makes good soil:**

Fertilizer (manure) to add nitrogen  
Soil humus (from composting)  
Organic mulch  
Tilling/turning the soil  
No weeds  
Good soil drainage  
Few pests  
No toxic chemicals  
Dark in colour

## Soil Sammy

**Time:** 15-20 minutes

**Materials Needed:**

- Knee high nylons (one per participant)
- Grass seed (15mL (1 tbsp.) per participant)
- Soil
- Baby food jars
- Water
- Craft supplies (can include jiggle eyes, fabric, foam, etc.)
- Scissors
- Glue (quick drying craft glue is best)

Using the knee-high nylons, place 15mL of grass seed in the toe of the nylons. The toe end of the nylons will be the head of Soil Sammy and the grass will look like hair when it grows.

Pack a handful of soil in the end of the nylons on top of the seeds. Make sure the ball of soil is slightly larger than the open of the baby food jar. Tie a knot in the hose under the ball of soil.

Completely wet the head of Soil Sammy. Place the top of the hose (which is the bottom of Soil Sammy) in the baby food jar filled with water, making sure the head is above the mouth of the jar. The end of the nylons will absorb water to feed the grass seed which will germinate through the nylons. You may have to cut a few small holes in the nylon to help.

Now participants can decorate Soil Sammy. Suggestions include a round piece of fabric to fit over the mouth of the jar for a shirt, buttons, glued to the shirt, jiggle eyes for the face, felt cut-out for the mouth, etc.

Water as needed and be sure to cut the grass “hair” and style as desired.

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## LET'S EXPLORE

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### Steps of Gardening

**Time:** 15-20 minutes

**Materials Needed:** None

Have a discussion about the steps of gardening following the points below. Give the heading and ask Cloverbuds what they should do for that step.

#### Steps:

1. Plan
2. Clear space & dig
3. Pick plants
4. Plant
5. Water
6. Mulch
7. Manage

#### **1. Plan:**

What kind of garden are you going to plant - Vegetable? Herb? Fruit? Flower? Do you want it to be colourful? Annuals which you must replant every year? Where are you going to plant? Remember vegetables need about 6 hours of full sun per day. Also remember that you should plant it somewhere you can keep checking up on it. Place it close to a source of water so you do not have to carry a watering jug very far or so a hose can be hooked up and easily used in the garden.

#### **2. Clear space & dig:**

If there is sod where you are planning on planting, it will have to be removed. Once removed, add 2-3 inches of compost (leaves, old manure, grass clippings, etc) to improve the soil. Once there, till the soil to mix the compost in.

#### **3. Pick plants:**

Decide what plants you want to put into the ground. Consider where the garden is and what will grow well (for the season, amount of sunlight, etc.) and what kind of soil you have. Also remember, some plants are easier to grow than others. For annual plants, cosmos, marigolds, impatiens, geraniums, calendula, sunflowers and zinnias are easier. For perennials, Russian sage, lamb's-ears, black-eyed Susans, purple coneflowers, phlox, pansies and daylilies are fairly straight-forward. As for vegetables, lettuce, peppers, tomatoes and cucumbers are good for beginners.

**4. Plant:**

Plant your garden! Remember to check when is a good time to plant (is there danger of frost?). Certain plants, such as pansies and kale, can handle the cold and planting them in fall/winter is acceptable. Tomatoes and most annual flowers, however, are touchy about cold, so don't plant them until the danger of frost has passed. Mid-spring and mid-autumn are good times to plant perennial flowers.

**5. Water:**

Your garden should always be well watered! Water daily with small plants. As they get larger they will need less water. Watering also depends on humidity, frequency of rain, type of plant, etc. Watering in early morning is best to avoid the water simply evaporating.

**6. Mulch:**

To protect your plants, put mulch around them. Doing this will help prevent weeds from stealing water and nutrients and will help to keep moisture in. A few inches of mulch will do the trick. There are many kinds of mulch and your type of garden will determine which you should use. For vegetables or annuals, use mulch that will decompose within a few months. With perennials, use mulch that will last longer.

**7. Manage:**

Now that your garden is there, managing it is the easy part! Watch for when it needs to be watered, remove weeds as necessary and fertilize halfway through the plants' growing season.

## Working the Soil

**Time:** 20-25 minutes

**Materials Needed:**

- Gardening gloves (on pair per participant)
- Shovel
- Tarp
- Garden Fork

Begin by having participants put on their gloves, and then laying the tarp out flat next to your garden. Using the shovel, remove dirt to create a hole – about 30 cm (1 foot) deep. When you remove the dirt from the hole, place it onto the tarp. Right next to that hole, dig another of the same size. Instead of putting the dirt you remove from the second hole onto the tarp, place it into the original hole. Continue this for the remainder of the garden, and in the last hole place the dirt from the first hole. While turning the soil, make sure to turn over any dead plants and weeds as well. They will turn into mulch, which is healthy for the soil. Once it is completely turned over, the soil should be darker, crumbly, and moist.

Then, use your garden fork to run through the soil. Ensure that you cover the entire garden that you are turning over.



## Fertilizing

**Time:** 15-20 minutes

**Materials Needed:**

- Molasses
- Water

Have a discussion about fertilizer. Talk about why it is necessary (to provide nutrients), how to fertilize, how different plants need different fertilizers, etc. Once you have had a discussion, you are ready to make your very own fertilizer. Using molasses and water you can make a simple, homemade liquid fertilizer. It will help increase microbes and the beneficial bacteria that microbes feed on. A simple recipe is 15 to 45mL (1 to 3 tablespoons) of molasses in 4L (approx. 1 gallon) of water. Add this mixture to your garden and watch plants grow bigger and healthier.

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## LOOKING WITHIN

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### Time of Year - Matching Game

**Time:** 10-15 minutes

**Materials Needed:**

- Writing utensil
- Paper

Different plants grow in different seasons and this activity will help teach participants to decide which ones grow at which time of year. Have each participant write down their three favourite vegetables. Refer to the chart below to determine which of their favourite vegetables are hardy, semi-hardy or summer types of vegetables. After, discuss which vegetables grow best in which season and when they should be planted. To extend this activity 10-15 minutes, discuss why certain plants grow in the season that they do. If unsure, you can research it beforehand or together as a group. The answer key is included below.

*Hardy vegetables* can tolerate hard frosts and as a result they are good for spring and fall gardens. The hardest – kale, spinach and collards – can tolerate very low temperatures. All taste best when they mature in cool weather, so they are very well suited to late summer planting for fall harvests.

*Semi-Hardy vegetables* can tolerate light frosts, and are good for spring and fall gardens.

*Summer vegetables* need to be planted in late spring after the threat of frost has passed. Because they are tender vegetables, they need warm weather to grow and are killed by frost. They are for summer gardens only.

Plant:	Type of Vegetable
Beans	Summer
Spinach	Hardy
Cucumber	Summer
Pumpkin	Summer
Brussel Sprouts	Hardy
Tomatoes	Summer
Turnips	Hardy
Gourds	Summer
Carrot	Semi-Hardy
Cabbage	Hardy
Beets	Semi-Hardy
Eggplant	Summer
Cauliflower	Semi-Hardy
Okra	Summer
Broccoli	Hardy
Peppers	Summer
Kale	Hardy
Celery	Semi-Hardy
Parsley	Hardy
Lettuce	Semi-Hardy

## Veggie Art Sculptures

**Time:** 15-20 minutes

**Materials Needed:**

- Carving knife
- Vegetables
- Toothpicks
- Markers

We love to make art out of vegetables, whether it is carving pumpkins or simply making lovely vegetable baskets. Use your creativity to make items out of vegetables in this fun activity. Whether it is making a potato snowman, making a bicycle with tomatoes and green onions, or using slices of cucumbers and carrots to create a monster! Participants can design whatever they like using the available vegetables/fruits or they can be challenged to create certain items by their leader. Leaders should always be the one using the knives, and participants can simply direct how they want something cut. For best results, attempt to perform most of the slicing beforehand and have participants use what is available first. For additional fun, participants can use markers to draw on facial expressions and the finer details.

## Veggie Painting

**Time:** 15-20 minutes

**Materials Needed:**

- Carving knife
- A variety of vegetables (potatoes work best)
- Tempra paints (various colours)
- Paper plates
- Paper
- Old shirts/painting aprons



Photo credit: [www.collectingtokens.wordpress.com](http://www.collectingtokens.wordpress.com)

Create fun paintings with this activity.

To start, cut potatoes in half. Then, on the inside surface of the potato, cut around the edges to make a raised shape in the centre. This is to be used as a stamp for creating the painting. Repeat with the other half of the potato, creating a different raised shape in the centre.

Pour paint into paper plates. Participants can then use their 'potato' stamps to create their artwork.

To make it more creative, use a variety of vegetables as stamps. Examples include carrots, the bottom round of a celery stalk, peppers, etc.



Photo credit: [www.my.chicagobotanic.org](http://www.my.chicagobotanic.org)

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## WRAPPING THINGS UP

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### Planting Seeds

**Time:** 10-15 minutes

**Materials Needed:**

- Seeds

For easier planting, choose annuals or vegetables to plant. As a result of the earlier activity, you know which vegetables should be planted according to your season. It is easiest to do so using small containers, with fresh sterile seed starting mixture. Use a small amount of water to moisten the mixture one (1) hour before planting. As for the rest, follow the directions on the seed package for watering, light, and depth of planting. Each vegetable has different preferences for growing. Once they are planted, remember to keep a watchful eye and maintain them. Once they are growing well, and have their second set of "true" leaves, and the last frost date has passed, take them outside to "harden". Place them in a shady spot, to become acclimatized to the outdoors. Gradually move them into sunnier spots before transplanting into your garden.

## Grow from a seed!

**Time:** 10-15 minutes

**Materials Needed:**

- Seeds
- Cardstock paper (1 per participant)
- Glue
- Markers/pencil crayons

Have each participant choose one seed and have them glue it to the bottom of the cardstock paper. Then, have them draw the plant that they think will grow from the seed.

## Gardening Rainbow

**Time:** 10-15 minutes

**Materials Needed:**

- Writing utensils
- Drawing utensils

Begin by drawing a rainbow, with all 6 colours. Draw it large, with a fair bit of space between the lines. Then, write in the colours to the side (Red, Orange, Yellow, Green, Blue, Violet - from the bottom up). Then, you can begin the activity! Have participants draw and colour as many plants, vegetables, and fruits that they can think of in each colour of the rainbow. Red turnips, orange carrots, yellow peppers, green spinach, blueberries, purple eggplant, etc! Once they are done, they can compare to other participants and add what they may have missed!

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## ADJOURNMENT

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### Additional Activities

- Start a family garden and maintain it
- Start a community garden and take turns planting, tilling, and picking
- Visit a local farm, greenhouse or flower shop
- Have a botanist, farmer or greenhouse owner/manager come and speak to the group
- Visit a local agricultural fair to see the fruit and vegetable entries

### References

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- <http://www.bhg.com/gardening/yard/garden-care/ten-steps-to-beginning-a-garden/>
- Ontario Fruit & Vegetable Growers Association [www.ofvga.org](http://www.ofvga.org)
- Puzzlemaker [www.discoveryeducation.com](http://www.discoveryeducation.com)
- Wisconsin Ag in the Classroom [www.wisagclassroom.org](http://www.wisagclassroom.org)

## Grow Your Own

G S B V R C P Q P L D S A J E  
A N E D G D W L I Q D I S V O  
J E I L U U M O A E Y P R G S  
L Q Z Z B F S G E N M P B T Y  
H B L N I A K S M E T Q L H Z  
U T N Q M L T W O Z J I W C B  
K Z O E Z L I E T P Q V N S D  
K H V P C N O T G R V Q M G I  
K V Q W R K M U R E C S T N G  
R W L V Z E J V Y E V N U T G  
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DIGGING  
FLOWERPOT  
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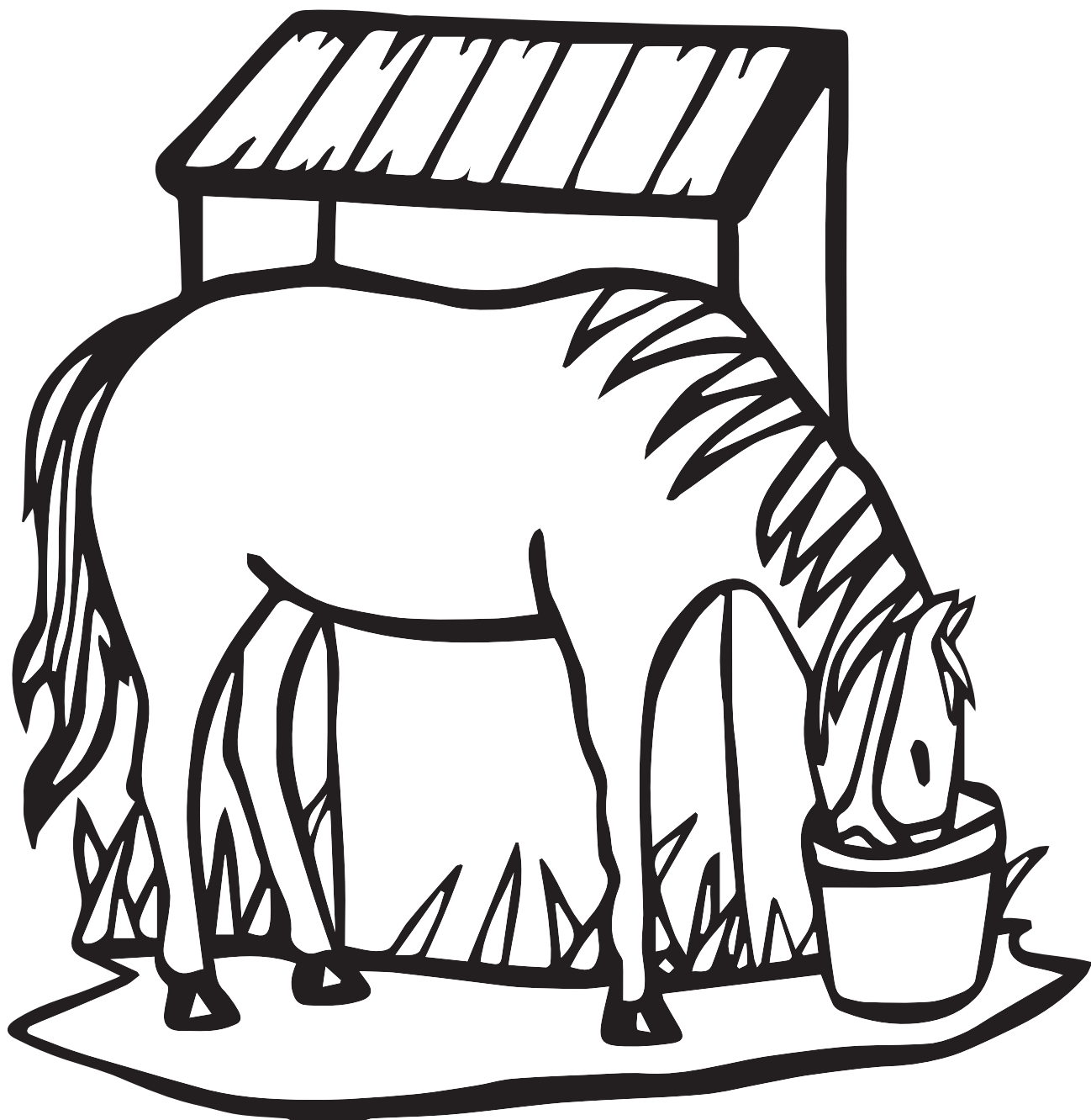
DIRT  
GARDENING  
PLANTING  
SHOVEL  
WORKING

FERTILIZING  
GROWING  
SEASONS  
SOIL

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# Horse Nutrition

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## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.





# INTRODUCTION TO HORSE - NUTRITION

## Objectives & Goals of the Unit

- To introduce the 4-H Horse Project
- To identify what types of food horses eat
- To understand why horses need a well-balanced diet

## Background

Horses need a variety of feed to stay healthy. Their best source of vitamins is fresh forage – the grass and other plants they eat when they graze in the pasture. But, horses can't get everything they need from grazing, so farmers also feed horses a mixture of grains such as soybean meal, oats and corn. In this unit, Cloverbud participants will explore what horses eat through a variety of fun and interactive activities.

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- Name one thing a horse should eat.
- Name a crop you could grow and feed to a horse.
- Have you ever feed something to a horse? What did you feed it?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### I'm A Little Cowpoke

**Time:** 10-15 minutes

**Materials Needed:**

- None

Read through the words of the song and practice the actions that go with each line. Once participants are comfortable with the words and actions, add in the music.

#### I'm a Little Cowpoke

*Sung to: "I'm a Little Teapot"*

I'm a little cowpoke (point to self)  
Here is my hat (point to hat)  
Here are my spurs (point to heels)  
And here are my chaps (pat legs)

As soon as I get up (stretch, pretend to wake up)  
I work all day (pretend to lasso a cow)  
I feed my horse (pretend to feed a horse)  
And ride away (pretend to gallop on a horse)

## Musical Bales

**Time:** 10-15 minutes

**Materials Needed:**

- Hay bales
- Music

Play musical chairs with bales of hay instead of chairs. Set out one less hay bale than the number of participants. Have participants walk around the hay bales while the music plays. When the music stops, participants need to sit on a hay bale. The person who wasn't able to find a hay bale is out of the game and one hay bale is also removed. The music starts again and the process repeats itself.

If hay bales are not available, pillows representing the hay bales, could be used instead.

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## LET'S EXPLORE

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### Eat Like a Horse

**Time:** 15-20 minutes

**Materials Needed:**

- Talk It Over worksheet (found in the Resource section at the end of this unit)
- Vegetables (e.g. carrot sticks, celery sticks, etc.)
- Horse feed sample
- Granola bar pieces
- Horse treat sample
- Candy (optional)

Ask participants what they like to eat. Then ask them if there are foods they don't like as much but that their parents tell them are "good for them." Explain that there is no one food that is perfect and that a balanced diet is important for horses as well as people. Discuss the basics of nutrition and why it's important to eat healthy. Ask the participants if they know what horses eat. As they answer, explain where those feeds fit into a balanced diet.

Show participants hay or grass. Explain that this should be the main part of the horse's diet. Have one participant give out samples of the vegetable for each participant to eat and explain that the vegetable is similar to the grass or hay for horses.

Show the participants the horse feed and explain that grains can be another part of the horse's diet. Explain why horses need some grain in their diet. Have another participant hand out pieces of a granola bar for them to eat.

Finally, show the participants the horse treats which can be given as a reward or a snack. Like candy, which can be handed out to each participant, treats should not make up a large part of the diet or it can be unhealthy.

## Horse Food Plate

**Time:** 15-20 minutes

**Materials Needed:**

- Eat Like A Horse feed page (found in the Resource section at the end of this unit)
- My Horse Feeds page (found in the Resource section at the end of this unit)
- Pencil crayons/crayons
- Scissors
- Tape or glue

Give each participant an 'Eat Like A Horse' feed page and a 'My Horse Feeds' page. Have participants colour the picture of feed and then cut them out.

Have participants tape or glue the feeds onto the correct area of the plate. Remind participants of the previous activity by asking them what feed should make up the largest part of their diet, then the next largest part and finally the smallest part.

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## LOOKING WITHIN

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### A Hundred Bales of Hay

**Time:** 25-30 minutes

**Materials Needed:**

- A Hundred Bales of Hay numbers page (found in the Resource section at the end of this unit)
- A Hundred Bales of Hay symbols page (found in the Resource section at the end of this unit)
- Scissors or Paper Cutter

Provide each participant with a numbers page and a symbols page. It is best to have the symbols page cut out ahead of time for each participant. If a paper cutter is available, it will speed up this process. Alternately, pennies could be used in place of the symbols.

Have participants follow the instructions below as read by a leader, using the numbers page and the symbols. Participants should clear their numbers page in between each set of instructions.

1. Use your round hay bales to cover all the numbers with a 5 in them.
  - How many round hay bales did you use?

2. Use your square hay bales to cover all the numbers with a 5 in the ones place.
  - How many square hay bales did you use?  
Leave the square hay bales on the page and use the cows to cover all of the numbers that have a 5 in the tens place.
  - How many cows did you use?
  - What do you have on 55?
  
3. Use your horses to cover the following as they are read out loud:  
1, 12, 23, 34, 45, 56, 67, 78, 89, 100.
  - What kind of pattern do you see? (diagonal)
  - What is the smallest number you have covered? The largest?
  - Which number is one more than 33?
  - Which number is 10 more than 34?
  
4. Use any object or picture to cover all the numbers that end with the digit 6.
  - How many squares did you cover?
  - What is the smallest number you covered? The largest?

For younger participants:

- What number comes before 10?
- After 7?
- What number is between 7 and 9?
- Put a horse on the number 10.
- Put a round hay bale on the number 4.

## Treasure Hunt

**Note:** If participants have asthma and/or allergies this activity should be avoided.

**Time:** 10-15 minutes

**Materials Needed:**

- Small hay bale
- Children's swimming pool
- Small toys/treasures

Place a hay bale inside a plastic swimming pool and pull it apart. Hide treasures inside the hay. Give participants a set amount of time to see how many treasures they can find.

To make this activity more difficult, use small coins instead of toy/treasures.

## WRAPPING THINGS UP

### A Mixed Bag

**Time:** 20-25 minutes

**Materials Needed:**

- Re-sealable plastic bags (one for each participant)
- String or yarn
- Popcorn
- Ground peanuts (optional)
- Raisins
- Small pretzels
- Puffed wheat
- Bowls
- Small size cups

Participants will be making feed bags like the ones from which horses eat. Explain to participants that the different foods that they are going to place in the bags represent the nutritional needs of horses.

Provide each participant with a piece of string or yarn and a re-sealable plastic bag. Punch holes in the top left and right corners of the plastic bags. String one end of string/yarn through the left hold and tie. String the other end of the string/yarn through the other hold and tie it.

Place the different ingredients in separate bowls. Label the bowls as follows:

Popcorn	= carbohydrates
Ground peanuts	= protein
Raisins	= vitamins
Small pretzels	= minerals
Puffed wheat	= carbohydrate

Place a small size cup in each bowl. Participants will measure one cup of each ingredient into their bag to make a balanced food mixture. Seal the bag shut and have participants shake the bag to mix the feed.

Participants can eat the snack in their feed bag.

### Marshmallow Haystacks

**Time:** 15-20 minutes plus cooling time

**Materials Needed:**

- Corn flake cereal
- Marshmallows
- Butter
- Saucepan
- Spatula
- Wax paper

Use the traditional Rice Krispies recipe but replace the rice cereal with corn flake cereal. Follow the instruction for combining the cereal, melted marshmallow and butter mixture. Mold the cereal into the shape of haystacks.

**Optional:** Add an orange candy corn or candy pumpkins to the top of each haystack.

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## ADJOURNMENT

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### Additional Activities

- Visit a horse farm.
- Invite a farmer or a feed nutritionist as a guest speaker at a meeting.
- Visit a feed mill to see how they make feed for horses.

### References

- Equine Canada [www.equinecanada.ca](http://www.equinecanada.ca)
- Kid Activities [www.kidactivities.net](http://www.kidactivities.net)
- Oklahoma Ag in the Classroom [www.agclassroom.org/ok](http://www.agclassroom.org/ok)
- Preschool Education [www.preschooleducation.com](http://www.preschooleducation.com)
- Printable Colouring Pages <http://printablecolouringpages.co.uk>
- Virginia Cooperative Extension [www.ext.vt.edu](http://www.ext.vt.edu)



## Talk It Over

### Share . . .

1. What type of feed should make up the biggest part of a horse's diet?
2. Why would you feed grain to a horse?
3. What foods do you eat that a horse also eats? Which food does a horse eat that you don't?

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### Reflect . . .

1. Why is it important to eat a balanced diet?
2. How is keeping a record of what a horse eats helpful to horse owners?

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### Generalize . . .

1. What has happened to you when you didn't eat a balanced diet – like too much candy?
2. What might happen to a horse that didn't eat a balanced diet?

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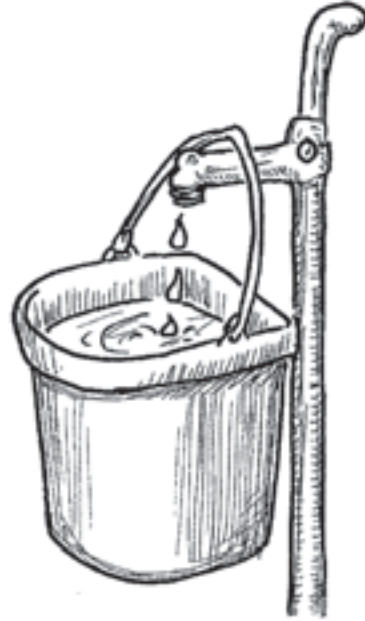
### Apply . . .

1. How would you change what you eat to make your diet healthier?
2. How can you keep track of what you, or your horse, eat?

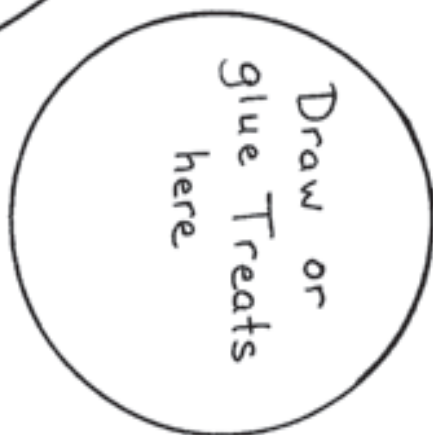
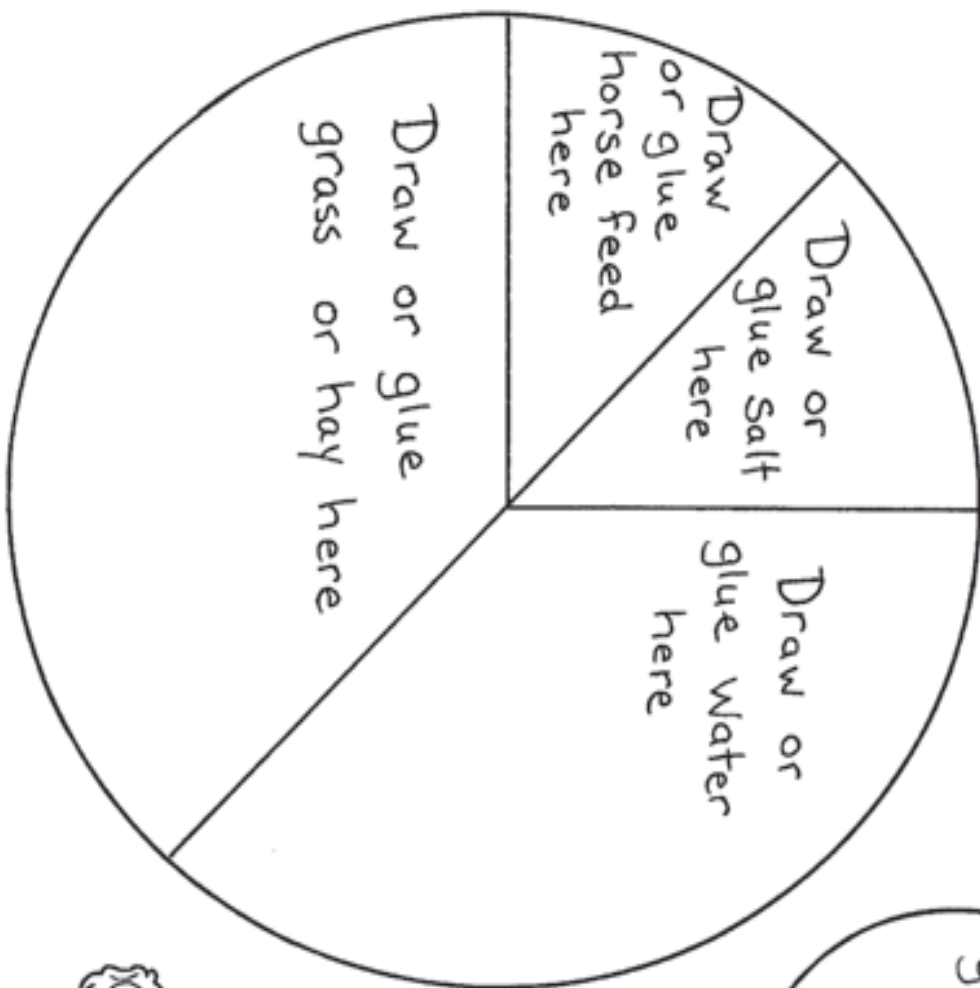
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# My Horse Feeds



Eat Like a Horse!

# Let's Entertain





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

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**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

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## INTRODUCTION TO LET'S ENTERTAIN

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### Objectives & Goals of the Unit

- To have Cloverbuds practice party planning
- To teach Cloverbuds social etiquette, such as greeting and conversing
- To show Cloverbuds how to decorate and setup a party

### Background

Whether you are the host or the guest, there are many things you need to know about a party! For hosting a party, you need to consider everything from decorations and food to entertainment. When attending a party it is important to dress for the occasion, bring a gift for the host and write a thank-you card. Throughout the various activities in this unit, Cloverbud participants will practice etiquette for both entertaining and attending social events.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls

- What is your favourite party theme? (Christmas, Toga, Masquerade, Superheroes, etc)
- Tell us about the best party you ever went to.
- Have you ever helped plan a party? How did it go?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Steps for Throwing a Party

**Time:** 15-20 minutes

**Materials Needed:** None

Whenever you have a party, the most important thing to remember is that it takes time to plan. This activity is a discussion for participants to learn about what it takes to plan and host a party. Start by asking participants what they think the steps are for planning a party, beginning with the first step. Leaders can use the information below to correct and add to the participants list. A discussion on the basics of party hosting is included; however, there are many ways to host a party. Encourage participants to add things that they think may have been missed or may add to making the party better.

#### 1. Date, Place, Time

This step is pretty self-explanatory. You need to have these items set so that you can plan the rest of your party! Working with your parents, check everyone's schedule to make sure there are no conflicts with the



potential dates and time. If your family is hosting the party at your house you do not need to worry about the venue (the place where the party will be held) but if you are not using your own home you need to arrange a venue.

## **2. Guests (List and Invite)**

Think about who you want to invite. Is the party going to be for friends, family or both? How many people are you comfortable with hosting? How are you planning to invite guests - over the phone, internet or by mail?

## **3. Theme and Budget**

Will there be a theme for the party? What kind of party are you hosting - birthday, Halloween, Christmas? How much money are you able to spend on the party? Remember, there are food, drinks and decorations to pay for.

## **4. Food and Drinks**

As the host, you should provide food and drinks. Is everyone coming for a meal or will there be snacks provided throughout the event instead? Will the meal be served already on plates or buffet style? The host can also provide hors d'oeuvres or leave out snacks. If you are on a budget or you want some help with food and drinks, you can ask guests to bring items as well.

## **5. Party Prep (Clean, Decorations, Setup)**

Before you setup for the party, you need to make sure that everything is clean! The general rule is to clean everywhere that guests are going to be expected to be and a few extra places just in case. Ensure that all carpets and floors are vacuumed and swept, clean the bathrooms, wipe tables and countertops, etc. Decorations can be simple, like placemats and centerpieces, or more complex like wall decorations.

## **6. Day of (Setting things out, serving, etc)**

Once everything is clean, you are ready to set the place up for a party. You can organize the place settings, set out the snack bowls and put up the decorations. Once guests arrive, provide drinks and serve the food. Make sure, as the host, you are circulating amongst the party and ensuring guests are having a good time.

## **Party List? Check!**

**Time:** 10-15 minutes

**Materials Needed:**

- Paper
- Writing Utensil

Now that participants know the steps involved in throwing a party, they can create a list of things they need to accomplish. This list should be broken down by steps, and unique to each party they host. This list can include items to purchase, as well as things to do. To extend the activity, you can also develop an itinerary for the party.



## Introductions

**Time:** 10-15 minutes

**Materials Needed:** None

They say that first impressions matter and the best way to create a good first impression is with a proper introduction. There are a range of social situations where you must introduce yourself or someone else to another person.

There is the introduction of yourself to one or more people similar in age to yourself. In this situation, a more casual introduction is fine. You can simply walk up to the person or people you are meeting and say "Hey there, my name is \_\_\_\_\_" or "Hi, I'm \_\_\_\_\_". When introducing yourself to just one person, they will usually respond with something similar and include their name. However, at the end of your introduction you can ask "what's your name?" If you are introducing yourself to a group, do not always expect everyone to introduce themselves one at a time. The important part is that you have broken the ice and you can then make more direct introductions later on. You can do this by saying "Hey, we met earlier but I didn't get your name," and if they seem to have forgotten your name, simply remind them "It's Bill!"

When you bring a friend to an event, or there is one of your friends who have not met another friend, you can introduce them to each other. You can say something like "Mark, this is my friend Jacob" or "Hey Patty, I'd like you to meet Susan". Occasionally, you will have a friend who has not seen someone in a long time and it is always a good idea to re-introduce them, as they may have forgotten names. You can say "John, you remember Bill" or "Joe, Tyler - you haven't seen each other in a while."

The above instances were more casual, and for meeting people similar in age to yourself. The next section is for meeting someone older or in a more respectful setting.

When introducing yourself in a more formal atmosphere, you would not likely be expected to introduce yourself to the group. You would simply meet people in a smaller setting. Generally these introductions are done through a mutual acquaintance or friend, however you can introduce yourself. You would wait for a moment where they are not occupied with another conversation, or with food in their mouth, and say "Hello, I'm \_\_\_\_\_". If you are introducing yourself to someone that your parents or relatives know, it is a good idea for you to indicate this by adding it to the end of your introduction. For example, you would say "Hello, I'm Josie Johnson. Helen is my mother" or "Hello, I am Claude's grandson, Jeremy Smith" or "Good evening, I'm Marjorie Jay. I believe you know my Uncle, Ray Kline." In formal situations it is more important to include both your first and last name because it is more formal and may also allow them to understand your relationship with the host.

When introducing two people in a more formal setting, you are following the same formal rules, with a little bit extra. You would introduce them by using both full names, and titles if applicable. The way you introduce them is also important. Introductions should be done by hierarchy. For example, you would introduce someone of lesser authority to someone of higher authority. For Cloverbud participants, they would introduce their friends to their parents, their parents to their school principal, etc. They can say "Mom, I would like you to meet my friend Jim" or "Mr. Barton I would like to introduce you to my father, Hector Suarez." In a situation where you are introducing your parent to a principal or teacher, it is a good idea to include your parent's last name as it may be different from your own or the other adult may have forgotten it in the moment.

How you respond to formal introductions is also very important. It is a good idea to stand when you

are being introduced, to greet the person by saying “Hello”, and a simple phrase like “How do you do, \_\_\_\_\_.” When meeting a friend’s parent, it is important to address them by “Mr. or Mrs. \_\_\_\_\_” and “Sir or Ma’am.” It is not permissible to address an adult by their first name unless they have introduced themselves by that name and given you permission to address them as such. It is also a good idea for Cloverbud participants to be prepared to accept a handshake if the person offers it. When shaking hands, a firm grip and looking in the eyes are both good tips.

To get Cloverbud participants comfortable with introductions, it is a good idea for them to practice with each other. Give them a setting (formal/informal), a person to introduce (themselves, a friend, a relative), and a person they are being introduced to. Ensure they are following the above guidelines, and give helpful advice as necessary. If participants are unsure of what to do, have two participants stand in front of the group and go through each type of introduction slowly so that everyone else can watch.

Please note that the information above is a life skill, one that Cloverbud participants will learn and develop over time. They should not be introducing themselves to strangers on the street or to people their parents have not met. Use this time to have a conversation about stranger safety: who is safe to talk to, what to do if an adult says/does something that makes them uncomfortable, etc.

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## LET’S EXPLORE

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### Topics of Conversation

**Time:** 10-15 minutes

**Materials Needed:** None

Now that you have been introduced to the group, it is important to keep that conversation going! You should be taking turns speaking and asking questions about the other person (as they should be about you). Once you ask a question, make sure you listen to their answer and then you should elaborate on their answer and/or continue on the topic for a period of time. The conversation will not flow well if you are just firing out questions. Make sure you discuss their response.

Some basic questions are included below, as are some sample conversations.

**Sample Questions:**

- What do you do? (Alternatively, where do you work? Or where do you go to school?)
- How do you know the host?
- Where are you from? Or where did you grow up? Did you grow up there?
- Have you had a good week(end)?
- What did you do this week(end)?
- Do you have plans for this week(end)?
- What are your hobbies?
- What is/was your favourite subject in school?
- Do you play/watch any sports?
- Favourites- movie, show, band, book, food, restaurant, vacation spot, etc.

### **Sample Conversation #1**

Person 1 - *"So where do you go to school?"*

Person 2- *"Ecole Corsair"*

P1- *"Very nice, that's in Montreal, right?"*

P2- *"Yeah, right downtown"*

P1- *"How do you like it?"*

P2- *"I definitely chose the right school for me, I really enjoy it"*

Follow up questions can include what they are studying, what classes they really like/dislike, how many years of school they have done/left, if they want to pursue further education, what they want to do after school, how big are your classes, do they live on campus, how do they like the city, etc.

### **Sample Conversation #2**

Person 1- *"So do you have any plans for this weekend?"*

Person 2- *"I'm thinking about going to Wasaga this weekend"*

P1- *"Sounds like fun! What are you going to do there?"*

P2- *"Lay on the beach, maybe play some beach volleyball"*

P1- *"I love volleyball. Do you have a cottage there?"*

P2- *"Yeah, we do. It's right by the beach on First Street"*

P1- *"I have an uncle with a cottage near the beach on Third Street, do you ever go up that way?"*

Other questions can include their favourite things to do in Wasaga, if they've ever travelled to nearby surrounding towns, or been to other beaches, how they found the cottage, how long they have had the cottage, how often they visit, if they know many people up there, etc. You can also refer back to previous comments, such as the volleyball comment. You could talk about how you played volleyball, how you would like to learn how to play volleyball, etc. You can also talk about a related beach story that you have.

Have Cloverbud participants practice a few conversations with each other. They can be based on the questions above or totally different. Participants can play pretend (that they are older, live somewhere else, have different hobbies, etc) or they can act as if they do not know each other at all.

## **Making the Centre Piece**

**Time:** 10-15 minutes

**Materials Needed:**

- Mason jar
- Ribbon
- Various materials

A centerpiece is a must have for a party as it decorates the table and also gives guests an item to look at/discuss. This activity will allow participants to use their creative side to design a unique centerpiece. Have participants create a plan for what they will place in their mason jar before doing so. You can have various materials set out ready for them to choose from or participants can scavenge outside for rocks, flowers, dirt, fruit, etc, or they can have a combination of both. Once the mason jar is full to the participants liking, they can add a nice bow around the jar.

There are many ideas for the mason jar centerpiece:

- Rocks, water and flowers
- Dirt and flowers
- Glow in the dark paint on the inside of the mason jar
- Water and decorative stones or marbles
- Water and fruit (cranberries, cherries, apples, etc)
- Fruit
- Water and a floating candle
- Mason jar full of glitter
- Water and food colouring

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## LOOKING WITHIN

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### Place Settings

**Time:** 5-10 minutes

**Materials Needed:**

- Place Setting picture (found in the Resources section at the end of this unit)
- Paper (at least 21cm x 35cm (8.5" x 14") Legal size)
- Paper (21cm x 27.5cm (8.5" x 11"))
- Markers, crayons, etc.

A correct place setting is important for more formal dining. Once participants have completed this activity they will know how to properly set the table and can help with doing so at home and at functions.

There are some easy ways to remember how to properly set a table:

- Knife and right both have five letters, so the knife goes to the right of the plate
- Spoon and right also both have five letters, and so the spoons go to the right of the plate and to the right of the knife
- Fork and left both have four letters, so the forks go to the left of the plate
- When eating in a formal setting, always use the cutlery from the outside first, and make your way closer to the plate with each course
- Before eating, the napkin should be removed from the plate and set on your lap
- If leaving the table to use the washroom, the napkin should be placed on your chair to indicate you are returning
- If leaving the table because you are done your meal, you should place the napkin on your plate to indicate you are finished

To extend this activity 10-15 minutes, have Cloverbuds create their own placemat and place card. While this version would not be used in a formal setting, it will be fun for Cloverbuds. Use a large rectangular piece of paper to design the place mat. Use a smaller rectangular piece, folded in half (to make a tent shape) for the name card. They can be themed for an upcoming holiday (Easter, Thanksgiving, Christmas) or seasonally themed. Cloverbuds can use crayons, markers, etc to design their placemats and write appropriate phrases for the theme.

If possible, laminate placemats so that participants can use them at home and be able to wipe them off for re-use.

## Party Food

**Time:** 15-20 minutes

**Materials Needed:**

- 1 225g (8-ounce) package cream cheese, softened
- 250mL (1 cup) grated Parmesan cheese, divided
- 1 small red bell pepper, chopped
- 60mL (1/4 cup) fresh parsley, chopped
- 2 (8-ounce) cans refrigerated crescent dinner rolls

Finger foods, or hors d'oeuvres (oar-der-ves), are often served at parties because it allows guests to eat and still continue to socialize and move around. Often times at informal parties there will be bowls of snacks before the meal, however at more formal occasions they will have servers walking around with bite-sized food. No matter if it is formal or informal, these crescent roll bites are sure to be a hit at your next party.

Begin by pre-heating the oven to 180°C (350°F). Chop the bell pepper and place in a mixing bowl. Add the cream cheese, 175mL (3/4 cup) parmesan and parsley to the bell pepper and stir together.

Unroll the crescent rolls and separate each can into 4 rectangles. Take your mixture and place about 45mL (3 tbsp.) onto each rectangle. Roll the mixture and crescent up completely. Then, cut each roll into 4 equal pieces (maybe more for smaller, Cloverbud sized bites). Finally, place the parmesan bites onto a baking sheet and distribute the remaining parmesan cheese on top. Bake at 180°C (350°F) for 12-15 minutes, or until golden brown. Remove from the oven and allow a few minutes to cool. Serve and enjoy!

For added fun, have Cloverbuds place the parmesan bites onto a serving tray and take turns offering them to “guests” (their fellow Cloverbuds and Leaders).

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## WRAPPING THINGS UP

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### Party Games

**Time:** 25-30 minutes

**Materials Needed:**

- Party game supplies (depending on the game chosen)

There are many games that people can play at parties, depending on age and formality of the party. You can play board games, like twister or monopoly, classic party games like pin the tail on the donkey or hot potato or a party game that you invented! Leaders can provide one or more interactive party games for Cloverbuds to play, or they can play one of their own choosing.

Below is a sample of party games to help get participants circulating, working together and meeting new people.

### Who Am I?

#### **Materials Needed:**

- Writing utensil
- Paper
- Tape

Begin by writing out a variety of things on a piece of paper; they can be the names of actors and actresses, movies, places, animals, etc. The papers should be created by leaders so that participants are unaware of what is written on the paper. Keep in mind that participants need to have heard of the things being written down. For example, Winston Churchill or Gordie Howe are not good things to put on the paper because young participants may or may not know who those people are.

Once there are many pieces of paper created, they should be put into a box or hat and randomly selected. Leaders will put out one piece of paper for each participant and place it on their back or forehead with tape (without them seeing the paper). Once everyone has a piece of paper, they will begin circulating and playing the game. The object is for participants to discover what is written on their piece of paper. They must do this by asking 20 questions or less, and the question they asked must be answered with either yes, no, or sometimes. Once they find out who/what they are, they can get a new piece of paper and begin the game again!

### Pass the Parcel

#### **Materials Needed:**

- Prize
- Newspaper
- Wrapping paper
- Tape
- Music

Make a parcel by wrapping up a prize in several layers of paper (at least one for each child, plus extra layers). Sit the participants in a circle, give one of them the parcel and when the music starts, get them to hand it to the next child, who hands it on, and on. When the music stops, the child who is holding the parcel opens the first layer. Then when the music starts again, they hand it on to the next child, and so on. Wrap the final present in something obvious so that you know which is the final round.

Optional - put a sweet or a little something in each layer of wrapping. Then the last one with the prize in can be well and truly random.

### What's on the Tray?

#### **Materials Needed:**

- Tray
- Items – obvious and odd items
- Writing utensil
- Paper

Put some obvious and odd items on a tray. Give each participant a pen and piece of paper. Let them look at the tray for a minute, then take the tray away. The children have to write down what was on the tray. The one with the most right answers is the winner.

Variation: simply take one thing away at a time, show the tray to the group and let them call out what's missing.

### **Touch and Feel**

#### **Materials Needed:**

- Box
- Various items (see suggestions below)

Take a box and put a different item in it each time. Ask the participants, one at a time, to put their hand in the box and guess what it is.

Suggestions: an orange, a sock, shoelace, piece of silly putty, a hairbrush, etc.

## **Party Favours**

**Time:** 10-15 minutes

#### **Materials Needed:**

- Brown paper bag
- Construction paper
- Glue
- Writing Utensils
- Pencil crayons
- Scissors
- Assorted Goodies

As the host, giving small party favours is a nice way to say "Thanks for coming!" and also to ensure that your guests come back again. A party favour does not have to be elaborate or expensive. It can be a few small toys or even some candy or baked goods.

This activity will allow participants to design a unique party favour for themselves. Participants can design their paper bag however they would like: with flowers, drawings, construction paper cut-outs, buttons, etc. Alternatively, participants can design a paper bag for a friend and they can swap at the end. Once the bag is designed, have them write their names on it and fill it with a few small goodies. Some good options are play cars, individual candies, cookies, small games, etc.

## **Saying Thanks!**

**Time:** 10-15 minutes

#### **Materials Needed:**

- Paper (Card stock)
- Pencil
- Envelope

After attending a party, it is always a good idea to show your appreciation to the host. Most people just say thank-you at the door when leaving and while this is always a good idea, it is not quite enough. As participants have learned throughout this unit, throwing a party is hard work and the host deserves to be



properly thanked! This activity will help participants write a formal thank-you note and also help them address it.

Begin by taking a piece of card stock, and fold it into thirds width-wise (the fold lines going the width of the paper). Then, on the outer fold you can write a short message, such as "Thank You!" or "Great Party!"

On the inside of the paper, you can begin to write your thank you message. Start the note with a salutation (Dear \_\_\_\_\_), remembering to use Mr./Mrs. for an elder. Then, you can write a short and sincere thank you. A sample is included below. Participants should be encouraged to write one unique to the sample and to personalize it if possible. They can write it based on a party they went to in the past. Remember to include a closing, such as sincerely, yours truly, thank you, etc. before signing their name.

Once the letter is complete, participants can address the envelope. The address should be centred on the envelope's front. To make it easier, all participants can use the same address (such as the meeting place, local school, local gas station, etc.). In the top left corner, they should also include the return address (which can be a different address, but the same for all participants as they will likely not know all the information required). A sample of this is also included below.

### **Letter Sample:**

Dear Mr. Smith,

I am really glad that I attended your \_\_\_\_\_ (Halloween, Christmas, Birthday, etc) party \_\_\_\_\_ (yesterday, last week, etc). I had a lot of fun and your \_\_\_\_\_ (decorations were awesome, music was great, etc.). Everyone else seemed to enjoy it as well. When I hold my next party, I will be sure to (another thing you liked about the party).

Thank you very much for inviting me and I look forward to the next time we get together.

Sincerely,  
Bobby Dill

### **Address Sample:**

Klive Plot  
200 St Andrews Road,  
Kitchener, ON  
L4H 8Y2

Name  
Street Number and Street (and unit number if needed)  
City, Province (and country if different from senders)  
Postal/Zip Code

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## ADJOURNMENT

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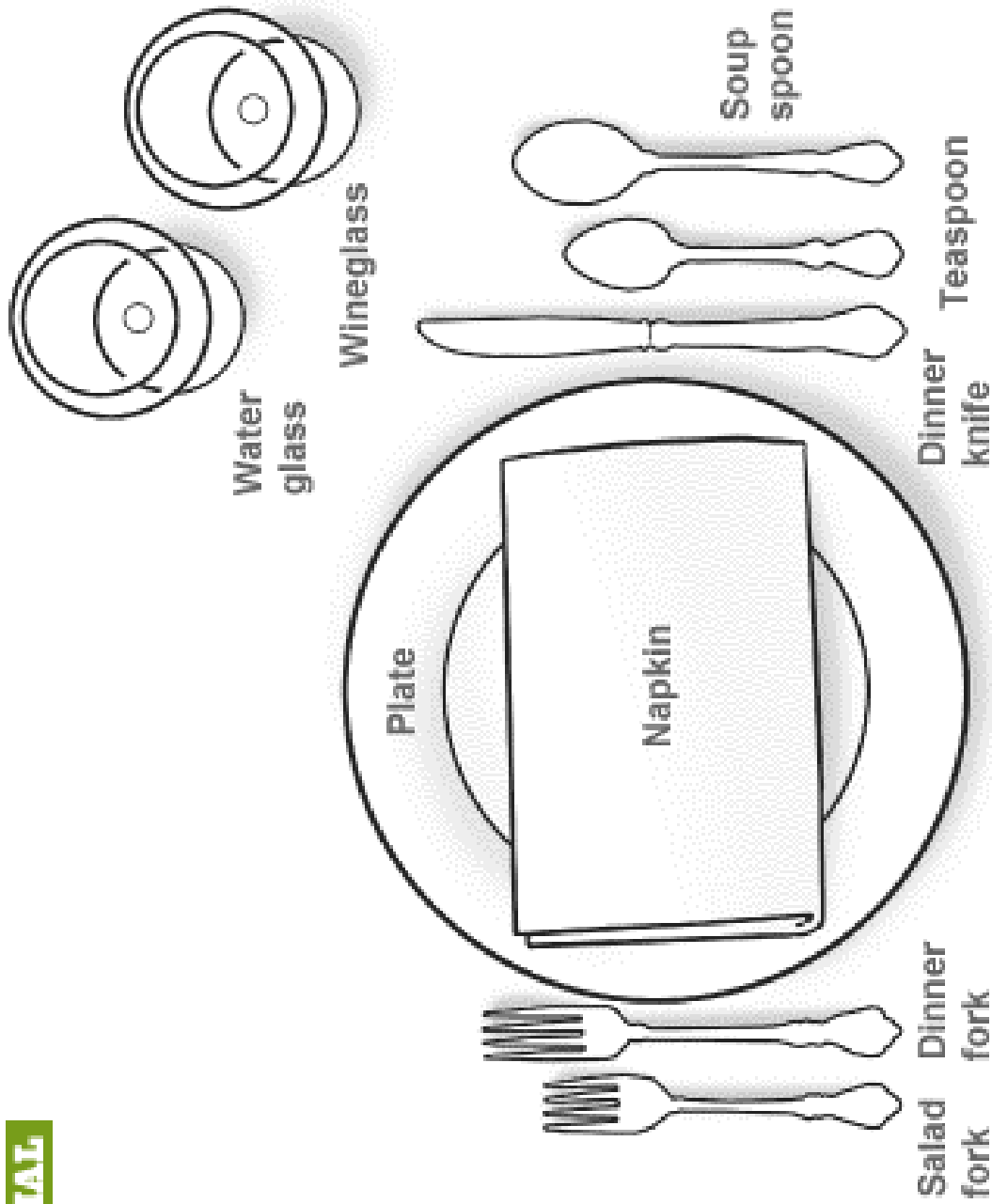
### Additional Activities

- Host a party! Plan, invite and have a good time
- Organize a party as a group and invite Cloverbud parents
- Make a party meal
- Have a waiter/waitress give a talk and some pointers
- Invite a party planner in as a guest speaker
- Go to a seniors' home and play some of the above party games with them

### References

- <http://www.buzzfeed.com/alannaokun/21-centerpieces-you-can-easily-diy>
- <http://www.myrecipes.com/recipe/savory-parmesan-bites-10000001672960/>
- [http://recumbentdna.blogspot.ca/2012/03/fancy-place-settings-are-illogical\\_8896.html](http://recumbentdna.blogspot.ca/2012/03/fancy-place-settings-are-illogical_8896.html)
- 2014 Netmums Ltd. [www.netmums.com/parties](http://www.netmums.com/parties)
- Raising Our Kids [www.raisingourkids.com](http://www.raisingourkids.com)

**INFORMAL**



Utensils are placed one inch from the edge of the table

# Livestock Identification





## **The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## **The 4-H Motto**

Learn To Do By Doing

## **4-H Ontario Provincial Office**

111 Main Street, Box 212

Rockwood, ON N0B 2K0

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## **Project Resource Information:**

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO LIVESTOCK IDENTIFICATION

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## Objectives & Goals of the Unit

- To introduce the various 4-H Livestock Projects
- To understand the importance of animal identification
- To introduce the tools used to identify animals

## Background

Farmers and ranchers use a number of ways to identify their animals. Ear tagging, branding, ear notches, microchips and tattoos are all various ways to identify animals. Whatever the method or the species of animal, identification is very important and is the law in Canada for a number of species such as cattle, sheep, goats and pigs.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Name one way to identify an animal.
- Do you have earrings? Do you want to be able to wear earrings?
- Why would a farmer want to have some way of identifying his or her animals?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Sheep, Sheep, Goat!

**Time:** 10-15 minutes

**Materials Needed:**

- none

This game is played the same as Duck, Duck, Goose only using various farm animals. Have participants sit in a circle, facing the centre. Choose one participant to be it. They circle around the outside of the circle, touching the head of participant as they go and calling them 'sheep.' Once they decide to call someone 'goat', the 'goat' gets up and runs around the circle the opposite direction that the 'sheep' is running. The first one (either the sheep or the goat) that gets back to the empty spot on the floor and sits down has won and the other participant gets to start going around the circle saying sheep, sheep, goat.

After a few rounds, have participants name other farm animals that they could use in the game. Examples include:

Cow  
Horse  
Pig  
Llama  
Chicken  
Turkey  
Duck  
Goose  
Alpaca  
Ostrich

***Encourage participants to be creative!***

## Old MacDonald's Farm

**Time:** 10-15 minutes

**Materials Needed:**

- none

Review the words and then add the tune if participants are unfamiliar with this song. Sing through the song and then encourage participants to come up with new verses.

*Old MacDonald had a farm,  
E-I-E-I-O  
And on his farm he had some chicks,  
E-I-E-I-O  
With a cluck, cluck here,  
And a cluck, cluck there,  
Here a cluck, there a cluck,  
Everywhere a cluck, cluck  
Old MacDonald had a farm,  
E-I-E-I-O*

***Extra verses could include:***

- Duck – quack
- Sheep - bleat
- Turkey – gobble
- Horse - neigh
- Pig - oink
- Cow – moo
- Turkey - gobble
- Cat - meow
- Mule – heehaw
- Rooster – cocka-doodle-doo
- Dog - bow wow
- Ostrich - boom
- Turtle - nerp, nerp



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## LET'S EXPLORE

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### Barnyard Bingo

**Time:** 15-20 minutes

**Materials Needed:**

- Animal Names Bingo card (found in the Resource section at the end of this unit)
- Animal Names Sounds Bingo card (found in the Resource section at the end of this unit)
- Popcorn
- Small dishes (or re-sealable bags)

After reviewing the names of animals and the sounds they make in the previous two activities, participants should be ready to play Barnyard Bingo.

To start, cut up one copy of the Animal Names Bingo card into squares and place in a bowl or box to be used to draw animals from.

Give participant a copy of the Animal Names Bingo card and a small dish of popcorn. Each participant will have the same card but this will be a test of which participant knows their farm animals and is paying close attention to the game to be the first one to have a full card. Draw animal names, one by one, from the bowl and have participants put a piece of popcorn on that animal.

Once participants are comfortable with this Bingo card, give each participant the Animal Sounds Bingo card. Once again, draw animals from the bowl, but this time, use the sound the animal makes rather than saying the animal's name.

### Who's Who?

**Time:** 15-20 minutes

**Materials Needed:**

- Cotton Balls (10 per participant)
- Markers
- Glass Jar

Review the different ways that animals can be marked to be identified.

- Ear Tags, including RFID (radio-frequency identification)
- Nose Print
- Branding
- Freeze branding
- Tattoos
- Ear Notch
- Microchip

Distribute 10 cotton balls to each participant. Tell them that these 10 cotton balls are their animals to look after and ask them to study what their cotton balls look like. Gather everyone's cotton balls up in the glass jar and explain that this is the barn to keep the animals in.

Once all of the cotton balls are collected, dump the jar of cotton balls in the middle of the table (or in the centre of a circle depending on the size of the group) and tell participants they have one minute to reclaim their 10 cotton balls and return to their spot. Remind them that they are to collect the same 10 cotton balls they were originally given.

Once everyone has 10 cotton balls again, ask participants how they know they have the same 10 cotton balls. Establish that there is no way that anyone could correctly identify their cotton balls because they all looked the same and had no identifying characteristics. Ask participants what they could do to make it possible to identify their cotton balls.

Give participants the markers and ask them to uniquely identify their cotton balls so that they will know that the cotton ball 'animals' belong to them. Once everyone is done, collect the cotton balls again, place them in the glass jar and then dump them in the centre of the circle. Give participants one minute to retrieve their cotton balls.

At the end of one minute, ask participants if they were able to find their cotton balls this time and why.

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## LOOKING WITHIN

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### Identify It

**Time:** 20-25 minutes

**Materials Needed:**

- Permanent markers
- Coloured pencil crayons
- Ear Tag Template (found in the Resource section at the end of this unit)
- Regular hole punch
- 300 grit sandpaper
- #6 plastic (e.g. clear take containers or the tops off of bakery cookies)
- Oven or a toaster oven
- Cookie sheet (covered with tinfoil or parchment paper or an aluminum foil tray)
- Scissors
- Tongs

**NOTE:** only use #6 recyclable plastic as other plastics can emit fumes when heated

Provide each participant with a piece of #6 plastic (polystyrene). Most clear containers at salad bars, deli counters and grocery stores will work. Just flip it over and look for a "6" inside the recycling arrows.

Cut away any excess plastic away to make a flat sheet (use both the top and the bottom) and recycle the excess. If colouring with pencil crayons (recommended because their colours won't run), you must sand the plastic lightly for the pencil to adhere to the plastic. Sand enough to make the plastic look cloudy.

Have participants draw or trace an ear tag image onto the plastic using permanent markers. Remind participants to include the numbers that go on the ear tag (their birthdate would be a good number). The total image will shrink to about a third of its original size and will be five or six times its original thickness.

Preheat the oven or toaster oven to 180°C (350°F) and place a rack in the lowest position. Create a “tray” out of the aluminum foil by bending up the sides (or use a baking sheet covered with tinfoil or parchment paper – but, the thinner surface of an aluminum tray will allow for more direct heat and quicker shrinking).

Have participants place their ear tag on the tray, then use the tongs or an oven mitt to place the foil on the bottom rack. For the first minute the tags will curl up all crazy-like, but soon, it will flatten itself out. If you have an oven door through which you can see, keep an eye on the tag(s). If the oven door is solid, open it just slightly after 90 seconds. Total time for a large piece (12.5cm to 15cm – 5”x6” starting size) will be about 3 ½ minutes. Smaller pieces will be much less.

Use the tongs or oven mitt and remove the tray. At this point, it’s still pliable so if participants want to flatten it more or add waves or bend the corners, have them do so carefully within the first ten seconds (or do this as a leader for participants). Let ear tags cool completely before picking them up.

## Cattle Movement

**Time:** 20-25 minutes

**Materials Needed:**

- Re-sealable bag (one per participant)
- RFID ear tag (one per participant) \*\*if not available use Animal Ear Tag templates
- “Home Place” Assignment (one per participant) (template found in the Resource section at the end of this unit)
- “Home Place” signs (found in the Resource section at the end of this unit)
- Animal Ear Tag templates (if actual ear tags are not available for use) (found in the Resource section at the end of this unit)
- Glo Germ and Black Light (available from some Health units) \*\*if not available see note at the end of this activity as to how to proceed.

Print one each of the “Home Place” signs and place around the room, preferably on a wall where it can be seen by everyone.

Print off the template of the “Home Place” Assignments, cut into small squares and place into the re-sealable plastic bag with the ear tag. Have the names of the participants and their ear tag number written down on a chart before this activity starts.

In private, ask one participant to be the infected animal. This student will rub his or her hands with Glo Germ before beginning this activity. Be sure to tell the participant to keep his or her involvement in this activity a secret so it doesn’t spoil the surprise for the rest of the participants.

Give each participant a re-sealable plastic bag containing an ear tag and a “home place” assignment. Tell participants to go to the sign that indicates their “home place.”

Once everyone is at their “home place”, instruct participants to “shake” each other’s hands to get to know one another. This is a simulation to what animals do in the pasture as they interact with each other (only animals usually do nose-to-nose contact!).

Instruct participants that if they are a girl then they are called a ‘heifer’ (pronounced ‘heffer’) and if they are a boy they are called a ‘steer.’

Now instruct participants to move as listed below. This should be done slowly so participants can hear the instructions. Each time participants move, they must pass through the “scanner” (electronic reading device) and shake the hands of the other participants at the new place they visit.

- *Broken Arrow Ranch Heifers move to T-Bone Feeders*
- *Happy Cattle Feeders Steers move to High Prices Sales Barn*
- *Bob’s Angus Ranch Heifers move to Broken Arrow Ranch*
- *High Prices Sales Barn – heifers go to Broken Arrow Ranch and steers go to Bob’s Angus Ranch*
- *Meat Market Packers Steers move to High Price Sales Barn*
- *T-Bone Feeders Heifers go to Happy Cattle Feeders*
- *Broken Arrow Ranch Steers go to Meat Market Packers*
- *Happy Cattle Feeders Heifers move to T-Bone Feeders*

Once the list of ‘cattle movement’ is complete, call the game to a halt and dim the lights. Check each participant’s hands with the black light for a ‘communicable’ (spreadable) disease. Get the tags of each animal and trace them back to their “home place.” Note which place the diseased animals all have in common.

**NOTE:** If Glo Germ and a black light are not available, have participants keep track of how many times they shook someone’s hand. The more times they shook hands with someone, the higher the chance that they have come in contact with a communicable disease.

Photo credit: Sunshine Crafts  
[www.sunshinecrafts.com](http://www.sunshinecrafts.com)

## WRAPPING THINGS UP

### Recycled Bottle Cuff Bracelets

**Time:** 15-20 minutes plus drying time

**Materials Needed:**

- Recycled water bottle
- Acrylic paint or acrylic enamel
- Stick on rhinestones (or other decorative items)
- Adhesive glue
- Scissors
- Paint brush (sponge brushes work well for children)



Explain to each participant that, just as animals are identified uniquely so we can know which animal is which, humans also like to dress differently and wear jewelry to make them stand out from others.

In this activity, each participant will make a bracelet, but each can decorate it differently so that each participant has a unique bracelet to wear that will be different from everyone else.

Remove the label from the water bottle. Cut a piece approximately 5cm (2”) wide (3 of the molded rings in the water bottle) from the middle of the water bottle.

Paint the inside of the ring and let it dry. This may take more than one coat. Let it dry between coats.

Cut the outside of the circle so there is an opening to get the bracelet on and off. Cut rounded corners on the opening.

Stick on rhinestones or any other decorations that the participants can think of.

## Animal Snack Mix

*Photo credit: Betty Crocker*

[www.bettycrocker.com](http://www.bettycrocker.com)

**Time:** 10-15 minutes

**Materials Needed:**

- 1500mL (6 cups) various mixtures of cereals (e.g. toasted o's, toasted wheat squares, etc. Use your imagination!)
- 375mL (1 ½ cups) animal crackers
- 375mL (1 ½ cups) pretzel twists
- 375mL (1 ½ cups) cheese-flavoured snack crackers
- 3 pouches (0.0oz. each) fruit flavoured snacks
- Any other snack type food that participants wish to add
- Re-sealable bags
- Bowl
- Mixing spoon



Place all ingredients in a re-sealable bag or a large bowl. Seal bag and shake or stir ingredients. Store in a covered container.

### **OR**

Give each participant their own small re-sealable bag and allow them to choose which items they would like in the animal snack mix. Explain that, just like many species of animals are unique in how they look, what they eat and how they are identified, humans are also unique in how they look, what they wear and what they like to eat.

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## ADJOURNMENT

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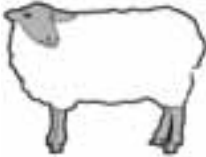
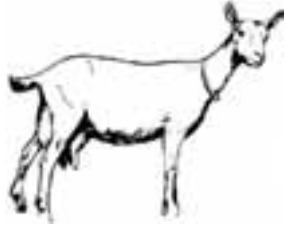














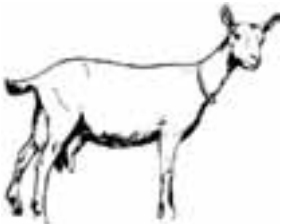
### Additional Activities

- Visit a farm supply store that sells animal identification equipment
- Visit a farm to see various methods of animal identification.
- Have a farmer as a guest speaker to talk about animal identification.
- Visit a veterinary clinic that has a microchip reader.

### References



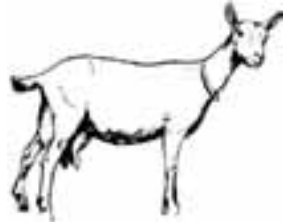
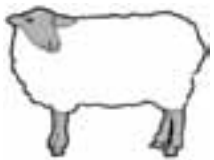
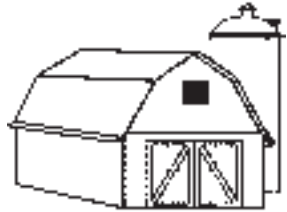







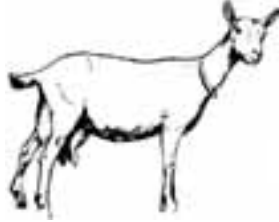
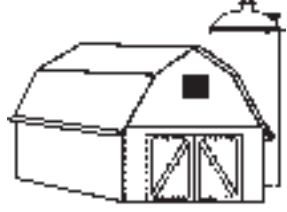




- Betty Crocker [www.bettycrocker.com](http://www.bettycrocker.com)
- Canadian Cattle Identification Agency <http://canadaid.ca>
- Canadian Food Inspection Agency [www.inspection.gc.ca](http://www.inspection.gc.ca)
- Ear Tags Direct [www.eartagsdirect.com](http://www.eartagsdirect.com)
- Free Printable Coloring Pages [www.coloringpages.pics](http://www.coloringpages.pics)
- National Animal Identification System
- Illinois Agriculture in the Classroom
- Kansas Foundation for Agriculture in the Classroom [www.ksagclassroom.org](http://www.ksagclassroom.org)
- Oklahoma Ag in the Classroom
- Ontario Ministry of Agriculture, Food and Rural Affairs [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- Sunshine Crafts [www.sunshinecrafts.com](http://www.sunshinecrafts.com)

# Animal Sounds Bingo

duckling 	sheep 	goat 
goose 	barn 	horse 
cow 	dog 	pig 
chicken 	bee 	turkey 
horse 	barn 	cow 
pig 	goose 	goat 



# Animal Names

 <p>turkey</p>	 <p>goose</p>	 <p>goat</p>
<p>sheep</p> 	<p>barn</p> 	 <p>cow</p>
 <p>dog</p>	<p>horse</p> 	<p>piglet</p> 
<p>piglet</p> 	 <p>bee</p>	<p>duckling</p> 
 <p>goat</p>	<p>barn</p> 	<p>chicken</p> 
 <p>cow</p>	 <p>goose</p>	<p>horse</p> 



**#1**



**#2**



**#3**



**#4**



**#5**



**#6**



#7



#8



#9



#10



#11



#12

## Home Place Assignments

<b>Broken Arrow Ranch</b>	<b>Broken Arrow Ranch</b>
<b>Happy Cattle Feeders</b>	<b>Happy Cattle Feeders</b>
<b>Bob's Angus Ranch</b>	<b>Bob's Angus Ranch</b>
<b>High Prices Sales Barn</b>	<b>High Prices Sales Barn</b>
<b>T-Bone Feeders</b>	<b>T-Bone Feeders</b>
<b>Meat Market Packers</b>	<b>Meat Market Packers</b>

# Broken

# Arrow

# Ranch

# **Happy Cattle Feedlot**

# **Bob's Angus Ranch**



# High Prices Sales Barn

# T-Bone

# Feeders

# **Meat Market Packers**

# Template for 'Identify It' Activity



# Mad Science





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

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A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

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4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO MAD SCIENCE

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## Objectives & Goals of the Unit

- To show Cloverbuds practical applications of science
- To help Cloverbuds think critically about the world around them
- To explore a variety of science fields
- To show Cloverbuds how science is used in making just about everything we use day-to-day

## Background

Science itself is a very broad field which has many fields of study. This unit attempts to introduce Cloverbuds to the basics of each field. There are chemistry, optics and physical science activities included. This unit includes many hands on projects so that Cloverbuds can really learn to do (science) by doing (science), although this unit also involves some Leader explanations. It is important that Cloverbuds are learning while doing and that is why there are descriptions of what is happening included. After each activity is complete, it is recommended that leaders ask Cloverbuds what they believe happened and offer alterations and clarifications to what actually happened and why. Once all the activities are completed and Cloverbuds understand the how and why, they will be transformed into mad scientists!

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls:

- Can you name a type of science? (Physical Science, Biology, Geology, Paleontology, Chemistry, Physics, etc.)
- Name a famous scientist. Why is he/she famous?
- Do you like science class at school? Why or why not?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Like Oil and Water

**Time:** 10-15 minutes

**Materials Needed:**

- Small soft drink bottle
- Water
- Food colouring
- 30mL (2 tbsp.) of cooking oil
- Dish washing liquid or detergent



Begin by filling the soft drink bottle about 1/4 full. Then, add a few drops of food colouring to the water. Pour the cooking oil into the small soft drink bottle. Screw the lid on tight and shake the bottle as hard as you can. After, put the bottle back down and have a look. It may have seemed as though the liquids were mixing together when shook, but the oil will always float back to the top.

Have participants try different methods of shaking to get the water and oil to mix. After every participant has tried a variety of ways, explain to them why the two will not mix.

Explanation: Essentially, it is because they are not attracted to each other. While water often mixes with other liquids to form solutions, oil and water do not. Water molecules are strongly attracted to each other and the same goes for oil. As they are more attracted to their own molecules than to the others they just do not mix together. They separate and the oil floats above the water because it has a lower density.

If you would like to have them mix, try adding some dishwashing liquid to the bottle before shaking again. Detergent is attracted to both water and oil helping them all join together and form something called an emulsion. After shaking, set it down again and look at how the mixture has changed.

## The Spinning Wheel

**Time:** 15-20 minutes

**Materials Needed:**

- Paper plates (one for each participant)
- Pencils
- Ruler
- Markers, crayons or paint (purple, blue, green, yellow, orange, red)
- String or yarn



*Photo credit: Elizabeth Johnston*

Lighting plays a large part in how we view items and colours. For example, when you look at a moving object, the colour you see is distorted because of how your brain registers what it is seeing. This science experiment does just that. It changes the colours that you see - like magic! Participants will watch the colours disappear as they overlap and turn to white in this spinning science activity.

Begin by asking participants to divide their paper plate into six equal sections using the pencil and ruler. They should divide it like a pizza, or a pie, with three lines that travel the length of the plate. Next, get participants to colour each section of the plate a different color of the rainbow, until there is no white remaining. Then, punch two small holes in the center of the plate, about 1 cm apart. After, thread a piece of string or yarn through each hole.

Now that your colour wheel is created, you can begin the experiment! Hold one end of each piece of string in each hand so that the colour disk is in the middle. Wind up your disk by turning while you hold the string. Alternatively, have one participant hold each end of the string, which keeps the colour wheel tight and spinning fast. When the string is wound up tight pull both hands away from each other so that your colored disk spins quickly. While the string unwinds, look at the plate. The colour will begin to blur together and eventually seem to disappear or turn white!

For added fun, continue with the activity in different colour combinations. Try dividing the plate in 2, 4, 8, or even 10 different colours and repeating the experiment. Will the colours always disappear? Is it harder or easier with fewer colours?

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## LET'S EXPLORE

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### Make Your Own Lip Balm

**Time:** 10-15 minutes

**Materials Needed:**

- 30mL (2 tbsp.) coconut oil
- 15mL (1 tbsp.) of beeswax
- 2.5mL (½ tsp.) honey
- 1mL (¼ tsp.) baking soda
- Several clean tin lids, or small tin or glass jars
- 1 microwave-safe bowl
- 1 fork or whisk
- Wax paper
- Plastic wrap or aluminum foil
- Essential oils (optional)

Note: above recipe will make enough lip balm for one participant.

Begin by having participants place the beeswax and coconut oil in a microwave-safe bowl. You can use the recommended 15mL (1 tbsp.) of beeswax for firm lip balm or less for softer lip balm. Next, cover the bowl with a piece of wax paper and heat the beeswax and coconut oil in the microwave for about 3 minutes, checking it every 30 seconds to make sure it does not overheat. After the mixture is melted, remove the bowl from the microwave\*. Then, ask participants to add the baking soda, honey and essential oil to the mixture. Whisk the ingredients together for at least one minute.

After the mixture appears consistent throughout, pour it equally among the tins/jars\*. Have participants carefully place the containers into the refrigerator to let cool. If you do not have access to a refrigerator, ask participants to set the containers aside in a cool area to give it a chance to harden. Finally, place a piece of plastic wrap over each tin of lip balm to keep dust out and moisture in. If using small jars, simply close them up with their accompanying lids.

Explanation: Afterwards, have a discussion about the activity. How did the microwave change the beeswax (with heat, and how that works), and how the mixture hardens afterwards (same process in reverse).

\*Please note, that bowls may be hot and removing them from the microwave should be done by a leader. Also, pouring should be done carefully and with leader help.

## Balloon Blast Off

**NOTE:** This activity can only be completed if there are no participants in the group with latex allergies.

**Time:** 15-20 minutes

**Materials Needed:**

- 1.8m (6 feet) of string
- 10cm (4 inch) piece of drinking straw
- 2 chairs
- 23cm (9 inch) round balloon
- Spring clothespin
- Transparent tape



Source: [www.education.com](http://www.education.com)

Begin by threading the string through the straw. Then, tie (or securely tape) the ends of the string to the backs of the chairs. Position the chairs so that the string between them is as tight as possible. After, inflate the balloon. Twist the open end of the balloon and secure it with the clothespin. Next, move the straw to one end of the string and tape the inflated balloon to the straw. The end of the balloon secured with the clothespin should be facing the opposite direction you want the balloon to travel. When you are ready for the blast off, remove the clothespin from the balloon and watch it fly! Repeat this activity as many times as you like.

**Explanation:** Ask participants why the balloon moved and why the balloon stopped? Did it stop where they thought it would?

Essentially, when the inflated balloon is closed, the forces inside are balanced. The air in the balloon is pushing against the inside walls of the balloon and the walls are pushing back. As soon as the clothespin is removed, the forces inside the balloon are no longer in balance. Now, the force of walls of the balloon pushing on the air is greater than the air pushing back. This force pushes the air out of the open end of the balloon. The air rushing out, pushes the balloon and forces it to travel the opposite direction of the opening. The balloon stops when all of the air is out of the balloon because the forces have once again been balanced.

## Lava Lamp

**Time:** 10-15 minutes

**Materials Needed:**

Water

- A clear plastic bottle
- Vegetable oil
- Food coloring (any colour)
- Alka-Seltzer (or other tablets that fizz)

Pour water into the plastic bottle until it is around one quarter full and then fill the rest of the bottle with vegetable oil leaving just 2.5cm (1 inch) of air at the top. Watch as the oil and water separate, just like activity #1. Once it has finished separating, add approximately 12 drops of food colouring to the bottle. Then, wait for the food colouring to fall through the oil and mix with the water.

Now for the fun! Cut\* an Alka-Seltzer tablet into smaller pieces (around 5 or 6 pieces) and tell participants that they are going to drop one of them into the bottle. Before doing so, ask participant what they think will happen. Once everyone has made a guess (hypothesis), you can add the tablets and watch the reaction! Once the reaction stops, continue to add more pieces (one at a time) to the bottle. Participants can try adding different food colouring and mixing, and they can try adding it along with the alka-seltzer to see if the reaction changes. Encourage them to try different things.

Explanation: Participants already know why the oil and water do not mix, but do they understand the reaction with the alka-seltzer and the water? Have them guess why the tablets make bubbles and why the bubbles stop. The alka-seltzer makes bubbles because it is more 'basic' than the water.

In chemistry, when two things mix the general result is that they try to balance each other out. The water becomes more basic and the alka-seltzer becomes more acidic. The mixture of the tablets and water creates small bubbles of carbon dioxide gas and those bubbles mix with the coloured water and shoot to the top. The carbon dioxide gas escapes through the open lid when it reaches the top and the colored water falls back down because it cannot mix with the oil.

\*Cutting may have to be done with a sharp knife and should be done by a leader.

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## LOOKING WITHIN

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### Making Fossils

**Time:** 20-25 minutes (+30 minutes dry time)

**Materials Needed:**

- Metal tray with edges (e.g. pie plate)
- Playdough (any color)
- Specimens (leaves, flowers, hands, and toys)
- Plaster of Paris
- Water
- Mixing bucket

Begin by having participants fill the metal tray with playdough, leaving only approximately 5cm (2 inches) at the very top for the plaster. Then, get participants to press their pre-selected objects into the playdough, pressing them down to make an imprint. For best results, use a variety of items, with many sizes and textures.

Once the playdough is covered in your soon to be fossil imprints, begin to make the plaster of paris mix. There should be directions on the box, but essentially you are adding water to the mix until it has the same consistency as tomato soup. Once it is mixed, Cloverbuds (with leader help) can carefully pour the plaster into the playdough imprints. Do not fill the entire tray, or it will be difficult to separate the fossils once set.

The plaster of paris needs about 30 minutes to fully set. After the time has passed, participants will have a chance to remove the imprints from the clay. Cloverbuds will dig their fossils out using their hands or other small tools. Once the fossils are removed, clean them and display them with pride. To add 10-15 minutes to this activity, participants can paint their fossils different colours.

## Magic Ice

**Time:** 10-15 minutes

**Materials Needed:**

- Eye dropper
- Several cubes of ice per participant
- Tinfoil pie plate (one per participant)
- 3 plastic bowls
- Water
- Yellow, red and blue food coloring

Begin by having participants carefully pour about 125mL ( $\frac{1}{2}$  cup) of water into each bowl. Then, add a few drops of red food coloring into one bowl until you are happy with the colour. Repeat this for yellow and blue. Next, put a few ice cubes into each participants' pie plate. After, get participants to use the eyedropper to pick-up some of the red water and place one drop on an ice cube. Watch how the ice cube reacts to the colour. The participants can be creative when creating their colourful cubes but remind them that less is more. It will not take very much colour to change the ice.

Participants can put one drop of each colour on the ice cubes and then alternate red and blue, blue and yellow, red and yellow, etc. Get participants to write down the resulting colours from each combination. Have them try to add more of one colour (2 drops of red and 1 of blue, and vice versa).

Explanation: For the discussion after, explain that all colours are a combination of the 3 primary colours used today (red, blue, yellow). Ask them what the combinations resulted in and correct as needed. As time went on, what happened to the ice and why? There are many discussion points for this activity and participants will likely have questions as well.

## Baking Soda Volcano

**Time:** 10-15 minutes

**Materials Needed:**

- 1500mL (6 cups) flour
- 500mL (2 cups) salt
- 60mL (4 tbsp.) cooking oil
- 30mL (2 tbsp.) baking soda
- Plastic pop bottle
- Dishwashing detergent
- Food colouring
- Vinegar
- Warm water
- Baking dish or pan

First, make the cone of the baking soda volcano. Mix the flour, salt, cooking oil and 500mL (2 cups) of warm water. The mixture should be smooth and firm. Add more warm water if needed.

Stand the soda bottle in the baking pan and mold the dough around it into a volcano shape. Don't cover the opening or drop dough in it.

Fill the bottle most of the way full with warm water and a bit of red food colour. Add 6 drops of dishwashing detergent to the bottle contents. Then add the baking soda to the contents. Slowly pour vinegar into the bottle. Watch the eruption!

Explanation: Why does this happen? The red lava is the result of a chemical reaction between the baking soda and vinegar. In this reaction, carbon dioxide gas is produced causing pressure to build up inside the plastic bottle until the gas bubbles up out of the volcano. This is a good representation of what happens in real volcanoes.

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## WRAPPING THINGS UP

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### Paper Weight

**Time:** 10-15 minutes

**Materials Needed:**

- Baby food jar or other small jar with lid (one per participant)
- Small decorative items
- Sequins and/or glitter
- Corn syrup (60mL (¼ cup) per participant)
- Food colouring
- Measuring cup
- Water
- Glue
- Hot glue gun

Begin this activity by measuring and pouring about 60mL (¼ cup) of corn syrup into the jar and fill the rest of the jar with water. Afterwards, add a few drops of food colouring and stir the mixture with a stirring stick or similar item. Cloverbuds can now add whatever they like to customize their paperweight. They can add small toys, glitter and/or sequins. After all contents have been added, leaders can apply hot glue to completely seal the lid. Be careful moving the jar for the next few hours while the glue is setting. Once the glue is dried, Cloverbuds can shake and turn the jar upside down and explore their creation.

Explanation: The discussion for this activity can include why the glitter and items in the jar move so slowly, (because the corn syrup is thick (viscous)), and the mixture is almost as heavy as the items inside. For the discussion on how the paperweight works leaders can discuss gravity and how the paperweight is being pulled down to the desk which holds the paper in place.

### Colour Slime

**Time:** 10-15 minutes (+ play time)

**Materials Needed:**

- 75mL (2.5 oz) school glue
- 75mL (2.5 oz) liquid starch
- Food colouring
- Glitter
- Small bowl for mixing



**Note:** the above recipe is for one participant and will have to be multiplied by the number of participants in the group.

Have participants measure and place all of the ingredients listed above in their bowl. Once they have all the ingredients, they can begin kneading to create their slime. Participants can create a single colour, or mix them with their new found knowledge. Once the slime is thoroughly mixed, participants can begin to play or leave it in their open bowl so that the air can get at it and firm it up. Do not leave it out for too long though or it will become too stiff to play with. Once Cloverbuds are finished playing with their slime, they can store it for quite some time in an airtight container.

Play with the slime should be limited to outdoors to minimize mess and should certainly not be played with near carpeted areas. It can be removed from most surfaces (including carpet) with soap, water and some elbow grease, but it is best to simply avoid if possible.

Explanation: For this activity, did participants remember which colours were made from mixing? What state of matter is slime - gas, liquid, or solid? What are the properties of slime - smell, feeling, etc. This discussion will help participants think critically about the items around them.

## Homemade Hand Sanitizer

**Time:** 5-10 minutes

**Materials Needed:**

- 75mL ( $\frac{1}{3}$  cup) of 99% rubbing alcohol
- 150mL ( $\frac{2}{3}$  cup) of aloe vera gel
- 8–10 drops of essential oil (any scent, such as vanilla, lavender, peppermint, etc.)
- One small mixing bowl and spoon
- Recycled liquid soap bottle
- Funnel

Now that the participants are covered in slime, they may need something to clean their hands. Well luckily for them (and the leaders!), this next activity is creating your personalized hand sanitizer. Begin this activity by measuring out the ingredients and adding them to the mixing bowl. Stir the ingredients carefully with the mixing spoon. Once everything is thoroughly mixed, carefully pour the ingredients into your recycled liquid soap bottle. Screw the lid back on. You are now ready to use your unique hand sanitizer!

This activity is an excellent place for leaders to discuss sanitary practices (showering, washing hands) and germs (bacteria). Discussion can include when you should wash hands, for how long, how to do it properly, etc. If leaders are unsure about the finer details, they are encouraged to research beforehand. The local Health Unit is an excellent source of information and will sometimes provide a guest speaker for a meeting to discuss proper handwashing techniques.



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## ADJOURNMENT

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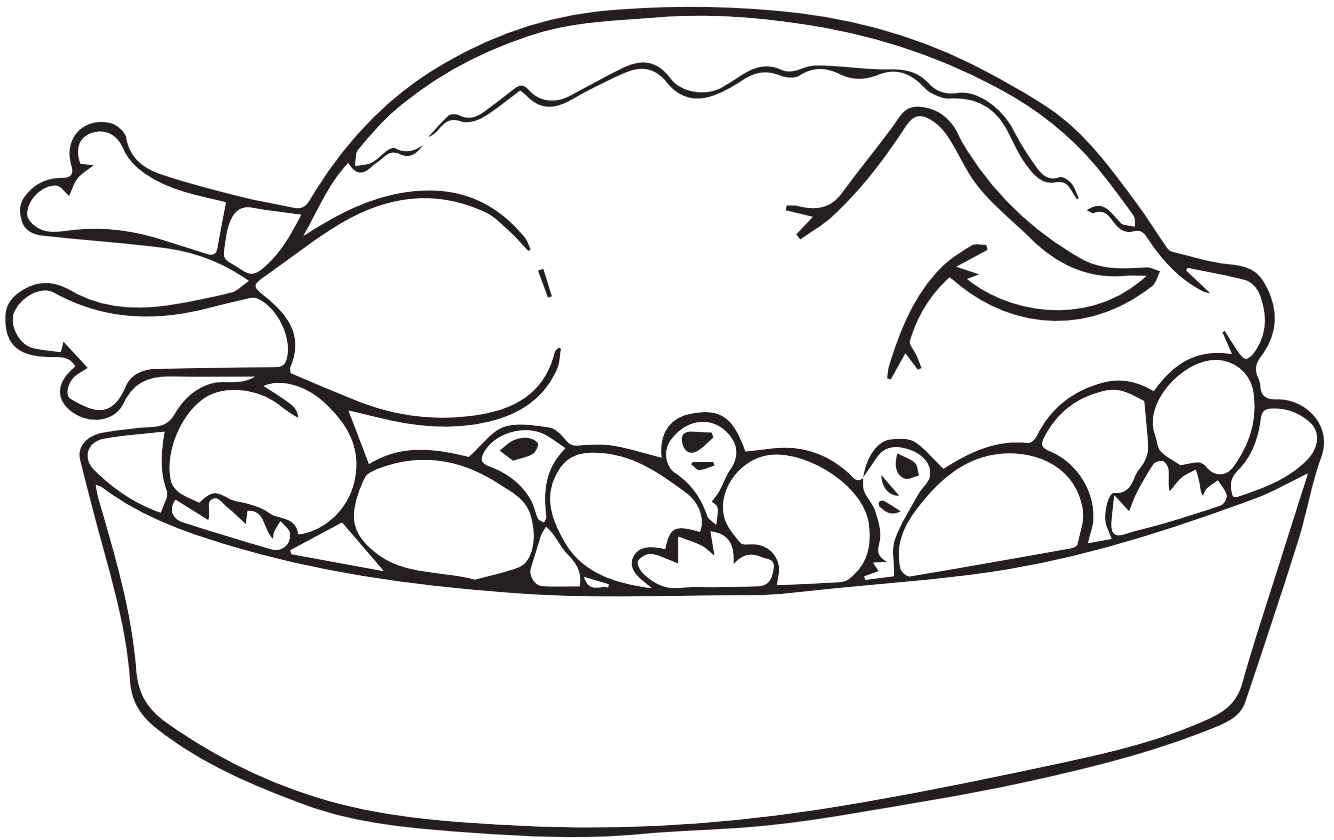
### Additional Activities

- Visit the Ontario Science Centre
- Have a visit from a scientist
- Visit the Canadian Science and Technology Museum
- Visit Science North

### References

- [www.education.com](http://www.education.com)
- <http://www.sciencekids.co.nz/experiments>
- <http://www.learnplayimagine.com>
- Penny Pinchin' Mom [www.pennypinchinmom.com](http://www.pennypinchinmom.com)
- Weather Wiz Kids <http://www.weatherwizkids.com>

# Meat





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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## INTRODUCTION TO MEAT

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### Objectives & Goals of the Unit

- To introduce the various 4-H Food Projects
- To identify which animals we get meat from
- To understand the nutritional benefits of consuming meat
- To begin to learn how to cook meat

### Background

The meat industry is very diverse and complex. Meat comes from a variety of animals and can be prepared numerous ways. In this introduction to the meat industry, Cloverbud participants will gain an understanding and an appreciation of the nutritional benefits of meat consumption, the various types of meat and the countless ways meat can be enjoyed.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- What is your favourite food that has meat in it?
- Name an animal that we get meat from.
- What is your favourite topping on a hamburger or a hot dog?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Healthy Eating Relay

**Time:** 10-15 minutes

**Materials Needed:**

- Hula-hoops (one per team)
- Bags (one per team)
- Healthy eating questions (explanation below) to go into the bags

Divide participants into two or more teams (teams should have 3 to 6 participants per team). Set up a hula-hoop in line with each team a fair distance away from the starting point. Put the bag filled with health eating questions in the middle of each hula-hoop.

The participant on each team will run to the hula-hoop and they will then choose a piece of paper out of the bag. The paper will tell them what to do. The participant will complete their task and then run back

and tag the next team member. The first team with all members to finish must sit down at the starting line. Or, the game could be played until there are no more papers in the bag.

### Suggestions for Health Eating Questions

- Name a kind of meat
- Do ten jumping jacks
- Name two green vegetables
- Name two animals that we get meat from
- Do three sit ups
- Name two red fruits
- Run around the hula hoop four times
- Name two toppings that could go on a hamburger
- Name two things made from milk
- Name a yellow vegetable
- Name an animal that we get milk from
- Sing an entire verse of Mary Had A Little Lamb
- Name a bird that we get meat from
- Do one push up
- Name a crop that we get grain from
- Name two fruits that are grown in Ontario
- Jump up and down 10 times
- Sing the entire song of Twinkle, twinkle, little star
- Name two vegetables that are grown in Ontario
- Name the biggest animal you can think of

## Colour Me Healthy

**Time:** 10-15 minutes

**Materials Needed:**

- Colour Me Healthy worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons
- Canada's Food Guide (found in the Resource section at the end of this unit or you can get a copy at: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php> )

Review the names of all the four food groups in Canada's Food Guide and how many servings of each food group we should have in a day for our age range. Review what constitutes a serving. Have participants colour in the picture.

## And Away We Grow

**Time:** 10-15 minutes

**Materials Needed:**

- Sheets of paper large enough for each student to trace a full-sized outline of their body
- Markers or crayons
- Food magazines
- Scissors
- Glue or tape

We all grow and develop at our own rate. But, in order for all of us to grow, we need a balanced diet. Foods from each of the four food groups help the body grow and be healthy. Review the following with participants before starting this activity.

### **Vegetables and Fruits:**

- Help our blood, teeth and gums to grow healthy
- Keep our insides clean and get rid of the waste that builds up in our bodies
- Keep our skin healthy and helps us to see in the dark

### **Grain Products:**

- Give us energy and fuels our brains

### **Milk and Alternatives:**

- Keep our bones and teeth strong

### **Meat and Alternatives:**

- Build and repair body tissue, like muscle
- Helps to fight off infections
- Keep our blood healthy

Have participants work in pairs. Have each participant trace a full-sized outline (silhouette) of their partners' body on a large piece of paper. If possible have a piece of paper to trace the outline of one of the leaders as well.

Begin by having some pictures of food items already cut out of a magazine. One by one, hold the pictures up and ask participants which part of the body that particular food will help. Have participants glue (or tape) the picture onto the outline of the leader in the spot that the food will help. Eventually a collage will be created.

Once participants have caught on to where foods should be placed on the body, have them work as pairs to create a collage with their own silhouettes.

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## **LET'S EXPLORE**

### **Meat Mix and Match**

**Time:** 5-10 minutes

**Materials Needed:**

- Meat Mix And Match worksheet (found in the Resource section at the end of this unit)
- Meat Mix And Match Answer Key (found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a Meat Mix And Match worksheet and have participants work either individually or in pairs to match up the type of meat listed with the animal it comes from.

## Meat Animal Menagerie

**Time:** 15-20 minutes

**Materials Needed:**

- Two standard decks of cards
- Pieces of paper with meat producing animal names on them

To start, have participants sit in a circle. Fold up the pieces of paper with the meat producing animal's names on them, place them in a hat (or box), shake them up and have each player choose a piece of paper. The animal that is on their piece of paper is their animal for the rest of the game.

Every participant must then make sure to learn the names of all of the animals, not just their own.

Next, all of the cards are dealt clockwise and kept face down. It doesn't matter if the number of cards given to each player is unequal. No player can look at their cards. Cards need to be kept in a face down pile.

The player to the left of the dealer turns his top card over to start a face up pile. Every other player does the same in turn, continuing around the circle. When a player notices that another player's face up card is of the same rank (i.e. the same number or picture) as his or her's, they have to shout out the name of the other player's animal three times. The first player to shout correctly wins the other player's face up pile which is added to the bottom of his or her pile.

If a player calls out the wrong name, he or she gives all of their face up cards to the player whose name he or she attempted to get right.

**Option:** Rather than calling out the name of the person's animal, players could call out the sound the animal makes instead.

***Suggestions for Meat Producing Animal names for players***

Cow – moo

Pig – oink

Horse – neigh

Duck – quack

Chicken – cluck

Turkey – gobble

Fish – bubble

Goose – honk

Sheep – baa

Goat - bleat

**Note:** if there are more than 10 players and no one can think of any more animal names, it is okay for two players to have the same animal.



## LOOKING WITHIN

### Why Meat Has Fat In It

**Time:** 10-15 minutes

**Materials Needed:**

- Bucket
- Ice water
- Shortening
- Plastic bags (2)

As humans we need to have some fat in our diet each day. Fat, in moderation, is needed and utilized by the body as an energy source so we can keep moving and working.

All animals have fat in their muscles (therefore, there is fat in the meat). Fat helps an animal to keep its body warm. Fat is found around cuts of meat as well as throughout the meat in small veins called marbling.

Fill a bucket with ice water and have the participants stick their hands in it. They'll see that it is cold.

Put shortening (like you would use when making pie crust) in a plastic bag. Place the shortening bag into another bag so that the participant's hands don't actually touch the shortening.

Have the participants put their hand in the bag and stick it back in the ice water. It won't be cold because the shortening serves as a layer of fat. This layer of fat is what helps animals to stay warm.

### Eggs-periments

Eggs are a part of the Meat group in Canada's Food Guide. Two eggs constitutes one serving.

Which one is hard-boiled?

**Time:** 10-15 minutes

**Materials Needed:**

- 3 eggs (one hard boiled)
- Felt pen (or a marker)

Discover how to determine which eggs are hard-boiled and which are not.

Take three eggs. Before the meeting, boil one of the eggs and let it get cold so you have one egg that is hard-boiled and two that are not. Lightly write a number on each egg with a felt pen (or marker).

Spin each egg. Then touch each egg lightly. Two of the three eggs will wobble but one will spin. The spinning one is the hard-boiled egg. It will stop spinning when you touch it. The other eggs will just slow down their wobbling.

The loose yolks and whites in the raw eggs slosh around slowly because of inertia. Inertia is the tendency of an object to continue at rest or in motion. This causes the raw eggs to wobble and to continue to move even after you have tried to stop them. In the hard-boiled egg, the white and yolk are hard so they respond more quickly.

### Egg in a Bottle

**Time:** 10-15 minutes

**Materials Needed:**

- Hard-boiled, peeled egg
- A small necked jar such as a ketchup bottle or water jug
- Kettle
- Water

Set up a display with the hard-boiled egg sitting on top of the open neck of the jar or bottle. Ask participants “Can the egg fit into the bottle without mashing the egg?” The likely answer will be ‘no.’

Remove the egg from the neck and pour boiling water into the bottle. Shake it around and then pour it out. Quickly place the egg over the mouth of the bottle. The egg will drop into the bottle.

The steam that is left in the bottle from the boiling water forces out some of the air. The steam will cool and change into water droplets requiring less space. In turn, this reduces the air pressure in the bottle and so the pressure of the outside air pushes the egg inside the bottle.

To remove the egg from the bottle, blow into the bottle for 30 seconds. The air pressure on the inside will be greater than the outside so the egg will be forced out.

### Egg Power

**Time:** 10-15 minutes

**Materials Needed:**

- 4 egg shell halves the same size
- Masking tape
- Scissors
- Books

Wrap masking tape around the broken edge of each shell as shown and cut the edge so the shell will sit flat. Ask participants if they think egg shells are strong. Ask them if they think eggs shells are strong enough to hold up books.

Place egg shells, dome up so that they form a square. Carefully balance the books one by one on top. Ask participants how many books they think the egg shell can hold before it cracks. Continue adding books until the egg shell cracks.

The dome is the secret of an egg shell’s strength. The weight is carried along the curved walls to the wide base.

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## WRAPPING THINGS UP

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### Taco Salad

**Time:** 15-20 minutes

**Materials Needed:**

- 1 head of iceberg lettuce (romaine lettuce can also be used), chopped
- Hamburger, crumbled and cooked (can be beef, pork, turkey, chicken or whatever type of meat is available)
- 1 tomato, diced
- 1 small onion, chopped finely
- 1 green pepper, diced
- 250mL (1 cup) cheddar cheese, shredded or cubed (cheddar cheese can be substituted with a different kind of cheese if desired)
- Corn chips or nacho chips, crumbled
- Italian dressing or Catalina dressing, coated to taste

Mix the lettuce, cooked hamburger, onion, green pepper and cheese together. Just before serving add in the diced tomato, corn chips. Mix in dressing to taste and serve immediately.

Option: when cooking the hamburger, add in taco seasoning for added flavour.

### Meat Lover's Pizza

**Time:** 20-25 minutes plus cooking time

**Materials Needed:**

- Pre-made crust (either store bought or home-made ahead of time – recipe below) OR English muffins cut in half for individual pizzas
- Tomato sauce
- Hamburger, crumbled and cooked (can be beef, pork, turkey, chicken or whatever type of meat is available)
- Pepperoni, sliced
- Ham, diced
- Sausage, cooked and crumbled
- Variety of other toppings as desired (pineapple, peppers, onion, mushrooms, olives, etc.)
- Mozzarella cheese, shredded
- Pizza pan/cookie sheets
- Frying pan
- Spatula

Place the pizza crust in the centre of the table (or give each participant their own English muffin). Explain that pizza contains food from all four food groups. The crust is made from products in the Grain Products group.

Next, put tomato sauce on the pizza and explain that tomatoes are part of the Vegetables & Fruit group.

Ask participants what their favourite meat topping is for pizzas and that it's okay to choose more than one meat topping for their pizza (or make sections on the large pizza). Explain that all of the meat toppings are part of the Meat and Alternatives food group.

Have participants add on any extra toppings they wish. Discuss that most of these toppings are part of the Vegetables & Fruit food group.

Lastly, have participants sprinkle shredded cheese on the top of the pizza. Explain that cheese is part of the Milk and Alternatives food group.

For one large pizza, bake at 230°C (450°F) for approximately 15 minutes. For smaller individual pizzas, bake at 180°C (350°F) for 10 minutes.

### Recipe for Homemade Pizza Dough

**Yield:** 1 pizza crust

**Materials Needed:**

- 750mL (3 cups) flour
- 310mL (1 ¼ cups) warm water
- 7mL (1 ½ tsp.) white sugar
- 7mL (1 ½ tsp.) salt
- 7mL (1 ½ tsp.) quick rising yeast
- Mixing bowl
- Greased mixing bowl
- Towel
- Glass measuring cup
- Small measures
- Spoon

Add sugar, salt and yeast to warm water. Mix together and then let sit for 10 minutes. Place flour in mixing bowl. Add warm water mixture to flour and stir together until a dough is mixed and no lumps appear (or mix in a bread maker on the dough setting for approximately 5 minutes). Form dough into a ball and place in greased bowl. Cover and set in a warm (but not hot) area for at least one hour.

When ready to make pizza, remove dough from bowl and place on greased pizza pan. Using fingers, press the dough out to the sides of the pizza pan.

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## ADJOURNMENT

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### Additional Activities

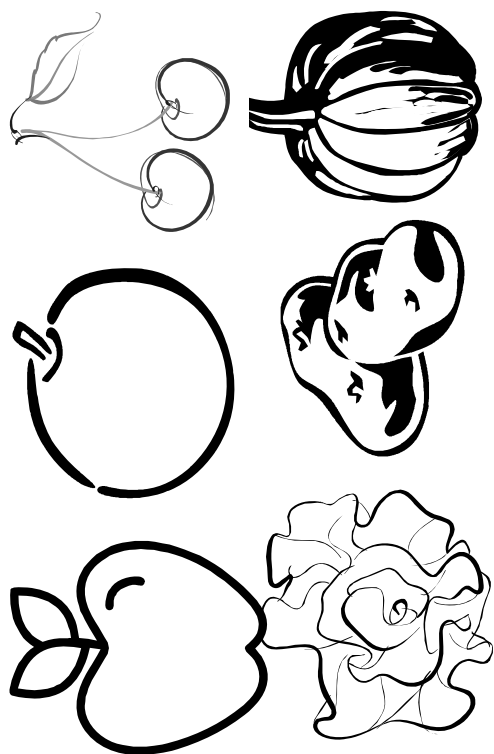
- Visit a farm.
- Invite a farmer as a guest speaker at a meeting.
- Visit the meat section at a grocery store.
- Visit a farmer's market.

### References

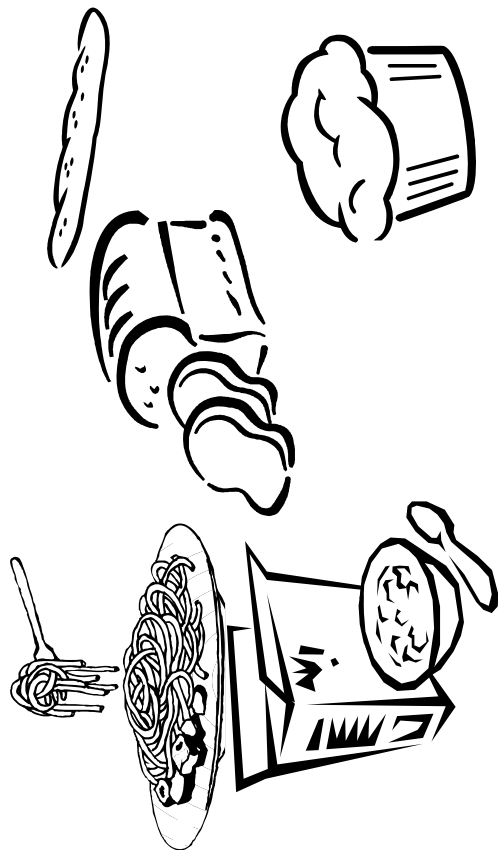
- Activity Village [www.activityvillage.co.uk](http://www.activityvillage.co.uk)
- Alberta Health Services [www.albertahealthservices.ca](http://www.albertahealthservices.ca)
- Beef Farmers of Ontario [www.ontariobeef.com](http://www.ontariobeef.com)
- British Columbia Agriculture in the Classroom Foundation
- Canada Beef Inc. [www.canadabeef.ca](http://www.canadabeef.ca)
- Canadian Pork Council [www.cpc-ccp.com](http://www.cpc-ccp.com)
- Canadian Sheep Breeders' Association [www.sheepbreeders.ca](http://www.sheepbreeders.ca)
- Chicken Farmers of Canada [www.chicken.ca](http://www.chicken.ca)
- Chicken Farmers of Ontario [www.ontariochicken.ca](http://www.ontariochicken.ca)
- Health Canada [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- Ontario Goat Breeders Association [www.ogba.ca](http://www.ogba.ca)
- Ontario Pork [www.ontariopork.on.ca](http://www.ontariopork.on.ca)
- Ontario Rabbit [www.ontariorabbit.ca](http://www.ontariorabbit.ca)
- Ontario Sheep Marketing Agency [www.ontariosheep.org](http://www.ontariosheep.org)
- Ontario Turkey Producers' Marketing Board [www.ont-turkey.on.ca](http://www.ont-turkey.on.ca)
- Ontario Veal Association <http://ontarioveal.on.ca/>
- <http://anbucoloringpage.com>

**COLOUR ME HEALTHY**

The Yummy Vegetable and Fruit Group



The Crunchy, Munchy Grain Group



The Magic Milk and Alternatives Group



The Mighty Meat and Alternatives Group



## MEAT MIX AND MATCH

Draw a line between the word in the left column and the animal that it comes from on the right.

Beef

Sheep

Pork

Moose

Turkey burger

Chicken

Mutton

Cattle

Chicken drumstick

Chicken

Chevon

Sheep under one year old

Duck roast

Deer

Egg salad

Pig

Moose burger

Duck

Deer sausage

Rabbit

Lamb

Turkey

Salmon

Lobster

Rabbit Stew

Goat

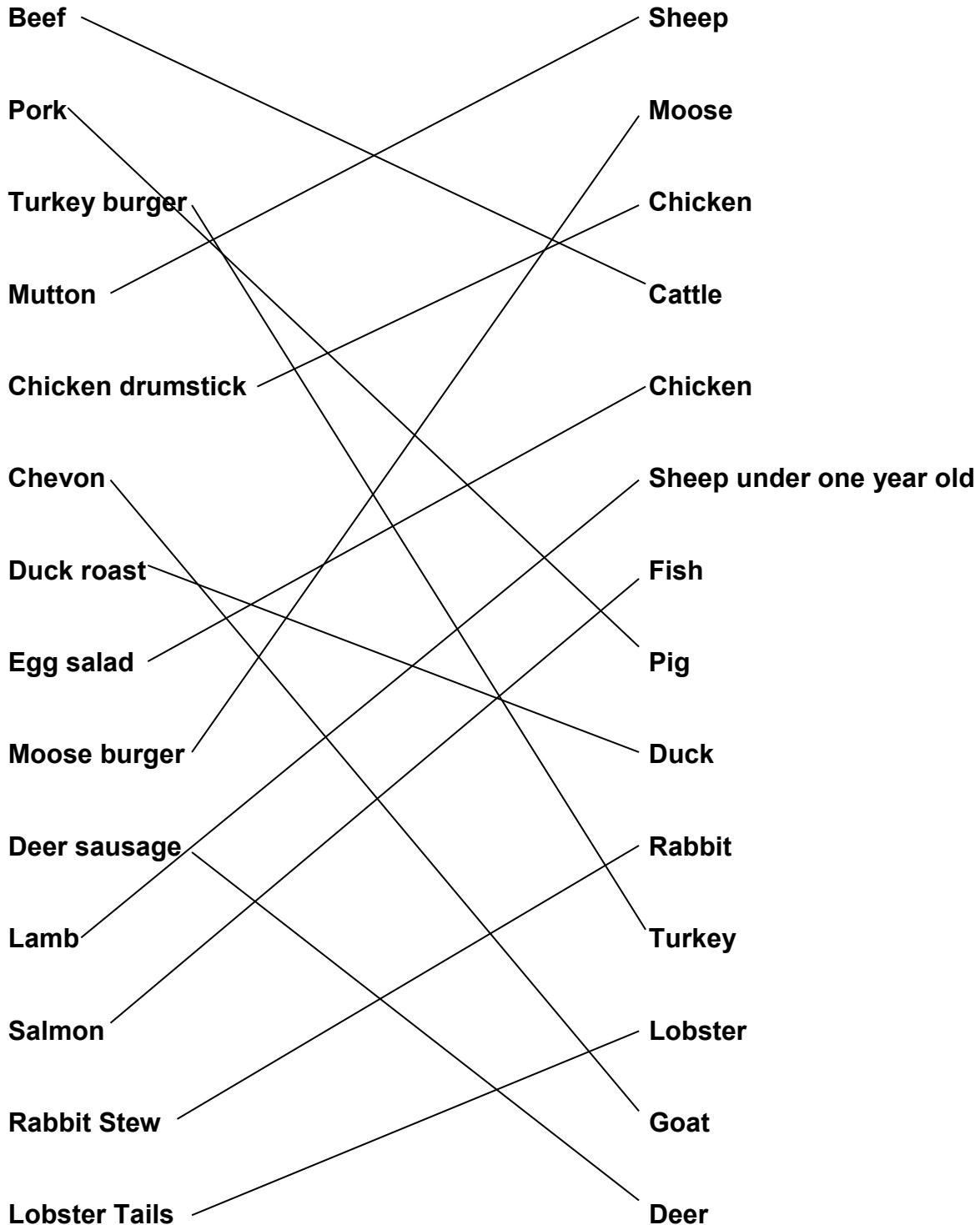
Lobster Tails

Deer



# MEAT MIX AND MATCH – Answer Key

Draw a line between the word in the left column and the animal that it comes from on the right.



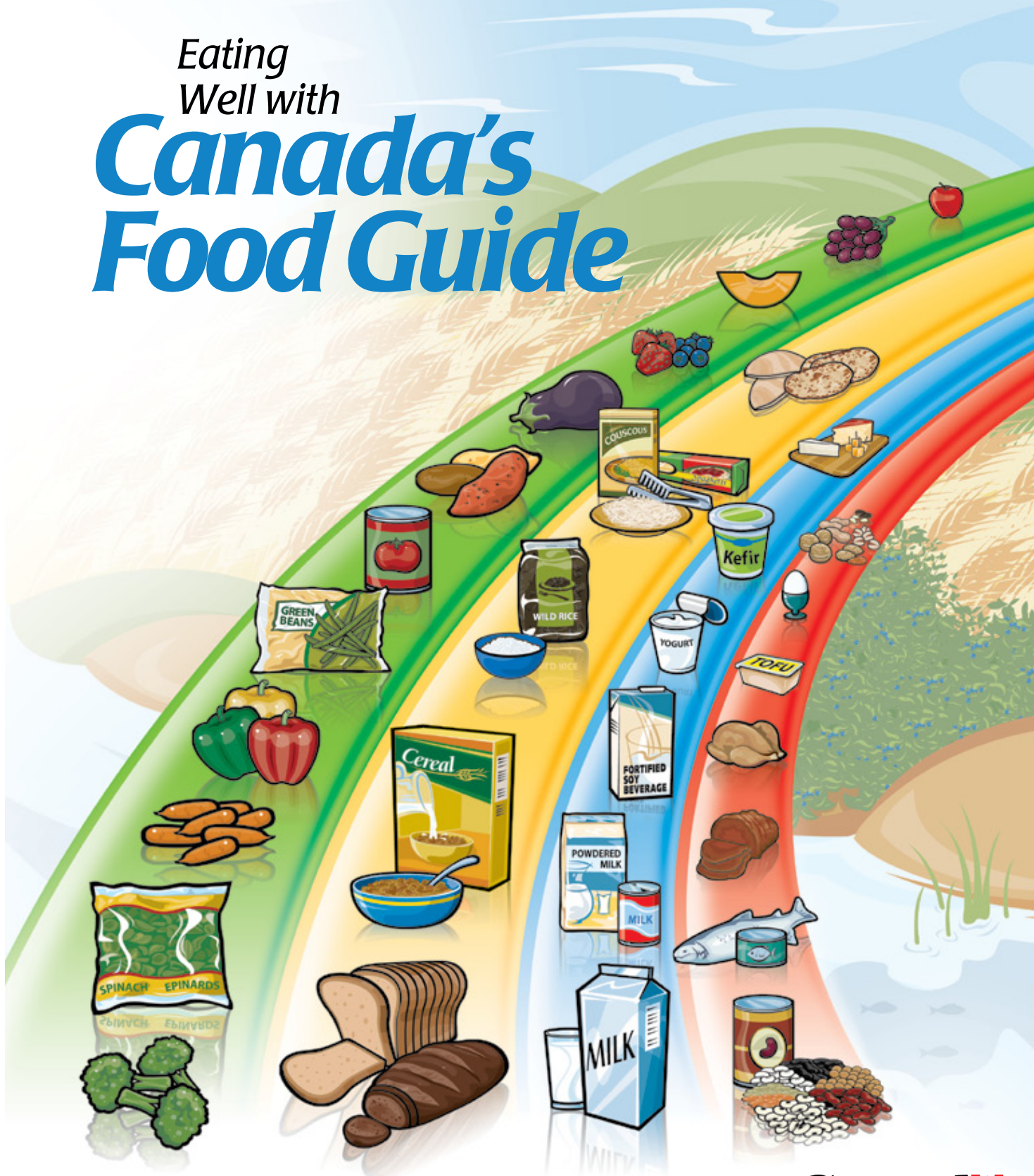


Health Canada / Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

# Eating Well with Canada's Food Guide



## Recommended Number of Food Guide Servings per Day

Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3





















The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

**Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:**

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

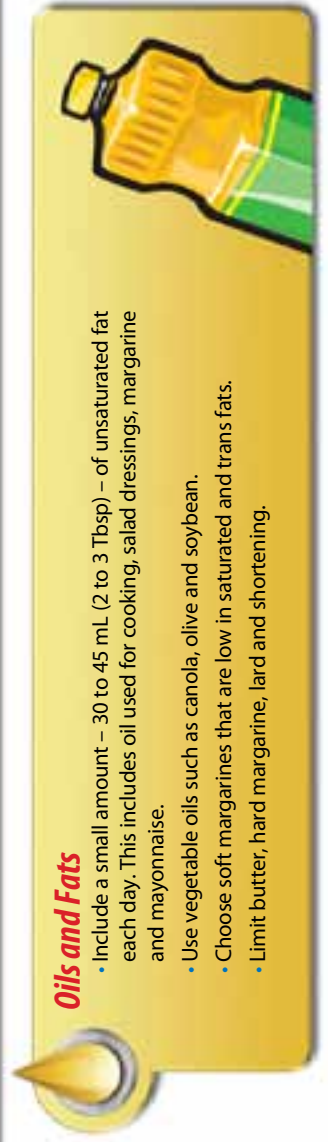


**What is One Food Guide Serving?**  
Look at the examples below.

			
<b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)	<b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)	<b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)	<b>100% Juice</b> 125 mL (½ cup)
			
<b>Bread</b> 1 slice (35g)	<b>Bagel</b> ½ bagel (45 g)	<b>Flat breads</b> ½ pita or ½ tortilla (35 g)	<b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)
			
<b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)	<b>Canned milk (evaporated)</b> 125 mL (½ cup)	<b>Fortified soy beverage</b> 250 mL (1 cup)	<b>Yogurt</b> 175 g (¾ cup)
			
<b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)	<b>Cooked legumes</b> 175 mL (¾ cup)	<b>Tofu</b> 150 g or 175 mL (¾ cup)	<b>Peanut or nut butters</b> 30 mL (2 Tbsp)
			
<b>Cheese</b> 50 g (1 ½ oz.)	<b>Kefir</b> 175 g (¾ cup)	<b>Shelled nuts and seeds</b> 60 mL (¼ cup)	<b>Eggs</b> 2 eggs

**Oils and Fats**

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



## ***Make each Food Guide Serving count... wherever you are – at home, at school, at work or when eating out!***

### ▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

### ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

### ▶ **Have vegetables and fruit more often than juice.**

### ▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

### ▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

### ▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

### ▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

### ▶ **Have meat alternatives such as beans, lentils and tofu often.**

### ▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

### ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.

## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



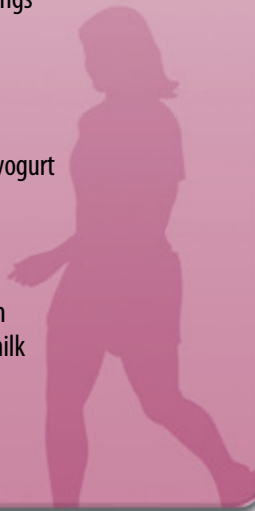
### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **foliac acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

#### Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?



### Here is an example:

#### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 <b>Vegetables and Fruit</b> Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 <b>Meat and Alternatives</b> Food Guide Serving
250 mL (1 cup) brown rice	=	2 <b>Grain Products</b> Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your <b>Oils and Fats</b> intake for the day
250 mL (1 cup) 1% milk	=	1 <b>Milk and Alternatives</b> Food Guide Serving
1 apple	=	1 <b>Vegetables and Fruit</b> Food Guide Serving



## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.



### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*



### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit *Canada's Food Guide* on-line at: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

#### or contact:

Publications  
Health Canada  
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**TTY:** 1-800-267-1245

Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.



# My Community Heroes





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



# INTRODUCTION TO COMMUNITY HEROES

## Objectives & Goals of the Unit:

- To have Cloverbuds become involved in their community
- To teach Cloverbuds to recognize and respect heroes
- To have Cloverbuds gain an appreciation for those who volunteer
- To teach Cloverbuds their rights and responsibilities in their community

### Background:

Everyone has a place they call home, but not everyone has a real sense of community where they live. A community is a place where you interact with neighbours, work towards common goals with other members of the area and volunteer your time for worthy causes. A community is an inclusive group and is the goal of many towns and neighbourhoods. A community also has many heroes, in uniform and in everyday life. This unit will help Cloverbuds explore many aspects of communities and heroes through interactive activities.

## 4-H PLEDGE AND ROLL CALLS

### Suggested Roll Calls:

- What does the word 'community' mean to you?
- Name one of your heroes
- What makes someone a hero?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### Colouring the Heroes

**Time:** 15-20 minutes

**Materials Needed:**

- Colouring pages (3) (found in the Resource section at the end of this unit)
- Pencil crayons/crayons

There are many heroes in Canada and in your local community. Many men and women have jobs where they risk their lives to keep citizens safe. This activity will show a few of the participants who are heroes and will allow participants to interact with them by colouring in the pages.

## My Neighbourhood

**Time:** 10-15 minutes

**Materials Needed:**

- Paper
- Writing Utensil

In your town and in your neighbourhood there are many different types of places and as participants grow older, they will have been, and will continue to explore these places. This activity will help participants learn about the characteristics of different locations and which places are safe to explore, which should be viewed with parents and which should be avoided. Explain to participants which types of places should be avoided and why.

Begin this activity by explaining to participants that you will be giving them a word out loud and they are to try and write down a place in their town that matches the word. Once they have a list of the places and the words, they can then draw the places and write the words beside or in the drawing.

The following list is just an outline and more words can be added in by leaders.

Wet	Beautiful
Dirty	Friendly
Fun	Exciting
Bright	Unfriendly
Dangerous	Clean
Safe	Lonely
Healthy	Peaceful
Crowded	Dark
Hectic	Old
New	Cold

## Helping Out - Picking Up Litter

**Time:** 30-40 minutes

**Materials Needed:**

- Garbage bags
- Gloves

The community you live in is a shared space which has to be respected by everyone. However, in every community there are people who do not respect the shared spaces and sometimes they litter. This activity will help to fix the mistakes of a few and will benefit everyone who uses or views the community space.

Have participants get into pairs and give each participant a pair of gloves and a garbage bag (or it can be shared between the pair). Have them spread out around a community area and pick up anything that does not belong there: paper products, food wrappers, coffee cups, etc. Before allowing participants to get started, however, they need some instructions. Ensure that participants are not wandering too far (stay in sight of the leader), and that they do not pick up any sharp objects, dead animals or anything that is questionable. Work in sections and once the section is completed, leaders and participants can move together to the next area.

Places such as sports fields, parks, and schools are likely to have a lot of litter and are good places for participants to go for this exercise.

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## LET'S EXPLORE

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### Community Discussion

**Time:** 5-10 minutes

**Materials Needed:**

- None

Community involvement is very important for participants to learn about. Participants are affected by community decisions and should start to think about what decisions they liked and which they did not like. As they get older, participants will then have the foundation to actively engage in community affairs, such as neighbourhood discussions and town hall meetings.

This activity is simply a discussion on the local community. Encourage participants to talk about things such as what they like in the community, what they would like to see added and what they would like to see removed. Would they like a new playground? Maybe a splash pad should be added to the existing park. There might be an aspect of their school which is worn down or needs upgrading. Perhaps they would like to see more bicycle paths or soccer fields.

For older participants, they can also include a discussion on local issues. Maybe safety is a concern and the discussion should be about adding lighting or cameras. They could also organize a “block parent community” to increase their peer’s safety.

The important part of this discussion is not to set the expectation that participants will receive whatever they think the community needs. Simply because participants think that the community would benefit from something being changed, does not mean that the community is entitled to that change. Part of this discussion can be about how change is actually affected in government. It is done through rallying up members of the community, signing petitions, speaking to members of government, etc. It is often a lot of work to make change but that does not mean it will not be worth it in the end.

### Super Hero Tag

**Time:** 10-15 minutes

**Materials Needed:**

- None

Participants have been discussing real life heroes from the beginning of this meeting, and now it is time for some imaginary ones! Super heroes are a good way to use your imagination and this activity will do just that and get participants moving too!

To begin this game, one participant is ‘it’, and the rest are trying not to be ‘it’. The participant who is ‘it’ will chase after the other participants in an attempt to tag them. Once the participant who is ‘it’ tags another participant, the participant who has been tagged must say the name of a superhero. If they cannot think of one, then the person who was just tagged then becomes ‘it.’ If they do say the name of a super hero then they are free to go and the game continues with the same person being ‘it.’ The trick is not to repeat a superhero’s name or else it will not work either. The round is over when everyone has been tagged at least once or an allotted time has passed. With each new round, the superhero names are reset and can be reused.

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## LOOKING WITHIN

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### Rights of a Child

**Time:** 10-15 minutes

**Materials Needed:**

- Cue cards (optional)
- Drawing utensils (optional)

This activity can be done in two ways: a simple discussion or a discussion and drawing exercise. With the discussion method, leaders will simply explain the 10 United Nations rights of the child to participants and discuss what each right looks and sounds like. With the drawing method, participants will have the same discussion but they will also draw a scenario which relates to one of their rights.

The United Nations is “an international organization founded in 1945 by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights” (UN Website [www.un.org](http://www.un.org)). They have developed a number of documents which help people understand how to interact with one another. The following list of the Rights of the Child is a simplified version so that participants can better understand. Both the simplified version and the original can be found at the UN website.

**Declaration of the Rights of the Child:**

1. All children have the right to the following, no matter what their race, colour, sex, language, religion, political or other opinion, where they were born or who they were born to.
2. You have the special right to grow up and develop physically and spiritually in a healthy and normal way, free and with dignity.
3. You have a right to a name and to be a member of a country.
4. You have a right to special care and protection and to good food, housing, and medical services.
5. You have the right to special care if handicapped in any way.
6. You have the right to love and understanding, preferably from parents and family, but from the government when this is not possible.
7. You have the right to go to school for free, to play and to have an equal chance to develop yourself and to learn to be responsible and helpful to society. Your parents have special responsibilities for your education and guidance.
8. You have the right to always be among the first to get help.
9. You have the right to be protected against cruel acts or exploitation. You shall not be forced to do work which hinders your physical or mental development. You should not work before a minimum age and never when that work hinders your health or moral/physical development.
10. You should be taught peace, understanding, tolerance and friendship among all people.

## Story of Heroes

**Time:** 15-20 minutes

**Materials Needed:**

- Hero book or writing utensil and paper

This activity can be either a story that is already created or a brand new story that can be created. If you are using an existing story, it can be done by reading it as a group. If creating a new story, it can be done by participants in smaller groups or all-together. Either way, encourage participants to include drawings next to the actual story to keep things interesting.

**Some possible topics for a story are:**

*Police officer and a lost child*

*Doctor saving a patient*

*Firefighter at the scene of a car accident*

*A volunteer donating their time (they are heroes too!)*

For selecting a hero story that is already written, try choosing a non-fiction story about a real life hero: Martin Luther King, Viola Desmond, Sir Isaac Brock, Laura Secord, Mahatma Gandhi, Terry Fox, etc.

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## WRAPPING THINGS UP

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### Letter Saying Thanks

**Time:** 15-20 minutes

**Materials Needed:**

- Writing utensil
- Paper
- Ruler
- Stamp
- Envelope

Many heroes are underappreciated in our society. We do not recognize the sacrifices they make for us. These men and women do not perform their jobs with the expectation of being thanked but we should regularly take time out of our day to show our appreciation for all that they do.

This activity will have participants write a thank-you letter to whichever hero they would like. They can choose a local firefighter, police officer, or paramedic. They can choose to write a letter to a member of the Canadian Armed Forces (<http://www.forces.gc.ca/en/write-to-the-troops/mailling-instructions.page>) or someone who works in a non-profit organization. They can even choose a personal hero and say why that person is a hero to them. Their letter does not have to be of great length, it just has to be sincere.

The cards can be written on a simple pre-made card with an empty spot for writing or on a plain piece of card. It can start by them introducing themselves and explaining why they are writing the letter. They can



then say why that person was their choice and what makes them a hero. They can include a drawing if they like as well.

Once the letter is complete, participants can address the envelope. The leaders may have to look up the addresses needed once participants decide who they would like to write to. The address should be centered on the envelope's front. In the top left corner, they should also include their return address. A sample of this is included below.

Address Sample:

Klive Plot  
200 St Andrews Road,  
Kitchener, ON  
L4H 8Y2



Name,  
Street Number and Street (and unit number if needed)  
City, Province (and country if different from senders)  
Postal/Zip Code

## New Student Guide

**Time:** 10-15 minutes

**Materials Needed:**

- Paper
- Writing and drawing utensils

When someone moves to a new town, it can be a scary change. They will have to make new friends, learn to navigate a new town and adjust to living in a new home. Participants can help out new members of their community by making a guide and they can gear it towards someone their own age. If someone their age were to move to the community tomorrow, what would they want them to know?

Likely, they should have a map of the town. Sure, you could find one of these on the internet, but it wouldn't know the inside information about the town, like where the best bakery is, who serves the best pasta dinner or where the kids their age go to have fun. The new student guide can include a variety of things and some ideas are listed below.

- *Customized map with the participants' favourite places*
- *A "history" of the town, which can be done from memory of recent changes or by doing research*
- *Town landmarks and their significance*
- *Information about local clubs, including 4-H Meeting information*
- *Inside scoop on the school - favourite teachers, what kids do at recess, etc.*
- *List of fun things to do in the town and a list of friends that like to do the activities*

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## ADJOURNMENT

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### Additional Activities

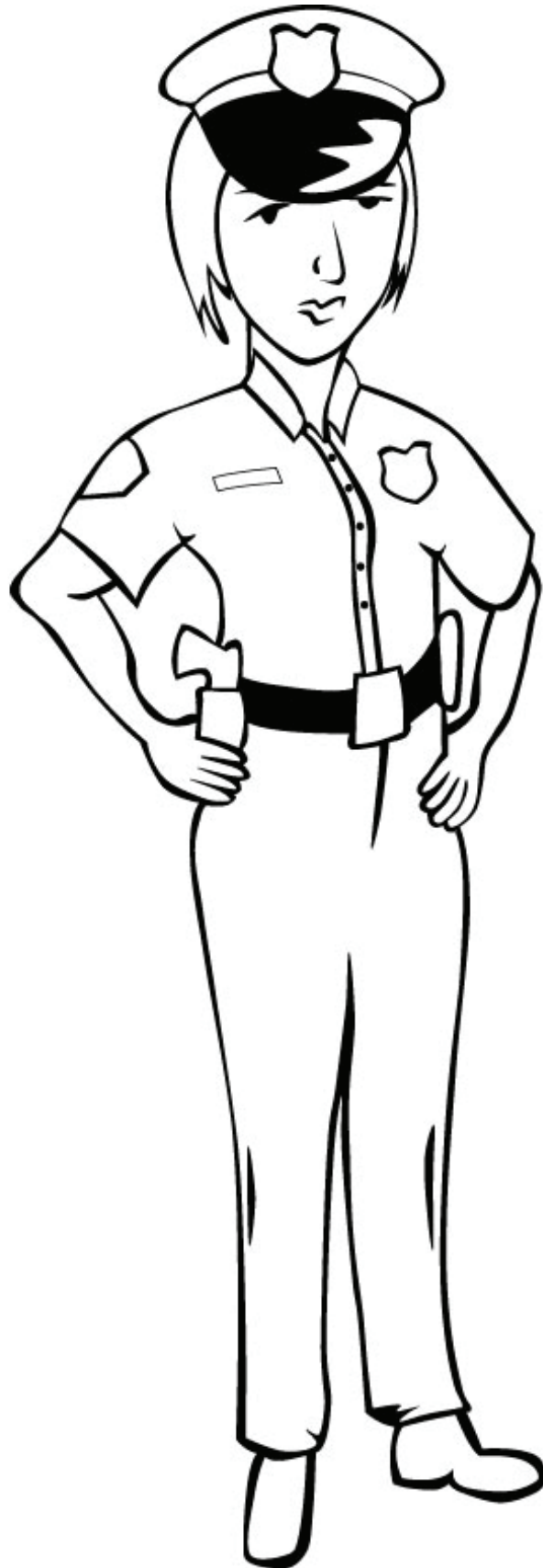
- Perform an act of community service as a group or with friends/family.
- Host a yard sale and donate the proceeds to a worthy cause.
- Visit a seniors home and have Cloverbuds listen/read a story or share a game of cards.
- Volunteer at a community shelter whether it's playing with the animals, sorting food at a foodbank or cleaning up a homeless shelter.
- Visit a fire station, police station or the hospital.
- Have a doctor, nurse, police man or woman, firefighter or military personnel as a guest speaker.

### References

- Canada Post [www.canadapost.ca](http://www.canadapost.ca)
- Kidsplan Toronto – A Kid's Guide to Building Great Communities
- [www.coloringpages.pics](http://www.coloringpages.pics)
- United Nations [www.un.org](http://www.un.org)



**Colouring The Heroes**



**Colouring The Heroes**





## Colouring The Heroes

# Our Feathered Friends





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

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EMAIL: [inquiries@4-hontario.ca](mailto:inquiries@4-hontario.ca)

WEB: [www.4-HOntario.ca](http://www.4-HOntario.ca)

## Project Resource Information:

**Written by:** Elizabeth Johnston, 4-H Ontario

**Written by:** Rylan McCloskey, 4-H Ontario Summer Student

Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.





# INTRODUCTION TO OUR FEATHERED FRIENDS

## Objectives & Goals of the Unit

- To introduce the 4-H Birdwatching Project to Cloverbud participants
- To learn which birds live in Ontario and beyond
- To discover what birds need to survive in Ontario
- To understand the migratory habits of birds

## Background

Birdwatching is fun and easy! During the spring, summer and fall, there are many birds around us. Delve into the world of our feathered friends in this Cloverbud unit!

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- Name a type of bird.
- Name a colour that a bird could be.
- If you could be a bird, what kind of bird would you want to be?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### Colour this Picture!

**Time:** 10-15 minutes

**Materials Needed:**

- Colour this picture! worksheet (found in the Resource section at the end of this unit)
- Crayons/pencil crayons

Provide a 'Colour this picture!' worksheet for each participant. Have participants work individually, in pairs or as a group to colour the picture with the proper colours, using the colour legend as a guide.

### The Bird Song

**Time:** 5-10 minutes

**Materials Needed:**

- None

Practice singing the words to the song. Once participants are comfortable with the words, add in actions for each verse.

### The Bird Song

To the tune of “Here we go round the Mulberry Bush”

This is the way we scratch for worms, scratch for worms, scratch for worms.  
This is the way we scratch for worms so early in the morning.

This is the way we peck our food, peck our food, peck our food.  
This is the way we peck our food so early in the morning.

This is the way we sit on our eggs, sit on our eggs, sit on our eggs.  
This is the way we sit on our eggs so early in the morning.

This is the way we flap our wings, flap our wings, flap our wings.  
This is the way we flap our wings so early in the morning.

This is the way we fly away, fly away, fly away.  
This is the way we fly away so early in the morning.

## Bird ID Memory Game

**Time:** 5-10 minutes

**Materials Needed:**

- Bird Pictures Game Sheet (found in the Resource section at the end of this unit)

Before the meeting, print out the Bird Pictures Game Sheet, preferably on card stock, and cut out each bird square.

Mix the squares (game pieces) up and place them on a table or the floor, upside down. Have participants sit in a circle around the game pieces.

Player #1 turns over two squares. If the squares match, the player can pick them up and set them in front of them and take another turn. If the squares do not match, they are turned back down and the next player takes a turn. This continues until all of the squares have been matched. Each participant counts up how many game pieces they have in order to determine the winner.

---

## LET'S EXPLORE

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### Make A Real Bird Nest!

**Time:** 10-15 minutes

**Materials Needed:**

- Birds Nest pictures (found in the Resource section at the end of this unit)
- Mud
- Twigs
- Pine needles or pebbles
- Grass or leaves
- Yarn, thread, straw, etc. (optional)
- Jelly beans, marbles or egg looking candy

Show participants pictures of various types of bird's nests. Or, if possible, have real examples if you are able to find any nests outdoors that have been abandoned by birds.

After discussing how different nests looks, provide participants with the list of items above and let their creativity flow with making their own nests. Place jelly beans, marbles, etc. in the nest to complete the activity.

### Bird Seed Playdough

**Time:** 10-15 minutes

**Materials Needed:**

- Birdseed
- 500mL (2 cups) flour
- 250mL (1 cup) salt
- Water
- Large bowl
- Re-sealable bag
- Marker

Mix flour, salt and birdseed with sufficient water to make play dough texture. When done playing, place play dough inside a re-sealable bag, marked with the participant's name, so they can take it home and place it in a sheltered area or tree for the birds to enjoy.

### Bird Honey Stick

**Time:** 10-15 minutes

**Materials Needed:**

- Stick (between 1cm to 5cm in diameter) (one per participant)
- Honey
- Birdseed

- Brush or dinner knife
- Re-sealable bag
- Marker

Cover the stick in honey with a brush or dinner knife. Pour bird seed on the stick until the stick is fully covered by the bird seed.

Leave in the refrigerator to harden or just hang it on a tree branch. Place in a re-sealable bag, marked with the participant's name, so they can take it home.

## Bagel Bird Feeder

**NOTE:** peanut butter could be used for this activity but alternatives are also given if a participant has allergies to peanuts

**Time:** 10-15 minutes

**Materials Needed:**

- Day old bagel
- Honey, lard or peanut butter
- Birdseed
- String or ribbon for hanging
- Re-sealable plastic bag
- Marker



*Photo credit: www.kidactivities.net*

Spread the honey (or lard or peanut butter) onto the entire bagel. Roll the bagel in the birdseed. Most of the bagel should now be covered in birdseed. Tie a ribbon through the hole of the bagel and place the bagel inside a re-sealable bag. Write each participant's name on their bag. Have participants hang the birdfeeder from a tree in their yard when they go home.

## Premium Wild Bird Feed

**NOTE:** if a participant has a peanut allergy, omit the peanuts from the following recipe.

**Time:** 10-15 minutes

**Materials Needed:**

- 454g (1 pound) striped sunflower seeds, hulls still on
- 454g (1 pound) black oil sunflower seeds, hulls still on
- 454g (1 pound) raw peanuts
- 454g (1 pound) dark raisins, dried blueberries, apples or other fruits, chopped
- 454g (1 pound) ground corn
- 1 small carton live mealworms (optional)

In a rodent proof metal container with a tight lid, mix together the striped sunflower seeds, the black oil sunflower seeds, peanuts, fruit and cracked corn. Store the mixture in this container in a cool area such as the garage or basement.

Place one or two scoops of the seed mixture onto a tray, a platform type feeder or in the Milk Jug Bird Feeder (see next activity).

## LOOKING WITHIN

### Milk Jug/Carton Bird Feeders

**Time:** 20-25 minutes

**Materials Needed:**

- Milk Jug or Carton (one per participant)
- Markers
- Scissors
- Wire
- Bird Seed



*Photo credit: A Home For Wild Birds*

[www.a-home-for-wild-birds.com](http://www.a-home-for-wild-birds.com)

Provide each participant with a milk jug or carton. Participants will need assistance to cut a hole out of the side of the milk jugs (or cartons). Make two small holes in the top, just below the cap. Slide a wire through the holes, then glue the cap in place.

Plastic jugs can be decorated using markers or the cartons can be covered, then decorated.

Review the kinds of birds seen in your area (review from the previous activity). Feed the birds things like mixed bird seed, sunflower seeds, peanuts or suet.

Hang your feeder where you can see it and away from cats and squirrels.

### Pop Bottle Bird Feeders

**Time:** 20-25 minutes

**Materials Needed:**

- Plastic water or pop bottle
- Compass (or something else with a sharp point)
- Wood screw
- Emery board
- Stick pens
- Left over plastic washing line or old pieces of string or strong but bendy wire
- Bird Seed

Give each participant a plastic bottle to work with. Have them decide which way they want their bottle to hang. Then, about 10mm from the bottom of the bottle, make a hole with a compass or something similar that has a sharp point (this part of the activity should be completed by the leaders).

Use a big wood screw to make the hole bigger. Get a pen that you haven't taken apart and wiggle it into the hole until it goes in easily. Poke it right through until it touches the other side and make another hole with your compass here. Do exactly the same thing to make another hole on the other side of the bottle. This will make a hole which you can push your dismantled pen through to make the bottom perch.



*Photo credit: <http://www.recycle-crafts.com/pop-bottle-bird-feeder.html>*

The next step is to make holes in the plastic pop bottle so that the birds can get to the seed. These holes need to be about 6mm in height and about 3mm wide. Measure approximately 4.5cm from the top of the holes for the bottom perch you have just made. This is where you are going to make a hole for the birds to get the seed out. It's really important to make sure this hole is smooth as we don't want to hurt the birds. Use an old emery board to file the sides of the holes to make them smooth. Repeat this on the other side of the bottle.

Slide your dismantled pen into the bottom set of holes to make a perch. This should fit very snugly so it doesn't let any water in. At the top of the pop bottle bird feeder, make another set of holes the same as the ones for the bottom perch. Slide another dismantled pen through these holes and thread the washing line through to make a hanger.

Fill the bottle with niger seed and hang it up outside.



Photo credit: <http://www.recycle-crafts.com/pop-bottle-bird-feeder.html>

## Birdwatching!

**Note:** This activity is to be completed at home.

**Time:** on-going

**Materials Needed:**

- Bird Feeder from previous activity
- Birdwatching Chart (two to choose from - found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a chart to take home with them. Explain that they should keep the chart by the window near the birdfeeder and mark down all of the birds that they see. Family members can help watch the bird feeder too!

---

## WRAPPING THINGS UP

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### Bird's Nests

**Time:** 15-20 minutes plus hardening time

**Yield:** 12 nests

**Materials Needed:**

- 1L (4 cups) chow mein noodles
- 750mL (3 cups) marshmallows
- 60mL ( ¼ cup) butter
- Candy eggs
- Large bowl
- Spatula
- Mixing spoon
- Muffin tin
- Parchment (wax) paper



Photo credit: Quick And Easy Dinner  
[www.quick-and-easy-dinner.com/birds-nest-recipe.html](http://www.quick-and-easy-dinner.com/birds-nest-recipe.html)

Melt marshmallows and butter together either on the stove top or in the microwave. Once melted, stir in noodles quickly until coated. They may seem too dry but they're really not and they'll work just fine.

Butter your hands and place noodle mixture in muffin tins and indent with fingers into a nest-like shape. Once the nests are formed, transfer them to parchment paper to harden. Once cooled, place 2 or 3 candy eggs into the centre.

## Pigeon Poop Snacks

**Time:** 10-15 minutes plus cooling time

**Materials Needed:**

- 1L (4 cups) toasted whole wheat cereal
- 750mL (3 cups) puffed rice cereal
- 500mL (2 cups) pretzel sticks, broken in half
- 500mL (2 cups) miniature marshmallows
- 2 packages white chocolate chips
- Large mixing bowl
- Spatula
- Microwave
- Wax paper

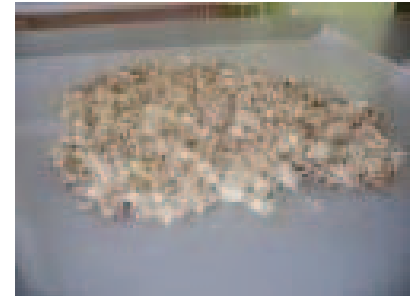


Photo credit: [www.kidactivities.net](http://www.kidactivities.net)

Mix all dry ingredients in a large bowl. Melt white chocolate chips in the microwave and add to the dry ingredient mixture. Mix well. Lay mixture flat out on wax paper until cooled. Break into pieces.

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## ADJOURNMENT

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### Additional Activities

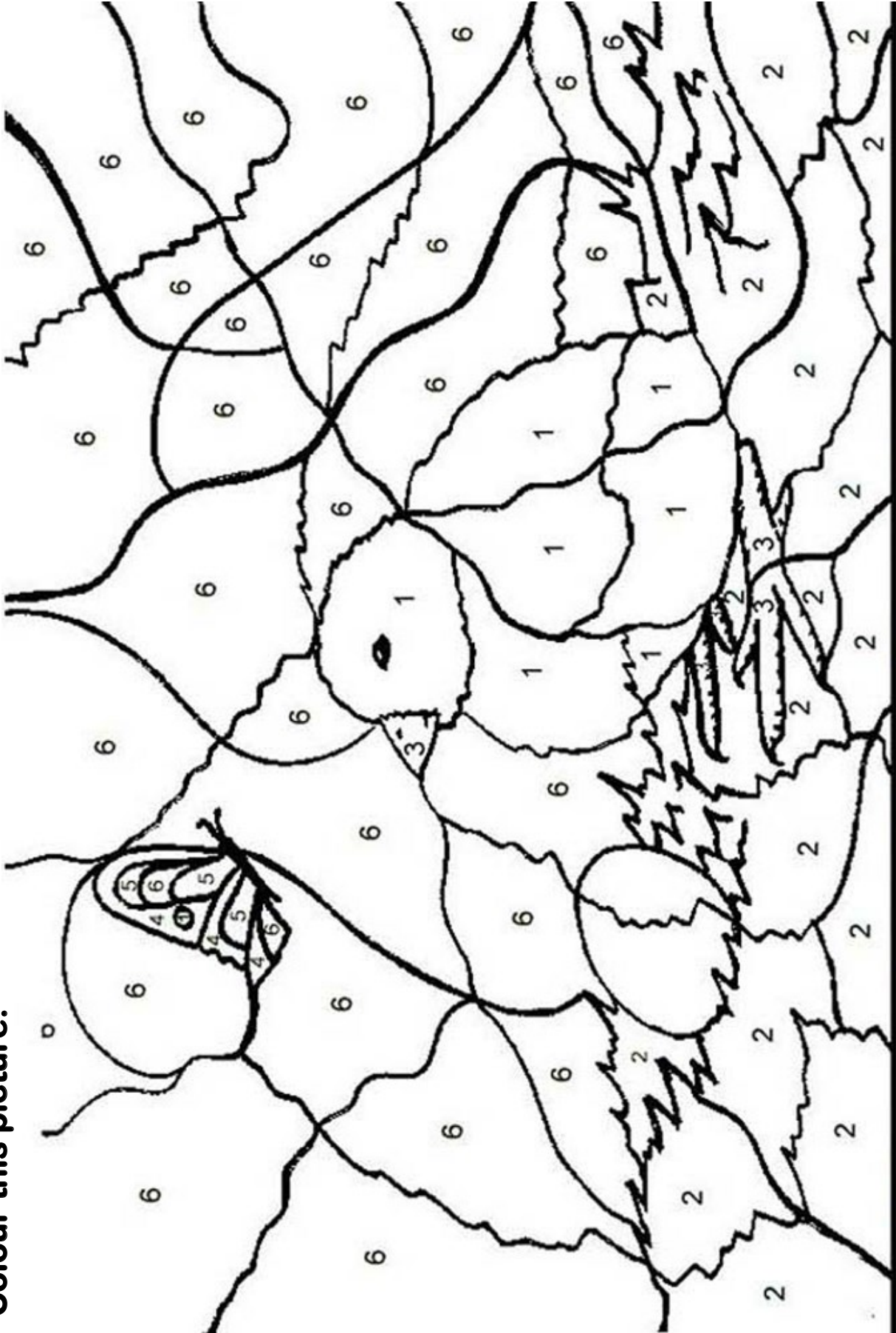
- Go for a walk in the forest.
- Keep a bird book with pictures of each bird you see during the meeting (or use as a take home project).

### References

- A Home For Wild Birds [www.a-home-for-wild-birds.com](http://www.a-home-for-wild-birds.com)
- Canadian Geographic for Kids [www.canadiangeographic.ca/kids](http://www.canadiangeographic.ca/kids)
- Coloring Set <http://coloringset.net>
- Curious George [www.curiousgeorge.com](http://www.curiousgeorge.com)
- How To Make Homemade Bird Food [www.homemadebirdfood.com](http://www.homemadebirdfood.com)
- Kid Activities [www.kidactivities.net](http://www.kidactivities.net)
- Quick And Easy Dinner [www.quick-and-easy-dinner.com](http://www.quick-and-easy-dinner.com)
- Recycle Crafts [www.recycle-crafts.com](http://www.recycle-crafts.com)
- Saskatchewan 4-H Cloverbud Program
- Welcome to Games Sun [www.games-sun.com](http://www.games-sun.com)



Colour this picture!



- 1 -  Yellow
- 2 -  Green
- 3 -  Orange
- 4 -  Dark Blue
- 5 -  Pink
- 6 -  Light Blue



Blue Jay



Blue Jay



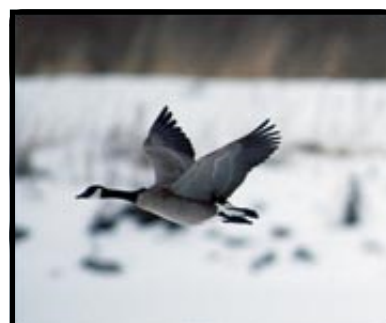
Bald Eagle



Bald Eagle



Canada Goose



Canada Goose



Cardinal



Cardinal



Atlantic Puffin



Atlantic Puffin



Fish Crane



Fish Crane

# Bird ID Memory Game Cards Page #1





Blue Heron



Blue Heron



Pacific Loon



Pacific Loon



Pigeon



Pigeon



Woodpecker



Woodpecker



Grouse



Grouse



Snowy Owl



Snowy Owl



Sparrow



Sparrow



Spotted Owl



Spotted Owl



Tundra Swan



Tundra Swan



Hummingbird



Hummingbird



Seagull



Seagull



Turkey Vulture



Turkey Vulture



**Bird's  
Nest  
Images**





# Bird Journal

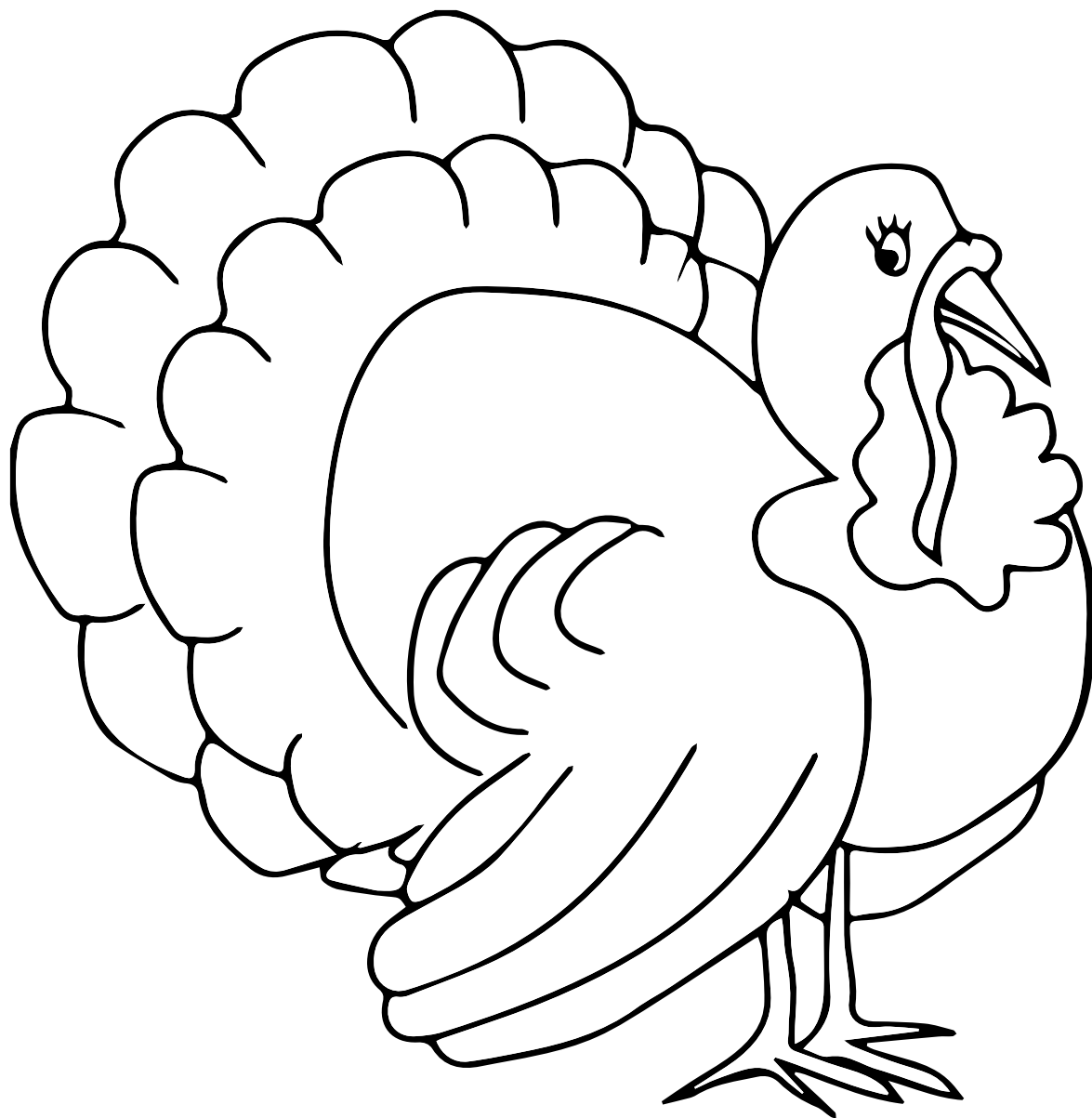
Take this sheet with you on your next walk or hike and note the birds you see. Compile your completed sheets into a family bird watching journal.

Date	Bird species	Location of sighting	Notes





# Poultry





## **The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## **The 4-H Motto**

Learn To Do By Doing

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## **Project Resource Information:**

**Written by:** Elizabeth Johnston, 4-H Ontario

**Written by:** Rylan McCloskey, 4-H Ontario Summer Student

Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

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# INTRODUCTION TO POULTRY

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## Objectives & Goals of the Unit

- To introduce the various 4-H Poultry Projects
- To gain an appreciation for the importance of the poultry industry
- To understand nutrition, housing and management needs of poultry

## Background

The poultry group includes chickens, ducks, geese and turkeys. Farmers raise poultry for their eggs and for their meat. The poultry business today is a technologically advanced food production system. Through this unit, Cloverbud participants will be given an introduction to the various aspects of the poultry industry.

---

## 4-H PLEDGE & ROLL CALLS

---

### Suggested Roll Calls:

- Name a bird that we classify as poultry.
- What is your favourite way to eat eggs? (scrambled, hard-boiled, fried, etc.)
- What is your favourite type of poultry meat (chicken, turkey, goose, etc.)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

---

## GETTING STARTED

---

### Egg Toss!

**Time:** 10-15 minutes

**Materials Needed:**

- Hard-boiled eggs

Divide the group into pairs. Have each pair facing each other and toss the egg from one partner to another. Each time a successful throw is made, each partner takes one step backwards. If the egg is dropped, the pair sits down and waits until the last pair is left tossing the egg back and forth. The last pair left standing is the winner!

This activity can be repeated a few times, possibly have participants change partners each time.

## Ping Pong Toss

**Time:** 10-15 minutes

**Materials Needed:**

- Egg Cartons (1 per team)
- Markers
- Ping pong balls (1 per team)
- Rope or long string
- Notepaper
- Writing utensil

Divide participants into teams. Teams should have 3 to 4 participants (to a maximum of 6 participants per team).

Provide each team with an egg carton. Ask each team to write a number in each section of the egg carton, starting at 1 and going through to 12.

Have teams line up behind a line and have the egg carton approximately 3m (10') away from the line. Have each participant, one at a time, toss the ping pong ball towards the egg carton, with the idea that the ping pong ball lands in one of the sections of the egg carton. If the ball lands in an egg carton section, write down what number was in that section as this is how many points the throw is worth. If the ping pong ball does not land in the egg carton, no points are awarded for the throw and the next participant takes a turn.

This can either be a timed race (i.e. teams are given two minutes to see how many points they can accumulate) or each team member can be given a certain number of tosses (i.e. each team member gets to throw 5 times).

Have a leader at each egg carton to write down the points.

If most participants are getting the ping pong ball in the egg carton, move the egg carton further away to increase the level of difficulty.

---

## LET'S EXPLORE

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### Examine the Eggshell

**Time:** 15-20 minutes

**Materials Needed:**

- Egg
- Ink or blue food colouring
- Ice water
- Large bowl or pot
- Large spoon
- Paper towel
- Small bowl

This activity will demonstrate that the eggshell has holes, called pores, to allow air to pass through the eggshell to the chick developing inside the egg.

Add ink (or blue food colouring) to a container of ice water. Immerse an unbroken egg at room temperature in the ice water. Leave the egg in the solution for three minutes.

Remove the egg and dry it gently with a paper towel. Carefully crack the egg. Participants will observe the small dots of colour on the inside of the shell.

Pour out the contents of the eggshell into a small bowl. Participants can examine the remaining eggshell. Larger and more numerous dots of colour will appear at the large end, the air cell end. Dots of colour will also appear randomly throughout the other parts of the eggshell.

## How a Chick Hatches Booklet

**Time:** 15-20 minutes

**Materials Needed:**

- How a Chick Hatches Booklet template (found in the Resources section at the end of this unit)
- Crayons/pencil crayons
- Scissors
- Stapler

Give each participant a copy of the 'Clucking Chickens' booklet templates (3 pages in total for each participant). Have participants colour the pictures and then cut out the strips.

Have participants arrange the strips in order. Staple the strips together to make a booklet.

## Label and Colour the Chicken

**Time:** 15-20 minutes

**Materials Needed:**

- Clucking Chickens template (found in the Resources section at the end of this unit)
- Crayons/pencil crayons

Give each participant a copy of the 'Clucking Chickens' template. Have participants label the comb (on the top of the head) and the wattle (on the chin of the chicken).

Have participants colour the rest of the chicken.

## LOOKING WITHIN

### Poultry Mix & Scratch

**Time:** 10-15 minutes

**Materials Needed:**

- Poultry Mix & Scratch worksheet (found in the Resource section at the end of this unit)
- Poultry Mix & Scratch Answer Key (found in the Resource section at the end of this unit)
- Writing utensil

Provide each participant with a Poultry Mix & Scratch worksheet. Have participants work individually, in pairs or as a group to match up the words with the definitions.

### Diet Counts!

**Time:** 20-25 minutes

**Materials Needed:**

- Empty egg carton
- 12 small pieces of paper numbered 1 to 12, folded
- Container to hold 2 cups of corn and soybeans
- 250mL (1 cup) each corn and soybeans
- Individual dish (small cup) for each participant

Corn and soybeans are the main ingredients in a chicken and a turkey's diet. Both corn and soybeans are grains that are grown on farms.

Using the empty egg carton, place a small piece of paper with a number from 1 to 12 in each egg cup. Make sure the pieces of paper are folded so participants cannot see the number and place them randomly in the cups. Have one container of corn kernels and soybeans mixed together. Participants, one at a time, will remove a number from an egg cup, select either corn or soybeans, sort and count out the specified number, and place them in their own dish.

Continue on, making sure each participant gets at least four turns at gathering seeds. Leaders will need to replace the folded pieces of paper every twelve turns.

Once participants have finished gathering their seeds, have them count the total number of seeds and how many they have each of corn and soybeans. Discuss that poultry need a balanced diet so the participant that was able to collect the most seeds and that has an almost equal mixture of corn and soybeans will have the best feed for their poultry.

---

## WRAPPING THINGS UP

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### Food For Thought

**Time:** 10-15 minutes

**Materials Needed:**

- Food for Thought worksheet (found in the Resource section at the end of this unit)
- Writing utensil

Provide a Food For Thought worksheet to each participant. Have them work individually, or work through the sheet as a group, to discuss different ways of enjoying poultry products in their diet.

### Eggimals

**Time:** 15-20 minutes plus drying time

**Materials Needed:**

- Hard-boiled eggs (already peeled)
- Toothpicks
- Vegetables (celery, carrots, broccoli, lettuce, cucumbers, green onion, green peppers, etc.)
- Cheese, olives, pickles, corn chips, cherry tomatoes or anything else participants can think of for eyes, noses, fins, wings and feet

**Note on Food Safety:** Ensure that eggs are kept chilled until ready to use and eaten right away (or placed in the refrigerator until ready to eat).

Give each participant a peeled hard-boiled egg and have them decorate the egg to look like an animal. Participants can use the suggestions below or they can use their imagination to create their own animals.

#### Eggosaurus

Attach an olive using a toothpick to one end of the egg. Dig small eye holes and insert raisins. Surround the head with broccoli stocks. Make a slit down the back and fill in a row of corn chips. Add celery legs and a long carrot stick tail.



#### Eggapus

For the body, cut a large slice from the small end of a hard-boiled egg. Cut wiggly legs from a cheese slice. Arrange on a plate and set the body on top. Make eyes and a nose from pieces of celery and pickles. Attached it to the heard with part of a toothpick.

#### Eggopotomus

Use two hard-boiled eggs for the Eggopotomus. Cut a large wedge out of one egg to form a mouth. Attach small pieces of toothpick and put in place as teeth. Make eyes from celery and cucumber slice and attach with toothpicks. Put the head and body together with a toothpick.



**Eggalator**

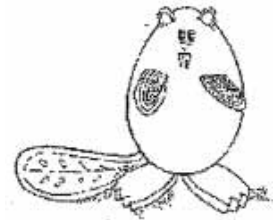
Use two hard-boiled eggs for the Eggalator. Cut a zig zag pattern for teeth in the first egg. Attach pieces of celery and green pepper for the eyes. Make a slit in the second egg and fill it with a row of corn chips. Add pickles for the feet and tail. Put the head and body together with a toothpick.

**Pegguin (Penguin)**

Use the hard-boiled egg for the body, a cherry tomato for the head, raisins for the eyes, cheese to create a beak and feet and pickles to make the wings.

**Beggver (Beaver)**

Use the hard-boiled egg for the body, raisins for the eyes, radish slices for the ears, cheese to make the nose and feet, an almond sliver for teeth, whole almonds for paws and a pickle slice for the tail.

**Pegg (Pig)**

Use the hard-boiled egg for the body, a carrot curl for the tail, a pepper slice for the nose, raisins for the eyes, cheese cubes for the legs and radish slices for the ears.



*Image Credits: British Columbia  
Agriculture in the Classroom Foundation*

**Find and Colour**

**Time:** 10-15 minutes

**Materials Needed:**

- Find and Colour worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons

Provide each participant with a worksheet and have them work individually or in pairs to find all 10 chicks in the picture.

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## ADJOURNMENT

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### Additional Activities

- Visit a poultry farm.
- Invite a poultry farmer as a guest speaker at a meeting.
- Visit an agricultural fair that has a poultry show.

### References

- British Columbia Agriculture in the Classroom Foundation
- Chicken Farmers of Canada [www.chicken.ca](http://www.chicken.ca)
- Chicken Farmers of Ontario [www.ontariochicken.ca](http://www.ontariochicken.ca)
- Delmarva Poultry Industry Inc. [www.dpichicken.org](http://www.dpichicken.org)
- Egg Farmers of Canada [www.eggs.ca](http://www.eggs.ca)
- Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu/aitc/>
- Ontario Ministry of Agriculture, Food and Rural Affairs [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- Ontario Turkey Producers' Marketing Board [www.ont-turkey.on.ca](http://www.ont-turkey.on.ca)
- Turkey Farmers of Canada [www.turkeyfarmersofcanada.ca](http://www.turkeyfarmersofcanada.ca)

## Make a Booklet

1. Color the pictures.
2. Cut out the strips.
3. Arrange the strips in order.
4. Staple the strips to make a booklet.
5. Tell someone how a chick hatches from an egg.



### How a Chick Hatches



Name \_\_\_\_\_

At last, the shell breaks apart and the chick pulls itself out.





Two hours later the chick is fluffy and active. It will grow quickly and be full-grown in six months.



The chick pecks and turns until it has cracked the shell all the way around.



It takes 21 days for a chick to develop inside a fertile egg. The egg must be kept warm by the hen or in an incubator.



The tired, wet chick  
flops down to rest.  
Its feathers begin to dry.



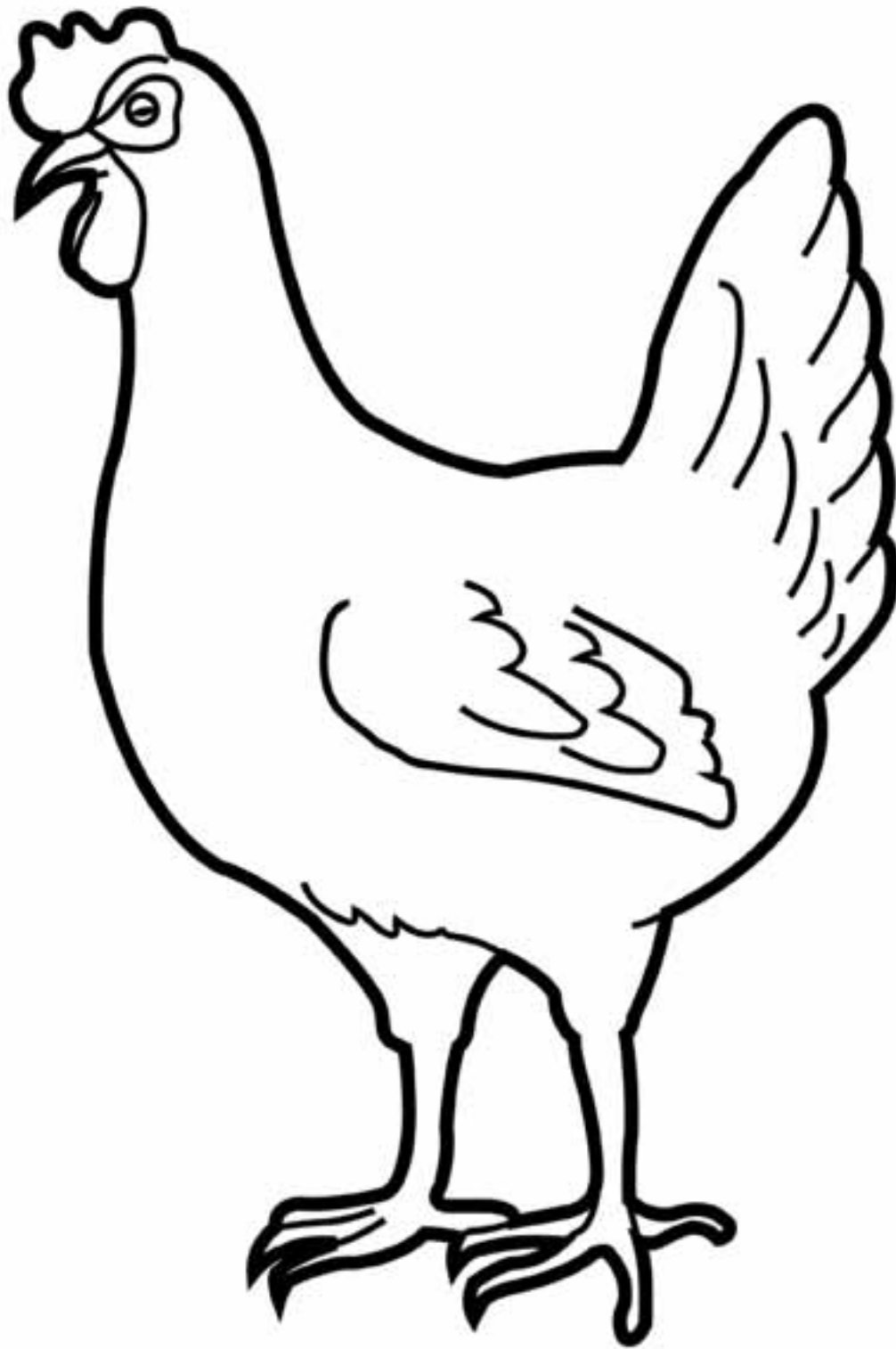
The chick pushes  
with its body and  
feet to make the  
crack bigger.



When the chick is ready  
to hatch, it pecks a hole  
in its shell.



# Clucking Chickens



# POULTRY MIX AND SCRATCH

Draw a line between the word in the left column and its correct definition in the right column.

Rooster	A chicken raised as a source of eggs, not meat.
Gosling	An adult male chicken
Hen	A group of chickens or turkeys
White Leghorn	An adult male goose
Duckling	A young chicken raised for meat
Muscovy	An adult female chicken
Gander	An adult male duck
Chick	A breed of duck
Broiler Chicken	An adult male turkey
Large White	A baby chicken
Layer	A baby duck
Flock	A breed of chicken
Tom	A baby goose
Drake	A breed of turkey



# POULTRY MIX AND SCRATCH – Answer Key

Draw a line between the word in the left column and its correct definition in the right column.

Rooster

Gosling

Hen

White Leghorn

Duckling

Muscovy

Gander

Chick

Broiler Chicken

Large White

Layer

Flock

Tom

Drake

A chicken raised as a source of eggs, not meat.

An adult male chicken

A group of chickens or turkeys

An adult male goose

A young chicken raised for meat

An adult female chicken or turkey

An adult male duck

A breed of duck

An adult male turkey

A baby chicken

A baby duck

A breed of chicken

A baby goose

A breed of turkey

## Food For Thought

Check each kind of poultry that you like to eat. In the blank space, name your favourite way to eat poultry.

- \_\_\_\_\_ Chicken Nuggets
- \_\_\_\_\_ Roast Chicken
- \_\_\_\_\_ Fried Chicken
- \_\_\_\_\_ Chicken Salad
- \_\_\_\_\_ Barbequed Chicken
- \_\_\_\_\_ Chicken Burgers
- \_\_\_\_\_ Stir-Fried Chicken
- \_\_\_\_\_ Chicken Soup
- \_\_\_\_\_ Roast Turkey
- \_\_\_\_\_ Turkey Burgers
- \_\_\_\_\_ Turkey Sausages
- \_\_\_\_\_ Roast Duck
- \_\_\_\_\_ Roast Goose

My favourite way to eat poultry is: \_\_\_\_\_.

# FIND AND COLOR

Find **10** little chicks and  
color them yellow.



# Sewing and Knitting





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

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4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO SEWING & KNITTING

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## Objectives & Goals of the Unit

- To introduce the various 4-H Sewing & Knitting Projects to Cloverbud participants
- To learn the basics of sewing, including tools required
- To learn the basics of knitting
- To introduce various projects that can be sewn or knitted

## Background

Open up a world of creative possibilities with sewing and knitting projects! In this unit Cloverbud participants will get a taste of creating their own projects using basic sewing and knitting techniques, gain an understanding of why these crafts are important to learn and gain a realization of why these crafts aren't just for older people. Young people can do them too!

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Name an article of clothing you are wearing that was sewn together.
- Name an item that is made out of wool.
- Name an article of clothing that could be knitted. (e.g. sweater, scarf, mitts)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

---

## GETTING STARTED

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### Find the Safety Pins!

**Time:** 10-15 minutes

**Materials Needed:**

Rice

2.5cm (1") or smaller safety pins

Bowl(s)

Timer

Blind-folds (optional)

Pour rice into a bowl and add several safety pins and mix well. Each participant is to take a turn trying to find the safety pins with their fingers without looking. Participants may need to be blind-folded in order to resist the temptation to look. Allow a participant 30 seconds to try and find as many safety pins as possible. Record how many he or she found, return the safety pins to the bowl and mix and then proceed with the next participant.

This can also be done with several small bowls (one for each participant). Put the same amount of pins in each bowl and play as above.

## Basic Sewing Tools

**Time:** 10-15 minutes

**Materials Needed:**

- Basic Sewing Tools worksheet & answer key (found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a worksheet. Have participants work individually, in pairs or as a group to solve each word. If possible, have sewing tools on hand to demonstrate what each tool looks like. This activity could be extended by reviewing additional sewing tools such as seam gauges and rippers, disappearing ink and fabric marking pens, scissors, rotary cutter, grid board, sewing machine, etc.

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## LET'S EXPLORE

---

### An Introduction to Sewing – Foam Purse

**Time:** 25-30 minutes

**Materials Needed:**

- Foam craft sheets
- Yarn
- Scissors
- Tiny hole punch
- Yarn needle



*Photo credits:*

<http://www.skiptomylou.org/2010/05/11/a-first-sewing-project/>



Cut two main purse pieces, two handles and simple shapes from craft foam sheets. With the two main purse pieces held together, punch all the way around the outside edge. Place handles on the purse and punch holes. The holes for a flower embellishment (or any other shapes) can be punched in the centre by folding the purse in half.





Sew the flower to the side of the purse and the handles to the top edge.



Tie the threads together on the back.



Using a double thread, stitch around the outside edge of the two pieces. Start and finish on the inside of the purse to hide the ends.

## Practice Makes Perfect

**Time:** 15-20 minutes

**Materials Needed:**

- Scrap pieces of material
- Thread
- Needles

Have participants each choose a piece of material, a needle and a spool (or piece) of thread. Demonstrate how to thread a needle and tie a knot at the end of the thread and then assist each participant in threading their own needle.

Once everyone has their needle threaded, demonstrate how to make a stitch in the material and then, working with a leader, have each participant try their hand at making stitches in the material.

## Handwarmer Heating Rice Bags

**NOTE:** These can also be used as cold bags by putting them in the freezer. They can also be made larger for warming your neck and feet.

**Time:** 25-30 minutes

**Materials Needed:**

- 12.5cm x 12.5cm (5" x 5") pieces of material with fun designs
- 12.5cm x 12.5cm (5" x 5") pieces of flannel
- Sewing machine & thread
- Rice



Photo credits: A bee in my bonnet  
<http://beeinmybonnetco.blogspot.ca/>



Start by cutting two different squares (12.5cm x 12.5cm) of material with fun designs. Then cut out two 12.5cm x 12.5cm squares of flannel for each bag.



Place the flannel on the wrong side of each square.

Then place the two squares with the right sides together. You are now ready to sew!



Using a 9mm (3/8") seam allowance, stitch all the way around the edges. Leave an opening for turning and filling later. Backstitch where you start and stop sewing.



Before turning the square inside out, clip off the corners for less bulk.



Turn the square inside out and use a crochet hook to get a nice point in the corners.



Using a funnel, fill the bag with approximately 175mL (3/4 cup) of rice.



Stitch up the closing using the sewing machine.



Each square takes about 30 to 45 seconds on high to heat up in the microwave.

## LOOKING WITHIN

### Wool Dyeing Project

**Time:** 20-25 minutes

**Materials Needed:**

- Picture of sheep (found in the Resource section at the end of the unit)
- 1 gallon jar (4L) or large glass mixing bowl that will hold ½ gallon (2L) of water
- Boiling water
- Light-coloured, carded wool (found at woolen mills, sheep producers, craft stores, knitting shops)
- Flavoured drink powder packets of various colours
- Re-sealable plastic bags
- Markers

Bring the water to boiling. For safety precautions – an adult should handle the water!

Show participants the raw wool and discuss that the wool was sheared from sheep and then carded.

Have the participants choose which colour of drink mix they would like to use. Dissolve one or two packets of flavoured drink mix and ½ gallon of boiling water in the jar. Add the wool to the coloured water.

After one hour or less, the wool will have absorbed the dye and the water should be clear. Let the wool dry by laying it on a tray or paper plates (spread it out into thin layers to speed drying time).

Participants can glue the wool to the picture of the sheep or take it home in a re-sealable plastic bag with the participant's name on the bag.

### Finger Knitting

**Time:** 30-40 minutes

**Materials Needed:**

- Bulky weight yarn (or two or three lighter weight yarns together at the same time)



**Casting On** – Begin with your left hand facing you (assuming you are right handed). For lefties, begin with the right hand facing you. The tail of the yarn(s) should be placed in the area between your left thumb and index finger. Begin basting on by wrapping the working yarn over the index finger, behind the middle finger, over the ring finger, etc. Once you wrap around the pinkie finger, continue back the other direction until you reach the index finger once again. Go around the index finger a second time and wrap all fingers in the same manner, slightly above the wraps from the first pass. Try to maintain loose wraps so your fingers don't turn blue.





**The First Row** – Beginning at the pinkie finger, lift the wrapped yarn on the bottom (nearest your palm) up and over the tip of the finger, keeping the top wrap on the finger as you pass the lower wrap over and off. Continue this process along the hand until you reach the index finger. Be careful as you lift the stitch on the index finger since the bottom wrap is actually the tail of your yarn. Be sure it doesn't get away from you.



**All Following Rows** – For the next row, and every other row, begin by once again wrapping the working yarn around all four fingers as in step one. Next, each lower stitch is passed over the upper stitch and lifted off the finger as in step two. This two-step process continues until the work is the desired length. Should you need to put down your finger knitting sometime during construction, slide the working stitches onto a ballpoint pen and hook them under the paper clip holder at the top of the pen. When ready to begin again, place the working stitches back onto the fingers with the stockinette side of the work facing the back of your hand.



**Binding Off** - Once the desired length is reached, the knitter must bind off the working stitches. On this last row, do not wrap the fingers. Each finger should have only one loop on it. Lift off the loop on the pinkie finger and place it onto the ring finger. On the ring finger, lift the bottom loop up and over the top loop and off the finger. Next, place the remaining loop from the ring finger onto the middle finger and repeat the lifting off/moving over step until one loop remains on the index finger. To finish, simply cut a tail and pass it through the remaining loop, pulling it tight.



## WRAPPING THINGS UP

### Circle Time

**Time:** 10-15 minutes

**Materials Needed:**

- Ball of yarn

Ask participants to sit in a circle and, as leaders, sit with them. Start by holding one end of the yarn and explain that, as a group, we want to say positive things that we've learned about each other during the Cloverbud project (e.g. Bobby is good at sewing; Sarah keeps smiling even when learning to knit is hard, etc.). After explaining, hold on to one end of the yarn, say something positive about someone sitting in the circle and then toss the ball of yarn to that person while still holding on to one end of the yarn. The next person should do the same and this process should continue until everyone is holding a piece of yarn. Cut through the centre of the yarn, leaving everyone holding a piece of yarn that they can keep as a reminder of the positive things said and learned in the Cloverbud project.

### Yarn Cookie Gift Tubs

**Time:** 50-60 minutes

**Yield:** 12 dozen cookies

**Materials Needed:**

#### Chocolate Chip Cookies

- 500mL (2 cups) shortening
- 60mL ( ¼ cup) water
- 175mL ( ¾ cup) white sugar
- 250mL (1 cup) brown sugar
- 3 eggs
- 15mL (1 tbsp.) vanilla extract
- 100mL (4 cups) flour
- 750mL (3 cups) oatmeal
- 7mL ( ½ tbsp.) baking soda
- 10mL (2 tsp.) salt
- 2 bags of chocolate chips (one milk chocolate, the other dark chocolate)
- Mixing bowls
- Mixing spoons
- Spatula
- Cookie sheet

#### Yarn Tub

- Plastic tub (one for each participant)
- Newspaper
- Various colours of yarn
- Hot glue gun
- Wax paper

*Photo credit: Kids Activities Blog*

<http://kidsactivitiesblog.com/21338/recipe-chocolate-chip-cookies>



### Chocolate Chip Cookies Instructions

Crack eggs into a separate dish, insuring that no shells are in the eggs. Blend all of the wet ingredients until it is no longer lumpy. In a separate bowl, mix all of the dry ingredients and then add them to the mixture of wet ingredients. Mix well. The dough is best if it sits overnight so the oats soften.

Spoon dough in small balls onto a cookie sheet. Bake the cookies at 180°C (350°F) for approximately 12 minutes.

Dough can be kept sealed in the fridge for up to two weeks.

### Yarn Gift Tub Instructions



Photo credit: Kids Activities Blog

<http://kidsactivitiesblog.com/21338/recipe-chocolate-chip-cookies>

While cookies are in the oven or cooling, participants can work on their yarn gift tub.

Spread newspaper out on the table to protect the table. Give each participant a plastic tub and have them choose the colours of yarn they would like to use to create their gift. Depending on the abilities of the participants, some may need help with operating a hot glue gun.

Start at the top of the plastic tub with glue and then have participants wind yarn around the tub. Make sure to leave the lip at the top of the tub uncovered so a lid can be placed on the tub. Once finished, let the tub sit to dry. Place wax paper inside and when cookies are cooled, they can be placed inside the tub.



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## ADJOURNMENT

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### Additional Activities

- Visit a fabric and/or yarn store.
- Visit an agricultural fair to see sewing & knitted exhibits.
- Visit a quilt show.
- Invite a guest who has sewed, quilted and/or knitted for years.
- Introduce knitting needles and basic knitting techniques to the group.

### References

- A Bee in My Bonnet <http://beeinmybonnetco.blogspot.ca/>
- Kid Activities [www.kidactivities.net](http://www.kidactivities.net)
- Kids Activities Blog <http://kidsactivitiesblog.com>
- Knitty – A little purl of wisdom [www.knitty.com](http://www.knitty.com)
- Saskatchewan 4-H Cloverbud Program
- Sewing & Craft Alliance [www.sewing.org](http://www.sewing.org)
- Skip to my Lou [www.skiptomylou.org](http://www.skiptomylou.org)
- Spoonful <http://spoonful.com>

## Basic Sewing Tools to get you started!

You have found this secret decoder mystery sheet. To read the mystery clues, fill in the blanks by using the code below. Together we can find out about a few basic sewing tools. For example, the number 10 would be Z.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
O	D	C	G	U	E	Q	H	V	Z	L	Y	R

<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
X	P	B	S	K	M	F	T	N	W	A	I	J

_____	_____	_____	_____
15	25	22	17

_____	_____	_____	_____
25	13	1	22

_____	_____	_____	_____	_____	_____	_____
21	24	15	6	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
19	6	24	17	5	13	6

_____	_____	_____	_____	_____	_____	_____
21	8	25	19	16	11	6

_____	_____	_____	_____	_____	_____	_____
22	6	6	2	11	6	17

## Basic Sewing Tools to get you started! Answer Key

You have found this secret decoder mystery sheet. To read the mystery clues, fill in the blanks by using the code below. Together we can find out about a few basic sewing tools. For example, the number 10 would be Z. When you have the sheet completed, list additional sewing tools on the back of the sheet.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
O	D	C	G	U	E	Q	H	V	Z	L	Y	R

<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
X	P	B	S	K	M	F	T	N	W	A	I	J

__P__	__I__	__N__	__S__
15	25	22	17

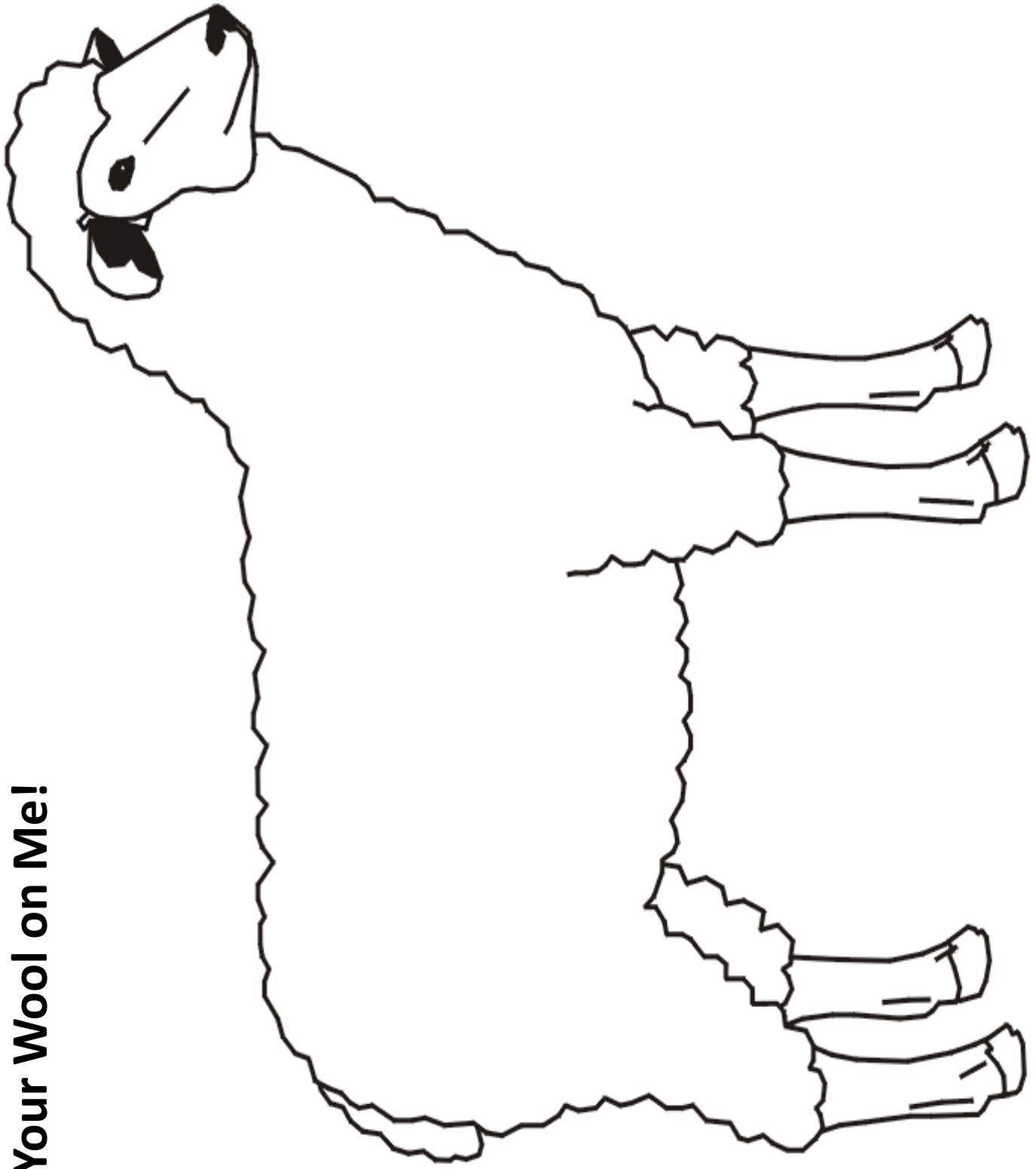
__I__	__R__	__O__	__N__
25	13	1	22

__T__	__A__	__P__	__E__			
21	24	15	6			
__M__	__E__	__A__	__S__	__U__	__R__	__E__
19	6	24	17	5	13	6

__T__	__H__	__I__	__M__	__B__	__L__	__E__
21	8	25	19	16	11	6

__N__	__E__	__E__	__D__	__L__	__E__	__S__
22	6	6	2	11	6	17

**Glue Your Wool on Me!**





# ONTARIO SHEEP BREEDS

**Border Cheviot**



**Border Leicester**



**British Milk Sheep**



**Canadian Arcott**



**Charollais**



**Clun Forest**



**Corriedale**



**Dorper**



**Dorset**



**East Friesian**



**Finnsheep**



**Hampshire**



**Horned Dorset**



**Icelandic**



**Ile de France**



**Jacob**



**Lincoln**



**North Country Cheviot**



**Outaouais Arcott**



**Oxford**



**Polypay**



**Rambouillet**



**Rideau Arcott**



**Romanov**



**Romney**



**Shetland**



**Shropshire**



**Southdown**



**Suffolk**



**Texel**





### BORDER CHEVIOT

**Origins:** Native of the Cheviot Hills of Scotland. Raised in Canada since the 1850's.  
**Description:** Extremely vigorous, hardy and good foragers. Smaller framed sheep, quick and alert breed. Excellent mothers requiring little help at lambing. Ewes have good udders and small teats.  
**Lambs:** Vigorous lambs finish well on good pasture at 25-50 kg live weight.  
**Weight of rams:** 70-85kg  
**Weight of ewes:** 55-70kg  
**Lamb / Ewe Percentage:** 150%

### BORDER LEICESTER

**Origins:** British long wool breed imported from England to Canada in the mid 19th century.  
**Description:** Excellent maternal breed for producing lambs on pasture. Ewes lamb easily and are good milkers. Forage based sheep. Long, strong, lustrous fleece.  
**Weight of rams:** 90-125kg  
**Weight of ewes:** 70-90kg  
**Lamb / Ewe Percentage:** 150%

### BRITISH MILK SHEEP

**Origins:** Developed in Wiltshire and Northumberland during the 1970's.  
**Description:** Dual purpose meat and dairy breed with high prolificacy. When crossed with other breeds, prolificacy and milking ability is improved.  
**Weight of rams:** 80-110kg  
**Weight of ewes:** 70-90kg  
**Lamb / Ewe Percentage:** 220%

### CANADIAN ARCOTT

**Origins:** One of three breeds developed at the Agricultural Canada research station near Ottawa, ON.  
**Description:** Adapts well to pasture or confinement systems. Rams are excellent terminal sires and will improve meat characteristics. Ewes are easy lambers.  
**Lambs:** Fast growing meaty animals that finish well in light or heavy lamb markets.  
**Weight of rams:** 120-150kg  
**Weight of ewes:** 85-115kg  
**Lamb / Ewe Percentage:** 180%

### CHAROLLAIS

**Origins:** Developed in the same region of France as Charolais cattle.  
**Description:** Excellent terminal sire breed. Smaller head and wedge shaped body produces lambs that are easily delivered and vigorous at birth. Adapt well to confinement or pasture systems. Ewes are good mothers and lamb easily.  
**Lambs:** Excellent carcass with wide long loin and a high lean meat yield.  
**Weight of rams:** 100-150kg  
**Weight of ewes:** 80-100kg  
**Lamb / Ewe Percentage:** 175%

### CLUN FOREST

**Origins:** Upland hill country between England and Wales.  
**Description:** Easy keepers and hardy. Maternal breed, ewes are good mothers and good milkers. Do well in pasture systems.  
**Lambs:** Good lambs, ewes generally crossed with Suffolk and Hampshire rams to produce market lambs.  
**Weight of rams:** 75-105kg  
**Weight of ewes:** 65-80kg  
**Lamb / Ewe Percentage:** 180%

### CORRIEDALE

**Origins:** Created in New Zealand.  
**Description:** Dual purpose breed.  
**Weight of rams:** 80-125kg  
**Weight of ewes:** 60-80kg  
**Lamb / Ewe Percentage:** 150%

### DORPER

**Origins:** Developed in South Africa in the mid 1900's. Dorper and White Dorper breeds are recognized as separate breeds.  
**Description:** This meat breed is hardy, prolific and good mothering ability. This hair sheep can breed out of season. Non-selective grazers which are bred to adapt and flourish under harsh conditions.  
**Lambs:** Vigorous lambs finish well on good pasture at 25-50 kg live weight.  
**Weight of rams:** 90-100kg  
**Weight of ewes:** 70-80kg  
**Lamb / Ewe Percentage:** 150%

### DORSET POLLED

**Origins:** Originated from a mutation of the Horned Dorset in the 1950's.  
**Description:** Breed out of season, good mothers and relatively prolific. Adapt well to confinement, used in accelerated systems. Major contributor of the commercial lamb industry.  
**Lambs:** Do well under feedlot conditions.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 80-115kg  
**Lamb / Ewe Percentage:** 175%

### DORSET HORNED

**Origins:** England and Wales.  
**Description:** Lower set animal and is smaller than the Polled Dorset. Ewes are good mothers, breed out of season and relatively prolific.  
**Weight of rams:** 90-125kg  
**Weight of ewes:** 55-90kg  
**Lamb / Ewe Percentage:** 175%

### EAST FRIESIAN

**Origins:** Originated in the Friesland area of Holland and Germany.  
**Description:** High production milk sheep that is very docile and adapts well to intensive parlour milking systems. Prolific and a good ewe will sustain a lactation period of 220 days averaging 400 litres of milk.  
**Weight of rams:** 90-100kg  
**Weight of ewes:** 79-90kg  
**Lamb / Ewe Percentage:** 230%

### FINNSHEEP

**Origins:** Finland, also known as the Finnish Landrace.  
**Description:** Very prolific, excellent maternal and milking characteristics. Work well in crossbreeding programs.  
**Lambs:** Lean, meaty carcasses.  
**Weight of rams:** 80-110kg  
**Weight of ewes:** 65-78kg  
**Lamb / Ewe Percentage:** 300%

### HAMPSHIRE

**Origins:** Down breed which originated in Hampshire County, England.  
**Description:** Large, stocky sheep with excellent meat characteristics and high-yielding carcasses. Ewes are long lived and easy keepers expect average prolificacy. Can adapt to either pasture or confinement systems. Hampshire's are very docile and easy to manage.  
**Lambs:** Fast growing lambs and work well for either the light or heavy lamb markets.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 80-115kg  
**Lamb / Ewe Percentage:** 160%

### ICELANDIC

**Origins:** Northern European short tail breeds and brought to Iceland by the Vikings in the middle ages.  
**Description:** Vigorous, hardy, stocky sheep. Seasonal breeders and grass fed. Produce a thick light fleece.  
**Lambs:** Grow to 36-41kg in 4-5 months and produce a lean carcass.  
**Weight of rams:** 90-100kg  
**Weight of ewes:** 60-65kg  
**Lamb / Ewe Percentage:** 180%

### ILE DE FRANCE

**Origins:** Developed in the 1830's in France.  
**Description:** Add longevity, feed conversion, hardiness and out of season breeding ability to a ewe flock. Rams are used as terminal sires. Successfully raised on pasture, high wool quality.  
**Lambs:** Vigorous, fast growing and hardy lambs with superior carcass traits.  
**Weight of rams:** 100-150kg  
**Weight of ewes:** 85-95kg  
**Lamb / Ewe Percentage:** 170%

### JACOB

**Origins:** Spanish horned sheep.  
**Description:** Can produce 2, 4, 5 or 6 horns.  
**Weight of rams:** 54-82kg  
**Weight of ewes:** 36-54kg  
**Lamb / Ewe Percentage:** 200%

### LINCOLN

**Origins:** Longwool breed of England.  
**Description:** Gentle disposition, superior mothering traits. Fleece commands premium prices. Lincoln cross ewe improves size, vigour, conformation and fleece.  
**Lambs:** Grow quickly but finish slowly. When crossed to a Down breed, lambs produce a good finished carcass.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 80-115kg  
**Lamb / Ewe Percentage:** 140%

### NORTH COUNTRY CHEVIOT

**Origins:** Breed that has been widely used in the north of England and Scotland for centuries.  
**Description:** Independent sheep, vigorous, strong willed and very hardy in harsh climates and rough pasture. Best suited to pasture based systems. Ewes deliver lambs easily and exhibit superior mothering abilities. Rams often used in crossbreeding programs.  
**Lambs:** Vigorous lambs with excellent survivability. Average rate of gain but the carcass quality is very good with an above average yield percentage.  
**Weight of rams:** 100-125kg  
**Weight of ewes:** 55-80kg  
**Lamb / Ewe Percentage:** 150%

### OUTAOUAIS ARCOTT

**Origins:** One of three breeds developed at the Agriculture Canada research station near Ottawa, ON.  
**Description:** Extremely prolific, ewes are well adapted to carrying large litters without losing body condition. Mature ewes produce triplets or larger litters and can convert feed easily.  
**Lambs:** Fast growing and convert feed easily to the 36-41 kg range however this maternal breed does not serve the heavy lamb market well.  
**Weight of rams:** 80-100kg  
**Weight of ewes:** 75-90kg  
**Lamb / Ewe Percentage:** 260%

### OXFORD

**Origins:** Crossed between Hampshire rams and Cotswold ewes in the mid 19th century.  
**Description:** Ewes show superior mothering traits with high lamb survival rates. Require no pampering and thrive in a pasture based system. Rams are widely used as a terminal sire.  
**Lambs:** Lambs are slower to develop but gain efficiently on grass.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 80-115kg  
**Lamb / Ewe Percentage:** 175%

### POLYPAY

**Origins:** Developed in Dubois, Idaho in the late 1960's.  
**Description:** Prolific sheep that will lamb out of season. Docile, easily managed and adapt well to a variety of systems.  
**Lambs:** Fast growing lamb to 36kg with a high yielding carcass.  
**Weight of rams:** 90-125kg  
**Weight of ewes:** 100-115kg  
**Lamb / Ewe Percentage:** 190%

### RAMBOUILLET

**Origins:** French version of Merino. Traces back to France and Germany.  
**Description:** These range sheep can survive in harsh conditions. Hand spinners and weavers will pay a premium for fleece.  
**Lambs:** Lambs finish slowly but produce a good carcass.  
**Weight of rams:** 100-135kg  
**Weight of ewes:** 79-90kg  
**Lamb / Ewe Percentage:** 175%

### RIDEAU ARCOTT

**Origins:** One of three breeds developed at the Agriculture Canada research station near Ottawa, ON.  
**Description:** Maternal breed with highly prolific ewes. Good milking and mothering characteristics, good growth rates. Excel in crossbreeding programs with terminal sire breeds which emphasize meat production.  
**Weight of rams:** 80-100kg  
**Weight of ewes:** 75-95kg  
**Lamb / Ewe Percentage:** 250%

### ROMANOV

**Origins:** Native of the Volga River Valley northwest of Moscow  
**Description:** Medium sized sheep which is fine boned, hardy and known for high prolificacy. Used in replacement ewe lamb production in many intensive commercial operations. Cross well with most breeds.  
**Lambs:** Hardy and gains well to 30kg, producing lean carcasses.  
**Weight of rams:** 70-80kg  
**Weight of ewes:** 50-70kg  
**Lamb / Ewe Percentage:** 270%

### ROMNEY

**Origins:** Romney Marsh district in southeast England during the 13th century.  
**Description:** Hand spinners pay premiums for good fleeces. Adapted well to damp and harsh environments. Docile sheep and easily managed, do not compete well with other breeds.  
**Lambs:** Large, lean and can convert feed efficiently.  
**Weight of rams:** 90-100kg  
**Weight of ewes:** 65-80kg  
**Lamb / Ewe Percentage:** 175%

### SHETLAND

**Origins:** Native of the Shetland Isles, located in the North Sea off the coast of Scotland.  
**Description:** Hardy, self reliant breed. Kept for its fine, soft fleece, 11 natural colours.  
**Weight of rams:** 80-100kg  
**Weight of ewes:** 75-90kg  
**Lamb / Ewe Percentage:** 260%

### SHROPSHIRE

**Origins:** Down breed imported to Canada in 1860's.  
**Description:** Docile, extremely hardy. Rams used as terminal sires. Ewes are excellent mothers, have abundant milk and longevity.  
**Lambs:** Produce excellent carcass at lighter weights.  
**Weight of rams:** 110-140kg  
**Weight of ewes:** 75-90kg  
**Lamb / Ewe Percentage:** 150%

### SOUTHDOWN

**Origins:** Developed in Sussex, England in the late 1700's.  
**Description:** Medium sized sheep with efficient feed conversion. Docile and adapts well to confinement but can finish on pasture. Rams used as terminal sires.  
**Lambs:** Meaty carcasses for the medium and light lamb markets.  
**Weight of rams:** 85-115kg  
**Weight of ewes:** 60-80kg  
**Lamb / Ewe Percentage:** 150%

### SUFFOLK

**Origins:** Developed in the southeastern area of England.  
**Description:** Respond well to confinement. Rams are used as terminal sires in commercial flocks. This breed is a heavy feeder.  
**Lambs:** Excellent rate of gain and dominate the heavy lamb market.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 100-115kg  
**Lamb / Ewe Percentage:** 180%

### TEXEL

**Origins:** Island of Texel of the coast of Holland in the early 1800's.  
**Description:** Meat sheep, rams are used as terminal sires in commercial flocks. Ewes have average prolificacy but are docile and easily managed. Adapt to pasture or feedlot style management and show excellent feed conversion.  
**Lambs:** Lean, well muscled and high yielding carcasses.  
**Weight of rams:** 115-150kg  
**Weight of ewes:** 80-115kg  
**Lamb / Ewe Percentage:** 175%

Please note: Due to space limitations the following breeds are not shown on this poster. These are breeds that are also affiliated with CSBA.

- Berrichon du Cher
- Bluefaced Leicester
- Columbia
- Cotswold
- Scottish Blackface
- Targhee
- South African Meat Merino



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Agriculture and Agri-Food Canada / Agriculture et Agroalimentaire Canada

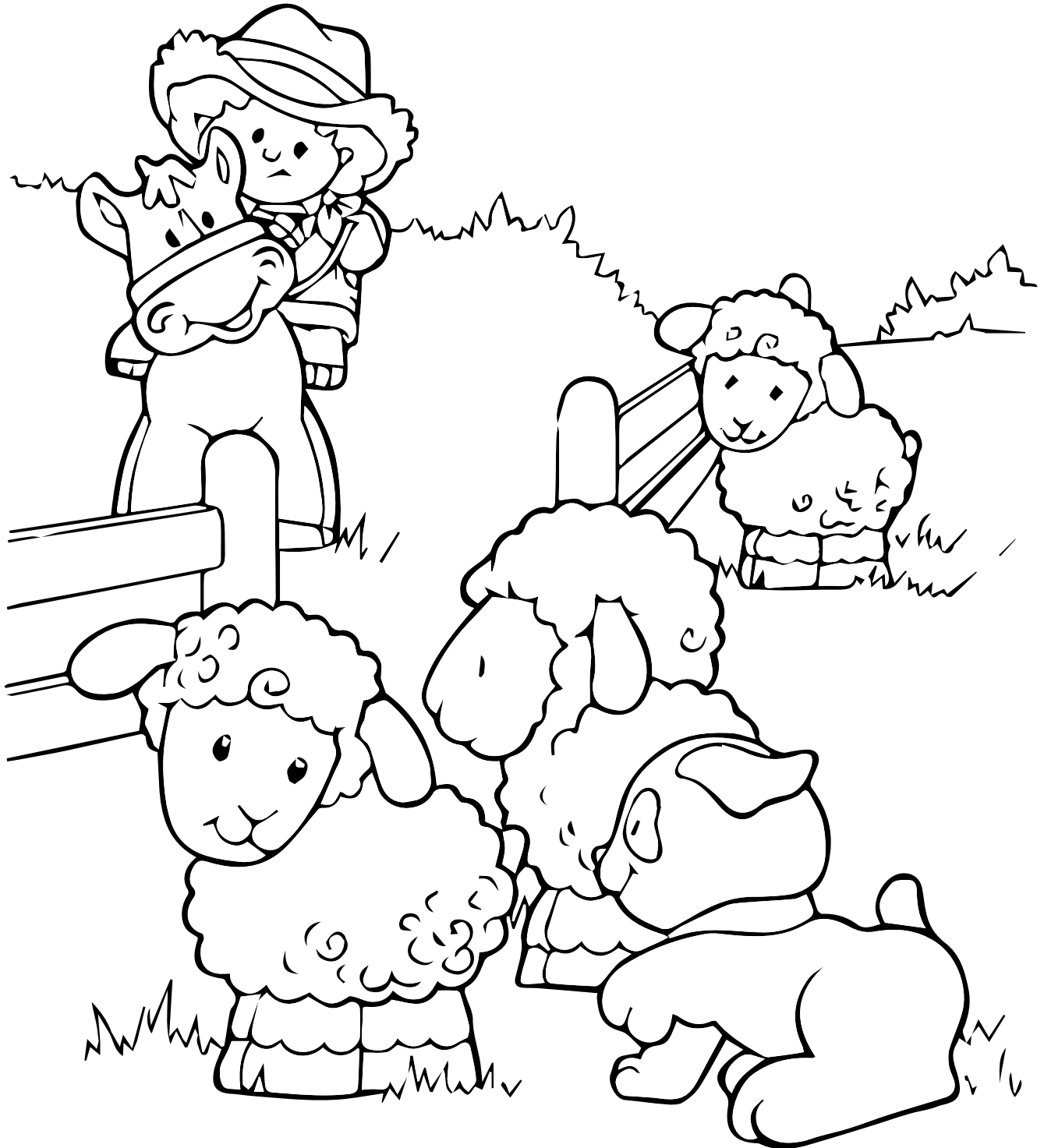
This project was funded by Agriculture and Agri-Food Canada's Adaptation Programming and administered by the Agricultural Adaptation Council.



For a complete list of sheep breeds or more information on listed breeds please refer to the CSBA's website:  
[www.sheepbreeders.ca](http://www.sheepbreeders.ca)



# Sheep







## **The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## **The 4-H Motto**

Learn To Do By Doing

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## **Project Resource Information:**

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

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# INTRODUCTION TO SHEEP

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## Objectives & Goals of the Unit

- To introduce the 4-H Sheep Project to Cloverbud participants
- To learn the vocabulary used in the sheep industry
- To understand the characteristics of sheep
- To show participants the many different types of sheep
- To learn what types of products come from sheep
- 

## Background

Sheep were some of the first animals to be domesticated by ancient people. Sheep have been providing meat and clothing to people for over 10,000 years. Spinning wool into thread began about 5,000 years ago. In this unit, Cloverbud participants will learn about various aspects of the sheep industry in Ontario and beyond.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Name an item that is made out of wool.
- Have you ever touched a sheep before? If so, where were you?
- If you had a sheep, what would you name it?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Colour the Lamb Parts

**Time:** 10-15 minutes

**Materials Needed:**

- Colour the Lamb Parts worksheet (found in the Resource section at the end of this unit)
- Crayons/pencil crayons

Provide a 'Colour the Lamb Parts' worksheet for each participant. Have participants work individually, in pairs or as a group to colour their sheep the proper colours, using the colour legend as a guide.

## Sheep Breeds Bingo!

**Time:** 25-30 minutes

**Materials Needed:**

- Sheep Breeds Bingo card (found in the Resource section at the end of this unit)
- Sheep Breeds Bingo squares (found in the Resource section at the end of this unit)
- Bingo buttons (found in the Resource section at the end of this unit)
- Re-sealable bags
- Markers

Print a Bingo card, Bingo squares and Bingo buttons sheet for each participant (preferably printed on card stock). Depending on the abilities of the participants, the Bingo squares and Bingo buttons should be cut out before the meeting by the leaders of the group. Print a Bingo squares card for the leader (or whoever is running the game), cut out these squares and place in a box to be drawn once the game has started.

Print an extra Sheep Breeds Bingo squares sheet and review the various breeds of sheep.

Have participants randomly choose sheep breed bingo squares and place them on their bingo card in the squares. Then the game is ready to begin!

Draw one breed at a time out of the box and have participants place a Bingo button on top of the breed if they have it on their card. The first participant to have a straight line wins the game! Variations could include full card, four corners, outside square, etc.

When finished, have participants place their bingo card, sheep breed squares and bingo buttons in their own re-sealable bag and label the bag with the participant's name.

If possible, playing pieces could be laminated to make them last longer.

## Label the Lamb Parts

**Time:** 10-15 minutes

**Materials Needed:**

- Label the Lamb Parts worksheet (found in the Resource section at the end of this unit)
- Label the Lamb Parts Answer Key (found in the Resource section at the end of this unit)
- Crayons/pencil crayons

Provide a 'Label the Lamb Parts' worksheet for each participant. Have participants work individually, in pairs or as a group to draw a line from the word to the correct part of the lamb. When completed, have participants colour their lamb the colours as one of the breeds discussed in the previous activity.

## LET'S EXPLORE

### Baa Baa Black Sheep & Mary Had A Little Lamb

**Time:** 10-15 minutes

**Materials Needed:**

- None

This song may be familiar to participants but not to all of them so review the words and then add music.

*Baa, baa, black sheep  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.*

*One for the master,  
One for the dame,  
And one for the little boy,  
Who lives down the lane.*

*Baa, baa, black sheep  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.*

Once participants are comfortable with the song, try singing it in 'a round.' Divide the group into two groups. Group #1 can start singing. Once group #1 has sang the first two verses, have them keep singing but also have group #2 start singing at the beginning of the song.

Once participants have mastered Baa Baa Black Sheep, try the same activity with the rhyme, Mary Had A Little Lamb.

*Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb,  
It's fleece was white as snow.*

*And everywhere that Mary went,  
Mary went, Mary went.  
And everywhere that Mary went,  
That lamb was sure to go.*

*It followed her to school one day,  
School one day, school one day.  
It followed her to school one day  
Which was against the rules.*

*It made the children laugh and play,  
Laugh and play, laugh and play  
It made the children laugh and play,  
To see a lamb at school.*

*As so the teacher turned it out,  
Turned it out, turned it out.  
And so the teach turned it out  
But still it lingered near.*

*And waited patiently about,  
Patiently about, patiently about,  
And waited patiently about  
Til Mary did appear.*

*Why does the lamb love Mary so,  
Love Mary so, love Mary so,  
Why does the lamb love Mary so,  
The eager children cried.*

*Why Mary loves the lamb you know,  
Lamb you know, the lamb you know.  
Why Mary loves the lamb you know,  
The teacher did reply.*

## **Make a Match with Me!** *(exploring sheep vocabulary)*

**Time:** 10-15 minutes

**Materials Needed:**

- Make A Match with Me! worksheet and answer key (found in the Resource section at the end of this unit)
- Writing utensil

Provide a 'Make a Match with Me!' worksheet for each participant. Have participants work individually, in pairs or as a group to draw a line from the word to the description that matches that word.

## LOOKING WITHIN

Photo credit:

<http://funfamilycrafts.com/handprint-lamb/>

### Handprint Lamb with Popcorn

Time: 20-25 minutes

Materials Needed:

- Construction paper
- Pencil
- Scissors
- Popcorn (already popped)
- Glue



Provide each participant with a piece of construction paper. Participants will trace their hands on the construction paper and then cut them out. (Note: some participants may need help with tracing their hands, especially when using the hand he or she does not normally write with).

Have participants draw sheep faces on the thumbs. Then, have them draw hooves on the tips of the fingers.

Have participants guess as to how many pieces of popcorn it will take to cover their handprint sheep. Participants will then glue popcorn to cover the main part of the hand to look like wool, taking care to count how many pieces of popcorn it takes to cover the cutouts.

### Sheep Shearing

Time: 10-15 minutes

Materials Needed:

- Sheep Shearing Quiz (found in the Resource section at the end of this unit)
- Writing utensil

**Read the following to participants.**

*Sheep provide us with wool for clothing. The sheep is sheared and the wool is made into yarn. The yarn is used for sweaters, skirts and other wool clothing. Shearing is usually done in the spring of each year. The sheep shearer uses electric hand clippers. These are similar to very large barber's shears.*

*A skilled shearer can shear a sheep in about five minutes. He uses long, smooth strokes and cuts close to the sheep's skin. This means the fibres will be long and the fleece, or sheep's wool will be of good quality.*

*The shearer usually can shear the fleece in one piece. Then the fleece is rolled and tied. It is placed in a bag with other fleeces. This bag can weigh between 200 and 400 pounds. The bag is labeled with the sheep ranch owner's name before it is sold.*

After reading this excerpt, give each participant a copy of the Sheep Shearing Quiz. Have participants work individually, in pairs or work through the quiz as a group. This activity lends itself well to a visit to a sheep farm, or possibly a local fair, to see a sheep shearing demonstration.



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## WRAPPING THINGS UP

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### Sheep Protectors Tag

**Time:** 5-10 minutes

**Materials Needed:**

- Pennies

Because sheep are vulnerable, there are many animals that try to attack and kill sheep and lambs. So, sheep and lambs need protectors! The three main types of animals used to protect sheep are:

- Dogs
- Donkeys
- Llamas

This is an outdoors activity. Have a designated area that participants aren't allowed to leave and tell them that this is the pasture field that all of the sheep are grazing in. Before participants arrive for the meeting, scatter pennies throughout this area. Make sure you count how many pennies you scatter so you can make sure they are all found by the time the activity is completed.

Have participants line up in a straight line. Whisper an animal's name in the ear of each participant. Tell each participant that they are a sheep except for one participant in which you will tell them they are a predator and one participant that you will tell that they are a protector. Make sure participants keep it a secret as to what they are.

When you say 'go', everyone is to start 'grazing' (i.e. looking for pennies). When you say 'predator', the participant who is the predator can start chasing the 'sheep.' When they touch a sheep, the game stops, no one can move and the sheep that is caught must give their pennies to the predator. That sheep then has to sit out the rest of the game. Once the sheep that was caught is sitting on the sidelines, the game can resume.

In the meantime, once you have said 'predator', the participant who is the 'protector' can try to catch the 'predator.' Once they have caught the predator, the game again stops. The predator must give the protector any pennies they have. The game is then over and all participants then count their pennies to see who has collected the most.

To repeat this game, gather all of the pennies from participants, have the participants turn their back on the pasture field and throw the pennies back out into the 'pasture.' Then go through each participant, assign them their role (sheep, predator or protector) and play again.

## Sheep Cupcakes

**Time:** 25-30 minutes

**Materials Needed:**

- One white cupcake per participant
- White icing
- Chocolate icing
- Mini marshmallows (15/cupcake)
- Large marshmallows (1/cupcake)
- Scissors
- Knife
- Re-sealable plastic bag



*Photo credit:*

[www.werecallingshenanigans.com](http://www.werecallingshenanigans.com)

Prepare at least one cupcake per participant ahead of time.

Give each participant their own cupcake to work on. Frost each cupcake with a generous layer of white icing. If the icing is too thick, the marshmallows will have trouble sticking.

Cut the regular sized marshmallows in half. \*\* Take half of the regular-sized marshmallow and squish it so it makes more of a head shape. Put the chocolate icing in the re-sealable plastic bag and cut a tiny hole in the corner (be sure that the hole is very tiny). Use this to draw the sheep's face. Place the face on the front side of the cupcake.

Cut the other half of the regular-sized marshmallow in half again and use these to make the ears.

Use the mini marshmallows to make the sheep's wool. Try to encourage participants to put the mini marshmallows on their sides rather than sticking out.

*\*\*depending on the abilities of the participants, this step should be completed by the leader.*

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## ADJOURNMENT

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### Additional Activities

- Visit a sheep farm.
- Have participants play the Bingo game at a local Senior's Complex with the residents. Each 4-H participant and Senior could have a Bingo card or they could share.
- If possible, try tasting sheep's milk, yogurt and/or cheese.

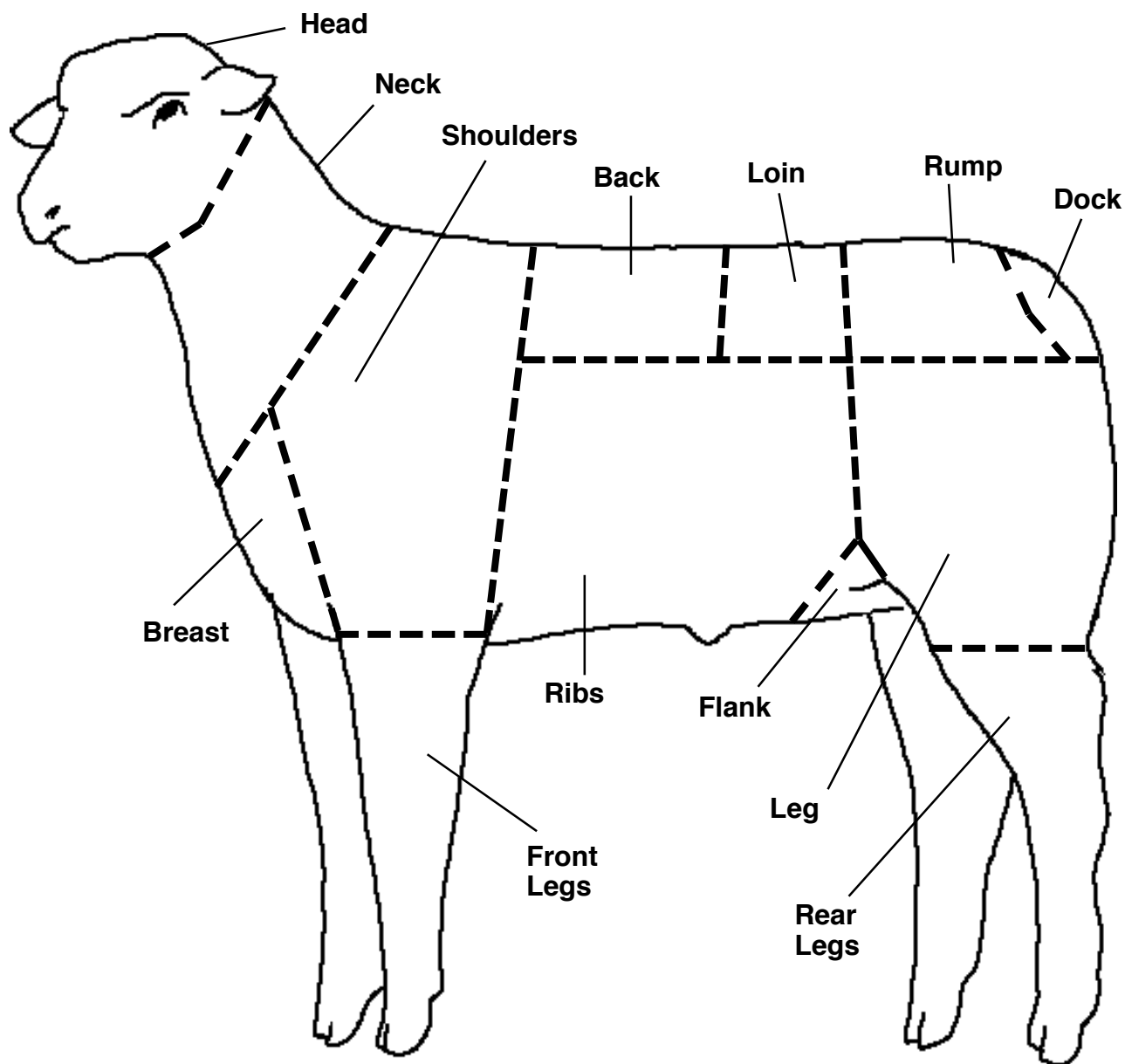
### References

- Canadian Sheep Breeder's Association
- Kansas 4-H and Youth Programs, Kansas State University Agricultural Experiment Station and Cooperative Extension Service
- Fun Family Crafts <http://funfamilycrafts.com/handprint-lamb/>
- Kids Colouring Pages <http://kidscolouringpages.net>
- Oklahoma Ag in the Classroom [www.agclassroom.org/ok](http://www.agclassroom.org/ok)
- Ontario Ministry of Agriculture, Food & Rural Affairs [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- Ontario Sheep Marketing Agency [www.ontariosheep.org](http://www.ontariosheep.org)
- Saskatchewan 4-H Cloverbud Program
- Sheep 101: A Beginner's Guide to Raising Sheep [www.sheep101.info](http://www.sheep101.info)
- Texas Farm Bureau [www.beagsmart.org](http://www.beagsmart.org)
- We're Calling Shenanigans [www.werecallingshenanigans.com](http://www.werecallingshenanigans.com)

## Colour the Lamb Parts

Color each of the parts the designated color.

1. Head—Orange
2. Neck—Pink
3. Shoulder—Purple
4. Breast—Green
5. Front Legs—Yellow
6. Rib—Red
7. Flank—Blue
8. Rear Legs—Orange
9. Leg—Brown
10. Dock—Blue
11. Rump—Purple
12. Loin—Orange
13. Back or Top—Blue

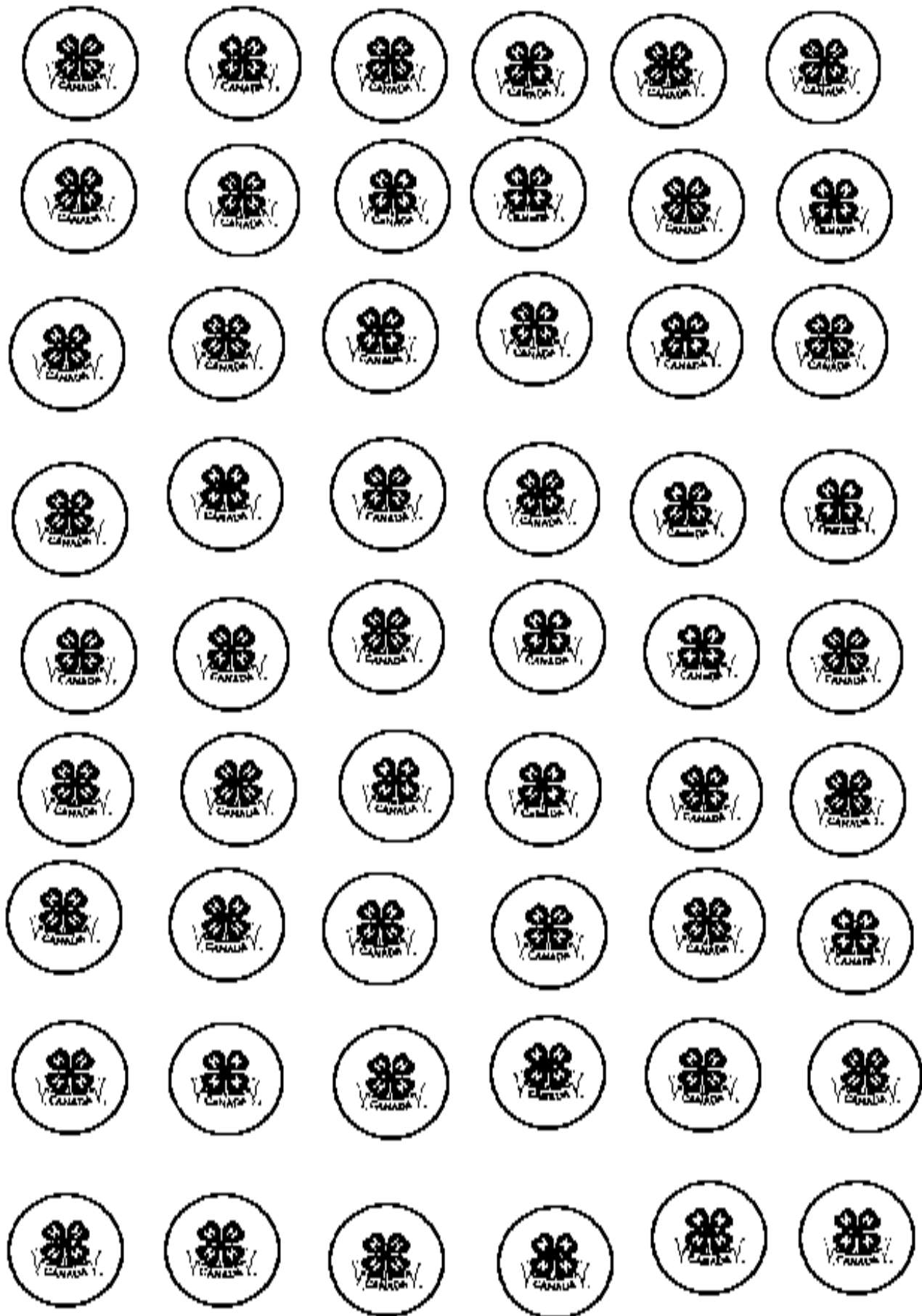


## Sheep Breeds Bingo Squares

Border Cheviot	Border Leicester	Canadian	Club Forest
Charollais	Corriedale	Dorset – Horned	Dorper
Dorset-Polled	Finnish Landrace	Hampshire	Ile de France
Icelandic	Katahdin	North Country Cheviot	Oxford
Polypay	Rideau	Romanov	Shropshire
Suffolk	Tunis	Texel	

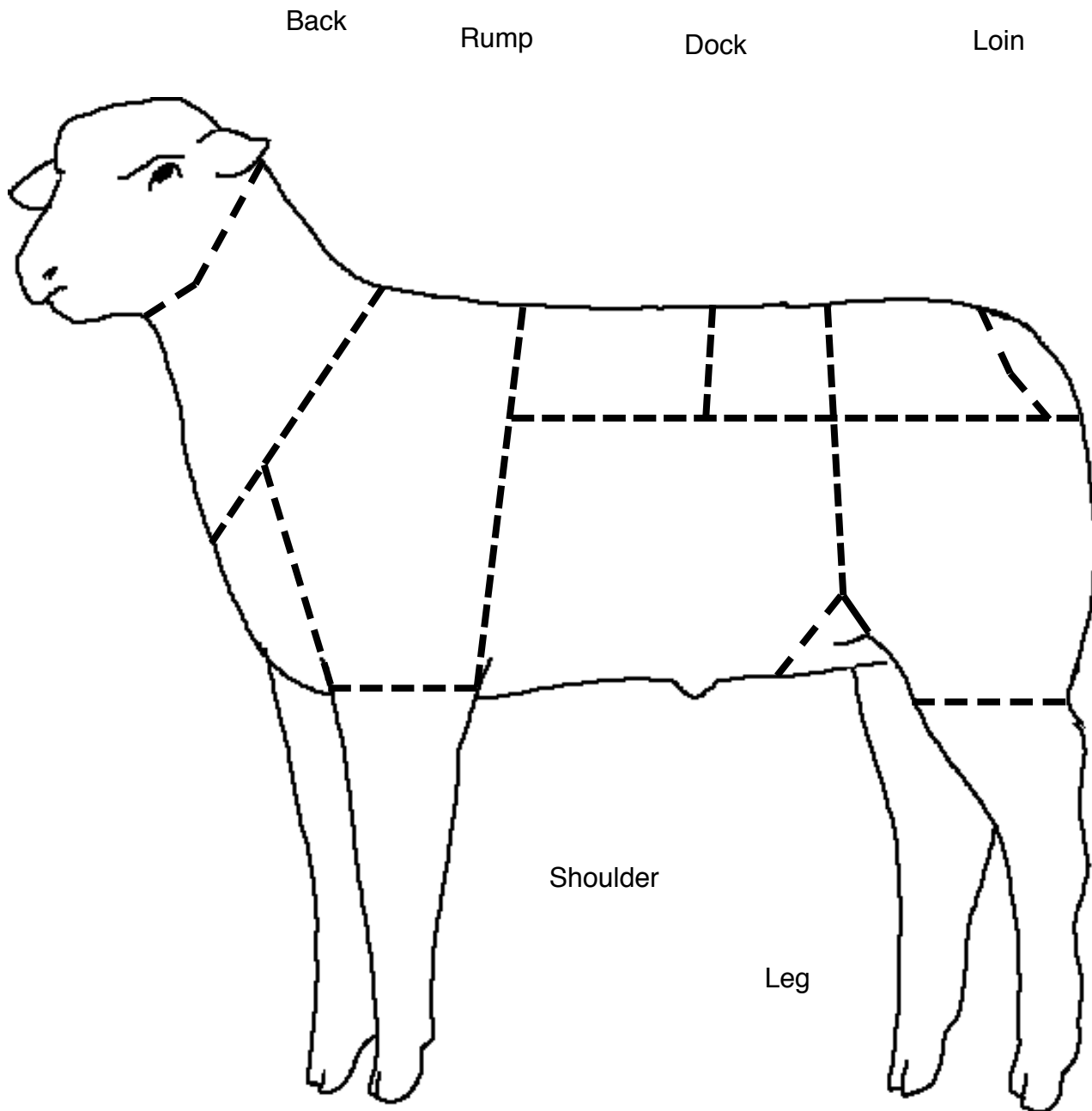
## Sheep Breeds Bingo Card



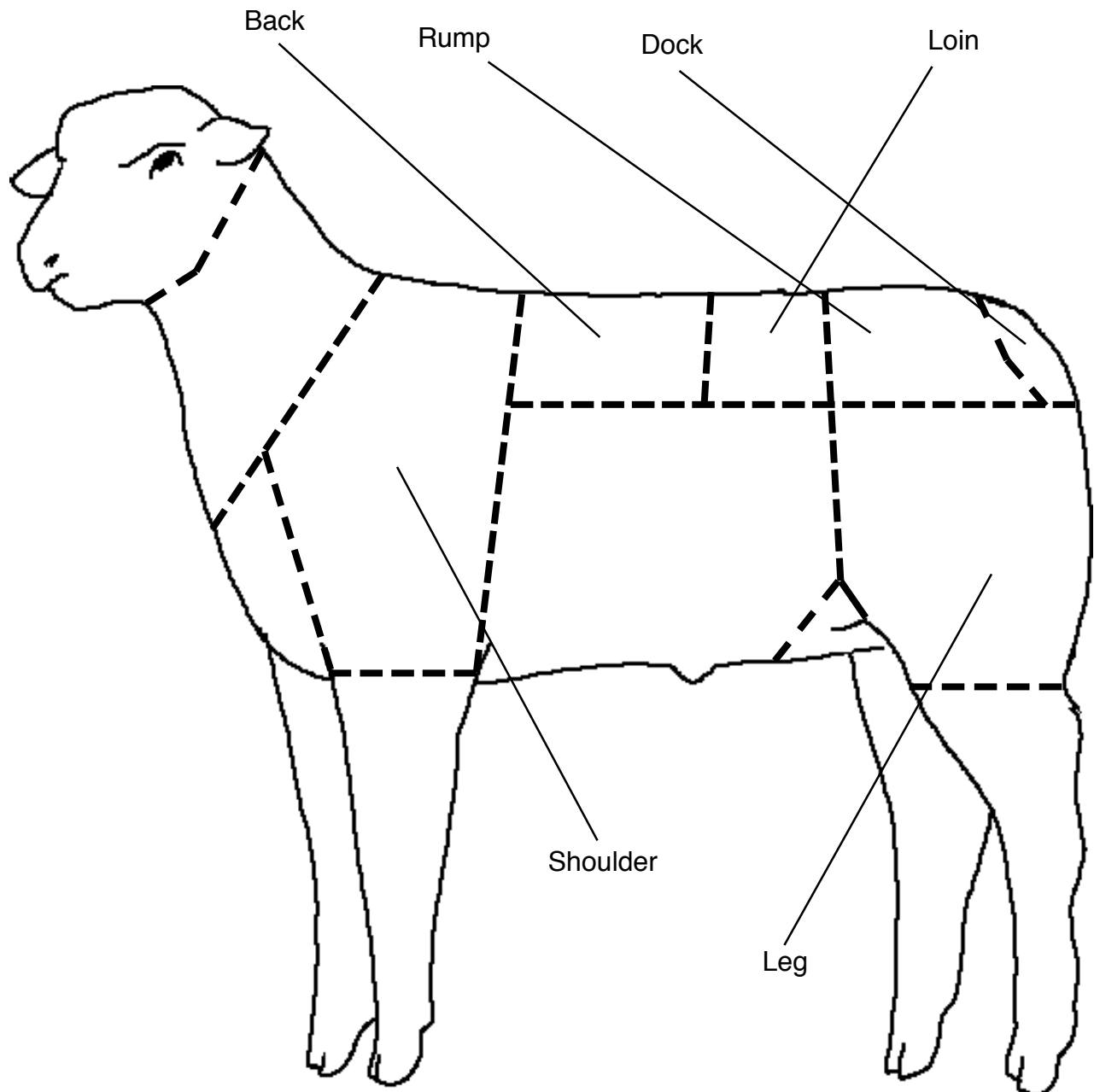
## Label the Lamb Parts

Draw a line from the word to the correct part of the lamb.



## Label the Lamb Parts

Draw a line from the word to the correct part of the lamb.



## Make a Match with Me!

Draw a line from the word to the description that matches it.

Docking	The meat from mature sheep
Baaa	A group of sheep
Lamb	A breed of sheep
Shepherd	Animal that kills sheep
Mutton	Removing the long tails from baby lambs
Suffolk	A product that comes from sheep
Feta	The sound a sheep makes
Shearing	Person who takes care of the sheep
Ewe	A female sheep
Flock	A male sheep also known as a "buck"
Ram	A sheep under 1 year of age or the meat from young sheep
Wool	A well-known sheep's milk cheese
Predator	Removing the wool

## Make a Match with Me! Answer Key

Draw a line from the word to the description that matches it.

Docking	The meat from mature sheep
Baaa	A group of sheep
Lamb	A breed of sheep
Shepherd	Animal that kills sheep
Mutton	Removing the long tails from baby lambs
Suffolk	A product that comes from sheep
Feta	The sound a sheep makes
Shearing	Person who takes care of the sheep
Ewe	A female sheep
Flock	A male sheep also known as a "buck"
Ram	A sheep under 1 year of age or the meat from young sheep
Wool	A well-known sheep's milk cheese
Predator	Removing the wool

### Sheep Shearing Quiz

1. Sheep are sheared and the fleece is made into \_\_\_\_\_.
  - Yarn
  - Skirts
  - Sweaters
  - Cotton
  
2. Sheep are usually sheared in the \_\_\_\_\_.
  - Spring
  - Summer
  - Fall
  - Winter
  
3. The electric hand clippers used by the sheep shearer are like \_\_\_\_\_.
  - Large scissors
  - Trimmers
  - Small scissors
  - Large barber's shears
  
4. If the sheep shearer cuts the fleece in long fibers, it will \_\_\_\_\_.
  - Be better wool
  - Be better sheep's skin
  - Be better quality
  - Be bigger
  
5. The shearer can usually shear the sheep's fleece in how many pieces?
  - Two
  - Three
  - Four
  - One



**Sheep Shearing Quiz – Answer Key**

1. Sheep are sheared and the fleece is made into Yarn.
  - Yarn
  - Skirts
  - Sweaters
  - Cotton
  
2. Sheep are usually sheared in the Spring.
  - Spring
  - Summer
  - Fall
  - Winter
  
3. The electric hand clippers used by the sheep shearer are like large barber's shears.
  - Large scissors
  - Trimmers
  - Small scissors
  - Large barber's shears
  
4. If the sheep shearer cuts the fleece in long fibers, it will be better quality.
  - Be better wool
  - Be better sheep's skin
  - Be better quality
  - Be bigger
  
5. The shearer can usually shear the sheep's fleece in how many pieces? One piece
  - Two
  - Three
  - Four
  - One

# Small Animals





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

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The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.



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# INTRODUCTION TO SMALL ANIMALS

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## Objectives & Goals of the Unit:

- To introduce the 4-H Animal Friends and 4-H Canine Projects to Cloverbud participants
- To have Cloverbuds learn about small, household animals
- To teach Cloverbuds about canine and feline anatomy
- To have Cloverbuds get active with small animal related activities
- For Cloverbuds to learn about various breeds of dogs, cats, birds, cavy, and rabbits

## Background:

Many families in Ontario have a small animal, such as a cat, dog, rabbit or bird in their home. They keep these animals as pets, loving and caring for them throughout their lives. This unit will introduce Cloverbud participants to a number of these animals. Animals included in this unit are the conventional pets (feline and canine), and a few more unconventional pets, such as animals from the cavy and rodent families. Cloverbuds will learn some the anatomy of the cat and dog, play house animal related games and make crafts. This unit has a variety of indoor and outdoor activities which allow Cloverbuds to explore our favourite, furry members of the family.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Do you have any pets? How many? What kind?
- Name an animal that people have as pets.
- What breed of dog do you like? Why?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

---

## GETTING STARTED

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### Animal Types

**Time:** 10-15 minutes

**Materials Needed:**

- Animal Types worksheet (found in the Resource section at the end of this unit)
- Writing utensil

This activity will help participants learn about a few common pets. They will learn the names of breeds and what species they belong to.

This activity is a matching game, where participants will be given the name of the breed and will have to select the proper species which it falls under. For example, the breed 'Golden retriever' would fall under the species 'canine' or 'dog'. This activity can be done as a large group, pairs or individually by Cloverbuds. If working as pairs or individually, the worksheet can be found at the end of this unit. The chart and word bank are also found below.

Breed :	Species:
Mastiff	
Bengal	
Sheltie	
Terrier	
Beagle	
African Grey	
Teddy	
Parakeet	
Manx	
Sphynx	
Spaniel	
Holland Lop	
Collie	
Parrot	
Lionhead	
Burmese	
Black Lory	
Shih Tzu	

### Word Bank:

Canine (Dog), Feline (Cat), Cavy (Guinea Pig), Bird, Rabbit

### Answer Key:

Canine (Dog) - Mastiff, Terrier, Beagle, Spaniel, Collie, Shih Tzu

Feline (Cat) - Bengal, Manx, Sphynx, Burmese

Cavy (Guinea Pig) - Sheltie, Teddy

Bird - African Grey, Parakeet, Parrot, Black Lory

Rabbit - Holland Lop, Lionhead

## Colour by Number

**Time:** 10-15 minutes

### **Materials Needed:**

- Color by Number worksheets – 2 – one for cat and one for dog (found in the Resource section at the end of this unit)
- Colouring utensils (crayons/pencil crayons/markers)

Have participants use the colour by number sheets to create their very own pet pictures. They can colour

one or both pictures for even more fun. Participants can follow along with the numbers/shapes for the standard image or they can get creative and alter a few colours.

## Feed the Animals

**Time:** 15-20 minutes

**Materials Needed:**

- Large piece of cardboard
- Markers
- Scissors
- Bean bags (a sock with a tennis ball in it will also work)

Discuss what animals need to be cared for properly:

- *Proper food (nutrition)*
- *Clean supply of fresh water*
- *A safe place to live*
- *Proper veterinary care*
- *Affection*

Draw an animal face on the cardboard. Cut out a hole for the mouth.

Have participants throw bean bags in the hole to “feed” the animal.

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## LET'S EXPLORE

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### Animal Escape

**Time:** 15-20 minutes

**Materials Needed:**

- None

This game begins by having one participant selected as the ‘animal catcher’ to start. The remaining participants will be numbered off into a few small groups. It is recommended that there are at least 3 participants per group to begin. Each group is given a name, which will be a small animal. They can be standard every round, or they can be switched each round. Some ideas include Rabbit, Dog, Cat, Lizard, Snake, Mouse and Rat.

The game area should be rectangular, with clear start and end lines (boundaries). Once this is done, the game can begin! Have the animal catcher stand in the centre of the game area, facing the ‘animals’ who are standing at the edge of the area. Whenever the animal catcher is ready, he or she will say “Oh no, the \_\_\_\_\_ are escaping” with the name of one of the animal groups. Once this happens, the ‘animals’ will try and run to the other side of the game area (without being tagged by the animal catcher.) If the ‘animals’ are caught (tagged) then they have to sit down in that spot for the remainder of the game and their goal is to try and catch other ‘animals’ when they run by. The tagged participants cannot move from the spot they were tagged and their bottom cannot be lifted off the ground!



The round is over when the animal catcher has tagged all participants and the last participant remaining then becomes the animal catcher. Repeat as many times as you like!

For added difficulty, have tagged animals stand still on the spot, pivot on the spot, or join in and help the animal catcher by running after the remaining participants.

## The Great Cat Craft

**Time:** 10-15 minutes

**Materials Needed:**

- Paper plate
- Black paint
- Scraps of Black, pink and green paper
- Black wool/ chenille stems/pipe cleaners
- Elastic
- Glue stick

Begin this activity by painting the back of the paper plate black. Allow the paint to dry, and then carefully cut out two eye holes.

Cut 3 short pieces of black wool and glue them to the centre of the mask to be whiskers. You can also use the chenille stems/pipe cleaners for whiskers.

After, use the scraps of paper to make the eyes, nose and ears. Pink works best for ears and tongue and the green can be for the eyes.

Lastly, punch a small hole on either side of the mask and put the elastic through and tie a small knot in the front of each hole. Now you have your very own cat mask!

To extend this activity 5-10 minutes, have Cloverbuds challenge each other to do the best cat impression! They can put on their masks and meow away. The leader(s) will be the judge of who did the purrfect cat impression!

## Canine Anatomy

**Time:** 10-15 minutes

**Materials Needed:**

- Canine Anatomy Images (one is labeled and one is not) (found in the Resource section at the end of this unit)
- Pencil

This activity will help participants familiarize themselves with the canine anatomy. Begin by hosting a group discussion on the parts of the dog, and have someone keep track of all of the parts that participants can name. Then have participants try to use those parts to fill in the blank canine anatomy sheet. Once they have as many as possible, pass around the filled in canine anatomy sheet and have participants try to identify the same parts on the blank sheet.

Alternatively, this activity can be done in small pairs with participants each getting both copies and trying to fill in the blank sheet from the filled in sheet.

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## LOOKING WITHIN

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### The Cat and the Rat

**Time:** 10-20 minutes

**Materials Needed:**

- Parachute/Large sheet (optional)

This game can be played in two different ways. Both ways begin by having one participant selected as the Cat and one as the Rat. They also both begin by having the remaining participants standing in a circle, side-by-side.

The first way to play this activity is to have the Rat on their knees in the centre of the circle. The remaining participants will then all hold the sheet and lower it until it is just above the head of the 'rat'. They will then shake the parachute/bed sheet up and down to try and disguise the 'rat's location. After 5-10 seconds have passed, the 'cat' will follow under the parachute/sheet and attempt to capture the 'rat'.

The second way the game can be played is with the cat on the inside of the circle, and the rat on the outside of the circle. Participants will stand holding hands. The 'cat' will attempt to exit the circle and capture the 'rat'. The 'cat' and 'rat' will both be able to enter and exit the circle at any point, and run the perimeter of the circle. The round is completed when the 'cat' tags the 'rat', at which point the 'rat' becomes the 'cat' and the previous cat joins the circle. Then, a new participant can then be selected to be the 'rat'. The difficulty of the capture is entirely up to the circle. They can help the 'rat' and block the 'cat'; they can block the 'rat' and help the 'cat', or any combination.

### Dot to Dot

**Time:** 5-10 minutes

**Materials Needed:**

- Dot to Dot worksheet (found in the Resource section at the end of this unit)
- Writing utensil

Have participants complete the Dot to Dot worksheet attached. They can colour and design the image for added fun.

## Animal Obstacle Course

**Time:** 10-15 minutes

**Materials Needed:**

- Various objects for participants to have move around

Divide participants into two teams. Assign a small animal to each participant.

- Cat
- Dog
- Rabbit
- Frog
- Guinea pig
- Snake
- Hamster
- Bird
- Use your imagination!

Have participants line up at a starting line. When the leader says “go”, the first player on each team must make their way through the obstacle course moving like the animal that they were assigned (e.g. rabbits must hop through the course, cats and dogs can run through the course, birds need to flap their wings, etc.). Once the first player has made it to the end of the obstacle course, the next player can start. Play continues until each team has had all players complete the course.

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## WRAPPING THINGS UP

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### Feline Anatomy

**Time:** 10-15 minutes

**Materials Needed:**

- Feline anatomy chart (found in the Resource section at the end of this unit)

Print a feline anatomy chart for each participant and host a discussion on the different parts. Talk about what each part does, if humans have that part, what other animals have that part, etc. End the discussion with a comparison between the Canine and Feline anatomy charts.

### Learn to Draw

**Time:** 10-20 minutes

**Materials Needed:**

- Learn to Draw printables (found in the Resource section at the end of this unit)
- Drawing utensils

This activity is a simple way for participants to learn to draw their favourite household pets. They can choose to draw a dog, cat, rabbit or any combination! Participants can follow the outlines until they create their very own furry friend. They should continue to draw and practice until they can do so without looking at the outline.

## 15 Minute Human Puppy Chow

**NOTE:** this recipe contains peanut butter. If there is an allergy in the group, peanut butter could be substituted with soy butter, found in many grocery stores.

**Time:** 15-20 minutes

**Materials Needed:**

- 2250mL (9 cups) crunchy rice cereal
- 250mL (1 cup) semi-sweet chocolate chips
- 125mL (½ cup) smooth peanut butter
- 60mL (¼ cup) butter or margarine
- 5mL (1 tsp.) vanilla
- 375mL (1 ½ cups) powdered sugar (icing sugar)
- Large bowl
- Microwave-safe bowl
- Mixing spoon
- Spatula
- Dry measures
- Re-sealable bag(s)
- Wax paper



*Photo credit:*

<http://iowagirleats.com/2012/11/29/15-minute-puppy-chow/>

Pour cereal into a very large bowl and set aside.

Combine chocolate chips, peanut butter and vanilla in a large microwave-safe bowl. Microwave for 30 seconds, then stir. Keep microwaving and stirring in 20 second increments until mixture is smooth. Drizzle over cereal, then stir with a spatula until cereal is completely coated.

Place powdered sugar in a very large re-sealable bag (may need to do a couple of batches). Add cereal. Close bag tightly and gently shake for 1 minute or until cereal is completely coated. Lay Puppy Chow out onto wax paper to cool. Store in an airtight container.

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## ADJOURNMENT

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### Additional Activities

- Have a visit from a service animal and their owner.
- Visit a local breeder or have them have them as a guest.
- Visit a local veterinary clinic.
- Visit a local animal shelter.
- Watch the pet show at a local fair.
- Take a trip to the zoo!

### References

- Caninest [www.caninest.com](http://www.caninest.com)
- Iowa Girl Eats <http://iowagirleats.com>
- Keeping Kids Busy [www.activityvillage.co.uk](http://www.activityvillage.co.uk)
- [www.educatall.com](http://www.educatall.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.fallhammerrotts.com](http://www.fallhammerrotts.com)

## Animal Types

For the following breeds, choose what species of animal it is. Your choices are:

- *Canine (Dog)*
- *Feline (Cat)*
- *Cavy (Guinea Pig)*
- *Bird*
- *Rabbit*

Breed	Species
Mastiff	
Bengal	
Sheltie	
Terrier	
Beagle	
African Grey	
Teddy	
Parakeet	
Manx	
Sphynx	
Spaniel	
Holland Lop	
Collie	
Parrot	
Lionhead	
Burmese	
Black Lory	
Shih Tzu	
Flemish Giant	

## Animal Types - Answer Key

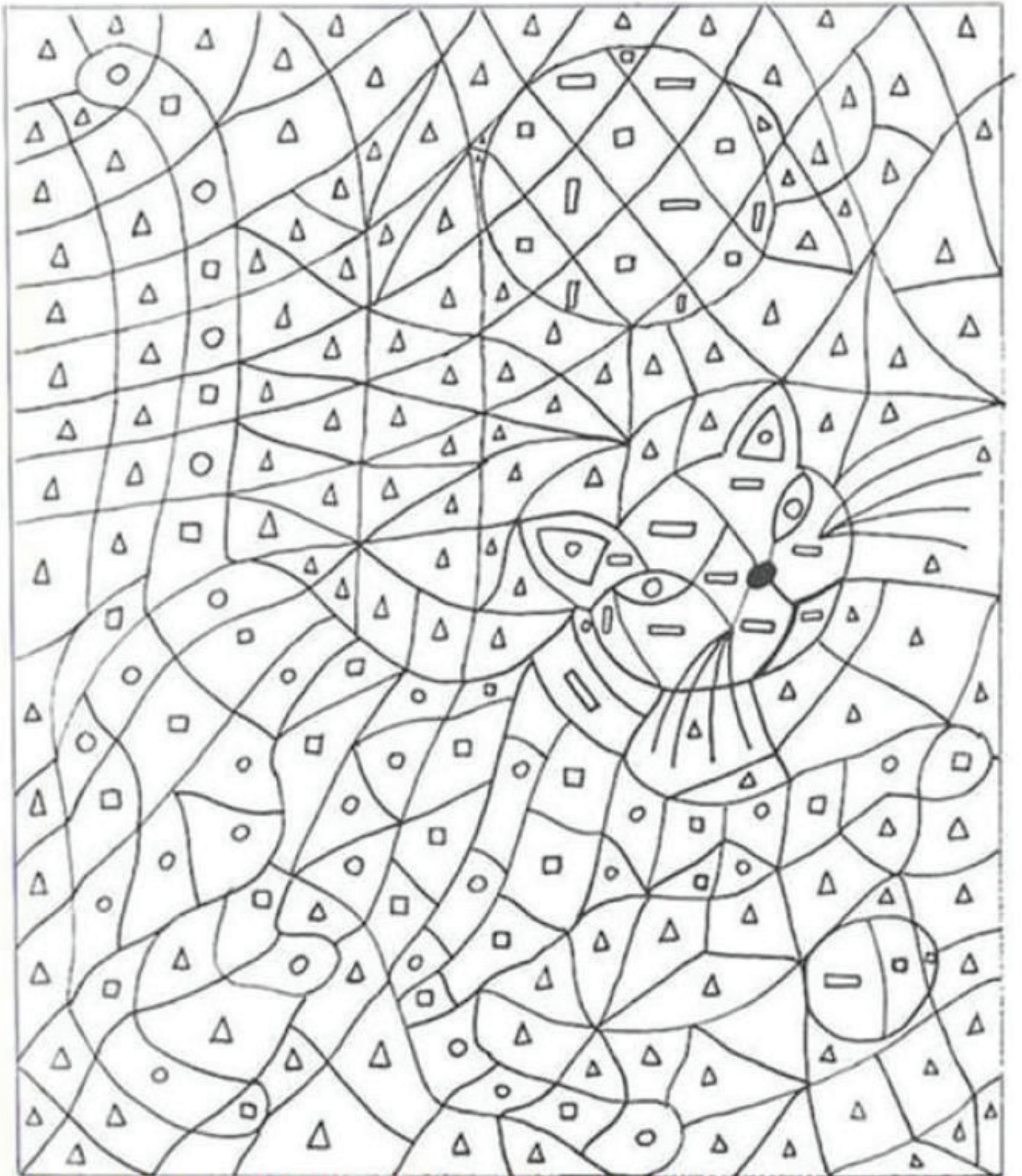
For the following breeds, choose what species of animal it is. Your choices are:

- *Canine (Dog)*
- *Feline (Cat)*
- *Cavy (Guinea Pig)*
- *Bird*
- *Rabbit*

<b>Breed</b>	<b>Species</b>
Mastiff	<i>Canine (Dog)</i>
Bengal	<i>Feline (Cat)</i>
Sheltie	<i>Canine (Dog)</i>
Terrier	<i>Canine (Dog)</i>
Beagle	<i>Canine (Dog)</i>
African Grey	<i>Bird</i>
Teddy	<i>Cavy (Guinea Pig)</i>
Parakeet	<i>Bird</i>
Manx	<i>Feline (Cat)</i>
Sphynx	<i>Feline (Cat)</i>
Spaniel	<i>Canine (Dog)</i>
Holland Lop	<i>Rabbit</i>
Collie	<i>Canine (Dog)</i>
Parrot	<i>Bird</i>
Lionhead	<i>Rabbit</i>
Burmese	<i>Feline (Cat)</i>
Black Lory	<i>Bird</i>
Shih Tzu	<i>Canine (Dog)</i>
Flemish Giant	<i>Rabbit</i>



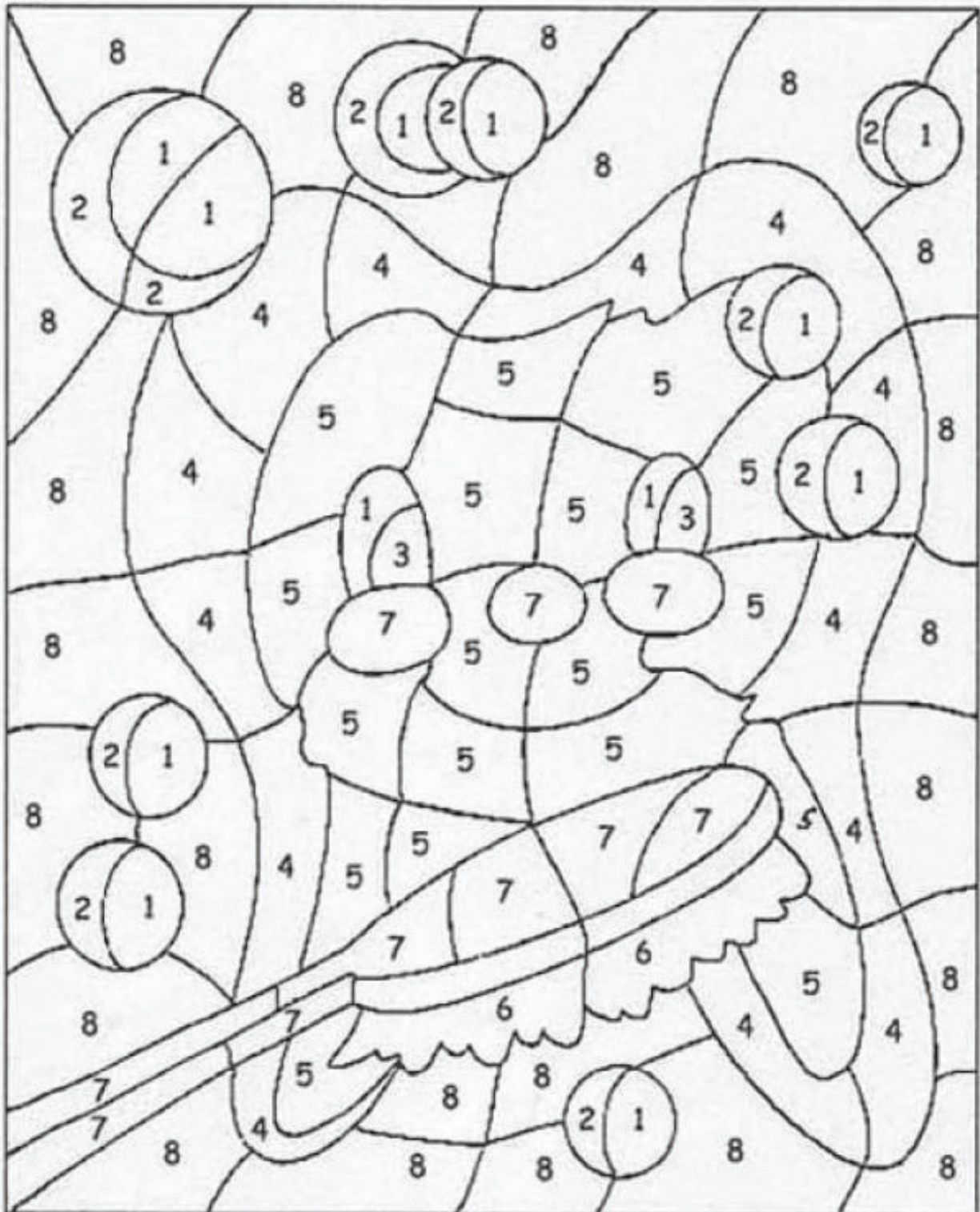
## Colour By Number



Circle : Yellow    Squarred : Red    Triangle : Blue    Rectangle : Green



# Colour By Number

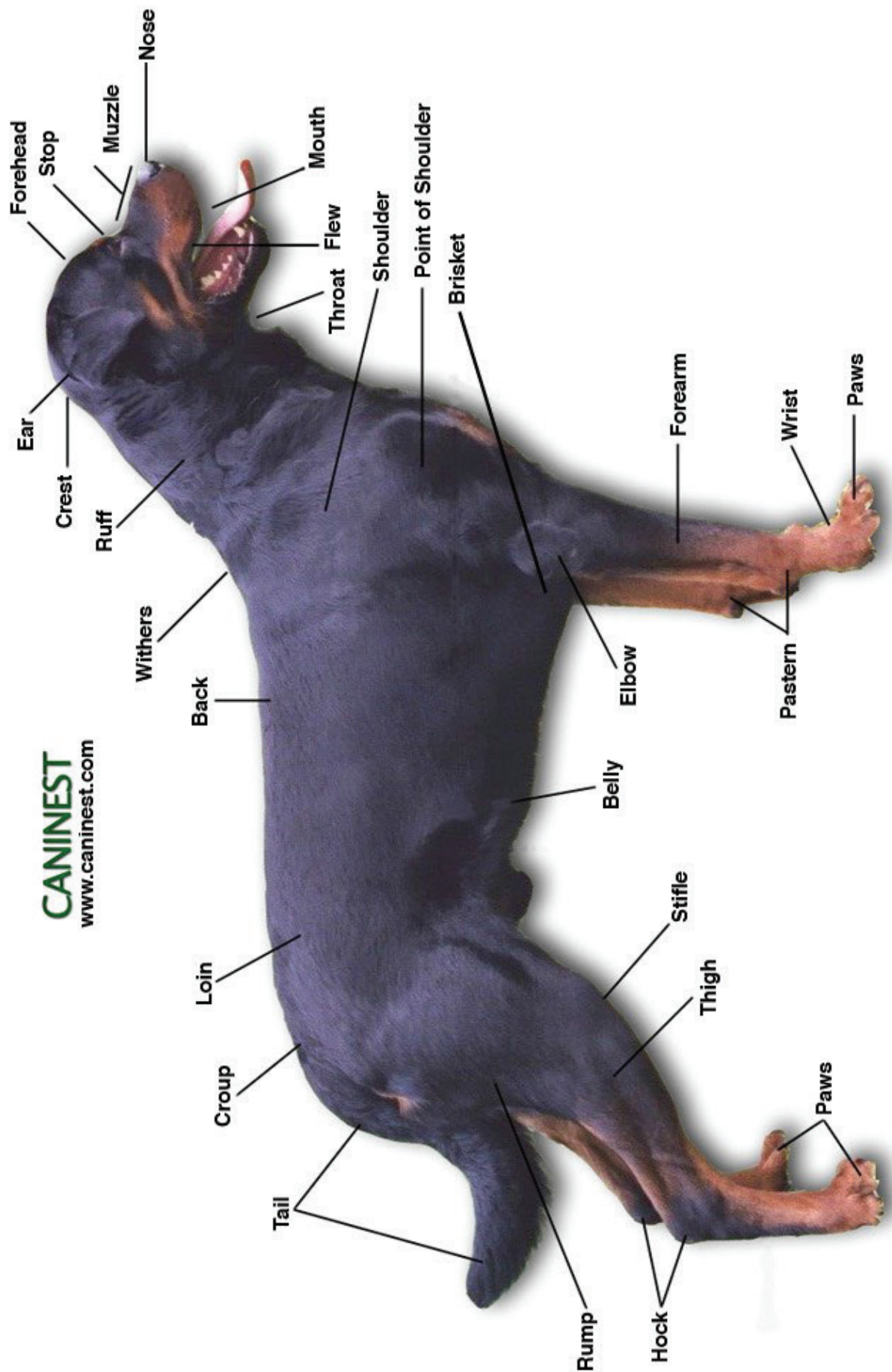


1 Green    2 Black    3 Yellow    4 Grey    5 White    6 Red    7 Brown    8 Pink

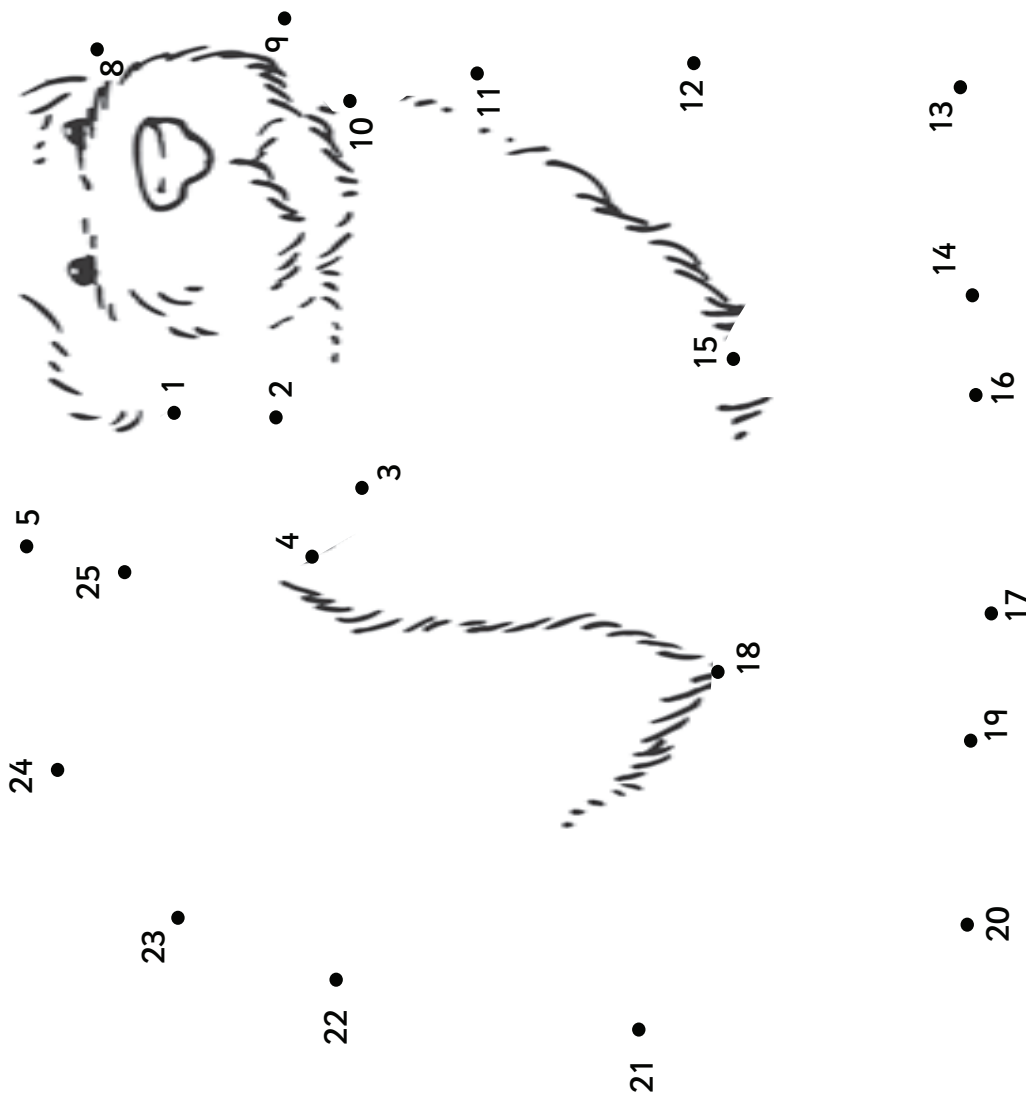


**CANINEST**  
www.caninest.com

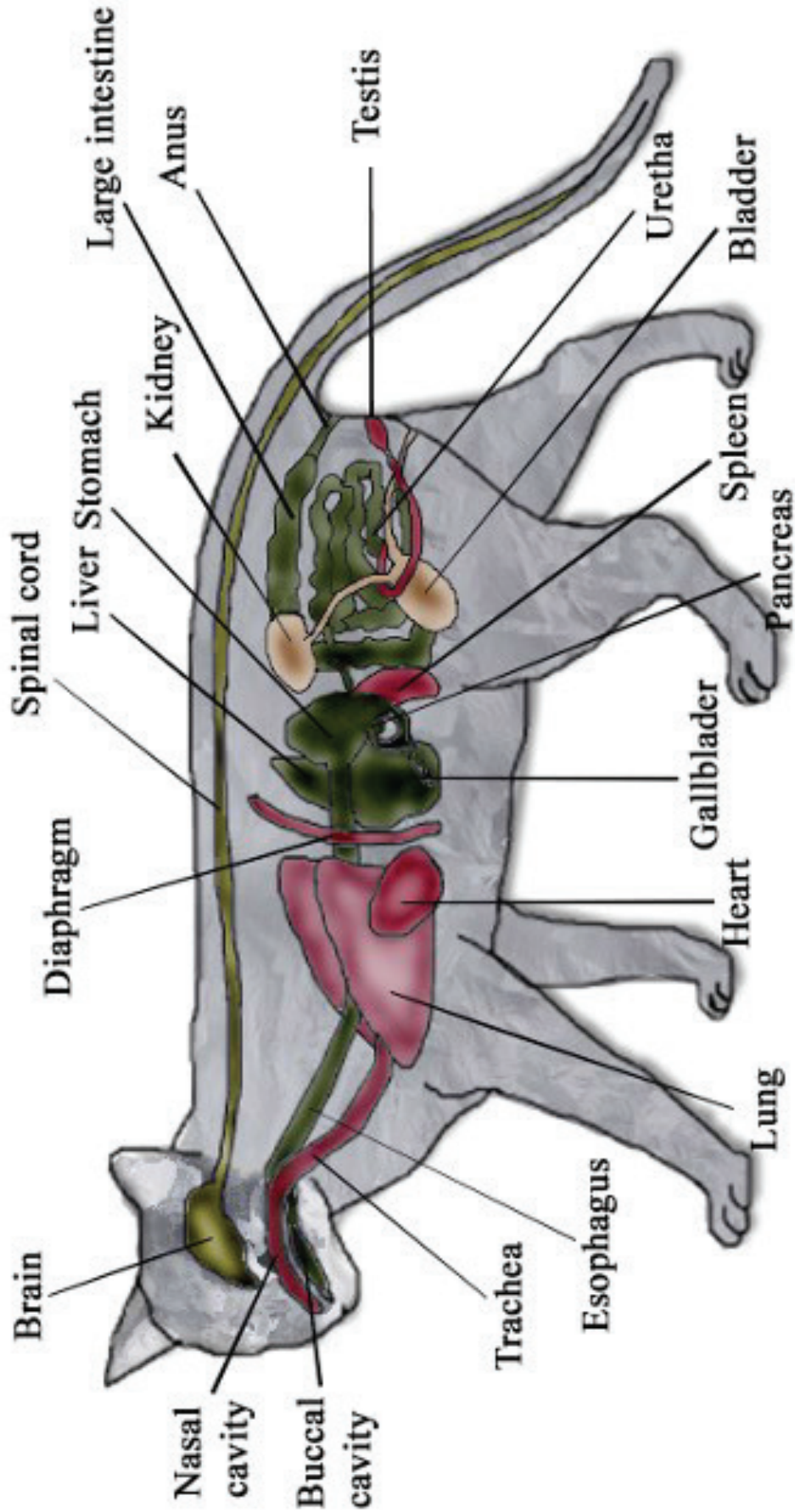




# Dot to Dot

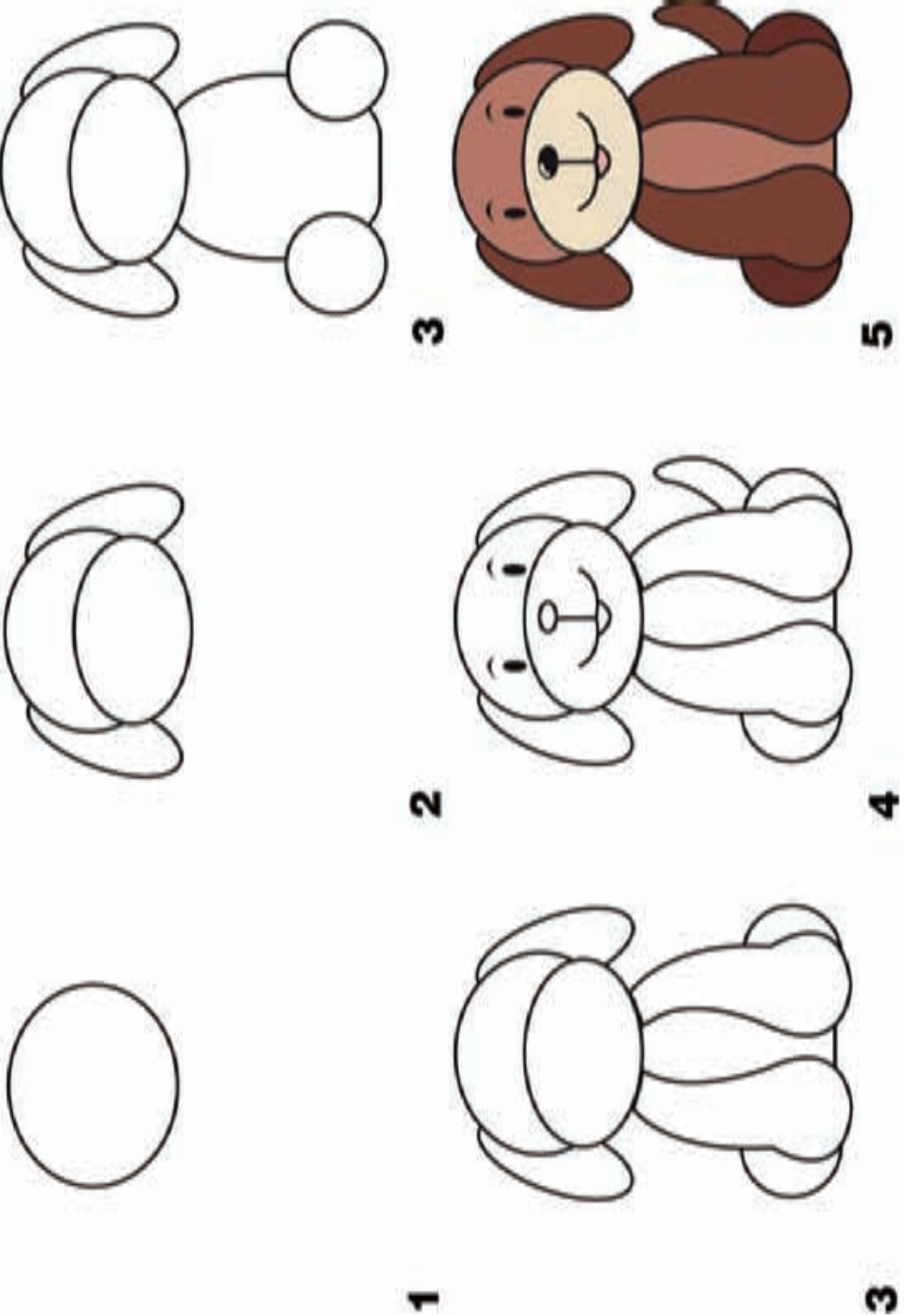


# GENERAL ANATOMY OF A CAT



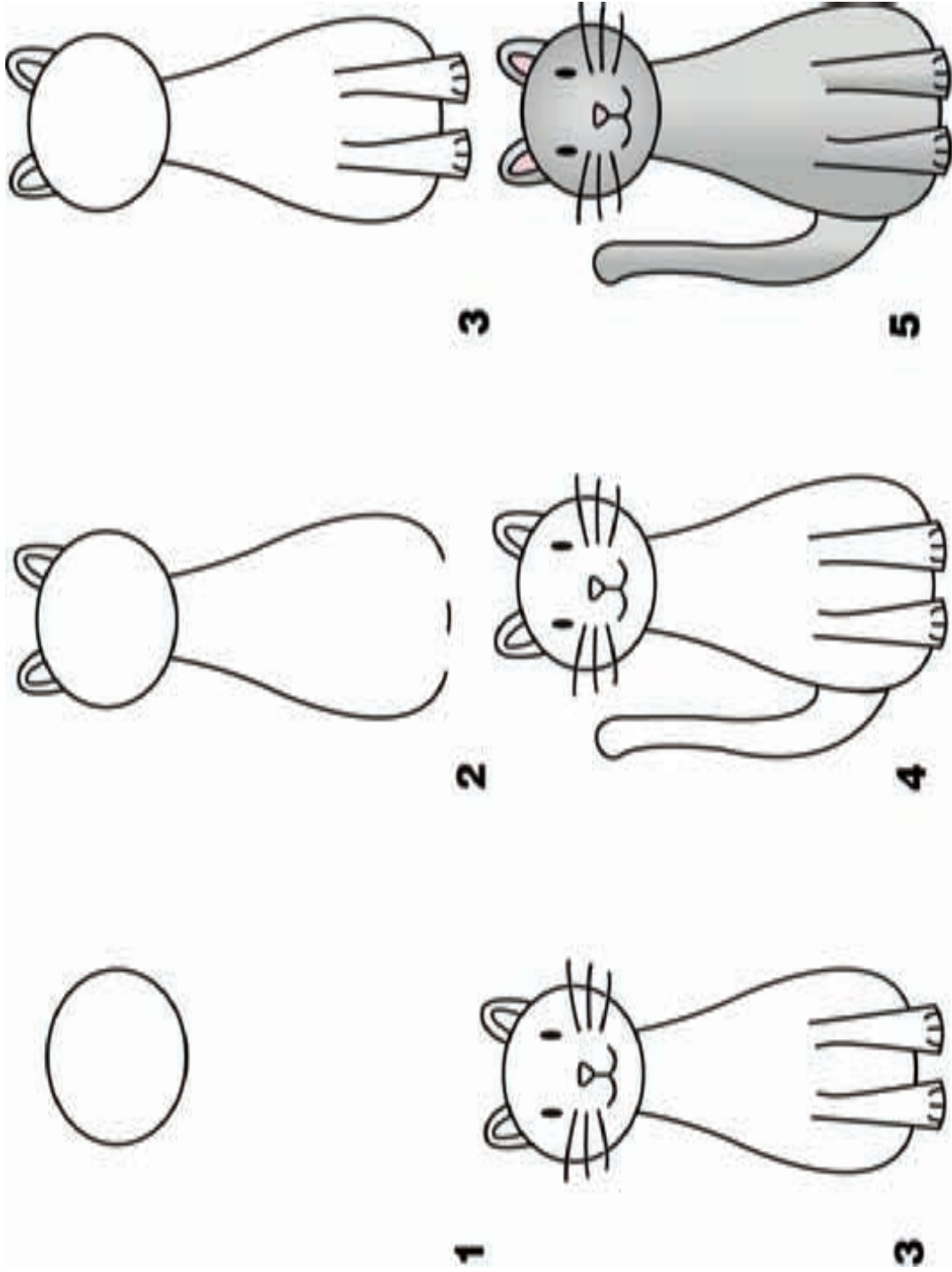


# Learn to Draw a Dog



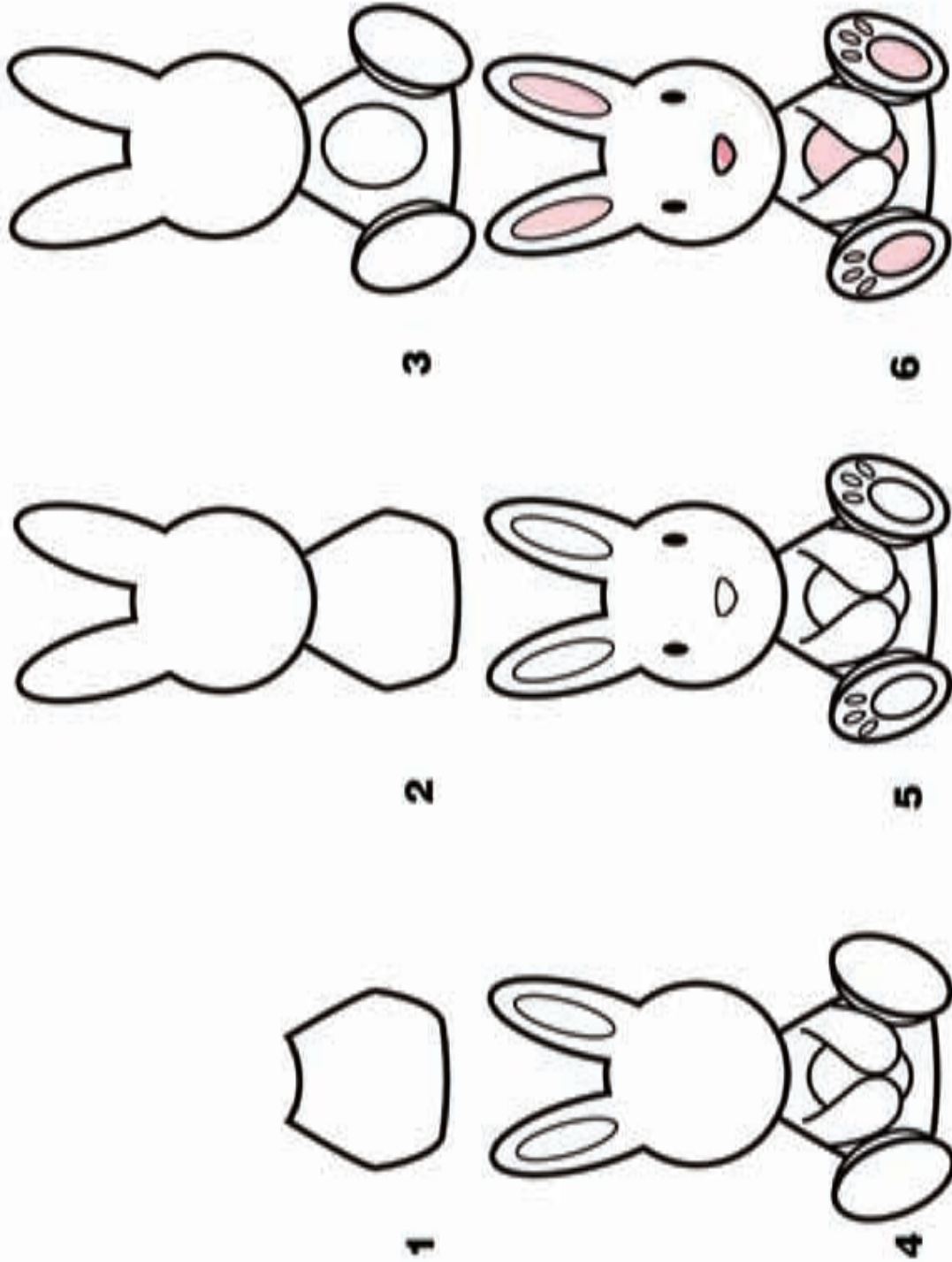
Learn to draw with [www.ActivityVillage.co.uk](http://www.ActivityVillage.co.uk) - Keeping Kids Busy

# Learn to Draw a Cat



Learn to draw with [www.ActivityVillage.co.uk](http://www.ActivityVillage.co.uk) - Keeping Kids Busy

# Learn to Draw a Rabbit



Learn to draw with [www.ActivityVillage.co.uk](http://www.ActivityVillage.co.uk) - Keeping Kids Busy

# Veggies and Fruit





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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# INTRODUCTION TO VEGGIES & FRUIT

## Objectives & Goals of the Unit:

- To have Cloverbuds participants discover new vegetables and fruits
- To teach Cloverbuds about vegetable and fruit portioning and consumption
- To discover new ways to use vegetables and fruits
- To learn how to cook with vegetables and fruits
- To explore the various 4-H Vegetables and Fruits projects

## Background:

Vegetables and fruit play an integral role in our daily nutrition. Cloverbuds will learn about all aspects of vegetables and fruit from growing plants to the nutritional benefits to enjoying vegetables and fruit in a variety of ways in this fun and interactive unit.

## 4-H PLEDGE & ROLL CALLS:

### Suggested Roll Calls:

- Name your favourite fruit.
- Name your favourite vegetable.
- Name a fruit or vegetable you do not like but your parents make you eat.
- Name a vegetable or fruit that starts with the same letter as your first or middle name.

Time Frame: Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### We Like Vegetables & We Like Fruit

**Time:** 15-20 minutes

**Materials Needed:**

- none

#### We Like Vegetables

*(sung to the tune of "Are You Sleeping?")*

*Do you like veggies? Do you like veggies?*

*Yes, we do ! Yes, we do !*

*Tomato and spinach*

*Potato and carrot.*

*Yum, yum, yum, yum*

*Yum, yum, yum, yum*



After participants learn the tune, substitute different vegetables and fruits into the song i.e. broccoli, cauliflower, peppers, cucumbers, cherries, bananas, apples, pears, etc.

## Fruit and Veggie Sudoku

**Time:** 15-25 minutes

**Materials Needed:**

- Sudoku sheets (found in the Resource section at the end of this unit)
- Pencil
- Eraser

**Game 1- Vegetables:**

1. Cucumber
2. Carrot
3. Lettuce
4. Beet

**Game 2- Fruits:**

1. Peach
2. Apple
3. Berry
4. Grape

**Game 3- Both 6x6:**

1. Melon
2. Plum
3. Pear
4. Tomato
5. Pumpkin
6. Squash

**Game 4- Fruits and Veg 9x9:**

1. Spinach
2. Mushroom
3. Mango
4. Nectarine
5. Onion
6. Peas
7. Pineapple
8. Radish
9. Fig

Include the master list when doing Sudoku. X is where to start. Copy to bigger sheets for younger participants because spaces are quite small to write in. Difficulty increases with bigger puzzles.

The idea with a Sudoku puzzle is that each answer can only appear in a line once. Leaders may have to work through the first puzzle so that participants can see how the puzzle is to be completed.

## Real Mr. Potato Head

Photo credit: <http://www.kiwicrate.com/projects/Real-Mr.-Potato-Head/364>



**Time:** 15-20 minutes

**Materials Needed:**

- Toothpicks
- Large potato
- Vegetables and fruit (whatever you have on hand)

This is a chance for participants to play with their food!

To start, have leaders break toothpicks in half and place them in the potato to hold veggie face features.

To make facial features, any vegetables and fruit can work (and mushrooms work great for ears!). Cut items up into facial features. Then, start dressing up Mr. (or Mrs.) Potato Head. Encourage participants to be as creative as possible!

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## LET'S EXPLORE

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### Above and Below Veggie Garden

Photo credit: Kid Activities

<http://www.kidactivities.net/post/Farm-and-Harvest-Theme.aspx>



**Time:** 15-20 minutes

**Materials Needed:**

- Root vegetables
- Large piece of plain paper
- Pencil crayons/crayons

Have several root vegetables available as examples. Discuss the texture and colours of the vegetables.

Ask participants to pretend that they have a magical camera. The camera is very thin and you can slide it into the ground. The camera can take a picture and you can see what is going on below the surface.

Draw a horizon line on the plain piece of paper and have participants draw the vegetables as they think they would appear underground.

Have participants do a rubbing on a cement wall with brown crayon on the bottom half to show dirt.

## Plants Need Water To Grow

**Time:** 15-20 minutes plus 30 minutes standing time

**Materials Needed:**

- Celery stalks with leaves attached
- Plastic glasses
- Water
- Food colouring

Fill glasses half full of water and add a different colour of food colouring to each glass. Ask participants to predict what they think will happen to the celery stalks when they are placed in the water.

Place celery stalks into the coloured water and set it aside for at least 30 minutes.

Have participants observe the colour of the vascular bundles (groups of cells responsible for water transport) in the celery. The coloured water will have moved up through the vascular bundles in the stalk and will also appear in the veins on the leaves. Show participants how to break their celery stalks to better observe the coloured stringy parts.

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## LOOKING WITHIN

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### Colour the Fruits and Vegetables

**Time:** 10-15 minutes

**Materials Needed:**

- Colour the Fruits and Vegetables worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons

Have participants work individually, in pairs or as a group to correctly colour the fruits and vegetables on the worksheet.

### Fruit & Veggie Taste Test

**Time:** 15-20 minutes

**Materials Needed:**

- At least 5 types of fruit
- At least 5 types of vegetables
- Bowls
- Blindfolds
- Papertowels
- Canada's Food Guide (found in the Resource section at the end of this unit)

Chop fruits and vegetables up into bite size pieces and place in bowls. Blindfold participants and have them all taste fruit #1. Ask them to guess what they just ate. Go through all 5 fruits and then have participants remove their blindfolds and look at the fruit they just ate.

Repeat this activity using the 5 prepared vegetables.

Using Canada's Food Guide, review how many servings of vegetables and fruits youth ages 6 to 8 years old should eat in a day and how many bite size pieces they need to eat to count as one serving.

## Crayon Drip Art

Photo credits:

<http://www.theswelldesigner.com/2012/08/crayon-drip-art-pumpkin-tutorial.html>



**Time:** 30-40 minutes

**Materials Needed:**

- Large white pumpkin
- Fast Grab Tacky Glue
- 16 to 20 crayons
- Hair dryer
- Surface cover (garbage bags, plastic table cloth, etc.)



Before you start this activity, remove all of the labels from the crayons. Break the crayons in half.

Cover the work surface area with garbage bags to protect the area. Or, if possible, it is best to do this activity outside.



Glue the crayons in place with the tacky glue. Since the surface is contour, the crayons won't stay in place without some glue.



Place the crayons around the pumpkin. You can choose to glue all of the crayons on at once and then heat the crayons or heat after each crayon.



Apply heat on high using a hair dryer. Be careful as the wax from the crayons melts fast and may splatter outwards. It takes about 30 seconds to one minute for each of the crayons to melt and drip.

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## WRAPPING THINGS UP

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### Vegetable Pizza Snack

**Time:** 25-30 minutes plus chilling time

**Materials Needed:**

- 1 tube of crescent dinner rolls (12oz.)
- 1 package (8 oz.) low fat cream cheese, softened
- 250mL (1 cup) low fat sour cream
- 1 package dry Ranch dressing mix
- Finely chopped fresh vegetables (e.g. cucumbers, green peppers, green onions)
- 250mL (1 cup) finely grated cheddar cheese
- 23cm x 33cm (9" x 13") pan
- Medium bowl
- Mixing spoon
- Spatula
- Knives
- Cheese grater
- Pizza cutter

Preheat oven to 180°C (350°C).

In a lightly greased 23cm x 33cm (9" x 13") pan, or on a 33cm (13") circular pizza stone, arrange the crescent roll dough in a single layer. Pinch the edges of the dough together. Bake for 12 minutes or until it becomes a golden brown crust. Remove the crust from the oven and allow it to cool.

In a medium bowl, mix together the cream cheese, sour cream and dressing mix. Evenly spread the cream cheese mixture on the crust. Sprinkle veggies on top of the cream cheese spread. Sprinkle the cheddar cheese on top of the veggies. Refrigerate for 30 minutes to allow the spread to thicken.

Cut the chilled pizza into wedges or squares with a pizza cutter.

## No Bake Fruit Pizza

*Photo credit:*

<http://www.twohealthykitchens.com/2013/08/15/no-bake-fruit-pizzas/>



**Time:** 15 to 20 minutes

**Materials Needed:**

- Plate or pizza pan
- Spatula
- Knives

**Crust – choice of:**

- Whole grain tortilla
- Whole-wheat pita
- Whole-wheat flat bread

**Sauce – choice of:**

- Natural peanut butter or other nut butter
- 100% fruit jelly or jam
- Reduced-fat cream cheese
- Non-fat Greek yogurt
- Vanilla yogurt fruit dip

**Toppings – choice of:**

- Fresh fruit such as: apples, bananas, kiwi, berries
- Dried fruit such as: raisins, chopped dates, pineapple, cranberries, cherries
- Coconut
- Sliced or slivered almonds
- Granola
- Mini chocolate chips
- Cinnamon

Start by placing the crust on a plate or pizza pan. Spread the crust with one or more types of sauce. Add the desired toppings and cut into wedges. Enjoy!

Refrigerate any leftovers.



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## ADJOURNMENT

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### Additional Activities

- Visit a greenhouse to see vegetable and fruit plants.
- Visit a garden belonging to a 4-H volunteer or member or visit a community garden.
- Have a vegetable or fruit farmer as a guest speaker.
- Invite a chef as a guest speaker.

### References

- British Columbia Agriculture in the Classroom Foundation
- Keeping Kids Busy <http://www.activityvillage.co.uk/sudoku-9x9-puzzle-1>
- Kiwi Crate [www.kiwicrate.com](http://www.kiwicrate.com)
- The Educator's Spin On It [www.theeducatorsspinonit.com](http://www.theeducatorsspinonit.com)
- The Swell Designer [www.theswelldesigner.com](http://www.theswelldesigner.com)
- Twisty Noodle [www.theswelldesigner.com](http://www.theswelldesigner.com)
- Two Healthy Kitchens [www.twohealthykitchens.com](http://www.twohealthykitchens.com)
- [www.vectorstock.com](http://www.vectorstock.com)

# Cloverbuds Sudoku

Vegetable Sudoku 4x4

Lettuce	X	Carrot	
	Cucumber		Beet

Fruit Sudoku 4x4

	X	Berry	
Peach			
			Grape
		Apple	

Fruit and Vegetable Sudoku 6x6

	Melon	Pumpkin			
Plum	X				Pear
	Squash		Melon		
	Tomato		Pear		
Pear					Plum
	Tomato	Pear			

Fruit and Vegetable Sudoku 9x9

Fig	Peas	Radish	Spinach	Pineapple	Nectarine
Mango	X	Nectarine	Mushroom	Peas	Radish
	Onion			Fig	
	Mango	Pineapple		Mango	Mushroom
Radish	Fig	Nectarine	Peas	Nectarine	
	Spinach	Onion		Radish	
	Nectarine			Radish	Pineapple
Peas		Spinach		Mango	
Onion	Radish	Spinach	Pineapple	Mushroom	Fig

## Cloverbuds Sudoku

Vegetable Sudoku 4x4

Lettuce	X Beet	Carrot	Cucumber
Cucumber	Carrot	Beet	Lettuce
Beet	Lettuce	Cucumber	Carrot
Carrot	Cucumber	Lettuce	Beet

Fruit Sudoku 4x4

Apple	X Grape	Berry	Peach
Peach	Berry	Grape	Apple
Berry	Peach	Apple	Grape
Grape	Apple	Peach	Berry

Fruit and Vegetable Sudoku 6x6

Tomato	Pear	Melon	Pumpkin	Plum	Squash
Plum	Pumpkin	Squash	Melon	Tomato	Pear
Pumpkin	Squash	Pear	Plum	Melon	Tomato
Melon	Tomato	Plum	Squash	Pear	Pumpkin
Pear	Melon	Pumpkin	Tomato	Squash	Plum
Squash	Plum	Tomato	Pear	Pumpkin	Melon

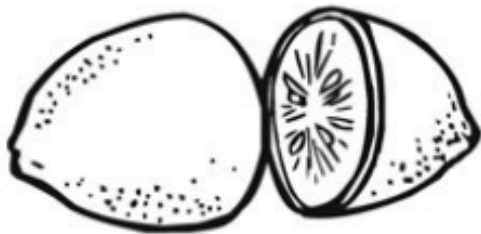
Fruit and Vegetable Sudoku 9x9

Fig	Peas	Mushroom	Radish	Mango	Spinach	Pineapple	Nectarine
Mango	Pineapple	Nectarine	Peas	Fig	Onion	Mushroom	Radish
Spinach	Onion	Radish	Pineapple	Nectarine	Mushroom	Fig	Mango
Nectarine	Mango	Peas	Mushroom	Pineapple	Radish	Spinach	Onion
Radish	Fig	Onion	Nectarine	Spinach	Peas	Mango	Mushroom
Mushroom	Spinach	Pineapple	Mango	Onion	Fig	Nectarine	Peas
Pineapple	Nectarine	Fig	Onion	Mushroom	Mango	Radish	Spinach
Peas	Mushroom	Spinach	Fig	Radish	Nectarine	Onion	Pineapple
Onion	Radish	Mango	Spinach	Peas	Pineapple	Nectarine	Fig

Color the fruits and vegetables.



I see an orange carrot.



I see a yellow lemon.



I see a red strawberry.



I see a green apple.



I see purple grapes.



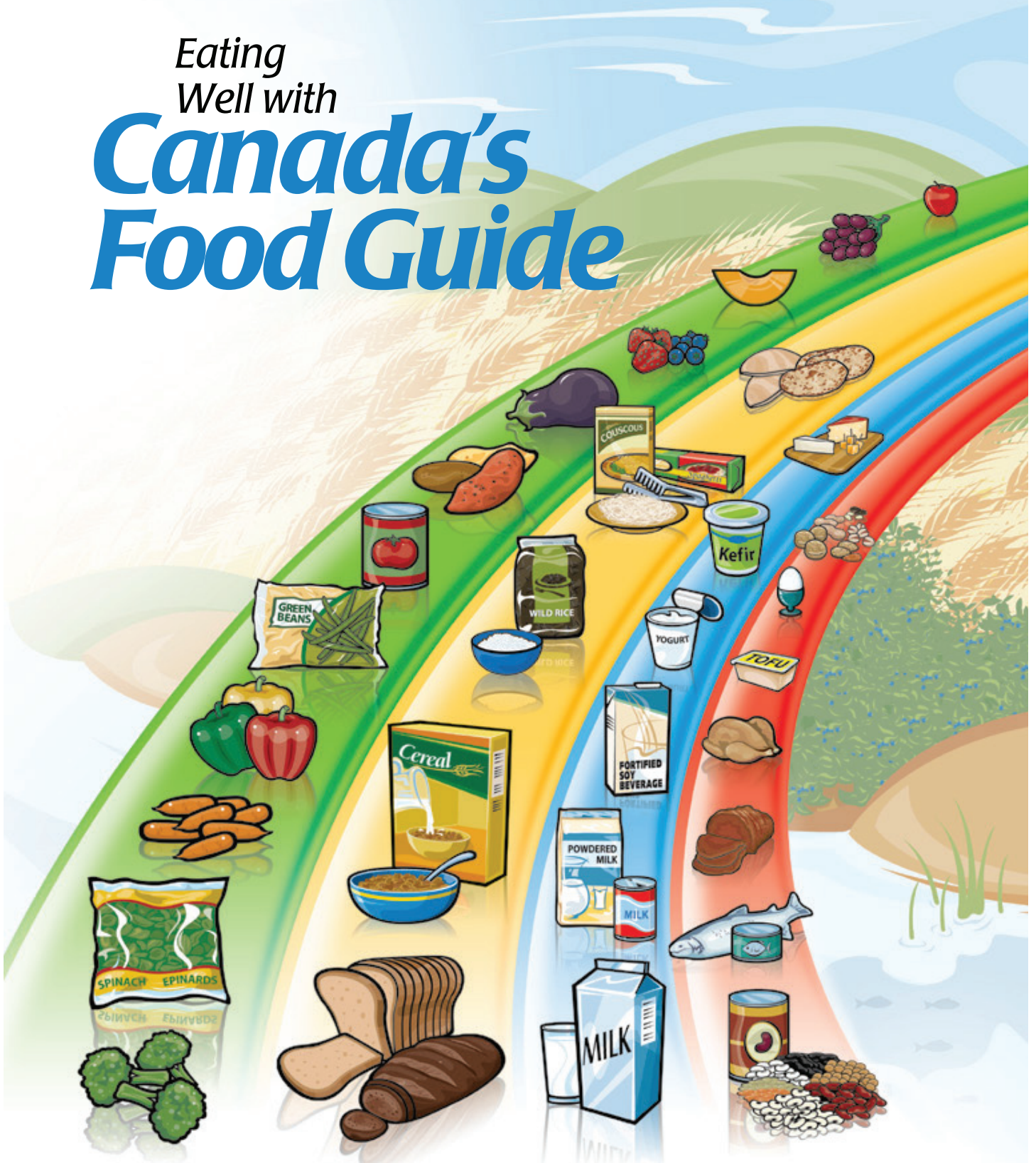
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Santé  
Canada

Your health and  
safety... our priority.

Votre santé et votre  
sécurité... notre priorité.

# Eating Well with Canada's Food Guide





## Recommended Number of Food Guide Servings per Day

Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.




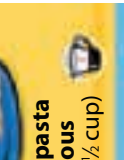


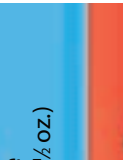






Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



## What is One Food Guide Serving?

Look at the examples below.

			
<b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)	<b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)	<b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)	<b>100% Juice</b> 125 mL (½ cup)
			
<b>Bagel</b> ½ bagel (45 g)	<b>Flat breads</b> ½ pita or ½ tortilla (35 g)	<b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)	<b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)
			
<b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)	<b>Canned milk (evaporated)</b> 125 mL (½ cup)	<b>Fortified soy beverage</b> 250 mL (1 cup)	<b>Yogurt</b> 175 g (¾ cup)
			
<b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)	<b>Cooked legumes</b> 175 mL (¾ cup)	<b>Tofu</b> 150 g or 175 mL (¾ cup)	<b>Peanut or nut butters</b> 30 mL (2 Tbsp)
<b>Cheese</b> 50 g (1 ½ oz.)	<b>Shelled nuts and seeds</b> 60 mL (¼ cup)	<b>Eggs</b> 2 eggs	<b>Shelled nuts and seeds</b> 60 mL (¼ cup)

### Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.

***Make each Food Guide Serving count...  
wherever you are – at home, at school, at work or when eating out!***

▶ **Eat at least one dark green and one orange vegetable each day.**

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

▶ **Have vegetables and fruit more often than juice.**

▶ **Make at least half of your grain products whole grain each day.**

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

▶ **Choose grain products that are lower in fat, sugar or salt.**

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

▶ **Drink skim, 1%, or 2% milk each day.**

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

▶ **Select lower fat milk alternatives.**

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

▶ **Have meat alternatives such as beans, lentils and tofu often.**

▶ **Eat at least two Food Guide Servings of fish each week.\***

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.

## Advice for different ages and stages...

### Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



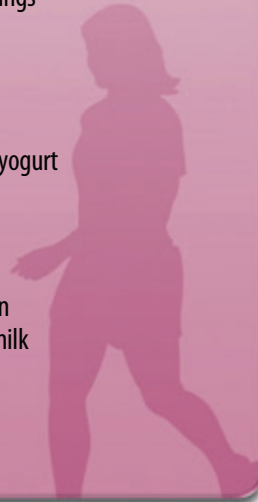
### Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **follic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

#### Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



### Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



## How do I count Food Guide Servings in a meal?



### Here is an example:

#### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 <b>Vegetables and Fruit</b> Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 <b>Meat and Alternatives</b> Food Guide Serving
250 mL (1 cup) brown rice	=	2 <b>Grain Products</b> Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your <b>Oils and Fats</b> intake for the day
250 mL (1 cup) 1% milk	=	1 <b>Milk and Alternatives</b> Food Guide Serving
1 apple	=	1 <b>Vegetables and Fruit</b> Food Guide Serving



## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.



### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*



### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
<b>Calories</b> 0	
<b>Fat</b> 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!



For more information, interactive tools, or additional copies visit *Canada's Food Guide* on-line at: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

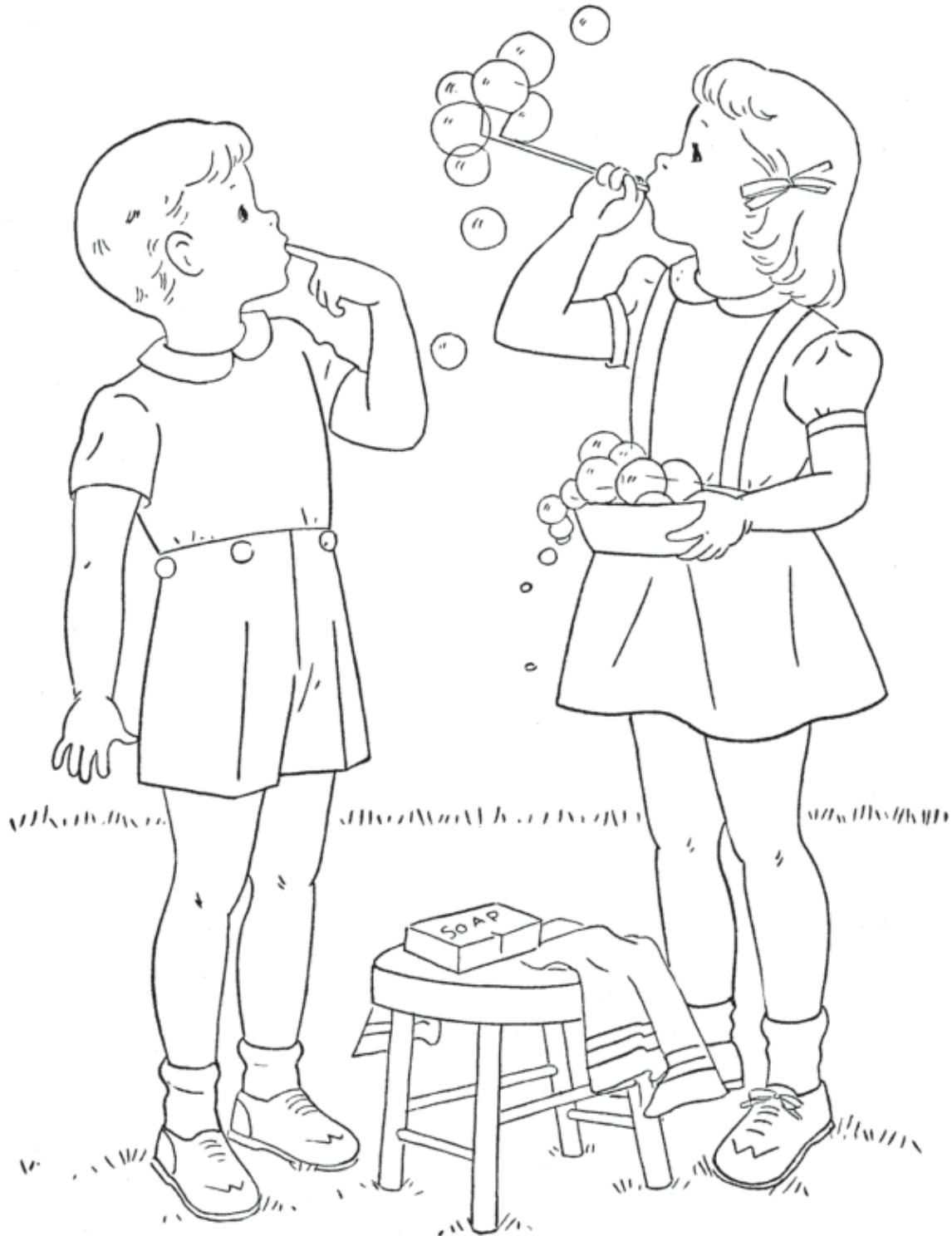
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Également disponible en français sous le titre :  
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

# Water & Bubbles





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

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## Project Resource Information:

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**Written by:** Rylan McCloskey, 4-H Ontario Summer Student

Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

The development, production and distribution of this 4-H Ontario Program resource has been supported by Farm Credit Canada.





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# INTRODUCTION TO WATER & BUBBLES

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## Objectives & Goals of the Unit:

- Have Cloverbud participants learn about staying hydrated
- Experiment with mixing ingredients
- Learn how bubbles are made and how they work
- Get active while playing with Water and Bubbles

## Background:

Water and bubbles are so much fun to play with! They are also extremely versatile and can be used in a large variety of ways. There are many different activities included in this unit, but Cloverbud participants are encouraged to get creative and think about how else they can use water and bubbles to play. It is also important in this unit to stress management of water, both with the planet and our bodies. Some important things to discuss are staying hydrated, drinking only clean water, and how to conserve water because it is a limited resource. Ensure that throughout the activities you are using a small amount of water. Do not leave hoses or taps running when not needed and reuse water whenever possible!

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- What is your favourite water activity?
- Have you ever done a water sport? (Wake boarding, surfing, tubing, skiing, etc)
- Name an ingredient used to make bubbles (Soap, Glycerin, Water, Polymers, etc)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

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### Water Gun Tag

**Time:** 15-20 minutes

**Materials Needed:**

- Water gun
- Water

This activity is simple and fun! Have participants put on their bathing suits (or clothes they do not mind getting wet) before beginning this activity. Then, they can start playing! You only need one water gun (given to the person who's "it"). The goal is just like regular tag, for the person who's "it" to tag (hit with the water) another playing member, who then becomes "it".

The game can have rules added to make it more interesting, such as only hit from 2+ metres (6+ feet) away, etc.

## Water Limbo

**Time:** 15-20 minutes

**Materials Needed:**

- Water hose
- Water

Set up a water hose in a grassy area. Line participants up as in a traditional limbo game.

Have an adult in charge of the water hose, shooting a powerful stream of water for participants to limbo under. Start with the hose high and then lower the stream of water after each round. If a participant gets wet while going under the stream of water, they are out of the game. The winner is the last one left that hasn't got wet!

Don't forget to play music while playing this game!

## Water Targets

**Time:** 15-20 minutes

**Materials Needed:**

- Water guns
- Various targets

This activity can be done in a variety of ways, depending on the availability of targets and water guns. It can be done with participants in pairs, each with a water gun and a set of targets in front of them. The goal can be to be the first to knock over the opposite participants targets (either on a table or on the ground).

It can also be done with each participant having a pylon and a water gun. The goal of the game is to be the last participant with a pylon remaining. They are arranged in a large circle or square, with each participant standing over their pylon. When the leader says go, they can then attempt to knock over other participants' pylons. When a participant's pylon is knocked over, they are then out of the game.

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## LET'S EXPLORE

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### Scented Bubbles

**Time:** 10-15 minutes

**Materials Needed:**

- 500 mL (2 cups) water
- 30mL (2 tbsp.) dish soap
- 30mL (2 tbsp.) scented soap
- Food colouring (optional)

If you are unable to find scented soap, add corn syrup instead

This activity is the simplest of them all! Mix together the ingredients in a large bowl and you will have a bubble solution. Take your bubble wands, or make bubble wands out of an old metal coat hanger, and dip it into the bubble mixture. Have lots of fun with these scented bubbles!

## Sponge Relay

**Time:** 10-15 minutes

**Materials Needed:**

- Sponges
- Big buckets
- Water
- Bathing suits

Start by dividing the group into two teams. Have them line up side by side, with the water buckets at one end and empty buckets at the opposite end. Each team gets their own sponge and two buckets- one full of water and one empty. When the leaders says go, the first person on each team (closest to the full bucket) will grab a sponge full of water and hand it to the next person in line. The first person hands the sponge over their head, and the second player hands the sponge under between their legs, and so on. The goal is to fill the empty bucket up with a certain amount of water (determined by a line on the bucket). Be the first team to fill the bucket by getting as much water as possible into the sponge and keeping it there throughout its journey.

## Get Cool with a Pinaqua

**Time:** 15-20 minutes

**Materials Needed:**

- Extra large garbage bag
- Water
- Rope
- Tree limb or play structure
- Bandana
- Broom

Have participants dress in swimsuits for this activity so they are ready to get wet. Fill the garbage bag with approximately 8L of water and then knot the bag. Tie one end of the rope beneath the knot, toss the free end over a tree branch or structure and then tie it securely.

To play, each participant takes a turn being blindfolded, gently spun a few times and then getting three whacks at the pinaqua with the broom. The winner is the one who manages to break the bag and unleash the tidal wave.

---

## LOOKING WITHIN

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### Fruits and Water

**Time:** 5-10 minutes

**Materials Needed:**

- Drinkable water
- Assorted fruits
- Water flavouring (sparkling water, lemonade, etc)

After participants have been running around having fun with water and bubbles, they are likely thirsty! It is always important to keep hydrated, especially on hot days! This activity will rehydrate participants and allow them to try something new.

Begin by selecting what kind of punch you would like to make, based on the ingredients you have available. It can simply be plain filtered water with added orange slices, it can be berry punch (with strawberries, blackberries, and raspberries), it can be water and lemonade with added lemon slices, etc. Have participants use their creativity! You could make smaller batches, so that participants can all be involved in the creation and try a variety of flavours.

While everyone is enjoying their refreshing beverage, have a discussion on water and hydration! There are some facts included below:

- *Dehydration is the #1 cause of afternoon fatigue*
- *By the time you are thirsty, you are already dehydrated*
- *Hydration keeps your heartbeat lower, for longer*
- *Your skin is the first place you lose water*
- *Mild thirst is often confused with hunger*
- *Dehydration happens faster at higher altitudes*
- *Drinking enough water can improve your mood*

### Freeze!

**Time:** 10-15 minutes plus freezing time

**Materials Needed:**

- Water
- Ice cube tray
- Small toy treasures

Water can come in liquid, gaseous (steam) or frozen forms. Place plastic bugs, toy cars or other small treasures in your ice cube tray, add water and freeze. Then hand a piece of ice to each participant and have him or her melt it in their hands until the prize emerges.

## Paper Bubble Cone

**Time:** 10-15 minutes

**Materials Needed:**

- Paper

A creative alternative to a bubble wand is to use a piece of paper! Make a paper cone by rolling a sheet of 8-1/2-x-11-inch paper (standard letter size). Tape the smaller end so the cone shape holds. Cut the wide end so it has a more circular opening, being sure to leave no points or rough edges.

For this activity you can use your pre made scented bubble solution or another bubble mixture. Stand your cone in a shallow dish of bubble solution, allowing it to soak it up for a few seconds. Lift the cone to your mouth, tilt it up, and blow on the smaller end. Practice using a steady stream of air to make the bubble grow. See who can make the biggest bubble!

## Bubble Art

**Time:** 10-15 minutes

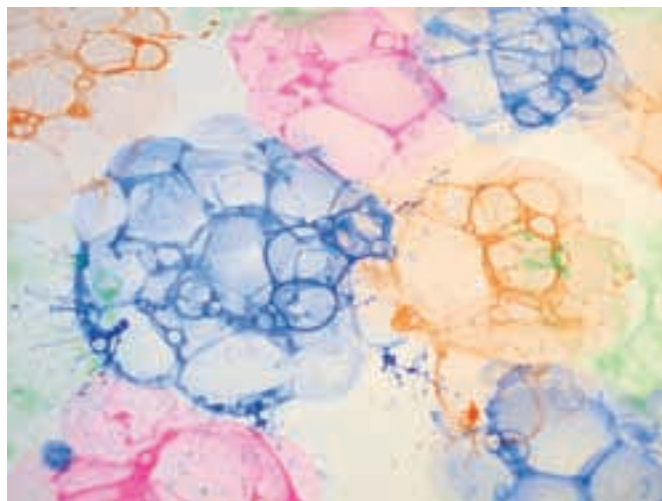
**Materials Needed:**

- 15 to 30mL (1 to 2 tbsp.) tempera paint
- 15mL (1 tbsp.) dishwashing liquid
- Light-coloured construction paper
- Drinking straws
- Metal pie tin
- 125mL ( ½ cup) water

Mix paint, dishwashing liquid and water together. Pour the mixture into a metal pan. If more one than one colour is desired to create the artwork, have a metal pan for each colour.

Have participants dip one end of the straw into the mixture and blow gently to make bubbles. Participants should stop blowing once the bubbles reach almost to the edge of the pan.

Gently place a piece of construction paper on top of the bubbles and hold it in place for a few seconds. As bubbles pop, they will leave marks on the paper. Remove the paper and repeat this activity with a different colour or set paper aside to dry.



*Photo credit:*

<http://artful-kids.com/blog/2012/02/02/3-ways-to-paint-with-bubbles/>

## WRAPPING THINGS UP

### Ice Painting

**Time:** 15-20 minutes

**Materials Needed:**

- Various flavours of unsweetened drink crystals (e.g. Kool-Aid)
- Large pieces of paper
- Ice cubes

Sprinkle unsweetened drink crystals on a piece of paper. Have participants move a piece of ice over the crystals. Watch as the crystals turn to liquid and make a yummy smelling picture.

### Water Sponge Fight

**Time:** 15-20 minutes

**Materials Needed:**

- Sponges
- Water Buckets
- Bathing suits

This activity is simple, and fun! Simply have a random placement of buckets, with a few water sponges in each. Participants will chase each other around, and try to get others wet while attempting to keep themselves dry. Before beginning this activity, set a few ground rules: boundaries (e.g. stay on the grass), no headshots, you have to throw the sponge from a certain distance away, etc.

This activity has a recommended time, but leaders can determine the actual activity time. If participants are enjoying themselves, the activity can certainly be extended. Try adding new rules (only left handed throwing, have to hop on one foot while throwing, etc.) to make this activity more interesting.

### Mega Bubbles

**Time:**

**Materials Needed:**

- 1 package unflavoured gelatin
- 250mL (1 cup) boiled water
- 60mL (2 ounces or ¼ cup) glycerin (found in skin care aisle)
- 250mL (8.5 ounces or 1 cup) baby shampoo
- Food colouring (optional)

Begin by stirring the gelatin into the hot water until it is dissolved. Next, mix in the glycerin and shampoo. Stir gently until all ingredients are well mixed. Allow it to cool and strengthen. Once cool, the mega bubble solution is ready. This will make very large, very strong bubbles. Use your largest bubble wands or, once again, have leaders make a wand out of an old metal coat hanger.

Challenge participants to try and pop these bubbles. It might be tricky!



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## ADJOURNMENT

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### Additional Activities

- Go to a local swimming pool and enjoy the water!
- Setup a sprinkler and enjoy cooling off on a hot day
- Use water and bubbles (soap) to host a car wash! Donate the proceeds to a charitable organization
- Visit a water falls or a conservation area

### References

- Artful Kids <http://artful-kids.com>
- Family Fun [www.familyfun.go.com](http://www.familyfun.go.com)
- Kid Activities [www.kidactivities.net](http://www.kidactivities.net)
- Parenting [www.parenting.com](http://www.parenting.com)
- Scholastic [www.scholastic.com](http://www.scholastic.com)
- [www.camelbak.com](http://www.camelbak.com)
- [www.activity-sheets.com](http://www.activity-sheets.com)

# Winter Wonderland





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

## 4-H Ontario Provincial Office

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## Project Resource Information:

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

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# INTRODUCTION TO WINTER WONDERLAND

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## Objectives & Goals of the Unit

- To have Cloverbuds explore the outdoors in winter
- To teach Cloverbuds a variety of winter crafts
- To make and enjoy winter treats

## Background

In Ontario, we have several months of winter each year. Whether you love it, or hate it, the truth is that we have to deal with winter in Canada. The trick is to make the best of it and with this unit, you will learn some fun activities to do just that. This unit includes both indoor and outdoor activities, so that you get the best of both worlds. The activities in the first half of this unit are outdoor activities, and the second half are indoor activities. The unit is arranged this way so Cloverbuds only have to get their snow gear on and off once! Once they are back inside, they can warm up by having a hot drink and snack. Then, they can wash their hands with their fresh batch of soap and continue on to making their crafts.

---

## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- What is your favourite winter sport?
- Name a place that does not usually get snow (South America, Mexico, etc).
- Name somewhere it snows a lot (Antarctica, Nunavut, Alaska, Greenland, etc).

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

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## GETTING STARTED

---

### Snow Designs

**Time:** 10-15 minutes

**Materials Needed:**

- Snow!

This is a great activity for Cloverbuds to use their imagination! Give Cloverbuds free time and allow them to design different objects. They can make animals, critters or anything else they can imagine. Their objects can be 2D (drawings in the snow) or 3D- sculptures, big or small.

They can invent whatever they like, or be challenged to create a certain object within a time period.

## Snow Fort!

**Time:** 15-20 minutes

**Materials Needed:**

- Snow!

This activity will help participants work together as a team. Because of the limited time, they will not each be able to develop a snow fort. They can maximize their time by creating one, larger snow fort. They can make the walls out of snowballs, squares or whatever they like. They can start with a small snowball and keep rolling it until it gets to the size they want. They can fill a recycling bin with snow, and make large cubes. But, ensure they do not pack it down too much, or they will not be able to remove the snow.

Have participants try and create windows or other house fixtures (table, chair, etc) out of snow.

It is not recommended that Cloverbuds create a roof for the fort, as there is the danger of it collapsing.

---

## LET'S EXPLORE

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### Snow Graffiti

**Time:** 10-15 minutes

**Materials Needed:**

- Squirt bottles
- Water
- Food Colouring

Begin by mixing a few drops of each colour into a spray bottle full of water. Add drops until you have a desirable colour. Once the squirt bottles are prepared, give them to participants and have them design something in the snow! They can use a mixture of colours to create flowers, paintings, cartoons or cars on the large snow canvas.

Depending on the abilities of the group, put green food colouring in a squirt bottle and try creating the 4-H Clover in the snow.

Ensure Cloverbuds keep the spray bottles moving so the liquid does not freeze in the cold temperature.

### Winter Scavenger Hunt

**Time:** 10-15 minutes

**Materials Needed:**

- Winter Treasures worksheet (found in the resource unit at the end of this section)
- Plastic bag

Have participants work in pairs or small groups. Give each group a copy of the worksheet and a plastic bag and tell them they are to find as many items as they can within 10 minutes. Establish a boundary for this activity so that participants do not wander too far away.

## Snowball Soap Surprise

**Time:** 10-15 minutes

**Yield:** 8 snowballs

**Materials Needed:**

- Food processor or cheese grater
- 4 (4.5-ounce) bars of Ivory soap
- Warm water
- 8 tiny plastic toys
- Cookie sheet

Use a food processor fitted with the grater attachment (or hand grater) to shred the four bars of soap into a large bowl. With your hands, mix in about 125mL ( $\frac{1}{2}$  cup) of lukewarm water, a little bit at a time, until the mixture is squishy and claylike. To make each "snowball", scoop up a handful of soap and mold it into a ball. Poke a deep hole through the center with your finger, insert a toy, and refill the hole. Lay the finished snowballs on a cookie sheet and let them dry thoroughly. Four shredded bars will make 8 snowballs.

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## LOOKING WITHIN

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### Cloverbud Sized Cinnamon Rolls

**Time:** 40-50 minutes

**Materials Needed:**

- 1 (8 ounce) package refrigerated crescent dinner rolls
- 7mL (1  $\frac{1}{2}$  tsp.) sugar
- 2mL ( $\frac{1}{2}$  tsp.) ground cinnamon
- 60mL ( $\frac{1}{3}$  cup) powdered sugar
- 5mL (1 tsp.) milk
- 1 drop of vanilla flavouring
- Mixing bowl
- Mixing spoon
- Spatula
- Knife
- Greased baking tray or cake pan

Begin by pre-heating the oven to 180oC (350°F). Unroll the dough and separate it into 4 rectangles. Stir together sugar and cinnamon and sprinkle evenly over the rectangles. Roll up the dough and press the edges to seal. Cut each log into 4-5 slices and place the slices onto a lightly greased tray or cake pan. Place in the pre-warmed oven and bake for 12 minutes. Once they are ready to come out of the oven, stir together powdered sugar, milk, and vanilla in a small bowl until smooth. Drizzle the mixture over the warm rolls.



## Hot Chocolate

**Time:** 10-15 minutes

**Yield:** 4 servings

**Materials Needed:**

- 175mL (3/4 cup) water
- 5mL (1 tsp.) vanilla extract
- 175mL (3/4 cup) sugar
- 5mL (1 tsp.) ground cinnamon
- 1 pinch salt
- 2 1/2 ounces bittersweet chocolate, grated
- 500mL (2 cups) whole milk
- Chili powder (optional)
- Vanilla ice cream (optional)
- Saucepan
- Mixing spoon
- Coffee mugs

Bring water to a boil in a saucepan. Add the vanilla to the boiling water. Then add the sugar, cinnamon and a pinch of salt. Simmer all ingredients for 1 minute and add the bittersweet chocolate. Whisk the mixture until it gets thick. Add milk and simmer for an additional minute.

Serve while hot, with a sprinkling of chili powder on top (optional). For added taste, place a dollop of vanilla ice cream if you wish.

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## WRAPPING THINGS UP

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### Hand Snowmen Ornaments

**Time:** 20-25 minutes plus drying time

**Materials Needed:**

- Christmas ball ornament
- Sponge brush
- Acrylic paint
- Permanent markers
- Cardstock
- Hole punch
- Ribbon



Use a sponge brush to apply acrylic paint to each participant's hand (acrylic paint will wash off easily with soap and water). Then, keeping fingers spread, have the participant put their handprint on the ornament. It's okay if the paint smudges a bit. That will help to form the curves for the snowmen.

Once the paint dries, add the hats, eyes, etc. with paint or permanent markers.

Print the following poem (or have participants print the poem depending on their abilities) on a small piece of cardstock. Punch a hole in one corner of the cardstock and tie it to the ornament with a ribbon.

### Poem:

*These aren't just five snowmen,  
As anyone can see.  
I made them with my hand,  
Which is a part of me.*

*Each year when you trim the tree,  
You will look back and recall  
Christmas of (year)  
When my hand was just this small.*

## Make Your Own Snow Globe

**Time:** 15-20 minutes plus drying time

**Materials Needed:**

- Mason jar (or similar sized jar)
- Baby oil
- Glitter
- Snow toy (plastic snowman, small santa, etc)
- Hot glue

Begin this activity by selecting a winter toy and placing it in the bottom of the jar. Have a leader hot glue the toy to the bottom of the jar. Once it is secured (let it dry for 15 minutes), begin to fill the jar with baby oil and glitter.

Secure the lid with hot glue and let it set for a half hour. Once it is securely set, you can shake your snowglobe and watch the glitter float around your winter toy.

## Fluffy Snowballs

**Time:** 10-15 minutes

**Materials Needed:**

- White yarn
- Scissors



This activity will allow participants to create their own indoor snow ball! Begin by wrapping yarn around your fingers approximately 40 to 50 times. Your fingers should be spread far apart to ensure the snowball is the right size.



Then, remove the yarn from your hand and tie a string of yarn around the middle of the yarn and double knot it. It should look like the following image:



Next, cut through the loops on one side, then the other.



Trim yarn to form a nice fluffy snowball.

Photo credits for this activity: <http://spoonful.com/crafts/never-melt-snowballs>

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## ADJOURNMENT

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### Additional Activities

- Have a snowball fight!
- Build a snowman
- Go sledding down a big hill
- Go skating at a local arena or outdoor rink
- Try caroling with friends and family

### References

- Woodland Trust [www.naturedetectives.org.uk](http://www.naturedetectives.org.uk)
- <http://spoonful.com/crafts/snowball-soap-surprise>
- <http://spoonful.com/crafts/never-melt-snowballs>
- <http://www.parents.com/fun/activities/outdoor/snow-activities-kids/#page=8>
- <http://www.food.com/recipe/castillian-hot-chocolate-358066>
- [www.pinterest.com](http://www.pinterest.com)

# Winter treasures

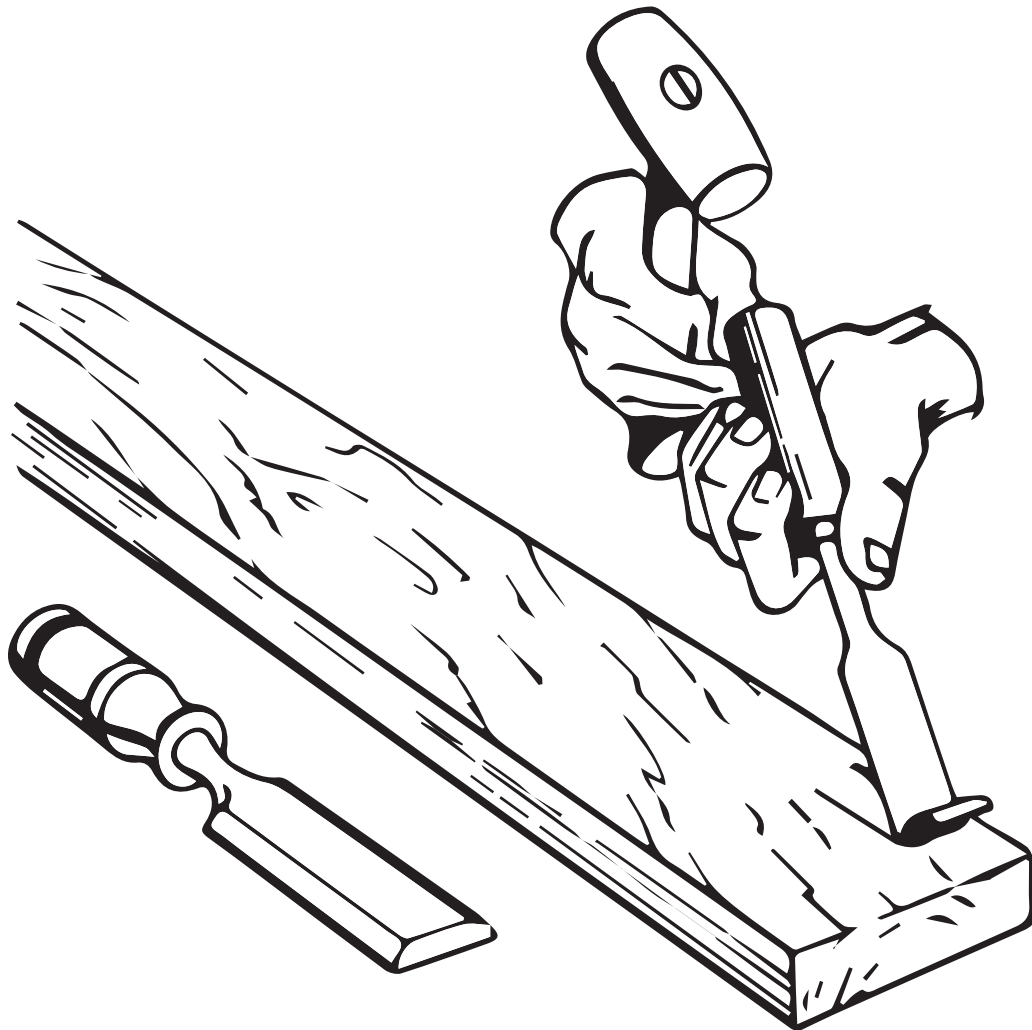
How many of these winter treasures can you find? Whatever is growing on a tree (such as leaves, branches, flowers and seeds) should not be taken as the growing tree still needs it. Please only collect items that are on the ground.

- ✓ Long, tickly pine needles
- ✓ As many different colours of maple leaves as you can find
- ✓ A pine cone — the biggest one you can find!
- ✓ Rough oak bark with its deep vertical cracks
- ✓ A twig as long as your arm
- ✓ A leaf skeleton
- ✓ Tough smooth leaves of an evergreen plant
- ✓ An acorn

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# Woodworking

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## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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# INTRODUCTION TO WOODWORKING

---

## Objectives & Goals of the Unit

- Have Cloverbuds learn woodworking safety
- Teach Cloverbuds about the tools of woodworking
- To teach Cloverbuds about other woodworking terminology
- To have Cloverbuds get hands-on experience working with wood
- To introduce Cloverbuds to the 4-H Woodworking Project

## Background

Woodworking is quite simply defined as the process of making items from wood. Many people around the world make items from wood, from small knickknacks to large furniture and even houses. This unit will allow Cloverbuds to explore the world of woodworking, and introduce them to the basic tools, terminology, and projects. Cloverbuds should begin this unit by having a safety discussion, and discuss the dangers of improperly using tools. Leaders should closely supervise Cloverbuds use of tools, and if necessary complete the work themselves.

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## 4-H PLEDGE & ROLL CALLS

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### Suggested Roll Calls:

- Have you ever made something out of wood? What was it?
- Do you own something made entirely of wood?
- Name a career that deals with wood (logger, carpenter, etc)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

---

## GETTING STARTED

---

### The Rules of Woodworking

**Time:** 10-15 minutes

**Materials Needed:**

- None

Use the following basic rules to host a discussion on woodworking safety:

**1. Safety equipment:** Always wear your safety equipment when working with wood! When working with power tools, you will need hearing protection. It is always a good idea to wear gloves and safety goggles are a must.

**2. *Appropriate clothing:*** Avoid loose fitting clothing that might get caught in power tools and wear long clothing if you can (to protect from flying wood chips). If you have long hair, make sure it is tied back so it doesn't get caught in anything and so you can see better.

**3. *Being Careful:*** Always walk and work slowly to make sure you are being safe. Keep fingers away from sharp tools and power tools when plugged in. Avoid distractions whenever possible and whenever the tools are on they need to be carefully watched.

**4. *Unplugging:*** Always unplug power tools before changing the bits/blades. Using only one extension cord will help ensure that no matter what tool you are using, you are unplugging the tool you are changing.

**5. *Reaching and Setting:*** Never reach for tools. Always stand as near to them as possible when picking them up. When setting tools down, make sure it is not in a place where it may fall or be in somebody's way.

Include any other tips and rules that are applicable to the specific activities you are doing with participants. Have participants identify any potential dangers in each activity and ask them how to avoid/deal with these dangers.

## Woodworking Tools

**Time:** 5-10 minutes

**Materials Needed:**

- None

This discussion will help familiarize participants with the woodworking world. Ask participants to name as many woodworking tools as they can and see if they get everything on the list. Afterwards, discuss what each tool is used for and how it works.

### Woodworking Tools:

- claw hammer
- tape measure
- pencil
- utility knife
- chisel
- level
- screwdriver
- nails
- screws
- clamp
- handsaw
- saw horse
- workbench
- sand paper
- square.

This list does not include any power tools because participants will not be using them for this unit. If time permits, ask participants if they can name any power tools, what they are used for, and how they work.

---

## LET'S EXPLORE

---

### Popsicle Stick Designs

**Time:** 15-20 minutes

**Materials Needed:**

- Popsicle sticks
- Glue (sticks or hot)
- Scissors

This activity will allow participants to explore working with wood on a small scale. It is an excellent introductory activity, as it will show participants how wood and glue interact. It will also show how difficult it can be to cut and work with wood, even though it is thin.

Participants can use the available items to create whatever they would like. They can make flat items, or 3D items like buildings, furniture, etc. For a more structured activity, create challenges to create different items within a time frame.

### Spinning Wheel

**Time:** 15-20 minutes

**Materials Needed:**

- Wood (Small Square or Circle)
- Saw
- Paint
- Pencil
- Paint brushes
- Rules
- Push Pin
- Paper
- Scissors

This activity will begin by taking a piece of wood and making small squares or circle (3-4 inches x 3-4 inches, or circle 4-5 inches in diameter). For best results, try to find wood this size or have it cut before the activity begins.

Once the wood is ready, participants will each get a piece and can begin to design it. On one side, they should write their names. On the same side, they can draw a picture if they like. On the reverse side they can make their spinner. Begin by dividing the piece of wood into the number of pieces that you would like, use a ruler and pencil to mark these divides. Then, decide how you would like to distinguish between each divide (with colours, images, or both) using paint or pencil crayons.

Once you have designed the wood with your paint or pencil crayons, you can add your spinner. If you do use paint, allow 20 minutes to dry. Cut a piece of paper into a small arrow. Then secure it by placing a pin through the paper into the wood.

Your spinner is now complete! You can use it to make decisions or you can design a game to accompany the spinner. It can be used to determine how many spaces you will progress on a board, which card to choose, etc. If you allow participants to create their own game to go with the spinner, this will extend the activity 15-20 minutes.

## LOOKING WITHIN

### Twiggy Christmas Trees

**Time:** 15-20 minutes

**Materials Needed:**

- A few twigs per participant
- Handsaw
- Drill with small bit
- Fine sandpaper
- Ribbon
- Scissors
- Large needle
- Liquid acrylic paints (optional)

Photo credit:  
<http://www.michelemadame.com/2011/07/twiggy-christmas-trees-in-july.html>



Using the handsaw, cut the twigs into progressively smaller pieces. There is no need to be exact. Also cut several stubby bead-like pieces for the branch spacers. Depending on the abilities of participants, this step could possibly be done before the meeting (picture #1).

Place the pieces on the table in the shape of the tree to make sure they all look good together. Trim any pieces that may be too long (picture #2).

With the drill, drill holes into the centres of the twigs. Try to find the centre of balance of each piece before drilling to ensure that both sides are balanced. For the bottom-most trunk piece, drill a hole down into the heart of the piece (picture #3). Sand all of the ends with fine sandpaper (picture #4).



Cut a piece of ribbon that is 1 ½ times the height of the tree. Thread the ribbon into the needle. Starting with the bottom trunk, thread the ribbon through all the tree pieces leaving a tail hanging out the bottom (picture #5).

Back at the top, turn the needle around and head back down the top three pieces, leaving a loop at the top (picture #6).

Making sure the loop at the top is kept quite long, pull the end of the ribbon out between the third and fourth pieces and tie a knot (picture #7). Trim the excess ribbon end at the knot.



Nudge all wooden pieces together, slipping the knot inside one of the pieces to hide it. Make a large knot at the bottom end. Trim the excess ribbon (picture #8).

**Optional** – beautify the trees with paint! Before assembling the tree, paint all the twiggy pieces using liquid acrylic paints.

## Wild Wooden Cars

**Time:** 40-45 minutes

**Materials Needed:**

- Templates (found in the Resource section at the end of this unit)
- Wood glue
- Plywood
- 4 inline skate wheels with bearings
- 4 spacers (1/2")
- 2 bolts (5/616" x 4")
- 2 locknuts (5/16")
- Paper
- Pencil
- Cutting tools (saws)
- Drill & Circular bit
- Sand paper
- Paint and stickers (optional)



Begin this activity by printing out the templates. Each car to be made needs 2 sheets of templates. Once they are printed, they need to be traced onto a sheet of plywood. Note: number one needs to be traced twice, as does number 3. Number two can be ignored.

Cut out the templates using a sharp tool (hand saw or other). Once cut out, they will need the holes for the wheels drilled out. Then, they need to be sanded down. After, they will be assembled using glue. The two number one templates are the outsides, the number 3 plates are next in and the number 4 and 5 templates are the centre.

Once firmly glued, the wheels can be installed. Run each bolt through a wheel, a spacer, the car body, another spacer, another wheel and a locknut to cap it off. If necessary remove one or both spacers if the unit is not solid.

Now that your race car is complete, all you need to do is race it! To make the car even more fun, add stickers or draw designs on the sides.

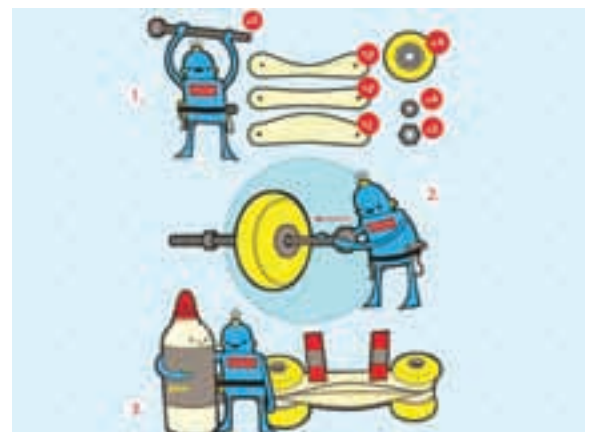


Photo credit:

<http://makezine.com/projects/make-32/fast-toy-wood-car/>



## Practice Makes Perfect

**Time:** 10-15 minutes

**Materials Needed:**

- Hammer
- Saw
- Wood
- Nails
- Screw driver
- Screws

This activity is simple and will allow participants to practice their woodworking skills before applying them later in their lives. Have participants practice using a screw driver, hammer and nail and small hand saw. Participants, as always, should be carefully supervised when using these tools. They should also be instructed to move slowly when using these tools as they are very dangerous if used incorrectly.

---

## WRAPPING THINGS UP

---

### Woodworking Match Up

**Time:** 10 minutes

**Materials Needed:**

- Woodworking Match Up worksheet & Answer Key (found in the Resource section at the end of this unit)
- Pencil

Now that participants have had a discussion on tools and have had a chance to use some tools, they will be able to easily match up the description or picture with the tool name.

### Woodworking Word Search

**Time:** 10-15 minutes

**Materials Needed:**

- Word search (found in the Resources section at the end of this unit)

This activity will help emphasize the tool names for participants and allow them to work individually or together to find the words.

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## ADJOURNMENT

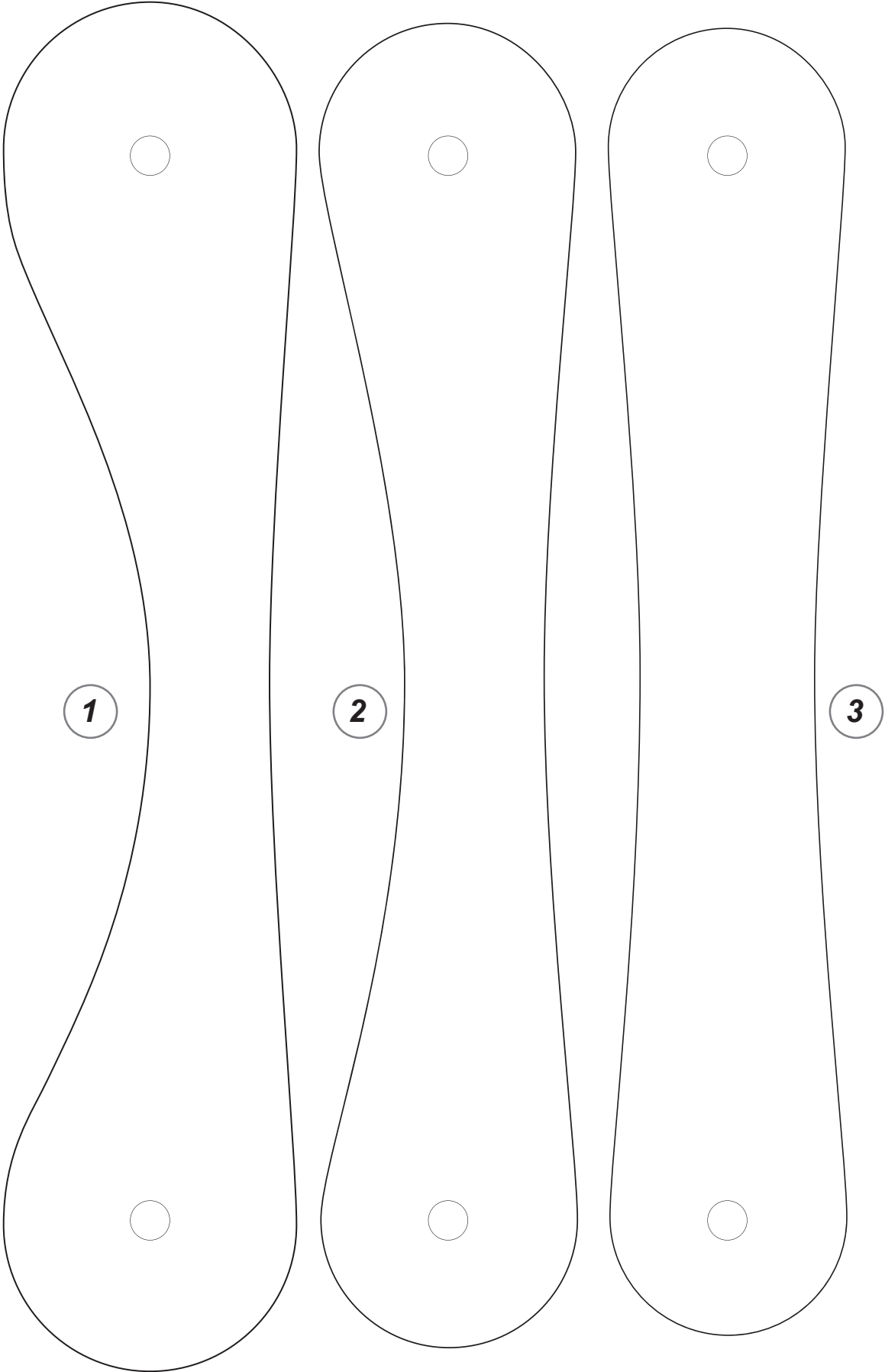
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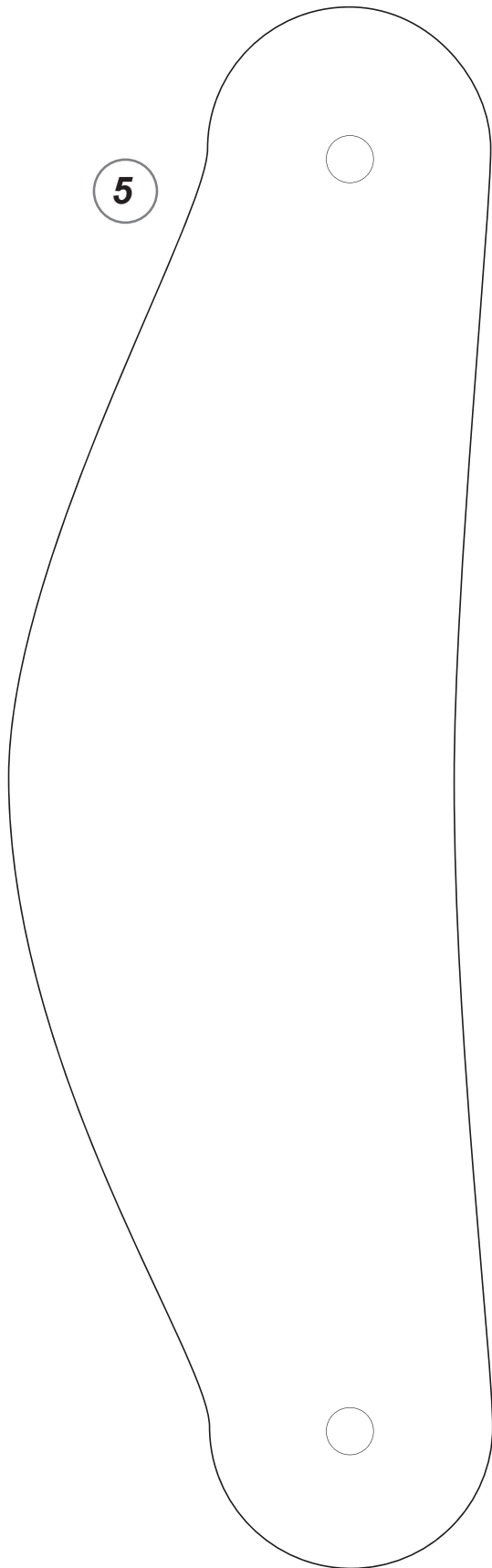
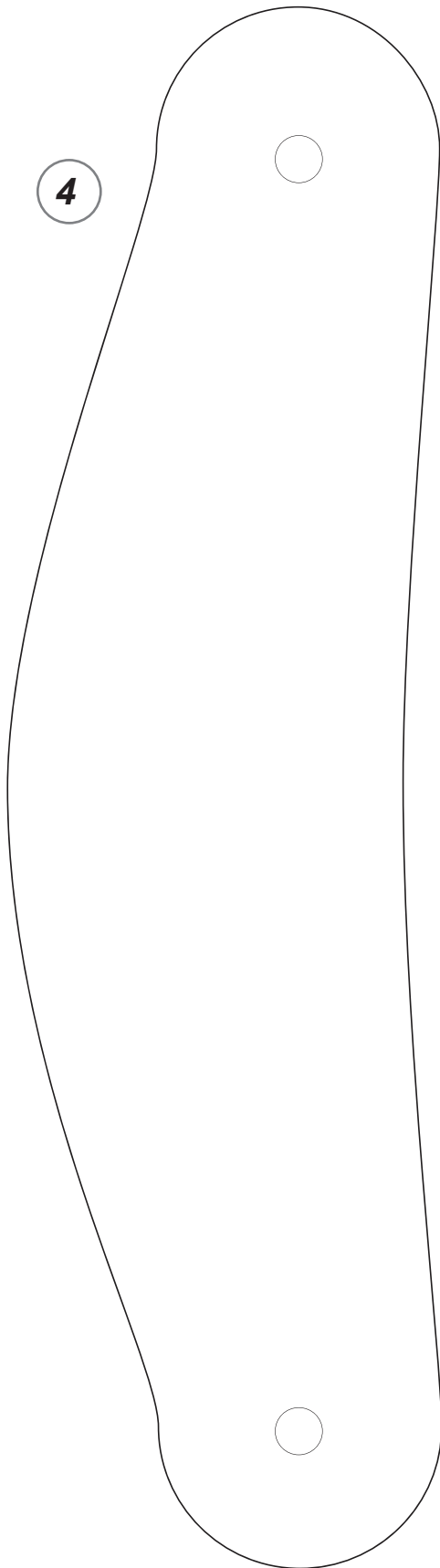
### Additional Activities

- Have a logger come in for a talk
- Host a discussion with a master carpenter
- Visit a forest or national park and enjoy the wood in its natural state
- Visit a furniture factory

### References

- Discovery Education [www.discoveryeducation.com](http://www.discoveryeducation.com)
- Edupics [www.edupics.com](http://www.edupics.com)
- Make: <http://makezine.com/projects/make-32/fast-toy-wood-car/>
- Michele Made Me [www.michelemademe.com](http://www.michelemademe.com)





## Woodworking Match Up

Match the following pictures with the words below:

Description:	Tool Name:
	
Pliers that come to a point	
A light, soft faced hammer that does not dent objects when struck	
A hammer with a round point on one end and a flat head on the other end	
A wooden or metal stick with a head attached to one end. Used for hitting nails into wood.	
A measuring device made of wood or metal with numbers on one side	
	
	
	



Phillips screwdriver (Star screwdriver)  
flat head screwdriver  
ballpeen hammer

wrench  
hammer  
(rubber) mallet

ruler  
clamp  
needle nose pliers

## Woodworking Match Up – Answer Key

Match the following pictures with the words below:

Description:	Tool Name:
	wrench
Pliers that come to a point	needle nose pliers
A light, soft faced hammer that does not dent objects when struck	(rubber) mallet
A hammer with a round point on one end and a flat head on the other end	ballpeen hammer
A wooden or metal stick with a head attached to one end. Used for hitting nails into wood.	hammer
A measuring device made of wood or metal with numbers on one side	ruler
	Phillips screwdriver
	clamp
	Flat head screwdriver

Phillips screwdriver (Star screwdriver)  
flat head screwdriver  
ballpeen hammer

wrench  
hammer  
(rubber) mallet

ruler  
clamp  
needle nose pliers



## Woodworking

A K H E V F N G G Z S V R P L F J R G F  
 G G K Y C H A Z T P C J I E C T A T U F  
 S N G U L D I U Q U R O I Q Z C W R D T  
 U A I N E V L A R C E W R S E E N G O Q  
 U C N K Y R S I T K W Q N C R I W O O F  
 A J P D R T A T W S D S A C T E O Y W V  
 K E U Y P O O U U H R R S U V X R P J I  
 P M G G P A W H Q J I A R R A Z K H G K  
 W V E M H S P D M S V E O E W B B Y X S  
 Z W A H A I X E O A E L L M F O E W E S  
 Z L K F W Q O Z R O R K P M F W N Q A O  
 C Y E F T O O L S G W Y X A X Q C W V T  
 I T O J I I V C P C S C A H W T H M T G  
 Y W E O M U Z P E M V U A A D C H T X M  
 R L J M O D N U J P O N D V N W M A O E

CLAMP

NAILS

SANDPAPER

SCREWDRIVER

WOOD

FURNITURE

RACECAR

SAW

SQUARE

WOODWORKING

HAMMER

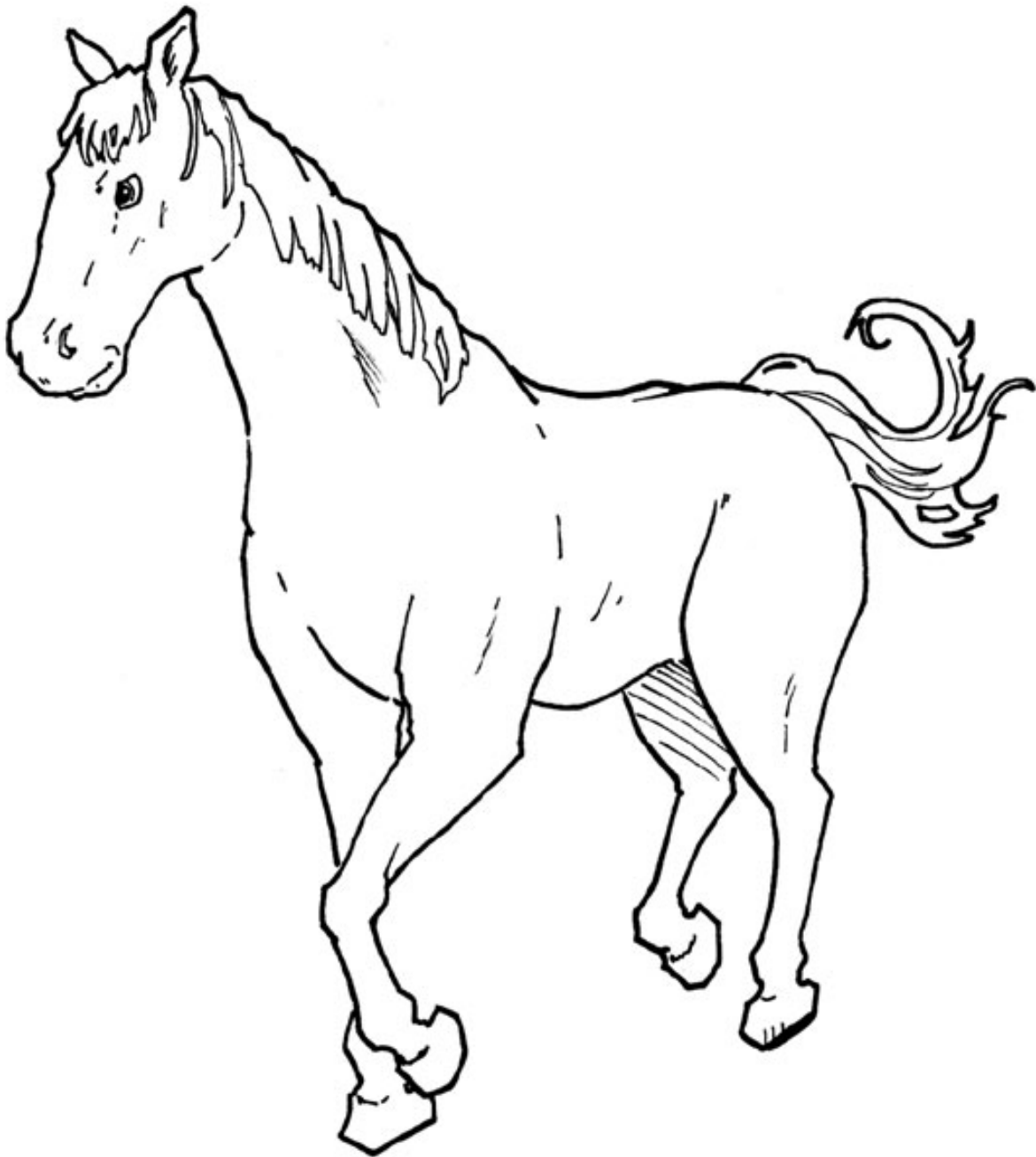
SAFETY

SCREW

TOOLS

WORKBENCH

# Horse - Light Horses





## The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## The 4-H Motto

Learn To Do By Doing

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

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**Date:** November 2014

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# INTRODUCTION TO HORSE - LIGHT HORSES

## Objectives & Goals of the Unit

- To introduce participants to the 4-H Horse Project
- To learn about different aspects of horsemanship
- To discover various aspects of the horse industry
- To learn what a horse eats
- To learn how to measure a horse

## Background

The light horse industry is very diverse, From riding for pleasure or work, to competing in showmanship, confirmation and competitions such as barrel racing, to rodeo work such as roping, there are many exciting aspects of the horse industry to explore. In this unit, learn how to measure a horse, what a horse eats and the various tasks that horses are used for each and every day.

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- What is your favourite colour of a horse?
- Have you ever rode a horse? Did you like it?
- Have you ever been at a rodeo? What was your favourite part?

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### Help our Rider Saddle the Horse

**Time:** 10-15 minutes

**Materials Needed:**

- Help our Rider Saddle the Horse (found in the Resource section at the end of this unit)
- Help our Rider Saddle the Horse worksheet (found in the Resource section at the end of this unit)
- Pencil crayons/crayons
- Scissors
- Glue

Show participants the “Help our Rider Saddle the Horse” page so they know what the finished activity should look like. Have each participant colour and cut out the horse, rider and tack from the “Help our Rider Saddle the Horse” worksheet.

Tell participants they have to get the horse and rider ready for the ride by putting the pieces they have cut out together so it looks like the original picture. Participants can work either individual or in pairs for this activity.

## Horse Cents

**Time:** 10-15 minutes

**Materials Needed:**

- None

Keeping one animal can cost a great deal of money, especially if it is a large animal, like a horse. Planning and budgeting come first. There are many costs associated with owning a horse such as:

- Purchase price of the horse
- Feed (such as hay, grain)
- Veterinary care
- Tack and grooming supplies
- Fences for pasture fields
- Shelter (such as a barn)
- Truck and Horse trailer
- 

Have a discussion and make a list of the pros and cons of purchasing a horse.

For someone who loves horses but can't afford to own one, there are several other alternatives such as leasing a horse or taking riding lessons.

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## LET'S EXPLORE

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### Horse Sense

**Time:** 5-10 minutes

**Materials Needed:**

- Horse Sense worksheet (found in the Resource section at the end of this unit)
- Horse Sense Answer Key (found in the Resource section at the end of this unit)
- Writing utensil

Give each participant a "Horse Sense" worksheet. Have participants match the boxes to complete the sentences. This activity enables participants to become familiar with safety issues around the horse. After participants have completed the sheets, discuss each safety rule.

## A Handy Measure

**Time:** 15-20 minutes

**Materials Needed:**

- A Handy Measure worksheet (found in the Resource unit at the end of this section)
- Writing utensil
- Tape
- Meter stick

Early horse traders found it was easier to use their hands to measure horses rather than to carry around measuring sticks. They would count hand-widths from the ground to the horse's withers, the high part of the horse's back, between the shoulder blades. A man's hand is generally 10cm wide. A horse is generally 14.2 hands high (14 hands and 2 inches (5cm)). Anything shorter than 14.2 hands is considered a pony.

Give each participant a "A Handy Measure" worksheet and work through the sheet in partners or as a group to complete it.

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## LOOKING WITHIN

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### What is Showmanship?

**Time:** 15-20 minutes

**Materials Needed:**

- What is Showmanship? worksheet (found in the Resource unit at the end of this section)
- Pencil crayons or crayons

Give each participant a "What is Showmanship?" worksheet. Review the information on the sheet about showmanship. Have participants colour their horse using their favourite colour for a horse.

### Stick Horse

**Time:** 15-20 minutes

**Materials Needed:**

- Horse Head pattern (found in the Resource unit at the end of this section)
- Meter stick or a card board tube from wrapping paper
- Cardboard or heavy weight paper
- Scissors
- Construction paper
- Crayons and markers
- Yarn
- Glue
- Tape



Photo credit: [www.mariasfair.com](http://www.mariasfair.com)



Before the meeting, pre-cut the Horse Heads using cardboard. Give each participant two horse heads. Or, have participants draw two horse heads on the cardboard and then help them to cut out the heads.

Have participants decorate the horse head using construction paper, crayons and/or markers.

Use the yarn to make a mane. Glue the mane to the horse head.

Cut a one metre (3 feet) piece of yarn and glue it to the mouth to serve as the reins. The horses are now complete!

## Stick Horse Rodeo

**Time:** 30-45 minutes

**Materials Needed:**

- Stick Horse from the previous activity

Participants can participate in the following horse related activities using their newly made stick horse.

### Barrel Racing

**Materials Needed:**

- Three coffee cans
- Timer

Participants will practice barrel racing! Set up three coffee cans in a triangle. Participants will pretend to ride their horses around the cans in a cloverleaf pattern. Participants may trot (hop), canter (skip) or gallop (run). The participant must ride around at least three cans without turning one over. Use a timer and have someone record the times. The participant who finishes the fastest without knocking over any of the coffee cans, wins!

### Calf Roping

**Materials Needed:**

- Two bales of hay
- Saddle
- Bucket
- Hula hoop

Set up two bales of hay, 1 metre (3 feet) apart. Place a saddle on the back bale and a bucket on one end of the front bale to simulate the calf's head. Allow one participant to sit in the saddle and try to throw a hula hoop over the calf's head. Each participant gets three tries.

## Flag Relay

### **Materials Needed:**

- Two bales of hay
- Flags (2)

Divide the participants into two teams. Place two bales of hay with a flag stuck in each one about 7 metres (20 feet) away. The first participant on each team will ride to the bale of hay, take the flag, return to the team and hand the flag to the next person in line who will then carry the flag back and stick it into the bale of hay. Continue until all participants take a turn. The first team to finish wins.

## Relay Races

### **Materials Needed:**

- Various items to make an obstacle course

Participants race on their stick horses first galloping, then trotting, then running through an obstacle course set up by leaders using various available objects.

## Horse Showmanship

### **Materials Needed:**

- none

Have all participants ride their horses into the “showring.” Have participants first walk their horse in a circle, then ask participants to trot, canter and gallop at various points. As the leader (judge), chose the top three participants in the class and give reasons to the entire group.

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# WRAPPING THINGS UP

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## **Those A-‘mazing’ Animals**

**Time:** 10-15 minutes

### **Materials Needed:**

- Those A-‘mazing’ Animals worksheet (found in the Resource unit at the end of this section)
- Writing utensil

Give each participant a “Those A-‘mazing Animals” worksheet. Have participants work individually or in pairs. Participants need to help the horse ‘Sophie’ find her way to the meadow by finding a path through the maze.

## Trail Mix

**NOTE:** This recipe lists nuts as an ingredient but this is optional in this recipe.

**Time:** 20-25 minutes plus cooking time

**Materials Needed:**

- 500mL (2 cups) low-sugar, whole-grain cereal
- 250mL (1 cup) raisins
- 250mL (1 cup) dried fruit (e.g. cranberries, apricots, apples or papaya)
- 250mL (1 cup) nuts (e.g. walnuts, almonds or pistachios) OPTIONAL
- 250mL (1 cup) sunflower seeds or pumpkin seeds (pepitas)
- 250mL (1 cup) dark chocolate chips
- Measuring cups
- Large bowl
- Small re-sealable bags (1 per participant)

Trail mix is easy and fun to make. It's sweet, crunchy and yummy! And, trail mix is a healthy snack. Whole grains in the cereal provide energy to run and play. Fruits have vitamins that help eyes and skin. Nuts have protein that help to make muscles strong. Sunflower seeds and pumpkin seeds help keep people healthy so they don't get sick. Dark chocolate can be good for your heart.

Before starting this activity, everyone should wash their hands. Measure all of the ingredients and put them all into the large bowl. Mix the ingredients using hands. Put two handfuls of the trail mix into each re-sealable bag. After everyone has 2 handfuls in their bag, continue putting trail mix into bags until the bowl is empty. Enjoy!

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## ADJOURNMENT

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### Additional Activities

- Visit a horse farm.
- Go to an agricultural fair that has a light horse show.
- Invite a horse farmer, jockey or horse veterinarian as a guest speaker.
- Go for a trail ride.

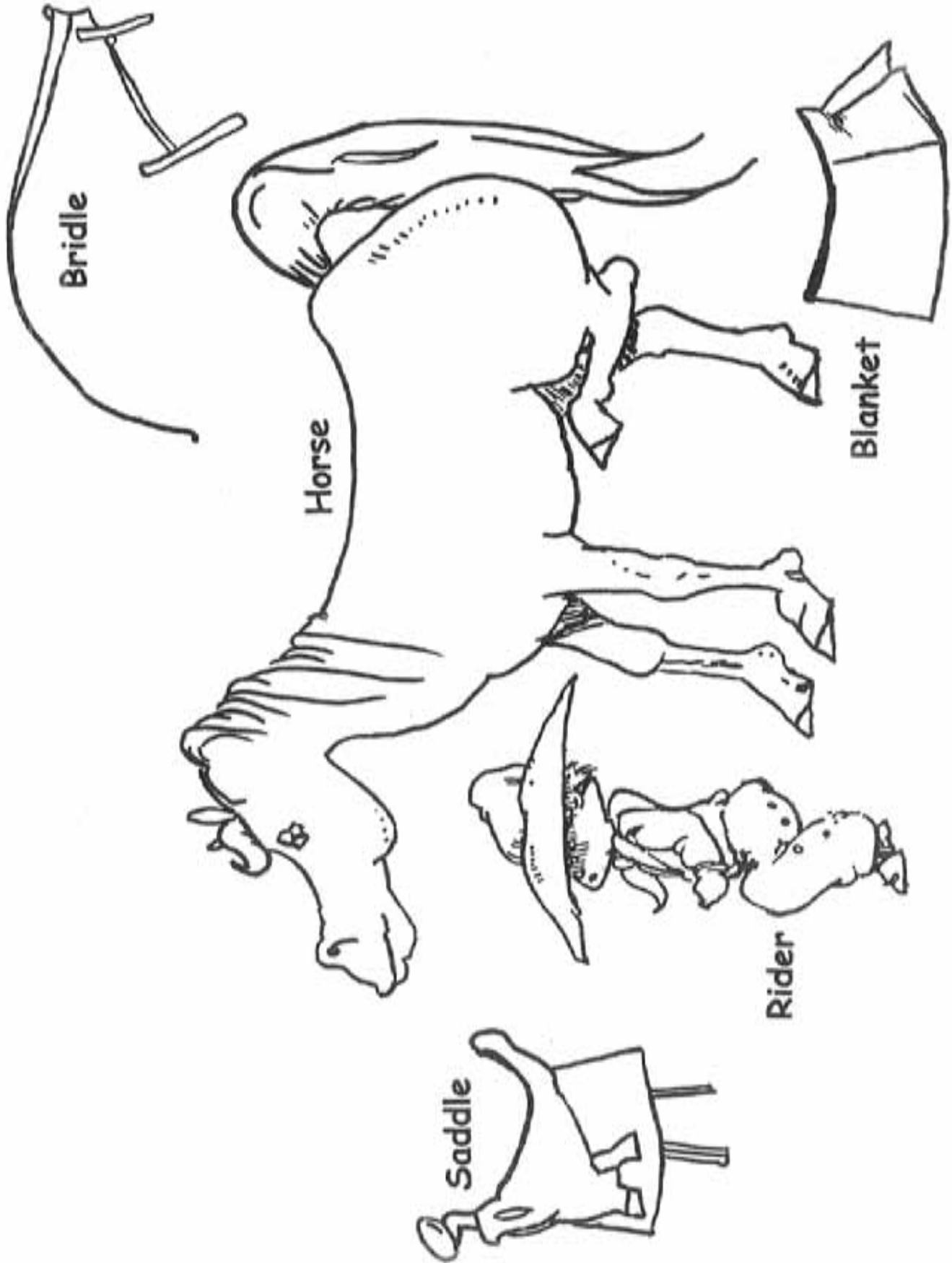
### References

- Equine Canada [www.equinecanada.ca](http://www.equinecanada.ca)
- Fit Sanford WebMD <http://fit.webmd.com/jr/food/article/trail-mix-recipe>
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- Owyhee County 4-H Cloverbud Horse Activities Project – University of Idaho Extension [www.extension.uidaho.edu](http://www.extension.uidaho.edu)
- Saskatchewan 4-H Cloverbud Program
- [www.freecoloringpages.lightupyourbrain.com](http://www.freecoloringpages.lightupyourbrain.com)

# Help our Rider Saddle the Horse



Courtesy of the Saskatchewan 4-H Cloverbud Program



# Horse Sense

When approaching  
a horse walk  
towards

do not run around  
horses.

Do not tie a horse  
to any part of

left side and walk  
between the head  
and shoulder.

Horses react very  
quickly to  
movement so

wear protective  
footwear.

When you are  
grooming or riding  
a horse always

the shoulder.

Lead a horse from  
the

your body. You can  
get dragged or get  
badly scrapped  
hands.



# Horse Sense

When approaching  
a horse walk  
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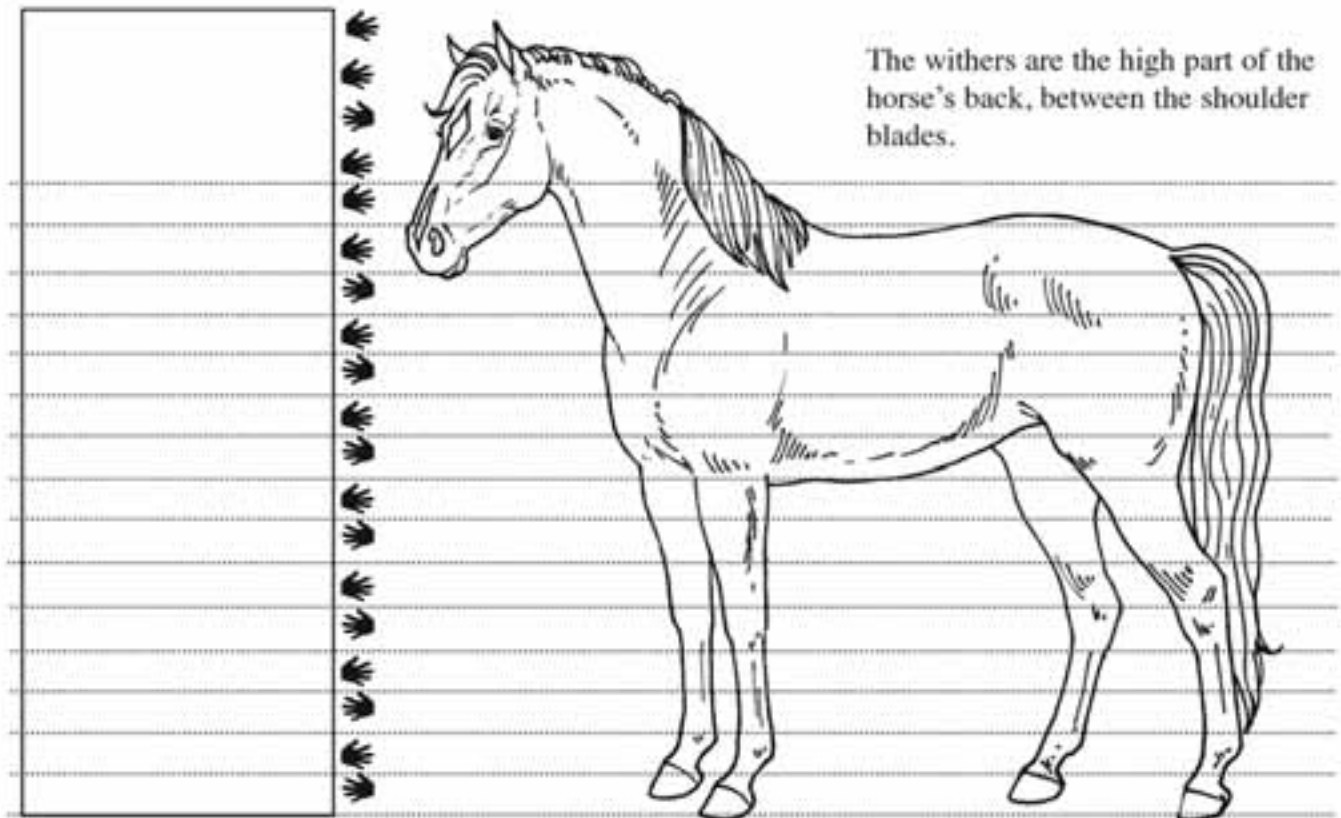
your body. You can  
get dragged or get  
badly scrapped  
hands.

Name \_\_\_\_\_

# A Handy Measure

Horses are measured by the hand, from the ground to the withers. The withers is the high part of the horse's back, between the shoulder blades. The average width of a man's hand is four inches. A horse must be 14.2 hands tall to be called a horse. Anything shorter is a pony.

1. Count the hands in the picture below. The animal in the picture is \_\_\_\_\_ hands tall. Is it a horse or a pony? \_\_\_\_\_
2. Draw a picture of yourself in the space above. Use the hands to draw yourself at the correct height.



Stand with your back to the wall and get your partner to place tape on the wall just above your head. Use a yardstick or meter stick to measure from the floor to the tape. How tall are you? \_\_\_\_\_.

On another sheet of paper, trace your hand. Use a ruler to measure the widest part of your hand below your fingers. How wide is your hand? \_\_\_\_\_

Use your hands to measure. How many hands tall are you? \_\_\_\_\_ hands

## What is SHOWMANSHIP?

Showmanship is a class where a member leads their horse into the show ring and sets the horse up so that all four feet are even. The judge might ask you to lead your horse, stop, back up, or turn your horse around. **"Showmanship" is SHOWING OFF your horse!**

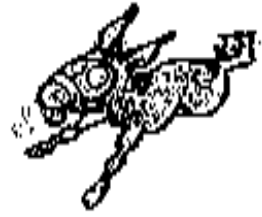


**When the class is over, you and your horse may get a nice ribbon to hang on the stall!**

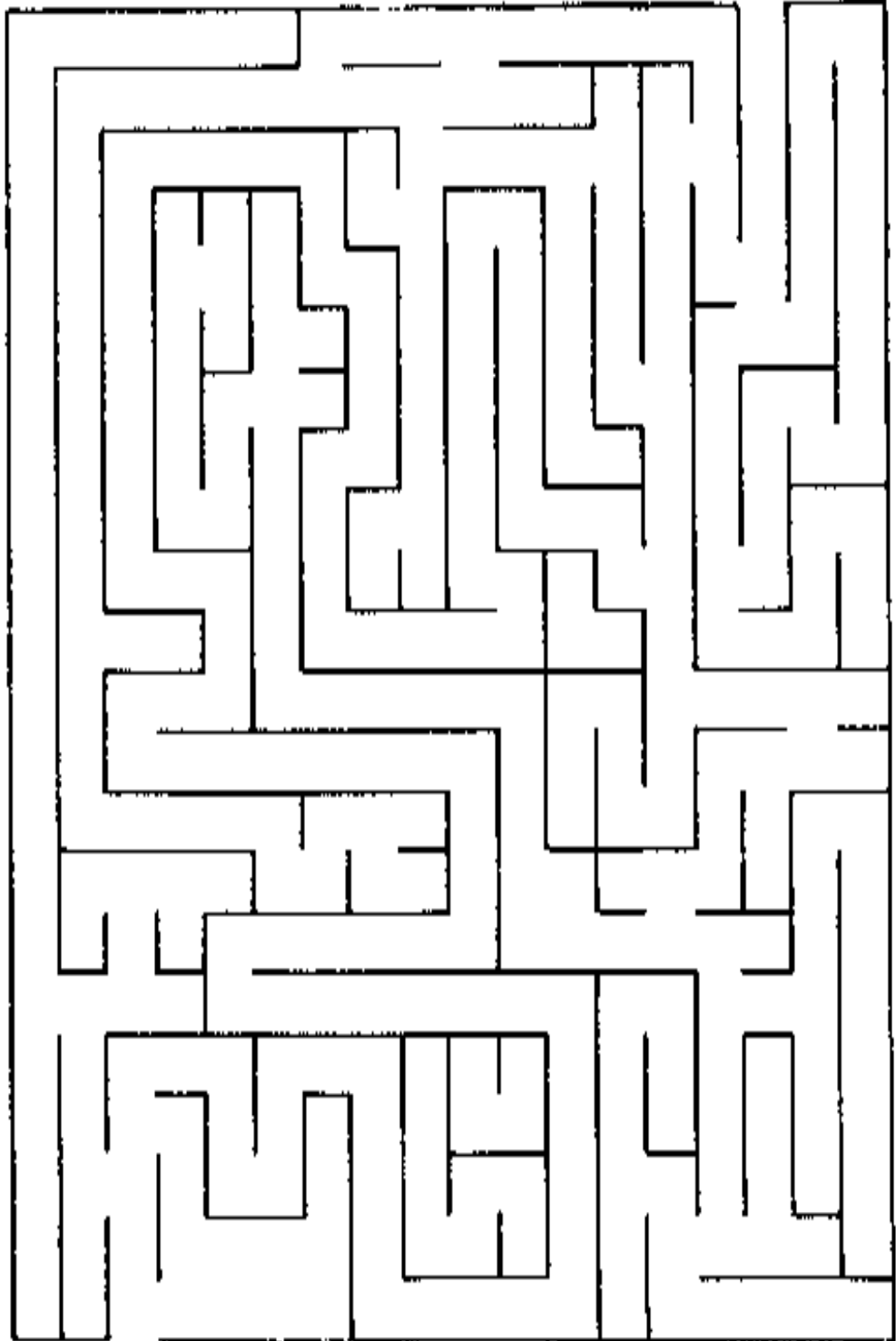
# Horse Head Pattern



# Those A'mazing' Animals



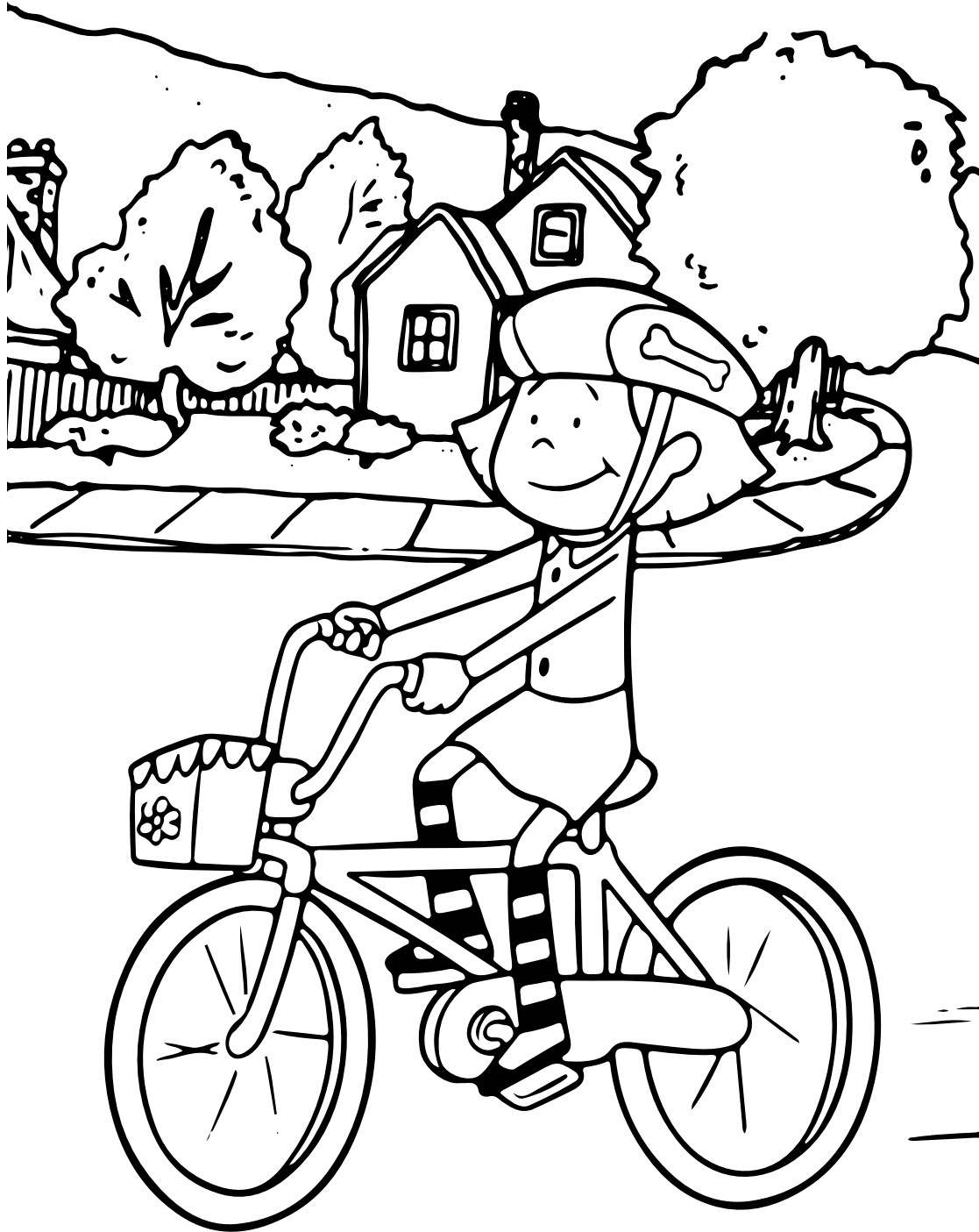
*Sophie*



*Help our  
horse  
'Sophie'  
find her  
way to the  
meadow*

*Meadow*

# Safety - Outdoors







## **The 4-H Pledge**

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service  
my Health to better living  
for my club, my community, my country

## **The 4-H Motto**

Learn To Do By Doing

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Activity page ideas courtesy of the Wellington 4-H Association Cloverbud Pilot Program

**Layout by:** Black Bike Media Inc., Guelph, ON

**Date:** November 2014

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario.

Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H resource for use in their local 4-H program.

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# INTRODUCTION TO SAFETY - OUTDOORS

## Objectives & Goals of the Unit:

- To introduce the various 4-H Safety projects
- To stress the importance of wearing a helmet
- To teach the rules of the road
- To have Cloverbuds know what signs and signals means
- To explore the outdoors with safety in mind

## Background:

Everybody wants to stay safe, but to do so you have to know how. This unit will teach Cloverbuds the basics of safety on the roadway, trailway and waterways. Cloverbuds are eager to explore and will want to be bicycling, boating and riding on the trails and when it's done safely its great fun! Even though Cloverbuds always have supervision in these areas, it is a great idea for them to know the procedures and their responsibilities. It is also very important for Cloverbuds to have a good role model. 4-H leaders and parents should always set the example as it will show the importance of the safety practices. Everyone needs to wear a helmet on the road, a life jacket on the water and follow the rules!

## 4-H PLEDGE & ROLL CALLS

### Suggested Roll Calls:

- Tell us one way you are safe when doing an activity outdoors (e.g. wearing a helmet, etc.)
- Have you ever been on a boat? Rode on a snowmobile?
- What sign tells you to slow down, and give the right of way to others? (Yield sign)

**Time Frame:** Units are to be completed in a two hour time frame. There is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your Cloverbud participants.

## GETTING STARTED

### General Street Safety

**Time:** 10-15 minutes

**Materials Needed:**

- None

This discussion can take whatever form the leader prefers, however it should be as interactive as possible. Some ideas include leaders asking questions and getting answers, participants asking questions about street safety, etc. Some possible topics are included on the next page:

Sides of the street- walking, bicycling, driving (Bike with traffic, walk against it- drive on the right side)  
Wearing a helmet - always, always, always!  
Checking the bike - brakes, chain, tires, etc  
Walking and riding bikes on the sidewalk  
When to walk your bike - crossing the street  
How to cross the street - at an intersection, with the walk sign, with an adult, etc.  
Looking out for hazards

## Helmet Fitting

**Time:** 15-20 minutes

**Materials Needed:**

- Children's helmet(s)

This activity will allow participants and Leaders to learn how to properly wear a helmet. This activity is meant to be hands on and will only work if there is a helmet available to try on. Take turns with each participant trying on the helmet and adjusting it so that it fits properly. Use the accompanying picture and guidelines when ensuring a proper fit.

**Helmet Guidelines:**

- Purchase a helmet that is approved by the CSA
- The helmet should be made of expanded polystyrene foam with a plastic shell
- Replace a helmet after a crash- they are only made for one use!
- If choosing a helmet that is made in a specific size, use a tape measure to measure your head. It should travel all the way around your head, level, about 2.5 cm above your eyebrows.
- The general rule is the helmet should be low, level, and snug
- The helmet should cover most of your forehead- if it does not, then it is not protecting your head
- The helmet strap should be snug under your chin- the rule is you should be able to fit only one finger between the strap and your chin
- There should only be a two finger space between your eyebrows and the helmet
- The side straps should make a V just below your ears
- You should not be able to move the helmet forwards, backwards, or side to side more than 2cm

## Label the Bike

**Time:** 10-15 minutes

**Materials Needed:**

- Label the Bike worksheet (found in the Resource section at the end of this unit)

This activity is a fun and easy way for participants to learn about the parts of a bike and what a cyclist should have with them on a ride. Participants can begin by labeling the bicycle diagram and once they are finished they can have a discussion on how each part works. Ask participants which parts of the bicycle are not labeled and see how many they can name. Important parts are the bell, reflector and light (if riding at night). Other parts include water holder, frame, brakes and derailleur (gear changer).

After the bike is labeled and understood a little better by participants, ask them what a cyclist should have when going on different bike trips. For example, what a participant would need going on a 10 minute bike

ride during the day is very different than what a cyclist would need if they were travelling for 4 hours or if the sun set during their journey. Some basic guidelines can be found below.

### Things To Bring When Going Bicycling:

- Short trips, daytime - water, helmet
- Longer trips - water, helmet, energy food, contact information, money, cellular phone, bicycle repair kit, sunscreen
- Night trips - reflective vest, water, helmet, lights, cell phone

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## LET'S EXPLORE

### Humpty Dumpty...

**Time:** 20-25 minutes

**Materials Needed:**

- 2 eggs for every participant, plus 1 for the demonstration
- Markers
- Various "helmet" materials (see below)
- Paper
- Writing utensils

This activity will help participants visualize how a helmet helps to protect their head. Instead of doing a live demonstration on someone wearing a helmet, the safer alternative is to use an egg. Just like a head, it has an outer shell and a soft inside. After this activity, participants will see that helmet safety is all it's cracked up to be.

Begin by gathering participants for a demonstration. The demonstration will be what happens when a plain egg (a head without a helmet!) hits the ground. Note: performing this outside will help save time and effort on cleanup.

After participants understand why the egg broke, explain that their task is for them to create a "helmet" for their own egg. Have participants use whatever materials are available to create their "helmet". If desired, have participants work in pairs.

**Good helmet materials include.**

- Kleenex/paper towel
- Cardboard
- Styrofoam
- Masking tape

Give participants 5-10 minutes to design their helmet and then have them all test it, one at a time. Drop the egg from approximately 1.5m (5 feet) and record the results. Was it in perfect condition, cracked, or broken? Then have them hypothesize about why they had their results. Then give participants another 5-10 minutes to repeat the exercise and attempt to create another helmet, hopefully this time with better results.

To increase the difficulty, tell participants you will drop the egg from a higher height.

A good idea is to have participants draw a face on the egg and give it a name before beginning. This will help personalize the exercise, and stress the need for the egg and themselves to wear a helmet.

## Colour the Signs

**Time:** 10-15 minutes

**Materials Needed:**

- It's a Sign! worksheet (optional) (found in the Resource section at the end of this unit) or paper
- Drawing and colouring utensils

This activity will help familiarize participants with the signs of the road. They can use their colouring utensils to add to the pre-made signs on the worksheet or they can create their own. Some ideas to include are stop signs, yield signs, school zone signs, railroad crossing, bicycle route sign, do not enter sign, no bicycling sign, share the road sign, slippery road sign, school crossing sign, etc. To expand participants' knowledge, have each participant create a different sign and learn about it. Leaders can provide the information to the participant who is drawing each particular sign. Have participants present their sign to the group, explain what it means, where they are found and how participants should react when seeing the sign on the road.

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## LOOKING WITHIN

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### Traffic Light Craft

**Time:** 15-20 minutes

**Materials Needed:**

- Empty 2 litre milk carton
- Red, green and yellow construction paper
- Black construction paper
- Scissors
- Tape and/or glue
- Optional: gift wrap tube



*Photo credit:*

[http://www.dltk-kids.com/safety/milk\\_carton\\_traffic\\_light.htm](http://www.dltk-kids.com/safety/milk_carton_traffic_light.htm)

This activity will teach participants about traffic lights. Begin by cutting the top off a milk carton (just the very top part where you pour -- keep as much of the rectangular part of the carton as possible). Then, cover the carton with black construction paper and use tape to secure it. After, cut 7.5cm (3 inch) circles from red, green and yellow construction paper. Glue the circles onto the container (red, yellow, green from top to bottom). If you wanted to make a basket, the open side is the top. If you're making a prop, the closed side is the top.

You can leave the traffic light as it is and sit it on a desk or, you can make a traffic light on a pole. To do the latter, simply put a gift wrap tube inside the traffic light and secure it.

To make this prop realistic, you can cut out the back side of the carton (just the centre so it remains strong). Cut out the front holes before adding the coloured construction paper over top. Then, use a flashlight in the back to illuminate the different lights.

Once the traffic light is made, have participants practice using the light with one person operating it and the rest on their bicycles (or running on foot) responding to the light.

### **Secondary Activity:**

Practice the following song with participants:

### **Traffic Light Song**

*Twinkle, twinkle traffic light,  
Round the corner shining bright.  
Red means stop.  
Green means go.  
Yellow means very, very slow.  
Twinkle, twinkle traffic light,  
Round the corner shining bright.*

## **What Do You Do?!**

**Time:** 10-15 minutes

**Materials Needed:**

- None

Also known as the situation game, this activity will help participants think about how to respond to different situations. Explain that you will be giving participants a specific situation and asking what they would do. Participants can write down their responses (for a quiet activity) or it can simply be done in a discussion format. Some scenarios are included below and leaders are encouraged to add their own which can be unique to their community.

- The traffic light turns green for the participant but the traffic in the other direction does not stop.
- A participant is close to a rail crossing and the lights start flashing.
- A police officer asks them to stop.
- They come to a four way stop sign (discuss the right of way procedure).
- They come out of the store to find their bike has been stolen.
- They fall off their bicycle.

To extend this activity 10-15 minutes, participants can create their own skits of different scenarios. Half the skit can be the scenario and the second half can be how they would react. Have participants perform the first half of the skit, ask the other participants how they think they should react, and then show the second half of the skit.



## WRAPPING THINGS UP

### Safety Signals! *(Bike, Tubing, Snowmobiling)*

**Time:** 20-25 minutes

**Materials Needed:**

- None

Everyone should use proper signals when on roads, trails, and waterways. They make it easy to communicate clear messages to others, and allow them to anticipate your next move and how to react. There are different signals for bicyclists, snowmobilers, and for tubing/skiing behind a boat. This activity should be organized according to the age and ability of your participants. If working with a younger group, focus only on bicycling signals. If there is an older or more mature group of participants, you can work with 2 or all 3 sets of signals. Change their priority according to the season and likelihood of the participants using the signals in their own lives.

The signals should be discussed and participants can be tested in a fun way. Setup a game, where the leader will call for a signal and the participants will have to show the signal. It can be just one set of signals or all sets of signals. The signals for all three methods are found below.

#### Bicycle signals:

- **Left turn:** Left arm extended straight out
- **Right turn:** Left arm extended with the elbow bent at a 90° angle and fingers pointed up- looks like a stiff high five. OR right arm extended straight out. It is recommended that the first signal be used because it is easier for others to see.
- **Slowing or Stopping:** Left arm extended with the elbow bent at a 90° angle and fingers pointed straight down.

#### Tubing/Water Skiing Signals:

- **Increase the speed:** Raise your hand high and give the thumbs up
- **Decrease the speed:** Raise your hand high and give the thumbs down
- **Speed is OK:** Raise your hand high and make an O with your thumb and pointer finger
- If you fall off the tube: Indicate you are okay by performing the Speed OK signal, or by grabbing one wrist with the opposite hand and raising it high above your head
- **I want to return to the dock:** Pat your head with a large up and down motion
- **If you want to stop/return to the boat:** move your hand from left to right in front of your neck

With water sports it is important to discuss the signals before getting into the water. Doing so will ensure everyone knows the signals and can communicate effectively. This is important because the signals for tubing/water skiing are not as standardized as bicycle signals and they can vary slightly in different areas. It is also important to signal that you are okay once you have fallen off the tube, because if you do not the boat will assume you are in distress. Spotters are mandatory when tubing or waterskiing. You must have seats in the boat for all members present plus anyone being pulled on water skis or a tube. A life jacket is the helmet of the water world. Always wear it when near or on the water.

### Snowmobiling Signals:

- **Left turn:** Left arm extended straight out. Same as the bicycle signal.
- **Right turn:** Left arm extended with the elbow bent at a 90° angle and fingers pointed up- looks like a stiff high five. Same as the bicycle signal.
- **Stop:** Left or Right arm raised from the shoulder and extended straight up over the head with palm of hand flat.
- **Slowing Down:** Left arm extended out and down from the side of the body with a downward flapping motion
- **Oncoming Sleds:** Left arm raised at shoulder height, elbow bent and forearm vertical, wrist bent, move arm from left to right over head, pointing to right side of trail. This would be used to signal sleds following you that there are sleds travelling in the opposite direction.
- **Sleds Following:** Arm raised, elbow bent with thumb pointing backward, in “hitch-hiking” motion, move arm forward to backward over your shoulder. This would be used to signal sleds approaching in the opposite direction that you have sleds following you.

These signals are approved by the Ontario Federation of Snowmobile Clubs, Canadian Council of Snowmobile Organizations, the American Council of Snowmobile Associations and the International Snowmobile Council.

## Emergency Kit

**Time:** 15-20 minutes

**Materials Needed:**

- Emergency kit materials (optional)

This activity can be done in a number of ways. It can simply be a discussion of what items need to be in an emergency kit, or it can be the creation of an emergency kit for a backpack or boat. Either way, each item should be discussed as to what it is for and why it is needed. Guidelines for each are found below.

### Hiking/Bicycle Emergency Kit:

- Advil
- Bandages
- Multi-tool
- Energy snack
- Water bottle
- Aloe vera
- Sunscreen
- Bug spray
- Paper and pencil
- Compass
- First aid booklet

### Boat Emergency Materials:

- Watertight flashlight

- Buoyant heaving line (at least 15m)
- Flares
- Bailing Bucket
- Sound Signaling device
- Manual propelling device
- Compass
- Fire extinguisher
- Anchor
- Ladder
- Dry towels (for victims of hypothermia)

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## ADJOURNMENT

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### Additional Activities

- Go for a bicycle ride.
- Go boating.
- Have a boating expert or Captain of a ship discuss marine safety.
- Make a safety checklist for boating, bicycling, snowmobiling and more.
- Invite a lifeguard, police officer, doctor and/or nurse as a guest speaker.

### References

- Canadian Council of Snowmobile Associations [www.ccsso-ccom.ca](http://www.ccsso-ccom.ca)
- DLTK's Crafts for Kids [www.dltk-kids.com](http://www.dltk-kids.com)
- Ontario Federation of Snowmobile Clubs [www.ofsc.on.ca](http://www.ofsc.on.ca)
- <http://safety.lovetoknow.com>
- [www.coloringpages101.com](http://www.coloringpages101.com)

## EASIEST FITTING HELMET - 1 STEP ADJUSTMENT.



## Label the bike

saddle	chain	spokes	handlebars	tire	pedal
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## It's a Sign!

Add to the signs on this sheet.

