



[www.4-hontario.ca](http://www.4-hontario.ca)

## 4-H ONTARIO PROGRAM



Cloverbud Program

**YEAR TWO MATERIALS**

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# 4-H Ontario Cloverbud Program

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# Activity Book

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**CANADA**

4-H Ontario



**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

7660 Mill Road  
Guelph, ON N1H 6J1  
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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 2013

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

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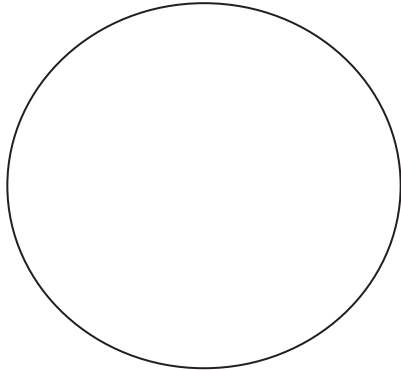
The development, production and distribution of this 4-H Ontario Program resource has been supported by proceeds of the 4-H Ontario Dream Dinner Lottery.



# 4-H Pledge

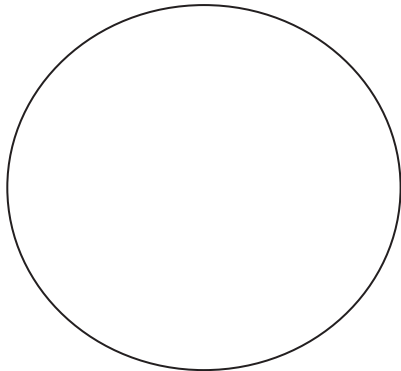
I pledge:

My



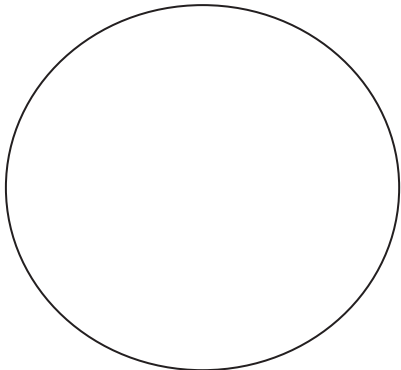
to clearer thinking,

My



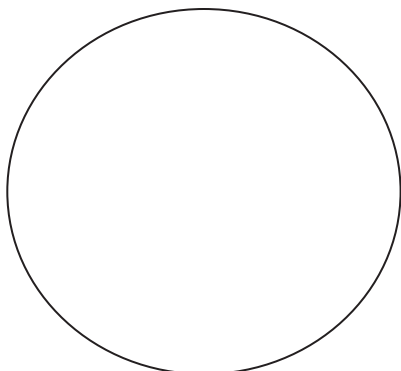
to greater loyalty,

My



to larger service,

My

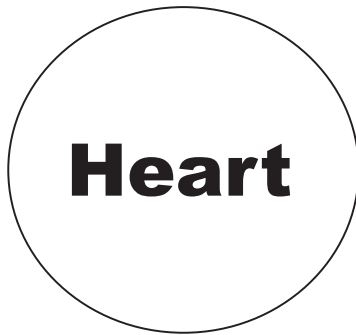
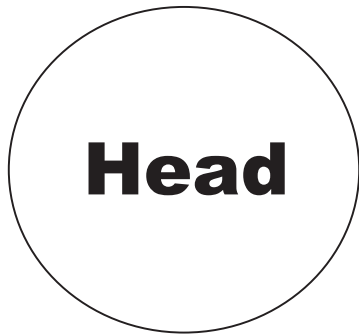


to better living

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

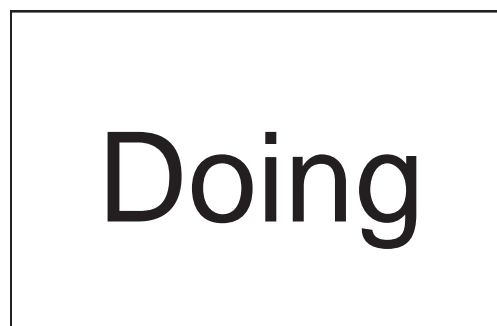
## 4-H Pledge Activity

Cut out the circles and paste in the correct circle of the 4-H Pledge.



## 4-H Motto Activity

Cut out the words and paste them in the correct order  
on the 4-H Motto page.



# 4-H Motto

## Getting To Know You!

My 4-H Cloverbuds Leaders are:

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Here are the names of other participants in my Cloverbud club!

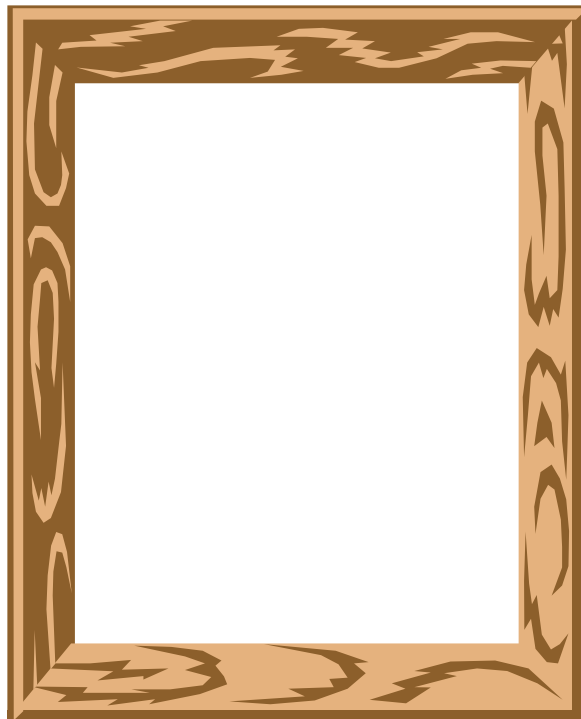
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**Here I am!**

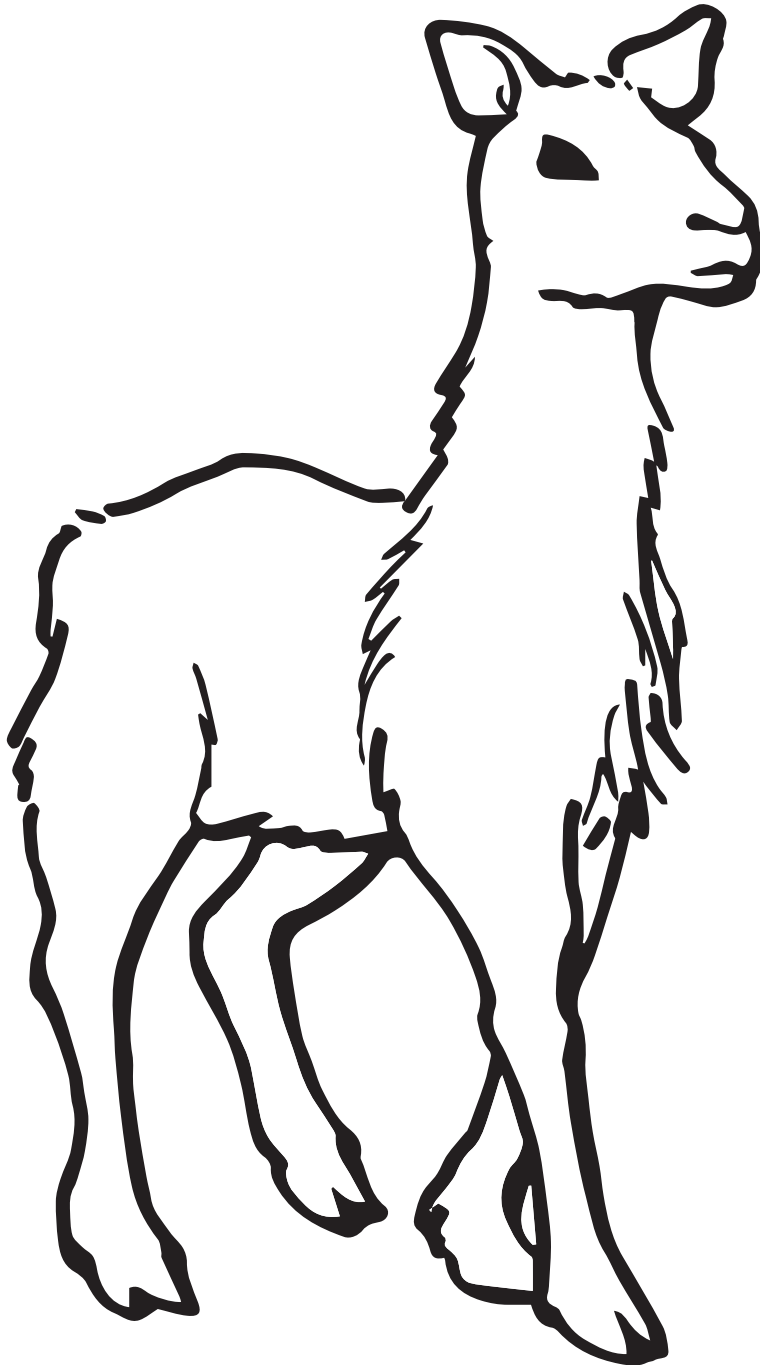
Draw a picture of yourself in this frame.

Remember to colour your hair and eyes!

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# Alternative Livestock

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**CANADA**  
4-H Ontario

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# INTRODUCTION TO ALTERNATIVE LIVESTOCK

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## Objectives & Goals of the Unit:

- To explore various 4-H animal projects
- To learn about different types of livestock that people might have on their farm
- To provide an awareness of the alternative livestock industry
- To encourage creativity and group participation

## Background:

In addition to the many traditional farms in Canada that raise and produce cattle, pigs, poultry, crops and dairy products, there are also many farms in Canada with alternative livestock such as horses, ponies, bison, goats, sheep, bees, wild boars, ranched deer, elk, llamas, alpacas, rabbits, ostriches, emus, rheas, ducks and geese among other animals. This unit will explore some of these alternative livestock options for farmers as Cloverbuds gain an awareness of the many types of farms that can be found in Canada.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name an animal that is considered alternative livestock.
- Name one thing a rabbit might eat (hay, pellets, carrots, romaine lettuce).
- Have you ever petted an alpaca? A llama? An ostrich, emu or rhea bird?

**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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### Poems & Songs

**Time:** 15-20 minutes

**Materials Needed:** None

The following poem and songs will open up the world of some types of alternative livestock in a fun way! With this first poem, read through the poem first and then have Cloverbud participants fill in the 'quack, quack, quack, quack' line in each verse.

#### Five Little Ducks

Five 5 little ducks,  
Went out one day,  
Over the hill and far away.  
Mother duck said,  
"Quack, quack, quack, quack."  
But only four 4 little ducks came back.

Four 4 little ducks,  
Went out one day,  
Over the hill and far away.  
Mother duck said,  
“Quack, quack, quack, quack.”  
But only three 3 little ducks came back.

Three 3 little ducks,  
Went out one day,  
Over the hill and far away.  
Mother duck said,  
“Quack, quack, quack, quack.”  
But only two 2 little ducks came back.

Two 2 little ducks,  
Went out one day,  
Over the hill and far away.  
Mother duck said,  
“Quack, quack, quack, quack.”  
But only one 1 little duck came back.

One 1 little duck,  
Went out one day,  
Over the hill and far away.  
Mother duck said,  
“Quack, quack, quack, quack.”  
But none of the five 5 little ducks came back.

Sad mother duck,  
Went out one day,  
Over the hill and far away.  
Sad mother duck said,  
“Quack, quack, quack.”  
And all of the five 5 little ducks came back.

With the Farming Song, sing through the first verse and then repeat the verse but have Cloverbud participants fill in the “moo-moo” words. Continue on with the subsequent verses and have participants fill in the sound they think should be in the verse without telling them what the correct answer is.

### **Farm Animals Song**

(tune of “She’ll be coming round the mountain”)

The cows go “moo-moo”  
All day long  
Daddy bulls go “moo-moo”  
All day too  
All the cows go “moo-moo”  
Baby calves go “moo-moo”  
As they see their mums being milked

The sheeps go “baa-baa”  
All day long  
Daddy rams go “baa-baa”  
All day too  
Mummy ewes go “baa-baa”  
Baby lambs go “baa-baa”  
As they graze upon the grass.

Mummy hens go “cluck-cluck”  
All day long  
The hens go “cluck-cluck”  
All day long  
The hens go “cluck-cluck”  
But baby chicks go “cheep-cheep”  
As they search for worms in the ground

The ducks go “quack-quack”  
All day long  
Daddy drakes go “quack-quack”  
All day too  
All the ducks go “quack-quack”  
Baby ducklings go “quack-quack” too  
As they swim in the pond

The pigs go “oink-oink”  
All day long  
Mummy sows go “oink-oink”  
All day too  
Baby piglets go “oink-oink”  
Yes, they go oink-oink  
As they eat and do nothing all day long

Turkeys go “gobble-gobble”  
All day long  
Turkeys go “gobble-gobble”  
All day long  
Turkeys go “gobble-gobble”  
Yes, they go “gobble-gobble”  
As they sing this song with us

The rooster crows  
“cock-a-doodle-doo”  
The rooster crows  
“cock-a-doodle-doo”  
The rooster crows  
“cock-a-doodle-doo”  
Yes, they crow  
To wake us up in the early morn.

The horses go “neigh-neigh”  
All day long  
Daddy stallions go “neigh-neigh”  
All day too  
Mummy mares go “neigh-neigh”  
Baby foals go “neigh-neigh” too  
As they gallop all around all day.

First, practice the song, The Wheels on the Bus Go Round and Round, as Cloverbud participants should be familiar with this song. Then, introduce the following lyrics.

### **The Duck Song**

(sung to the tune of The Wheels on the Bus go round and round)

I’m a duck and I like the pond  
Swim and play, all day long  
All my ducklings swim along  
“Quack, quack” they sing my song

“Quack, quack, quack, life is fun  
Search for food under the sun  
See some snails, they can’t run  
They taste so good, yummm....

Dad, the drake, he found slugs,  
Then there were the water bugs  
Called to us to share his luck  
And we gave him a big hug

Together we swim along  
In and out of the reeds we play  
We live a life that’s happy and gay  
Tomorrow’s another day

## **Duck, Duck, Goose!**

**Time:** 20-25 minutes

**Materials Needed:** None

### **Traditional Duck Duck Goose**

The traditional version of the game is played in the following manner:

Children sit in a circle facing the inside of the circle. One player stands on the outside of the circle and begins to walk around the circle. That player taps each child on the head or shoulder and says “Duck.” The walking player decides to call someone “Goose!”

The walking player begins to run around the circle in an attempt to get to the Goose’s spot. The Goose jumps up and attempts to tag the runner before he gets to the Goose’s spot.

If the Goose is unable to tag the runner, the Goose begins to tap the children and continue as above while the runner sits in the Goose's spot. If the Goose is able to tag the runner before reaching his spot, then the runner begins the process again.

Play the traditional way first. Then change it up with animal noises, different animals etc. Some examples include:

Quack, quack, honk  
Goats, goats, sheep  
Llama, llama, alpaca  
Horse, horse, pony  
Deer, deer, elk  
Moo, moo, oink

#### *Avoiding Favorites With Duck Duck Goose*

If one or two children are likely to be "It" the whole game, allow each Goose to be the next one to walk around the circle regardless of whether or not she is able to tag the runner. This will even the playing field, especially if some children are not very agile.

Some children may tend to pick the same kids over and over while other children may not be chosen. Favoritism can be avoided with a rule that anyone who has been chosen cannot be picked again until all others have had a chance. Some people may identify those who have been chosen or have them to sit outside the circle until one child is left, when the others join the circle again so that the last child has a circle full of kids again.

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## LET'S EXPLORE

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### 3D Bumblebees Paper Craft

**Time:** 15-20 minutes

**Materials Needed:**

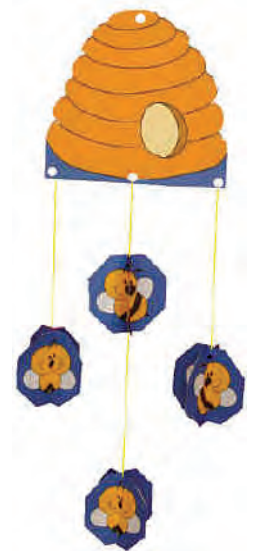
- Bumblebee templates (found in the Resource section at the end of this unit)
- Paper
- Scissors
- Hole punch
- String, thread, ribbon or yarn

This is a cute, simple paper craft that results in a 3D ornament you can hang around the room.

Print beehive template and cut it out.

Fold it in half (on the dashed line) so it is colored on both the front and the back. As an option, put thin cardboard in between the front and back of each template piece to make them a bit sturdier.

Glue together so the pieces are colored on both sides.



3D Bumblebees:

Cut on one of the dotted lines of each template piece (only cut as far as the dotted line goes, not all the way through the piece). To assemble, slide the pieces together, top to bottom.

Glue a piece of ribbon, string or thread onto the top (or hole punch a small hole and tie a ribbon through). If you hole punch, do it through the bee that is cut from the bottom, not the one that is cut from the top.

Punch three holes in the bottom of the beehive template (one in the center and one on each edge). String one bumblebee through each of the holes so it hangs down from the hive. Punch a hole in the bottom of the middle bumblebee and string the fourth bumblebee through that hole.

*Optional:*

Print as many copies of template 3 as you like and keep adding bumblebees to the bottom of the other bumblebees and the hive to make a very busy beehive!

## Bison Mix'n'Match Worksheet

Bison, also known as buffalo, are very large animals with a shaggy dark brown mane. They have humped shoulders and short legs that are covered with hair. They have a long tail with a furry end, called a tuft. Their coat is extremely thick in order to keep them warm in cooler temperatures and in the summer months they shed to keep cool.

Short, black horns stick out from the bison's massive head, just above their eyes. These horns are used to defend themselves against predators. Bison's eyesight is poor, but their hearing and sense of smell is very good. In fact, a bison can smell an animal three kilometers away.

Male bison are called bulls and have large, square-shaped necks, while females have smaller, rounder necks and are referred to as bison cows.

Bison feed mainly on grass, plants and sometimes berries. Finding food in the winter isn't a problem for the bison. They swing their large heads from side to side and push the snow away in order to find grass.

Despite their size, bison are very fast creatures, able to run up to 55 kilometres per hour. They are also excellent swimmers, but are so buoyant that the head, hump and tail stay above the surface of the water.

Bison are mostly active at night time and at dusk.

**Time:** 10-15 minutes

**Materials Needed:**

- Bison Mix'n'Match worksheet (found in the Resource section at the end of this unit)
- Pencil

Provide a copy of the worksheet for each Cloverbud participant. Work through the page as a group to come up with the answers. Answer page appears in the Resource section at the end of this unit.



## LOOKING WITHIN

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### Llama Masks

Time: 10-15 minutes

Materials Needed:

- Llama mask template (found in the Resource section at the end of this unit)
- Paper
- Scissors
- Hole punch
- String, yarn or ribbon

Begin by cutting out the llama face template. Then cut the blacks of the eyes out. Using the hole punch, put a hole on either side of the mask. Cut 2 pieces of string and knot around each hole. Put the mask on the face of the Cloverbud participant and tie it in the back. Have Cloverbuds wear the masks while learning the following poem and song.

### Llama Poem and Song

Time: 10-15 minutes

Materials Needed: None

#### Five Lively Llamas

Five lively llamas were born in May.

*(Show five fingers.)*

The first one said, "In the Mud, let's play."

*(Touch thumb.)*

The second one said, "No way, Jose!"

*(Touch index.)*

The third one said, "In the middle I must stay."

*(Touch middle.)*

The fourth one said, "I am mad today."

*(Touch ring finger.)*

The fifth one said, "Our Mom we must obey."

*(Touch little finger.)*

#### Did You Ever See a Llama

*(Tune of Did You Ever See a Lassie)*

Did you ever see a llama,

A llama, a llama?

Did you ever see a llama run this way and that?

Run this way and that way

And that way and this way

Did you ever see a llama run this way and that?

## Darling Deer

**Time:** 15-20 minutes

**Materials Needed:**

- Cardboard tube (toilet paper or paper towel tube)
- Patterned paper
- Construction paper
- Scissors
- Glue
- Felt
- Googly eyes
- Pom-pom
- Drinking straws
- Pipe cleaners



Cover a cardboard tube with patterned paper. Cut a triangle head and two large and two small oval ears out of paper. Glue the smaller ears inside the larger ones and fold in half. Glue to top of triangle. Cut felt circles for eyes. Glue googly eyes to felt. Add pom-pom nose. Glue the triangle to the top center of the tube. Use straws and pipe cleaners to make antlers.

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## WRAPPING THINGS UP

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### Peter Rabbit's Mixed Up Garden

**Time:** 25-30 minutes

**Materials Needed:**

- Cupcake pan or mini-muffin tin
- Various fruits & vegetables, cut into bite-size pieces
- Tissue paper (preferably green)
- Tape
- Peter Rabbit's Mixed Up Garden cards (found in the Resource section at the end of this unit)

This activity should be prepared ahead of the meeting so Cloverbud participants do not know which fruits and vegetables are 'hidden' in the garden.

Fill cupcake or mini-muffin tins with various fruits and veggies.



Cover with a sheet of tissue paper and tape down to secure. Two layers of tissue works best (just fold a piece in half) so no one can peek!:)



Print the Peter Rabbit's Mixed-Up Garden cards, fold in half, and place with the muffin tin. Let the kids "dig" and discover what yummy treats are in the "garden"!



## Complete the Sheep & Goat Pictures!

**Time:** 15-20 minutes

**Materials Needed:**

- Complete the sheep and goat pictures (found in the Resource section at the end of this unit)
- Pencil
- Pencil crayons, crayons and/or markers

Give each Cloverbud a copy of the sheep picture and the goat picture. Have a discussion about the differences and similarities between goats and sheep (e.g. sheep have wool, goats have short hair, they both have eyes, a mouth and hooves, etc.). Have each Cloverbud complete the pictures.

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## ADJOURNMENT

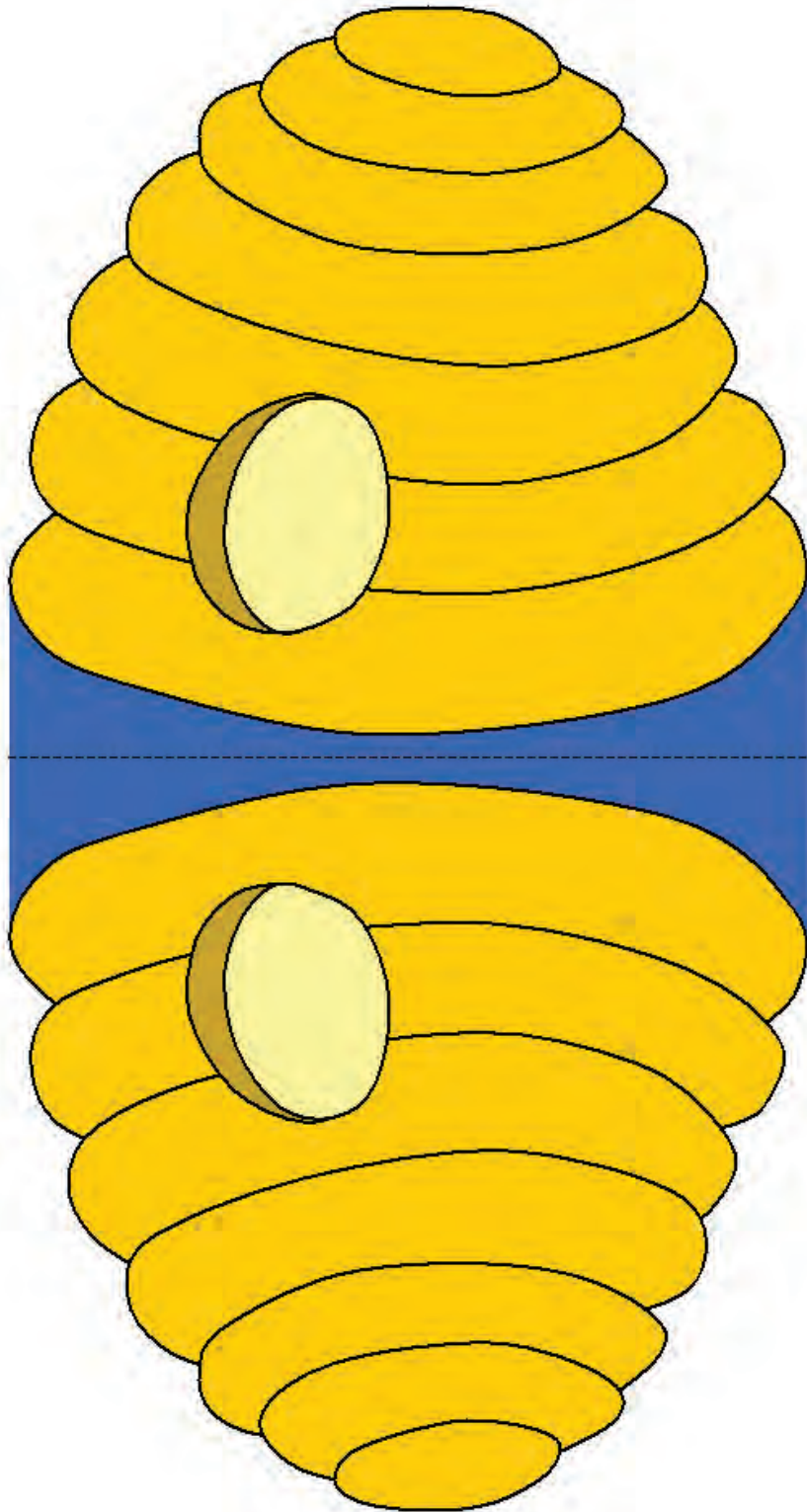
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### Additional Activities

- Visit <http://www.farmissues.com/virtualtour> for a virtual tour of a Canadian deer and elk farm, goat farm, sheep farm and ratite farm.
- Have a farmer who raises alternative livestock as a guest speaker
- Visit a farm that has one or more types of alternative livestock
- Invite a veterinarian who specializes in alternative livestock

### References

- Activity Village [www.activityvillage.co.uk](http://www.activityvillage.co.uk)
- Artists Helping Children [www.artistshelpingchildren.org](http://www.artistshelpingchildren.org)
- Canadian Geographic [www.canadiangeographic.ca](http://www.canadiangeographic.ca)
- DLTk Crafts Growing Together [www.dltk-holidays.com](http://www.dltk-holidays.com)
- Eco Kids [www.ecokids.ca](http://www.ecokids.ca)
- Enchanted Learning [www.enchantedlearning.com](http://www.enchantedlearning.com)
- Farm Issues.com [www.farmissues.com](http://www.farmissues.com)
- First-School Preschool Activities and Crafts <http://www.first-school.ws>
- [www.kiddyhouse.com](http://www.kiddyhouse.com)
- [www.parenting.com](http://www.parenting.com)
- Statistics Canada <http://www5.statcan.gc.ca>
- Storytimes Online <http://youthliterature.com>
- Gourmet Mom On-The-Go [www.gourmetmomonthego.com](http://www.gourmetmomonthego.com)







Two slot  
together to  
make one 3d  
character





# BISON MIX 'N MATCH

For First Nations peoples living on the prairies, Bison were believed to be the source of all life, and for good reason. When these large animals roamed the prairies by the millions, they were hunted by plains tribes as a source of food, shelter, clothing, tools, containers, weapons and much more. When a bison was killed, the hunter would give thanks to its spirit for giving up its life, and every effort was made not to waste any part of the animal.



Photo credit: Yale collection of Western Americana, Beineck Rare Book and Manuscript Library

Draw a line to match each part of the bison in the left column to an item that the plains tribe made from it, on the right!

Hide (skin)		Cooking pot
Stomach		Knives
Bones		Food
Horns		Paintbrush
Tail		Drinking cup
Sinew (tendons)		Clothing
Intestines		Used for tanning hides
Teeth		Waterproof bag
Brain		Necklace
Hooves		Decoration on weapons
Beard		Fly swatter
Hair		Bow strings
Meat, Blood and Fat		Glue
Bladder		Sausage



## BISON MIX 'N MATCH - ANSWERS!

**Note: We've put the answers upside-down so you don't accidentally read them before doing the activity!**

Bladder - Waterproof bag

Meat, blood and fat - Food (like pemmican and sausage)

Hair - Paintbrush

Beard - Decoration on Weapons

Hooves - Glue

Brain - Used to tan hides

Teeth - Necklace

Intestines - Sausage

Sinew - Bowstrings

Tail - Fly swatter

Horns - Drinking cup

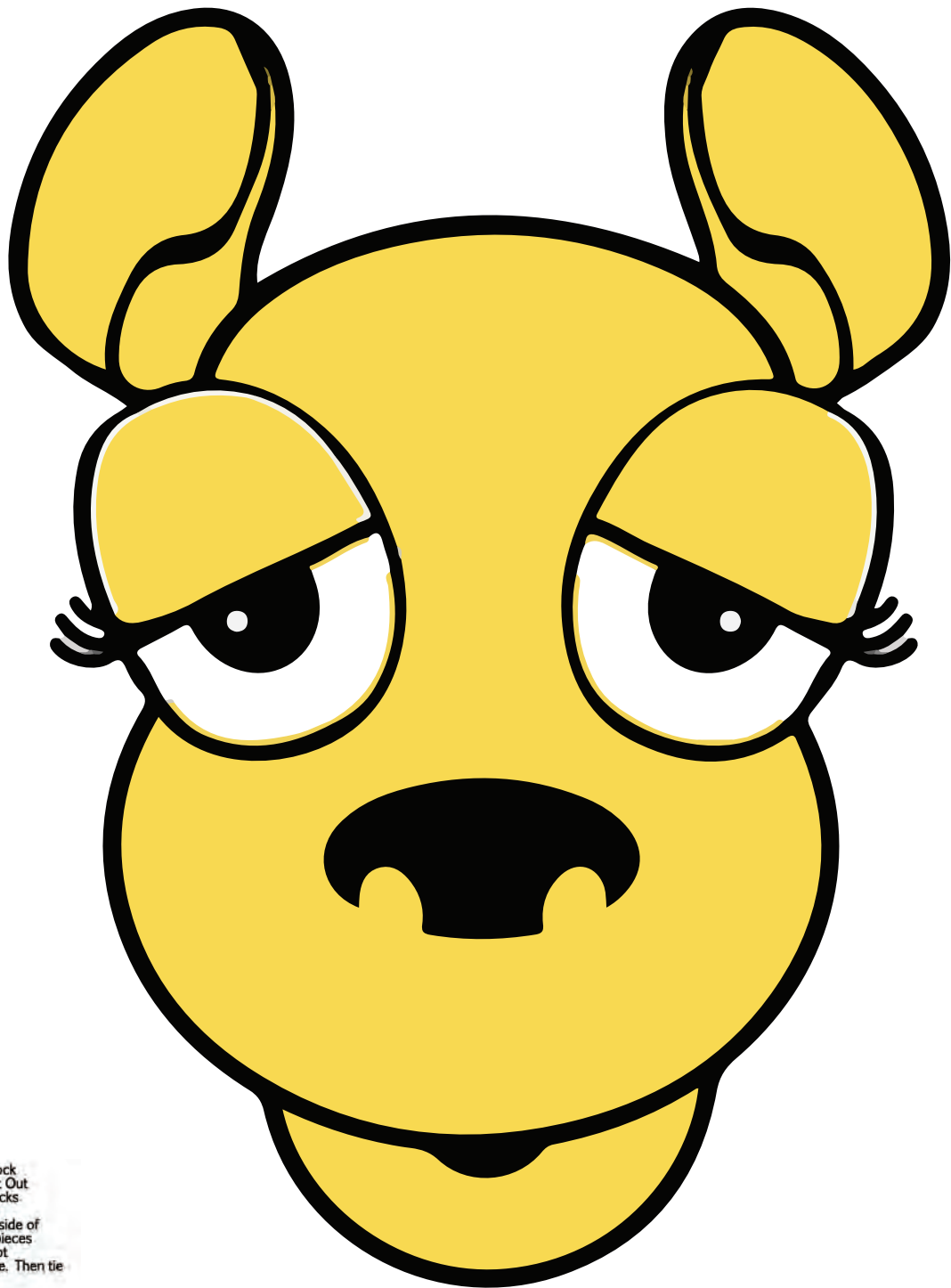
Bones - Knives

Stomach - Cooking Pot

Hide - Clothing

**Answers:**





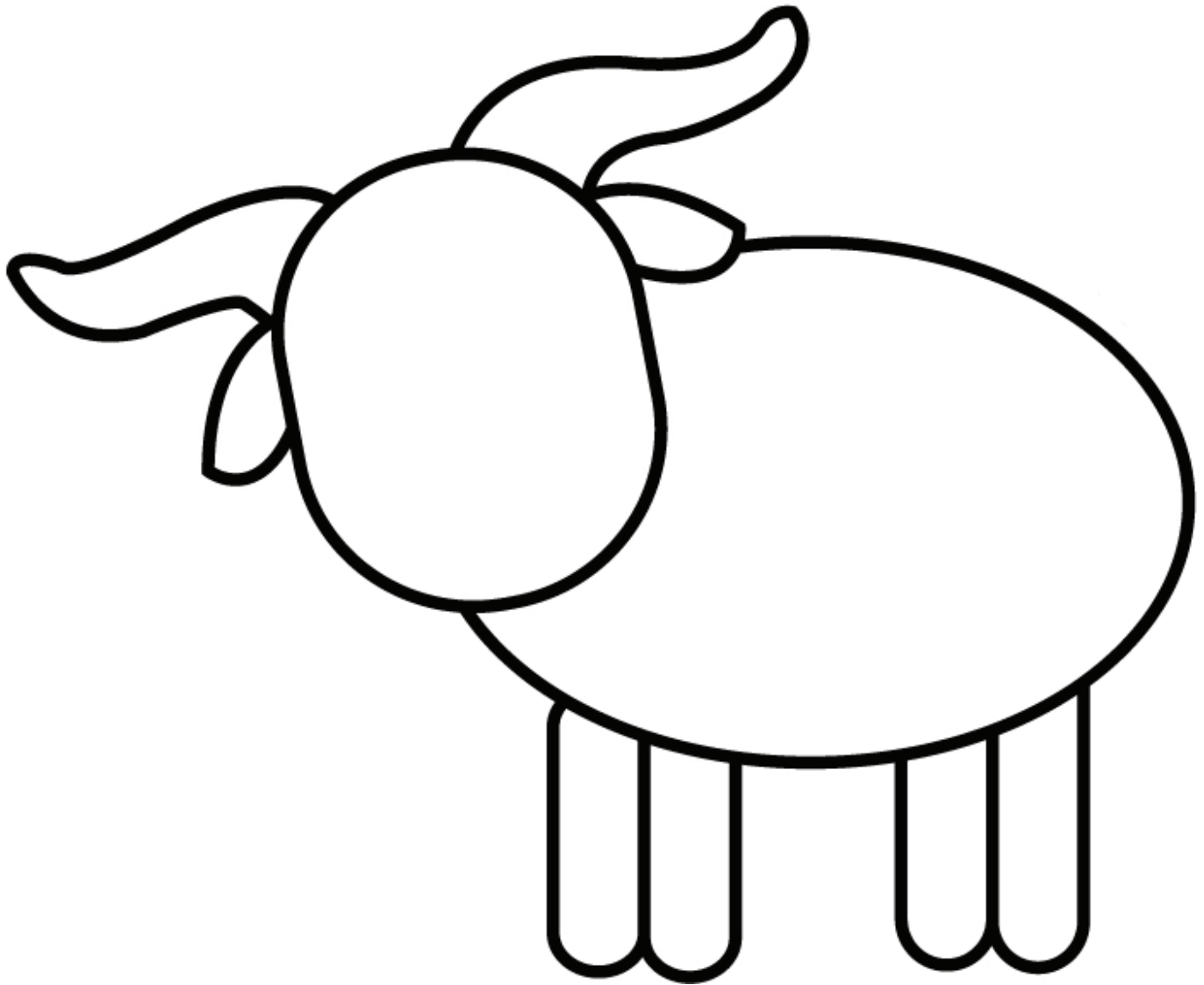
Print on Card Stock  
(if available). Cut Out  
and also Cut Blacks  
of Eyes Out. Put  
a hole on either side of  
the face. Cut 2 pieces  
of String and knot  
around each hole. Then tie  
closed in back.



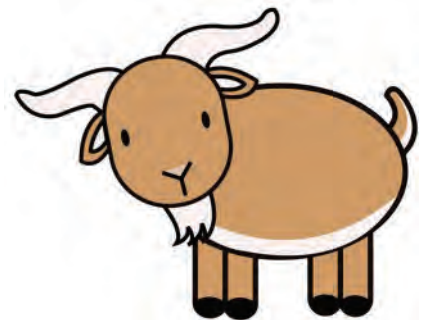
*Peter Rabbit's*  
**Mixed Up Garden**

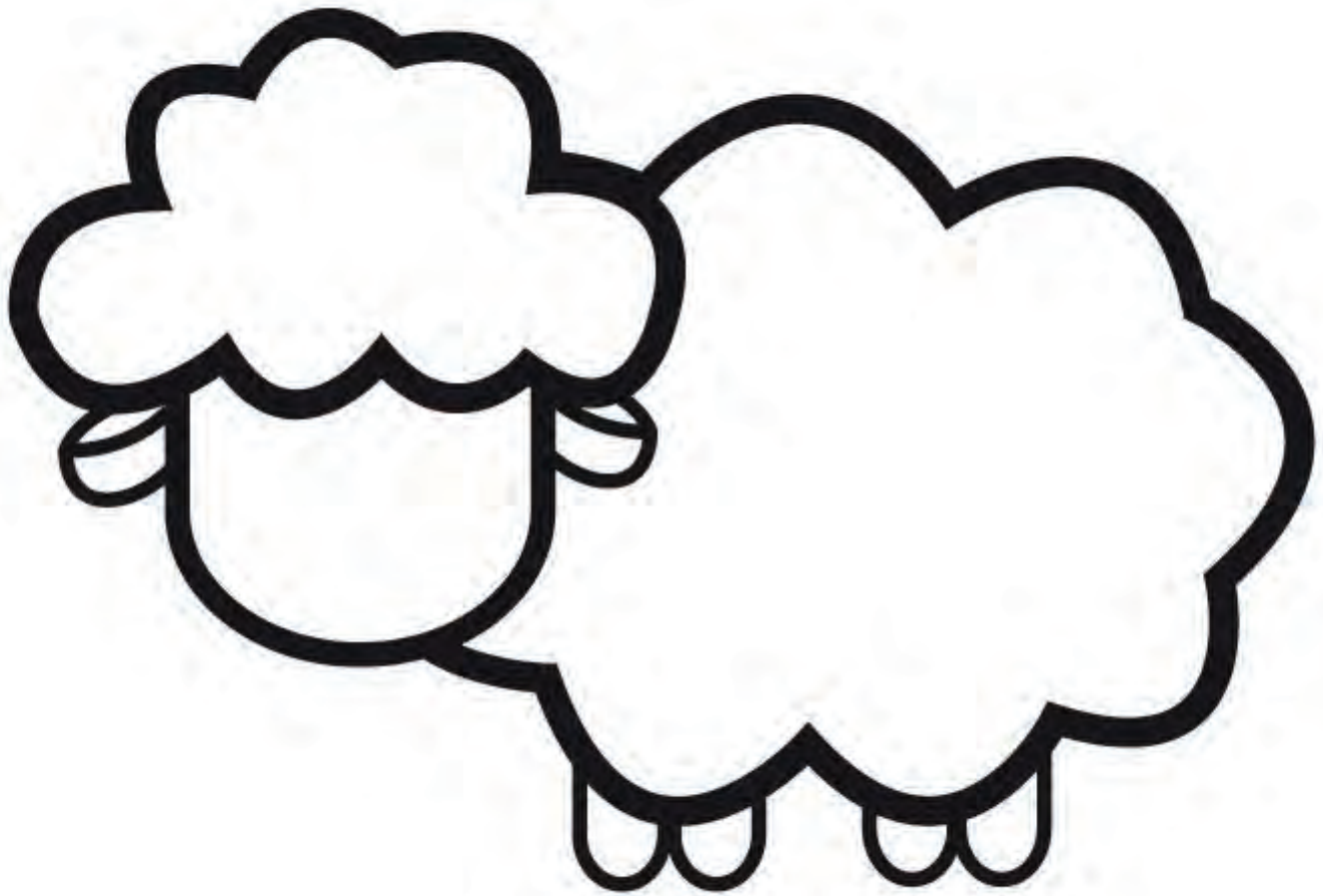
*Peter Rabbit's seeds got all mixed up this year and now he doesn't know what has grown in his lovely garden! Will you help him eat his yummy treats and figure out what they are?*

*Help Peter by digging in each hole, nibbling the food, and deciding what it is. Use your taste, smell, and sight to figure out this mystery! Good luck!*



**Draw a face, beard,  
tail and hooves on  
the goat!**





Draw a face and  
trotters on  
the sheep!





# Alternative Sports

# Dance





**CANADA**  
4-H Ontario

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my Hands to larger service  
my Health to better living  
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Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.

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## INTRODUCTION TO ALTERNATIVE SPORTS - DANCING

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### Objectives & Goals of the Unit:

- To Explore the 4-H A Sporting Chance – Dance Project
- To take the fear out of public dancing
- To teach fun and classic dances
- To learn how to express yourself while dancing
- To learn how to be creative while dancing

### Background:

Dancing has been a part of human culture for a very long time. There are formal dances, such as charity dinners; semi-formal dances, like proms; and even informal dances such as Christmas parties. There are many forms of dancing, from line dancing to ballroom dancing. But the bottom line is, anytime you are moving your body to music, you are dancing! Do not worry if you think you cannot dance. During this meeting you will learn that you can and that dancing is fun and easy!

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls:

- Name one type of dance. (e.g. tango, salsa, waltz)
- Have you ever had a dance lesson?
- Have you ever been to a professional dance show? What was 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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### The Call Game

**Time:** 10-15 minutes

**Materials Needed:**

- Music and speakers (optional)

This game is based on the popular children's books, the Mr. Men and Little Miss series. Begin this game by choosing some fun dance music, with an easy rhythm. You might ask Cloverbud participants what song they would like to dance to. Then, have children stand in front of the Leader while the Leader demonstrates each dance move linked to the Mr. Man (see below). Once the dance moves have been demonstrated and the children understand them, start the music! Then, randomly call out one of the Mr. Men and have them start dancing. If they forget the corresponding dance move, then the Leader will simply remind them. Continue on by calling out the names of the Mr. Men at random intervals.

Alternatively, this game can be done with different or even additional calls. Challenge Cloverbud participants to create some of their own. Some examples would be the Leader calls “cowboy” and Cloverbuds would then raise one arm above their head and pretend to swing a lasso. Another call could be “twister”, where students stick their arms out to the side and pretend to be a tornado. This additional activity can add another 10-15 minutes or even more time if children can be creative with inventing calls.

- Mr. Slow - move slowly.
- Mr. Rush - move fast.
- Mr. Jelly - shake your whole body
- Mr. Muddle - walk backwards
- Mr. Bounce - bounce!
- Mr. Small - crouch and move
- Mr. Strong - move flexing your muscles
- Mr. Tall - stretch up and move
- Mr. Tickle - wave around your arms in a crazy way
- Mr. Happy - move around with big smiles on your face

## The Limbo!

**Time:** 15-20 minutes

**Materials Needed:**

- Limbo stick
- Limbo music and speakers (optional)

Begin this activity by choosing two Cloverbud participants to hold the Limbo stick, one at either end. Then, have all participants line up on one side of the limbo stick. The limbo stick, to begin, should be high enough that most Cloverbuds can simply walk under it. Then, start the music. The line of players will take turns walking under the limbo stick. A suggestion for limbo music would be Limbo Rock by Chubby Checker. The rule is that players must lead with their feet, knees, hips, upper-body, and finally their head. Players MAY NOT walk head first under the limbo stick. After all players have walked under the Limbo stick, the two people holding the stick lower it. Players walk under the stick again. As the stick lowers with each round, it becomes harder and harder to Limbo. Players that touch the ground or the stick are out!

After only one participant remains, start the game again. You can host the same game, or try something different! Each additional game can add 10-20 minutes. Some suggestions for additional ideas are below:

- Hold the limbo stick only by your palms, so that if it is touched it will fall down
- Use a flashlight for a limbo stick, if the beam goes missing- they're out!
- Use a garden hose for a limbo stick, if they hit the stream-they're out!
- Have a limbo relay (2 teams race to try and be the first finished)

## Dance On

**Time:** 15-20 minutes

**Materials Needed:** None

This game will give the Cloverbud participants a chance to use their creative side. The game starts when everyone is standing in a circle. The Leader will choose the first child to start the dance. The first child will then begin a dance by doing one dance move. The person to their right will then do the move of the person before them and add one move to the dance. The pattern being person A does dance move A, person B does dance moves A & B, person C does moves A, B, C, etc. It will continue around the circle until a child forgets a move. That Cloverbud that forgot the move is out, but not to worry - they will get back in on the fun very soon! The person who is out then becomes person A in their own circle! As soon as the next person is out, they then join person A's circle and begin the game between the two. This happens continually in a cycle. There will always be at least two circles playing the game. The game is over after a certain number of rotations or after a certain time has been reached. If you have a large group of Cloverbud participants, the group should be divided so a circle has no more than 6 to 8 participants.

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## LET'S EXPLORE

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### Teach Me How To Dance!

**Materials Needed:**

- Music and speakers (optional)

### Box Step

**Time:** 10-20 minutes

**Materials Needed:**

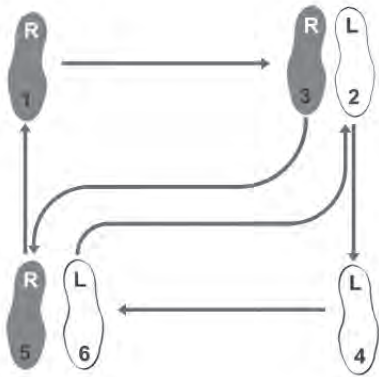
- Rumba music

This activity will help Cloverbud participants learn the basics of ballroom dancing, simply by learning one step. Have children begin by starting in one straight line, facing the Leader. Cloverbud participants need to be relaxed for this exercise to work, so have them take 3 deep, slow breaths. Begin by demonstrating the basic box step, which you do by outlining a square with your dancing.

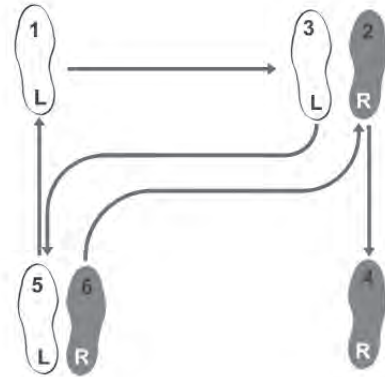
The step begins by bringing your left foot forward, right foot to the side, and then bring your left foot together with your right. Next, it's right foot backwards, left foot to the side, and then bring your right foot together with your left. Look at that, you are right where you began- you have completed the box step! If unsure about the step, see the diagram below or look up a video of the box step.

A fun tip if you forget which foot to use - it's always the outside foot that's taking the step- forwards or backwards. Run through this activity a couple of times.

Leader



Follower



What can help Cloverbud participants learn this step is by saying the steps out loud as they go through the dance. Say forward, side, together- back, side, together. Additionally, tape masking tape on the ground in the shape of a box so children can visualize what the box looks like.

Once the children understand these steps, the Leader can then begin the music if they have it and try to work through the steps with the rhythm. Begin with Rumba music, as it is a slower dance. The rhythm for the steps is slow, quick, quick- slow, quick, quick. Slow for the steps forward and backwards and quick for the steps sideways.

This activity can also be done in partners, if time permits. Just remember, the following partner is doing the opposite steps of the lead partner!

## Chicken Dance

**Time:** 5-10 minutes

**Materials Needed:**

- Chicken dance music

Begin by teaching Cloverbud participants the basics of this 4 step dance. Remember, it is beaks, wings, tail feathers, and partners. If the Leader is unsure of the movements, they should research the dance beforehand.

## YMCA

**Time:** 5-10 minutes

**Materials Needed:**

- The YMCA- Village People (Song)

A classic dance that Cloverbud participants are sure to enjoy! Begin by showing Cloverbud participants how to do the YMCA dance. Between each chorus have the children either create their own dance or do a group-dance all together. If the Leader is unsure of the movements, they should research the dance beforehand.

## The Macarena

**Time:** 10-15 minutes

**Materials Needed:**

- Macarena Song

An old dance, but a good one! Begin by showing Cloverbud participants how to do the Macarena dance. If the Leader is unsure of the movements, they should research the dance beforehand. This dance can be repeated endlessly. It is a classic and is an extremely fun dance.

## Teach Me How- The Cha-Cha Slide

**Time:** 5-10 minutes

**Materials Needed:**

- Cha-Cha Slide - Mr. C The Slide Man (Song)

This song is a lot of fun for all participants, and super easy to follow. The lyrics tell you the dance moves as you go! Simply play the song and follow along.

Note: When the singer says “Cha-Cha”, it is freedom to do whatever dance move you like. This can be done individually or the group can do one move all together.

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## LOOKING WITHIN

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### Dance Your Feelings

**Time:** 15-20 minutes

**Materials Needed:** None

This activity is aimed to help Cloverbuds express their emotions through dancing. Cloverbuds will begin by spreading themselves out around the room. Have them start by doing their dances while standing in the same spot. Call out feelings, one at a time, and have them dance, still standing in the same spot, to the emotions. Then, have them try to dance to the same feelings while moving. Challenge Cloverbud participants to dance in all different positions; sitting, standing, kneeling, crouching, etc. Some feelings are listed below for the Leader to call out. If Cloverbuds are unsure of a word, the Leader can explain the word and give examples.

Alternatively, this activity could be done with each Cloverbud getting one feeling and everyone would be dancing around, expressing their own feeling. This will show Cloverbuds that although they may be in one mood, or have one feeling, other people have different emotions at that time.

This activity could also be done as a performance piece, with each Cloverbud getting a feeling from the list, having 2-3 minutes to practice a dance, and then performing for the group. The group might try and guess which feeling was being danced out.

**Feelings:**

*Disappointed Alone*

*Angry*

*Eager*

*Relieved*

*Hyper*

*Scared*

*Joy*

*Love*

*Bored*

*Amazed*

*Ashamed*

*Fascinated*

*Mellow*

*Grouchy*

*Surprised*

*Confident*

*Calm*

*Tired*

*Upset*



## Dance Cards

**Time:** 10-20 minutes

**Materials Needed:**

- Paper or Cue Cards
- Pencil
- Music and speakers (optional)

Have dance cards pre-made for this activity. The cards are simple and a sample is available in the Resources section. Essentially, a dance card contains whatever you like. It can be a word, a picture, a shape, a letter - anything you can imagine! Once the cards are completed, have each participant select a card and dance to that card for 15-30 seconds. After the time is up, swap cards and start again.

Alternatively, one card can be selected for the entire group- and everyone has to try and portray that card in a dance.

To add 10-15 minutes to this activity, have Cloverbuds create their own cards and repeat the activity above.

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## WRAPPING THINGS UP

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### Hula Hoop

**Time:** 10-15 minutes

**Materials Needed:**

- Hula Hoops or mini Hula Hoops (1 per person)

A hula hoop is a great way to teach rhythm and is a fun activity. You can have a hula hoop contest. Whoever keeps the hula hoop up the longest wins. Or, you can try to do the hula hoop line where you spin the hula hoop around your arm and try to pass it to the next participant. You can also do a relay, where the team that keeps the hula going the longest wins!

There are endless activities you can do with a hula hoop. Get creative and ask the Cloverbud participants for ideas too!



## Alphabet Dance

**Time:** 10-20 minutes

**Materials Needed:**

- Music and speakers (optional)

For this activity, have Cloverbud participants spread out around the room. If you have music, begin playing it and tell the children to dance around however they like. Randomly, turn off the music and shout out letters of the alphabet, and have Cloverbuds create these letters individually or in a small group. Some letters, like O they can do by themselves, but letters like R might be more difficult to do without help. After you have shouted out the letter, give them 10-20 seconds to create the letter, at which time you'll yell "Freeze". Then the Leader can see who was the most creative when making their letter. Restart the game by playing the music again, and repeating the activity with a new letter.

## Connect the Dots & Colouring Pages

**Time:** 10-15 minutes

**Materials Needed:**

- Connect the dots page (found in the Resource section at the end of this unit)
- Colouring pages (found in the Resource section at the end of this unit)
- Pencil and crayons

To cool down before heading for home, have the Cloverbud participants work at a connect the dots picture and then have them colour it or, depending on the age of the group, have them colour a picture of a dancer(s).

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## ADJOURNMENT

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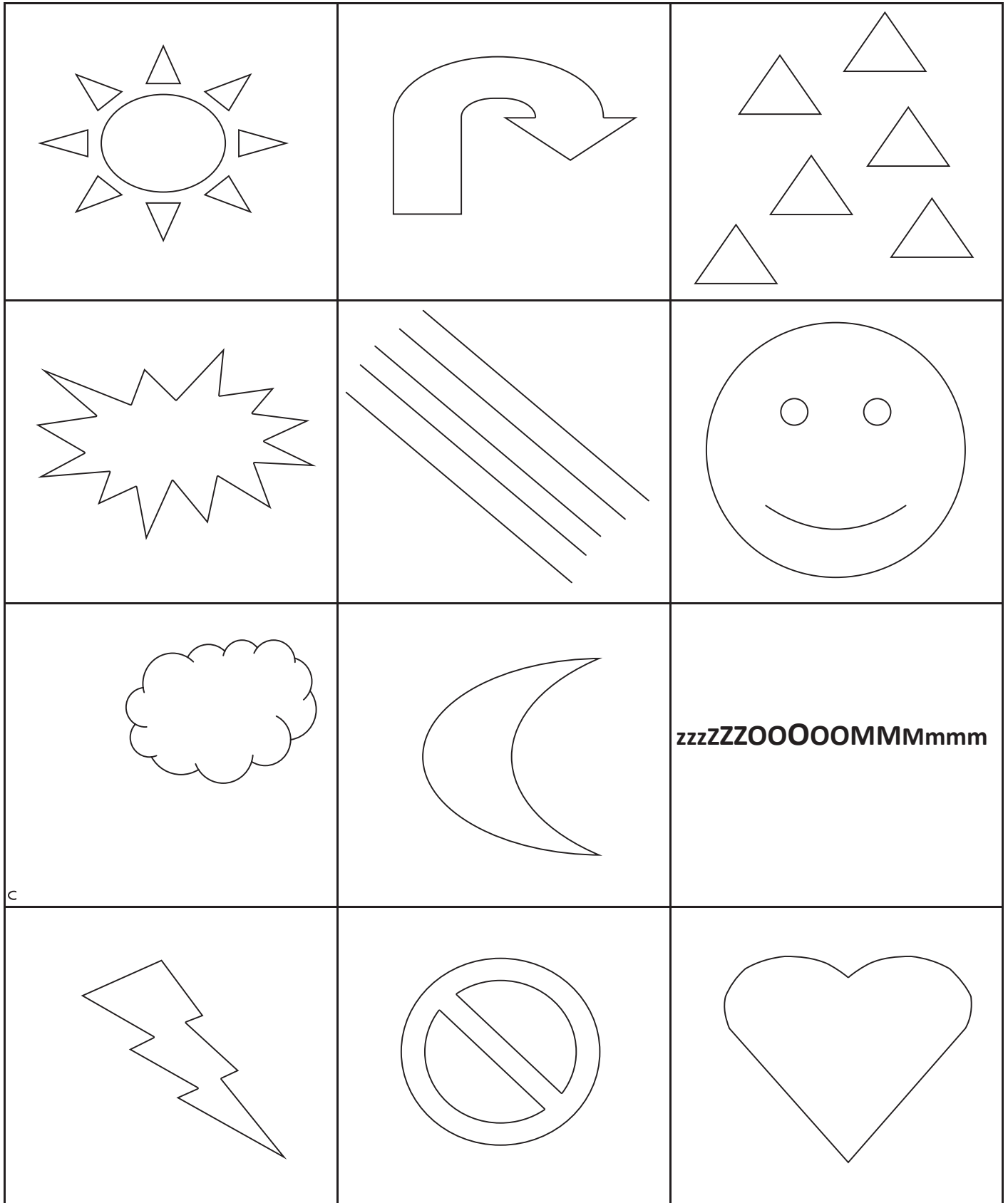
### Additional Activities

- Have a professional dancer as a guest speaker
- Take a dance class as a group
- Visit a dance performance
- Perform a dance for the community or group

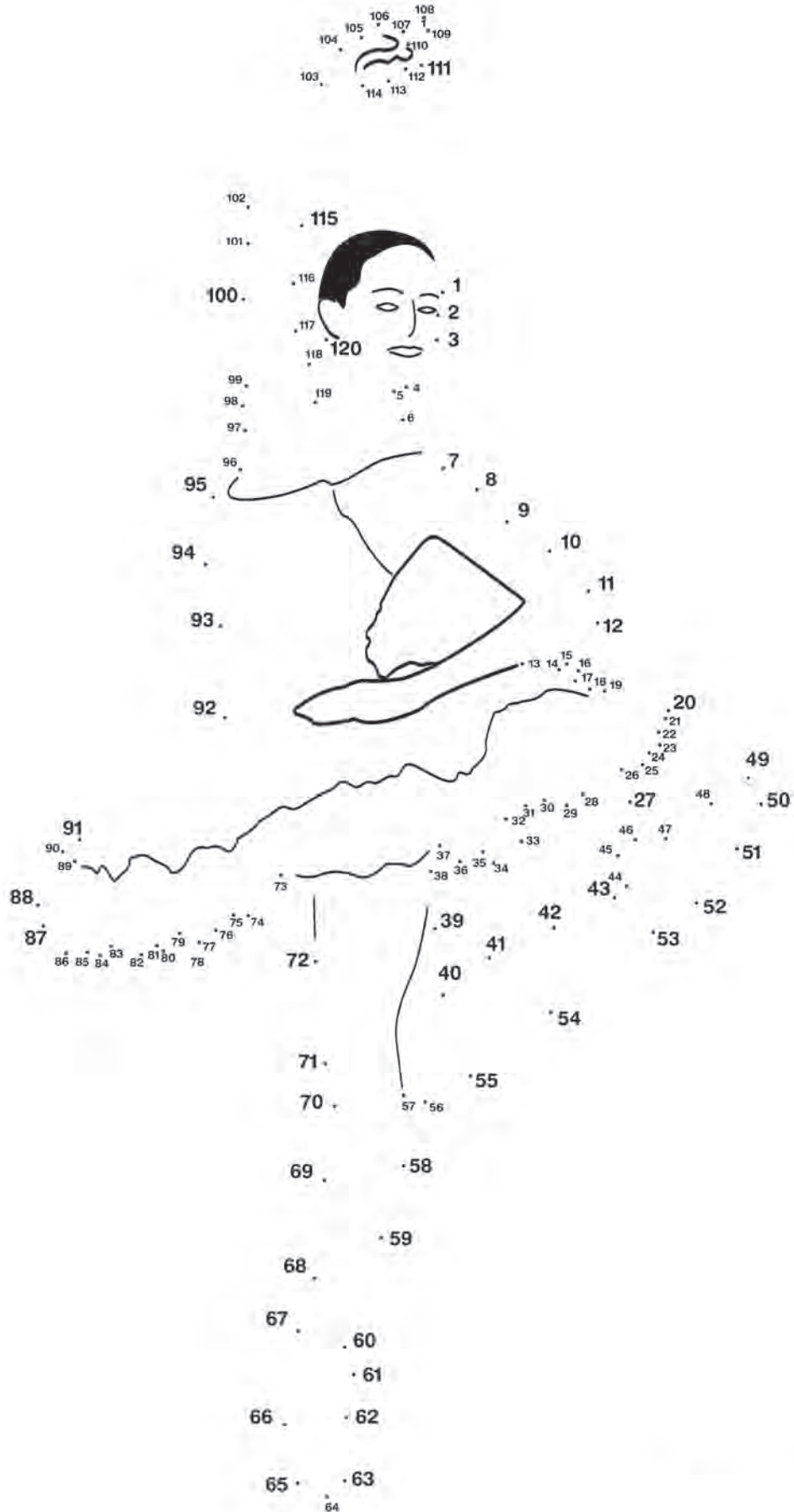
### References

- 101 Dance Games for Children- Paul Rooyackers
- ABC Teach [www.abcteach.com](http://www.abcteach.com)
- Best Coloring Sheet [www.bestcoloringsheet.com](http://www.bestcoloringsheet.com)
- Coloring Book [www.4to40.com/coloring\\_book](http://www.4to40.com/coloring_book)
- Dimagiz [www.dimagiz.com](http://www.dimagiz.com)
- Handipoints Inc. [www.handipoints.com](http://www.handipoints.com)
- Print Activities [www.printactivities.com/ColoringPages](http://www.printactivities.com/ColoringPages)
- Sophie's World [www.sophie-world.com/](http://www.sophie-world.com/)
- Teaching Idea's [www.teachingideas.co.uk/pe/mrmangame.htm](http://www.teachingideas.co.uk/pe/mrmangame.htm)
- Dancing For Beginners [www.dancing4beginners.com](http://www.dancing4beginners.com)

## Dance Cards



# Connect the Dots

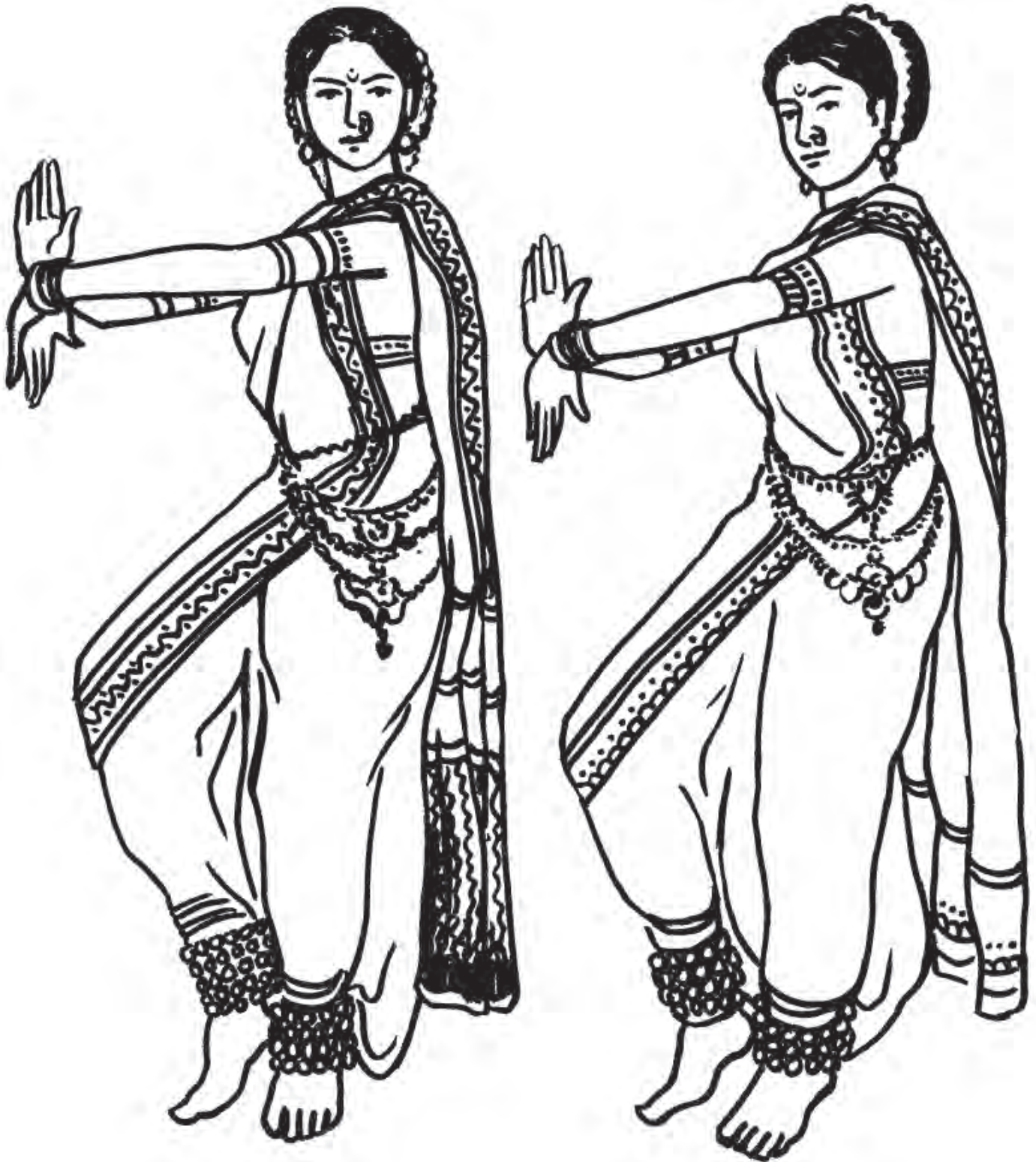




4to40



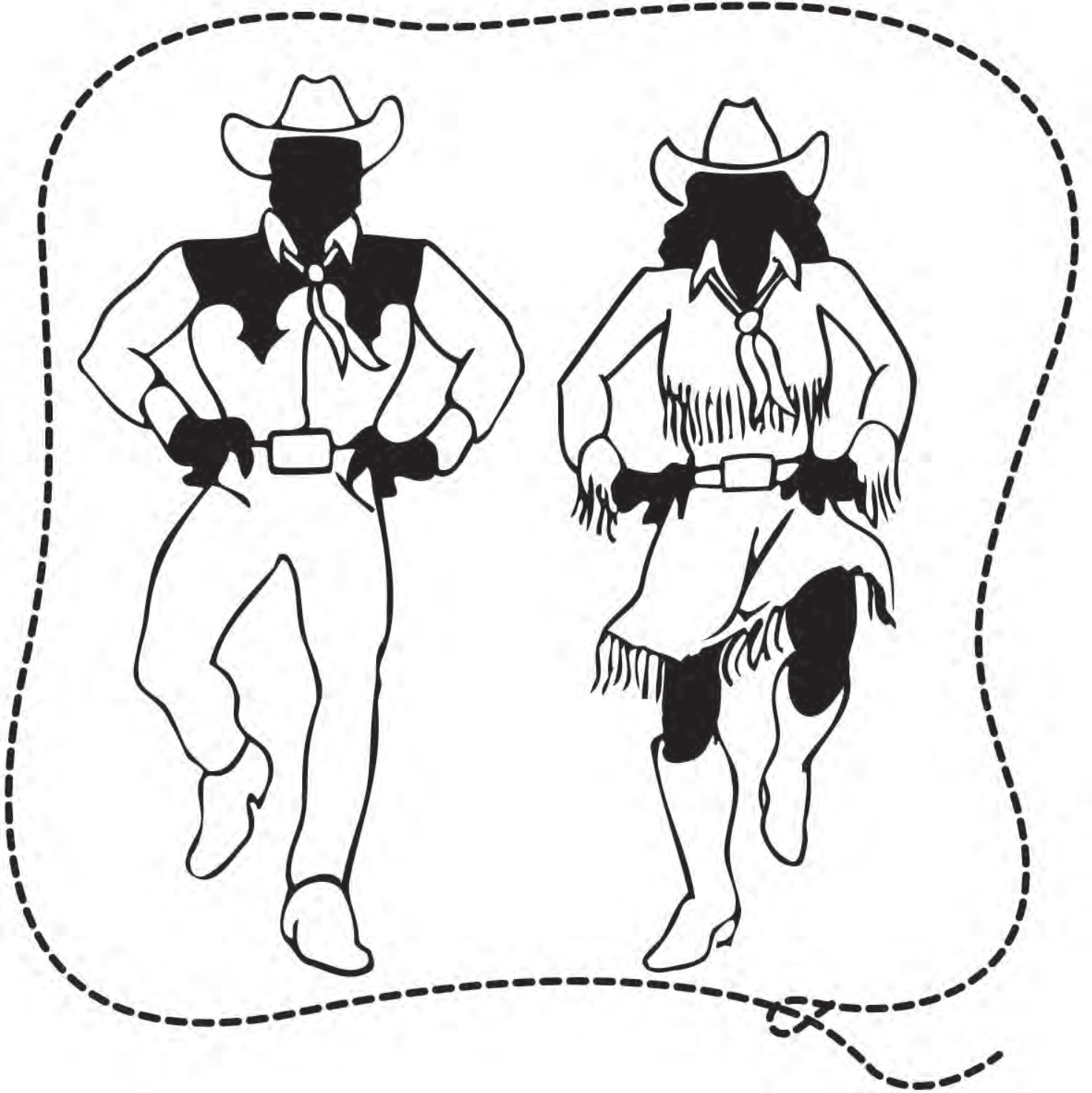








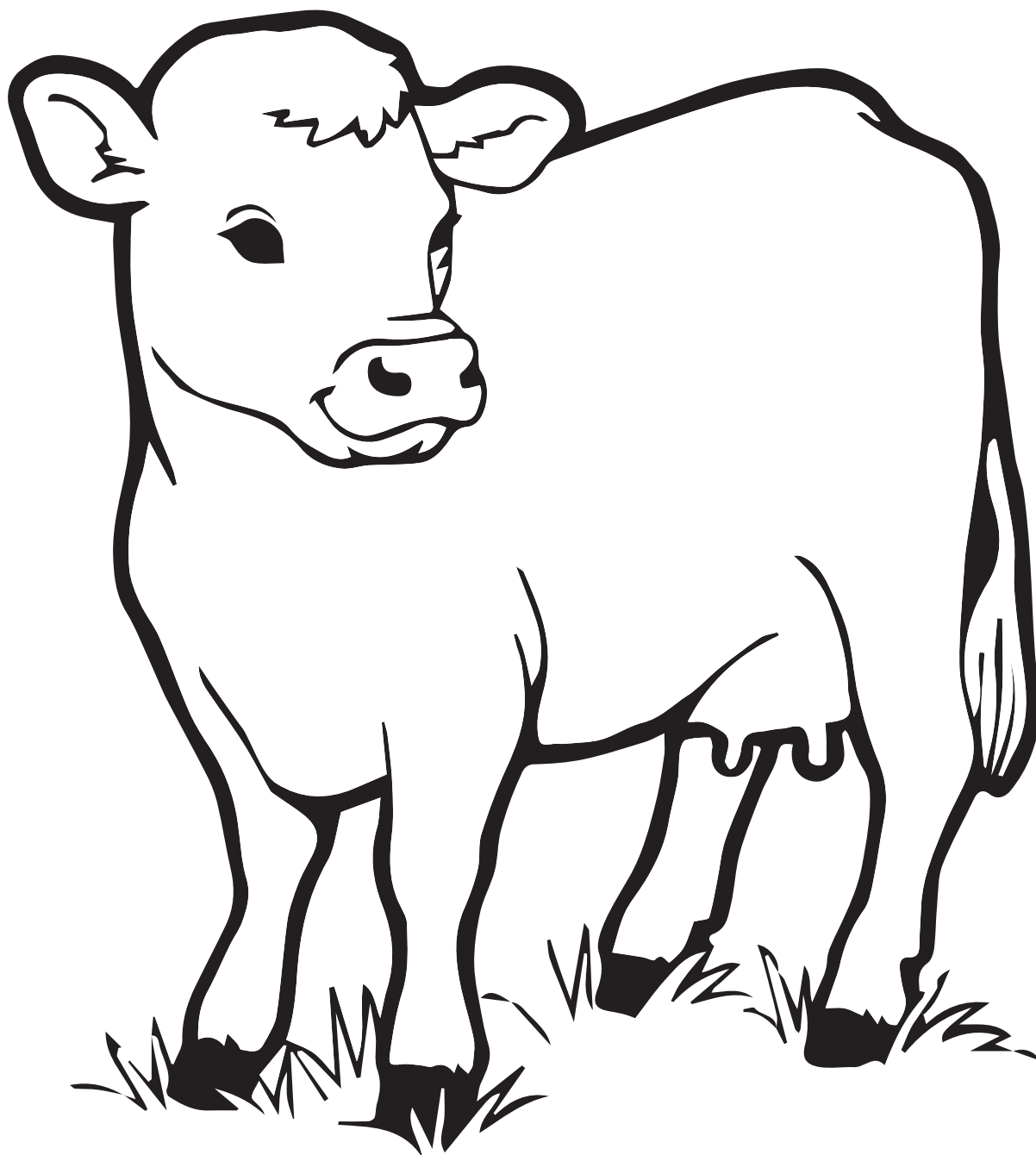




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# Beef - Breeds & Industry Sectors

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**CANADA**  
4-H Ontario

## **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 and my world.

## **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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Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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# INTRODUCTION TO BEEF – BREEDS & INDUSTRY SECTORS

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## Objectives & Goals of the Unit:

- To explore the 4-H Beef Project
- To learn about the different sectors in the beef industry
- To identify what different beef breeds look like
- To provide an awareness of beef cattle
- To encourage creativity and group participation

## Background:

In Canada, beef farmers raise many different breeds. Some cattle are purebred and some are cross-bred, meaning they are a combination of two or more breeds. There are three main sectors in the beef industry; cow-calf, backgrounder and feedlot. Throughout this unit, Cloverbud participants will learn about the various beef breeds found in Canada and information about the different sectors in the beef industry.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one breed of beef cattle
- How much do you think a newborn beef calf weighs? (70 to 90 pounds)
- Have you ever been to an auction? What did the auctioneer sound like?

**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

---

### Cow Pie Toss

**Time:** 10-15 minutes

**Materials Needed:**

- Cow pies (made ahead of time)
- Rope (for the tossing line)
- Measuring tape

To make the cow pies, slightly melt marshmallows in the microwave for just a second or two (just enough to make them pliable). Form cow pies with the melted marshmallows and place on wax paper to harden. You can even place sprigs of grass or hay in the soft marshmallows to make a truly real looking cow pie. Once they harden (usually within a day) paint or spray them brown.

Have Cloverbuds each take a turn at 'tossing' the cow pie. They can throw it however they think will work

best to get the cow pie the farthest. The only rule is that they cannot step over the throwing line. Use popsicle sticks with the Cloverbuds' name on it to mark where their cow pie first landed (not where it may have rolled to).

Once everyone has had a turn, determine the winner or let the game continue with everyone getting a second (or subsequent) turn. If Cloverbuds have more than one turn, determine where their popsicle stick is before they throw so it can be monitored if they have bettered their original throw.

## Beef Cattle Collage

**Time:** 15-20 minutes

**Materials Needed:**

- Magazines and newspapers
- Scissors
- Blank 8 ½" x 11" paper
- Glue

Give Cloverbud participants magazines and/or newspapers and scissors and ask them to find as many pictures of beef cattle as they can. Have Cloverbuds cut out the pictures and arrange them on the page. Glue the pictures to the paper.

If magazines and newspapers containing pictures of cattle are not available, use the Internet to find pictures.

## Beef Cattle Vocabulary

**Time:** 10-15 minutes

**Materials Needed:**

- Beef Vocabulary cards (2 pages found in the Resources section at the end of this unit)
- Scissors
- Paper (cardstock is preferable)

Have Cloverbuds work in pairs for this activity.

Print out the vocabulary cards (one set for each pair of Cloverbuds). The cards will last longer if printed on cardstock. Cut out each of the cards.

Have Cloverbuds match the words with the definition of the word. The answers appear on the next page.

Ear tag	Identification for cattle
Heifer	Young female that has not had a calf
Bull	Male that can father calves
Packing plant	The place where cattle are processed into meat
Calf/calves	Baby cattle
Pasture	Grassland where cattle graze and grow
Cut of meat	Individual piece of meat bought in a grocery store such as sirloin steak, roasts, hamburger, etc.
Sales barn	Livestock market where the cattle are sold by farmers and ranchers
Feedlot	The place where cattle are fed grain diets
Steers	Male cattle that cannot mate with cows and therefore, cannot father a calf
Grading	Identifying different qualities of beef based on its tenderness, juiciness and flavour
Weaning	Taking a calf away from its mother and her milk so that the calf now has to eat regular food on its own
Yearlings	Cattle that are about one year old that weaned and eat grass, hay and a little bit of grain but are not ready for a feedlot
Cow	Female that has had at least one calf

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## LET'S EXPLORE

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### Beef Life Cycle

**Time:** 15-20 minutes

**Materials Needed:**

- Beef Life Cycle cards (found in the Resource section at the end of this unit)
- Scissors
- Paper (cardstock is preferable)
- Have Cloverbuds work in pairs for this activity.

Print out the Beef Life Cycle cards (one set for each pair of Cloverbuds). The cards will last longer if printed on cardstock. Cut out each of the cards.

Have the Cloverbuds put the cards in the correct order. The correct order is as follows:

Breeding  
Calving  
Ear Tagging (or Branding)  
Out to Pasture  
Weaning  
Livestock Auction  
Feed Lots  
Processing Plant  
Grocery Store

If time permits, have Cloverbuds look at the collage they made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what stage in the life cycle it is at. If time permits, have more than one Cloverbud stand in front of the group with their collage.

## Beef Breeds

**Time:** 15-20 minutes

**Materials Needed:**

- Beef Breeds activity sheets (3 pages – found in the Resource section at the end of this unit)
- Beef Breeds poster from the Beef Farmers of Ontario (also found in the Resource section at the end of this unit)
- Pencil crayons, crayons or markers

Using the Beef Breeds poster and the activity sheets, discuss the differences between breeds of beef cattle. Pay particular attention to the colour markings of each breed.

Have Cloverbud participants colour each steer on the activity pages according to the proper colour markings for the breed.

When the activity pages have been coloured, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what breed it is. If time permits, have more than one Cloverbud stand in front of the group with their collage.

## LOOKING WITHIN

### Cattle Handprint

**Time:** 15-20 minutes

**Materials Needed:**

- White paper
- Newspaper
- Paper plate
- Paint



Put down newspaper to protect your work surface before you start.

Print out the black and white cow head for the handprint. Let Cloverbud participants decide which breed of cattle they want to make. If a Cloverbud participant chooses to make a Charolais beef animal, provide them with a black piece of paper instead of white. Pour a little of the appropriate coloured paint onto a paper plate.

Place the Cloverbud's right hand in the paint and press on the white paper. Use the picture as a reference to make sure the heel of the hand lines up with the neck of the cow. Glue the cow head onto the page.

Hang up to dry.

### Little Pizzas

**Time:** 20-25 minutes

**Materials Needed:**

- 225g (1/2 lb.) lean ground beef
- 1 can refrigerator biscuits, English muffins cut in half or small pizza crusts
- Pizza (or spaghetti) sauce
- 250mL (1 cup) shredded mozzarella cheese
- Skillet
- Wooden spoon
- Baking sheet

In a skillet, brown ground beef over medium heat 8 to 10 minutes or until meat is no longer pink, stirring occasionally. Pour off drippings. Add pizza or spaghetti sauce and simmer until warm.

If using a can of refrigerator biscuits, flatten each biscuit into an individual pizza crust and place on a baking sheet. Or, place English muffins or pizza crusts on a baking sheet. Spoon sauce over the dough. Top with shredded cheese.

Bake for 15 to 20 minutes (less if using English muffins) at 180°C (350°F).

Yields 8 servings.



## Hamburger Hunt

**Time:** 5-10 minutes

**Materials Needed:**

- Hamburger Hunt activity sheet (found in the Resource section at the end of this unit)
- Pencil, pencil crayons, crayons or markers

Using the Hamburger Hunt activity page, have Cloverbud participants work individually to find the hamburgers in the picture. When Cloverbuds are finished, review where they found all 10 hamburgers. To add more time to this activity, have children colour the picture.

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## WRAPPING THINGS UP

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### Pin the Tail on the Steer

**Time:** 20-25 minutes

**Materials Needed:**

- Pin the Tail on the Steer template (pages 17 to 25 - found in the Resource section at the end of this unit)
- Tape
- Blindfold

Print pages 18 to 25. These are the eight divisions of the tail-less steer. Cut out the templates and tape them together to make an 81cm x 55cm (34" x 22") target for Pin the Tail on the Steer. Tape the tail-less steer to the wall.

The tail pieces on page 17 will fit the assembled steer. Copy, cut out and tape the tails together in the middle. Enough copies need to be made so each Cloverbud participant can have a tail. Have Cloverbuds write their name on their tail.

Blindfold each Cloverbud, one at a time. Turn the Cloverbud around twice and then point them in the direction of the tail-less steer. Once the Cloverbud has attempted to pin the tail on the steer, take off their blindfold so they can see how close they were.

### Beef Cattle Town Flag

**Time:** 10-15 minutes

**Materials Needed:**

- Beef Cattle Town, Canada Questionnaire & the Flag page (found in the Resource section at the end of this unit)
- Pencil and crayons
- Craft supplies (optional)

Give each Cloverbud participant a Questionnaire page and give them a few minutes to fill out the questions. When they have the questions finished, give them the Flag page to create the Beef Cattle Town flag. If desired, have a variety of crafts supplies available to decorate the flag.

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## ADJOURNMENT

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### Additional Activities

- Visit a beef farm(s) to see cattle at different ages
- Visit a beef cattle auction to see different breeds of cattle
- Have a beef farmer as a guest speaker
- Visit <http://www.farmissues.com/virtualtour/> for a virtual tour of a Canadian beef farm

### References

- Beef Farmers of Ontario [www.ontariobeef.com](http://www.ontariobeef.com)
- Farm Issues.com [www.farmissues.com](http://www.farmissues.com)
- Farm Games Guide (Mulberry Lane Farm) [www.mulberrylanefarmwi.com/FarmGamesGuide.pdf](http://www.mulberrylanefarmwi.com/FarmGamesGuide.pdf)
- Free Kids Crafts.com [www.freekidscrafts.com](http://www.freekidscrafts.com)
- Lesson plans for beef cattle, an A-to-Z book Northwest Arm Press, [www.AgBooksForKids.com](http://www.AgBooksForKids.com)
- Nebraska Beef Goes Global [www.nebraskastudies.org](http://www.nebraskastudies.org)
- Ohio Beef Council [www.ohiobeef.org](http://www.ohiobeef.org)
- Ontario Ministry of Agriculture & Food [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- University of Idaho Extension [www.uidaho.edu](http://www.uidaho.edu)
- Coloring Pages 1001.com [www.coloringpages1001.com](http://www.coloringpages1001.com)

<b>Ear tag</b>	<b>Heifer</b>
<b>Bull</b>	<b>Packing plant</b>
<b>Calf/calves</b>	<b>Pasture</b>
<b>Cut of meat</b>	<b>Sales barn</b>
<b>Feedlot</b>	<b>Steers</b>
<b>Grading</b>	<b>Weaning</b>
<b>Yearling</b>	<b>Cow</b>

Identification for cattle

Young female that has not had a calf

Male that can father calves

The place where cattle are processed into meat

Baby cattle

Grassland where cattle graze and grow

Individual piece of meat bought in a grocery store such as sirloin steak, roasts, hamburger, etc.

Livestock market where the cattle are sold by farmers and ranchers

The place where cattle are fed grain diets

Male cattle that cannot mate with cows and therefore, cannot father a calf

Identifying different qualities of beef based on its tenderness, juiciness and flavour

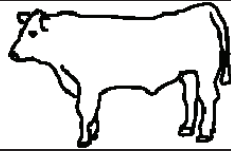
Taking a calf away from its mother and her milk so that the calf now has to eat regular food on its own

Cattle that are about one year old that weaned and eat grass, hay and a little bit of grain but are not ready for a feedlot

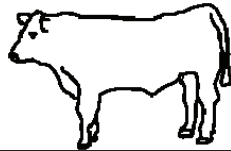
Female that has had at least one calf

# Beef Life Cycle Cards

Breeding



Calving



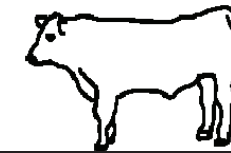
Ear Tagging (or Branding)



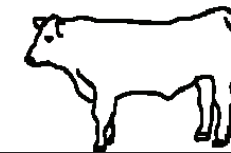
Out to Pasture



Weaning



Livestock Auction



Feed Lots



Processing Plant



Grocery Store

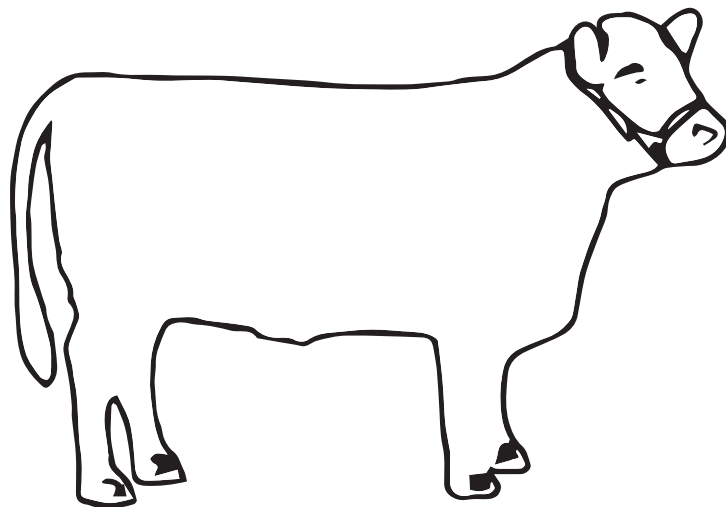


## Beef Breeds

Below are descriptions of the markings of several **common breeds of cattle**. **Color the steers according to the description.**

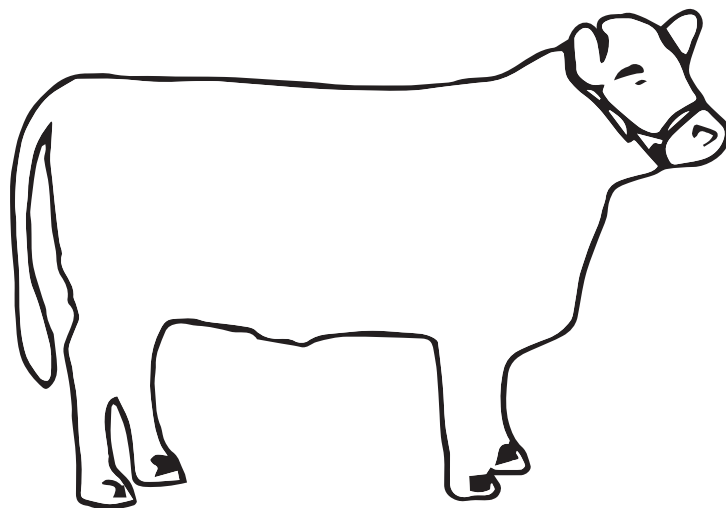
### Angus

This breed originated in Scotland. These cattle are polled with a smooth, black or red coat. They are known for their carcass quality, and milking, mothering and reproductive abilities. Color this steer black.



### Charolais

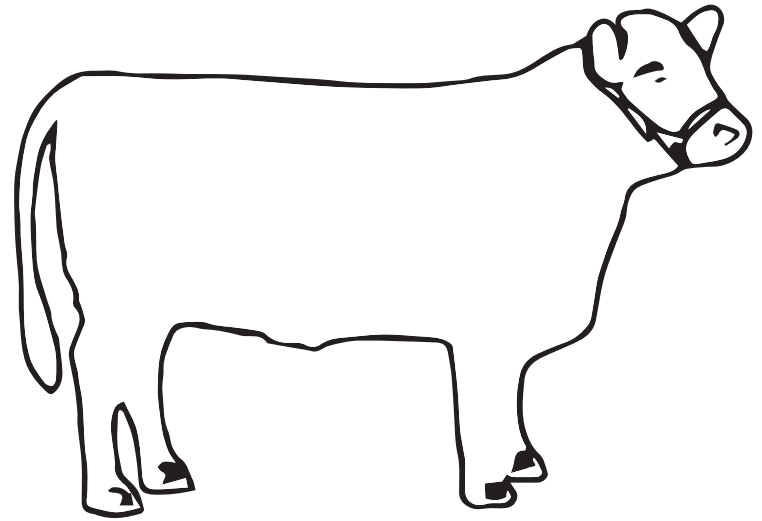
This breed was developed in France. These animals are large and white or cream colored. They are noted for their fast growth and lean meat. Color this steer cream colored.





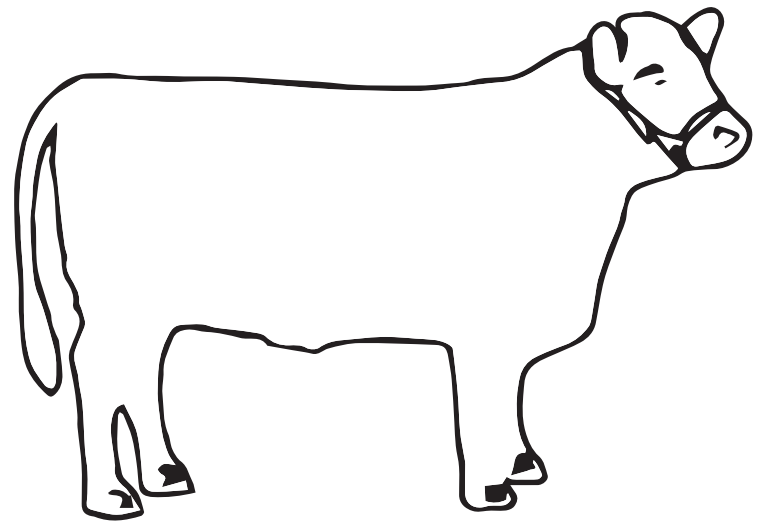
## Hereford

This breed was developed in England. These animals have red bodies with white faces, brisket, and belly. They are known for their foraging ability, vigor, hardiness, and quiet disposition. These animals can be horned or polled. Color this steer red with a white face, brisket, and belly.



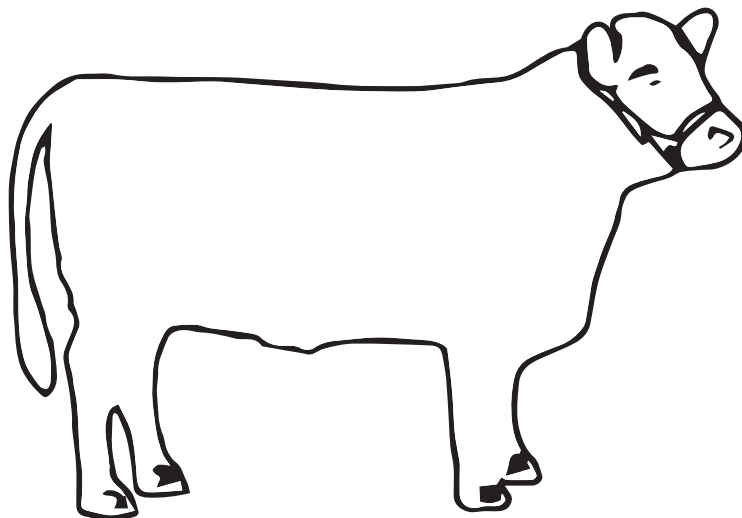
## Limousin

This breed originated in France. They are solid to golden red in color with lighter circles around the eyes and muzzle. When slaughtered at an early age, these animals yield a high percentage of lean meat with a minimum amount of fat. Color this steer red with lighter muzzle.



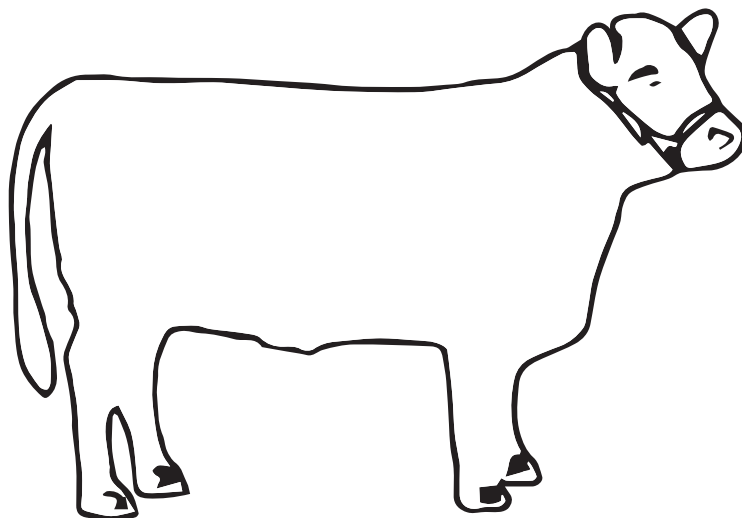
## **Shorthorn**

This breed is originally from England. These animals can be red, white, or roan in color. They are noted for their good disposition, and mothering and milking abilities. Color this steer a red roan color.



## **Simmental**

This breed is from Switzerland, France, and Germany. These animals have red to dark red, spotted bodies with white to light straw colored faces. They are noted for their fast growth and milking ability. Color this steer dark red with a straw colored face.



# Breeds of Beef Cattle



Aberdeen Angus



Belgian Blue



Blonde d'Aquitaine



Charolais



Dexter



Galloway



Gelbvieh



Hays Converter



Hereford



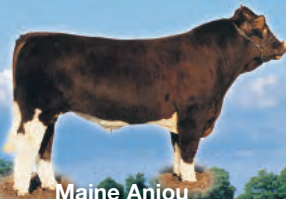
Highland



Limousin



Lincoln Red



Maine Anjou



Murray Grey



Parthenais



Pinzgauer



Salers



Shorthorn

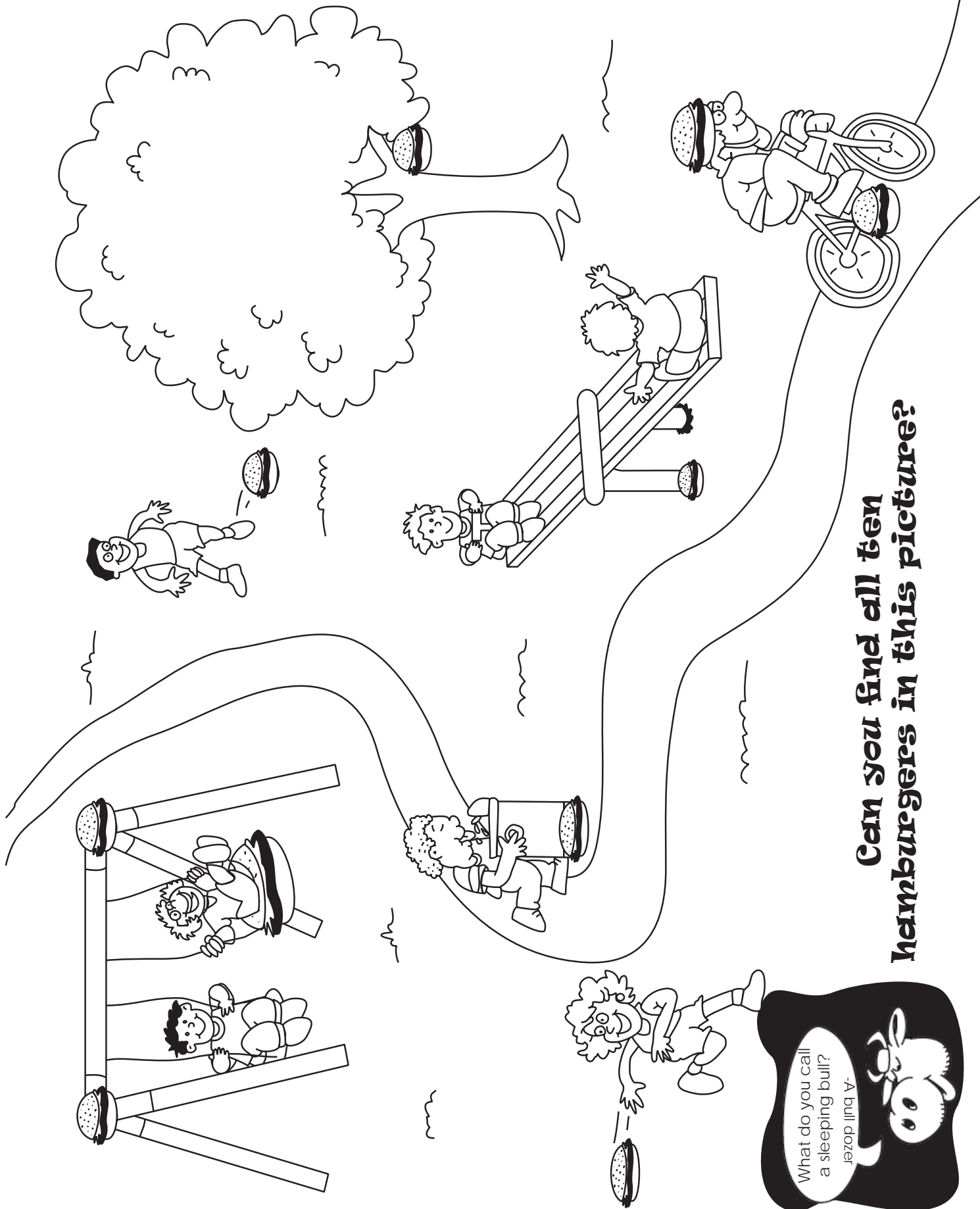


Simmental



South Devon



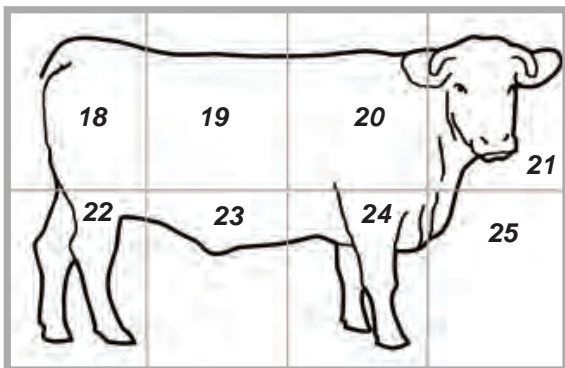


**Can you find all ten hamburgers in this picture?**





## Pin the Tail on the Steer

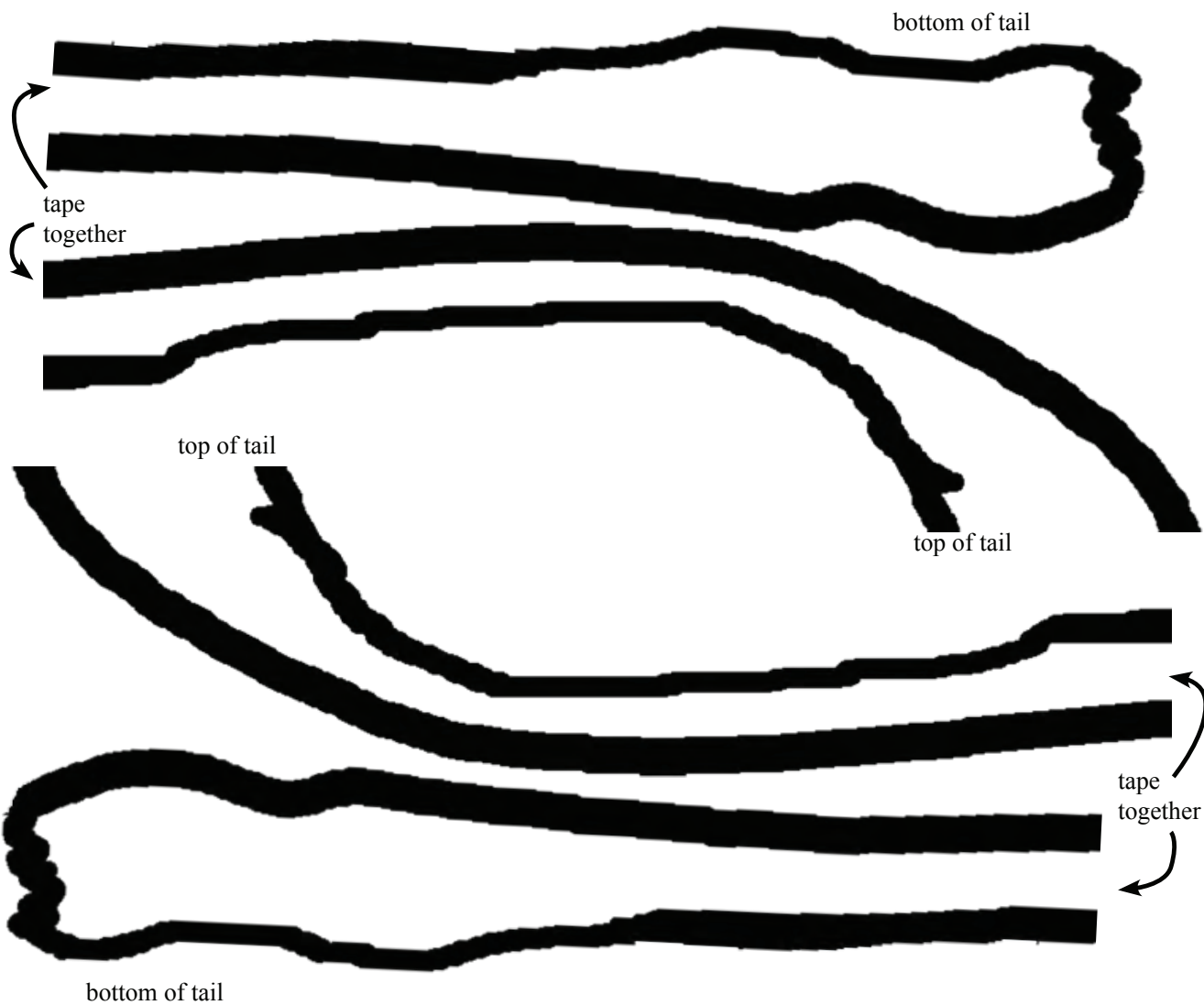


The next eight pages are the eight divisions of this tailless steer. The divisions are marked with their page number.

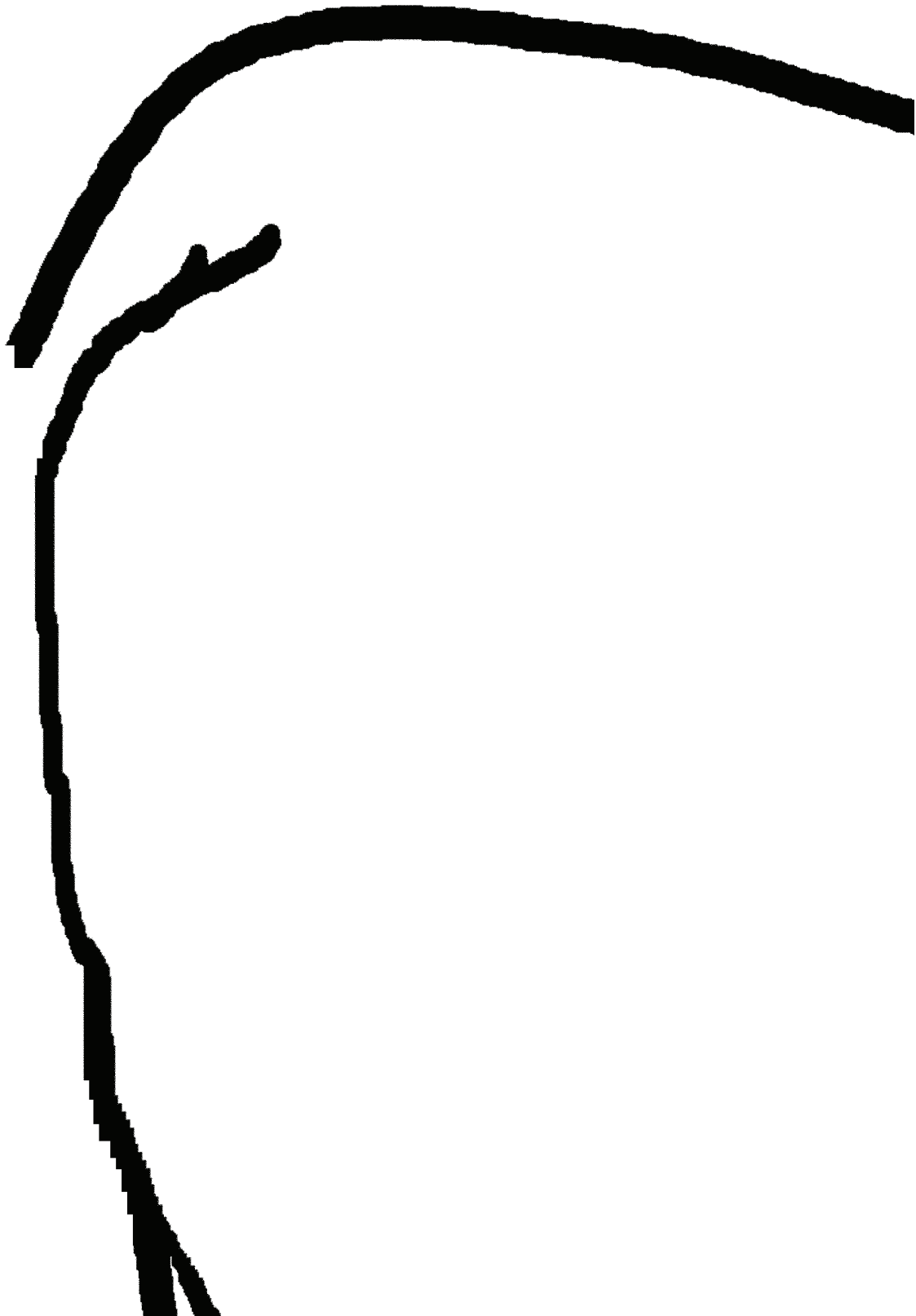
Print pages 18-25 and tape them together to make a 34" x 22" target for Pin the Tail on the Steer.

The tail pieces below will fit the assembled steer. They need to be copied and cut out, taped together in the middle, and labelled with student's names.

LESSON PLANS FOR BEEF CATTLE, AN A-TO-Z BOOK Northwest Arm Press, AgBooksForKids.com

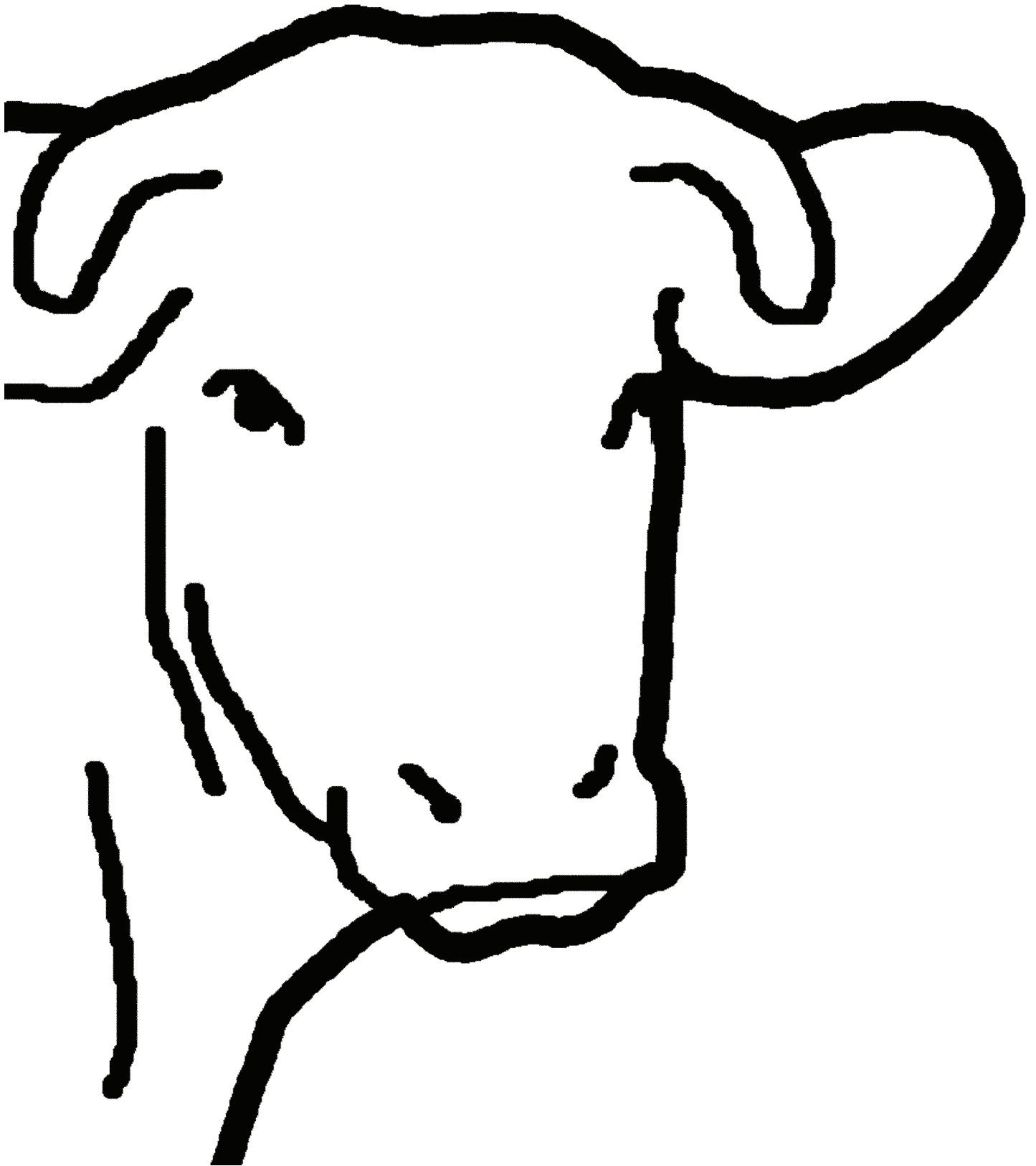


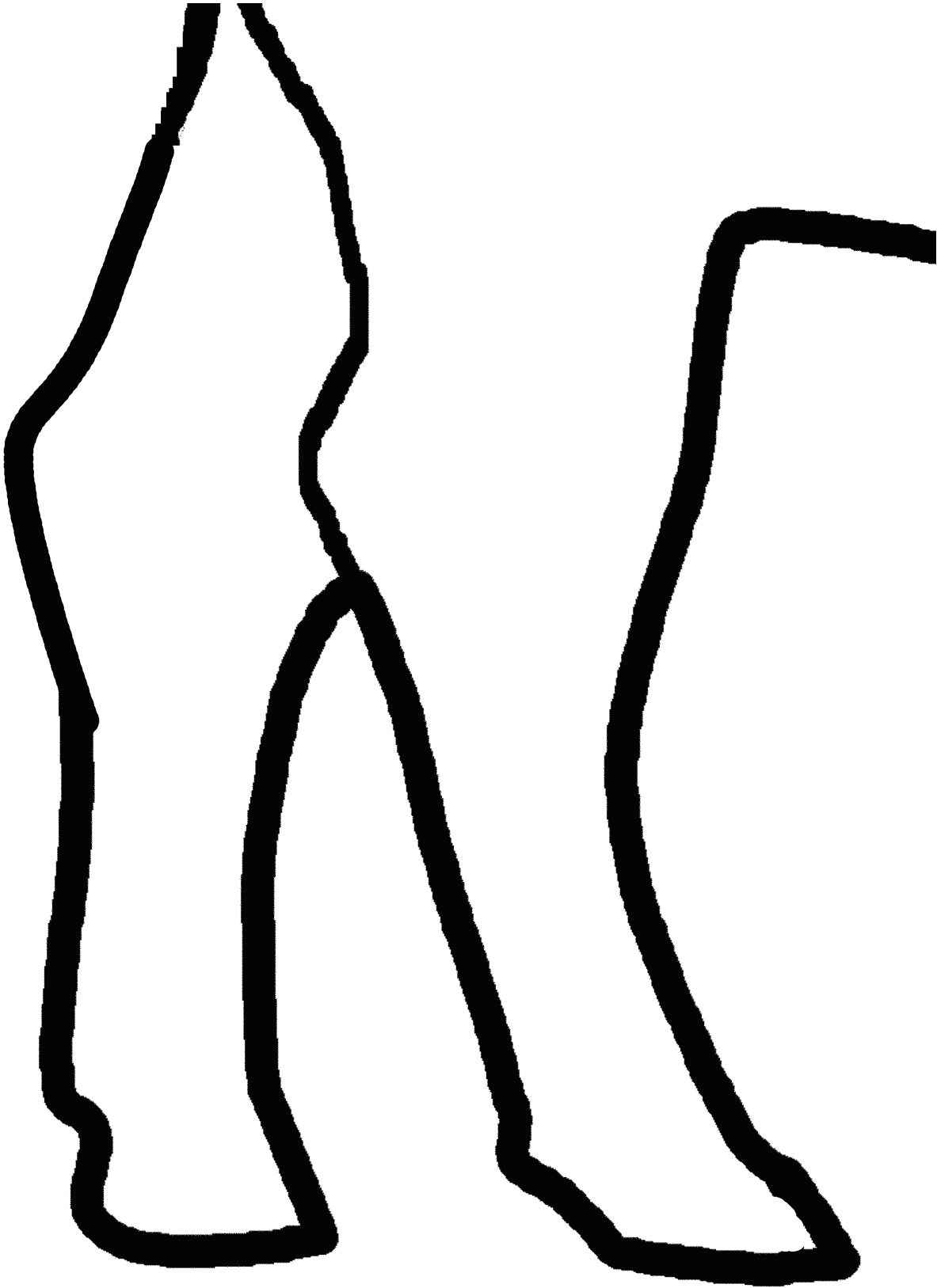




















## Beef Cattle Town, Canada Questionnaire

Congratulations on starting a new town! The beef industry is glad to have you helping raise beef cattle! Before you begin to design the flag for your new town, answer the questions below.

What is the name of your new town?

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Why have you chosen this name for your town?

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What will your town be famous for besides the beef cattle?

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What colors should be put on your town's flag? Why?

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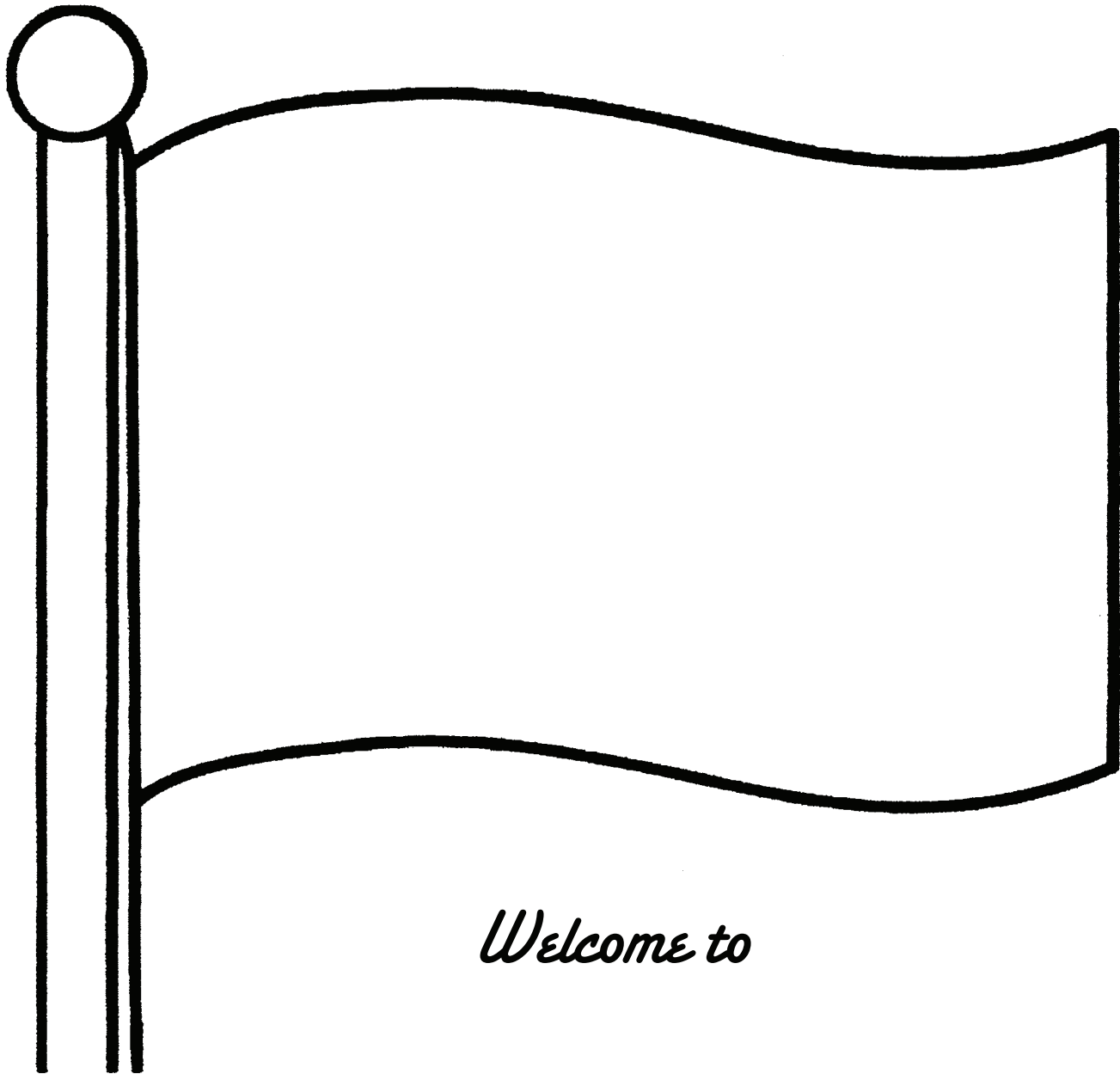
What will some of the jobs be in your new town?

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You are ready to create your town's flag on the next sheet. Take your time, be creative, and make it colourful!

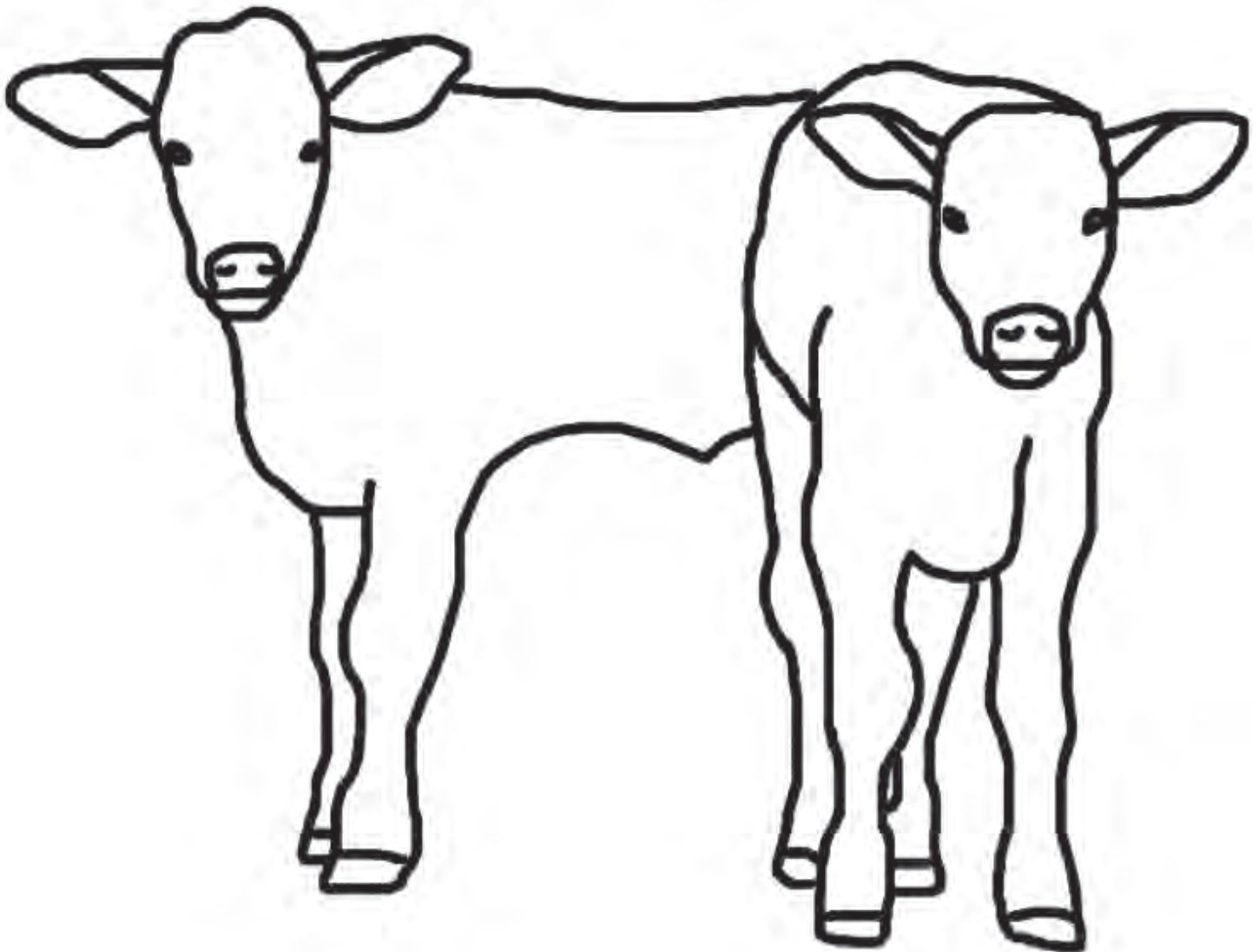
## Beef Cattle Town Flag



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# Beef - Nutrition

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**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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FAX: 519.856.0515  
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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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

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# INTRODUCTION TO BEEF - NUTRITION

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## Objectives & Goals of the Unit:

- To explore the 4-H Beef Project
- To learn what beef cattle eat
- To provide an awareness of beef cattle
- To encourage creativity and group participation

## Background:

Beef cattle eat a variety of feeds throughout their lifetime. Starting as calves with milk, moving on to hay and grasses and finishing with grains, cattle have specific feed requirements at certain times in their life. Throughout this unit, Cloverbud participants will discover what feed cattle eat and how they eat and digest the feed.

---

## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one type of food that beef cattle eat.
- How many stomach chambers do you think a beef cow has? (answer is 4)
- Name something a farmer grows that cattle eat.

**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

---

### Cattle Game

**Time:** 10-15 minutes

**Materials Needed:** None

Have Cloverbuds stand in a circle and going clockwise, Cloverbuds will spell the word “cattle”, one letter per student. Once the word is spelled, the next Cloverbud in line must sit down. Then the cattle spelling starts over again. Play until only one Cloverbud is left standing.

If Cloverbuds have a difficult time spelling, you may want to write the word “cattle” on a large piece of paper that everyone can see to reference the correct spelling.

To make this game more difficult or interesting, you could choose other vocabulary words relating to beef such as ranch, farmer, cowboy, barley, etc.

Cloverbud One- “C”  
Cloverbud Two- “A”  
Cloverbud Three- “T”  
Cloverbud Four- “T”  
Cloverbud Five- “L”  
Cloverbud Six- “E”  
Cloverbud Seven- sits down  
Cloverbud Eight- “C”  
Cloverbud One- “A”

## Down the Hatch!

**Time:** 10-15 minutes

**Materials Needed:**

- Down the hatch! worksheet (found in the Resource section at the end of this unit)

Each Cloverbud can colour their cow picture and then as a group use the colours indicated on the “Down the Hatch” colouring page to find the path that the cow’s food takes. To assist you here is some information on Ruminant animal digestion.

What is a Ruminant Animal?

1. Ruminant animals eat plant material such as grass and hay.
2. They have four chambered stomachs.
3. Ruminant animals graze until they are full, then they spend hours chewing their “cud.”
4. Ruminant animals also eat grains such as corn and barley.

---

## LET’S EXPLORE

---

### Graze Like A Cow

Cows are ruminant animals because they have more than one stomach compartment. A cow’s stomach has four parts: the rumen, the reticulum, the omasum and the abomasum. The rumen is a fermentation vat. Fermentation is a chemical reaction where sugars are broken down into alcohols. Fermentation gives cows the unique ability to access the nutrients, carbohydrates and proteins available in plant cells. Humans do not have this ability. The rumen is the largest part of the stomach. Cows will chew on cud, which is regurgitated food. They re-chew it about 50 times and then re-swallow it. This adds moisture and helps to physically break down the plants and grasses the cow eats.

The second part of the cow’s stomach is the reticulum. The food is further softened in this portion of the stomach. This portion of the stomach removes any type of foreign objects such as fence wire, bolts, nails, etc. from the food being digested.

The third part of the cow’s stomach is the omasum. The omasum filters the food and regulates water absorption and reduction.

The last stomach is the abomasum. It most resembles a human’s stomach. Digestion is completed in the abomasum as nutrients are completely broken down and then sent into the small intestine where they will be absorbed into the blood stream.

**Time:** 25 to 30 minutes

**Materials Needed:**

- Large area of grass that has been left to grow for a little while (grass should be at least 2.5cm (1 inch) tall)
- Large area of taller grass, 10cm-15cm tall (4 to 6 inches) tall (longer grass found in a ditch, alongside a fence, etc.)
- 2 paper bags (1 labeled short/overgrazed and 1 labeled tall/healthy)
- Clock with second hand or stopwatch
- Scale

To start this activity, discuss how a cow eats. Cattle only have bottom teeth and no top teeth. So, this means that when grazing they have to 'rip' the grass using their tongue.

To simulate a cow's mouth, have Cloverbud participants make peace signs with their hands (ring and pinky finger held down by their thumb). The thumb will resemble the hard upper toothless gum of the cow. Then have Cloverbuds bring their pointer and middle fingers together. This will simulate the cow's tongue. To 'graze', have Cloverbuds gather grass with their tongue (pointer and middle fingers) and grasp and tear it against their gum (thumb).

Cloverbuds will use their other hand as their rumen. Have Cloverbuds 'graze' with their dominant hand and then transfer that grass to their non-dominant hand. Once their rumen is full, they must put their grass in the appropriate paper bag.

Because a cow rests after grazing times, Cloverbuds should stand beside the paper bag for 15 seconds before going out to 'graze' again.

Cloverbuds should be given 1 to 2 minutes to 'graze' in each type of grassland. Have Cloverbuds put all of their 'eaten' grass in the appropriate labeled bags.

When time is up, weigh each bag to determine how much grass each 'cow' was able to 'graze' from each type of grassland. Discuss how overgrazing grassland can affect a cow as they are not able to get enough to eat from grass that is too short.

## What Do I Eat? Relay Race

Cattle at different stages in their life require different types of nutrition.

Beef calves nurse from their mother and receive milk until they are weaned. They will also start to eat grass (hay or pasture grasses) and grains (usually in the form of calf starter) but for the first few months of their life most of their nutrition comes from milk.

Yearling cattle (backgrounder cattle) eat mainly grasses (either hay or pasture grasses) and receive a small amount of grains. Yearling cattle are like teenagers in that their bones and muscles are growing rapidly.

Feedlot cattle (stocker cattle) are fed a diet that is mainly grains. The diet can consist of corn silage, haylage, high moisture corn, dry ground grain corn and/or dry ground barley among other grains.

**Time:** 20-25 minutes

**Materials Needed:**

- Milk cartons
- Long grass/hay in re-sealable plastic bags
- Corn or barley in re-sealable plastic bags
- 2 large shopping bags containing enough milk cartons, long grass/hay bags and corn/barley bags for each Cloverbud to have one
- Ropes or traffic cones to mark a starting line
- 6 brown paper bags (or boxes); two marked calves, two marked yearlings and two marked feedlot

Divide Cloverbuds into two teams and have them line up behind the starting line. Place the 6 brown paper bags (marked calves, yearlings and feedlot) at the other end of the room with 3 directly in line with team #1 and 3 directly in line with team #2.

Give each team a bag containing the re-sealable bags and milk cartons. One at a time, have each Cloverbud take an item from the bag, run to the other end of the room and place the item in the appropriate bag. The first team to finish placing all of the items in their bags wins the race.

If a Cloverbud places an item in the wrong bag (i.e. they put a milk carton in the feedlot bag), the Leader must remove the item and the team must send another player down to the end to place it in the correct bag before the race is complete.

---

## LOOKING WITHIN

---

### Do Beef Cattle Eat What We Eat?

**Time:** 15-20 minutes

**Materials Needed:**

- Chow mein noodles
- Candy corn
- Marshmallows
- Sprinkles
- Mixing Bowl
- Mixing Spoon
- Small individual bowls - 1 per Cloverbud

During this activity, Cloverbuds will explore their own nutrient needs and the balanced human diet as well as comparing to what beef cattle consume daily.

Compare the elements of a human diet compared to the needs of cattle:

**Fiber:** forage for cattle – certain vegetables for humans

**Protein:** soybeans for cattle – meat and nuts for humans

**Carbohydrates:** corn for cattle – grains, pasta and rice for humans

**Water:** water for cattle – water for humans

Using chow mein noodles to represent forages, candy corn to represent corn grain as an energy source, marshmallows to represent protein and colored sprinkles, mix up the following trail mix. Everything is given in proportions. Depending on group size, mix accordingly.

Chow mein noodles=  $\frac{1}{4}$  of the mix

Candy Corn =  $\frac{1}{2}$  of the mix

Marshmallows =  $\frac{1}{4}$  of the mix

Sprinkles = a 'pinch' sprinkled on top

This mixture represents the proportions of these feed items that are fed to beef animals. Sometimes feed is all mixed together and sometimes feed items are fed separately (grains mixed together and hay given separately). As you distribute the mix to Cloverbuds, notice the ones that are picking one food over another and draw attention to the fact that some items are better liked than others. Cattle do this same thing, and it is referred to as "sorting". If they are given too much feed, they have the option to only eat what they like and not get the needed nutrients from what is left.

What would happen if we were given the choice to eat only what we liked? Who would choose to eat only the certain foods that they wanted to even if they knew some of the other foods were healthier choices?

Properly mixing and feeding feeds like this is important for farmers to make sure their animals stay healthy. Farmers need to carefully monitor what their cattle eat to make sure that they are given what they need to stay healthy.

## What Am I Feeling?

**Time:** 10-20 minutes

**Materials Needed:**

- Various types of cattle feed (corn, grass, hay (dried grass), ground corn, barley, wheat, straw) each in a can with a lid (e.g. coffee can)
- Blindfolds

Place one type of feed in each coffee can. One at a time, blindfold each Cloverbud and have them come forward. Take the lid off of each can and let the Cloverbud feel the feed and guess what it is.

Once everyone has had a chance, let the Cloverbud participants have a look at the contents of each can to decide if they guessed correctly.

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## WRAPPING THINGS UP

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### Homemade Caramel Corn

**Time:** 1 hour-1 hour and 10 minutes

**Materials Needed:**

- 250mL (1 cup) butter
- 500mL (2 cups) packed brown sugar
- 5mL (1 tsp.) salt
- 125mL (1/2 cup) corn syrup
- 5mL (1 tsp.) baking soda
- 2000mL (8 cups) popped popcorn



Preheat oven to 93°C (200°F).

Over medium heat, combine butter, brown sugar, salt and corn syrup and boil for 5 minutes. Remove from heat. Stir in baking soda. Stir well. Pour over the popcorn. Stir to coat well. Bake in large roaster or pan for 1 hour, stirring every 15 minutes. Spread on waxed paper to dry. Enjoy!

## Beef Cattle Word Search

**Time:** 10-15 minutes

**Materials Needed:**

- Beef Cattle Word Search (found in the Resources section at the end of this unit)

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

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## ADJOURNMENT

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### Additional Activities

- Visit a farm to see first-hand what feed cattle eat
- Visit a feed mill to see how feed is made for cattle
- Have a beef farmer as a guest speaker
- Visit <http://www.farmissues.com/virtualtour/> for a virtual tour of a Canadian beef farm

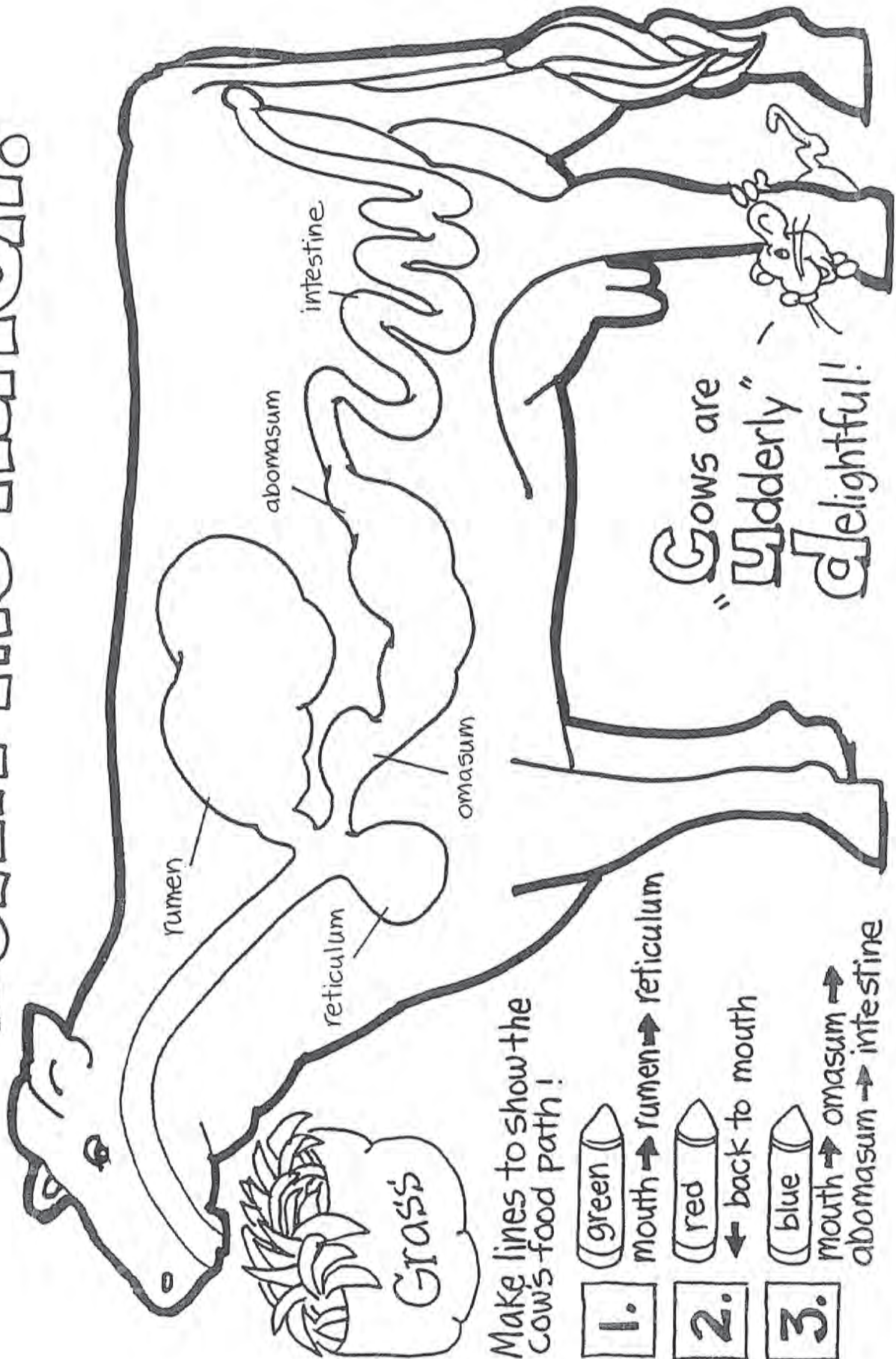
### References

- Beef Farmers of Ontario [www.ontariobeef.com](http://www.ontariobeef.com)
- Farm Issues.com [www.farmissues.com](http://www.farmissues.com)
- Food Network [www.foodnetwork.com](http://www.foodnetwork.com)
- Iowa Beef Industry Council [www.iabeef.org](http://www.iabeef.org)
- Kansas Foundation for Agriculture in the Classroom [www.ksagclassroom.org](http://www.ksagclassroom.org)
- Lesson plans for beef cattle, an A-to-Z book Northwest Arm Press, [www.AgBooksForKids.com](http://www.AgBooksForKids.com)
- Minnesota Extension, 4-H Youth Development, "Cloverbuds - a 4-H Discovery Project for Six to Eight Year Olds", 1990
- Saskatchewan 4-H [www.4-h.sk.ca](http://www.4-h.sk.ca)
- Squidoo Colouring Pages <http://gonnafly.squidoo.com>
- Wisconsin Ag in the Classroom [www.wisagclassroom.org](http://www.wisagclassroom.org)

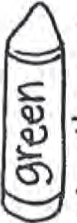
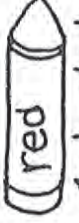
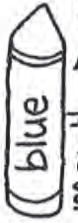


# Down the hatch!

Beef - Activity #2



Make lines to show the  
cow's food path!

1.  mouth → rumen → reticulum
2.  ← back to mouth
3.  mouth → omasum → intestine



## Beef Cattle Word Search

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

Find the words below. The words can be found across and up and down.

**agriculture**

**bull**

**farm**

**hamburger**

**hooves**

**ranches**

**switch**

**beef**

**calf**

**grain**

**hay**

**pasture**

**steak**

**water**

**Brahman**

**Charolais**

**grass**

**high quality**

**protein**

**steer**



# Building Character





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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# INTRODUCTION TO BUILDING CHARACTER

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## Objectives & Goals of the Unit:

- To look at what makes a good leader
- To emphasize the importance of leadership
- To teach respect for others and respect for self
- To learn terminology related to Building Character
- To practice decision making and listening skills
- To learn about responsibilities

## Background:

Cloverbud participants are at an age of growing; both physically and mentally. Building character will help Cloverbud participants grow mentally by emphasizing important characteristics, such as respect, responsibility and leadership. These characteristics will help them with relationships throughout their life; with others as well as with the relationship they have with themselves. Building character will help teach Cloverbud participants about these characteristics in a way that is fun and easy to do.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- What is one way to respect yourself?
- What is one way to respect others?
- How do you show responsibility?

**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

---

### Building Character Wordsearch

**Time:** 10-15 minutes

**Materials Needed:**

- Activity sheet (found in the Resources section at the end of this unit)

This activity will help Cloverbud participants learn some terminology about building character. Have participants work through the word search individually, in pairs, or in small groups. To extend the activity, discuss what the words mean and how they relate to building character. In addition, you may include other words that relate to the topic and explain what they mean.

## Line Up According to...

**Time:** 15-20 minutes

**Materials Needed:** None

This activity is used to strengthen Cloverbud participants' skills in the areas of decision making and leadership. To begin, split the group into two teams. Then explain to the children that they will receive a category and they must arrange themselves within that category. The object of the game is to be the first group completely in order. Some examples of categories to use are listed below. Once the category is read aloud by the Leader, Cloverbud participants should organize themselves without the Leader's help. If the children are having difficulty, suggest that they designate one Cloverbud to be the Organizer each round, who will help to arrange the group. Once the group is in order, they should all raise their hands and have the Leader check to see that they are, in fact, in order. If the team is in order, then the next category is selected and the activity is repeated. If they are not in order, the other group can still have a chance to raise their hands and finish first.

Alternatively, this can be done with a smaller group by challenging the group to compete against itself in a time trial fashion. Each round, they will try and beat the time it took them to get organized in the previous round.

Cloverbuds can line up however they like, highest to lowest, first to last or lowest to highest and last to first. If Leaders do not give specific instructions, it will allow Cloverbuds to use their decision making skills to decide how to organize themselves.

### Line Up According to...

- Height
- Shoe size
- Birthday
- Time they woke up this morning
- Time they went to bed last night
- Number of brothers and sisters
- Number of pets
- Number of times out of the country

Etc.

## Simon Says

**Time:** 15-20 minutes

**Materials Needed:** None

This game is an old standby that will help Cloverbud participants develop listening skills. The game begins with one Cloverbud being selected to be Simon for the first round. Simon then stands facing the rest of the group, while he calls out orders. He will say "Simon says..." before every action he wants Cloverbuds to do and he will just say the action if he does not want Cloverbuds to do it. The Cloverbuds are to be instructed to only do the action or task if it begins with "Simon says", otherwise they will be out. The last Cloverbud remaining then becomes Simon and the game is repeated as often as you like.

---

## LET'S EXPLORE

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### Respect for Feelings Worksheet

**Time:** 15-20 minutes

**Materials Needed:**

- Respect for Feelings Worksheet (found in the Resource Section at the end of this unit)

This worksheet can be completed a couple of ways. The first way, is with each Cloverbud getting a copy of the worksheet and then the Leader reading out each sentence to Cloverbuds who will mark down their answer on their sheet. Or, have Cloverbud participants read and fill in the sheet individually.

Leaders should then host a discussion on each question and ask Cloverbud participants why they agreed or disagreed with each statement.

### Red Light, Green Light

**Time:** 15-20 minutes

**Materials Needed:** None

The game begins with one Cloverbud being the stoplight for the first round. The other Cloverbuds then line up about 15m (45 ft.) behind the stoplight. Facing away from the other kids, the Cloverbud who is the stoplight calls out "green light", and the other kids move toward the stoplight. The stoplight then calls out "Red light!" and turns around quickly. Any of the children who are caught moving must go back to the start line. Play continues until someone reaches and tags the stoplight. That person then becomes the stoplight for the next round.

Once Cloverbuds get the hang of the two calls, add in other coloured lights to make the game more interesting. Purple light could be hop on one foot, Blue light might be walk backwards, Orange light could be crawl, etc.

---

## LOOKING WITHIN

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### Responsibilitree

**Time:** 15-20 minutes

**Materials Needed:**

- White, brown and green construction paper
- Scissors
- White glue
- Writing utensils

To begin, have Cloverbud participants collect one piece of each colour of construction paper. Then, have Cloverbuds draw an outline of a tree on the brown construction paper. Once the tree is drawn, have them cut it out and glue it onto the white construction paper. Have Cloverbuds draw leaves out of the green



construction paper, keeping in mind that the leaves have to be large enough to write on. Once the leaves are finished, cut them out and glue them onto the tree. Cloverbuds should then write out their responsibilities or responsible actions they have done on the leaves of the tree. This becomes the Responsibility Tree.

To add time to this activity, have Cloverbud participants colour or decorate their tree.

## What It Means To Be a Leader

**Time:** 15 minutes

**Materials Needed:**

- Leadership Qualities (list found in the Resource section at the end of this unit)

This activity will have Cloverbud participants think about the leaders in their lives. A leader can be anyone from their Cloverbud Leader, to their teacher, their coaches, their parents or even their peers. The Leader will read out the characteristics one at a time and explain what each word means, and give an example. Cloverbuds will then think about the importance of each quality and times when a leader in their life showed that quality. Repeat this step for each characteristic and once finished, ask Cloverbud participants what they think the most important quality is. Have them explain their choice. Then ask them what else was near the top of their list. What was the quality that they ranked least important? Have them explain their choice. What else was near the bottom of the list?

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## WRAPPING THINGS UP

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### Respect Chain

**Time:** 15-25 minutes

**Materials Needed:**

- Construction paper (multiple colours)
- Tape
- Scissors
- Ruler
- Pencil

For this activity, Cloverbud participants will begin by using the ruler to draw straight lines horizontally on their construction paper. They will then cut out the lines so they have strips of paper. Each colour will represent a different aspect of respect, for example blue could be “What respect sounds like” and red may be “What respect looks like”. On each colour, they will then write what they think, for example on red they may write “holding the door open”, or another respectful act. Have Cloverbuds think about how respect applies to them too; which could be another category- for example, green may be “How do I respect myself?” After they have written a few down, have Cloverbud participants create a paper chain. The paper chain is made by creating a hoop with the strip of paper, fastening it closed with tape, and then hooping another piece of paper through it, and fastening that strip with tape as well.



*Photo credit: Fun Family Crafts <http://funfamilycrafts.com/paper-chains/>*

## Human Knot

**Time:** 15-20 minutes

**Materials Needed:** None

Have Cloverbud participants begin by getting into a circle, standing shoulder to shoulder. Then have Cloverbuds stick their right hand into the circle, and grab somebody else's hand. Then, have them do the same with their left hand. They will hold these hands until the end of the round. The rules for hand holding are that you cannot hold the hand of the person beside you and you cannot be holding both hands of the same person. When the Leader is satisfied these criteria are met, (s)he will say go and the group will begin to try and untangle themselves without letting go of the hands they are holding. The object of the game is to get themselves standing in a straight line without anyone having broken the chain of hands.

The idea for this game is to demonstrate leadership so play the first game without giving any advice and have Cloverbud participants try and sort it out themselves. If they manage to become untangled without breaking the chain of hands, allow them to play the next game with a supervisor giving direction and show them how much faster it is with leadership. If they do not manage to become untangled, have them restart the round with a supervisor.

To emphasize leadership, this game can be done so that everyone must remain silent, except for the leader giving direction. To make it more interesting, you could also do the activity so that everyone except for the leader must close their eyes or wear a blindfold.

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## ADJOURNMENT

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### Additional Activities

- Host a discussion on Role Models and Leadership
- Play the scenario game. Ask Cloverbuds how they would react in a given situation (emphasize respect, responsibility, citizenship)
- Have a political guest speaker (Mayor or MPP or MP). Topics of conversation could include leadership in the community, making decisions for the community, respecting the concerns of the community, etc.

### References

- Beverly Woods ES <http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf>
- Colouring Pages for Kids [www.mendoans.com/coloring](http://www.mendoans.com/coloring)
- Fun Family Crafts <http://funfamilycrafts.com/paper-chains/>
- Sunburst Visual Media
- University of Illinois <http://web.extension.illinois.edu/character/activities.cfm>



These words can help you have a happy life with good MORAL CHARACTER. Circle words down & across.

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

### WORD BANK

Responsibility  
Citizenship  
Trustworthy  
Enjoy  
Hope  
Play

Fairness  
Respect  
Honor  
School  
Give  
Study

Caring  
Belief  
Can Do  
Family  
Polite  
Share

Joy  
Fun  
Friend  
Love  
Pride  
Listen

## RESPONSIBILITY

Responsibility: accountability, dependability, wise use of time, money, or other resources.

### THINK ABOUT THESE THINGS

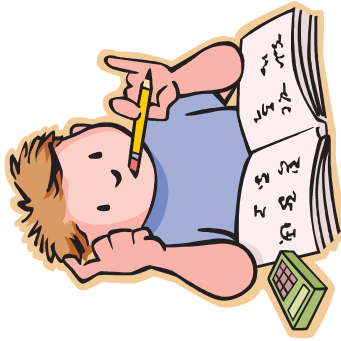
\*Do you think about (accept responsibility for) how your actions affect others?

\* If you have chores or homework, do you get things done on time and do you try to do your best?

\*If you have money of your own, do you save for things you want and spend it wisely?

\*Can you be depended on to take care of your things and behave properly, even if no one is watching?

\*Do you try to make choices and decisions that show you can be responsible (accept responsibility)?



Created by: Anna Polk, Lawrence County, Illinois Volunteer, 2006

CHARACTER COUNTS<sup>SM</sup> and the Six Pillars of Character are service marks of the CHARACTER COUNTS<sup>SM</sup> Coalition, a project of the Josephson Institute of Ethics.  
[www.charactercounts.org](http://www.charactercounts.org)

United States Department of Agriculture ■ Local Extension Councils Cooperating  
University of Illinois Extension provides equal opportunities in programs and employment.

Name \_\_\_\_\_

Part 1: Respect for Feelings  
Activity Sheet 5



# Agree or Disagree?

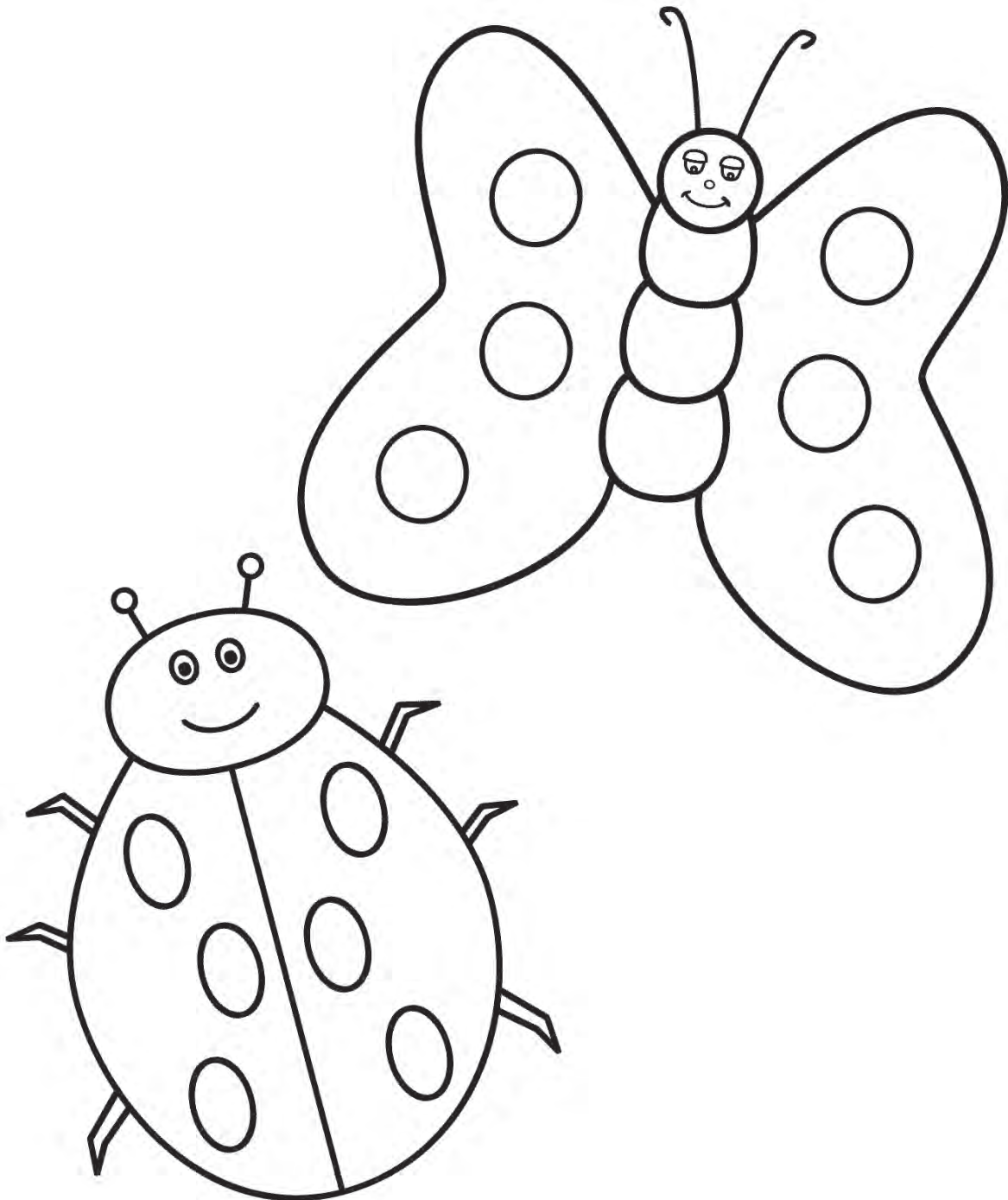
What does respect mean to you? Mark each statement below **Agree** or **Disagree**. Then get together with a partner or small group and discuss your answers.

Agree      Disagree

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. To get respect, you have to make people afraid of you.                               |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. If you're big and strong, people will respect you.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Even if you disagree with someone, it is still important to show respect.            |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Respecting adults means doing everything they tell you to do.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Putting yourself in someone else's shoes will help you show respect for that person. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Everybody deserves respect.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. If someone makes a mistake, it's important to let them know about it.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Listening attentively to someone shows you respect them.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. To get respect, you have to earn respect.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. If you talk about your feelings, no one will respect you.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Not treating people with respect is certain to affect their behavior toward you.    |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Being respectful means being polite and considerate.                                |

Leadership Qualities		Leadership Qualities	
Characteristics:	Importance (1-15)	Characteristics:	Importance (1-15)
Flexible		Flexible	
Respectful		Respectful	
Good Communicator		Good Communicator	
Enthusiastic		Enthusiastic	
Smart		Smart	
Organized		Organized	
Consistent		Consistent	
Good Listener		Good Listener	
Inspiring		Inspiring	
Sense of Humour		Sense of Humour	
Commitment		Commitment	
Positive		Positive	
Creative		Creative	
Patience		Patience	
Confident		Confident	
Leadership Qualities		Leadership Qualities	
Characteristics:	Importance (1-15)	Characteristics:	Importance (1-15)
Flexible		Flexible	
Respectful		Respectful	
Good Communicator		Good Communicator	
Enthusiastic		Enthusiastic	
Smart		Smart	
Organized		Organized	
Consistent		Consistent	
Good Listener		Good Listener	
Inspiring		Inspiring	
Sense of Humour		Sense of Humour	
Commitment		Commitment	
Positive		Positive	
Creative		Creative	
Patience		Patience	
Confident		Confident	

# Butterflies and Bugs





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

7660 Mill Road  
Guelph, ON N1H 6J1  
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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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.



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## INTRODUCTION TO BUTTERFLIES AND BUGS

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### Objectives & Goals of the Unit:

- To have Cloverbud participants learn what different insects look like
- To learn some insect terminology
- To teach Cloverbud participants the life cycle of a butterfly
- To learn what butterflies need to survive

### Background:

All insects have a few things in common: a three part body, consisting of the head, upper and lower sections, 3 pairs of legs, compound eyes and a pair of antennae. Most insects are also hatched from eggs and co-exist with flowering plants. Insects can be found just about everywhere and this unit will help Cloverbud participants explore just a few of the many varieties that exist.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls:

- Name a type of butterfly
- What is your favourite bug?
- How many legs does a butterfly have? (6)

**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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### Colour by Numbers - Butterfly

**Time:** 10-15 minutes

**Materials Needed:**

- Pencil crayons or markers
- Colour by Numbers sheet (found in the Resource section at the end of this unit)

This activity is done by simply matching the number listed on the image with the corresponding colour underneath. Have Cloverbud participants complete this activity individually.

### Worm Painting

**Time:** 20-25 minutes

**Materials Needed:**

- Spaghetti
- Pot
- Paint
- Paper
- Paint palette

Before this activity can begin, the spaghetti must be cooked. Set water on the stove to boil and once the water comes to a boil set in the spaghetti\*. Leave spaghetti in the water until cooked, then remove with a strainer. Let it cool slightly, but not too long or it will stiffen and be difficult to paint with. Add some paint to the palette and dip the spaghetti in. Then take the spaghetti and use it to print the paper. Repeat this with multiple colours, using a different piece of spaghetti or the same piece to mix colours.

To make this activity more difficult, challenge Cloverbud participants to paint specific letter or numbers, paint their name or draw an image. Let the painting dry and then hang it for show.

\*This should be done either by a Leader or by a Cloverbud with help from a leader

*Remember, worms aren't an insect. But, they're still creepy, crawly things that live in the same environment! And caterpillars, sometimes referred to as worms, give us butterflies!*

---

## LET'S EXPLORE

---

### Butterfly Puddles

**Time:** 10-15 minutes

**Materials Needed:**

- Flat pan (like a pie plate)
- Garden soil
- Water

Butterflies cannot drink from ponds or other larger bodies of water and so they must drink from flowers or mud puddles. Mud puddles allow butterflies to intake moisture and necessary nutrients. This activity will allow Cloverbud participants to make their own mud puddle for butterflies.

Go outside and collect some soil - enough for the pie plate. Fill an old pie plate almost to the rim with dirt. Add water, just enough to make a soupy mud. Stir to make it a puddle. Then, set out the mud puddle in a spot near flowers that attract butterflies.

Each day, check on the butterfly puddle and add water as required. Watch the puddle over several days and you will see butterflies landing for a drink!

### Snail Craft

**Time:** 25-30 minutes

**Materials Needed:**

- Heavy paper (Like a paper grocery bag)
- Tissue paper (Multiple colours)
- A Marker
- One sheet of plain white paper
- Scissors
- White glue
- Tape
- Glue on eyes
- Pipe cleaners

Begin the activity by having Cloverbuds draw a snail body and head with the markers on the heavy paper. Hint, have the snail spiral around in a circle. Next, have Cloverbuds cut the tissue paper into small squares. Please note, the younger the Cloverbud, the larger the squares should be. Then, add the glue to the drawn on snail body. Add the tissue paper, alternating colours throughout. Once the outline is pretty well covered in tissue paper, add more glue on top and add another layer. Repeat until the entire snail is covered. Then add the eyes to the head of the snail. After, begin to cut out the snail, starting on the outside line. Next, add the pipe cleaner by poking through two holes near the top of the snail head. Lastly, you can tape the snail onto the white piece of paper.

*Allow the craft some time to dry.*

## Make Your Own Butterfly Net

**Time:** 10-15 minutes

**Materials Needed:**

- Plastic mesh bag (like an onion bag)
- Scissors
- Pipe cleaners
- Tape
- Long cardboard tube

To begin, cut the clamp off the end of a mesh onion bag (leave one end clamped). Then, make a rim for the net by fastening two pipe cleaners together by twisting the ends. Thread the pipe cleaners in and out along the top edge of the mesh bag. When you're finished, secure the ends of the rim with a piece of tape. For a handle, use a very stiff cardboard tube (like the kind found in a roll of wrapping paper).

On one end of the tube, cut a slit on each side. Insert the rim of the net into the slits and tape it in place. To add extra time to this activity, have Cloverbud participants use their butterfly nets outdoors. Remind the children to be gentle when capturing butterflies so as not to hurt them. Once the butterflies are captured, Cloverbuds should briefly observe them and then release them. To keep track of which butterflies they have found, they can keep a picture record.

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## LOOKING WITHIN

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### Butterfly Muffins

**Time:** 10-15 minutes

**Materials Needed:**

- Soil
- Water
- Flower petals
- 1/2 cup (125 mL) honey or corn syrup
- Individual muffin cups
- Spoon
- Flowers

Begin by mixing the soil and water together to make a nice, firm mud. Next, collect some wildflower petals, and stir these in. Then, add the honey or corn syrup and stir well. Spoon the mix into individual

muffin cups and top each with a pretty flower top. Lastly, set the muffins in a place where you have seen butterflies before. Now wait for your fluttering guests to arrive.

These muffins are, of course, only for the butterflies, and are not to be eaten by Cloverbuds. There are treats to be found for Cloverbuds later on in the meeting.

## Name Caterpillar

**Time:** 15-25 minutes

**Materials Needed:**

- Markers
- Circle outline
- Construction paper
- Tape

Begin by having Cloverbuds cut out as many circles as they have letters in their name, plus one for the head. For example, a Cloverbud named Jack or Rose would need 5 circles cut out. Try and have it so there are enough colours of construction paper for each circle to be different. Afterwards, have Cloverbuds begin by spelling out their name, one letter per circle. Once that is done, they can decorate each circle however they like. Add butterflies, bugs, trees, and scenery. Then, have Cloverbuds draw a face on the last circle, for the head. Attach all circles together, in order, by placing tape along the back of the circles.

## WRAPPING THINGS UP

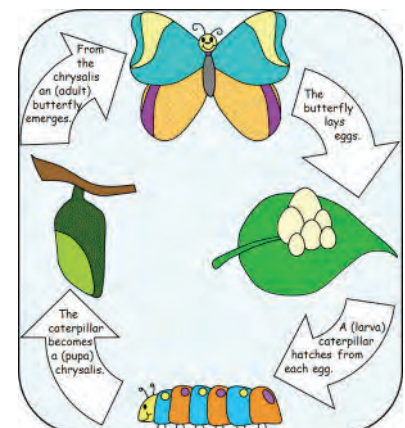
### Butterfly Life Cycle

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Pencil crayons or markers
- Scissors
- Glue
- 2 Templates (found in the Resources section at the end of this unit)

Print out the templates. Have Cloverbuds colour in the stages of the butterfly life cycle. Then have Cloverbuds cut-out the stages of the cycle and arrange them on the blank outline according to the example shown here. Once the stages are in the right order, glue them onto the template.



## Butterfly Word Search

**Time:** 10-15 minutes

**Materials Needed:**

- Activity sheet (found in the Resources section at the end of this unit)

This activity will help Cloverbuds learn some terminology about butterflies and bugs.

Have participants work through the word search individually, in pairs, or in small groups. To extend the activity, discuss what the words mean and how they relate to insects. In addition, you may include other words that relate to the topic and explain what they mean.

## Spider Cookies

**Time:** 25-30 minutes

**Materials Needed:**

- 8 (1 ounce) semi-sweet chocolate baking squares
- 500mL (2 cups) miniature marshmallows
- Shoestring red licorice
- 24 small candy-coated chocolates, round
- Wax paper
- Baking sheet
- Microwave-safe bowl

To begin, heat chocolate in a microwave safe bowl for 2 minutes, stirring after 1 minute. Continue stirring until melted. Let stand for 5 minutes. Next, stir in marshmallows. Then drop the mix by the tablespoon onto a waxed paper-lined baking sheet. Cut licorice into 5cm (2 inch) pieces. Press eight pieces into each mound for legs. Press two candy coated chocolates into each for eyes. Refrigerate until firm, about 20 minutes.

*Remember, spiders aren't an insect (they're an arachnid!). But, they're all creepy, crawly things!*

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## ADJOURNMENT

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### Additional Activities

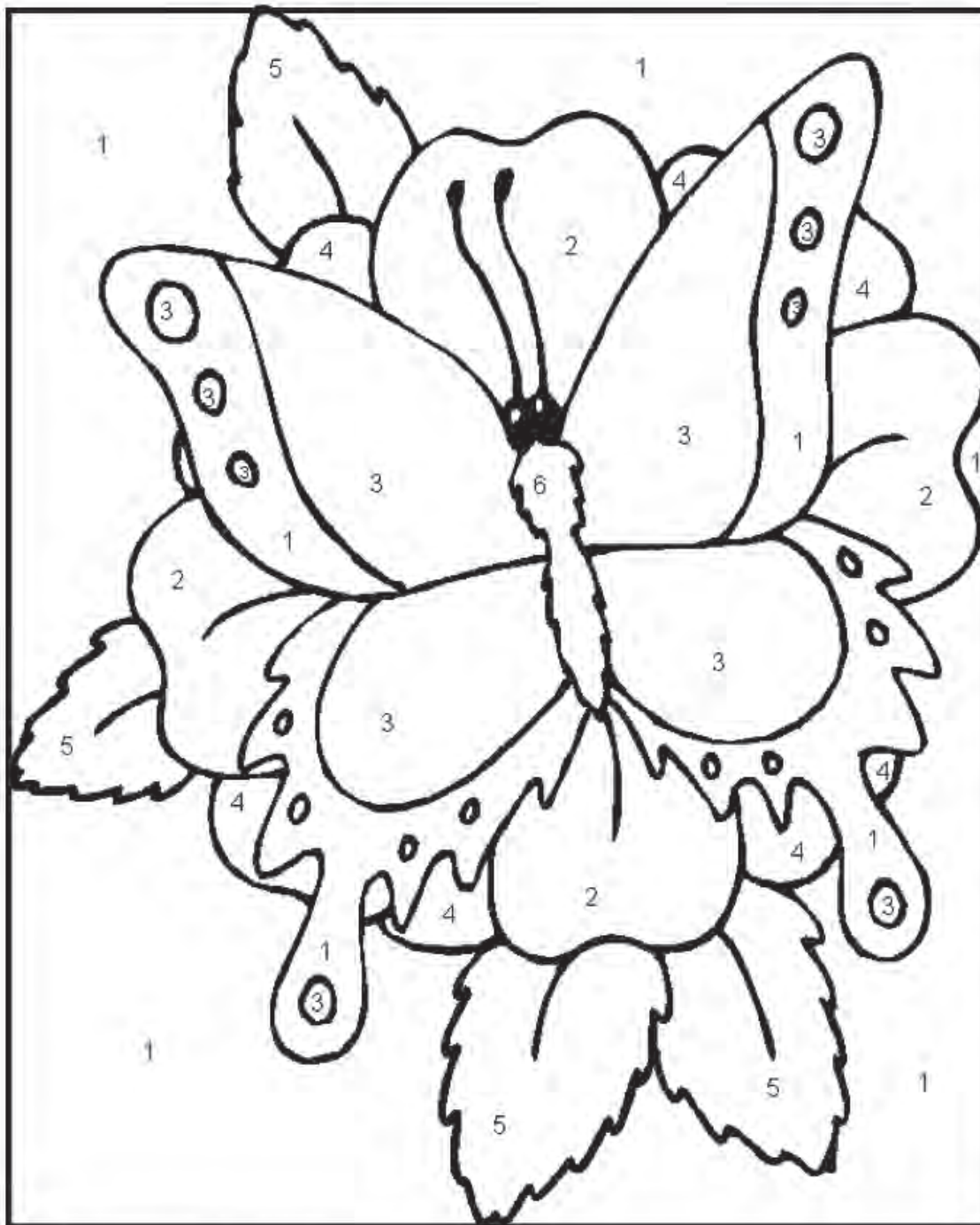
- Catch a butterfly and hatch it in a jar (Research this before attempting)
- Visit a butterfly conservatory
- Explore a garden or forest
- Visit a local zoo with an insect section

### References

- Big Activities [www.bigactivities.com](http://www.bigactivities.com)
- DLTk Crafts [www.dltk-kids.com/](http://www.dltk-kids.com/)
- Food.com [www.food.com](http://www.food.com)
- Great Little Minds.com [www.greatlittleminds.com](http://www.greatlittleminds.com)
- No Time For Flash Cards [www.notimeforflashcards.com](http://www.notimeforflashcards.com)
- TLC- How Stuff Works [www.tlc.howstuffworks.com](http://www.tlc.howstuffworks.com)

## Resources

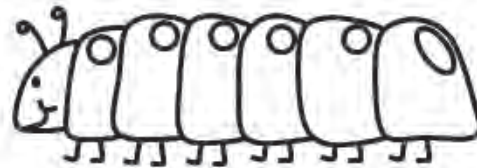
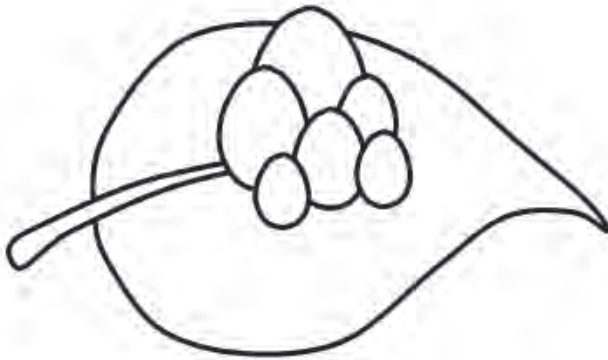
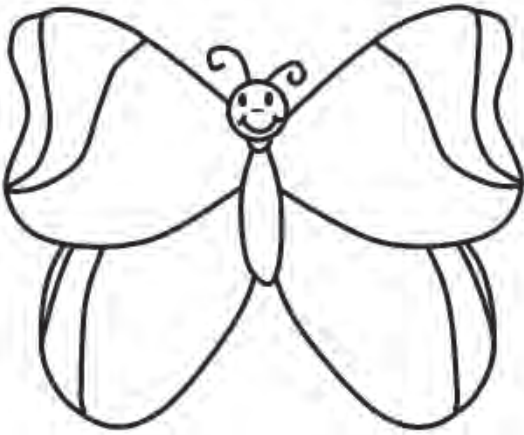
### Colour By Numbers Worksheet



- |            |            |
|------------|------------|
| 1 - blue   | 4 - purple |
| 2 - pink   | 5 - green  |
| 3 - yellow | 6 - brown  |



## Life Cycle Templates and Example (3x)



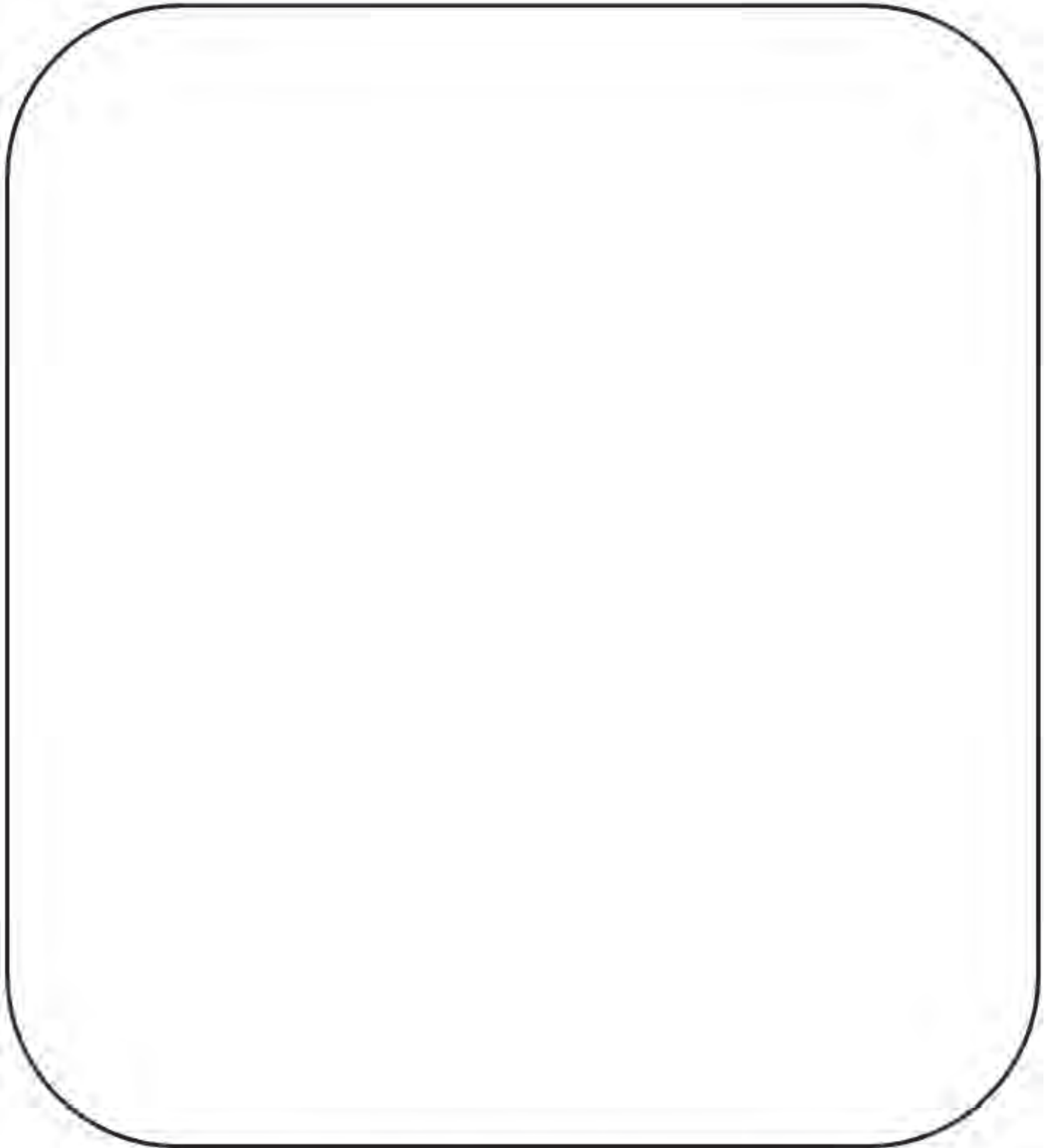
From the chrysalis an (adult) butterfly emerges.

The butterfly lays eggs.

The caterpillar becomes a (pupa) chrysalis.

A (larva) caterpillar hatches from each egg.

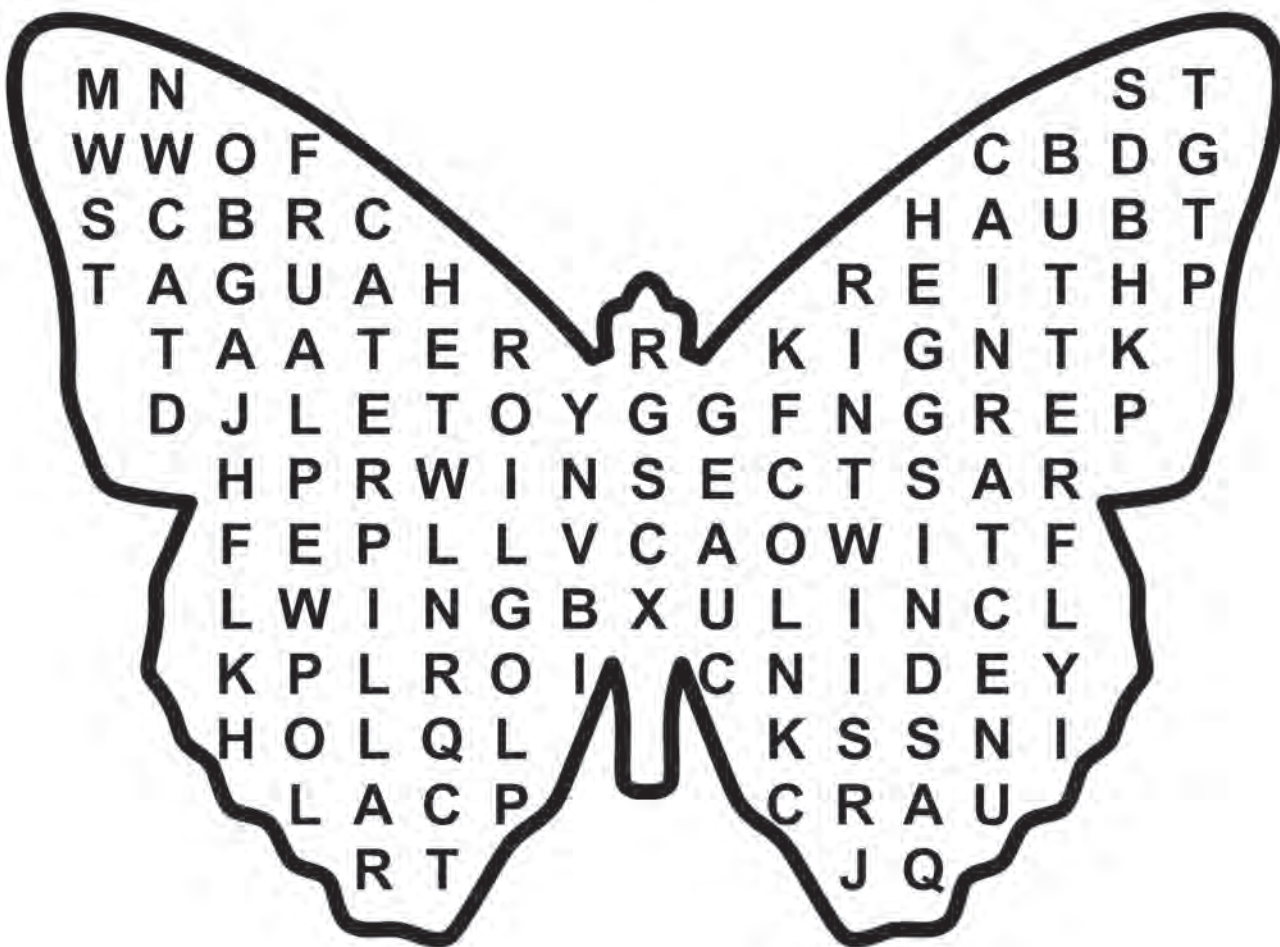




**Life Cycle  
of a Butterfly**

Wordsearch

# Butterfly Word Search



**CATERPILLAR**

**WING**

**CHRYSLIS**

**EGGS**

**INSECT**

**BUTTERFLY**

**NECTAR**

---

# Celebrations of the World

---





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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TEL: 519.856.0992  
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## **Project Resource Information:**

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Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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

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## INTRODUCTION TO CELEBRATIONS OF THE WORLD – FOOD

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### Objectives & Goals of the Unit:

- To explore the 4-H Cultural Diversity Project
- To become aware of cuisine in other areas of the world
- To taste various types of food
- To practice basic cooking skills, such as measuring and mixing

### Background:

The earth has many land masses, which are all surrounded by water. The largest areas of land have been divided into several continents, ranging from 5-7, depending upon who you ask. In Canada, we generally regard there to be 7 continents: North America (Canada, USA, Mexico), South America (Brazil, Chile, Argentina, etc), Antartica, Europe (Spain, Portugal, England, etc), Africa (Uganda, Rwanda, Chad, etc), Asia (China, Japan, Thailand, etc), and Australia/Oceania. Each continent has some very unique cultural aspects and many are reflected in their food. This meeting will allow Cloverbud participants to explore almost all of the continents and their cuisine.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name a continent
- What is one thing you know about the continent you named?
- What is your favourite country and 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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### The Continent Song

**Time:** 5-10 minutes

**Materials Needed:** None

Start off the meeting by singing the Continent Song. It is to be sung to the tune of Frère Jacques.

#### The Continent Song

Europe, Asia  
Af-ri-ca  
North America, South America  
Then there is Anarctica  
Don't forget Australia  
Seven Continents, Seven Continents

## Antarctic Sledging

Antarctic Sledging Biscuits are dense, crunchy, high fat and salt biscuits made specifically to keep people alive in Antarctica. When cooking sledging biscuits you simply need to avoid overcooking them. They should be pale yellow in colour rather than brown as most biscuits.

**Time:** 20-25 minutes

**Materials Needed:**

- 300mL (1 1/4 cups) whole wheat flour
- 5mL (1 tsp.) baking soda
- A dash of salt
- 30g of butter
- 50 mL (1/4 cup) cold water
- Mixing Bowl
- Oven
- Baking Tray
- Rolling Pin
- Measuring spoons
- Dry and liquid measuring cups
- Knife

Begin by pre-heating the oven to 190°C (375°F) . Next, sieve the flour and baking soda together and add salt. Add the butter and rub with your fingers to create breadcrumbs. Slowly add the water and mix it evenly throughout. Then flour a surface and use the rolling pin to flatten the dough to 2cm (0.8 inches) thick. Cut the dough into squares and place on the baking tray. Bake for 15 minutes or until light brown before removing from the oven and placing on a cooling tray.

## Russian Kompot (Fruit Juice)

**Time:** 45-55 minutes

**Materials Needed:**

- 8 apricots
- 500mL (2 cups) of cherries (or other fruit)
- 250mL (1 cup) of blueberries (or other berries)
- 1.9L (½ gallon) of water
- 125mL (½ cup) sugar
- Stovetop
- Pot
- Strainer
- Jug

Begin by boiling the water. While the water is heating up, wash all fruit and remove pits and seeds. When the water starts to boil, carefully add fruit and bring the water back to boil over medium heat. Allow the mixture to boil for 30 minutes uncovered. When time is up, remove from heat and stir in the sugar. Let the kompote cool completely, then strain the juice and place in the fridge to chill.

With the leftover fruit, you can make another Russian treat known as Kissel. Leave the fruit and some juice remaining in the pot, and add 1 cup of water. Then in a small bowl, mix 45mL (3 tbsp.) potato starch with 50mL (¼ cup) water. Bring the fruit and juice back to a light boil and add the starch mix. This dish can be served hot or cold. Making the Kissel will take another 5-10 minutes.

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## LET'S EXPLORE

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### South American Fruit

**Time:** 10-15 minutes

**Materials Needed:**

- Any fruit grown in South America

Ideas for this activity include Mangos, Guava, Pineapple, Oranges, Plums, Papaya, Banana, Coconut, etc. Have Cloverbud participants prepare a fruit platter of the fruits purchased, and have a discussion about where the children think each fruit came from. Start by asking which climate they think they came from (hot vs cold, wet vs. dry, mountains vs. plains). Then ask which areas of earth have those climates. Next ask which continents they believe the fruits came from. If they can, ask them to guess which countries can grow the fruits. Lastly, have each Cloverbud taste each fruit.

### Volcanoes!

Continents have mountains and when one of those mountains erupts, it is called a volcano. Using food, Cloverbuds can simulate a volcano!

**Time:** 10-15 minutes

**Materials Needed:**

- Baking soda
- Vinegar
- Large container to hold the baking soda and vinegar
- Paper towels or a cloth (just in case!)

Place some of the baking soda in your container. Pour in some of the vinegar. Watch as the reaction takes place!

The baking soda (sodium bicarbonate) is a base while the vinegar (acetic acid) is an acid. When they react together they form carbonic acid which is very unstable. It instantly breaks apart into water and carbon dioxide which creates all of the fizzing as it escapes the solution.



## British Yorkshire Pudding

**Time:** 45-55 minutes

**Materials Needed:**

- 250mL (1 cup) flour
- 2 medium eggs
- 300mL (1 ¼ cup) milk
- A dash of sea salt
- 50mL (1/4 cup) lard or vegetable oil
- Large bowl
- Whisk
- Spatula
- Jug
- Measuring spoons
- Dry and liquid measuring cups
- Muffin tin
- Oven

Begin by pre-heating the oven to 200°C (400°F). Then, sieve the flour into a large bowl. Add the eggs and whisk in. Once mixed, gradually whisk in the milk a little at a time. Whisk to a smooth batter, season with salt and then pour the batter into a jug. Cover with cling wrap and refrigerate for 30 minutes. Put half a tablespoon of fat or oil into each hole of a deep muffin tin. Leave in the oven for 5-7 minutes to heat up, or until the fat is smoking hot. Pour the cool batter into the holes dividing it equally and return to the oven. Cook for 20 minutes without opening the door, then check and cook for a further 2-3 minutes if necessary or until golden-brown and risen. Remove and serve immediately.

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## LOOKING WITHIN

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### Canadian Poutine

**Time:** 20-25 minutes

**Materials Needed:**

- French Fries (store bought or handmade)
- Cheese curds (or shredded mozzarella cheese)
- Gravy
- Baking sheet
- Pot
- Spoon/soup ladle

Begin by preparing your French fries. If you have store bought, follow the instructions on the package. Alternatively, handmade chips can be made by slicing a whole potato into slices, brushing with olive oil and placing in the oven until crisp and brown. Once the fries are in the oven, begin heating up the gravy. Once the fries and gravy are both prepared, cover the still warm fries with cheese curds and drizzle on the gravy. Serve while still warm.

Baking the French fries rather than deep frying makes these a healthier treat but remember - this is a treat and should only be enjoyed occasionally!

## American Apple Pie

**Time:** 45-50 minutes

**Materials Needed:**

- 750-1000mL (3 to 4 cups) granny smith apples
- 100mL (3.5 oz) vanilla pudding mix
- A 23cm (9 inch) pie crust (unbaked)
- Knife
- Bowl
- Mixing spoon
- Measuring cups

**Topping:**

- 50mL ( $\frac{1}{4}$  cup) butter
- 125mL ( $\frac{1}{2}$  cup) flour
- 50mL ( $\frac{1}{4}$  cup) sugar
- 50mL ( $\frac{1}{4}$  cup) brown sugar
- 50mL ( $\frac{1}{4}$  cup) chopped pecans (optional)
- 5mL (1 tsp.) cinnamon
- A Mixing Bowl
- Oven

Begin by pre-heating the oven to 190oC (375oF). Next, combine apples with the vanilla pudding mix in a mixing bowl. Toss to coat it well. Then place the apple mixture inside the pie crust. In a small bowl, mix all topping ingredients until crumbly before sprinkling over the apples. Bake the pie for 35-40 minutes or until topping is golden brown and pie is bubbly. Enjoy warm or cold and even with a scoop of ice cream if you like!

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## WRAPPING THINGS UP

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### Australian Sausage Rolls

**Time:** 20-30 minutes

**Materials Needed:**

- 454g (1 lb.) sausage
- 227g (8 oz.) cream cheese
- 1 can of crescent rolls
- Pot for boiling water
- Water
- Strainer
- Knife
- Bowl
- Spoon
- Spatula
- Measuring spoons
- Baking tray
- Oven

Begin by bringing a pot of water to a boil. Place the sausages in the water until cooked, and then drain. Let cool and remove casing on sausages. Mix sausage with cream cheese. Put 3-4 tablespoons (30-45 mL) sausage and cream cheese mixture into each crescent roll. Roll crescent roll as usual and bake for 10-15 minutes or until golden brown on top. Any leftover mixture will store in the fridge or freezer for the next batch.

## Colour By Numbers - Hamburger

**Time:** 5-10 minutes

**Materials Needed:**

- Pencil crayons or markers
- Colour by Numbers sheet (found in the Resource section at the end of this unit)

This activity is done by simply matching the number listed on the image with the corresponding colour underneath. Have Cloverbud participants complete this activity individually.

## Japanese Edamame

Edamame are young soybeans. They are available in the Pod - Whole (Edamame) or Shelled (Soybean). Asian cultures have been eating Edamame for centuries. In Japanese eda means “twig” and mame means “bean” so the word Edamame refers to young soybeans cropped with their twig or beans on the branch. They are rich in protein and highly nutritious.

Shelled Edamame are great as an appetizer or healthy snack and have numerous other applications. They can be used in salads (cold or hot), as a vegetable side dish, stir fry, as a spread, dip, or as a garnish.

**Time:** 5-15 minutes

**Materials Needed:**

- Edamame beans
- A pot
- A dash of salt (sea salt is delicious)
- Stovetop
- Water
- Strainer

Begin by bringing a pot of water to a boil. Once boiled, add edamame beans and salt and cook for 3-5 minutes. The shells will become soft when cooked. After they are cooked, remove from water and enjoy while still warm.

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## ADJOURNMENT

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### Additional Activities

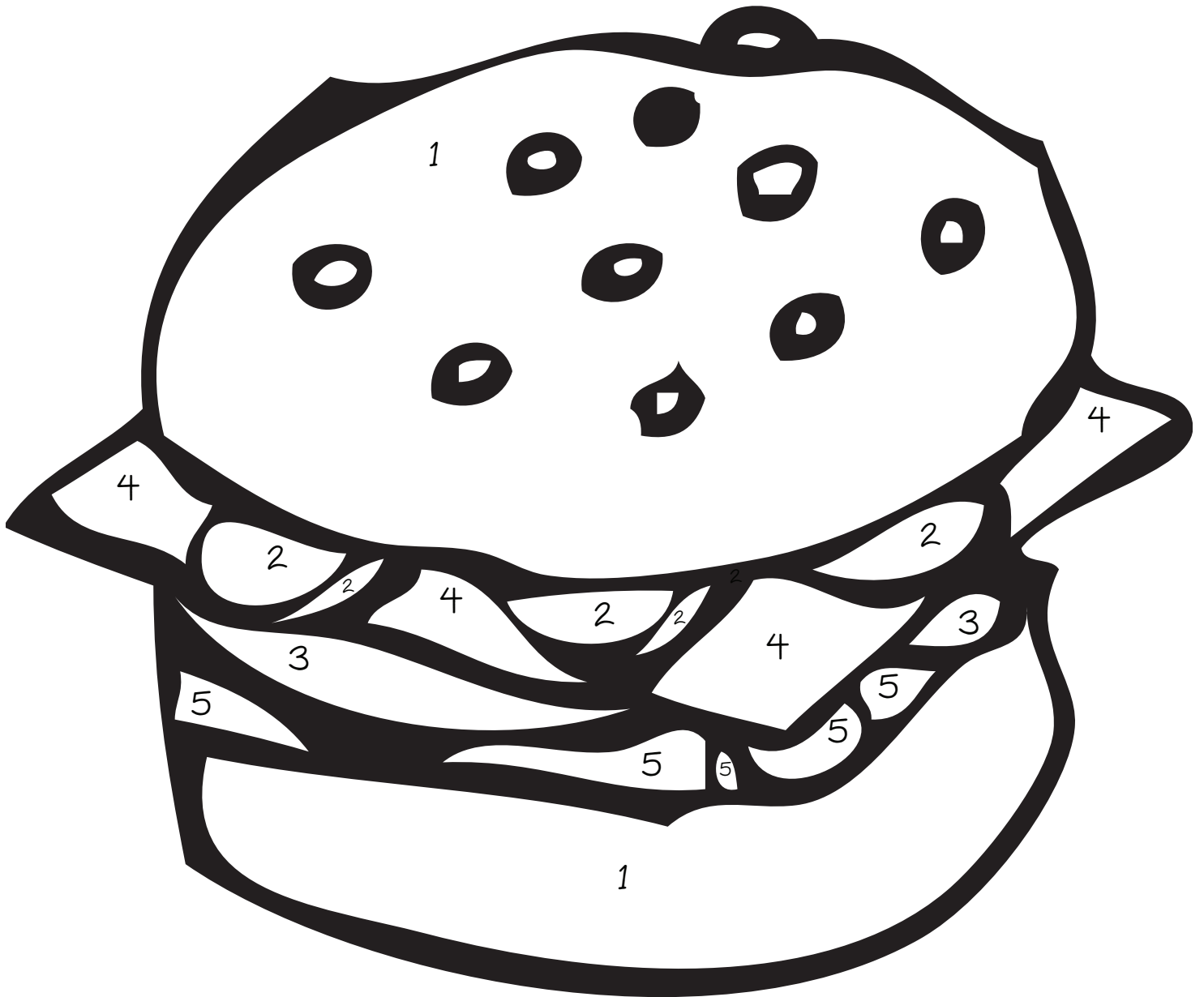
- Invite an International chef to your meeting to either discuss or demonstrate International cuisine.
- Research a continent and present your findings to the group
- Have a geographer as a guest speaker
- Invite someone who has lived on another continent to speak

### References

- BBC [www.bbc.co.uk](http://www.bbc.co.uk)
- Food.com [www.food.com](http://www.food.com)
- Natasha's Kitchen <http://natashaskitchen.com/2012/07/17/homemade-juice-kompot/>
- Nature's Classic [www.naturesclassic.com](http://www.naturesclassic.com)
- Parents [www.parents.com](http://www.parents.com)
- Science Kids [www.sciencekids.co.nz](http://www.sciencekids.co.nz)
- TeacherVision [www.teachervision.fen.com](http://www.teachervision.fen.com)

# Color by Number

Follow the color code at the bottom of the page and color in each area of the picture that matches the corresponding number.



1 - yellow

2 - green

3 - red

4 - orange

5 - brown

# Composting



Compost



**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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# INTRODUCTION TO COMPOSTING

---

## Objectives & Goals of the Unit:

- To learn about what composting is
- To learn about decomposers and their role
- To show what can and cannot be composted
- To see the bugs that help the composting process
- To encourage recycling and composting

## Background:

Composting is a natural cycle of the earth, whereby organic waste is broken down and returned to the soil. It has always been a hobby of tree-lovers everywhere and has most recently become a pillar of almost all Ontario communities. Composting is no longer just done in backyards and gardens. It is done by entire municipalities in large facilities. But do not leave composting to the municipality you live in. Begin today and see how much fun it can be!

---

## 4-H PLEDGE & ROLL CALL

---

### Suggested Roll Calls:

- Do you have a composter at home?
- What kind of items could you put in a composter?
- Name a challenge with composting.

**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

---

### Compost Word Find

**Time:** 15-20 minutes

**Materials Needed:**

- Word Find (found in the Resources section at the end of this unit)

This activity will help Cloverbuds learn some terminology about composting and its processes.

Have participants work through the word search individually, in pairs, or in small groups.

To extend the activity, discuss what the words mean and how they relate to composting. In addition, you may include other words that relate to the topic and explain what they mean.

Additional terms include: fertilizer, manure, peat, thatch, yard waste, trimmings, greens, browns.

## Acting it Out - Composting

**Time:** 20-30 minutes

**Materials Needed:** None needed

This activity will help Cloverbud participants use their creative side to learn about composting. Begin by explaining the basic composting process. If unsure, research before the meeting. Then, assign groups or let Cloverbuds create their own groups. Each group needs at least 3 people, but there is no limit on how many people can be in a group! Each group should have one participant in the role of composter (human), one as the food being composted, and one as a decomposer (bacteria, worm, etc). Below are some additional roles that could be used, but there are an endless number of roles available. Think outside the composter!

Give Cloverbud participants 5-10 minutes to plan their skit, and then begin the performance! The skit should be silent, so the audience can guess the roles of the performers. Once the skit is over, have audience members guess who played which role and what happened. Then have the performers fill in the parts that the audience was unable to guess.

Worm	Banana Peel	Mouse
Bacteria	Apple Core	Humus
Mold	Leaves	Bird
Snail	Raccoon	Sunlight
Fungi	Squirrel	Dog

## Now Making: Compost Dessert

**Time:** 40-50 minutes

**Materials Needed:**

- Chocolate cake mix
- Chocolate frosting
- Pretzel rods
- Crushed chocolate cookies
- Small candy bits
- Gummy worms
- Peanuts (optional)



*Photo credit:* <http://spoonful.com/recipes/compost-cake>

Before you make your compost dessert, you must first make the chocolate cake. Follow the instructions on the box for mixing and baking. Once the cake is baked, remove from the oven and allow cooling for 5 minutes.

Next, cut the cake into square pieces - one per Cloverbud. Have Cloverbuds cover their piece of cake with chocolate frosting. Once the cake is frosted, apply the pretzel sticks to the edges horizontally, making it look like a compost bin. After, add most of crushed chocolate cookie bits to the top, but save a little for later. Then, add the small candy bits and gummy worms to the top of the cake. Finally, sprinkle the remainder of crushed chocolate cookie bits to the top. Once you are completed, you will have an edible, and very delicious, chocolate compost bin!

---

## LET'S EXPLORE

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### Can I Compost That?

**Time:** 10-20 minutes

**Materials Needed:**

- 'Can I Compost That?' List (found in the Resources section at the end of this unit)

This is a fun game that will teach kids what they can and cannot add to their compost. Begin by having Cloverbud participants sit in two groups facing the Leader. Then, select one Cloverbud at a time from each group to step forward. Next, read off one of the items on the list and ask "Can I compost that?" Have Cloverbuds give a thumb up for yes or a thumb down for no. If Cloverbuds answered correctly, that team receives 1 point; if they did not answer correctly, they do not get a point. The game continues on until a certain number of points have been reached, e.g. 3, 5 or 10, or until all the questions are read out. Please note, the smaller the game objective (first to 3 points), the greater the chance of each team winning at least one game. This game can also be done with more than two groups.

To extend this activity, have Cloverbuds research and/or discuss why the items cannot be recycled (10-15 min)

### Find the Compost Critters

**Time:** 25-35 minutes

**Materials Needed:**

- Pencil
- Compost Critters worksheet (found in Resources section at the end of this unit)
- Gloves (optional)
- Hand shovel (optional)

This activity can be used to show Cloverbud participants some of the things that can be found in a composter. To begin, hand each participant a worksheet. Then go outside as a group. This activity works best if there is a large composter, however, if there is not one available then any composter or even a large garden would work as well. Have Cloverbuds work through the sheet individually, in pairs, or in small groups, circling each item that they are able to find.

They can use sticks, small shovels, or even their hands to root through the soil and find the items on the list. Leaders should have gardening gloves available for Cloverbuds who wish to use them. Leaders should also instruct the children not to touch any of the critters they find. It is an observation activity only!

If there is more than one composter, or a composter and a garden, the activity can be extended and take as much time as is needed.

**Please Note:** If Cloverbuds are outside for any length of time they should wear a hat, sunglasses and sunscreen. Please also ensure that Cloverbud participants bring water or have access to drinking water.

---

## LOOKING WITHIN

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### My Lunch

**Time:** 15-25 minutes

**Materials Needed:**

- Environmental Lunch Log worksheet (found in the Resource section at the end of this unit)
- Pencil

Most children probably do not give much thought to what happens to their food scraps and food packaging but this worksheet will help Cloverbuds better understand the role they play in the organic cycle. To begin this activity, hand each Cloverbud a worksheet. As this activity is a reflective one, have them complete it individually, while listening to the Leader.

Begin by asking participants what they had for their main course of lunch that day. Was it rice, pasta, a sandwich? Was the food in a Tupperware container, a plastic bag, etc.? What did they do with the container or plastic after they were done? If they selected landfill for that item, what could they replace it with so they do not create garbage? Ask these questions for each item, including snack, drink and dessert if they had it.

This activity can be extended to include breakfast that day, other previous meals, or their favourite meal.

Afterwards, Cloverbud participants can count how many items they have in each column. Discuss what the results mean. If most of the X's were in reuse, recycle, or compost then they are doing a good job at being green! If they had most X's in the landfill column, they were not so green today, but can try to be greener tomorrow and in the future.

Have Cloverbud participants tell you what they plan to do differently to be more green for their next lunch.

### Decomposers Colouring Sheet

**Time:** 15-20 minutes

**Materials Needed:**

- Colouring sheet (found in the Resource section at the end of this unit)
- Pencil crayons or markers

Included in the Resources section is a colouring sheet of a compost bin, complete with decomposing bugs. Have each Cloverbud colour in a worksheet. Cloverbuds can also draw in additional items that might be found in a compost.

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## WRAPPING THINGS UP

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### Now Making: Jello Worms

**Time:** 25-35 minutes

**Materials Needed:**

- 1 package (6 ounces or 180 mL) of your favourite gelatin (red for effect)
- 30mL (3/4 ounce) unflavoured gelatin
- 750 mL (3 cups) of boiling water
- 100 flexible plastic straws
- 1 tall slender one litre (4 cup) container
- 180mL (3/4 cup) whipping cream
- large mixing bowl
- wooden spoon
- wax paper
- baking sheet

Begin by boiling the water. Put boiling water in the large mixing bowl. Next, combine gelatin packages in the boiling water and stir until gelatins are completely dissolved. Chill until lukewarm, this should take about 20 minutes.

Gently pull both ends of the flexible straws to extend to full length and place in the tall container. Blend cream with the gelatin mixture, and pour into the tall container filling the straws. Chill until gelatin is firm, at least 8 hours.

Pull straws from container, separating them. Now you must remove the gelatin worm from the straw, which you can do in a couple of ways.

- Option 1: run hot tap water for about 2 seconds over 3-4 straws at a time.
- Option 2: start at the empty end of the straw and push worms out with a rolling pin or your fingers.

Once the worms are removed, lay them on a baking sheet lined with wax paper. Cover and chill until ready to use, at least 1 hour or up to 2 days. Then, remove from the fridge and enjoy. Now you can taste your squirmy creations!

Worms will hold at room temperature for about 2 hours.

Because this activity cannot be completed in the two hour Cloverbud meeting timeframe, an option would be to have the Leader complete it ahead of time and bring it to the meeting, then have Cloverbuds make the worms, and simply exchange one batch of worms for the other.

## Worms and Apples

**Time:** 10-15 minutes

**Materials Needed:**

- Worms & Apples Maze (found in the Resources section at the end of this unit)
- Pencil
- Pencil crayons

Have each Cloverbud work through the activity individually. Once completed, they can colour in the apple and the worm. To extend this activity, the Leader can host a discussion about decomposers and the things they eat. The Leader might ask, what other bugs do you think like eating apples? What else might a worm eat? What happens after the worm eats the apple?

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## ADJOURNMENT

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### Additional Activities

- Have a florist come in to speak about the importance of composting
- Visit a municipal composting facility
- Have a sanitation worker in as a guest speaker
- Visit a farm and tour their composter

### References

- Earthdayshirts.com [www.earthdayshirts.com](http://www.earthdayshirts.com)
- Ecoville Georgia [www.georgiarecycles.org](http://www.georgiarecycles.org)
- Food.com [www.food.com](http://www.food.com)
- New Brunswick Government [www2.gnb.ca/content/gnb/en.html](http://www2.gnb.ca/content/gnb/en.html)
- Spoonful [www.spoonful.com/recipes/](http://www.spoonful.com/recipes/)
- The Gardeners Calendar [www.the-gardeners-calendar.co.uk](http://www.the-gardeners-calendar.co.uk)
- Trend Hunter [www.trendhunter.com](http://www.trendhunter.com)
- Vermont Waste Management [www.cvswmd.org](http://www.cvswmd.org)
- Worm Farming Revealed [www.wormfarmingrevealed.com](http://www.wormfarmingrevealed.com)

### Activity 4 WORD FIND

Can you find these words? bacteria, carbon, compost, fungi, humus, mold, nitrogen, organic, earthworm, MSW

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



**Can I Compost That?**

<b>Item</b>	<b>Answer</b>
<i>Banana Peels</i>	<i>Yes</i>
<i>Cardboard</i>	<i>Yes</i>
<i>Milk</i>	<i>No</i>
<i>Eggshells</i>	<i>Yes</i>
<i>T-Shirt</i>	<i>No</i>
<i>Hair</i>	<i>Yes</i>
<i>Dog Poo</i>	<i>No</i>
<i>Weeds</i>	<i>Yes</i>
<i>Peanut Shells</i>	<i>Yes</i>
<i>Batteries</i>	<i>No</i>
<i>Juice Box</i>	<i>No</i>
<i>Tea Bags</i>	<i>Yes</i>
<i>Diapers</i>	<i>No</i>
<i>Vegetable Oil</i>	<i>No</i>
<i>Water</i>	<i>Yes</i>

<b>Item</b>	<b>Answer</b>
<i>Glass</i>	<i>No</i>
<i>Chicken bones</i>	<i>No</i>
<i>Wet Grass</i>	<i>No</i>
<i>Lemons</i>	<i>Yes</i>
<i>Mouldy Bread</i>	<i>Yes</i>
<i>Tree Leaves</i>	<i>Yes</i>
<i>Pop Can</i>	<i>No</i>
<i>Houseplants</i>	<i>Yes</i>
<i>Magazines</i>	<i>No</i>
<i>Big branches</i>	<i>No</i>
<i>Dryer Lint</i>	<i>Yes</i>
<i>Rice</i>	<i>No</i>
<i>Bread</i>	<i>No</i>
<i>Sunflower Seeds</i>	<i>Yes</i>
<i>Syrofoam</i>	<i>Yes</i>

# COMPOST CRITTERS WORKSHEET

*Circle Me If You Can Find Me*



collanbola



springtail



mite



sow bug



slug



worm cocoon



beetle



fruit fly



white worms



redworm



spider



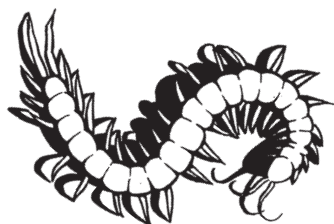
snail



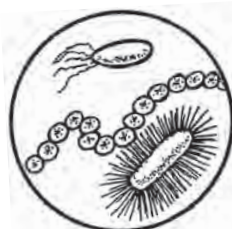
mold



ant



centipede



bacteria



millipede



pill bug

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

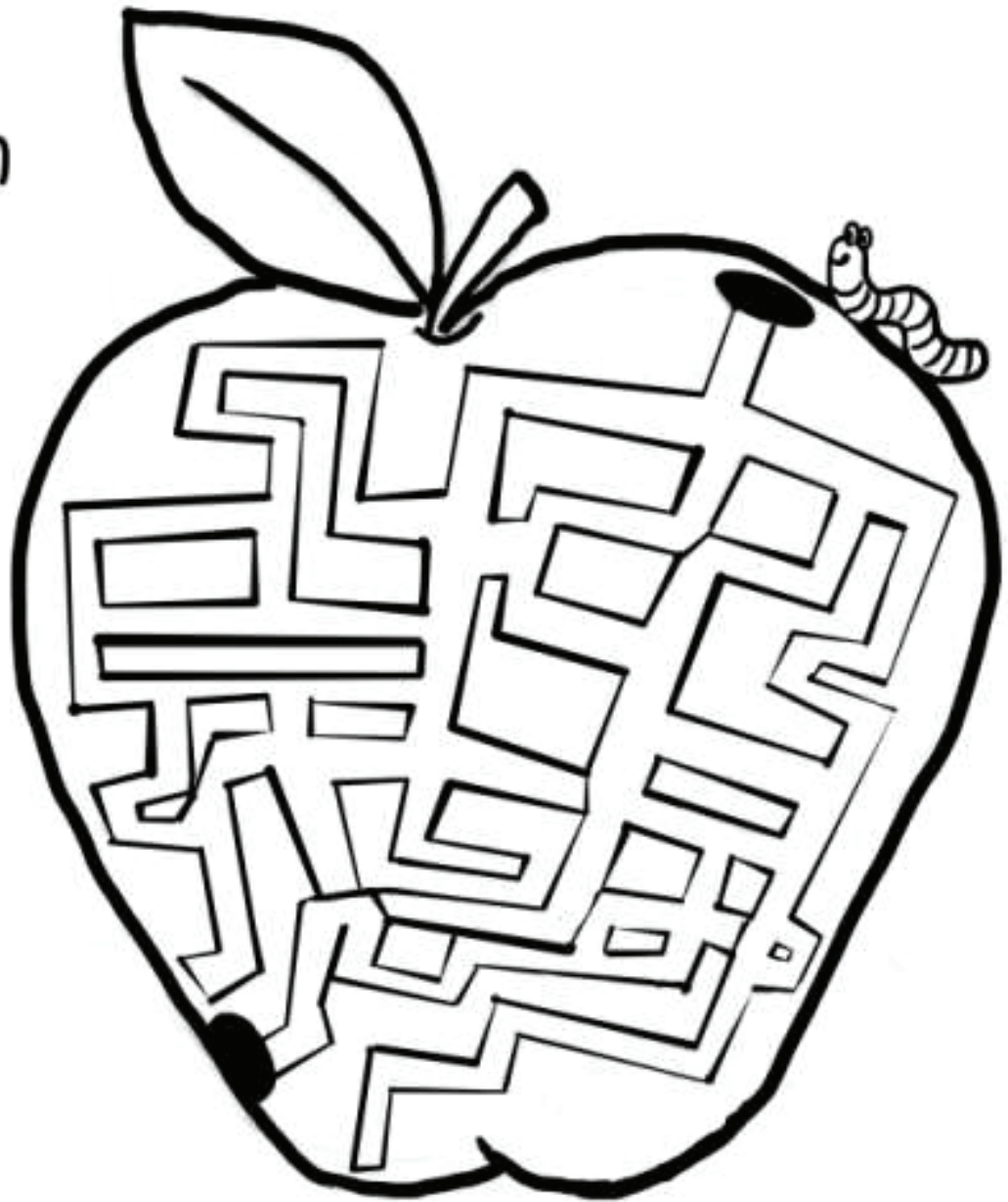
Date: \_\_\_\_\_







Help  
the worm  
eat  
through  
the  
apple.



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# Crafting with Newsprint

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**CANADA**  
4-H Ontario

## **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 and my world.

## **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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.



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# INTRODUCTION TO CRAFTING WITH NEWS PRINT

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## Objectives & Goals of the Unit:

- Learn the basic terms of newsprint
- Learn how to use newspaper for a variety of crafts
- Teach how to decorate with newsprint
- Learn how to use newspaper in alternative ways

## Background:

Newsprint has been used as a major source of information for many, many years - a long time before the invention of radio, television, or the Internet. But today, newspaper is declining in popularity and is being replaced by other types of media. The solution is to use newsprint in a variety of new ways and to reuse and recycle old newspapers. This meeting will allow Cloverbuds to learn a variety of crafts that use newspaper as the main component.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Have you ever used a newspaper for something other than reading?
- Do you get a newspaper at your house? If so, what is the name of it?
- What is your favourite part of the newspaper?

**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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### Newspaper Word Search

**Time:** 15-20 minutes

**Materials Needed:**

- Word Search (found in the Resources section at the end of this unit)
- Pencil (or pen)

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

Other terms include: Editor, Journalist, Printing press, Comic, Entertainment section.

## Newspaper Mache Bowl

**Time:** 35-45 minutes (plus drying time)

**Note:** this activity cannot be completed during a two hour meeting time and may need to be completed over the course of two meetings.

**Materials Needed:**

- Newspaper
- Bowl
- Glue (wall-paper paste or home-made glue – recipe below)
- Vaseline
- Hair dryer (optional)
- Decorations (acrylic paint, wrapping paper, etc.)
- Varnish

Begin the activity by cutting thin strips of newspaper, 2 cm (almost 1 inch) wide. Next, select your bowl mould and fully cover the outside of it in Vaseline. Then, begin dipping the strips of paper into the glue, using enough to cover the strip but not have it dripping. Finally, cover the bowl mould with the strips of glue covered newspaper. Once the bowl is fully covered, allow to dry for 1-2 hours, or use a blow dryer on low power to dry the bowl faster. Once dry, begin the process again and cover the bowl with a second layer of newsprint. Then repeat the drying process, allowing for an even longer time for drying to insure that the paper is completely dry (and will not mildew). Repeat until the mould is approximately 1 cm to 2cm thick.

Once you are finished adding strips of paper to the bowl and the bowl is completely dry, remove the bowl mould. If you wish, the bowl can be decorated using acrylic paints, wrapping paper or other decorations before adding a layer of varnish to the bowl for keeping. Please note: this bowl should not be used to store food or eat from.

### Home-Made Glue Recipe

In a medium bowl, add 125mL (1/2 cup) of flour and 500mL (1 cup) of water. Mix until smooth. Create a thin paste that is about the consistency of double cream.

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## LET'S EXPLORE

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### Newspaper Skyline

**Time:** 20-25 minutes

**Materials Needed:**

- Newspaper
- Glue
- Scissors
- Construction paper
- Skyline outline (optional)
- Writing utensil

Begin this activity by tracing out a city skyline on a piece of construction paper. Once the outline is completed, start cutting out newspaper that will take the shape of the outline. After the pieces of newsprint are cut out, you can glue and place the newspaper on the outline. Once this final step is complete, you have a newspaper skyline!

## Alphabet Monster

**Time:** 20-25 minutes

**Materials Needed:**

- Newspaper
- Scissors
- Cardstock or construction paper
- Writing utensil
- Pencil crayons or markers
- Glue

This activity begins by having Cloverbud participants searching the newspaper for the letters A-Z. Once all letters are found, begin gluing them on in random order, so that all 26 letters are on a piece of cardstock or construction paper. Then, begin to link all the letters together, starting from A-B, then going from B-C, C-D, etc. Then, you have the outline of the Alphabet Monster. All you need to add is the characteristics. Add a nose, mouth, eyes, ears, hair, and even a body if you wish. Once the monster has been created, you can add colour or other designs, such as googly eyes, felt for clothing, or anything else you wish.

## Make Your Own Piñata

**Time:** 1 hour (minimum plus drying time)

**Note:** this activity cannot be completed during a two hour meeting time and may need to be completed over the course of two meetings.

**Materials Needed:**

- Cardboard box (or balloon if none of the children are allergic)
- 500mL (2 cups) flour
- 500mL (2 cups) water
- 15mL (1 tbsp.) salt
- Large pot for mixing paper mache paste
- Spoon for stirring
- Newspapers
- Crepe paper
- Knife
- Single hole punch
- Ribbon

Have the Cloverbud participants choose a shape for the piñata. Make the piñata whatever you like! The easiest shape to make is an oblong sphere based on a balloon form but some children may be allergic to balloons so a box can be used instead. Traditional piñatas are made with a ceramic pot as the form but these can be messy and dangerous. Stick with a pliable form made from paper products.

Cover the work area with layers of newspaper or a disposable plastic tablecloth. Keep everyone clean too

by wearing an old shirt or apron as well as gloves.

**Make the paper mache paste. In a bowl mix:**

- 500mL (2 cups) flour
- 500mL (2 cups) water
- 15mL (1 tbsp.) salt

Stir the mixture until it starts to thicken like a batter. Don't worry about breaking all the lumps. The batter should be relatively smooth but it will likely still have chunks of flour in it.

Have Cloverbud participants tear newspaper into strips that are about 2.5 to 5cm (1 to 2 inches) wide and 15cm to 20cm (6 to 8 inches) long. This will make the newspaper lay nice and flat on the box. Prepare a lot of newspaper strips so that there is enough to cover your box in several layers.

Make sure the box that is chosen is fairly big so that candy will fit in. Add any additional shapes to make legs, arms, tails, snouts, hats etc. using cardboard, newspaper or construction paper. Tape these shapes on with masking tape or clear tape. Do not use duct tape as it will make it very hard to break the piñata.

Dip the newspaper strips into the paste and remove any excess paste by running the strips through pinched fingers or by dragging them along the edge of the bowl. Apply the strip to the box. Lay the strips down all over the box in a crisscross pattern until the entire box is covered. Leave a small spot on the box uncovered to make removal of a small piece of cardboard easier. Complete this step 3 to 4 times, allowing each layer to dry before adding another layer.



Once you have finished adding layers of paper mache, let the piñata sit until it is completely dry and has hardened.



Use a single colour of paint to smooth out the paper and to create an even surface. It doesn't need to be especially well-painted, just enough to cover the paper. Choose a paint that will match the decorations that will be added to the piñata.



Glue crepe paper to the piñata. This will give the piñata a more traditional look. Cut or tear strips of crepe paper and glue it onto the piñata. Leave the paper in strips or bunch it up into small tassle-like balls and glue on.

Once the base of crepe paper is on, add more details to the piñata. Colourful cupcake liners and brightly coloured tissue squares can be added as fringe. If it's supposed to be an animal, add googly eyes for a fun look.



Cut a hole out of the box so that the candy can be put in. If the candy doesn't fit, cut away at the edge of the hole until it is large enough to pass the candy through.



Punch two small holes around the main hole. Tie a string or ribbon to the holes to create a loop. This will come in handy for hanging the piñata.

Put the candy in. Keep in mind that these will be thrown on the ground so avoid adding anything that might break or is very small. Cover the hole by gluing down some crepe paper on the top of the hole or by using masking tape. Tie another piece of string or ribbon to the loop that has already been made and use this to attach the piñata to whatever it is going to be hung from.

Source (information & photos) [www.wikihow.com](http://www.wikihow.com)

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## LOOKING WITHIN

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### Newsprint Collage

**Time:** 20-25 minutes

**Materials Needed:**

- Newspaper
- Glue
- Scissors
- Construction paper

Cloverbud participants will have a chance to use their creative side for this activity. They can choose to cut-and-paste sports they like to play, their age, foods they like, their favourite colours, etc. Challenge Cloverbuds to be creative and use a variety of images and text. Once the children have collected all the images they plan on using, they can begin creating their collage. Begin gluing the images onto the construction paper in any order they wish. After the collage is completed, each Cloverbud should be given 1-2 minutes to explain their collage and why they chose some of the images that they did.

## Headlines Placemats

**Time:** 15-25 minutes

**Materials Needed:**

- Laminating pouches
- Iron
- Ironing board
- 2 cotton tea towels
- Newspaper
- Scissors
- Legal sized paper

Begin this activity by having Cloverbud participants cutting out news headlines from the paper. Then, have them place the headlines onto legal sized paper (8-1/2" x 14"). Continue doing so until much of the paper is filled with headlines. Ask them to include a headline containing a date on it.

Preheat the iron to the cotton setting. Place the paper in the laminating pouch. Lay one tea towel flat on the ironing board and place the laminating pouch on top. Lay the second tea towel over the laminating pouch so the pouch is sandwiched between the tea towels. Iron over the laminating pouch for 30 seconds, using slow, steady strokes and pressing firmly over the whole area of the plastic sleeve. Allow the towels and pouch to cool for one minute before touching the pouch. Remove the pouch containing the placemat. You now have your customized Headlines Placemat!

**Please Note:** *The iron is hot and dangerous so Leaders should be in charge of ironing.*

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## WRAPPING THINGS UP

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### Newswrapping Paper

**Time:** 5-10 minutes

**Materials Needed:**

- Shoebox (or other small box)
- Comic section of newspaper
- Tape

Newspaper is a great substitute to regular wrapping paper and comics are a nice colourful design to use. For a small box, use a single piece of newspaper and regular wrapping techniques. For a larger box, tape two or more pieces of newspaper together and cover it using regular wrapping techniques.

## Newspaper Hat

**Activity Time:** 10 minutes

**Materials Needed:**

- Whole sheet of newspaper
- Scotch tape

Begin this activity by taking a sheet of newspaper and folding it once in half along the vertical edge. Then fold once more in half, this time across the horizontal edge. Next, fold both of the top corners diagonally into the centre of the newspaper. After, fold the bottom of the newspaper up about 2" (3cm). However, only fold up the top two layers of the newspaper (the top half). Repeat the fold. Then, flip the hat over and complete the same fold with the other half of the newspaper. Add tape to hold as you wish. You now have a completed newspaper hat! If you desire, you can add designs with markers or crayons or add buttons or ribbons.

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## ADJOURNMENT

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### Additional Activities

- Read a newspaper article as a group and have a discussion
- Have a guest speaker- a newspaper writer or editor
- Visit a local newspaper facility- printing press or offices

### References

ABCTeach [www.abcteach.com](http://www.abcteach.com)

About.com [www.about.com](http://www.about.com)

Creative Bug <http://crafts.creativebug.com>

Skip to My Lou [www.skiptomylou.org](http://www.skiptomylou.org)

Wikihow [www.wikihow.com](http://www.wikihow.com)



**Resources:**

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

Date: \_\_\_\_\_

**Newspapers Word Search**

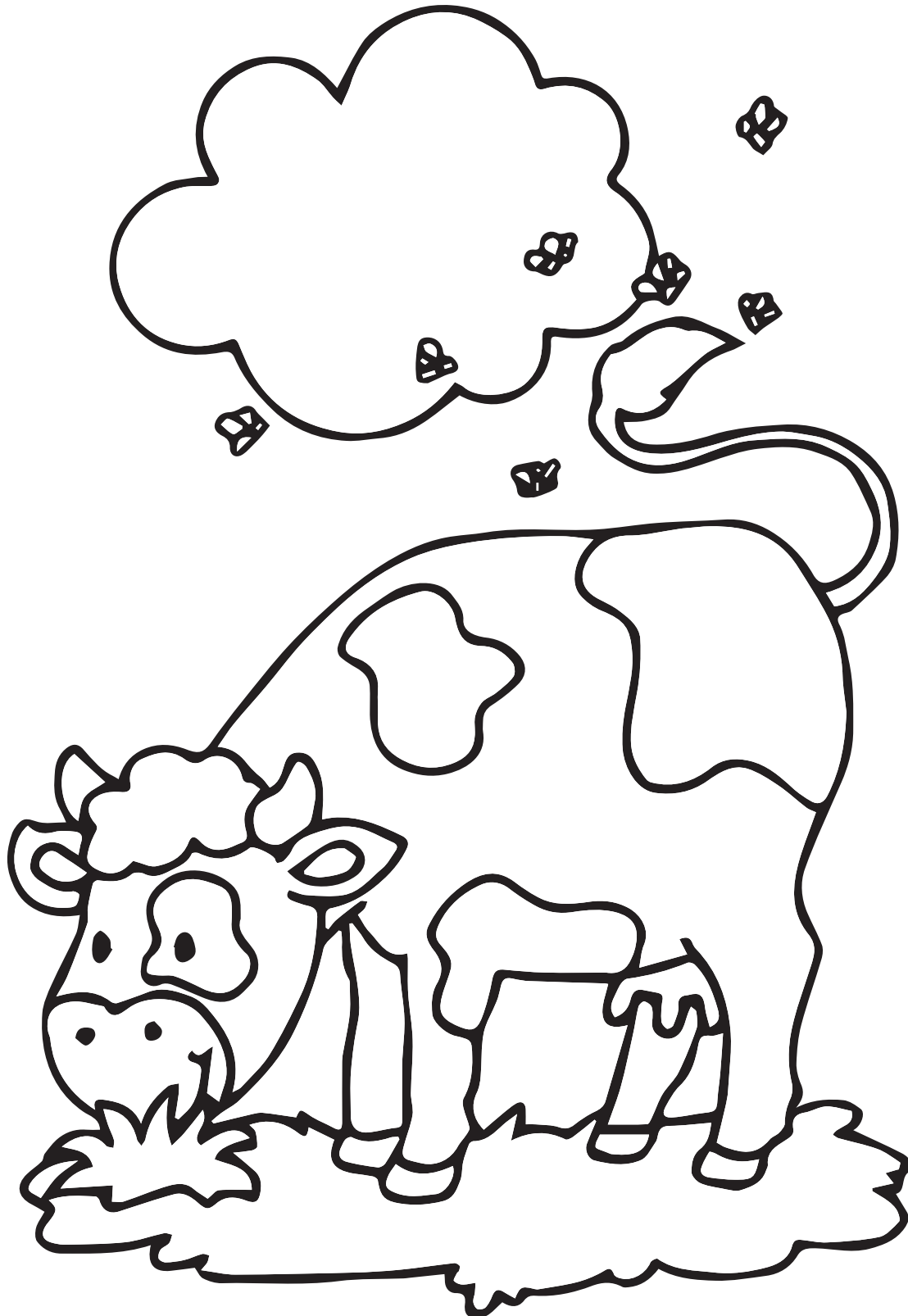
Complete the activity.



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

Headline	Editorial	Feature
Column	Publisher	Advertising
Caption	Freedom of Speech	Funnies
Typesetter		

# Dairy - Anatomy





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4-H Ontario

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# INTRODUCTION TO DAIRY - ANATOMY

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## Objectives & Goals of the Unit:

- To explore the 4-H Dairy project
- To learn the anatomical parts of a dairy cow
- To provide an awareness of the dairy industry
- To promote creativity and group participation

## Background:

In order to be successful in the dairy industry, dairy farmers must understand the anatomy of the dairy cow in order to know what looks normal and to make sure the dairy cow is healthy. In this unit, Cloverbud participants will learn the correct anatomical names for the parts of a dairy animal and will gain an appreciation for the dairy cow industry.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one body part on a dairy cow.
- Have you ever been to a dairy farm? If so, were the cows bigger than you?
- Name one product that can be made from milk.

**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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### Barnyard Dance

**Time:** 5-10 minutes

**Materials Needed:** None

Read the following poem and have Cloverbud participants act it out. Go slow at first and then speed it up to make it more challenging.

#### Barnyard Dance

The barnyard dance is about to begin,  
So hitch up your pants and jump right in!  
Pick the apples! Husk the corn!  
Crow with the rooster in the early morn!  
Bow to your partner! Wave hello!  
Clap your hands and tap your toe!  
Feed the chickens! Milk the cow!

Hoe the weeds and push the plow!  
The barnyard dance has come to an end,  
So kick up your heels and start again!

## Farmer Brown's Cow

**Time:** 5-10 minutes

**Materials Needed:** None

Sing the following song and have Cloverbuds repeat each line after the Leader sings it. Go slow at first and then speed it up to make it more challenging.

### Farmer Brown's Cow

*(sung to the tune of What Shall We Do With A Drunken Sailor)*

Old Farmer Brown he had a cow,  
Had a cow, had a cow,  
But she got sick, I don't know how.  
All she said was Moo-oo.

#### **Chorus:**

Hay, hay, hay!  
Wouldn't you say  
That would make it go away?  
Hay, hay, hay!  
Wouldn't you say  
That's all for today.

Her friend, the horse, brought lemon pie,  
Lemon pie, lemon pie,  
To see if that would take her eye.  
All she said was Moo-oo.

#### **Repeat Chorus**

The little duck brought gingerbread,  
Gingerbread, gingerbread,  
To see if that would clear her head.  
All she said was Moo-oo.

#### **Repeat Chorus**

The farmer's dog brought cherry tarts,  
Cherry tarts, cherry tarts,  
To ease the pain above her heart.  
All she said was Moo-oo.

***Repeat Chorus***

The old black sheep brought ham and eggs,  
Ham and eggs, ham and eggs,  
To help her stand upon her legs.  
All she said was Moo-oo.

***Repeat Chorus***

The rooster brought her ginger ale,  
Ginger ale, ginger ale,  
To keep the cow from looking pale.  
All she said was Moo-oo.

***Repeat Chorus***

The kitten brought her apple sauce,  
Apple sauce, apple sauce,  
To keep the cow from feeling cross.  
All she said was Moo-oo.

***Repeat Chorus***

The farmer's boy brought chocolate fudge,  
Chocolate fudge, chocolate fudge,  
But still the poor cow wouldn't budge.  
All she said was Moo-oo.

***Repeat Chorus***

The farmer's wife brought cheese soufflé,  
Cheese soufflé, cheese soufflé,  
To try to chase her ills away.  
All she said was Moo-oo.

***Repeat Chorus***

The farmer brought a load of grain,  
Load of grain, load of grain,  
And then she didn't have a pain.  
All she said was Moo-oo.

***Repeat Chorus***

Now you may want to sing some more,  
Sing some more, sing some more,  
You'll have to write your own encore.  
All she said was Moo-oo.

***Repeat Chorus***

## Stand Up Dairy Cow

**Time:** 10-15 minutes

**Materials Needed:**

- Stand Up Dairy Cow template (found in the Resource section at the end of this unit)
- Paper
- Scissors
- Glue (or paper clips)

Print out the Stand Up Dairy Cow template (one for each Cloverbud participant). Cut out the diagram. Then fold the cow in half. You can either paste the head and tail together or use a paper clip to hold the cow together. Then spread the legs a bit and it will stand on its own.

Ask for a volunteer from the Cloverbud group to name as many body parts on their newly created cow as possible. Then ask the rest of the group if they can think of any more body parts than what have already been listed.

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## LET'S EXPLORE

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### Bessie's Body Parts

**Time:** 10-15 minutes

**Materials Needed:**

- Bessie's Body Parts worksheet (found in the Resources section at the end of this unit)
- Pencil
- Pencil crayons, crayons and/or markers

There are five characteristics that are common to all cattle:

1. All cattle are cloven-hoofed animals. Their tracks show the two toes which make up each hoof.
2. All cattle are ruminant animals. They have a four-chambered stomach. They turn grass into high quality protein.
3. Cattle eat grass by wrapping their tongues around the grass and pulling it into their mouths.
4. The hides of all cattle can be made into leather.
5. Cattle are herd animals. In bad weather, or at night, they tend to group together. During the day, they usually spread out to graze.

Dairy animals look bonier than beef animals. They have long legs, long necks and slim hindquarters. The hip and pelvic bones are easily seen beneath the skin. The udders of dairy cows are very large and hang low. Dairy cows have been bred to have bodies that will produce many calves and great quantities of milk.

Using the Bessie's Body Parts worksheet, review the parts of a dairy cow. Have Cloverbuds colour the dairy cow either black and white or red and white like a Holstein cow or brown like a Brown Swiss, Guernsey or Jersey cow.



## Do the Cow Slide!

**Time:** 25-30 minutes

**Materials Needed:**

- 8 shoe boxes
- Rope (at least 3m long)
- 2 pylons or boxes or pails

Divide Cloverbud participants into two even teams. Have teams line up at one end of the room behind the starting line rope. Set an obstacle (such as a pylon, box or pail) at the opposite end of the room directly in line with each team.

Give each team 4 shoe boxes. The object of the relay is to have each Cloverbud team member take a turn at doing the cow slide from the starting line down and around the obstacle and back again to the starting line. The cow slide is done by putting each foot and hand in a shoebox and completing the race on all fours moving down the course and back by sliding in the shoeboxes.

The first team to have all team members complete the course is the winning team!

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## LOOKING WITHIN

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### Dairy Cow Jig-Saw Puzzle

**Time:** 10-15 minutes

**Materials Needed:**

- Dairy cattle pictures (either from a calendar or magazines and newspapers)
- Cardstock
- Scissors
- Pencil, pen
- Re-sealable bag

Have Cloverbud participants cut out pictures of dairy cattle out of magazines and newspapers (or use a picture from a calendar) and glue them to the cardstock. Turn the cardstock over, and on the back of the cardstock have Cloverbuds draw swirly and curvy lines.

Cut the cardstock up cutting on the swirly and curvy lines to create a jigsaw puzzle. Have Cloverbuds put their own puzzle together and then put it in the re-sealable bag.

To increase the difficulty of the puzzle, have Cloverbuds trade their puzzle with another Cloverbud and then put the puzzle together.

## Cow Door Hanger

**Time:** 15-25 minutes

**Materials Needed:**

- 1 dinner sized paper plate
- 1 dessert sized paper plate (can substitute with construction paper)
- 1 piece of black and pink/peach construction paper or card stock
- 1 black pipe cleaner
- 1 black marker
- Hole punch (scissors will work)
- 1 bell (optional)
- 1 small piece of ribbon/yarn/twine to attach bell (optional)
- Scissors
- Glue
- Pencil



Glue the small plate onto the big plate. The edge of the small plate should be around 1.25cm (1/2 inch) from the edge of the big plate (see picture).



From your black construction paper, cut your "cow spots" in different shapes and sizes. Glue them onto your big plate to make the cow's body.



Cut out an oval from your pink construction paper the same width as your small plate. Using the same paper, trace generously around your index finger twice, to make the cow's ears, and cut out. Using the black paper, cut a 5cm x 5cm (2"x2") square. Cut it in half diagonally to make the cow's horns.



Glue all the cow's parts into place. With the black marker, draw on the cow's eyes, mouth and nostrils.



Punch a hole in the top of the paper plate, thread pipe cleaner through hole, fold in half and curl.



Punch a hole in the bottom of the small plate. Using a piece of ribbon, yarn or twine, tie on a bell to the "cow's neck."

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## WRAPPING THINGS UP

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### Connect the Dots – Dairy Cows

**Time:** 10-15 minutes

**Materials Needed:**

- Connect the Dots worksheet (found in the Resources section at the end of this unit)
- Pencil crayons or markers

Print out a copy of the Connect the Dots worksheet for each Cloverbud participant. Have them work individually to connect the dots and then have participants share their picture to see if everyone got the same picture. Have Cloverbuds colour the picture.

### Cow Chip Cookies

**Time:** 25-30 minutes

**Yield:** Approximately 40 large cookies

**Materials Needed:**

- 250mL (1 cup) butter
- 250mL (1 cup) shortening
- 500mL (2 cups) brown sugar
- 4 eggs
- 10mL (2 tsp.) vanilla
- 1000mL (4 cups) flour
- 10mL (2 tsp.) soda
- 10mL (2 tsp.) baking powder
- 500mL (2 cups) oatmeal
- 500mL (2 cups) corn flakes
- 250mL (1 cup) pecans (optional)
- 170g package (6 oz.) chocolate chips
- Mixing bowl
- Mixing spoon
- Dry and liquid measures
- Cookie sheet
- Ice cream scoop

Preheat oven to 175°C (350°F).

Cream butter, shortening and brown sugar. Add eggs and vanilla. Add flour, soda and baking powder. Stir in oatmeal, corn flakes, chocolate chips and pecans. Put on greased cookie sheet with an ice cream scoop. Bake for 10 to 12 minutes. These are chewy cookies!

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## ADJOURNMENT

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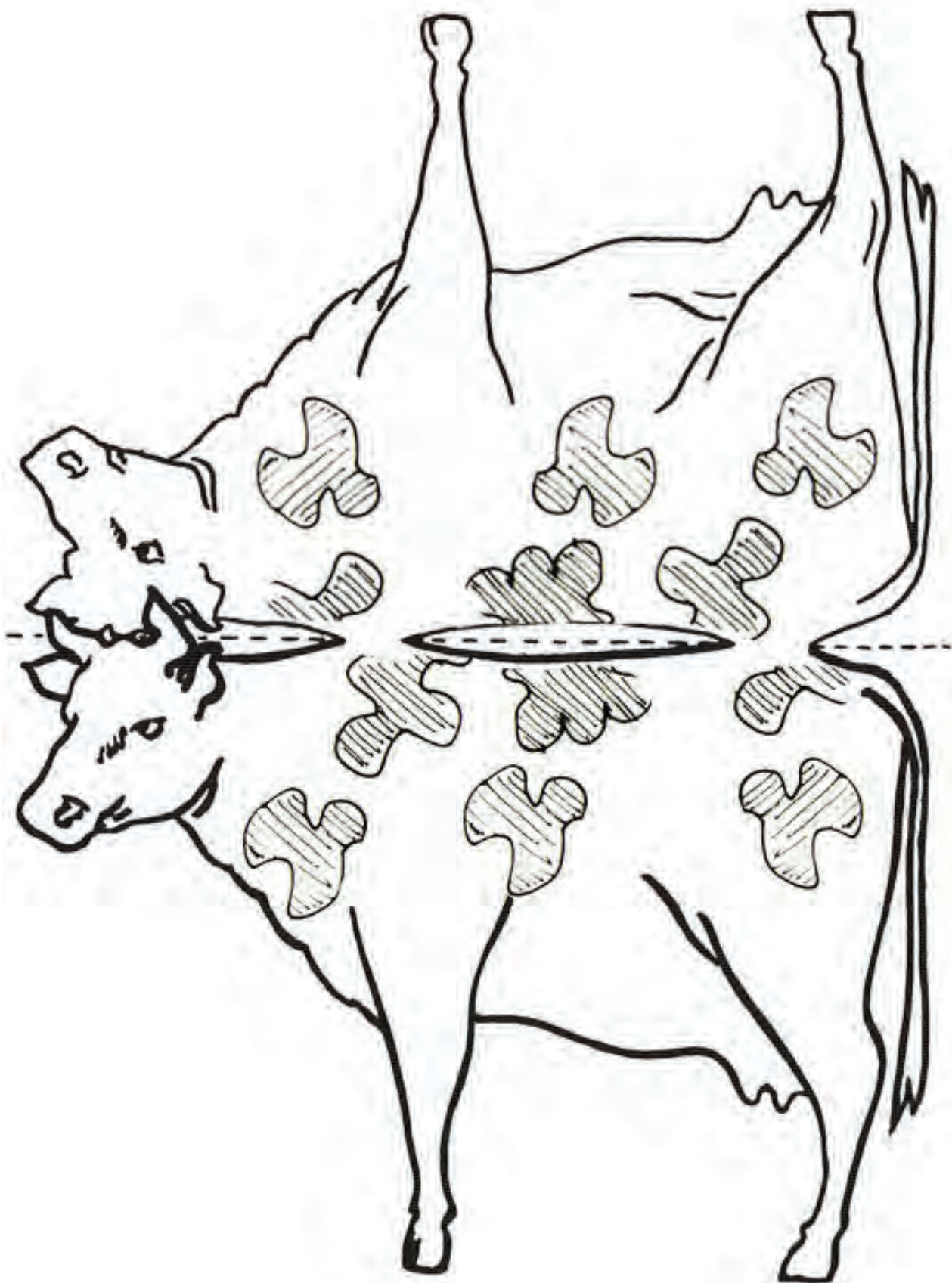
### Additional Activities

- Visit a dairy farm to see the different anatomical parts of a dairy cow
- Visit a dairy cow auction to see many different types of dairy cows
- Have a dairy farmer as a guest speaker
- Have a veterinarian as a guest speaker to discuss common injuries that dairy cows might suffer from during their lifetime.

### References

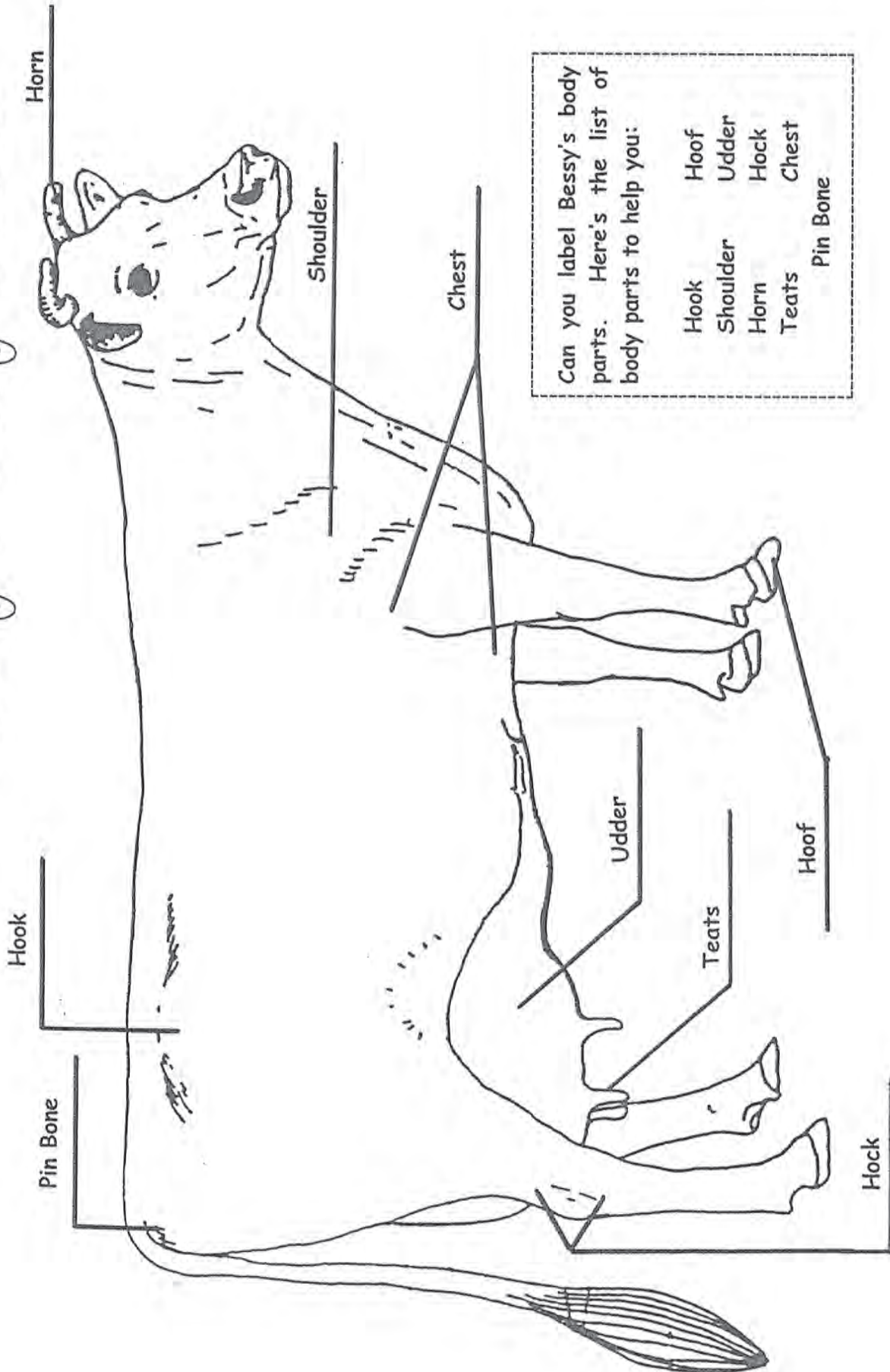
- Artists Helping Children [www.artistshelpingchildren.org](http://www.artistshelpingchildren.org)
- Busy Bee Kids Crafts.com [www.busybeekidscrafts.com](http://www.busybeekidscrafts.com)
- Cooks.com; Cooking, Recipes and More [www.cooks.com](http://www.cooks.com)
- Dairy Farmers of Ontario [www.milk.org](http://www.milk.org)
- Holstein Canada [www.holstein.ca](http://www.holstein.ca)
- Holstein 101 [www.holsteinusa.com](http://www.holsteinusa.com)
- [www.perpetualpreschool.com](http://www.perpetualpreschool.com)
- Saskatchewan 4-H Cloverbud Program [www.4-h.sk.ca](http://www.4-h.sk.ca)
- University of Idaho, 4-H Cloverbud Publications [www.uidaho.edu](http://www.uidaho.edu)

# Stand Up Dairy Cow

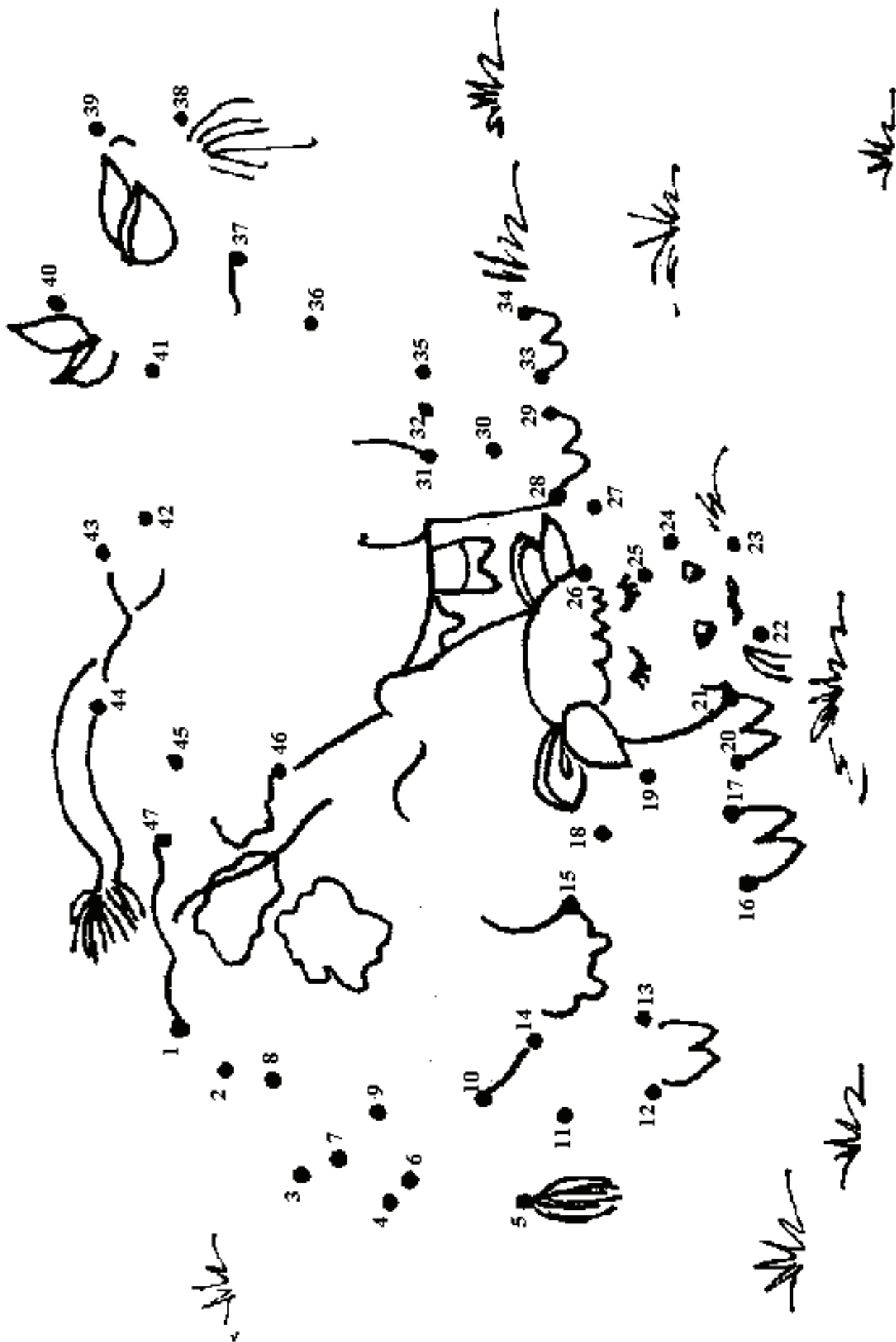




# Bessy's Body Parts

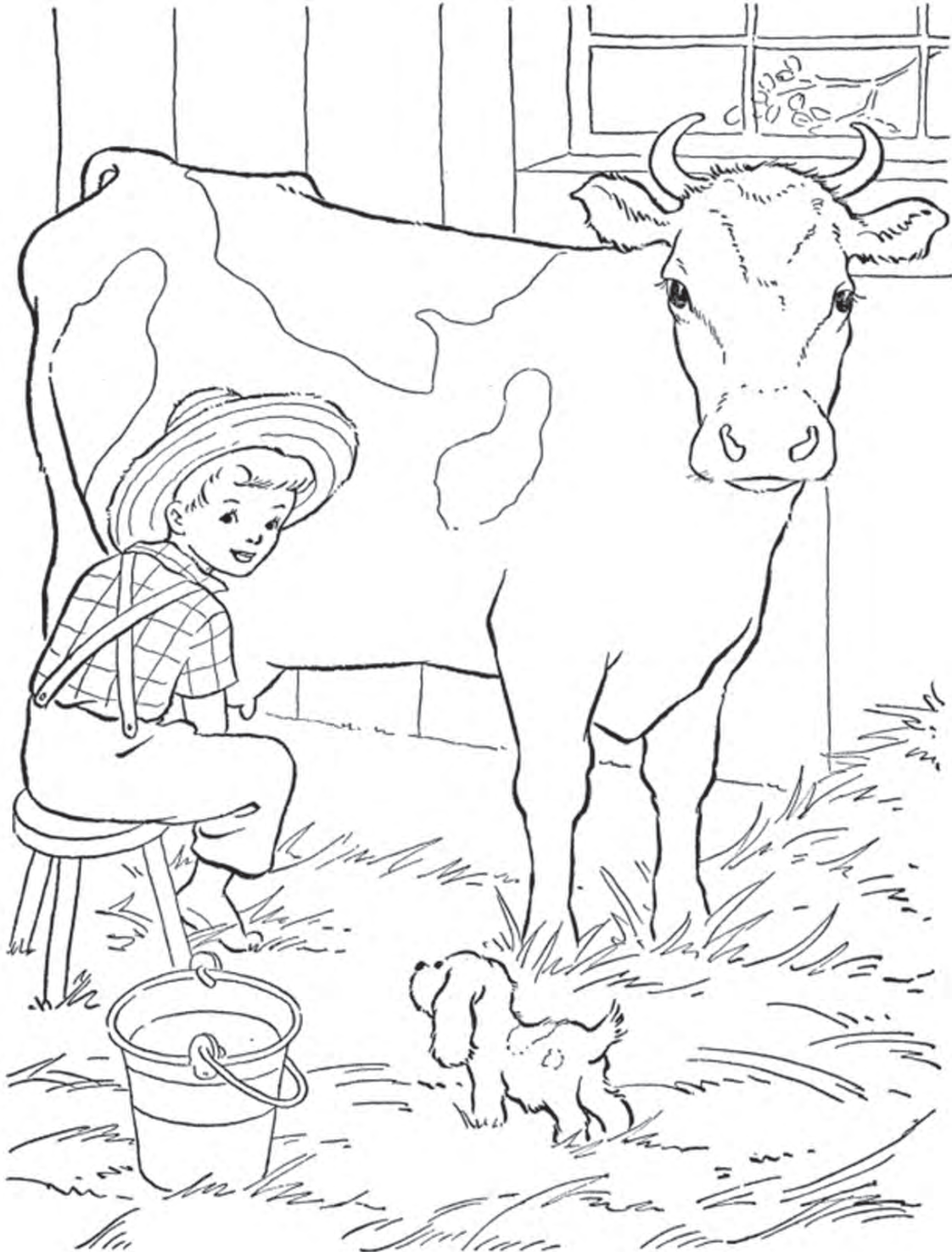


# Connect The Dots





# Dairy - Milking a Cow





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.

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# INTRODUCTION TO DAIRY – MILKING A COW

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## Objectives & Goals of the Unit:

- To explore the 4-H Dairy project
- To learn about different technologies for milking a cow
- To provide an awareness of the dairy industry
- To encourage creativity and group participation

## Background:

The dairy industry in Ontario continues to make large advances in technology when it comes to milking cows. With the introduction of robotic milking systems, milking cows has become less labour-intensive but it can be expensive to convert existing dairy barns to this new technology. So, many dairy farms in Ontario still rely on tie-stall/pipeline milking systems or have a parlour/rotary parlour milking system in place. Cloverbuds will explore what technology is needed by the dairy farmer to get the milk from the cow to the processor and, ultimately to the consumer.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one method of milking a dairy cow.
- Name something a dairy cow might eat (hay, grain, pasture grass, etc.).
- Name a product made from cow's milk.

**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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### Milk Your Cow Song

**Time:** 5-10 minutes

**Materials Needed:** None

Review the song, first by saying the words and then by adding the music in. Once Cloverbuds have mastered the song, divide the group in two and have them sing the song in a round.

#### Milk Your Cow

(Sung to the tune of Row Row Row Your Boat)

Milk, milk, milk your cow  
while sitting on the stool.

Pulling, squirting, pulling, squirting  
till the buckets' full.

## How We Get Our Milk Colouring Book

**Time:** 10-15 minutes

**Materials Needed:**

- How We Get Our Milk colouring booklet (10 pages - found in the Resource section at the end of this unit)
- Pencil crayons, crayons and/or markers

Print a 'How We Get Our Milk' booklet for each Cloverbud participant. Read through the booklet as an introduction to the process of milk from the cow to the grocery store. Have Cloverbuds colour in a page(s).

## LET'S EXPLORE

### Steps For Milking A Cow

**Time:** 10-15 minutes

**Materials Needed:**

- Steps For Milking A Cow cards (3 pages - found in the Resource section at the end of this unit)
- Paper (cardstock is preferable)
- Scissors

Have Cloverbuds work in pairs for this activity.

Print out the Steps for Milking A Cow cards (one set for each pair of Cloverbuds). The cards will last longer if printed on cardstock. Cut out each of the 7 cards.

Have Cloverbud participants put the 7 steps in the order that they take place. The correct answers appear below.

1. Clean the teats
2. Dry the teats
3. Foremilk stripping
4. Application of the milking machine
5. Machine-on time
6. Detaching the machine at the end of milking
7. Post-milking teat germicide dipping

## Different Types of Milking Equipment Collage

**Time:** 10-15 minutes

**Materials Needed:**

- Farm magazines and newspapers
- Milking technology collage page (found in the Resource section at the end of this unit)
- Scissors
- Example pictures of milking equipment found in the Resource section at the end of this unit
- Paper
- Glue

Cows are generally either milked 2 times (every 12 hours) or 3 times (every 8 hours) a day depending on the wishes of the farmer. Milking must be kept on a strict schedule to avoid causing the cow's udder to fill up with too much milk, causing her to be very uncomfortable. It is unhealthy for dairy cows if they are not milked and fed on a regular schedule.

There are 4 different ways that a dairy farmer can milk a cow.

**By hand** – although not very common on commercial dairy farms, due to religious denominations that do not utilize electricity, some farmers still milk cows by hand rather than with milking equipment. This usually only involves a few cows.

**Tie Stall Milking** – uses a pipe-line to take the milk away from the milking machine on the cow and takes it to the bulk cooler tank. Cows stand in one spot in a tie-stall. They can lie down in that same spot and typically they have a water bowl and are fed in a manger right in front of them.

**Milking Parlour and Rotary Milking Parlours** – the cows are housed in a free stall barn (cows can move about freely when not being milked) and have to walk to the manger and water bowls. At milking time, the cows walk to the milking parlour or to the rotary parlour, stay during the time they are being milked and then leave and go back to their pen where they live with the rest of the cows.

**Robotic Milking** – the cows are housed in a free stall barn and can enter the robotic milking machine when they feel like being milked. The cows have to wear a tag that the robot reads every time the cow enters the robotic milking machine. If the cow hasn't been in the machine for a little while, it will start to milk the cow and also give her some feed while she is there. When the robot is finished milking the cow, the front gate will open and let the cow go back to her pen. The robot will then let the next cow in the line come in to be milked.

Give Cloverbud participants farm magazines and newspapers (preferably dairy related) so they can look through the publications to find and cut out pictures of different types of milking technologies. Glue these to a piece of paper.

Have each Cloverbud participant show their collage to the rest of the group and have them explain each picture that they found.

If newspapers and magazines are not available, have Cloverbud participants look on the Internet for pictures.

---

## LOOKING WITHIN

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### Dairy Processing Steps

**Time:** 10-15 minutes

**Materials Needed:**

- Dairy Processing Steps cards (found in the Resource section at the end of this unit)
- Paper (cardstock is preferable)
- Scissors

Have Cloverbuds work in pairs for this activity.

Print out the Dairy Processing cards (one set for each pair of Cloverbuds). The cards will last longer if printed on cardstock. Cut out each of the 9 cards. The bold print on the left side is the process and the italic word on the right is the definition of that process.

Have Cloverbud participants put the 9 steps in the order that they take place. The answers appear in the Resource section at the end of this unit.

If Cloverbuds are older, an extra step can be added to this activity by having Cloverbuds match the process with the definition of the process (Cut the 9 cards in half on the dotted line) and then have them continue with putting the steps in the correct order.

### Cowabunga Race!

*It's best to complete this relay race outside!*

**Time:** 10-15 minutes

**Materials Needed:**

- Rope (for a starting line)
- Coveralls (or a plaid shirt), rubber boots, hat (must have 2 of each)
- Buckets (4 in total, two large buckets, 2 medium buckets)
- Water
- Sponges (2)

Divide Cloverbud participants into two even teams. Have both teams stand behind the starting line rope. Unless it is the Cloverbud participant's turn in the race, they must remain behind the starting line rope. Within each team, have the teams determine who is going to go first, second, etc. and have them stand in that order.

The object of this game is to see who can fill their 'milk' bucket first. When the Leader says 'go', the first Cloverbud on each team is to put on the dairy farmers' clothes, grab the sponge, dunk it in the large bucket full of water and run to the other end and squeeze out as much water as they can from the sponge into the waiting medium sized bucket. The Cloverbud then runs back to their team, takes off the dairy farmers' clothes and gives them and the sponge to the next team member who repeats this.

This continues until the medium sized bucket is full.

**Note:** make sure the medium sized bucket is big enough that each Cloverbud participant will get at least one turn before the bucket is full.

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## WRAPPING THINGS UP

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### Homemade Ice Cream

**Time:** 25-30 minutes

**Materials Needed:**

- Small re-sealable bag
- 1mL (1 tsp.) vanilla
- 15mL (1 tbsp.) white sugar
- 125mL (1/2 cup) 35% whipping cream (10% table cream or homogenized milk can also be used)
- Large re-sealable bag
- Ice
- 90mL (6 tbsp.) table salt

Fill the large bag half full of ice. Add the 90mL of salt and seal the bag.

Put the whipping cream, vanilla and sugar into the small bag and seal it. Place the small bag inside the large one and seal again, carefully.

Shake the package (or rock back and forth) until the mixture turns into ice cream. This will take about 5 minutes.

Wipe off the top of the small bag. Then open it carefully and enjoy!

Option: Ice cream mixture can be put into a small can (e.g. small coffee can) with a tight fitting lid. Place ice/salt into a large can (e.g. large coffee can) and place the small can in the ice inside the large can. Put the lid on the large can tight! Have Cloverbud participants 'kick' the can around the room to shake the mixture inside to make it turn into ice cream.

### Farm Animal Bingo

**Time:** 10-15 minutes

**Materials Needed:**

- Farm Animal Bingo calling and playing cards (found in the Resource section at the end of this unit)
- Pennies

Print the 2 Farm Animal Bingo calling card pages and cut out the cards.

Print out a Farm Animal Bingo playing card for each Cloverbud participant. Because there are only 10 Bingo cards, if there are more than 10 Cloverbuds in a club, have participants work in pairs and possibly have one Cloverbud as the caller for the game.

A variety of games can be played such as one straight line, 2 straight lines, one diagonal line, a full square around the edge of the card, a full card, etc.

After the first game, discuss which of the animals in the Bingo game give milk that humans drink (goat, cow, sheep (lamb)). Note: horses, pigs, rabbits and donkeys also produce milk but not for human consumption)



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## ADJOURNMENT

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### Additional Activities

- Visit <http://www.farmissues.com/virtualtour/> for a virtual tour of a Canadian dairy farm
- Visit a dairy farm(s) to see types of milking equipment
- Invite a dairy farmer or a milking equipment salesperson to be a guest speaker

### References

- Animal Jr. [www.animaljr.com](http://www.animaljr.com)
- British Columbia Agriculture in the Classroom Foundation [www.aitc.ca/bc](http://www.aitc.ca/bc)
- Dairy Farmers of Ontario [www.milk.org](http://www.milk.org)
- Dairy Farmers of Washington [www.havemilk.com](http://www.havemilk.com)
- Farm Issues [www.farmissues.com](http://www.farmissues.com)
- Ontario Ministry of Agriculture and Food [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- [www.perpetualpreschool.com](http://www.perpetualpreschool.com)
- University of Illinois, Department of Animal Science <http://ansci.illinois.edu/>
- Wisconsin Agriculture in the Classroom [www.wisagclassroom.org](http://www.wisagclassroom.org)

# HOW WE GET OUR MILK

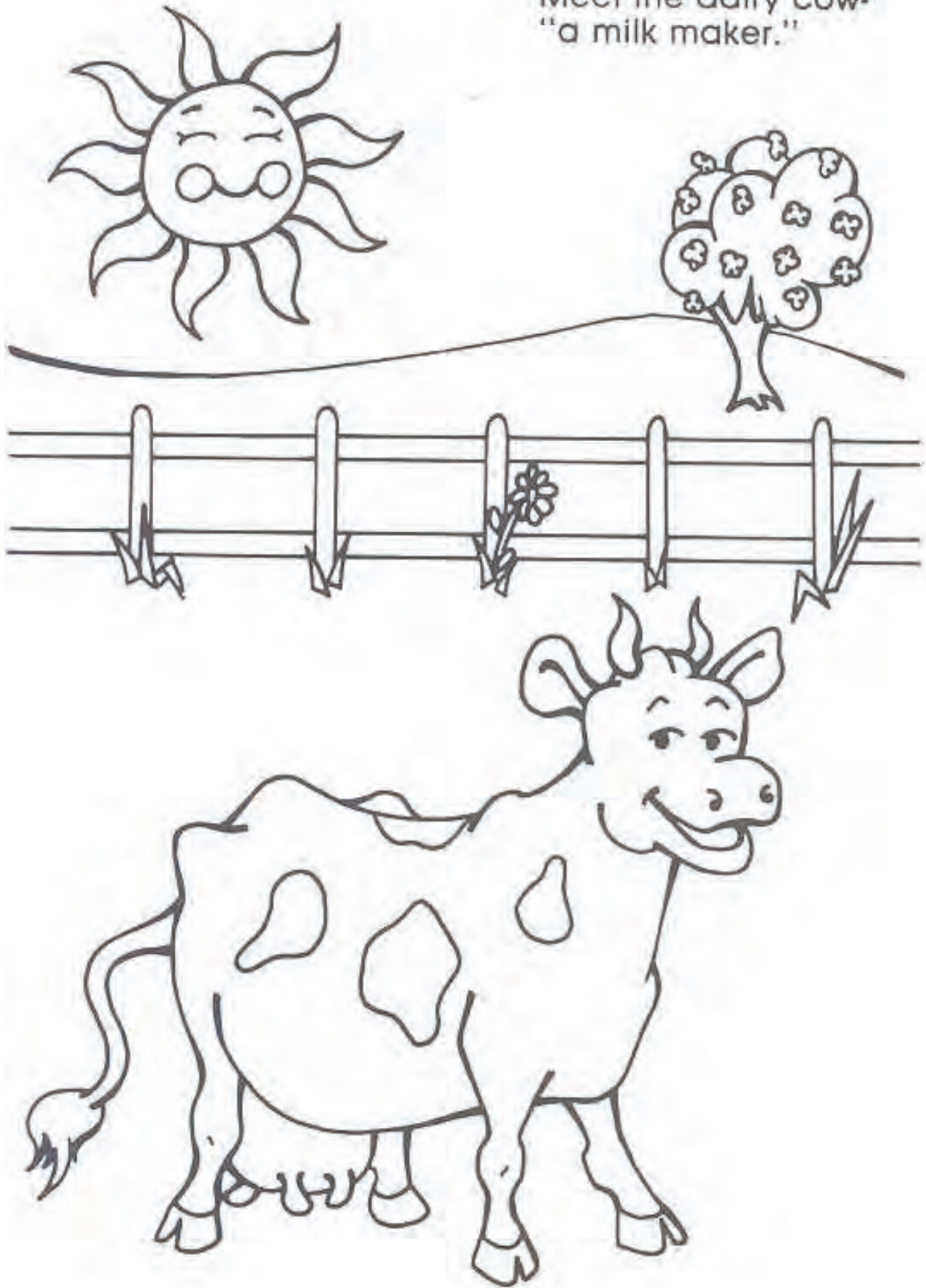
## Coloring Book



Have you  
ever wondered  
how milk is made?



Meet the dairy cow-  
"a milk maker."

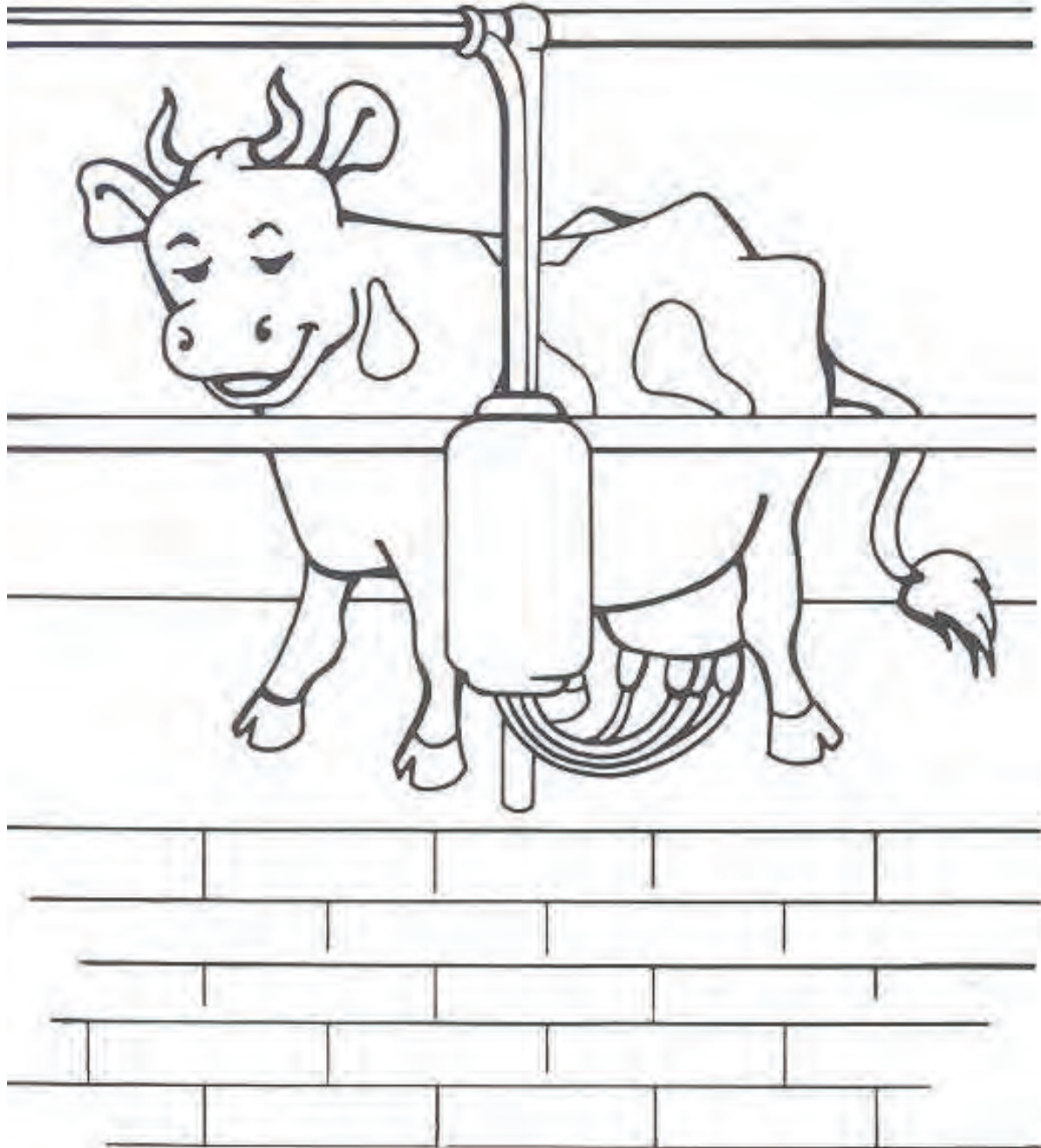


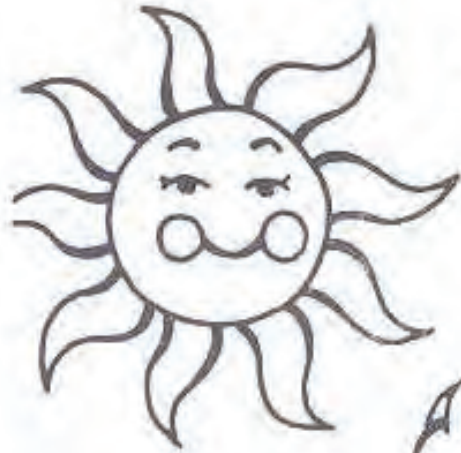


Cows turn hay, grain,  
and water into milk.

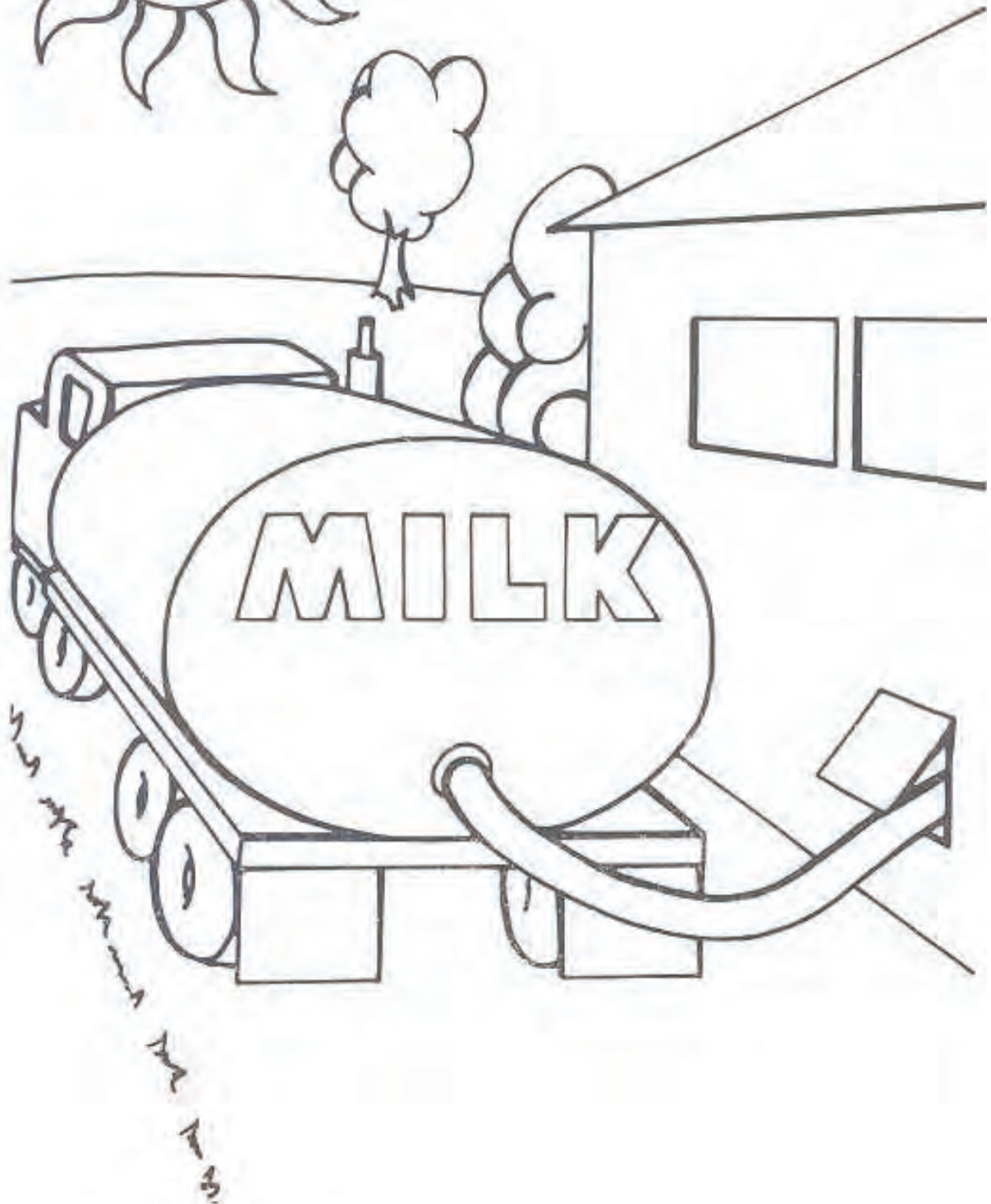


Cows are milked by machines.  
The milk then goes through  
pipes to a cold storage tank.





A big tank truck collects the milk from the farm and rushes it to a dairy plant in the city.

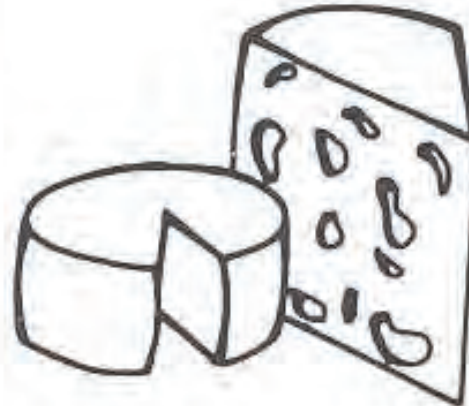
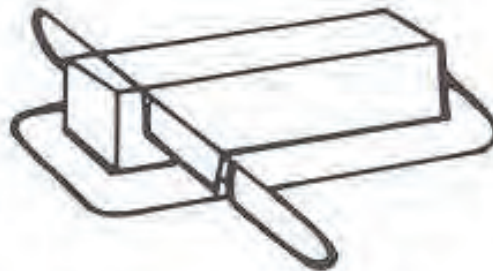




At the dairy plant the milk  
is pasteurized and packaged.



Milk is also used to make all these other good dairy foods.



Can you find milk and all these other good dairy foods in your grocery store?





Mmmmmmmmm MILK!  
It tastes good and  
is good for you!



## Steps For Milking A Cow

The milk process requires several important steps. The purpose of these steps is to have optimal milk letdown, minimize the chances of a cow contacting mastitis organisms during milking and efficient milk removal.

**Clean the teats:** The teats are prepared by thoroughly cleaning the teat and teat-ends with a solution that removes dirt and provides some sanitation to the teat skin. The act of massaging the teats while wiping them off also stimulates the oxytocin release that will cause milk to start coming out of the teat.



Dirty udder and teats.



Pre-dipping teats with iodine-based germicide.

**Dry the teats:** Use a separate dry towel (usually paper or cloth) to wipe-off and dry the teats thoroughly. It is particularly important to get the entire teat and tip of the teat clean.



Drying teats with a dry individual paper towel.



Paper towel dispenser.

**Foremilk stripping:** Several squirts of milk are removed from each quarter. This is done either into a strip cup, where the white flakes or clots in the milk will be collected and show up against the black screen of the strip cup or milk is stripped onto the floor under the cow and observed for flakes or clots. The second approach is most commonly used.



Strip cup with milk.

**Application of the machine:** The milking machine should be applied within one minute of the initial wiping of the teats to take maximum advantage of the milk letdown response. The milker holds the claw in hand, the vacuum is turned on and four teat cups are applied as efficiently as possible, with minimal sucking of air when teat cups are turned up to place on the teat ends. Milk should start flowing immediately. Adjust the machine so that it hangs straight down from the cow.



Applying teatcups.



Checking teat cup placement.



Machine hanging properly from udder.  
Rear entry milking in a parallel parlor.



Improper position of machine. Side entry  
milking in a herringbone parlor.

**Machine-on time:** Milk letdown occurs at about one minute after udder preparation begins and continues for about 5 minutes. Shortly after that the milk flow will drop to a point where the automatic take-offs will detach the milking machine. Most cows will milk out in 5 to 7 minutes.



If milk letdown has been properly stimulated, then milk will start flowing freely in the claw shortly after applying the machine.



**Detaching the machine at the end of milking:** The vacuum must be turned off before the machine is removed. Otherwise, pulling on the teat cups while the vacuum is still on may cause trauma to the teat ends, weakening the sphincter muscles that keep the streak canal closed.



**Post-milking teat germicide dipping:** One of the most effective means of controlling mastitis in cows (an infection in the udder) is dipping the teats with a germicide when milking is finished. This protects the teat end for a period after milking, kills pathogens that may be on the teat skin, and minimizes the potential passage of those pathogens from one cow to the other at the next milking.



Dipper for teat dip germicide.



Dipping teats with iodine-based germicide at the end of milking.



Teats after post-milking dip with iodine-based germicide. Note drop of dip remains hanging on the end of the teat.

# Milking Technologies

## MILKING BY HAND



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

## PIPELINE MILKING SYSTEM



Source: [www.risto-gbr.com](http://www.risto-gbr.com)



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## MILKING PARLOUR

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Source: [www.uwex.edu](http://www.uwex.edu)

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## ROTARY MILKING PARLOUR

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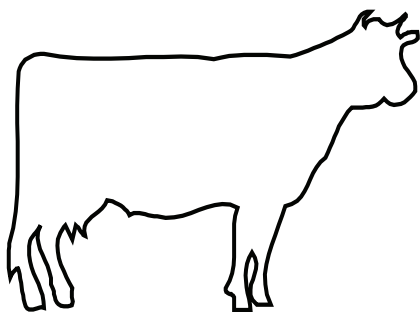


Source: [www.telegraph.co.uk](http://www.telegraph.co.uk)

## ROBOT MILKING



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



**Did you know that..?**

No two cows have the same pattern or spots.

**FUN FACES OF WISCONSIN AGRICULTURE  
DAIRY PROCESSING STEPS**



Copy and cut apart to distribute to groups of students. Match one bold step in the process to the italic definition of that step.

<b>The farmer feeds the cow a balanced diet so she may produce milk.</b>	<i>The cow needs to be healthy to produce milk naturally.</i>
<b>The dairy farmer cleans the cow's udder.</b>	<i>To make sure the cow stays healthy and the milk is as clean as possible.</i>
<b>The cow is milked.</b>	<i>Through the use of specialized machines that are designed to be comfortable to the cow.</i>
<b>The milk goes into the bulk tank at the farm where it is kept cold.</b>	<i>Maintained at a healthy temperature keep it safe to drink.</i>
<b>The milk is tested at the farm and then taken to the processing plant.</b>	<i>Testing ensures that the milk is safe before it is mixed in the truck with milk from other farms.</i>
<b>The milk is tested at the processing plant.</b>	<i>To make sure that the milk is safe, it is tested again before being processed.</i>
<b>The milk is pasteurized and homogenized.</b>	<i>Pasteurized milk is heated to at least 160°F for 15 seconds to destroy bacteria. Homogenization disperses fat particles and ensures that the milk has consistent flavor.</i>
<b>The products are packaged and delivered to stores, restaurants and schools.</b>	<i>To ensure that you have delicious dairy products available to you wherever you eat.</i>
<b>You drink milk, eat cheese and have ice cream for dessert.</b>	<i>Because 3-4 glasses of milk each day provide calcium and other nutrients to keep you healthy.</i>



<p><b>CORRECT STEPS</b></p>	
<p><b>Step One:</b> The farmer feeds the cow a balanced diet so she may produce milk.</p>	<p><i>The cow needs to be healthy to produce milk naturally.</i></p>
<p><b>Step Two:</b> The dairy farmer cleans the cow's udder.</p>	<p><i>To make sure the cow stays healthy and the milk is as clean as possible.</i></p>
<p><b>Step Three:</b> The cow is milked.</p>	<p><i>Through the use of specialized machines that are designed to be comfortable to the cow.</i></p>
<p><b>Step Four:</b> The milk goes into the bulk tank at the farm where it is kept cold.</p>	<p><i>Maintained at a healthy temperature keep it safe to drink.</i></p>
<p><b>Step Five:</b> The milk is tested at the farm and then taken to the processing plant.</p>	<p><i>Testing ensures that the milk is safe before it is mixed in the truck with milk from other farms.</i></p>
<p><b>Step Six:</b> The milk is tested at the processing plant.</p>	<p><i>To make sure that the milk is safe, it is tested again before being processed.</i></p>
<p><b>Step Seven:</b> The milk is pasteurized and homogenized.</p>	<p><i>Pasteurized milk is heated to at least 160°F for 15 seconds to destroy bacteria. Homogenization disperses fat particles and ensures that the milk has consistent flavor.</i></p>
<p><b>Step Eight:</b> The products are packaged and delivered to stores, restaurants and schools.</p>	<p><i>To ensure that you have delicious dairy products available to you wherever you eat.</i></p>
<p><b>Step Nine:</b> You drink milk, eat cheese, and have ice cream for dessert.</p>	<p><i>Because 3-4 glasses of milk each day provide calcium and other nutrients to keep you healthy.</i></p>

# FARM ANIMAL BINGO

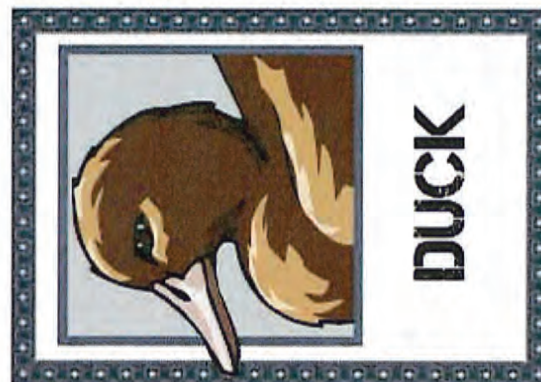
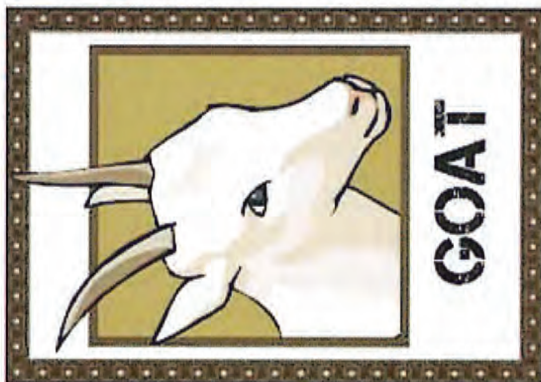
**INSTRUCTIONS**

Cut out the picture bingo calling cards on the first two pages so that you have 12 picture cards.

Cut apart the bingo playing cards on the next 5 pages so that you have 10 playing cards

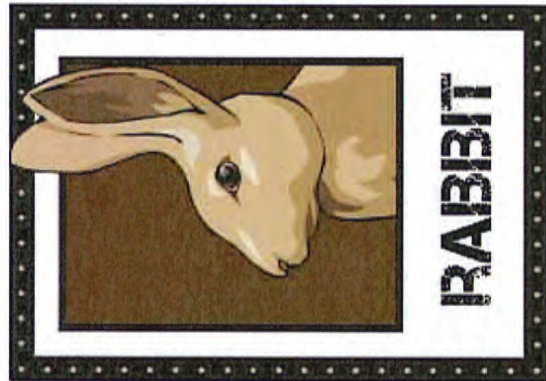
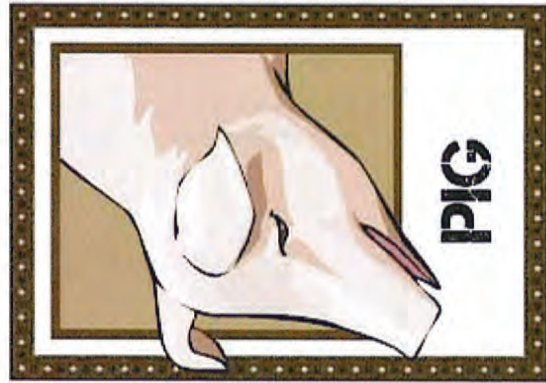
Use pennies or hard candy for bingo markers

Shuffle the calling cards and play bingo!





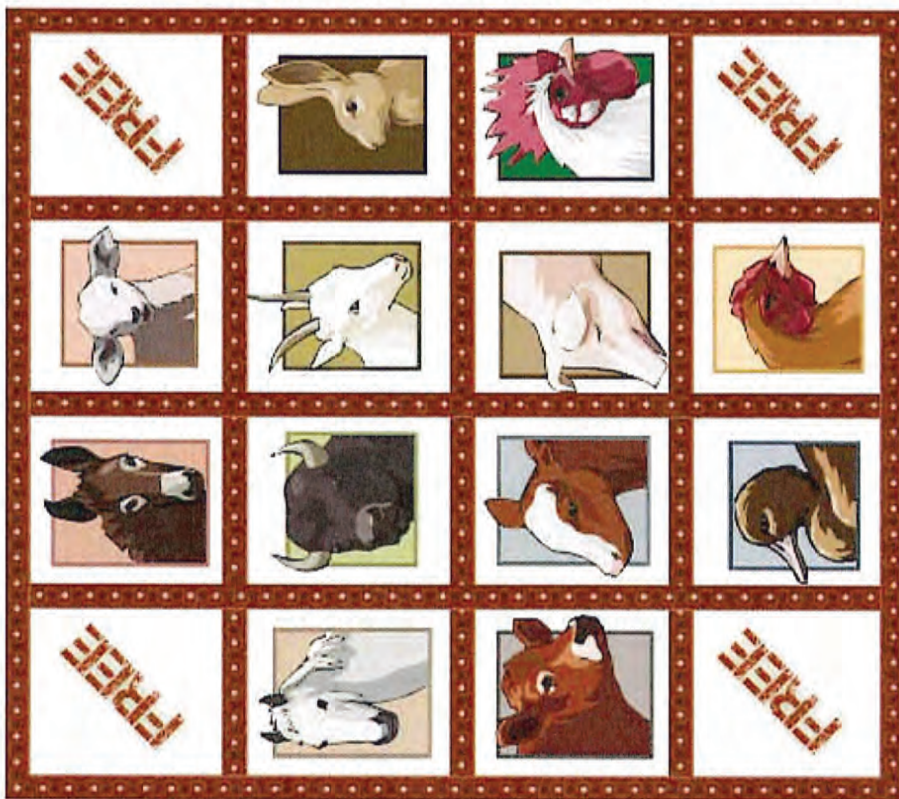
# FARM ANIMAL BINGO



Source: AnimalJr.com



**FARM ANIMAL BINGO**

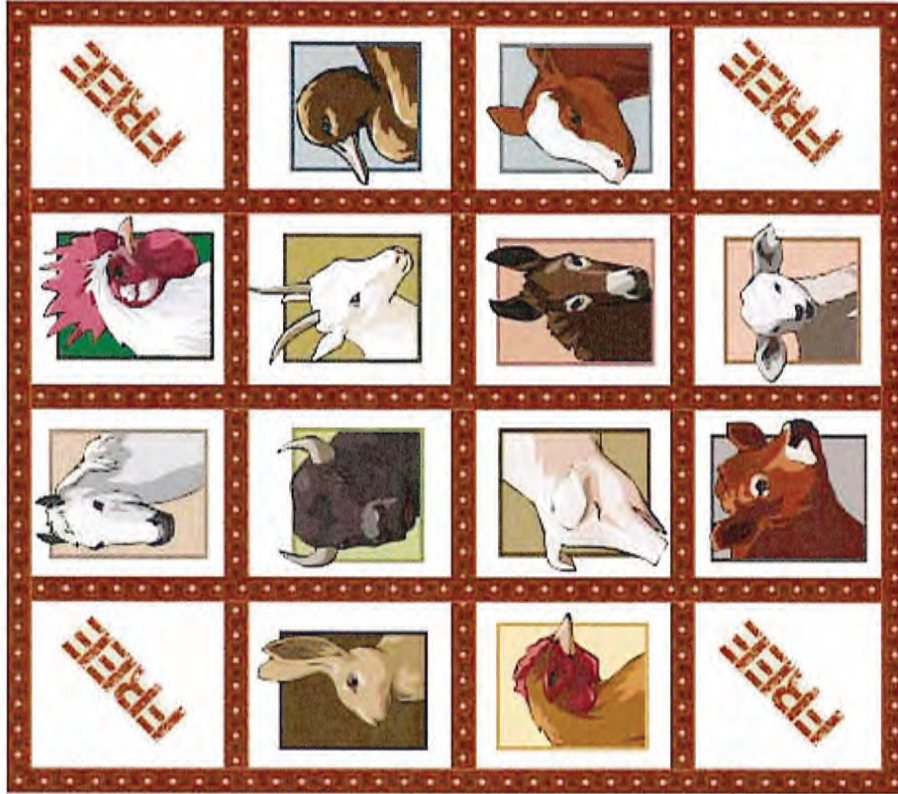


**FARM ANIMAL BINGO**

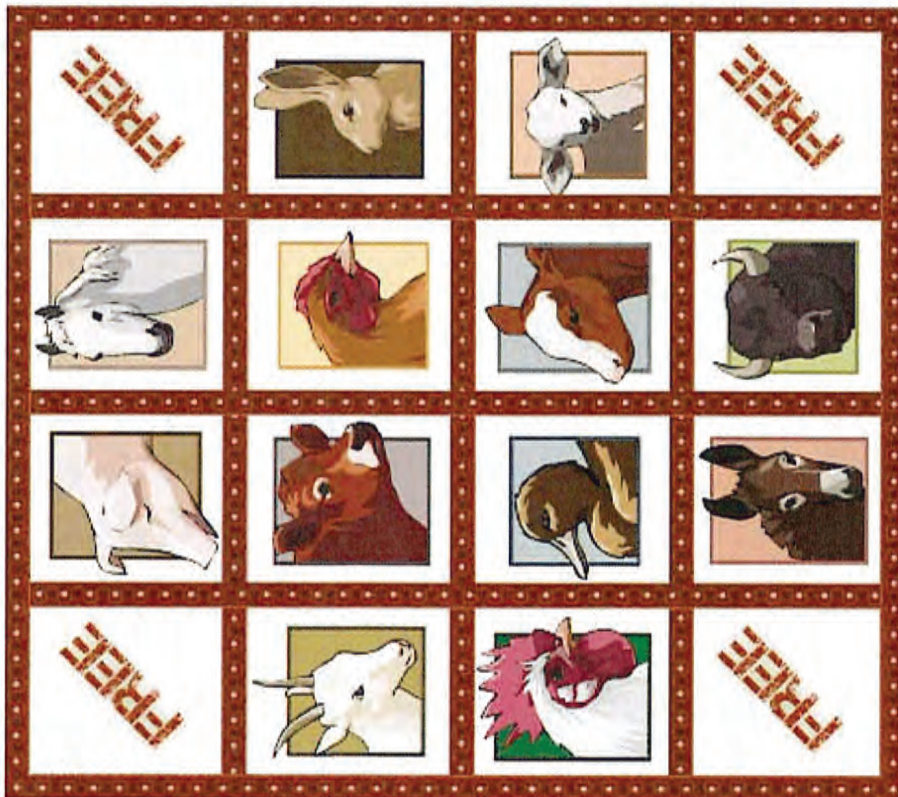




FARM ANIMAL BINGO

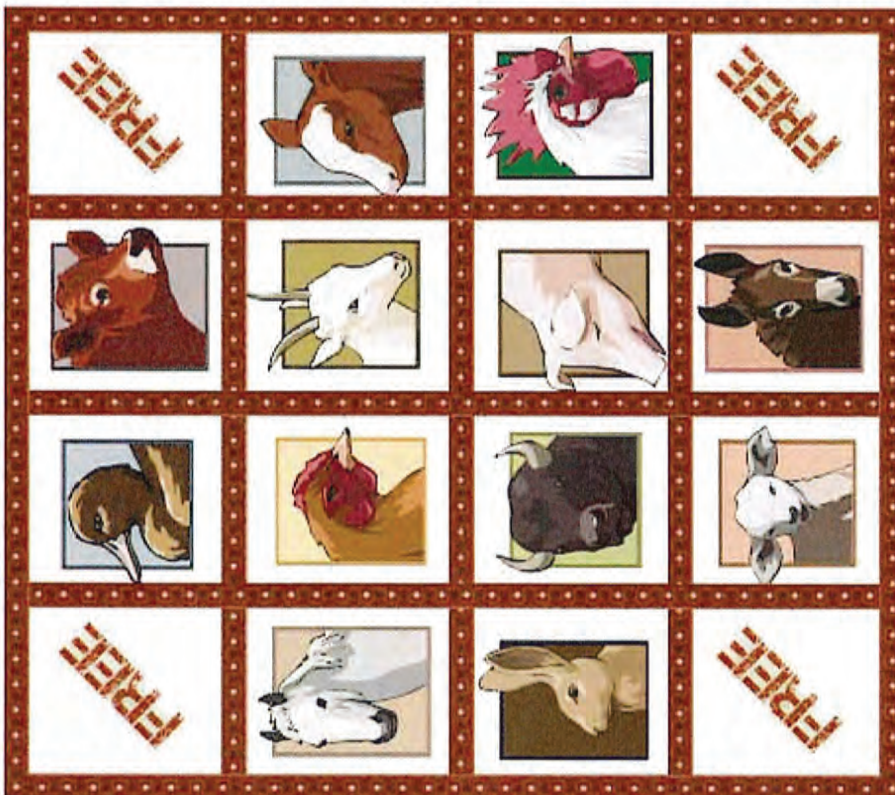


FARM ANIMAL BINGO





FARM ANIMAL BINGO

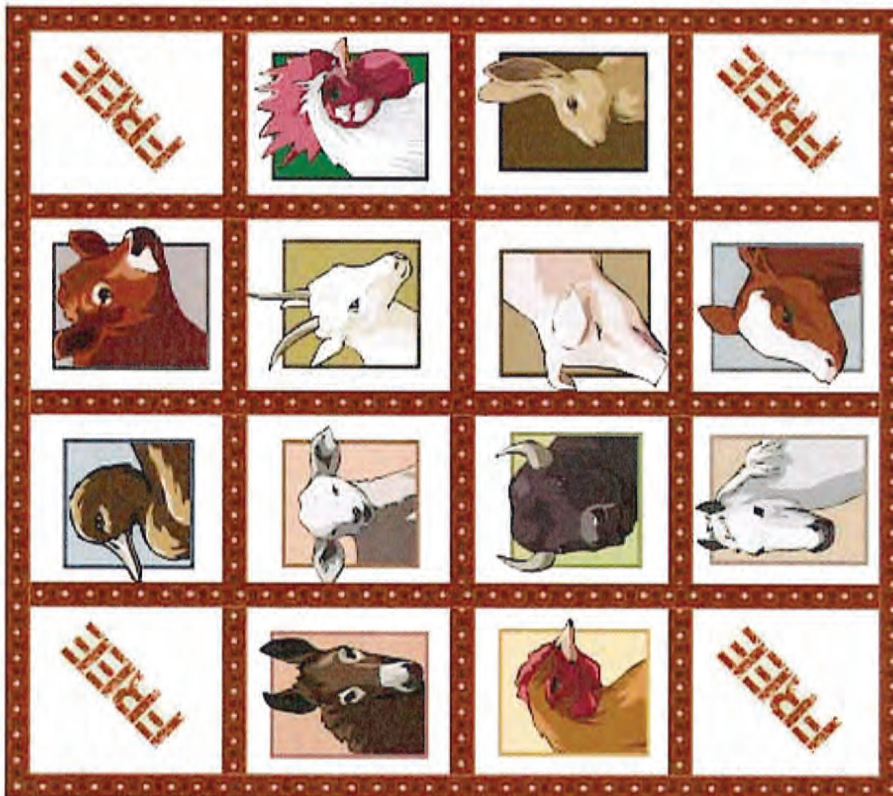


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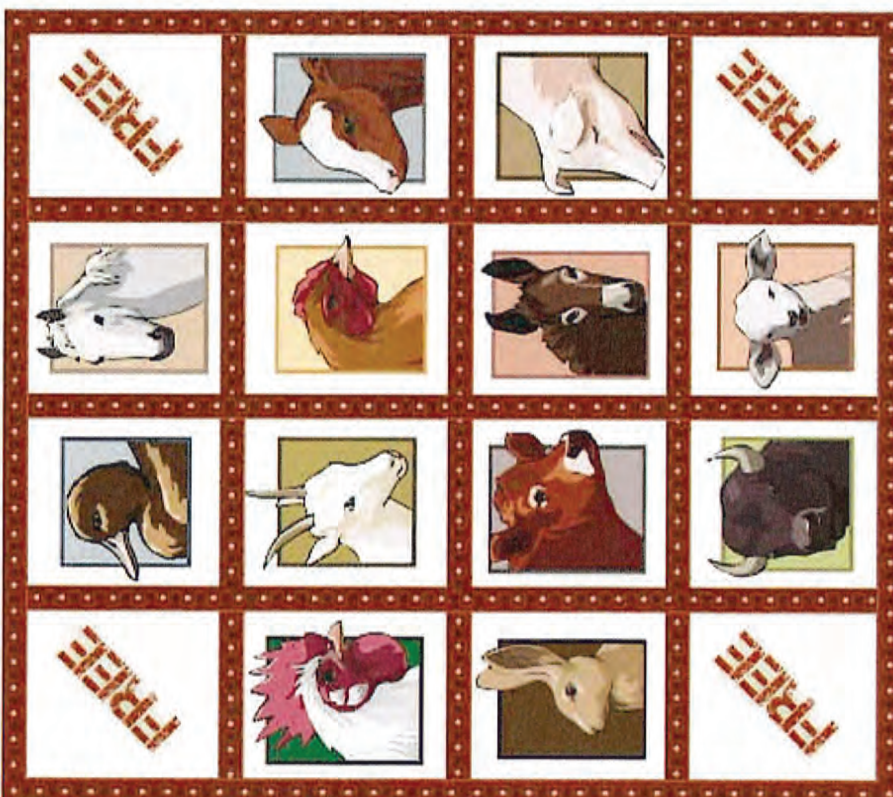




**FARM ANIMAL BINGO**



**FARM ANIMAL BINGO**





**FARM ANIMAL BINGO**



**FARM ANIMAL BINGO**



---

# Field Crops

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**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.

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# INTRODUCTION TO FIELD CROPS

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## Objectives & Goals of the Unit:

- To teach Cloverbuds about field crop terminology
- To explore a variety of crops
- To learn the value of various crops to our food system
- To have Cloverbuds realize the differences in crops around the world

## Background:

Crops are a large part of our diet, both directly and indirectly. The majority of animals who live on land use field crops as their main source of carbohydrates and many other essential nutrients. Throughout this meeting, Cloverbuds will explore the world of Field Crops and learn a variety of information regarding terminology, processes and what's grown in Ontario.

---

## 4-H PLEDGE & ROLL CALL

---

### Suggested Roll Calls

- Name a crop grown in Ontario.
- Name a crop that is grown anywhere in the world.
- Name a crop that starts with the same letter as your first 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

---

### Field Crops Word Search

**Time:** 15-25 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 field crops and the processes involved. Have participants work through the word search individually, in pairs, or in small groups. To extend the activity, discuss what the words mean and how they relate to the process. In addition, you may include other words that relate to the topic and explain what they mean.



## Colour Me In - Pumpkin Patch

**Time:** 15-20 minutes

**Materials Needed:**

- Pencil crayons or markers
- Colouring sheet (found in the Resources section at the end of this unit)

Have Cloverbud participants colour in the activity sheet using pencil crayons or markers. Have a discussion about the fact that not all field crops that are grown are just for livestock. Make a list of other crops that are grown in fields that humans eat (e.g. peas, beans, sweet corn, potatoes, turnips, tomatoes, cucumbers, onions, etc.) Have Cloverbud participants show other group members their creation.

## A Slice of Soil

One of the most important natural resources and what covers much of the earth's land surface, is soil. All living things depend on soil as a source of food, either directly or indirectly.

Our food producing land remains the same but the world population continues to grow. It is the responsibility of each generation to use the soil wisely to insure the future. The following demonstration shows how little of the earth's surface is actually used for food production as compared with growing populations.

**Time:** 15-20 minutes

**Materials Needed:**

- Large apple (softer apples work better)
- Paring knife (or heavy plastic knife)

The apple represents the world. Cut the apple into four equal parts. Three parts represent the oceans in the world. The fourth part represents the land area.

Cut the land section in half lengthwise. Now you have two one-eighth pieces. One section represents land such as deserts, swamps, Antarctic, Arctic and mountain regions. The other section represents land where people can live but may or may not grow food.

Slice this one-eighth section crosswise into four equal parts. Three of these one thirty-second sections represent areas of the world which are too rocky, too wet, too hot, or where soils are too poor for production as well as developed areas.

Carefully peel the last one thirty-second section. This small bit of peeling represents the soil of our earth upon which the entire world depends on for food production.

---

## LET'S EXPLORE

---

### Beanie Babies!

Soybeans are sometimes called the "magic bean" because they can be used to make many things. Soy products are found in hundreds of items we buy at the grocery store. Soy milk, soy flour, textured vegetable protein and lecithin are all ingredients that come from soybeans and are found in frozen foods,



baked items, cake and cookie mixes, cereals and many other items.

Show stalks of soybeans or soybean plants if possible to the group and pass around a bag of ripe soybeans. Explain that soybeans are a “renewable resource” which means they are never “all used up” because more can always be grown.

As well, explain that soybeans are a valuable source of many vitamins and minerals that our bodies need every day. These include calcium, phosphorus, iron, vitamin A, thiamin and riboflavin. People all over the world need these vitamins and minerals so we (Canada) ship soybeans grown in our country to countries that cannot grow enough soybeans to provide for their people.

**Time:** 15-20 minutes

**Materials Needed:**

- Jewelry/snack size re-sealable bag
- Crystal soil (found at most garden centres)
- Hole punch
- Water
- Measuring spoons
- Soybean plant
- Soybeans
- Yarn

**To grow a “Beanie Baby”:**

Punch a hole in the top of the re-sealable bag (above the seal). Put 1mL (1/4 tsp.) of crystal soil into the bag. Add 15mL (1 tbsp.) of water. Gently push in two soybeans. Seal the bag firmly.

Insert the yarn to make a necklace. Cloverbud participants can wear their Beanie Baby around their neck or under their shirt to keep it in a warm dark place. Explain to Cloverbud participants that they will need to check their Beanie Baby each day for germination and to record the growth.

Alternatively, the Beanie Baby can be put in an alternative spot, such as a window sill, wrapped in a towel to keep it in a warm, dark place.

## **Corn Babies!**

In Canada, corn is grown mainly in Manitoba, Ontario and Quebec and is used to feed livestock or is grown for human consumption.

Show stalks of corn or corn plants to the group and pass around a bag of cob or shelled corn. Explain that corn is a “renewable resource” which means it is never “all used up” because more can always be grown.

Explain that corn is a valuable source of many nutrients that our bodies need every day. Corn is found in many different products that we use each day that have been processed into such things as:

- Starch (example: baby food, baking powder, salad dressing, bookbinders, glue)
- Syrup (examples: pop, chewing gum, dessert icing, fireworks, adhesives)
- Ethanol fuel (popular additive to reduce reliance on foreign oil and improve air quality)
- Dextrose (examples: bakery goods, fruit juices, peanut butter, antibiotics, citric acid, lysine)
- Oil (examples: margarine, potato chips, soup, soap, paint, rust preventative)

**Time:** 15-20 minutes

**Materials Needed:**

- Jewelry/snack size re-sealable bag
- Crystal soil (found at most garden centres)
- Hole punch
- Water
- Measuring spoons
- Corn plant
- Corn
- Yarn

**To grow a “Corn Baby”:**

Follow the steps above for a Beanie Baby but substitute a corn seed where it asks for a soybean seed.

## Wheat Friends!

**Grow some “Wheat Hair!”**

In Canada wheat is grown mainly in Alberta, Manitoba and Saskatchewan but can also be found growing in British Columbia, New Brunswick, Nova Scotia, Prince Edward Island, Quebec and Ontario.

Wheat has a variety of end uses. It is milled into flour which is used in baked goods. It is also used to make beer and vodka. Wheat may also be used to make biofuel. In agriculture, wheat is used to feed livestock. The by-product of wheat is straw which is used to bed animals.

**Time:** 15-20 minutes

**Materials Needed:**

- Wheat kernels (pre-soaked)
- Styrofoam cups
- Coloured markers
- Sandbox sand
- Potting soil
- Spoon
- Water

**To grow your “Wheat Hair”:**

Give each Cloverbud participant a Styrofoam cup. Have them write their name and draw a fun face on it.

In a large pan or box, mix 1 part sand with 2 parts potting soil. This is a good soil for wheat kernels and is similar to the fields in which farmers plant wheat.

Spoon and pack the soil into each of the children’s cups until about 2/3 full. Give each child 10 kernels of pre-soaked wheat. Let the children press each kernel onto the soil, spacing evenly. Cover with ½ cm (1/4 inch) more soil. Sprinkle the soil with water, just to dampen.

Have Cloverbud participants take their “Wheat Friend” home and have them place it in a sunny location. Remind them to keep the soil moist but not too wet. The seeds should sprout in 6 to 8 days. The sprouting wheat will be the hair!

## Colour By Numbers

**Time:** 15-20 minutes

**Materials Needed:**

- Pencil crayons or markers
- Colour by Numbers sheet (found in the Resource section at the end of this unit)

This activity is done by simply matching the number listed on the image with the corresponding colour underneath. Have Cloverbud participants complete this activity individually.

---

## LOOKING WITHIN

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### The Corn Challenge

Corn in My Food! The objective of this activity is to examine the different products that contain field corn and its by-products so that Cloverbud participants can understand the impact that field corn has on their daily lives.

**Time:** 20-25 minutes

**Materials Needed:**

- Empty food boxes or containers
- Two large brown paper bags (or two empty, clean garbage cans)
- Masking tape

Collect food boxes and containers from products both made with corn and from those not made from corn. Prepare two brown paper bags (or garbage cans) by labeling them: Made With Corn; Not Made With Corn.

Mark off two lines using masking tape at opposite ends of the room. Have Cloverbud participants line up behind one line and place the bags on the other line. Pile all of the food boxes and containers in front of where the children are standing. In this game Cloverbuds must decide whether or not these products are made from corn.

Each child takes a turn at picking an item, running it to the other end and placing it in the appropriate bag. Once all items are sorted, go through the bags as a group. Have a discussion about which items are made from corn. It may be helpful for the children to read the product labels to help make a final decision.

If time, discuss what their lives would be like if there wasn't any corn grown in the world.

Here is a list of possible foods made from different corn by-products. Use this list as a guide to help gather items for The Corn Challenge.

<b><u>Corn Starch</u></b>	<b><u>Corn Syrup</u></b>
Chewing gum	Cereal
Canned vegetables	Fruit drinks
Salad dressing	Chocolate
Mustard	Ice cream
pudding	
Soups	
<b><u>High Fructose Corn Syrup</u></b>	<b><u>Corn Oil</u></b>
Canned juices	Soups
Canned fruits	Margarine
Jams	Mayonnaise
Syrups	Potato chips
	Sauces

## Trace It Back

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Pencil crayons or markers

This activity involves Cloverbuds working individually to consider how large a role all crops play in their diet. Begin by ensuring that each Cloverbud has the required materials and then explain the activity. The Leader will say a food item and Cloverbuds have to draw the connections back to the crop(s) that made it. For example, the Leader says 'hamburger.' The Cloverbuds would then draw a beef patty, a cow, and grains the cow would eat. They would then have to draw the bun, and the wheat used to make the bun. They should also attempt to identify the actual crop that is a part of the link.

Some other items to mention could include: cheese and pepperoni pizza, muffins, spaghetti noodles with beef sauce, cheese and crackers, vanilla yogurt, birthday cake, French fries, rice stir fry with chicken, etc. The trick to this is to be specific, listing one or two items that Cloverbuds can easily identify.

## Make Your Own Corn Plastic

**Time:** 15-20 minutes

**Materials Needed:**

- Cornstarch
- Measuring spoons
- Corn oil
- Water
- Medicine dropper
- Food colouring
- Microwave
- Sandwich-size re-sealable plastic bag

Place 15mL (1 tbsp.) of cornstarch in a re-sealable plastic bag. Add two drops of corn oil to the corn starch. Add 25mL (1 ½ tbsp.) of water to the oil and cornstarch. Stir the mixture. Add two drops of food coloring to the mixture and stir well.

Ask Cloverbud participants what they notice about their biodegradable plastic. If it were to harden, what do they think they could make with it? Have them look and feel the plastic through the re-sealable bag.

Next, microwave the biodegradable plastic for 20 to 25 seconds on high. Have Cloverbuds form the plastic into a ball once it has cooled slightly and have them describe what it will do.

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## WRAPPING THINGS UP

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### Word Game

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Writing utensil

This game is similar to the board game Scattergories. Begin by having Cloverbuds write down the numbers 1-5, which will be the first game. Once the numbers are written, go through the first game of categories (see below), giving Cloverbuds 30 seconds to think of an answer for each category. Instruct Cloverbuds to try and think of unique answers, because if they are the only one with that answer then they will get a point. Once the first set of categories has been read aloud, check the answers and give each Cloverbud 1 point per unique answer. Remember, no answer can be written under more than one category per game. Keep a master list of all points earned by Cloverbuds. Repeat this activity for all categories below, and if you want to add time to the activity, create your own categories!

**Game 1: Crop starting with the letter A**

- Something grown only in Canada
- A crop that is made into a preserve
- A crop eaten raw
- A crop that is red in colour



**Game 2: Crop starting with the letter P**

- A crop grown outside of Canada starting with the letter A
- A crop used for something other than food
- A crop that is eaten cooked
- A crop that is green in colour

**Game 3: Crop starting with the letter G**

- A crop grown outside of Canada starting with the letter P
- A crop that is purple in colour
- A crop used as decoration
- A crop enjoyed in liquid form

## Pumpkin Patch Pie

Pumpkins are a fruit and are members of the vine crop family called cucurbits. It is believed the pumpkin originated in North America. The Native population used pumpkin as a staple in their diets centuries ago. The origin of the pumpkin pie is thought to have occurred when those who came to North America from Britain and Europe sliced off the pumpkin top, removed the seeds and then filled it with milk, spices and honey. The pumpkin was then baked in the hot ashes of a dying fire.

*Pumpkins are a valuable source of Vitamin A and potassium.*

**Time:** 20-25 minutes

**Yield:** approx. 25 pumpkin pie treats

**Materials Needed:**

- Extra large re-sealable freezer bag
- 675mL (2 2/3 cups) cold milk
- 2 packages (4 serving size) instant vanilla pudding mix
- 1 can (15 oz.) solid-pack pumpkin
- 5ml (1 tsp.) ground cinnamon
- 2mL (1/2 tsp.) ground ginger
- Graham cracker crumbs
- 25 small cups
- Scissors
- 1 can whipped topping
- 25 plastic spoons



*'Photo credit: Elizabeth Johnston'*

Combine the milk and instant pudding in the re-sealable bag. Remove the air and seal the bag shut. Squeeze and knead with hands for one minute until blended. Open the bag and add the pumpkin, cinnamon and sugar. Remove the air and seal the bag shut. Squeeze and knead with hands for 2 minutes until blended.

Place 10mL (1/2 tbsp.) of graham cracker crumbs in the bottom of small cups. Cut the corner of the freezer bag and squeeze pie filling into cups. Garnish with whipped topping. Add a spoon.

**Serve and enjoy!**

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## ADJOURNMENT

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### Additional Activities

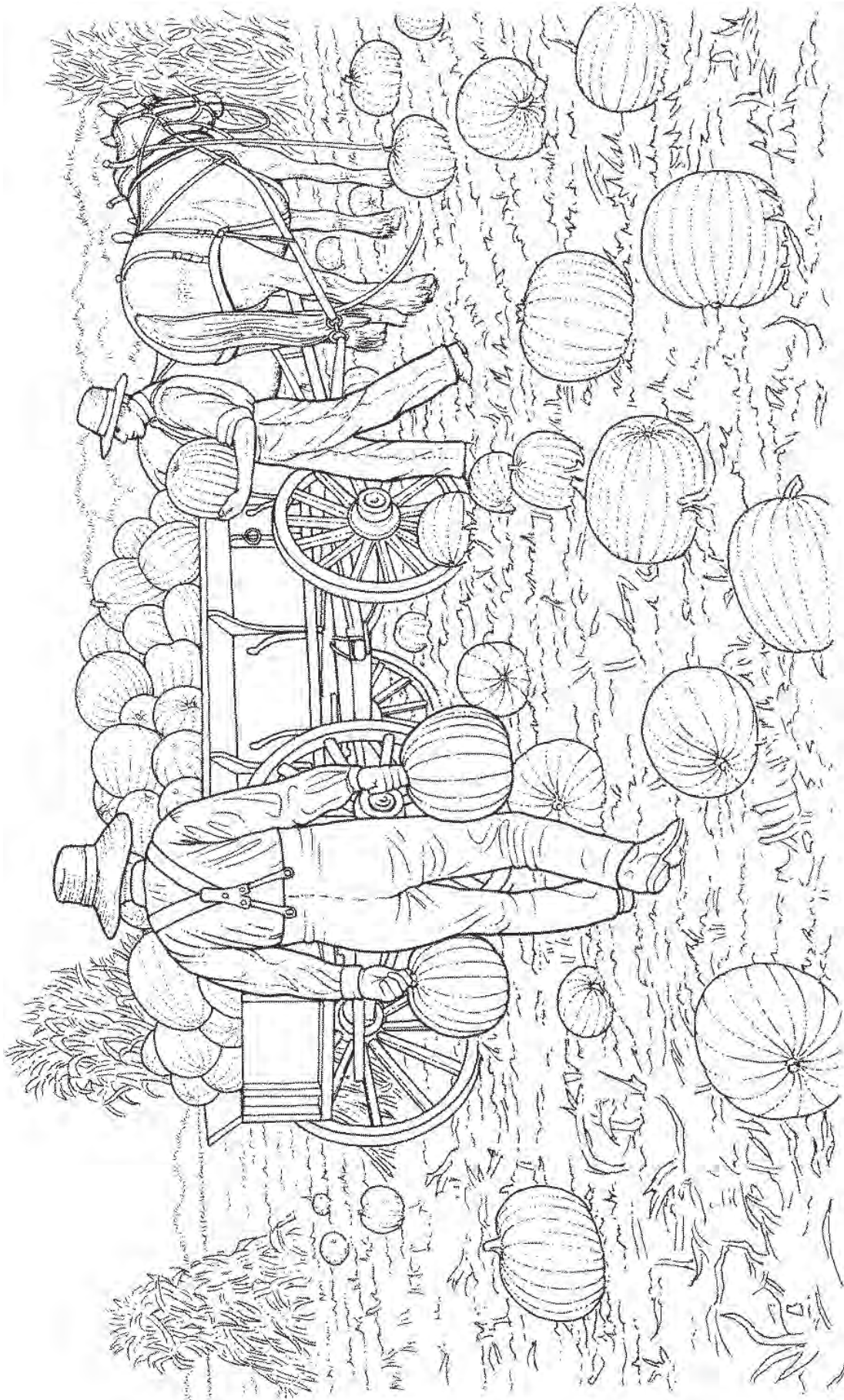
- Tour a farm that grows cash crops or crops for livestock feed
- Have a guest speaker - a crop farmer or nutritionist
- Visit a seed production facility or crops inputs store

### References

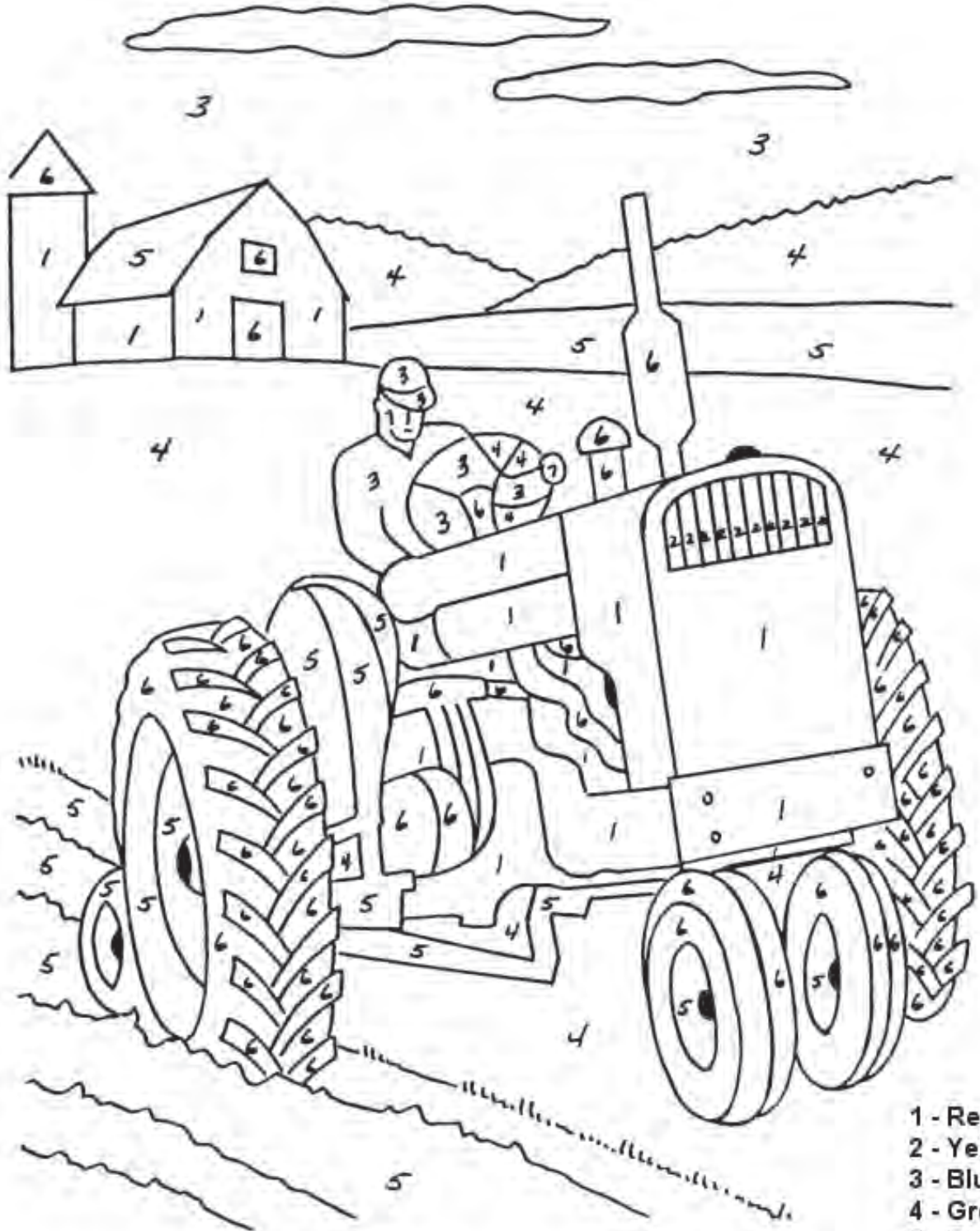
- Canadian Grain Commission [www.grainscanada.gc.ca](http://www.grainscanada.gc.ca)
- Honking Donkey [www.honkingdonkey.com](http://www.honkingdonkey.com)
- Illinois Agriculture in the Classroom [www.agintheclassroom.org](http://www.agintheclassroom.org)
- North Dakota Wheat Commission [www.ndwheat.com/](http://www.ndwheat.com/)
- Ontario Ministry of Agriculture & Food [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- Super Colouring [www.supercoloring.com](http://www.supercoloring.com)
- The Teachers Corner:  
[www.worksheets.theteacherscorner.net/make-your-own/word-search/56/plants](http://www.worksheets.theteacherscorner.net/make-your-own/word-search/56/plants)
- Wisconsin Ag in the Classroom [www.wisagclassroom.org](http://www.wisagclassroom.org)











Plowing the Field

- 1 - Red
- 2 - Yellow
- 3 - Blue
- 4 - Green
- 5 - Brown
- 6 - Black
- 7 - Orange
- 8 - Purple

# Goat Basics







**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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WEB: [www.4-HOntario.ca](http://www.4-HOntario.ca)

## **Project Resource Information:**

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Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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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.

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# INTRODUCTION TO GOAT BASICS

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## Objectives & Goals of the Unit:

- To explore the 4-H Goat projects
- To learn about different breeds of goats
- To provide an awareness of the goat industry
- To encourage creativity and group participation

## Background:

The goat industry in Ontario has seen a steady growth over the last decades. From suppliers of milk, meat and hair, the goat has evolved into an animal that is mainly kept for commercial purposes. Increasing demand for goat milk, goat cheese and other dairy goat products has stimulated the further professionalization of the dairy goat industry. Throughout this unit, Cloverbud participants will explore the many facets of goat production.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one breed of goat.
- Name something a goat might eat (hay, grain, pasture grass, etc.).
- Name a product made from goat's milk.

**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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### Goat Collage

**Time:** 15-20 minutes

**Materials Needed:**

- Goat Collage workpage (found in the Resource section at the end of this unit)
- Magazines and newspapers
- Scissors
- Glue

Give each Cloverbud participants a Goat Collage workpage and magazines and/or newspapers and scissors and ask them to find as many pictures of goats as they can. Have Cloverbuds cut out the pictures and arrange them on the page. Glue the pictures to the paper.

If magazines and newspapers containing pictures of goats are not available, use the Internet to find pictures.

## Colour by Number

**Time:** 10-15 minutes

**Materials Needed:**

- Colour by Numbers worksheet (found in the Resource section at the end of this unit)
- Pencil crayons, crayons and/or markers

Print a Colour by Numbers worksheet for each Cloverbud participant. This activity is done by simply matching the number listed on the image with the corresponding colour underneath. Have Cloverbud participants complete this activity individually.

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## LET'S EXPLORE

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### Meat, Milk and Fibre Goats Scavenger Hunt!

**Time:** 10-15 minutes

**Materials Needed:**

- Store flyers
- Scissors
- Stopwatch/clock

Before starting this activity, have a discussion about the different types of products we get from goats.

There are three types of goats. Each type is made up of different breeds. The types of goats are:

1. Meat or market goats grown for consumption. Meat goat breeds include Boer, Kiko, Spanish and Tennessee.
2. Dairy goats raised for milk production. Dairy goat breeds include Alpine, LaMancha, Nigerian Dwarf, Nubian, Oberhasli, Saanan and Toggenburg.
3. Fiber goats raised for mohair or cashmere. Fiber goat breeds include Angora and Cashmere.

Group Cloverbud participants into teams of two or three and have them sit in their group at the outside edge of the room. Have a large stack of flyers in the centre of the room.

When the Leader says 'go!', all of the Cloverbuds can run to the centre of the room, grab one flyer and go back to their group's spot at the outside of the room. Cloverbuds are to then search through the flyer for any products (meat, milk or fibre) made from goats. When they find a product, the Cloverbud is to cut it out of the flyer. When a Cloverbud is finished looking through the flyer, they can then run back to the centre of the room to get a new flyer.

When time is up (time can be left up to the discretion of the Leaders), each group must stop looking through the flyers and count up how many items they cut out of the flyers.

Have each group present their findings and have the rest of the group decide if the product is a goat product or not. Keep track of how many goat items each team found to determine a winner.

## Goat Milk Products Judging

**Time:** 10-15 minutes

**Materials Needed:**

- Variety of goat cheeses (4 works best)
- Knife
- Paper plates
- Pencil

Start the discussion by asking who in the room likes cheese. In this activity, Cloverbuds will get to taste different kinds of cheese and will get to decide which one they like the taste of the best and why.

Have each type of cheese cut into small cubes and keep each type of cheese on a separate plate.

Give each Cloverbud participant a paper plate and a pencil and ask them to divide up their plate into as many sections as the number of different kinds of cheese you have. Ask the Cloverbuds to number each section.

Then let them take a cube of cheese from plate #1. Have them look at it and smell but not taste it. Have them describe what they like and don't like about the cheese.

Then have them take a cube of cheese from plate #2. Have them once again look and smell but not taste. Have them decide if they like #1 or #2 better. Continue this throughout all of the all of the different cheese samples and have the Cloverbuds rank the cheeses after each subsequent addition to their plate.

When Cloverbuds have all of the different kinds of cheeses on their plate, ask them to taste #1. If they had it placed first after observing and smelling it, is it still their first place choice? Continue on with the rest of the cheeses and after tasting all of the cheeses, have Cloverbuds give their final ranking of which cheese they liked the best and which one they really didn't like. Cloverbuds have now just finished judging cheese!

When the activity is complete, tell Cloverbuds that all of the cheese samples that they just ate were made with goat's milk.

This activity could also be completed using soap made from goat's milk (without the tasting part of course!)

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## LOOKING WITHIN

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### Goat Breeds

**Time:** 15-20 minutes

**Materials Needed:**

- Goat Breeds worksheet (2 pages, found in the Resources section at the end of this unit)
- Pencil crayons, crayons and/or markers

Print one set of Goat Breeds worksheets for each Cloverbud participant. Discuss the differences in colour, hair length and anatomy between the breeds.

Have Cloverbud participants colour the goats on their worksheets with the appropriate colours.

When the activity pages have been coloured, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what breed it is. If time permits, have more than one Cloverbud stand in front of the group with their collage.

## Parts of the Goat

**Time:** 10-15 minutes

**Materials Needed:**

- Parts of the Goat worksheet (found in the Resources section at the end of this unit)
- Pencil

Print one Parts of the Goat worksheet for each Cloverbud participant. Work through the page as a group, discussing the various parts of the goat.

When the worksheet has been completed, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and pointing out the various parts of the goat. If time permits, have more than one Cloverbud stand in front of the group with their collage.

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## WRAPPING THINGS UP

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### Goat Cheddar Cheese Shortbread

This savoury shortbread with the mild, earthy tang of goat cheddar is great as an accompaniment to a meal or as an appetizer.

**Time:** 25-30 minutes (plus chilling time)

**Yield:** approximately 36 cookies

**Materials Needed:**

- 250 mL (1 cup) butter, softened
- 375 mL (1 ½ cups) finely grated goat cheddar cheese
- 500 mL (2 cups) all purpose flour
- 15 mL (1 tbsp.) thyme leaves
- 2 mL (1/2 tsp.) cayenne
- Parchment paper
- Baking sheet
- Mixing bowl
- Mixing spoon
- Drinking glass
- Fork



Preheat oven to 160°C (325°F). Line baking sheet with parchment paper. Set aside.



In a mixing bowl, blend butter with goat cheddar cheese. Stir in flour, thyme and cayenne until well combined. Roll into tablespoonful balls. Chill for at least 30 minutes.

Transfer to baking tray placing about 2.5cm (1 inch) apart. Flatten slightly with the bottom of a glass and prick with fork (garnish with thyme leaves if desired). Bake in preheated oven until shortbread cookies are set and bottoms are golden, about 20 minutes.

*Option:* Cheddar Rosemary - replace the thyme with an equal amount of finely chopped fresh rosemary.

## Connect the dots to find the goat!

**Time:** 10-15 minutes

**Materials Needed:**

- Connect the dots worksheet (found in the Resource section at the end of this unit)
- Pencil
- Pencil crayons, crayons and/or markers

Print one Connect the dots worksheet for each Cloverbud participant. Let Cloverbuds work individually on the picture. Once everyone has connected the dots, compare pictures to see that they all look the same. Let participants colour the picture.

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## ADJOURNMENT

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### Additional Activities

- Visit <http://www.farmissues.com/virtualtour/> for a virtual tour of a Canadian goat farm
- Visit a goat farm
- Invite a goat farmer to be a guest speaker
- Visit a grocery store to look for goat products
- Go to a goat auction to see the various breeds of goats

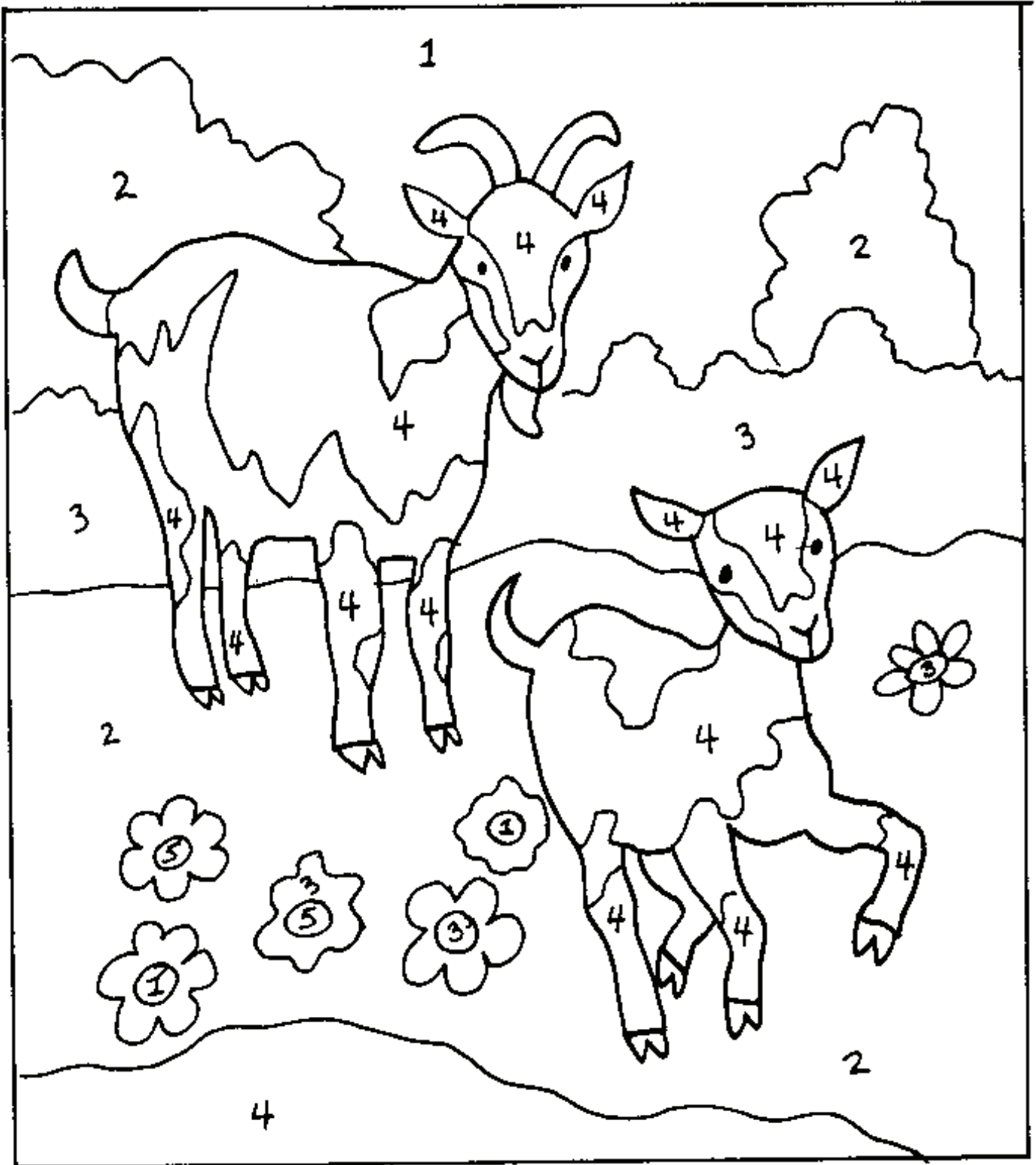
### References

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- Farm Issues.com [www.farmissues.com](http://www.farmissues.com)
- Foodland Ontario [www.foodland.gov.on.ca](http://www.foodland.gov.on.ca)
- Ontario Goat [www.ontariogoat.ca](http://www.ontariogoat.ca)
- Ontario Goat Cheese <http://ontariogoatcheese.ca>
- University of Idaho, 4-H Cloverbud Publications [www.uidaho.edu](http://www.uidaho.edu)
- University of Tennessee Extension, Tennessee 4-H <http://4h.tennessee.edu>
- Ontario Dairy Goat Co-operative [www.ontariodairygoat.com](http://www.ontariodairygoat.com)



**Can you find pictures of Goats in newspapers and magazines?**

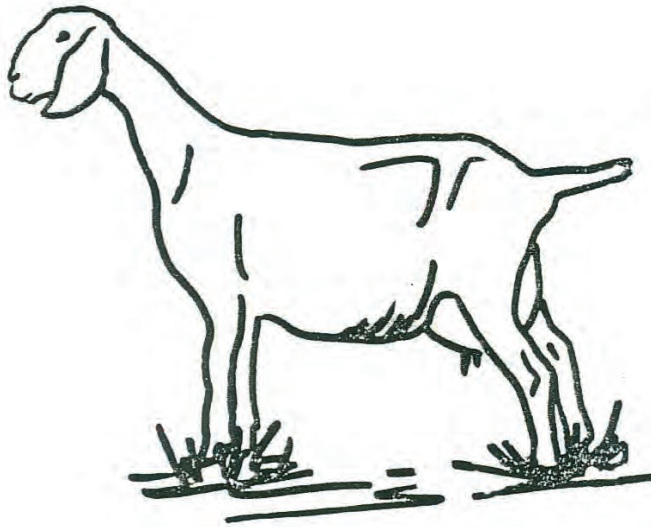
# COLOR BY NUMBER



1 - BLUE   2 - GREEN   3 - YELLOW   4 - BROWN   5 - RED

## Breeds of Goats

Below are descriptions of several common breeds of goats and their markings. Color the goats according to the description.



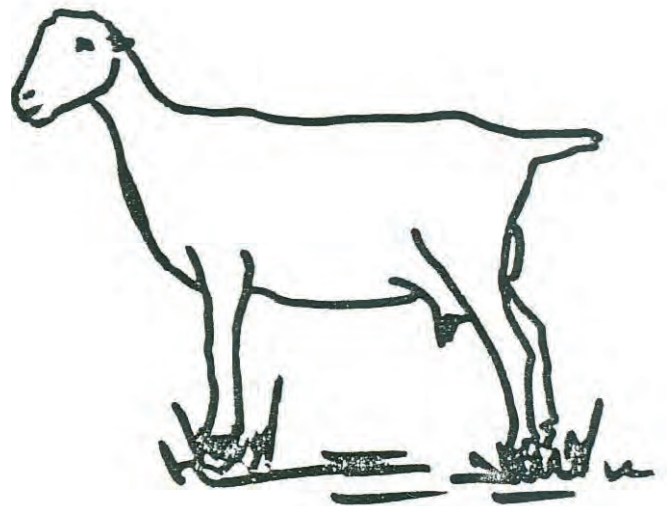
### **Nubian**

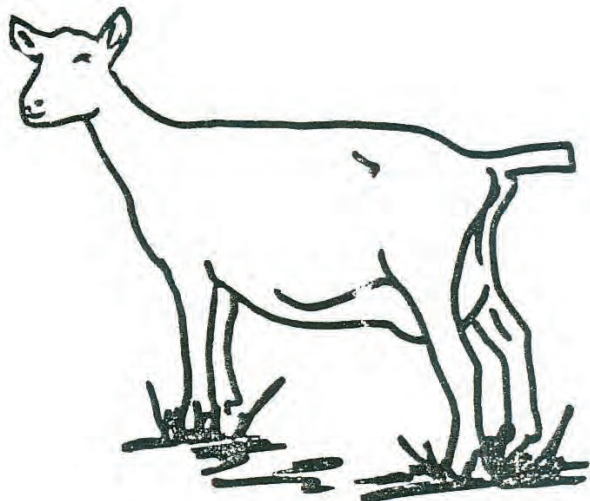
Nubian goats have long floppy ears and a roman nose. They can be black, gray, white, tan, or brown in color.

Color this Nubian tan.

### **American La Mancha**

American La Mancha goats have very short or absent ears. These goats have short hair which is cream or brown in color. Color this American La Mancha brown.



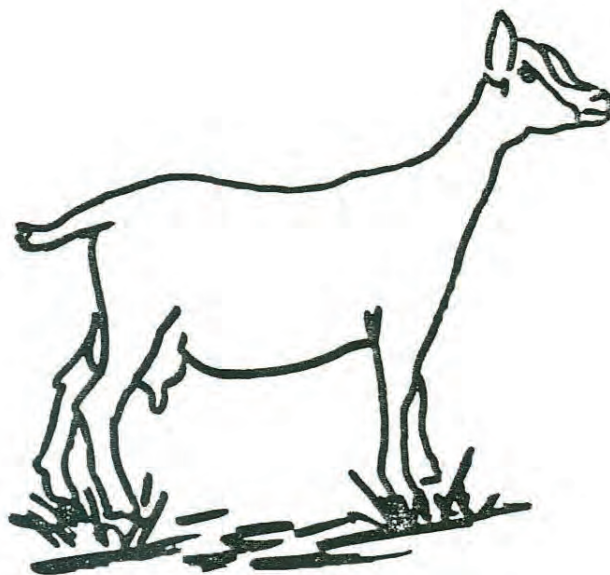


### **Saanen**

Saanen goats are white or cream colored. This breed is noted for their high milk production. Color this Saanen goat cream.

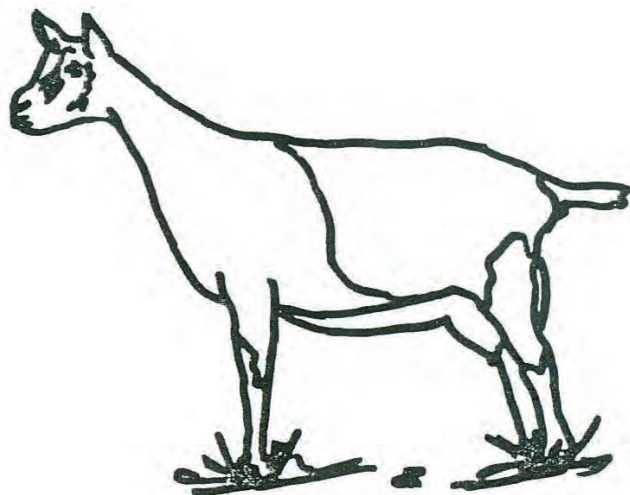
### **Toggenburg**

Toggenburg goats have brown bodies with white markings on their ears, face, legs, and tails. Color this Toggenburg brown with white on its face, ears, legs, and tail.



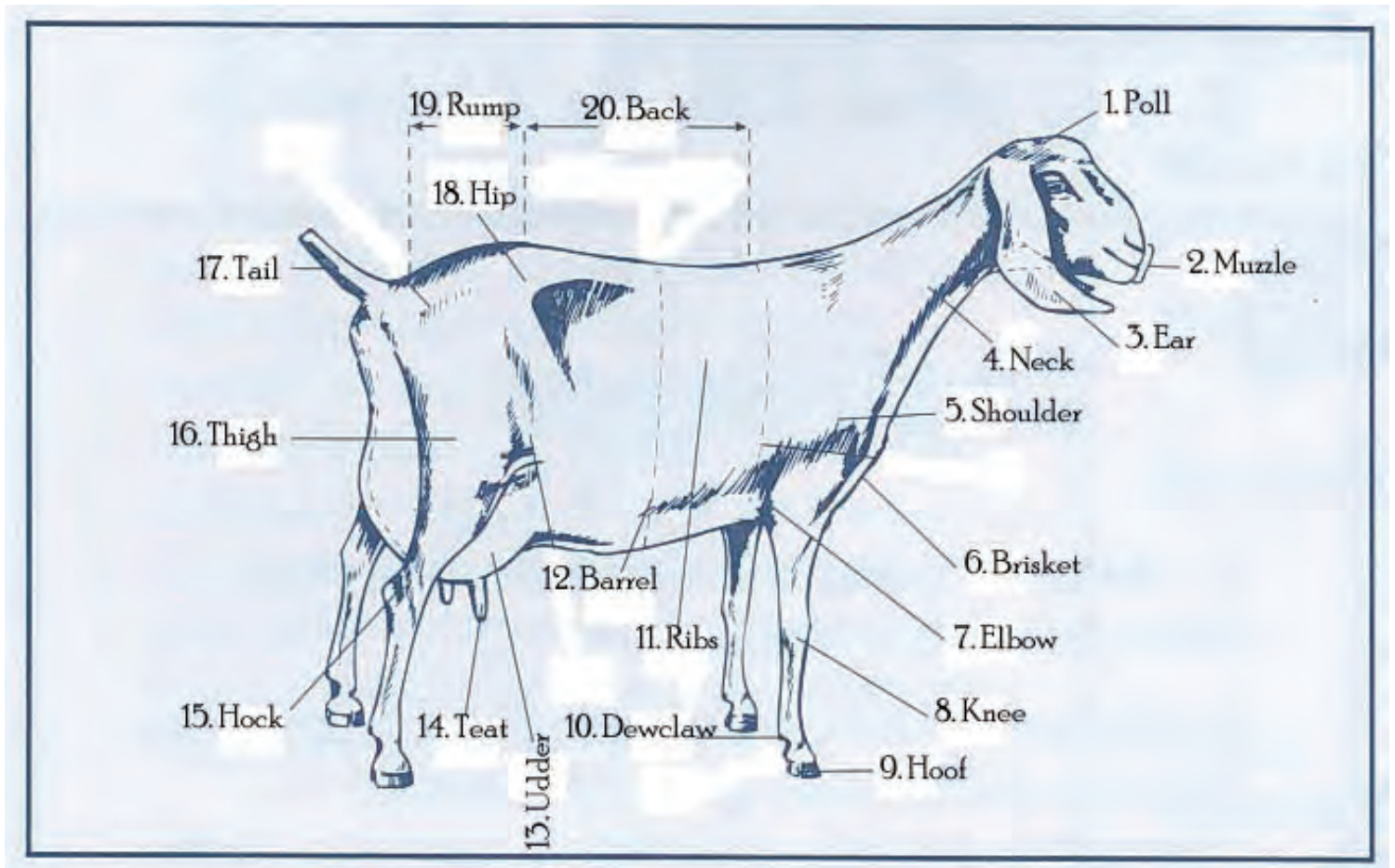
### **French Alpine**

French Alpine goats vary greatly in color and can be solid or spotted. Colors include tan, black, white, red, cinnamon, and brown. Color this French Alpine goat red and white.





## Parts of the Goat.

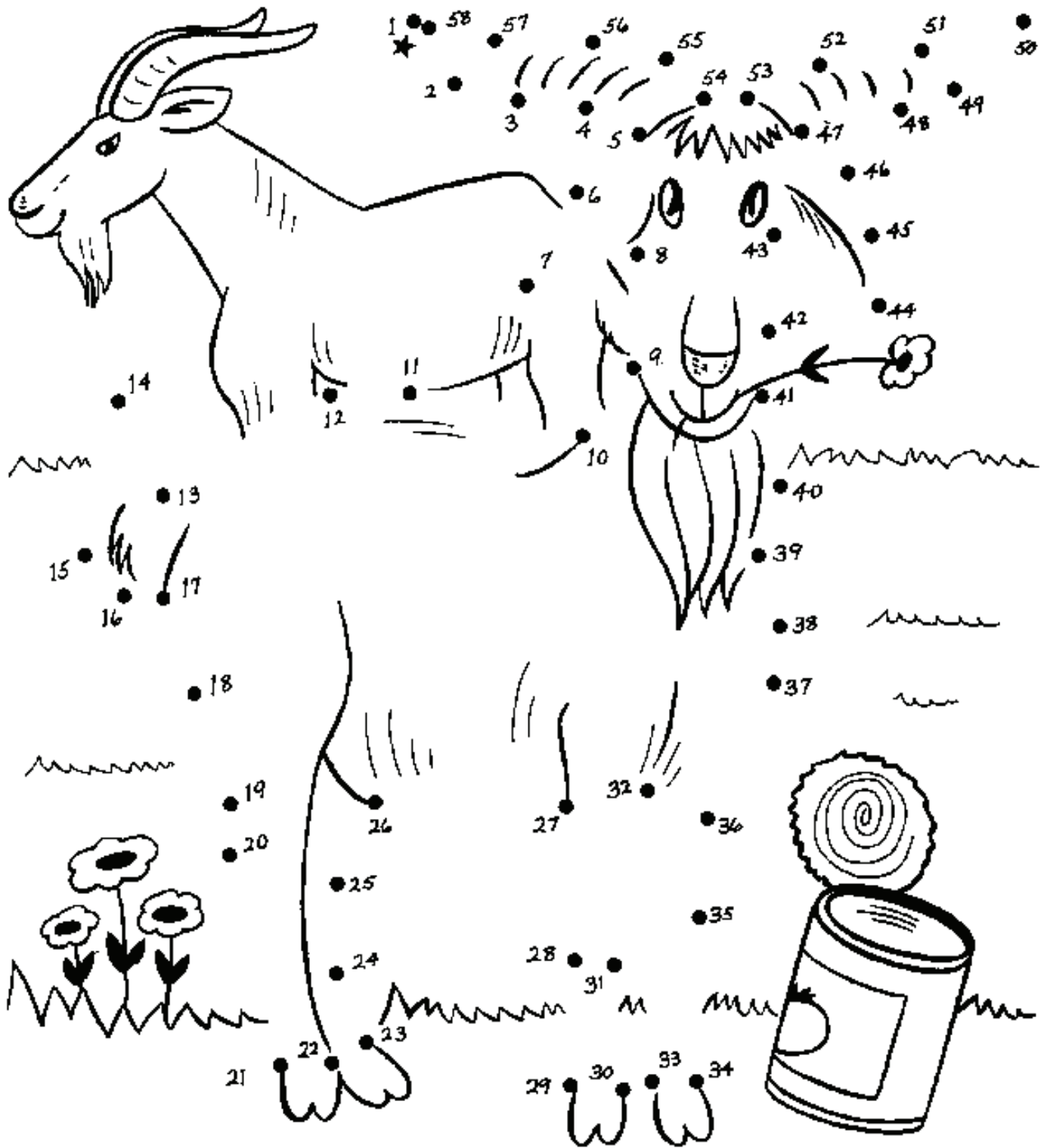


Using the diagram above, fill in the numbered blanks below with the matching number from the diagram.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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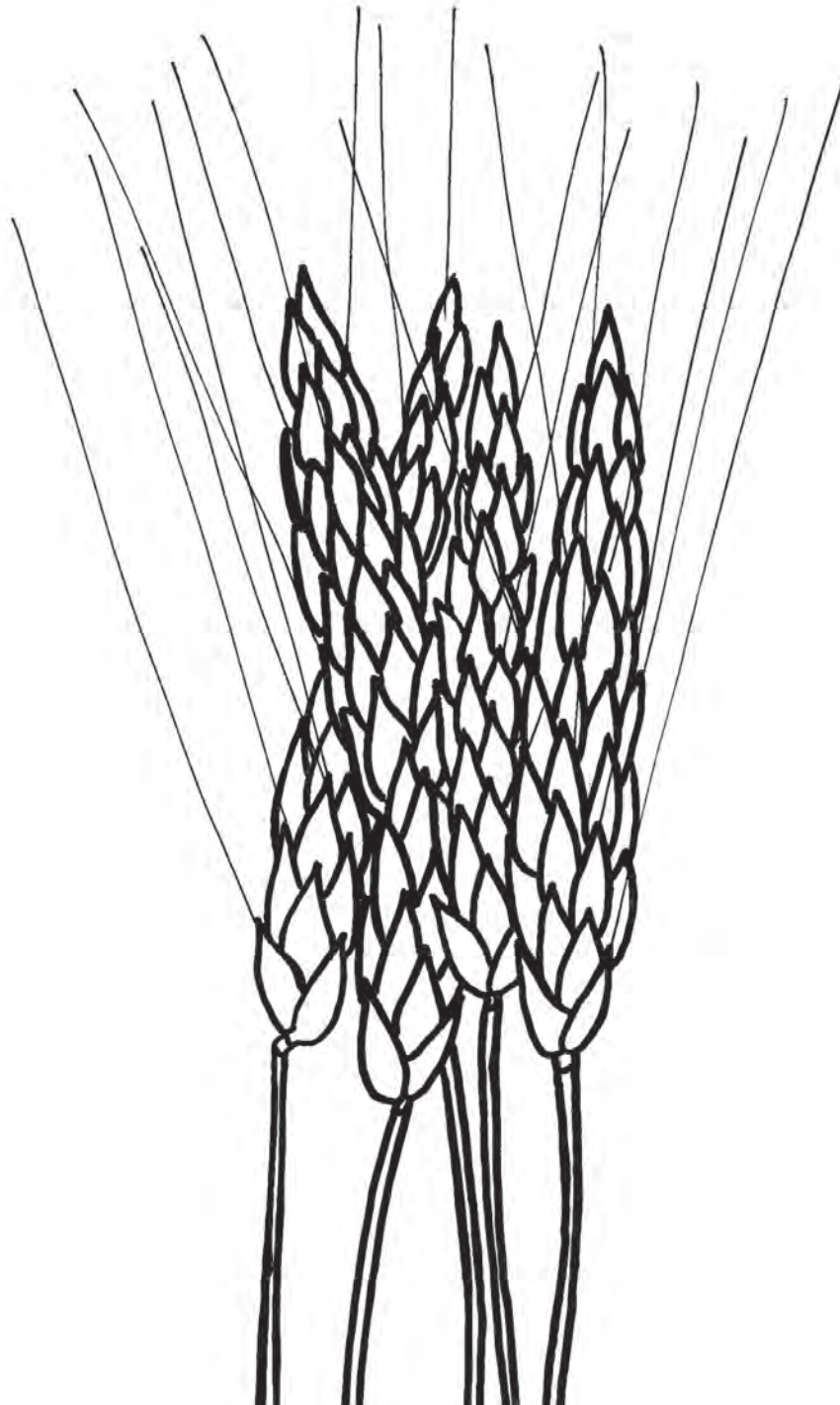
# Connect the dots to find the Goat.



---

# Grain Products

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**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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## **Project Resource Information:**

Written by: Elizabeth Johnston, 4-H Ontario  
Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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

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The development, production and distribution of this 4-H Ontario Program resource has been supported by proceeds of the 4-H Ontario Dream Dinner Lottery.

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# INTRODUCTION TO GRAIN PRODUCTS

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## Objectives & Goals of the Unit:

- To learn which foods belong in the Grain Products food group
- To show Cloverbuds how to cook with grains and which grains are used in different recipes
- To teach that grains can be used in all kinds of meals, from breakfast to dinner
- To explore a variety of 4-H Projects including Breadventure, Breakfast Bonanza, the Foods Project as well as many others.

## Background:

A grain is a small, hard, dry seed that is used to feed animals and humans. We use grains in all kinds of recipes such as desserts, in breakfast and in dinner meals. Grain products include rice, pasta, flour, legumes, wheat etc. The activities and recipes below will highlight grains and their many everyday uses. Cloverbud participants should attempt to recognize the grains that were used.

---

## 4-H PLEDGE & ROLL CALL

---

### Suggested Roll Calls

- Name one kind of grain grown in Ontario
- Name your favourite kind of bread
- What is your favourite meal of the day? What grain products do you eat at that meal?

**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

---

### What Will I Grow?

**Time:** 15 minutes

**Materials Needed:**

- Sheets of cardstock (white or cream in colour)
- A variety of grain seeds
- Glue
- Pencil crayons or markers

Have each Cloverbud choose a grain seed and paste it on the bottom of a piece of cardstock. Then discuss what might grow from that seed. Have each Cloverbud draw the plant that they think will emerge from the seed.



## Food Groups

**Time:** 10-15 minutes

**Materials Needed:**

- Food Groups activity sheet (found in the Resource section at the end of this unit)
- Pen or pencil

Have each Cloverbud work through the worksheet either individually or in pairs. Then review each food to insure Cloverbuds have placed them in the correct Food Group. The answer page immediately follows the activity sheet in the Resource section.

---

## LET'S EXPLORE

---

### Sorting It Out Relay

**Time:** 25-30 minutes

**Materials Needed:**

- 2 hula hoops
- Plastic food or pictures of food items that represent each Food Group

Label one hula hoop as Grain Products and the other hula hoop as 'Other Food Groups' and place each hula hoop on the floor at one end of the room.

Hand out the plastic food or pictures of food to Cloverbud participants and then have them come up one at a time and put them in the hula hoop that they think it belongs in. Once every Cloverbud has had a least one opportunity to place a food item in a hula hoop, review the items to insure they have been placed in the proper spots.

To add more time and difficulty to this activity, use 4 hula hoops and label each hula hoop with a different Food Group (Vegetables & Fruit, Grain Products, Milk & Alternatives and Meat & Alternatives).

Alternately, boxes could be used in place of hula hoops.

### Who Am I?

**Time:** 10-15 minutes

**Materials Needed:**

- Who Am I? The Grains Group activity sheet (found in the Resource section at the end of this unit)
- Pen or pencil

Have each Cloverbud work through the worksheet either individually or in pairs. Then review each food to insure Cloverbuds have matched it with the correct word. The answer page immediately follows the activity sheet in the Resource section).

## LOOKING WITHIN

### Grain Group Bookmarks

**Time:** 10-15 minutes

**Materials Needed:**

- Bookmark template (found in the Resource section at the end of this unit)
- Construction paper
- Crayons
- Craft supplies (optional)
- Scissors
- Glue
- Hole punch
- Yarn

Print enough sheets to insure that each Cloverbud has one bookmark. There are 3 bookmarks per sheet. Cut out the bookmarks on the dotted lines. Have each Cloverbud participant colour their bookmark and decorate it with craft supplies, if available.

Cut out a rectangular shape from construction paper that is larger than the bookmark. Paste the coloured bookmark to the construction paper. Punch a hole at the top of bookmark and thread a piece of yarn about 10-12cm long (5-6 inches) long through the hole and tie a knot.

*Optional:* bookmarks could be laminated to make them last longer.

### Memory Card Game – Grains Group

**Time:** 10-15 minutes

**Materials Needed:**

- Memory card templates (4 pages - found in the Resource section at the end of this unit)
- Cardstock
- Scissors
- Paper and pencil to write down the score

Print the Memory card templates on cardstock and then cut out the cards on the dotted lines. To make the cards last longer, cards could be laminated.

Mix the cards up. Lay the cards down on a flat surface face down. Each Cloverbud takes a turn flipping two cards to see if they get a match or not. If they find a match they must remove the two cards from the game. The Cloverbud with the matched cards will get one point and will also have a chance to go again. If a Cloverbuds' two cards do not match, they must turn the cards back over and it is the next Cloverbuds' turn.

Once all of the cards have been matched, the Cloverbud with the most points wins the game. This can be made into a Memory Tournament by setting a winning score, for example 25 points. The Cloverbud who reaches 25 points first wins.

Alternatively, these cards can be used as flash cards for younger children. Hold cards in front of Cloverbud participants one by one and have them read the name of the food item.

## Wheat Cereal

**Time:** 15 minutes

**Materials Needed:**

- 2 bananas
- 500mL (2 cups) of milk
- 2.5mL (½ tsp.) salt
- 250 mL (1 cup) cream of wheat
- 125mL (½ cup) maple syrup
- Serving Bowls
- Saucepan
- Stove
- Whisk

Begin by combining milk, water and salt in a saucepan and bring to a boil. Gradually whisk in cream of wheat until totally combined and you have a thick mixture. Then chop 1 banana, and add it and the maple syrup to the sauce pan- stir well. Then divide the cereal into serving bowls, and top with almonds and sliced banana. Serve warm and enjoy the cereal!

While enjoying the cereal, host a discussion on what kind of grains were in the recipe, where they came from, and the role they played in the recipe and in the diet. Repeat this discussion for all further recipes as well.

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## WRAPPING THINGS UP

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### Great Granola Bar

**Time:** 30-35 minutes

**Materials Needed:**

- 250 mL (1 cup) rolled oats
- 75mL (1/3 cup) dried fruit
- 75mL (1/3 cup) chocolate chips
- 125mL (½ cup) sweetened condensed milk
- 50mL (¼ cup) melted butter
- 22.5cm x 32.5cm (9"x13") baking pan
- Large mixing bowl

Begin by pre-heating the oven to 165°C (325°F). Cover the baking pan with foil and grease.

In a large mixing bowl, combine all dry ingredients. Add all wet ingredients and mix well. Once mixed, press the mixture into the baking pan and spread evenly. Bake for 25-30 minutes or until golden brown. Once cooked, remove from oven and allow to cool slightly. Then remove from the pan, peel off the foil and cut into smaller bars or squares.

## Wonderful Waffles

**Time:** 20-30 minutes

**Materials Needed:**

- 325 mL (1 1/3 cup) flour
- 20mL (4 tsp.) baking powder
- 2.5mL (½ tsp.) salt
- 10mL (2 tsp.) sugar
- 2 eggs
- 125mL (½ cup) butter, melted
- 400mL (1 ¾ cup) milk
- Large mixing bowl
- Waffle iron

Begin by pre-heating the waffle iron that you plan on using.

Combine all dry ingredients in the large mixing bowl. Next, separate the eggs. Add the yolks to the dry ingredient mixture and place the whites in a small mixing bowl. Beat the whites until stiff and set aside.

Add milk and melted butter to the dry mixture and blend. Fold the stiff egg whites into the mixture. Pour the mixture into the hot waffle iron and bake until golden brown.

## Vanilla Sugar Cookies

**Time:** 25-30 minutes

**Materials Needed:**

- 500 mL (2 cups) all-purpose flour
- 2.5mL (½ tsp.) baking powder
- 2.5mL (½ tsp.) salt
- 114g (4 oz.) unsalted butter
- 250mL (1 cup) of sugar
- 1 large egg
- 8mL (½ tbsp.) vanilla
- 2 mixing bowls
- Baking sheet

Stir flour, baking powder and salt together in one mixing bowl. In another mixing bowl, beat butter, sugar and egg until fluffy. Once the mixture is fluffy, add vanilla. Next, add the dry ingredients (flour, baking powder, salt) to the mixture. Knead until smooth, then pat into a flat disk, wrap in plastic and chill until firm enough to roll.

Once chilled, roll and cut into your desired cookie size (or used cookie cutters of various shapes) and place on a baking sheet. Bake the cookies at 175°C (350°F) for 8-10 minutes.

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## ADJOURNMENT

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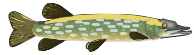
### Additional Activities

- Have a grain producer as a guest speaker
- Visit a farm that grows grains
- Tour a factory that processes grains (e.g. flour mill, cookie factory, bread/bun factory, etc.)

### References

- Food.com [www.food.com](http://www.food.com)
- Grain Farmers of Ontario [www.gfo.ca](http://www.gfo.ca)
- Government of Manitoba [www.gov.mb.ca](http://www.gov.mb.ca)
- Health Canada [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- Illinois Agriculture in the Classroom [www.agintheclassroom.org](http://www.agintheclassroom.org)
- Nourish Interactive [www.nourishinteractive.com](http://www.nourishinteractive.com)
- Sunday School Resources [www.sundayschoolresources.com](http://www.sundayschoolresources.com)





# Food Groups



Put each example of food into its food group.



Lettuce  
Milk  
Bananas

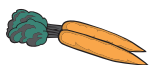
Hamburgers  
Carrots  
Tomatoes

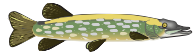
Apples  
Cheese  
Fish

Bread  
Yogurt  
Chicken

Rice  
Cereal  
Steak

Vegetables and Fruits	Milk Products
Meat and Alternatives	Grain Products





# Food Groups



## Answer Key

Put each example of food into its food group.



Lettuce  
Milk  
Bananas

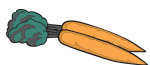
Hamburgers  
Carrots  
Tomatoes

Apples  
Cheese  
Fish

Bread  
Yogurt  
Chicken

Rice  
Cereal  
Steak

<p>Vegetables and Fruits</p> <p>Lettuce Banana Carrots Tomato Apples</p>	<p>Milk Products</p> <p>Milk Cheese Yogurt</p>
<p>Meat and Alternatives</p> <p>Hamburgers Fish Chicken Steak</p>	<p>Grain Products</p> <p>Bread Rice Cereal</p>



## Who Am I? The Grains Group

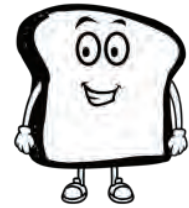


We are the grains food group. Can you guess our name? We come from different grains like oats, barley, wheat and rice. Look for 100% whole grains to be sure you are getting the real deal! We have lots of fiber that helps you feel great and be healthy!

Draw a line from the grain food to the name.  
 Color the page when you are done!



oatmeal



bread



pancake



ravioli



rice



popcorn



spaghetti



cereal



bagel



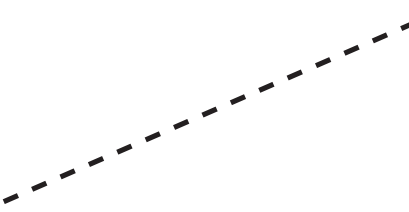
waffle

cracker



pretzel

macaroni



## Who Am I? The Grains Group



We are the grains food group. Can you guess our name? We come from different grains like oats, barley, wheat and rice. Look for 100% whole grains to be sure you are getting the real deal! We have lots of fiber that helps you feel great and be healthy!

Draw a line from the grain food to the name.  
Color the page when you are done!

oatmeal

bread

pancake

ravioli

rice

popcorn

spaghetti

cereal

bagel

waffle

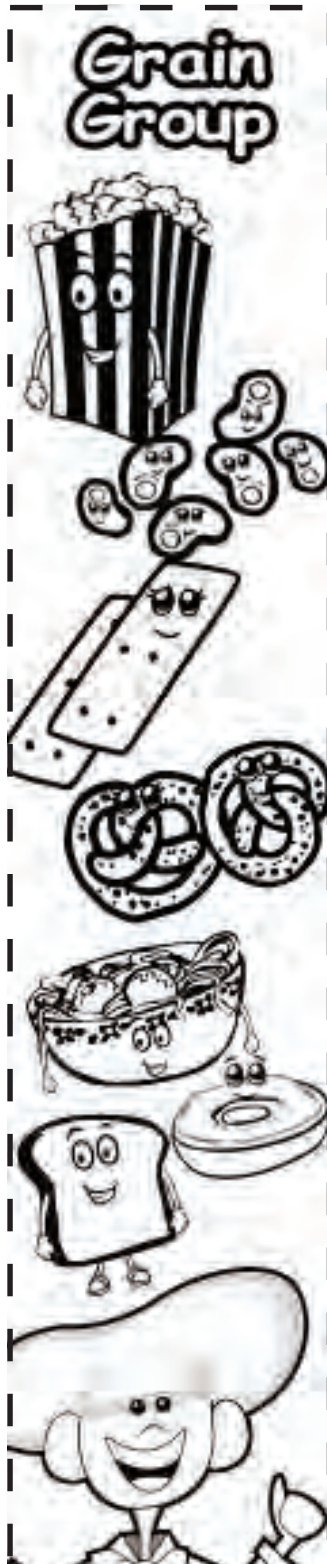
cracker

pretzel

macaroni



# Chef Solus' Grain Group Bookmarks



Learning The Food Groups Memory Card Game - Grains Group

<p>Cracker</p>  <p>Grains</p>	<p>Cracker</p>  <p>Grains</p>	<p>Bread</p>  <p>Grains</p>	<p>Bread</p>  <p>Grains</p>
<p>Brown Rice</p>  <p>Grains</p>	<p>Brown Rice</p>  <p>Grains</p>	<p>Cereal</p>  <p>Grains</p>	<p>Cereal</p>  <p>Grains</p>





Learning The Food Groups Memory Card Game - Grains Group

Taco Shell



Grains

Taco Shell



Grains

Pasta



Grains

Pasta



Grains

Energy



Grains

Energy



Grains

Oatmeal



Grains

Oatmeal



Grains



Learning The Food Groups Memory Card Game - Grains Group

Spaghetti



Grains

Spaghetti



Grains

Bran Cereal



Grains

Bran Cereal



Grains

Bagel



Grains

Bagel



Grains

Raviolis



Grains

Raviolis

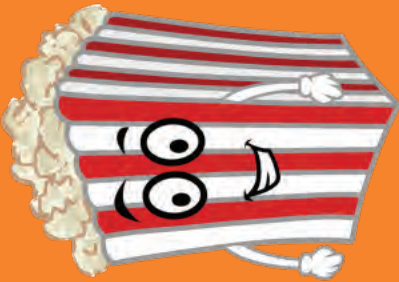


Grains



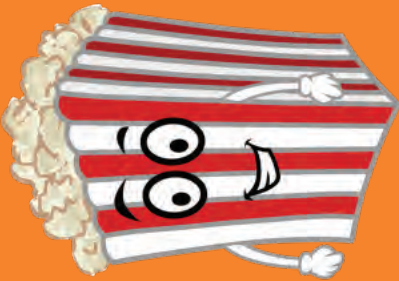
Learning The Food Groups Memory Card Game - Grains Group

Popcorn



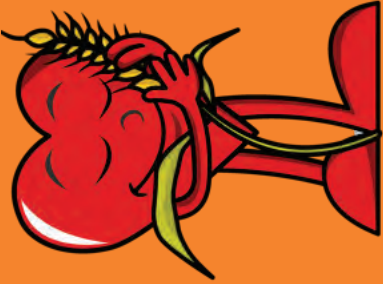
Grains

Popcorn



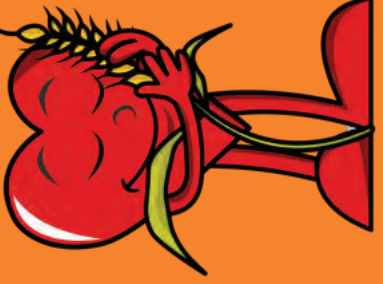
Grains

Wheat



Grains

Wheat



Grains

Pretzel



Grains

Pretzel



Grains

Pancakes



Grains

Pancakes

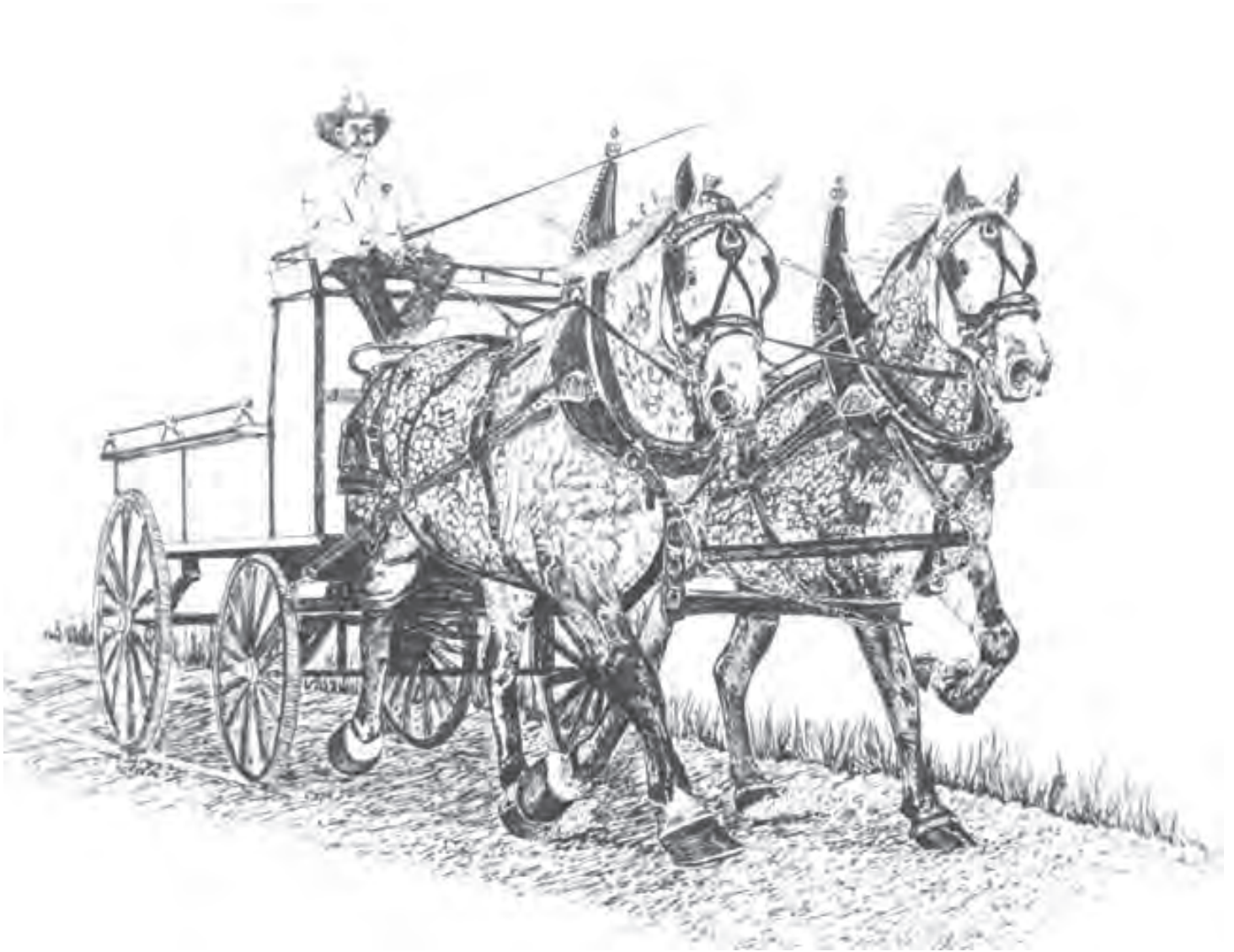


Grains





# Horse - Draft Horses





**CANADA**  
4-H Ontario

## **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:**

Written by: Elizabeth Johnston, 4-H Ontario  
Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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# INTRODUCTION TO HORSES - DRAFT HORSES

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## Objectives & Goals of the Unit:

- To explore the 4-H Horse project
- To review horse safety
- To learn about different draft horse breeds
- To learn how to measure the height of a horse
- To provide an awareness of the horse industry
- To encourage creativity and group participation

## Background:

Horses have been useful animals for thousands of years. The horse has served human beings as a very important tool in progressing with the times. It was once stated that “history was written on the back of a horse.” Horses were a fixture of many ancient civilizations. Horses, both light and draft, have enabled faster communication, travel, proved excellent allies in war and helped to transform agriculture.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one breed of draft horse.
- Name one piece of tack equipment a draft horse needs for a show.
- Name one job a draft horse can do (e.g. pull a cart, plowing, 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

---

### Horse Collage

**Time:** 15-20 minutes

**Materials Needed:**

- Magazines and newspapers
- Scissors
- Blank 8 ½” x 11” paper
- Glue

Start with a discussion about draft horses. If possible, have example pictures of what draft horses look like and discuss their size and markings (e.g. Clydesdale horses have feathers (long white hair) on their legs).

Give Cloverbud participants magazines and/or newspapers and scissors and ask them to find as many pictures of draft horses as they can. Have Cloverbuds cut out the pictures and arrange them on the page.

Glue the pictures to the paper.

If magazines and newspapers containing pictures of draft horses are not available, use the Internet to find pictures.

## Horsepower! (Horse Pull)

**Time:** 20-25 minutes

**Materials Needed:**

- Sled with a rope or a piece of plywood with a hole with a rope through it
- Heavy stone
- Bricks

Ask Cloverbud participants if they have heard of horsepower.

Before machines were invented, horses were used as work animals. The term “horsepower” was used to calculate how much a steam engine could pull.

If it would normally take 15 horses to do the work, then that steam engine had 15 horsepower. Now horsepower is used for most measurements of power for electrical and mechanical engines.

Using the sled (or plywood), place a heavy stone on it and ask for a volunteer. The object is to see if a Cloverbud participant can pull the sled a set distance. If this is accomplished, add a brick (or a few bricks if the sled pulled really easy). Have the Cloverbud pull again. Keep adding bricks until the Cloverbud cannot pull the sled anymore. When this happens add a second ‘horsepower’ Cloverbud to pull the sled. Keep adding ‘horsepower’ Cloverbuds to see how many Cloverbuds it takes to pull a set number of bricks.

---

## LET’S EXPLORE

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### Horse Safety Rules

**Time:** 10-15 minutes

**Materials Needed:**

- Horse Safety Rules worksheet (found in the Resource section at the end of this unit)
- Pencils

Make a copy of the Horse Safety Rules worksheet for each Cloverbud participant. Discuss the first 6 rules on the page. Then, with input from Cloverbuds, fill in #7 to #10 with rules that are more specific to draft horses. Rules could include:

- Always approach a horse from the front (all types of horses)
- Never talk loud, yell or shout around horses as the noise can scare them.
- Don’t work with draft horses alone.
- Always have help from an adult when putting harness equipment, mane flowers, bows, etc. on draft horses.
- Never attempt any medical procedures on a horse without help.
- Never try shoeing a horse on your own.

## Hands High

**Time:** 15-20 minutes

**Materials Needed:**

- Poster showing centimetres vs. hands (created by Cloverbud Leader(s))
- Pictures of a horse, pony and miniature horse (found in the Resource section at the end of this unit)
- Cut outs of 10cm (4 inch) hands (found in the Resource section at the end of this unit)

Start this activity by discussing how horses are measured to determine how tall they are. Horses are measured in “hands.” A hand is approximately 10cm (4 inches). Horses are measured at the top of their withers (where the head meets the back). Have Cloverbud participants look at the pictures of the horses to point out where the withers are.

Ask Cloverbuds why they think horses are measured in hands instead of centimetres and metres. The reason hands are used for measurement is that thousands of years ago, there weren't any rulers or yardsticks. People used what they had available to them to measure objects. So, the easiest option was their hands, feet and forearms.

Because everyone's hands were a slightly different size, this was sometimes a confusing way to measure a horse. Because of this, the 'hand' was first standardized as a unit of measurement that equaled four fingers wide in ancient Egypt around 3000 BC. King Henry VIII of England officially decided that the hand would be 10 centimetres which is what we use today.

There are 3 different sizes of horses (as shown in each picture). A horse is taller than 14.2 hands high. A pony has to be 14.2 hands or shorter. A miniature horse is only 8 to 9 hands high.

Using the cut out hands, tape them to wall, starting first with the height for a miniature horse. Then increase the number of hands to 14 for a pony. Then increase the number of hands again for a horse.

Once this is completed, have Cloverbuds, one at a time, stand beside the hands to determine if they are a horse, a pony or a miniature horse according to the hand unit measurements.

Ask Cloverbud participants the following questions:

- Why do you think the size of a horse matters?
- Do you think that a big draft horse would be a good racehorse?
- Could a small miniature horse pull a plow?

Horses are used for agricultural purposes like plowing and herding animals, transportation, entertainment like racing and showing and even therapy. They were also used for war in the past.

Most ponies were originally bred as mine ponies. Mine ponies had to be small yet sturdy in order to pull carts in the small tunnels. Ponies are also used for driving (pulling small carts) and some breeds can be ridden.

Miniature horses originated from the small mining ponies. They have been used for novelty animals, research, pets, showing and even royal gifts.

---

## LOOKING WITHIN

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### Draft Horse Breeds

**Time:** 15-20 minutes

**Materials Needed:**

- Draft Horse Breeds worksheet (found in the Resources section at the end of this unit)
- Draft Horse Breeds poster (found in the Resources section at the end of this unit)
- Pencil crayons, crayons and/or markers

The three most common draft horse breeds in North America are Belgians, Clydesdales and Percherons.

Print one Draft Horse Breeds worksheet for each Cloverbud participant. Display the Draft Horse Breeds poster so all Cloverbuds can see it. Discuss the differences in colour and hair length between the three breeds.

Have Cloverbud participants colour the horses on their worksheets with the appropriate colours.

When the activity pages have been coloured, ask Cloverbud participants to look at their collage made in an earlier activity. Ask for a volunteer and have this Cloverbud stand in front of the group. Go through the collage, looking at each animal on the page and determine what breed it is. If time permits, have more than one Cloverbud stand in front of the group with their collage.

### Piecing Together The Puzzle

**Time:** 10-15 minutes

**Materials Needed:**

- Large pictures of draft horses (calendar pictures work well)
- Cardstock
- Glue
- Pencil
- Scissors
- Re-sealable bags

Glue the large pictures of draft horses to the cardstock (one picture per piece of cardstock). Turn the picture face down on a table. Have Cloverbuds draw wiggly/swirly lines on the back of the cardstock (but not too elaborate). Cut the pictures up by following the lines drawn on the back of the cardstock.

Turn the pieces over and proceed to put the puzzle together. When finished, put the pieces in a re-sealable bag for future fun!

## WRAPPING THINGS UP

---

### Carrot Cookies

**Time:** 25-30 minutes

**Materials Needed:**

- 500 mL (2 cups) carrots, peeled and sliced
- 175 mL (3/4 cup) butter, softened
- 250 mL (1 cup) sugar
- 1 large egg
- 5 mL (1 tsp.) vanilla
- 500 mL (2 cups) all-purpose flour
- 10 mL (2 tsp.) baking powder
- 2 mL (1/2 tsp.) salt
- Saucepan
- Strainer
- Masher
- Mixing bowls
- Mixing spoon
- Dessert spoon
- Baking sheet

Preheat oven to 190°C (375°F).

Cook carrots in saucepan with water until tender; drain and mash. It should measure about 250 mL (1 cup) when you are done. Cool.

Cream butter and sugar. Add egg and vanilla, beat together until fluffy. Stir in cooled mashed carrots. Stir together flour, baking powder and salt; blend into butter mixture.

Drop by spoonful on ungreased cookie sheet. Bake for about 8-12 minutes. It doesn't need to cook until browned--just until firm. Cool.

Cookies are good plain or top with butter cream frosting with a little lemon zest and lemon juice added.

### Learning to Braid

**Time:** 10-15 minutes

**Materials Needed:**

- Rope (yarn will work as well)

When horses are being shown in the show ring, sometimes the tail and/or mane are braided.

Give each Cloverbud 3 pieces of rope at least 15 cm long. Tie the three pieces together at one end so that the rope acts the same as a tail. Demonstrate how to braid and then let Cloverbud participants give it a try!



## Finish the Horse!

**Time:** 15-20 minutes

**Materials Needed:**

- Finish the Horse drawing worksheet (found in the Resource section at the end of this unit)
- Pencil
- Pencil crayons, crayons and/or markers

Give each Cloverbud a copy of the Finish the Horse drawing. Have a discussion about the different breeds they have learned about earlier in the meeting. Have the Cloverbud draw and colour in their favourite breed.

---

## ADJOURNMENT

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### Additional Activities

- Visit Equine Guelph's EquiMania website at [www.equimania.ca](http://www.equimania.ca) for their Danger Detective activities
- Visit a horse farm that has draft horses
- Go for a horse-drawn wagon ride

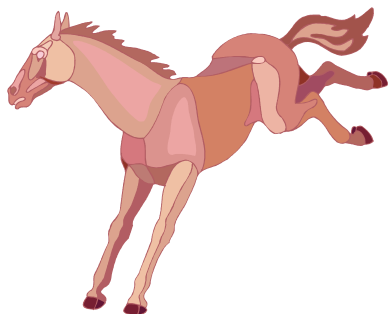
### References

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- College of Agricultural Science, Colorado State University <http://agsci.colostate.edu/>
- Department of Animal Science, Oklahoma State University [www.ansi.okstate.edu](http://www.ansi.okstate.edu)
- Deviant Art [www.deviantart.com](http://www.deviantart.com)
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- Horse Crazyed <http://horsecrazed.wordpress.com>
- Horse Harness [www.talli.com](http://www.talli.com)
- How to Draw a Horse [www.howtodrawapp.com](http://www.howtodrawapp.com)
- Illinois Agriculture in the Classroom [www.agintheclassroom.org](http://www.agintheclassroom.org)
- Lazy Daze Percherons [www.ldpercherons.com](http://www.ldpercherons.com)
- National Geographic Kids <http://kids.nationalgeographic.com>
- Ohio 4-H Youth Development [www.ohio4h.org](http://www.ohio4h.org)
- Owyhee County 4-H Cloverbud Horse Activities Project, University of Idaho Extension [www.extension.uidaho.edu](http://www.extension.uidaho.edu)

# Horse Safety Rules

Since horses are much bigger than we are, we need to learn how to stay safe when we are around them. **Here are a few ideas about horse safety:**

1. Always ask an adult before you approach a horse.



2. Horses can kick. Don't walk behind them.

3. Always walk towards a horse—don't run.

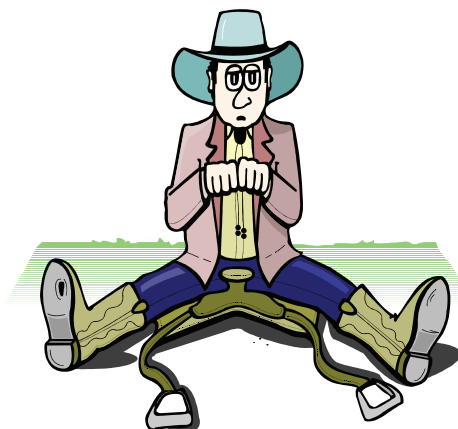


4. Always wear boots around horses to protect your feet.



5. Check the cinch on your saddle before you mount.

6. Never ride with a halter—always use a bridle.



Can you name some other horse safety rules?

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



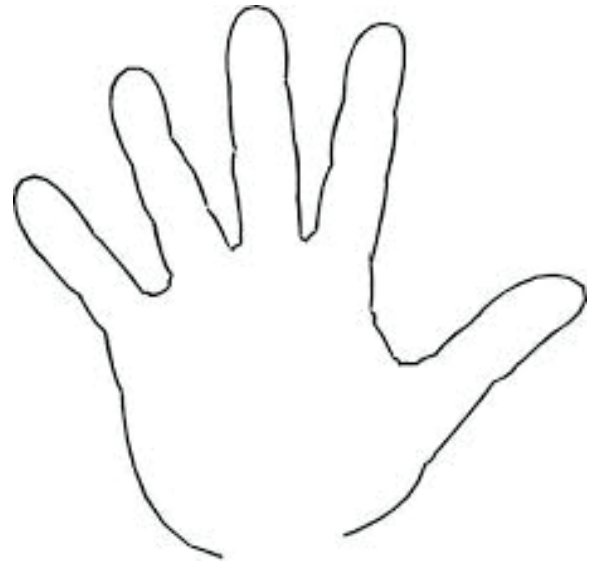
*Draft horse*



*Miniature horse*



*Pony*



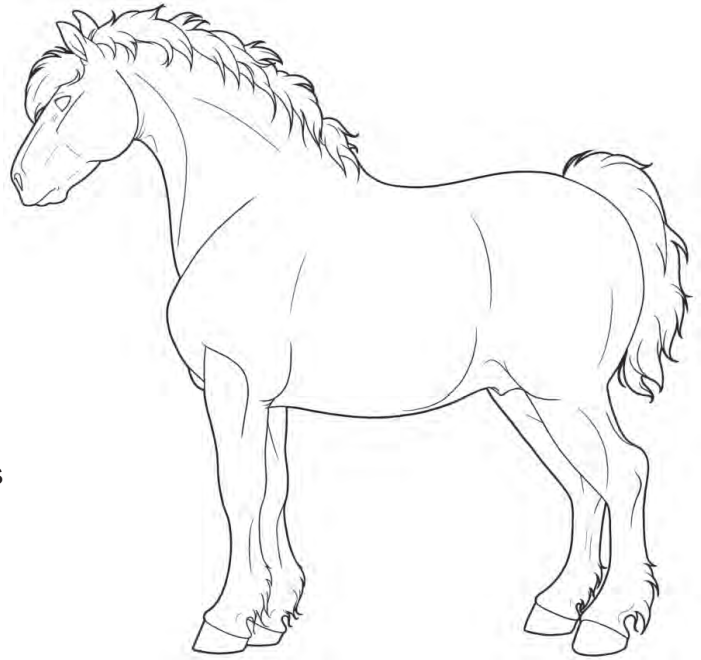


## Belgian

The Belgian, as the name implies, is native to the country of Belgium. This little country is blessed with a fertile soil and abundant rainfall providing the thrifty farmers of Belgium with excellent pastures and the hay and grain necessary to develop a heavy, powerful breed of horse.

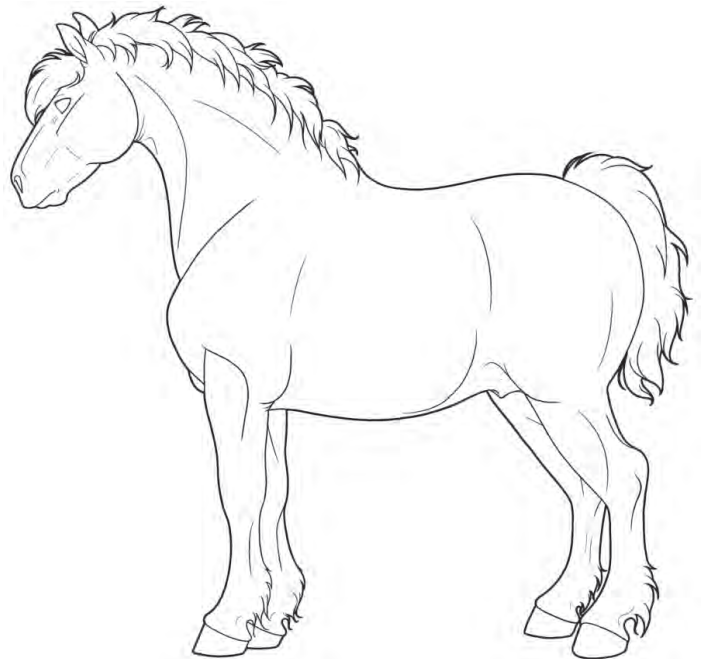
What makes the Belgian so popular? It has massive strength, yet it is so gentle that even horse-savvy children can lead stallions to and from pasture. They also can be ridden.

Belgians arrived in North America in 1886. In the years since, the North American Belgian varies considerably from the European Belgian. North American Belgians are sleeker and primarily chestnut with a flaxen mane and tail. European Belgians are bulkier and tend to be roan, black, bays or darker shades of chestnut.



## Percheron

The exact origins of the Percheron have been lost over time. Some believe they are descendants of the original horses found in the region during the Ice Age, others that it is closely related to the Boulonnais horse used in the Roman invasion of Brittany. Still others believe the breed is from Abdel Rahman's Arab stallions or part of the horses used by the invading Moors at the battle of Poitiers which were divided among the victorious French forces. Regardless of these ancient beginnings it is known that at two points in history the native mares of the Le Perche region of France were mated with Arab stallions, first during the eighth century and later during the Middle Ages. By the time of the crusades the Percheron was widely recognized as outstanding for its substance and soundness, as well as for his characteristic beauty and style.



Percherons are mainly gray or black, but they do appear in other colors such as chestnut and bay. White markings on the head and lower legs are allowed. Percherons average 17 hands in height but many individuals are shorter.



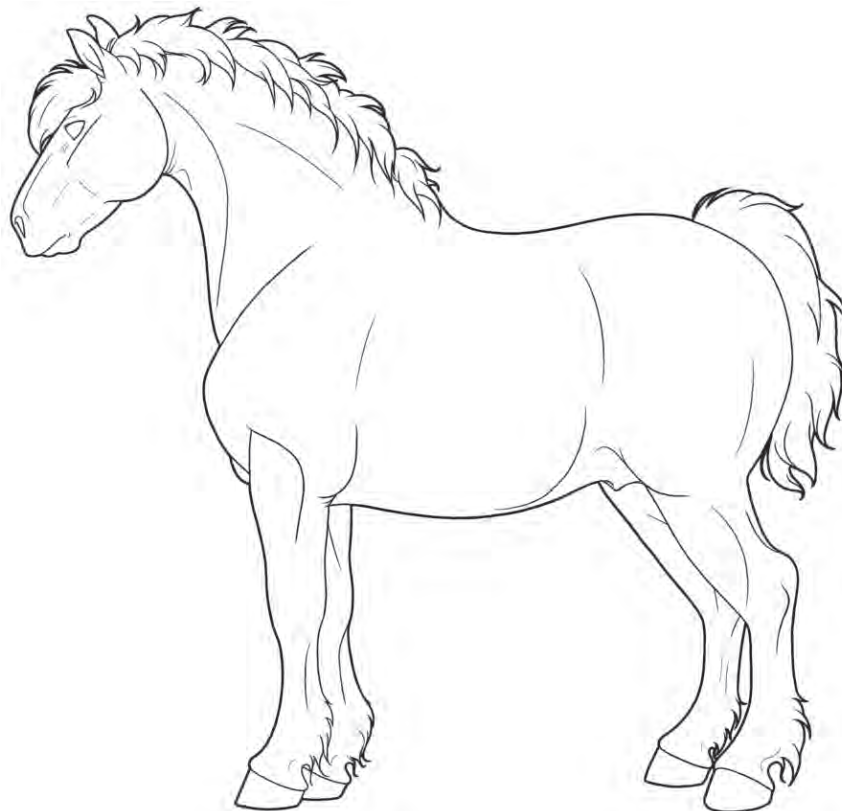
## Clydesdale

The Clydesdale is a breed of heavy draft horse developed in and deriving its name from the district in Scotland where it was founded. Its type was evolved by the farmers of Lanarkshire, through which the River Clyde flows. The old name for Lanarkshire is Clydesdale. It was bred to meet not only the agricultural needs of these farmers, but the demands of commerce for the coal fields of Lanarkshire and for all the types of heavy haulage on the streets of Glasgow.

The breed soon acquired more than a local reputation, and in time, the breed spread throughout the whole of Scotland and northern England. Today the Clydesdale is virtually the only draft breed in its native Scotland and New Zealand. It holds a commanding lead in Australia and is popular, though not the numerical leader, in Canada and the United States. The Clydesdale is a very active horse. He is not bred for action, like the Hackney, but he must have action. A Clydesdale judge uses the word "action" with a difference.

The most common color in the Clydesdale breed is bay. Black, brown, and chestnut are also seen with roans (solid body color with white hairs throughout the coat) in all of the colors.

The preferred markings are four white socks to the knees and hocks, and a well-defined blaze or bald face. The increased popularity of big hitches has directed more attention to color in recent years and the stabilization of color patterns.





*Percheron horse*



*Clydesdale horse*



*Belgian horse*





# Horse - Housing





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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

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# INTRODUCTION TO HORSES - HOUSING

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## Objectives & Goals of the Unit:

- To explore the 4-H Horse Project
- To learn what kind of housing horses need
- To provide an awareness about horses
- To encourage creativity and group participation

## Background:

The horse spends approximately 22 hours per day in its stable and some time out on pasture. Stable design and management can have direct effects on the health and well-being of horses. In this unit, Cloverbud participants will learn about the different types of housing available for horses and what it takes to keep a horse happy in its living environment.

---

## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one type of housing for a horse (stall, barn, pasture)
- Have you ever visited a horse farm? If so, did the horses live in a barn? In a stall?
- Name one thing a horse eats (carrots, hay, apples, grains)

**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 the Horse & Barn

**Time:** 10-15 minutes

**Materials Needed:**

- Horse & Barn colouring page (found in the Resource section at the end of this unit)
- Pencil crayons, crayons and/or markers

Make a copy of the Horse & Barn colouring page for each Cloverbud participant. Have the children colour in the picture and start the discussion about where a horse lives and why barns are needed for horses, especially in Canada (because of our cold, winter climate). Discuss reasons why it is good to keep a horse in a barn, especially at night.

- 1 To keep the horse out of the windy weather
2. To provide a place for the horse to walk where there is no ice
3. To protect the horse from weather that might hurt it such as hail, lightning and freezing or extremely hot temperatures
4. To protect the horse from predators that might want to harm or kill it (especially if the horse is a young foal)
5. To keep the horse from running away
6. To provide a place to put the horse's feed where it won't get rained on causing the feed to spoil

## The Horses Got Out of the Barn!

**Time:** 10-15 minutes

**Materials Needed:**

- Stuffed horses
- 2 baskets
- Piece of rope to make a throwing line

Divide Cloverbud participants into two teams and have them line up at one end of the room. At the other end of the room, have a basket (the barn!) lined up directly opposite each team.

Have an equal number of stuffed horses (or other stuffed farm animals if not enough horses can be found) for each team (at least one per Cloverbud). When the Leader says go, one by one, each Cloverbud needs to throw their stuffed horse from the throwing line and try to get it into the basket. If they miss, they need to go and 'round up' their stuffed horse, put it into the basket and then run back to the throwing line so the next team-mate can throw their stuffed horse.

The first team to have all of their horses 'back in the barn' wins the game.

---

## LET'S EXPLORE

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### Types of Horse Stables

**Time:** 15-20 minutes

**Materials Needed:**

- Pictures of housing for horses (found in the Resource section at the end of this unit)

There are four basic types of stables. These are:

- i) Stalls
- ii) Looseboxes
- iii) Barns
- iv) Combination of ii) and iii)
- v) Additionally, housing can be found on pastures in the form of shelters

Discuss what type of housing Cloverbud members live in. Then discuss the different types of housing (stables) that horses might live in. Using the pictures found in the Resource section at the end of this unit, discuss why horses need these different types of housing.

## Popsicle Sticks Horse Housing

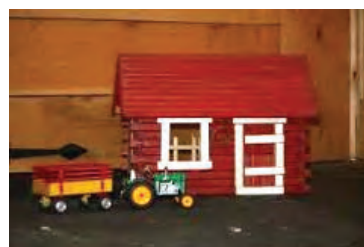
**Time:** 30-40 minutes

**Materials Needed:**

- Newspaper
- Popsicle sticks
- Glue (craft glue is preferable)

Begin by spreading out newspaper in the work space so any dropped glue will fall on the newspaper. Have Cloverbuds discuss, once again, the different types of housing that horses might live in.

Below are a few examples of horse housing/shelter that can be built using popsicle sticks but leave it up to the imagination of the Cloverbud participants to create their own barn. Some of the images below are quite elaborate and are only for advanced crafters!



## LOOKING WITHIN

### Create a Stable Diorama

**Time:** 40-50 minutes

**Materials Needed:**

- Shoebox
- Scouring pads
- Scissors
- Cardboard
- Toy horses
- Glue
- Twigs and bark
- Pop-can tabs
- Thimble
- Hay
- Wire
- Paper
- Picture from a magazine
- Map tacks
- Spools
- Felt
- String
- Stick (to use as post)
- Saddle template (found in the Resources section at the end of this unit)



**Note:** Other than the shoebox, cardboard, glue, scissors, twigs & bark and toy horses, all other items are optional additions to the diorama. Let Cloverbud participants use their imagination! A different option would be to use a shoebox and play-dough for Cloverbuds to design their diorama.

Glue the scouring pads to the cardboard to make the floor. Use scissors to cut bark into fence rails and twigs into posts. Glue together. With utility scissors, clip soda-can tabs into horseshoes.

Glue thimble to side wall (for a feed bucket). For hay bales, wrap hay or grass with wire. Cover wire with twine. Make a broom out of twig, hay and wire.

Cut out prize ribbons from paper and a window from a magazine. Coil twine into “ropes”; hang on map tacks. Label spools with marker; cut felt to cover tops.

Glue twigs together to make shelves. Draw U shapes on felt for horse blankets (details below) and cut out; make saddle.

For bridles, knot string around horses’ heads. Arrange everything in stable, then glue in place. Glue stick post in center; attach bark stall divider.

**Saddle How-To:**

With a photocopier, enlarge or reduce template to fit your horse. Cut saddle layers from brown and tan construction paper or felt. Glue layers together. Cut two short thin strips for stirrups and one long strip for girth. Fold one end of each stirrup through a jewelry jump ring, and glue. Glue stirrups to saddle. Wrap girth around horse’s belly. Glue to saddle.

## Horseshoe Prints

**Time:** 10-20 minutes

**Materials Needed:**

- Horseshoe template (found in the Resource section at the end of this unit)
- Scissors
- Sponge
- Paper plate or shallow dish
- Brown paint
- Paper
- Glue (optional)
- Sand (optional)



Print out the horseshoe template and trace it onto a sponge. Cut it out.



Pour a small amount of brown paint into a shallow dish. Add a small amount of glue to your paint and mix it in. It's about 8 parts paint, 1 part glue.



Dip your sponge in paint and press onto a sheet of paper; pretend a horse is walking across it!



When you're done making prints sprinkle on some sand over top and shake off the excess. This will give your horseshoe prints an interesting texture.

Another option that isn't as much fun, but is a little less messy, is to mix some sand into the paint/glue mixture. You still get the texture without the mess!

If mural paper is available, have Cloverbud participants work as a group to make one large picture using the horseshoe prints.



## WRAPPING THINGS UP

### Stable Name Plates

**Time:** 20-25 minutes

**Materials Needed:**

- Jumbo craft sticks
- Glue (craft glue is best)



Typically, a horse has its name on its individual stable door. Have Cloverbuds create a nameplate for their bedroom door or where ever else they might want to display their name.

To make each child's name, count out approximately how many sticks they might need. Use the picture below as an example of what the finished product should look like.

For making simple letters, trim the ends of the jumbo-size sticks so they will lie flush with each other. Symmetrical letters like "A" and "Y" works well this way. Overlap the sticks for letters like "T" and "H" to make the gluing easier.

When the letters are all flush, glue little pieces of sticks to the backsides as shown below.

If the name is going to be standing on a shelf, make a long strand of sticks layered together and glued.



### Horse Trail Mix

**Time:** 10-20 minutes

**Materials Needed:**

- 250mL (1 cup) mini shredded wheat
- 250mL (1 cup) dried apples
- 250mL (1 cup) corn nuts (optional)
- 250mL (1 cup) cheerios
- Mixing bowl
- Wooden spoon
- Small individual dishes (optional)

Mix 250mL (1 cup) of each ingredient into a bowl.

The mini shredded wheat represents hay, the dried apples represent apple treats, the cheerios represent oats and the corn nuts are the corn. Dish out a small amount to each child and have a discussion about the foods that horses eat.

Discuss what would happen with the trail mix if it got wet. Would it be as appealing? Would Cloverbud participants want to eat it? Especially if it had sat out for more than a day?

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## ADJOURNMENT

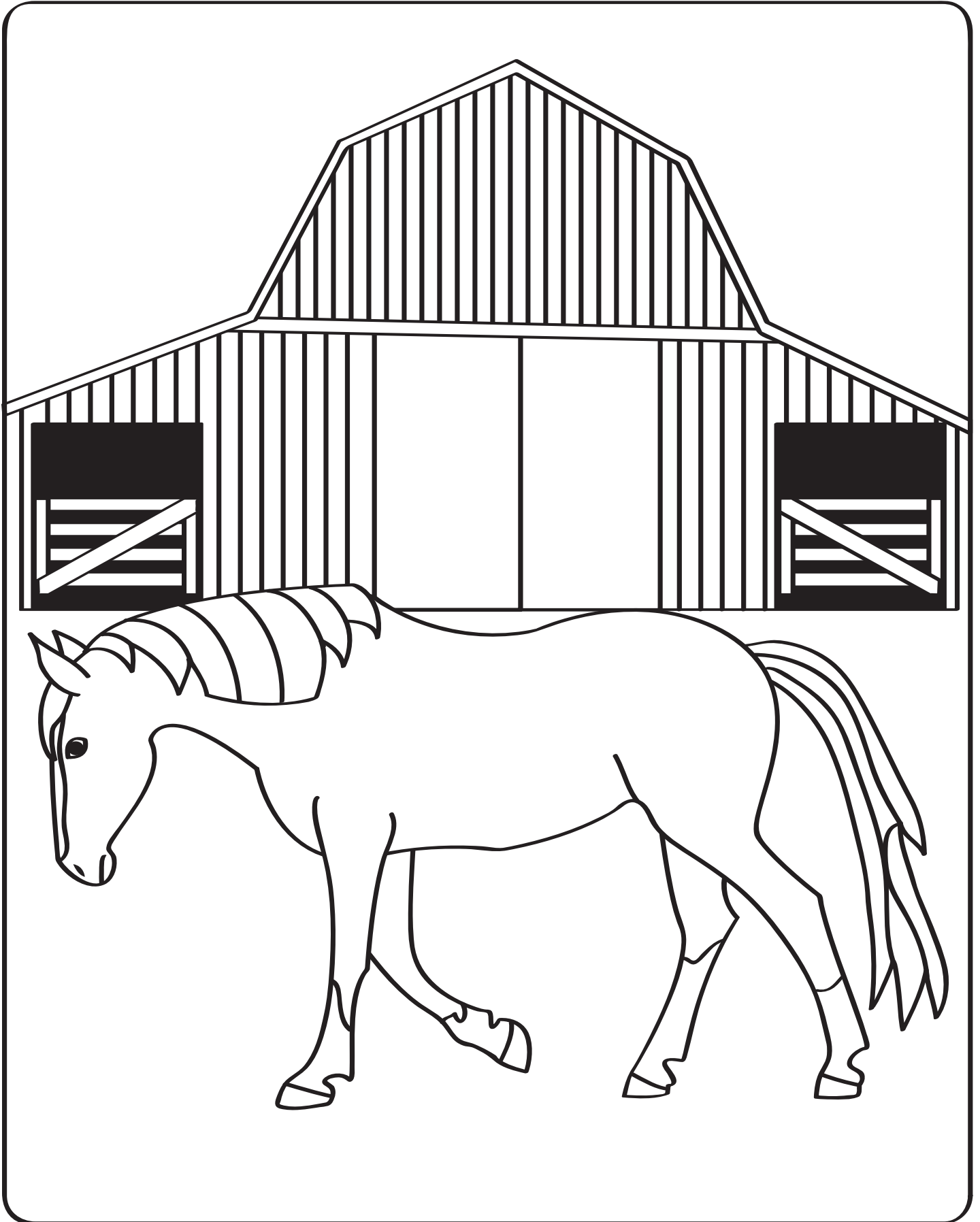
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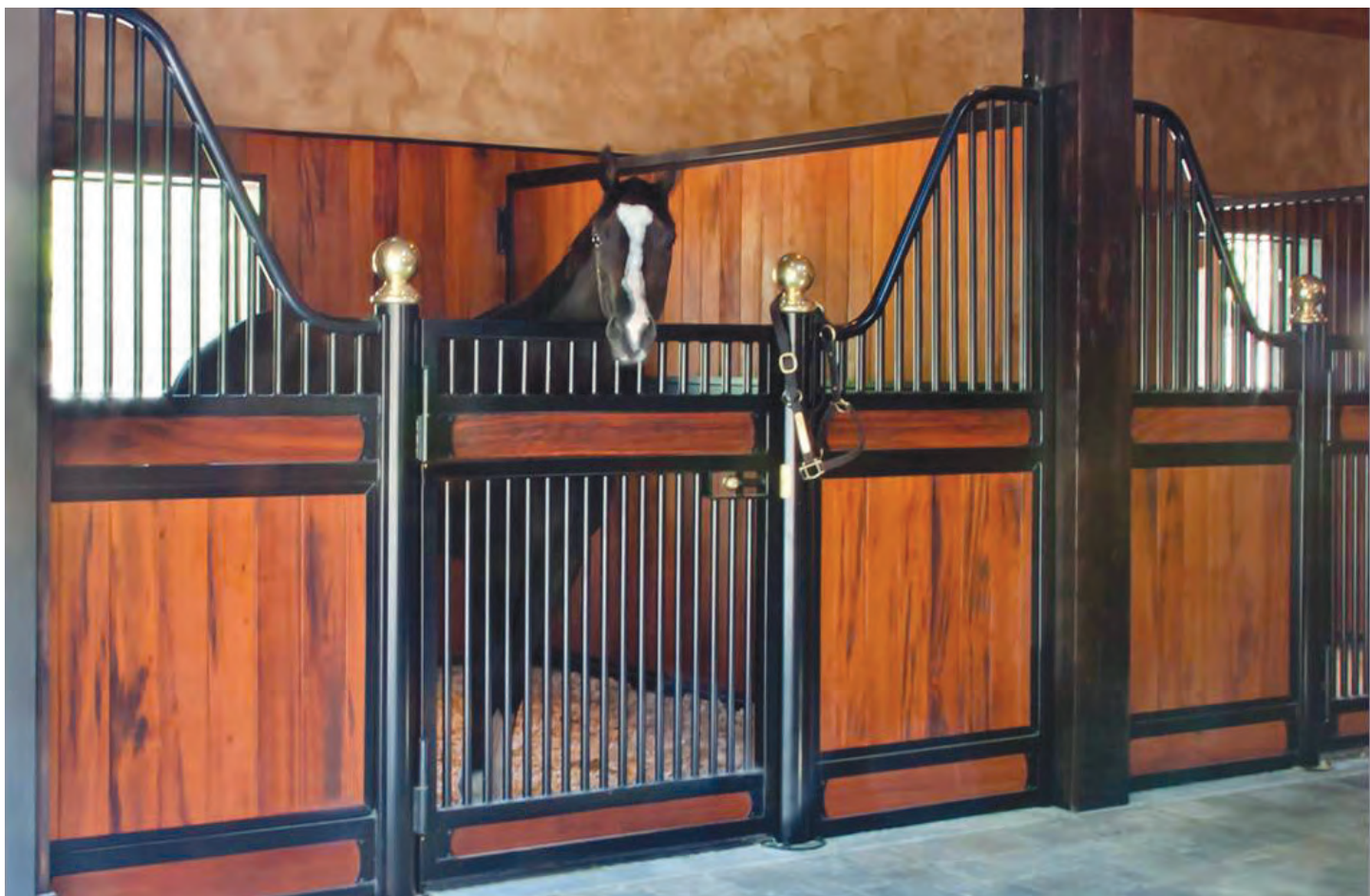
### Additional Activities

- Visit a horse farm to see what type of housing they have
- Have a horse farmer, trainer, etc. as a guest at a meeting
- Visit Equine Guelph's EquiMania website at <http://www.equimania.ca> for their Danger Detective activities

### References

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- Classic Equine Equipment [www.besthorsestalls.com](http://www.besthorsestalls.com)
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- Equine Guelph – Equimania [www.equimania.ca](http://www.equimania.ca)
- Equine Research Centre, Guelph, Ont. [www.equi.net](http://www.equi.net)
- Horse Preschool Lesson Plan <http://suite101.com/a/horse-preschool-lesson-plan-a269281>
- Kaiser Construction Company Ltd. [www.kaiserbuilds.com](http://www.kaiserbuilds.com)
- Loose Housing for Horses [www.brownsofwem.co.uk](http://www.brownsofwem.co.uk)
- Martha Stewart Living [www.marthastewart.com](http://www.marthastewart.com)
- Ontario Ministry of Agriculture & Food [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)
- Print Colouring Pages <http://printcolouringpages.com>
- The Crafty Crow [www.thecraftycrow.net](http://www.thecraftycrow.net)
- Hello Kids [www.hellokids.com](http://www.hellokids.com)

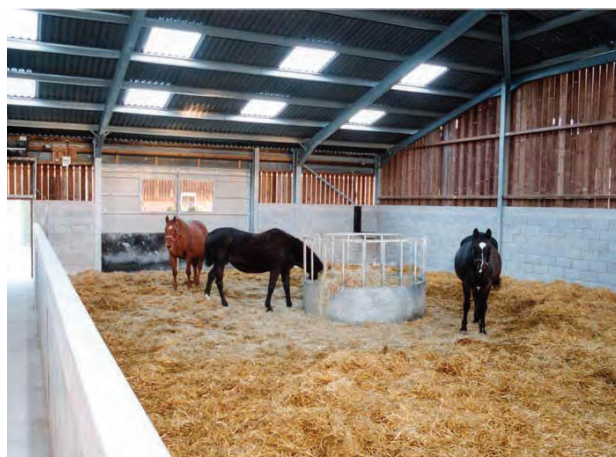




*Horse Stall*

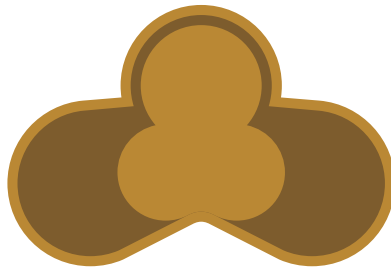


*Horse Barn*

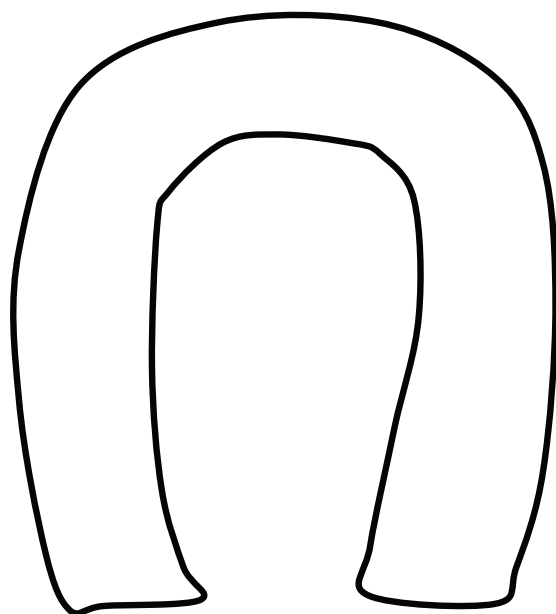
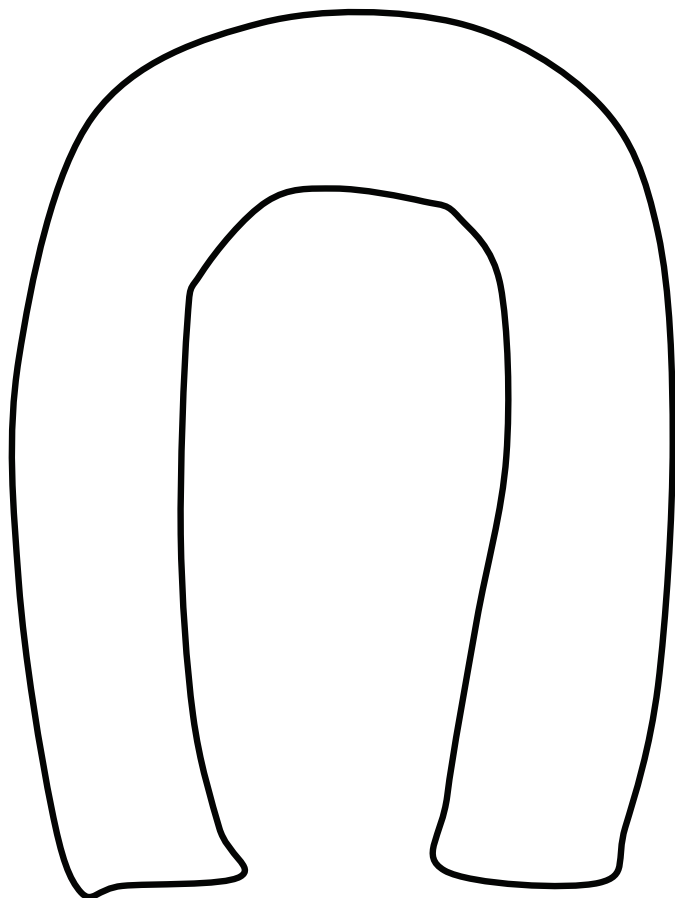


*Loose Housing*

With a photocopier, enlarge or reduce this template to fit your horse.







# Maple Syrup





**CANADA**  
4-H Ontario

## **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 and my world.

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## **Project Resource Information:**

Written by: Elizabeth Johnston, 4-H Ontario  
Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
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# INTRODUCTION TO MAPLE SYRUP

---

## Objectives & Goals of the Unit:

- To explore the 4-H Maple Syrup project
- To learn how to bake with Maple Syrup
- To learn about the Maple Tree and Maple Syrup process
- To learn how to use Maple Syrup in a variety of ways

## Background:

Maple Syrup is a product that is made from the sap of either sugar, red or black maple trees. The sap is collected by drilling a hole in the tree, which allows the sap to run freely. The collected sap is then repeatedly boiled until it is a deep amber colour and this is known as Maple Syrup. Maple Syrup is loved by all and throughout this meeting you will have a chance to enjoy its sugary goodness in many forms.

---

## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- What is your favourite thing to eat with Maple Syrup?
- Name a brand of Syrup (e.g. Aunt Jemima, Mrs. Buttersworth). Is it made with Maple Syrup? (most likely not – most are made with corn syrup)
- How many times a week do you use Maple Syrup?

### 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 Sheet

**Time:** 10-15 minutes

**Materials Needed:**

- Pencil crayons or markers
- Colouring sheet (found in the Resource section at the end of this unit)

Have Cloverbud participants colour in the 'Drop of Sap' colouring sheet using pencil crayons or markers. Discuss how much one drop looks like and how many drops are needed to make a gallon. If possible have a one gallon pail available for Cloverbuds to see and explain that 40 gallons are needed to make one gallon of sap.

## Maple Syrup Process

**Time:** 15-25 minutes

**Materials Needed:**

- Activity pages (3) (found in the Resources section at the end of this unit)
- Scissors
- Glue
- Pencil crayons

Cut out the book on the page labeled 'Maple Syrup Process.' Fold it in half and then open. Fold the bottom strip up (fold on the dotted lines) to form a pocket on the inside of the book. Use small dots of glue on the edges. If too much glue is used, the pockets will be too small.

Cut out each card on next two subsequent pages. Have the Cloverbud participants draw a picture to go with each stage of the maple sugaring process. Store the cards in the pocketbook. Have the Cloverbuds put the cards in the correct sequence. The correct sequence is as follows:

1. Clean your equipment
2. Pick your tree
3. Tap your tree
4. Collect the sap
5. Boil the sap
6. Filter and bottle

---

## LET'S EXPLORE

---

### Maple Syrup Taffy

**Time:** 15-25 minutes

**Materials Needed:**

- Maple Syrup heated up (500mL (2 cups) should be enough for approx. 15 taffy treats)
- Snow (crushed ice if snow is not available)
- Wooden popsicle sticks
- Large bowl (if completing activity indoors)
- Large pot for heating maple syrup

***To do this activity outdoors:***

Pour the maple syrup into a large saucepan, bring it to a boil, and cook over medium-low heat, stirring with a wooden spoon, until a candy thermometer reads between 112 to 118°C (235 to 245°F), or a small amount of syrup dropped into cold water forms a firm ball.

Go outdoors and find a clean patch of untouched snow. Pour about 30mL (2 tbsp.) of syrup per piece over the snow in thin lines about 5 inches long. Let the syrup strips cool and become firm for 3 to 5 seconds. Pull the candy strips out of the snow, and then wind into a lollipop around the end of a wooden popsicle stick. Eat while still a little warm.



***To do this activity indoors:***

Pack a large bowl or baking dish full of clean, fresh snow. Smooth the top of the snow flat and place it in the freezer to stay cold while you cook the taffy.

Pour the maple syrup into a large saucepan, bring it to a boil, and cook over medium-low heat, stirring with a wooden spoon, until a candy thermometer reads between 112 to 118°C (235 to 245°F), or a small amount of syrup dropped into cold water forms a firm ball.

Pour about 30mL (2 tbsp.) of syrup per piece over the snow in thin lines about 5 inches long. Let the syrup strips cool and become firm for 3 to 5 seconds. Pull the candy strips out of the snow, and then wind into a lollipop around the end of a wooden pop stick. Eat while still a little warm.

***To do this activity when snow is not available:***

Substitute snow with crushed ice.

## Maple Syrup Vocab

**Time:** 10-15 minutes

**Materials Needed:**

- A pencil
- Maple Syrup Vocabulary activity page (found in the Resources section at the end of this unit)

This activity is used for Cloverbud participants to learn about words associated with the Maple Syrup process and as a review for what has been covered so far in the unit. The answers appear on the next page in the Resources unit.

## Maple Tree Habitat

**Time:** 15-25 minutes

**Materials Needed:**

- A pencil
- Pencil crayons
- The activity page (found in the Resources section at the end of this unit)

This activity is used for Cloverbud participants to learn about maple trees and the animals that use and live in the maple tree. The instructions are attached to the activity. Once the animals are drawn, have Cloverbuds colour them in.

## Roasted Maple Apple Butter

**Time:** 55-65 minutes

**Materials needed:**

- An oven & stovetop
- Parchment paper
- 2 Baking sheets
- Saucepan
- Mixing bowl
- Tongs
- Blender
- 6 large apples, 0.6 cm (1/4 inch) slices (Honey Crisp and Pink Lady work well)
- 62.5 mL (1/4 cup) pure Maple Syrup (richer, darker Grade B)
- 5mL (1 tsp.) ground cinnamon
- A pinch fine salt (sea salt can be used)
- 

Pre-heat the oven to 190°C (375°F) with two racks in the middle of the oven. Prepare 2 sheet pans with parchment paper. Then, pre-heat the element to high heat. Next, slice the apples and place in a heat safe bowl. Combine maple syrup, salt and cinnamon in a saucepan. Place the saucepan on the element and bring the ingredients to a boil. Stir quickly to combine and then remove from the heat promptly upon boiling. Pour the maple syrup mixture over the apples and toss with tongs. Divide apples onto the two baking sheets in a single layer.

Bake about 20-25 minutes tossing once with tongs. Apples should be soft, fragrant and slightly browned when done. Remove from oven, let cool a few minutes. Carefully transfer to a blender and purée until creamy and smooth. Thin out with water if needed.

Once you have your Roasted Maple Apple Butter, you can put it on just about anything! You can use it as a dip for apples or carrots, as a spread for crackers or even put it on toast!

**Note:** this recipe yields 8 servings of 125 mL (1/2 cup).

---

## LOOKING WITHIN

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### Create Your Own History

**Time:** 20-25 minutes

**Materials Needed:**

- A pencil
- Activity page (found in the Resources section at the end of this unit)

This activity is used for Cloverbuds to learn about themselves as well as about maple trees. The instructions are attached to the activity. Once the activity is completed, you may have the Cloverbuds share their significant events with the group.

## Maple-Blueberry Syrup

**Time:** 5-10 minutes

**Materials Needed:**

- A stovetop or hot plate
- Medium saucepan
- Large bowl
- Mixing spoon
- Spatula
- 500 mL (2 cups) maple syrup
- 340 g (12 ounces) blueberries
- 5 mL (1 tsp.) lemon juice

First, combine the Maple Syrup and blueberries in the medium saucepan. Mash the blueberries for best results. Turn on the element to high heat and bring ingredients to a boil. While the ingredients are heating up, remember to stir occasionally. Once boiled, remove from heat and stir in the lemon juice. If wanting to serve the sauce with the pancakes you are about to make, then place the saucepan back on the element on min. heat. If you want to save the sauce for another time, pour it to a bowl and cover. Refrigerate.

## Pancakes

**Time:** 15-20 minutes

**Materials Needed:**

- Skillet
- Whisk
- Mixing Bowl
- Stove top or Hot Plate or electric griddle
- Spatula
- 1 box Aunt Jemima Pancake Mix (just add water)
- Water
- Non-stick spray or butter or margarine or shortening
- Maple Syrup (if not using the Maple-Blueberry Syrup from the previous activity<sup>1</sup>)

This recipe has been broken down so that it can be completed by 2-3 Cloverbud participants with the assistance of a Leader. The recipe makes 6-7 pancakes, 10 cm (4 inches) in diameter. If you wish to do this activity as a larger group, simply multiply the amount of mix and water used. Begin by preheating stove top to medium-high heat or electric griddle to 375°F (190°C). Then add 250 mL (1 cup) pancake mix to a large mixing bowl. Next add 175 mL ( $\frac{3}{4}$  cup) water. Stir with a whisk until large lumps disappear. Let the mix sit for 2 minutes to thicken. Once the skillet is heated up which you can test by placing a drop of water in the skillet (if it sizzles and evaporates, it's ready), add butter/margarine to the skillet.

To start cooking, pour approximately 50 mL ( $\frac{1}{4}$  cup) of the batter onto the skillet. Flip the pancake when pancakes begin bubbling and the bottoms are golden brown. Continue to cook the second side for approximately the same time you cooked the first, 1-2 minutes. Repeat until the batter is finished. Enjoy the pancakes with your wonderful Maple Syrup!

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## WRAPPING THINGS UP

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### Maple Syrup Cocoa

**Time:** 10-15 minutes

**Materials Needed:**

- A stovetop or hot plate
- A coffee mug
- A bowl
- A whisk
- 250 mL (1 cup) milk
- 10 mL (2 tsp.) unsweetened cocoa powder
- 10 mL (2 tsp.) maple syrup
- Pinch of nutmeg

Preheat the element to medium-low heat. Then, combine all ingredients in the saucepan and whisk together. Place the saucepan on the element. Whisk the ingredients often. After 10 minutes, remove from the element. Then pour into a coffee mug\*. Enjoy this treat warm.

*\*Please allow the Leader to pour the hot liquid into the mug, using a funnel if necessary.*

This recipe will have to be multiplied, as the above recipe yields enough for one child.

### Maple Syrup Word Search

**Time:** 15-20 minutes

**Materials needed:**

- Pencil
- Activity sheet (found in the Resources section at the end of this unit)

This activity will help Cloverbud participants learn terminology about maple trees and the process of making maple syrup. Have participants work through the word search individually, in pairs, or in small groups. To extend the activity, discuss what the words mean and how they relate to maple syrup. In addition, you may include other words that relate to the topic and explain what they mean.

---

## ADJOURNMENT

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### Additional Activities

- Visit the Maple Syrup museum in St. Thomas, Ontario
- Visit a local maple tapping facility in your area (See OMSPA website below)
- Watch a video of the Maple Syrup making process
- Visit a grocery store to see how many Maple Syrup products can be found

## References

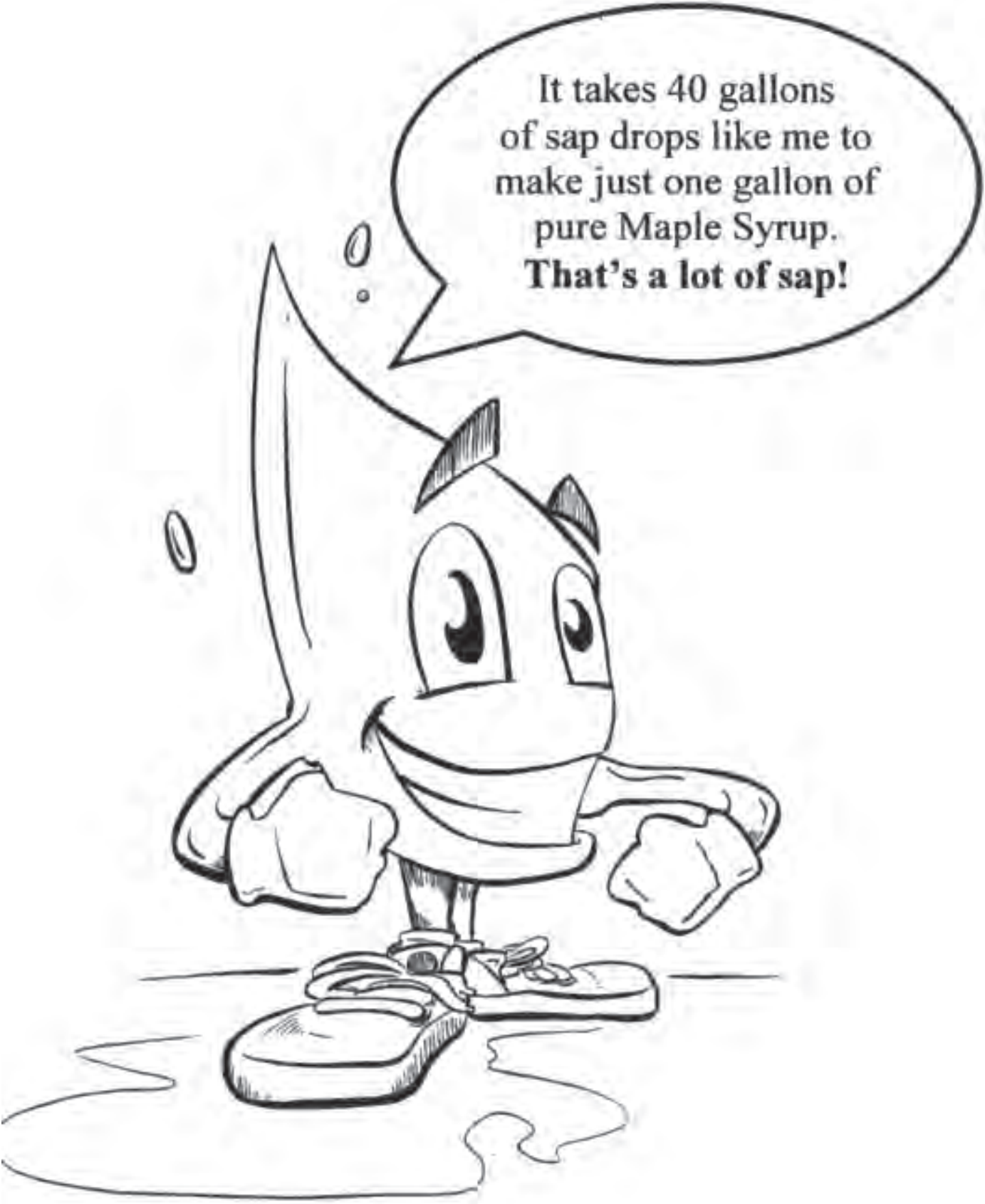
- About.com Homeschooling <http://homeschooling.about.com>
- Allrecipes.com <http://allrecipes.com>
- Aunt Jemima website [www.auntjemima.com](http://www.auntjemima.com)
- Busy Bee Kid's Printables [www.busybeekidsprintables.com](http://www.busybeekidsprintables.com)
- Family Fresh Cooking [www.familyfreshcooking.com](http://www.familyfreshcooking.com)
- Food.com [www.food.com](http://www.food.com)
- Globe Urban <http://www.globurban.com/maplestuff.html>
- Michigan Maple Syrup Association [www.mi-maplesyrup.com](http://www.mi-maplesyrup.com)
- Ontario Maple Syrup Producers Association (OMSPA) <http://www.ontariomaple.com>
- World's Healthiest Foods [www.whfoods.com](http://www.whfoods.com)

### Fun Facts

Canada produces about 85% of the world's Maple Syrup.

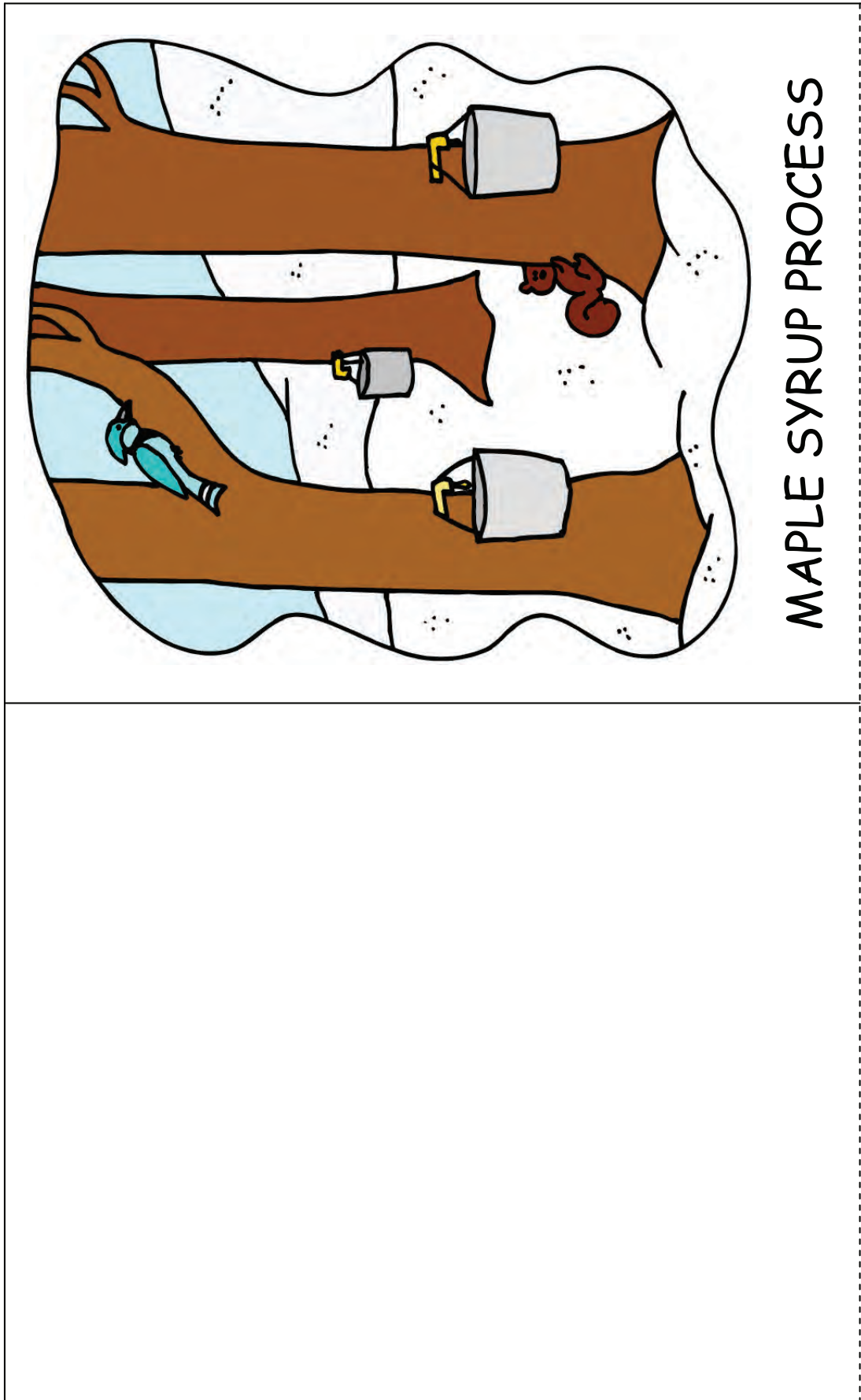
It takes 35-45 gallons (133-170 L) of sap to make  
1 gallon (3.8 L) of Maple Syrup



A cartoon character with a large, friendly face, wearing a white shirt and sneakers, is holding a large, teardrop-shaped sap drop. The character has a wide smile and is looking towards the viewer. A large speech bubble is positioned above the character's head, containing text. The character is standing on a surface that appears to be wet, with a puddle of sap around their feet. There are several smaller sap drops floating in the air around the character.

It takes 40 gallons  
of sap drops like me to  
make just one gallon of  
pure Maple Syrup.  
**That's a lot of sap!**

Cut book out as one piece. Fold in half. Open. Fold bottom strip up (fold on the dotted lines) to form a pocket on the inside of the book. Use small dots of glue on the edges (if you use too much, the pockets will be too small).



Clean Your Equipment

Pick Your Tree

Tap Your Tree

Collect the Sap

Boil the Sap

Filter and Bottle

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

Date: \_\_\_\_\_

## Maple Syrup Vocabulary

Complete the activity.



1. \_\_\_\_\_ Maple producers
2. \_\_\_\_\_ The maple season
3. \_\_\_\_\_ Small holes drilled in maple trees, usually just 5/16" in diameter and only about 2" deep
4. \_\_\_\_\_ Making maple syrup
5. \_\_\_\_\_ To pierce in order to draw off liquid
6. \_\_\_\_\_ Removes impurities that could affect appearance and flavor
7. \_\_\_\_\_ It takes 40 years to be ready for one tap
8. \_\_\_\_\_ Sap flowing in high volumes
9. \_\_\_\_\_ The building where maple water is transformed into maple syrup
10. \_\_\_\_\_ All the tapped trees of a sugarmaker

Tap  
Sugarbush  
A Run  
Sugarhouse

Filtering  
Sugar Maple  
Sugaring

Tapholes  
Sugarmakers  
Six weeks

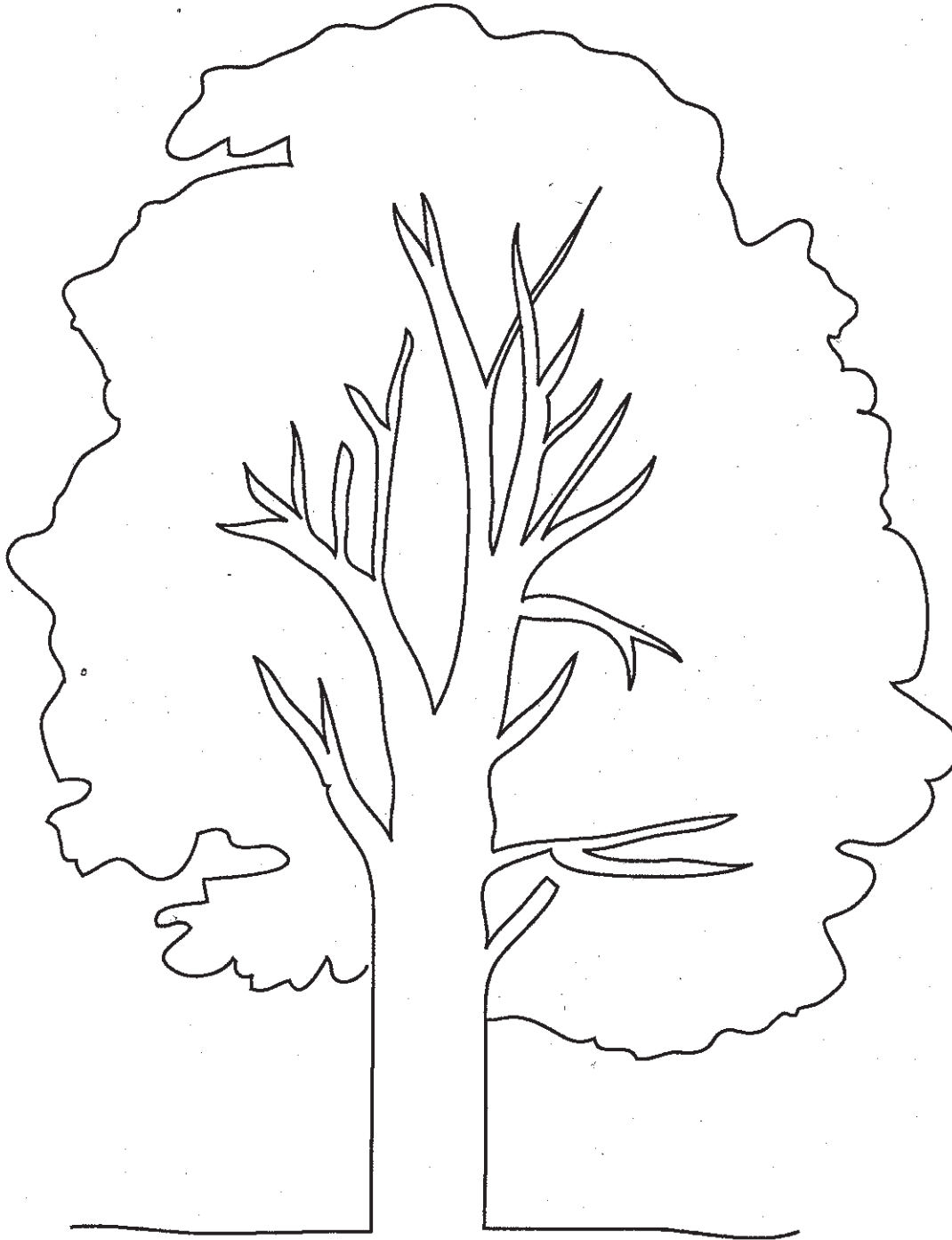


## Answers for Maple Syrup Vocabulary:

1. Sugarmakers Maple producers
2. Six weeks The maple season
3. Tapholes Small holes drilled in maple trees, usually just 5/16" in diameter and only about 2" deep
4. Sugaring Making maple syrup
5. Tap To pierce in order to draw off liquid
6. Filtering Removes impurities that could affect appearance and flavor
7. Sugar Maple It takes 40 years to be ready for one tap
8. A run Sap flowing in high volumes
9. Sugarhouse The building where maple water is transformed into maple syrup
10. Sugarbush All the tapped trees of a sugarmaker

# MAPLE TREE HABITAT

Many animals live in our maple trees.  
Place the animals on the tree where they may live.



## Suggestions:

### Near the top:

Owl  
Blue Jay  
Crow

### Leaves & Branches:

Squirrel  
Raccoon  
Beetle  
Robin  
Caterpillar

### Trunk:

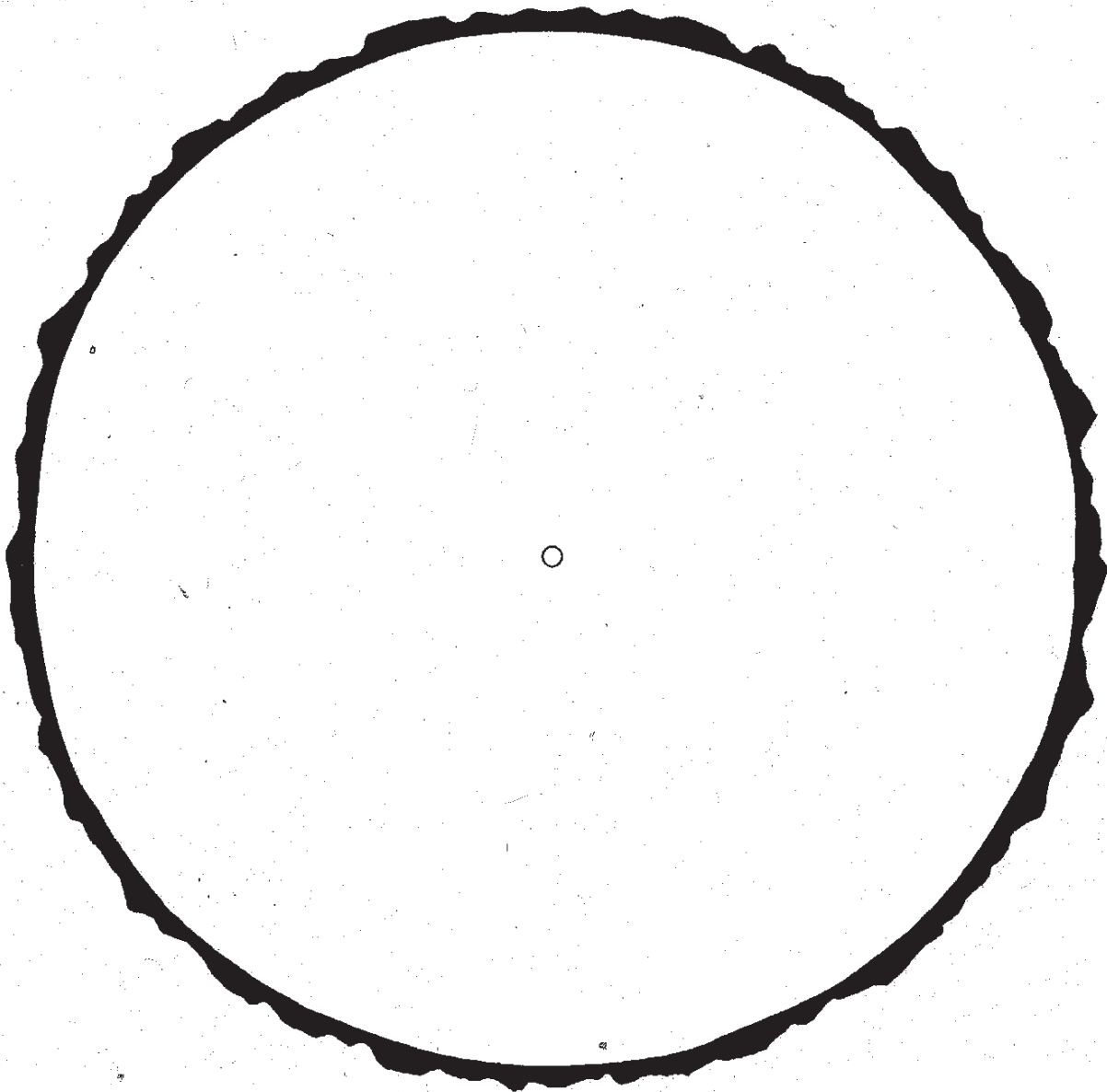
Woodpecker  
Ants  
Spider

### Bottom of Tree:

Rabbit  
Chipmunk  
Skunk  
Worm  
Snake

## Create Your Own History!!

The life history of a tree can be told by looking at the tree "rings". A tree slice used to count the rings is called a "tree cookie". Below is a tree cookie that you can use to tell your life history. To make your personal tree cookie, first draw enough rings inside the cookie to equal your age today. Each ring is one year of your life. The first ring, at the very centre of the cookie, represents your first birthday. The last ring should be close to the bark. Identify the rings that mark special moments and events in your life. Events could include...when you born, your first day of school, a special trip with your family or with your class, when you got your family pet and so on. Have fun creating your history!!!!



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

Date: \_\_\_\_\_

## Maple Syrup Word Search

Find the related words.



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

Sugarbush  
 Tapholes  
 Filtering  
 A Run

Sugarmakers  
 Tap  
 Sugaring

Sugar Maple  
 Six weeks  
 Sugarhouse

# Milk







**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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## **Project Resource Information:**

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Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 MILK

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## Objectives & Goals of the Unit:

- To learn terminology related to milk
- To use milk in a variety of recipes
- To learn about animals that make milk
- To discover many other uses for milk besides recipes

## Background:

Milk is a part of many people's everyday lives. It comes in several forms: liquid, yogurt, cheese, powdered, ice cream and many, many more. Throughout this unit, Cloverbuds will explore milk in a variety of ways: from recipes that use milk products, activities that involve the use of milk and other tasks to learn about milk.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- What kind of milk do you drink?
- How many glasses of milk do you drink in a day?
- What is your favourite flavour of ice cream?

**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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### Dairy Word Search Puzzle

**Time:** 10-15 minutes

**Materials Needed:**

- Activity sheet (found in the Resources section at the end of this unit)
- Pencil

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

## Frozen Yogurt

**Time:** 15-20 minutes (plus 30 minute freeze time)

**Materials Needed:**

- 750 mL (3 cups) frozen fruit
- 85 mL (1/3 cup) sugar
- 85 mL (1/3 cup) non-fat yogurt (vanilla or other)
- 15 mL (1 tbsp.) lemon juice
- Food processor
- Mixing bowl
- Serving dishes

Begin by placing the frozen fruit and sugar in the food processor. Use the on-off button to chop the fruit, so that it becomes mixed but not pureed. In the mixing bowl, stir together the yogurt and lemon juice. Then, pour the yogurt mix into the food processor with the fruit. Process the mixture until smooth and creamy. After, scoop the mix into serving dishes, cover, and freeze for 30 minutes. Serve and enjoy!

## Milk-Makers

**Time:** 15-20 minutes

**Materials Needed:**

- Paper
- Writing utensils

This activity can be completed by putting Cloverbuds in pairs or small groups. The object is for Cloverbuds to identify animals that produce milk and then examine similarities and differences. Begin by setting Cloverbuds up in their groups. Ask Cloverbuds to identify one person to be the scribe (the person who writes the answers). Then, explain they will have 5 minutes to think of all the animals they know that produce milk. Once time is up, ask them to stop. Then explain they will now have 5 minutes to think of what the similarities and differences are of the animals they listed. For example, goats and cows both produce milk and they both live on a farm (similarity).

After the list is completed, have Cloverbuds explain their list to the rest of the groups. Once all groups have provided an explanation, hold a discussion about other animals that produce milk.

## LET'S EXPLORE

### Chocolate Pudding

**Time:** 15-20 minutes (+ Chill Time)

**Materials Needed:**

- 85 mL (1/3 cup) sugar
- 60 mL (1/4 cup) cocoa
- 45 mL (3 tbsp.) cornstarch
- A dash of salt
- 500 mL (2 cups) skim milk
- 5 mL (1 tsp.) vanilla extract
- Microwave
- Microwave-safe bowl

Begin by combining sugar, cocoa, cornstarch and salt in the microwave safe bowl. Then, stir in milk until the mixture is smooth. Microwave the bowl for 3 minutes on high. Remove from microwave and stir again. Place it back in the microwave for 4-6 minutes, removing every 1 minute to stir. Please note, that the bowl may be hot when removing from the microwave.

Once the mixture has thickened, add vanilla extract and stir once more. Pour into individual serving dishes and allow it to cool. Once it has cooled, place in the refrigerator to chill. Serve chilled and with whipped topping if desired.

### Milk Art Explosion

**Time:** 10-20 minutes

**Materials Needed:**

- Milk (2% or higher)
- Dinner plate
- Food colouring (red, blue, green, yellow)
- Dish-washing soap
- Cotton swabs

For this activity, have Cloverbuds get into pairs. Pour enough milk in the dinner plate to completely cover the bottom of the plate. Allow the milk to settle completely. Add one drop of each of the four colors of food coloring - red, yellow, blue, and green to the milk. Keep the drops close together in the center of the plate of milk. Find a clean cotton swab and place it in the milk. It's important not to stir the mix, just touch it with the tip of the cotton swab. Note, when the plain cotton swab touches the milk, there should be no reaction. This is to show Cloverbuds that it is not the cotton swab that causes the reaction, but rather the dish soap. Now place a drop of liquid dish soap on the other end of the cotton swab. Place the soapy end of the cotton swab back in the middle of the milk and hold it there for 10 to 15 seconds. Allow the milk to sit for another 30 seconds or until the colours stop reacting. Add another drop of soap to the tip of the cotton swab and try it again.

This activity can be repeated with many variations for varied reactions, such as placing only certain colours in to start, and adding others later, or spreading out the colour drops in different locations. For more fun, simply get new milk and repeat the activity. Try as many variations as you can think of.

## Milk to Glue

**Time:** 60 minutes (includes heating time)

**Materials Needed:**

- 125 mL (1/2 cup) milk
- 10 mL (2 tsp.) vinegar
- 1 mL (1/4 tsp.) baking soda
- Water
- Small crock pot
- Small mixing bowl
- Liquid measures
- Measuring spoons
- Wooden spoon

Pour the milk into a small crock pot. Heat the milk slowly. Stir the milk until it is hot but not boiling. Turn off the crock pot. Add vinegar and stir. Lumps will begin to form.

Pour off the liquid and rinse the lumps in cold water. These lumps are called casein, which is milk protein. Pour the lumps into a small mixing bowl and add the baking soda. Slowly add a little water and stir until the mixture becomes pasty. You now have milk glue!

Store in a covered container in the refrigerator to keep from drying out. Use at future Cloverbud meetings with craft activities.

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## LOOKING WITHIN

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### Banana Milk

**Time:** 5-10 minutes

**Materials Needed:**

- Banana
- 250 mL (1 cup) milk
- 5 mL (1 tsp.) vanilla
- Blender

Begin by cutting the banana into slices and placing them in the blender. Then add the cup of milk and vanilla and blend until smooth. For taste, you could also add 15-30 mL (1 to 2 tbsp.) of peanut butter (note: check Participant Agreement forms for peanut allergies). Serve in a glass or pour over cereal and enjoy. This milk will go well with the Honey Milk Balls made later on.



## Milk Painting

**Time:** 25-30 minutes

**Materials Needed:**

- 250 mL (1 cup) powdered non-fat milk
- 250 mL (1 cup) cold water
- Food colouring
- Plastic containers (1 per colour)
- Paint brushes
- Blank paper

Begin by adding the powdered milk and water in a plastic container. Then, separate the mixture into different containers (as many as you want colours). Add 6 drops of food colouring to each container to colour your paint. Add more food colouring for a darker colour, or use less for a lighter colour. Then, get a large piece of paper and begin painting!

For more pictures, you'll need more paint. Simply repeat the process from the beginning.

## Honey Milk Balls

**Note:** this recipe contains peanut butter and should not be used if any Cloverbud participants have a peanut allergy.

**Time:** 10-15 minutes

**Materials Needed:**

- 250 mL (1 cup) oats
- 250 mL (1 cup) powdered milk
- 125 mL (1/2 cup) peanut butter
- 125 mL (1/2 cup) honey
- Mixing bowl

Begin by putting all ingredients into a mixing bowl. Then combine all ingredients with clean hands or a mixing spoon. Once thoroughly mixed, create 2.5 cm (1 inch) balls. Serve immediately with a cold glass of milk (the banana milk is perfect!). To store, simply place in an airtight container.

---

## WRAPPING THINGS UP

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### Memory Card Game - Milk & Alternatives

**Time:** 10-15 minutes

**Materials Needed:**

- Memory card templates (4 pages - found in the Resource section at the end of this unit)
- Cardstock
- Scissors
- Paper and pencil to write down the score

Print the Memory card templates on cardstock and then cut out the cards on the dotted lines. To make the cards last longer, cards could be laminated.

Mix the cards up. Lay the cards down on a flat surface face down. Each Cloverbud takes a turn flipping two cards to see if they get a match or not. If they find a match they must remove the two cards from the game. The Cloverbud with the matched cards will get one point and will also have a chance to go again. If a Cloverbuds' two cards do not match, they must turn the cards back over and it is the next Cloverbuds' turn.

Once all of the cards have been matched, the Cloverbud with the most points wins the game. This can be made into a Memory Tournament by setting a winning score, for example 25 points. The Cloverbud who reaches 25 points first wins.

Alternatively, these cards can be used as flash cards for younger children. Hold cards in front of Cloverbud participants one by one and have them read the name of the food item.

## Smoothies

**Time:** 10-15 minutes

**Materials Needed:**

- 250 mL (1 cup) of your favourite berries
- 1 small banana
- 250 mL (1 cup) low fat yogurt
- 125 mL (1/2 cup) milk
- Blender

Cut up the banana into slices and add to the blender. Then add berries, yogurt, and milk. Turn on the blender and create the desired consistency. Serve immediately or place in the refrigerator to chill for later.

---

## ADJOURNMENT

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### Additional Activities

- Explore the Get A Load Of Milk website at <http://www.getaloadofmilk.ca/>
- Visit a dairy milk processing facility
- Visit a cheese factory
- Have a guest speaker (Dairy Educator or Nutritionist)

### References

- Dairy Farmers of Ontario [www.milk.org](http://www.milk.org)
- Food.com [www.food.com](http://www.food.com)
- Nourish Interactive [www.nourishinteractive.com](http://www.nourishinteractive.com)
- Parents Connect [www.parentsconnect.com](http://www.parentsconnect.com)
- Spark Recipes <http://recipes.sparkpeople.com>
- Steve Spangler Science [www.stevespanglerscience.com](http://www.stevespanglerscience.com)
- Wyoming Agriculture in the Classroom [www.wyomingagclassroom.org](http://www.wyomingagclassroom.org)
- Your Bedtime Story [www.yourbedtimestory.com](http://www.yourbedtimestory.com)








# Dairy Word Search Puzzle

milk  
dairy  
cheese  
calcium  
lowfat

bones  
ice cream  
strong  
nutritious  
mooving

power  
healthy  
vitamin D  
body  
tasty

c	f	s	i	p	s	t	r	o	n	g	e	z
n	f	p	u	s	b	n	c	e	s	u	o	n
u	b	o	n	e	s	d	p	k	y	w	m	q
t	l	w	m	e	i	l	t	d	a	i	r	y
r	q	e	i	j	q	a	e	a	j	k	u	c
i	u	r	l	o	w	f	a	t	s	r	t	g
t	m	r	k	b	j	p	c	k	g	t	n	i
i	h	e	a	y	h	t	l	a	e	h	y	n
o	c	a	l	c	i	u	m	j	l	k	l	v
u	m	a	e	r	c	e	c	i	g	c	p	o
s	x	r	f	y	v	y	t	i	o	k	i	o
i	k	p	d	v	e	s	e	e	h	c	l	m
k	k	o	i	p	g	h	y	n	b	v	w	q
i	b	e	v	i	t	a	m	i	n	d	w	d

<p>Cheese</p>  <p>Dairy</p>	<p>Cheese</p>  <p>Dairy</p>	<p>Milk</p>  <p>Dairy</p>	<p>Milk</p>  <p>Dairy</p>
<p>Pudding</p>  <p>Dairy</p>	<p>Pudding</p>  <p>Dairy</p>	<p>Yogurt</p>  <p>Dairy</p>	<p>Yogurt</p>  <p>Dairy</p>





Learning The Food Groups Memory Card Game - Milk and Alternatives

Strong Bones




Dairy

Strong Bones



Dairy

Skim Milk



Dairy

Skim Milk



Dairy

Low Fat Yogurt



Dairy

Low Fat Yogurt



Dairy

Cottage Cheese



Dairy

Cottage Cheese



Dairy













Learning The Food Groups Memory Card Game - Milk and Alternatives

<p>Cheese Slice</p>  <p>Dairy</p>	<p>Cheese Slice</p>  <p>Dairy</p>	<p>Strong Teeth</p>  <p>Dairy</p>	<p>Strong Teeth</p>  <p>Dairy</p>
<p>Frozen Yogurt</p>  <p>Dairy</p>	<p>Frozen Yogurt</p>  <p>Dairy</p>	<p>Ice Cream</p>  <p>Dairy</p>	<p>Ice Cream</p>  <p>Dairy</p>





Learning The Food Groups Memory Card Game - Milk and Alternatives

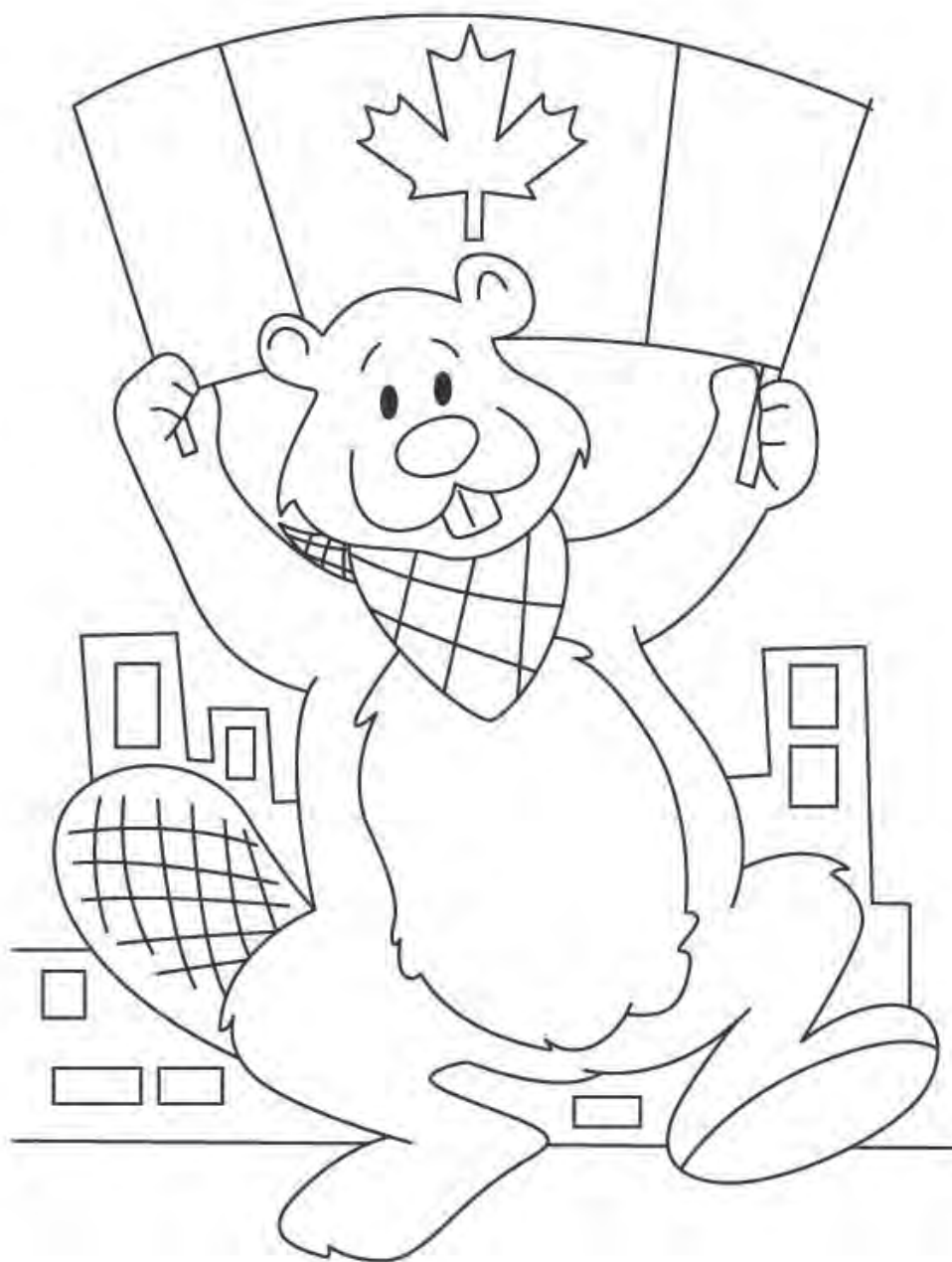
<p>Fruit Yogurt</p>  <p>Dairy</p>	<p>Fruit Yogurt</p>  <p>Dairy</p>	<p>Low Fat Milk</p>  <p>Dairy</p>	<p>Low Fat Milk</p>  <p>Dairy</p>
<p>Blue Cheese</p>  <p>Dairy</p>	<p>Blue Cheese</p>  <p>Dairy</p>	<p>Nonfat Yogurt</p>  <p>Dairy</p>	<p>Nonfat Yogurt</p>  <p>Dairy</p>



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# Our Heritage

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**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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Date: November 2013

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# INTRODUCTION TO OUR HERITAGE

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## Objectives & Goals of the Unit:

- To teach Cloverbuds about the heritage of Canada
- To show that each family is similar and different
- To show Cloverbuds their own family history
- To encourage Cloverbuds to ask questions about their heritage

## Background:

Your family heritage involves many things: ancestry, customs, heirlooms, recipes and much more. Your family heritage is the most important information about your family and it is passed down from generation to generation. If this knowledge is not shared with the children of each new generation, then this heritage will be lost forever. Throughout this unit, Cloverbud participants will learn more about their own heritage and the heritage of their peers.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Does your family have a unique family tradition?
- Name a traditional food from a country in your ancestry
- Can anyone name a part of Canadian heritage? A special location, tradition, invention?

**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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### Where Are You From?

**Time:** 15-25 minutes

**Materials Needed:**

- World Map - one per child (found in the Resource section at the end of this unit)
- Pencil Crayons - one unique colour per child

The object of this activity is for Cloverbuds to share where their ancestors came from and for them to learn where their peer's ancestors came from. Have each participant start by writing their name on the top of their map. Then, using their own pencil crayon, colour in the country or countries where their family is from. The map has some countries labeled to provide landmarks for where other countries are located. If a Cloverbud is unsure of a country's location, the Leader can provide guidance. After everyone has coloured in where their own family is from, have them walk around and discover where other Cloverbuds ancestors lived, which they can do by exchanging maps. After everyone has had a chance to exchange maps, have each Cloverbud present their map and explain where their ancestors lived and how long ago they came to Canada.



## Hello, Your Majesty!

**Time:** 20-25 minutes

**Materials Needed:**

- A crown (not compulsory)

This activity is used to show the heritage of Canada, as Canada was ruled by a Monarchy for many years and is still today a Constitutional Monarchy. To begin, all Cloverbuds should be sitting on the ground in a group. Then, you should select one child to be the King/Queen. If you have a chair, it can be a “throne” and if you have a hat it can be a “crown”. Next, have the King/Queen sit down facing away from the group. Cloverbuds will then stand up, one at a time, and approach the throne. You should indicate who is to go up first by silently pointing, so you do not tell the King/Queen who is going up. Then, the participant who is picked will stand behind the throne and say “Good afternoon, Your Majesty”, in a silly voice, so it will not give away their identity. Next, the person on the throne will have to guess who said the phrase. They will get one guess and if they get it right, the group will all clap and say “Congratulations, Your Majesty.” Then, the child whose voice was discovered will become the King/Queen. If the King/Queen does not guess correctly, then the game continues as the Leader points silently to the next Cloverbud.

Alternatively, the game can be played with other phrases. The list below provides some ideas.

1. Good morning, Your Majesty
2. Good evening, Your Majesty
3. You called for me, Your Majesty?
4. At Your service, Your Majesty
5. I have arrived, Your Majesty

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## LET'S EXPLORE

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### All About Canada Quilt

**Time:** 30-35 minutes

**Materials Needed:**

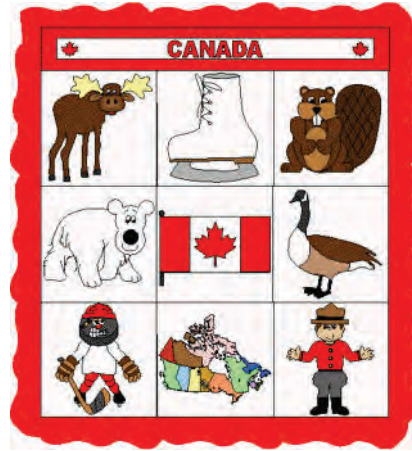
- Blank Paper
- Bristol Board
- Glue Stick
- Pencil Crayons/Markers

This project is a cut-and-paste craft which allows Cloverbuds to learn about Canada! To start, have each participant select an image to draw, chosen from the list below. Once the image is completed, you can glue it to the back of the Bristol board. This activity can be done individually or as a whole group, depending on the time and number in the group. If done individually, have each participant choose four images from the list, and glue them to a Bristol board in a square. If done as a group, begin with each participant drawing one image, and you can choose any layout that suits the group, e.g. 3x3, 3x4, or even 4x4 tile layout.

Once the craft is completed, have each Cloverbud tell the group one thing they know about each image that they have drawn.

**Image Tiles:**

1. Polar Bear
2. Penguin
3. Loon
4. Beaver
5. Reindeer
6. Canada Goose
7. Poppy
8. Hockey
9. Canadian Flag
10. Map of Canada
11. Mountie (RCMP)
12. Telephone
13. Inuksuk
14. Maple Tree
15. Parliament Buildings
16. CN Tower
17. Niagara Falls
18. Rock Mountains



## The Good Old Hockey Game

**Time:** 25-35 minutes

**Materials Needed:**

- Lyrics (found below)

This activity will teach Cloverbuds the classic Canadian Hockey Song by Stompin' Tom Connors. Start by having the children sit down. Have the lyrics printed out on a piece of Bristol board so all Coverbuds can see the words. You can start by reading or singing the first verse, while the Cloverbuds listen. Then for the chorus, have everybody join in to sing together. Afterwards, continue on by reading the second verse. Once again, have everybody join in for the chorus. Continue on until the song is finished.

Once Cloverbuds know the song, have them break into small groups which will then act out the song. Try to create three groups, one for each verse. While the group is acting out the verse, the other groups will sing along and the leader or the whole group will sing the chorus. However, if you do not have enough participants for three groups, assign groups and verses accordingly. For example, you might have two groups, one group will get two verses and one group will get a verse and the chorus. The Cloverbuds should have no longer than ten minutes to create their skit to act out.

Alternatively, you could do the song as a canon. Again, break the larger group into smaller groups. You might have one group start with the first verse, and then when that group gets to the chorus, the next group would start the first verse. This would continue on until all groups are singing at the same time. If one group gets to the end of the song, they can simply start again at the beginning. You could also have the Cloverbuds sing faster and faster each time through the song to make it entertaining.

### Hockey Song Lyrics

Hello out there! We're on the air,  
It's Hockey Night tonight;  
Tension grows, the whistle blows,  
And the puck goes down the ice.  
The goalie jumps, and the players bump,  
And the fans all go insane;  
Someone roars, "Bobby scores!"  
At the good old hockey game.

*Oh! The good old hockey game,  
Is the best game you can name;  
And the best game you can name,  
Is the good old Hockey game!*

[spoken] "Second period..."  
Where players dash with skates a-flash,  
The home team trails behind;  
But they grab the puck and go bursting up,  
And they're down across the line.  
They storm the crease like bumble bees,  
They travel like a burning flame;  
We see them slide the puck inside,  
It's a one-one hockey game.

*Oh! The good old hockey game,  
Is the best game you can name;  
And the best game you can name,  
Is the good old Hockey game!*

[spoken] "Third period! Last game in the playoffs, too!"  
Oh, take me where the hockey players  
Face-off down the rink;  
And the Stanley Cup is all filled up,  
For the champs who win the drink.  
Now the final flick of a hockey stick,  
And the one gigantic scream:  
"The puck is in" - The home team wins  
The good old hockey game!

*Oh! The good old hockey game,  
Is the best game you can name;  
And the best game you can name,  
Is the good old Hockey game!(Repeat 3x)*

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## LOOKING WITHIN

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### Your Family Tree

**Time:** 15-20 minutes

**Materials Needed:**

- Family Tree Chart (found in the Resources section at the end of this unit)
- Pencil

This activity is designed to teach Cloverbuds about their family history. Give each Cloverbud one family history diagram and instruct them to fill it in with the name of that relative. If they know, they may also add the date when that person was born. Once they have completed their chart, Cloverbuds can take turns sharing about their family history. They can add dates about when their family came to Canada or when they moved to their current town or the dates some of their family members were born.

If Cloverbuds have trouble filling out the Family Tree, this could be used as a take-home activity and have Cloverbuds present their findings at the next meeting.

### Similarities and Differences

**Time:** 15-25 minutes

**Materials Needed:**

- Statement sheet (see below)

This activity is used to show Cloverbuds that not every family is the same. They may do some of the same things but the composition of the family may look very differently. Have the students sit down in front of the Leader for this activity to begin. The Leader will then read one statement at a time to the group. If the Cloverbud agrees with the statement, or it applies to their family, then they would raise their hand.

Alternatively, this activity can also be done in a more mobile manner. Instead of raising their hands when the statement applies, they can do 5 jumping jacks. They may also like to play a game of freeze tag. The Cloverbuds whom the statement applied to would be "it", or the Cloverbuds who the statement did not apply to would be "it", depending on the number. The people/person who is "it" would then try to tag the people who are not. Once tagged, the person has to remain frozen in position. The game would end whenever the opposite team was completely tagged or "frozen". Then, the Cloverbuds would sit down again and the next statement would be read.

Statements:

I live in the same house as a grandparent  
I have 2 or more siblings  
My grandparents have 3 or more children  
My grandparents were born in Canada  
My parents were born in Canada  
I was born outside of Canada  
My house has more than 5 people  
I have a step-parent

My grandparents grew up on a farm  
My parents grew up on a farm  
I grew up on a farm

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## WRAPPING THINGS UP

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### Tell Me a Story

**Time:** 10-20 minutes

**Materials Needed:** None Needed

This game will give the Cloverbuds a chance to use their creative side. The game starts when everyone is sitting in a circle. The Leader will give the first Cloverbud a topic, which can be found below. The first person will then begin a story based on the topic that was given. The person to their right will then add one line to the story. It will continue around the circle until nobody else can add to the story or until a certain number of rotations around the circle is completed, e.g. everyone has had three turns. Once this happens, a new person will have the chance to begin the game on a new topic.

Topics:

Meeting the Prime Minister  
Discovering Canada  
Invention of the telephone  
Meeting the Queen  
Building the Canadian Railroad  
Travelling across Canada  
Hiking in the Rocky Mountains  
Meeting someone from another country

### Maple Roasted Bacon

**Time:** 25-35 minutes

**Materials Needed:**

- Oven
- Baking sheet
- 16 slices (approx. 340 grams or  $\frac{3}{4}$  pound) of bacon (will vary according to group size)
- 45-60 mL (3 to 4 tbsp.) maple syrup
- Basting brush

This activity will combine two classic Canadian foods: maple syrup and bacon! Before you begin cooking the bacon, Cloverbud participants should be taught some basics of oven safety. Tips include: never leave the oven unattended, always wear oven mitts and never use the oven without an adult.

To begin, preheat the oven to 200oC (400oF).

Place the bacon on the baking sheet and arrange the bacon in 1 layer. Next, place the baking sheet in the



oven for 15 to 20 minutes. The bacon is done when it begins to brown. Remove the pan carefully from the oven. There will be hot grease in the pan!\* Using the basting brush, brush the bacon slices with maple syrup and bake for another 3 to 5 minutes until the bacon is a warm golden brown. Transfer the bacon to a plate lined with paper towels and serve warm. Enjoy your delicious treat!

\*Note, all transferring to and from the oven should be done by the adult Leader of the group.

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## ADJOURNMENT

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### Additional Activities

- Have a historian come and speak to the group
- Visit a local museum
- Have a grandparent come in and talk about how they remember Canada when they were the same age as the Cloverbud participants
- Arrange a lunch at a seniors home, where Cloverbuds can listen to stories and learn about the past

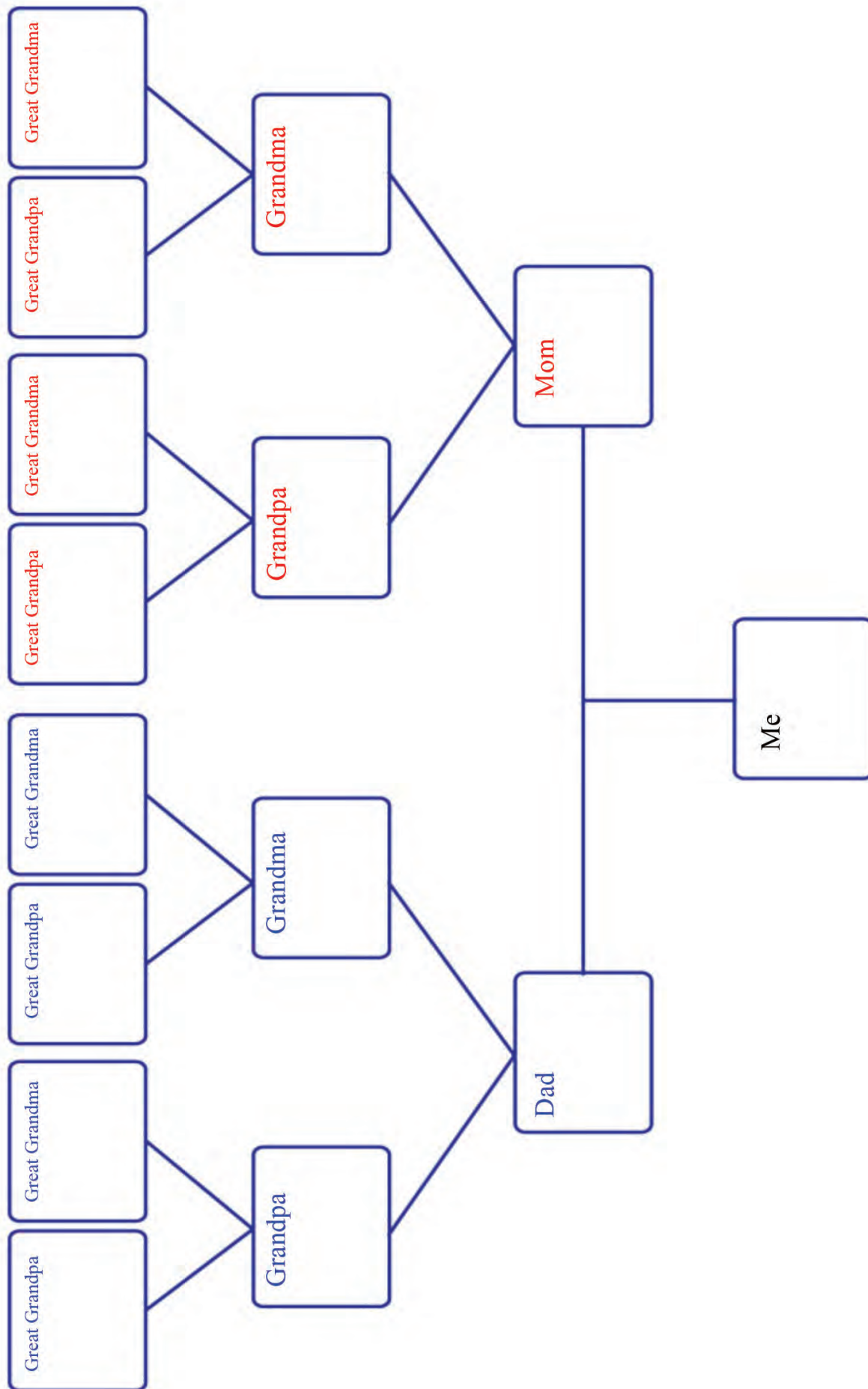
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- DLIK's Crafts for Kids <http://www.dltk-kids.com/canada/mquilt.htm>
- Montana EDU <http://www.math.montana.edu/>
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- WTV Zone <http://www.wtv-zone.com/phyrst/audio/nfld/08/hockey.htm>
- Still Waters Ministries <http://stillwatersministries.org.uk>



NAME:

# My Family





# Outdoor Adventure





**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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

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## **Project Resource Information:**

Written by: Elizabeth Johnston, 4-H Ontario  
Written by: Rylan McCloskey, 4-H Ontario Summer Student  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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# INTRODUCTION TO OUTDOOR ADVENTURE

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## Objectives & Goals of the Unit:

- Get Cloverbuds outside and active
- Have Cloverbuds explore the outdoors
- Teach Cloverbuds new activities that they can use continually
- Introduce Cloverbuds to the various 4-H Outdoors projects

## Background:

The outdoors is an unlimited resource for games, activities and most importantly, fun! Whether you like to go apple picking, dog sledding or windsurfing, there is something for everyone in the great outdoors. This unit will teach Cloverbuds about many of the great activities that can be done outside and help them to explore the things around them.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- What is your favourite outdoor activity?
- Where is your favourite spot outdoors?
- Name your best outdoor memory.

**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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### Cloud Watching

**Time:** 5-15 minutes

**Materials Needed:** None

To enjoy this activity, you can simply have Cloverbuds lie on their backs on the grass and watch the clouds drift across the sky. Have them use their imagination to see shapes, animals or items that the clouds make.

To extend this activity 5-10 minutes, have Cloverbuds draw the clouds they saw. The shapes, animals or items the clouds made can be drawn in pencil, pencil crayons or markers.

## 3-Legged Race

**Time:** 10-20 minutes

**Materials Needed:**

- 2 finish line markers (bean bags or road cones work well)
- Bandana or piece of material or short length of rope

This game is to teach Cloverbuds teamwork and co-ordination! Begin by setting up the race course, by setting up one marker, which will serve as both the start and finish line. Then, setup the wraparound marker, which Cloverbuds will walk around and head back to the start/finish line. Separate the start/finish marker and wraparound marker by a distance that is appropriate for the age group.

Once the course is set up, have Cloverbuds partner up, and stand side-by-side. Then leaders will go around and tie the Cloverbuds inside legs together. Once every pair is tied together, the race is ready to start. You can start the race in whatever way you like and have Cloverbuds see who can be the first pair to the finish line!

This race can be repeated many times, so that the activity becomes first pair to 3 or 5 points. It can also be done as a team relay, with the objective being to be the first team to get all pairs across the finish line.

## Jackpot!

**Time:** 15-25 minutes

**Materials Needed:**

- A tennis ball or other soft ball of a similar size

The object of this game is to get the jackpot, which you get by obtaining 1000 points or by catching the jackpot ball. This game begins with one person being selected as the thrower. The thrower then stands about 10m (30 ft.) away with his/her back to the group. He/she throws the ball up in the air and before it is caught by the players the Cloverbud must yell out a call (found below) or a figure from 50-1000. The players can be individually in charge of keeping their scores or the Leader can keep track. The first person to get exactly 1000 points then becomes the thrower.

The game can be made more interesting by adding in other calls: such as bankrupt, where the player who catches the ball loses all their points, jackpot where the player who catches the ball automatically becomes the thrower, or even handcuffs, where the player has to catch the ball behind their back only. Additional calls can be added in if a Cloverbud thinks of one, and the group and Leader agree on it.

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## LET'S EXPLORE

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### Alphabet Scavenger Hunt

**Time:** 25-35 minutes

**Materials Needed:**

- Alphabet sheet (found in the Resources section at the end of this unit)  
*or*
- Alphabet letters (either cut out of paper or plastic letters)
- Items from A-Z

This activity can be done in a couple of ways, which will vary in terms of Leader setup and preparation. The method which involves the least setup is to use the printout (found in the Resources section) and give one copy to each Cloverbud or each pair/group. Cloverbuds will then walk around the yard and attempt to find an item for each letter of the alphabet. They will then list the name of the item that they have found and draw a picture. There can be a prize for the first group to finish the sheet with all 26 items or for the sheet with the most items on it.

The other method of hosting this activity requires more setup but would be extremely fun, as well as teach teamwork skills. Begin by having all letters of the alphabet either cut out or placed in one area. The letters could be set on a large table, a bench or even on the ground. Then, spread out and hide the items around the yard that you have collected - one item for each letter. Once the items are all scattered and hidden, have the Cloverbuds search for items, bring them back and place them beside the corresponding letter.

### Rock Painting

**Time:** 15-25 minutes

**Materials Needed:**

- Paint
- Rocks (Varied sizes)
- Paint brushes

This activity is simple, yet guaranteed fun for all. Have Cloverbuds start by either scavenging for a rock in the garden or yard or by having them choose one from a pile you have already assembled. Then they will use the paint brushes and the paint to decorate their rocks! They might choose to do creatures, like a lady bug or a butterfly, or animals like a cow or a zebra, or even just designs like stars, hearts or stripes.

For added fun, have strong glue and magnets available so that Cloverbuds can take their small painted rocks home and keep them as a fridge magnet. Please note that small and flat rocks make for the best fridge magnets.

## Hide and Go Seek Tag

**Time:** 20-30 minutes

**Materials Needed:** None needed

This activity combines two great games, Hide and Go Seek and Tag. To begin this game, there needs to be a designated home-free spot or item. Once that is decided, select one or two Cloverbuds to be “It” for the first round. While the Cloverbud(s) that is/are “It” close their eyes and count to 50, the other Cloverbuds are to hide. When the Cloverbuds who are “It” have finished counting to 50, they yell out “Ready or not here I come” and the game is on. The objective for the Cloverbud(s) who is/are ‘It’ is to tag the participants, who would then become “It” for the next round. The objective of the players who are not “It” is to get to home free without being tagged. If all players get to home free without being tagged, they yell “Ollie Ollie Oxen Free”, and this lets the taggers know that the round is over and the same taggers are “It” for the next round. If the Cloverbud who is “It” manages to tag another player, or if the Cloverbuds who are it, manage to tag TWO players, then the round is over and the people tagged then become “It”. The Cloverbuds who are “It” would then go to the home-free and yell “Ollie Ollie Oxen Free”, and the next round would begin.

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## LOOKING WITHIN

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### Sidewalk Painting (with Water)

**Time:** 10-20 minutes

**Materials Needed:**

- Paint brushes
- Buckets
- Water

This activity is fun and simple. Begin by filling the buckets with water and taking them outside to a paved surface. Distribute brushes to the Cloverbuds, and remember, if there are many sizes of brushes, it is more fun! Then have Cloverbuds paint using the water. You could have this activity be structured, meaning the Leader would call out themes to paint, such as animals, bugs, seasons, etc. Or the activity can be more of a free time where Cloverbuds paint whatever they wish.

## Find A Tree

**Time:** 10-20 minutes

**Materials Needed:**

- Blindfolds

This is a fun nature activity which will help to develop your sense of touch and smell. Both of these senses, along with all the others are very useful in the natural world. You will need to be around a few trees. A back yard or a park will work well.

Each player chooses a partner. One partner is blindfolded with a bandana or any other handy blindfold.

The seeing partner carefully leads the blind partner to a tree. The blind person then feels the tree with his or her hands. How does it feel? Rough? Smooth? Big? Small? Ridges? Holes? The blind person needs to learn as much about the tree as possible using their sense of touch. Then the blind person should smell the tree. How does it smell? Sweet? Sour? Old? New? Like the earth? Like wood?

When finished, the seeing person needs to lead the blind person back to the starting spot. Take off the blindfold. The goal in this nature activity is to find the tree using the sense of direction, sense of touch, and sense of smell. Once found, reverse roles and let the other partner be blindfolded.

To make it more interesting have the seeing person walk the blindfolded person in circles for a while to make it more challenging.

## Animal Pairs

**Time:** 10-20 minutes

**Materials Needed:** None

Work with Cloverbud participants to develop a list of animals that are found in nature. Then, in secret, give each child an animal. Make sure to give each animal twice so that every child will have a pair (mate). When the signal is given to start, Cloverbud participants are to imitate their animal and try to find their pair.

Encourage Cloverbuds to “become” the animal – walk like the animal, makes sounds like the animal, behave like the animal, etc. The only rule is that no human talking is allowed. When all pairs are found, start another round.

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## WRAPPING THINGS UP

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### Penny Spoon Race

**Time:** 10-15 minutes

**Materials Needed:**

- Pennies
- Spoons (1 per participant)

Prepare for this activity by setting up the course. This is done by marking the start and finish lines. Then, count out how many pennies it takes to fill one spoon and give that many to each Cloverbud.



Once this setup is complete, you are ready for the penny spoon race!

The object of the game is to be the first player to cross the finish line with all the pennies still on your spoon. This means that if a player drops a penny from his/her spoon in the middle of the race, they have to stop, pick it up, and put the penny back on the spoon before continuing.

This game can be done as individuals, as a time trial, or even as a relay.

If you wanted to add more time, and more excitement, you could complete this activity on an obstacle course. To make it more difficult, you could add bigger spoons with more pennies, or you could use marbles which are much harder to balance!

## Tie Me Knot

**Time:** 10-15 minutes

**Materials Needed:**

- Lengths of rope (one per person)

This activity is a simple game using a few lengths of rope and a knot. Begin by giving each Cloverbud a rope and instructing them to break into two even teams (or number them off into teams). Once the teams are made the game can begin. The objective of each team is to try and tie the toughest knot possible using the lengths of rope given to each Cloverbud. Each team will get the same amount of time (5 minutes is recommended) to tie the knot, unless there are uneven teams, in which case the team with fewer players will get an extra twenty-five seconds to do so.

After that period of time, the teams then switch sides and try to untie the opposite teams knot. Remember, if there are uneven teams, the team with fewer players should be given a twenty-five second head start. The round is over whenever one team has completely untied the opposite team's knot.

After the first round, teams can be shuffled and/or rules can be added to make each round more exciting.

## I Spy

**Time:** 10-20 minutes

**Materials Needed:** None

I Spy is a fun guessing game that can be done anywhere! Have Cloverbuds all sit or stand in a group and select one person to be the Spy. The game begins when the Spy selects an object that everyone can see and gives one hint. They can give this hint in many ways, by saying that "I Spy, with my little eye, something that is \_\_\_\_\_". They can give a hint as to the letter the object starts with, the colour, the shape, the distance away, etc. After the first hint is given, everyone in the group gets one guess. If the object is guessed, then the person who guessed it becomes the Spy. If not, then the Spy would give a different hint, and each player would then get one more guess. The round continues on until the object is guessed. The game is over after everyone has had a turn at being the Spy or time runs out.

For a larger group, have them play in smaller groups so that each participant is more involved in the game.

**Hint:** The first Spy in the game should be a Leader so Cloverbud participants can see how the game works.

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## ADJOURNMENT

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### Additional Activities

- Go on a hike/nature walk
- Visit a creek or pond
- Go to a local beach
- Have a camping adventure

### References

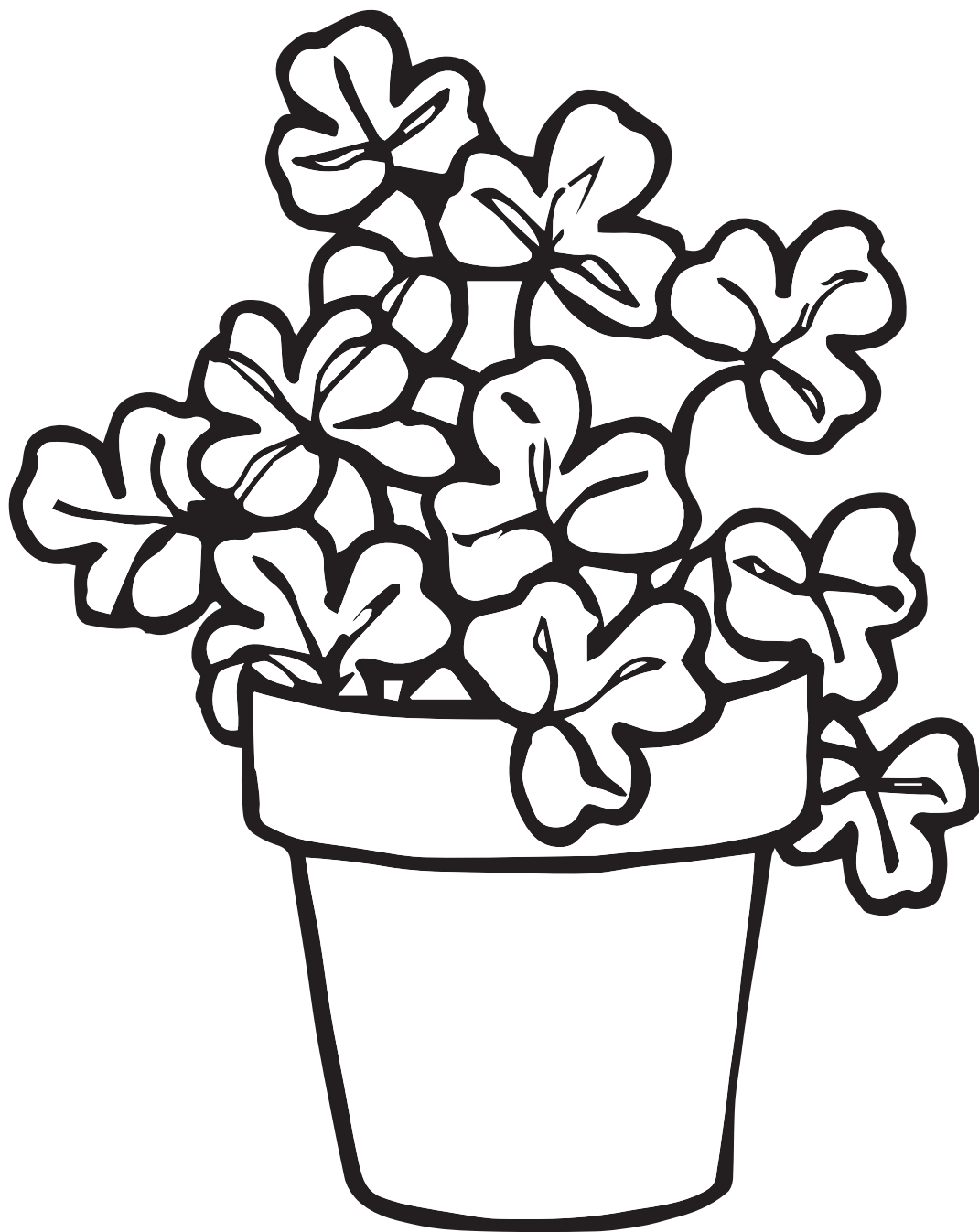
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- Outdoor-nature-child.com [www.outdoor-nature-child.com](http://www.outdoor-nature-child.com)
- Spoonful <http://spoonful.com>

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

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# Play With Clay

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**CANADA**  
4-H Ontario

## **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 and my world.

## **The 4-H Motto**

Learn To Do By Doing

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WEB: [www.4-HOntario.ca](http://www.4-HOntario.ca)

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# INTRODUCTION TO PLAY WITH CLAY

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## Objectives & Goals of the Unit:

- To learn how to create various types of clay
- To design a variety of items with clay
- To explore how various clays react with oxygen (air drying)
- To teach Cloverbuds how to use the process of elimination

## Background:

Clay usually includes aluminum and is used for making pottery and bricks. Throughout this unit Cloverbuds will explore a variety of clay-like materials. These clay-like materials can be made out of many ingredients and in many different ways. Clay can also be designed to make many things that are temporary or dried to be made permanent. This unit will teach Cloverbuds how fun and easy it is to play with clay.

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## 4-H PLEDGE AND ROLL CALL

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### Suggested Roll Calls

- What is the main ingredient in clay? (aluminum)
- Have you ever used Clay? What did you make?
- What is your favourite thing to make with clay?

**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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### Homemade Modeling Clay

**Time:** 20-30 minutes

**Materials Needed:**

- 875 mL (3 ½ cups) flour
- 125 mL (1/2 cup) salt
- 15 mL (1 tbsp.) cream of tartar
- 38 mL ( 2 ½ tbsp.) vegetable oil
- 500mL (2 cups) water
- Food coloring (optional)
- Vanilla extract for scent (optional)
- Sauce pan
- Mixing bowl

Begin by adding the water to the saucepan. Bring the water to a boil. Next, stir in the oil and if you wish to use it, food coloring and vanilla. In the mixing bowl, stir the dry ingredients (flour, salt, cream of tartar)

together. Pour the hot liquid onto the dry ingredients a little at a time to produce pliable clay\*. The clay may be stored indefinitely in a sealed container at room temperature.

With this clay, you can create sculptures that will harden in place! Simply create an item, and then allow it to air dry. Clay designing will add 15-20 minutes to this activity.

\*Leaders should be closely supervising and performing the tasks involving the boiling hot water.

## Cookie Cutters

**Time:** 10-15 minutes

**Materials Needed:**

- Various cookie cutter shapes
- Clay (homemade or other)

For this activity you can use either clay that has been made during the meeting or you can use play dough or any other clay. Have Cloverbuds make designs in the clay using the cookie cutter images. They can use the various designs to create an individual item, a scene, or even a skit. Encourage Cloverbuds to design in many different ways, including 3 dimensional.

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## LET'S EXPLORE

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### What's in the Clay?

**Time:** 20-25 minutes

**Materials Needed:**

- Ball of clay (homemade or other)
- Random small objects (i.e. toy car)
- Toothpick

The object of this game is for Cloverbuds to guess what item is in the ball of clay. The game begins with an item being secretly hidden within the ball of clay. Then, a Cloverbud will get a chance to poke at the dough ball up to 20 times (raise the number if working with younger Cloverbuds) with a toothpick. The Cloverbud will guess what item they think is within the clay based on its size and what they could see through the toothpick holes. Cloverbuds should attempt to guess before they reach the maximum amount of guesses. Before the game begins, a maximum number of guesses should be established. After the child has guessed the object, another Cloverbud can have a chance to guess with a new object hidden in the clay.

This game can also be played with all Cloverbuds being able to guess at the same time, or even with a Cloverbud placing a secret item in clay and having the other Cloverbuds guess the item.

## Bread Clay

**Time:** 20 minutes

**Materials Needed:**

- 7 Slices of bread
- 35 mL (7 tsp.) white glue
- 5 mL (1 tsp.) water
- 5 mL (1 tsp.) dish soap
- Medium bowl

Begin by cutting the crust off of the bread. Then, break the bread into tiny pieces and place in a medium bowl. Add the glue and mix thoroughly. Next, add the water and dish soap and continue mixing. Knead the mixture until you have a nice consistency.

If the dough is too watery, add more bread. If the dough is too dry, add more water - never more than 5 mL (1 tsp.) at a time.

To add more time to this activity, have Cloverbuds break the dough into small bead size chunks. Then, have Cloverbuds place a toothpick through the centre of the bead, and remove to leave a hole. Allow to air dry. Then, paint and design the beads, and add string through the toothpick holes. If making these beads, you could add a few drops of food colouring to each individual bead before air drying.

**Please note:** this clay is not edible!

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## LOOKING WITHIN

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### Building Blocks and Clay

**Time:** 10-15 minutes

**Materials Needed:**

- Building block pieces (e.g. Lego, Duplo, Knex, etc.) (various sizes)
- Clay (homemade or other)

Begin this activity by setting out a variety of building block pieces and parts as well as a ball of clay. Have Cloverbuds design the clay using the building block pieces. They can write an impression of their names with the dotted side of the building blocks, they can wrap building block pieces in clay, or anything else they desire. Cloverbuds can do anything with the clay, with the one rule being it has to incorporate the building blocks in some aspect. After a design has been created, have Cloverbuds walk around the room to view the designs that others have created.

## Creative Clay!

**Time:** 10-15 minutes

**Materials Needed:**

- Clay (homemade or other)

This activity will allow Cloverbuds to do whatever they like with the clay that they have made. They can use construction paper and use clay to draw a picture, they can make a sculpture of themselves, or they could design a building, or even a city. The idea is that Cloverbuds can do whatever they like with the clay.

## Softest Clay Ever

**Time:** 10-20 minutes

**Materials Needed:**

- 375 mL (1 ½ cups) corn starch
- 250 mL (1 cup) hair conditioner
- Food colouring (optional)
- Large mixing bowl
- Wooden spoon

Begin by adding the corn starch to the large mixing bowl. Then, stir in the hair conditioner. Stir until thick, then knead by hand to fully combine the ingredients. After, add a few drops of food colouring for effect. Continue kneading until the colour is evenly distributed throughout the clay. If the clay is not the right consistency, add more cornstarch to make it less fluid or more hair conditioner to make it more fluid.

Afterwards, Cloverbuds can play with the clay, which would add 10 minutes to this activity.

**Please note:** this clay is not safe to eat!

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## WRAPPING THINGS UP

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### Candy Clay Cake

**Time:** 25-30 minutes (plus baking time)

**Materials Needed:**

- Cake (prepared, baked and cooled)
- Buttercream frosting
- 80g (1/3 cup) light corn syrup
- 80g (1/3 cup) soft butter
- 3g (1/2 tsp.) salt
- 5mL (1 tsp.) flavouring (e.g. vanilla)
- 600g (2 1/3 cups) icing sugar
- Mixing bowl
- Spatula
- Dry and liquid measures
- Wax paper
- Paper towels

Prepare the cake according to the directions on the package (or made from scratch). Bake and let the cake cool. Put a thin layer of butter cream icing on the cake.

Mix margarine, corn syrup, salt and your choice of flavor in a mixing bowl using hands. Pour in icing sugar and knead the dough until smooth. Continue adding sugar if necessary to make the edible clay more pliable. The candy clay is ready to be molded for the cake!

Separate clay into small portions and add in the food colouring of your choice with a spatula. Place the coloured clay onto baking/wax paper when working with it. Mold the clay into desired shapes and place on the cake.

Avoid making the clay on a very hot day because the butter will melt and your clay will be sticky.

**Note:** this could also be done with cupcakes so that each Cloverbud has their own individual item to decorate and eat. This clay is completely edible!

## Float Your Boat

**Time:** 35-40 minutes

**Materials Needed:**

- Pennies or washers
- 1 Ball of clay per group
- Paper
- Writing utensil
- Buckets
- Water

The object of this activity is for a Cloverbud, or a pair of Cloverbuds, to make the strongest boat possible out of their piece of clay. Begin by handing each Cloverbud or pair a ball of clay. When the Leader says to begin, Cloverbuds will be given 10 minutes to design and make their boat out of only the 1 ball of clay. The boat is supposed to be sturdy enough to hold as many pennies/washers as possible without sinking. After the 10 minutes are up, Cloverbuds will then bring their boat over to their bucket of water and set it on the water. Each Cloverbud or pair will then add 1 penny/washer simultaneously with each other group. The pennies/washers will continually be added until there is only 1 boat remaining afloat.

Give Cloverbuds 5 minutes to reflect what went well and what went poorly (write reflections down on a large piece of paper if desired). Cloverbuds should also take notice of the boats that lasted longest and what some of their designs looked like. Once the reflection is completed, begin the activity again with Cloverbuds so that they can design and create a new boat, and test it out on the water.

**Advice:**

- This activity will work better if Cloverbuds design a boat first with pencil on paper.
- New clay may be needed for the second round if it absorbs water
- Oil based clay is best for this activity.



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## ADJOURNMENT

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### Additional Activities

- Take a pottery class
- Take a tour of a local aggregate that makes clay
- Invite a guest to the meeting who makes clay pottery as a business or a hobby.

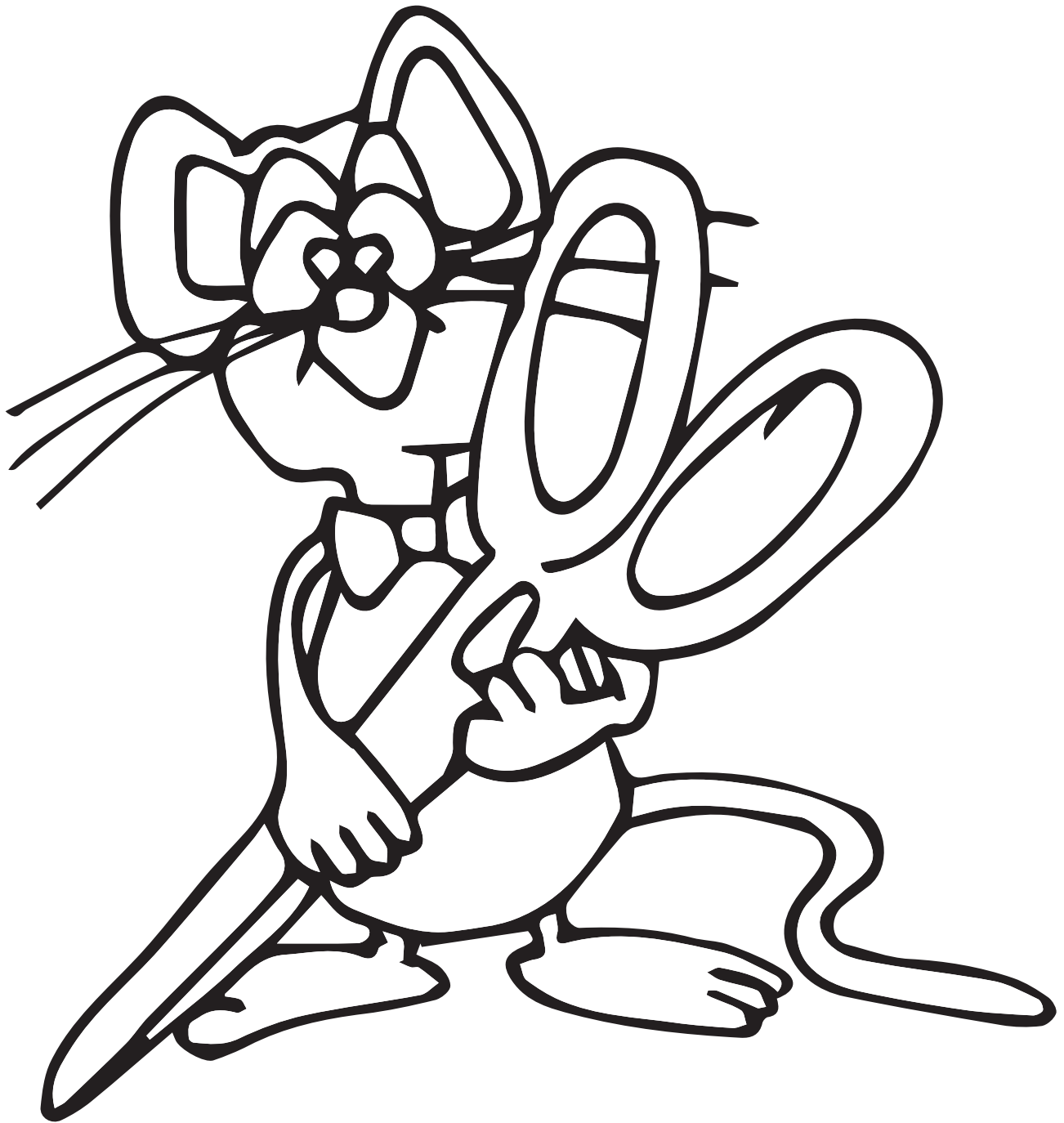
### References

- About.com <http://www.about.com>
- All Free Crafts.com [www.allfreecrafts.com](http://www.allfreecrafts.com)
- Best Activities For Kids <http://bestactivitiesforkids.com>
- Clay-it-Now [www.clay-it-now.com](http://www.clay-it-now.com)
- Discover Explore Learn <http://discoverexplorelern.com/worlds-easiest-play-dough/>
- Kids After School [www.beyondthechalkboard.com](http://www.beyondthechalkboard.com)

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# Scrapbooking

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**CANADA**  
4-H Ontario

## **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 and my world.

## **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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Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.

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# INTRODUCTION TO SCRAPBOOKING

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## Objectives & Goals of the Unit:

### Background:

Scrapbooking has been a longtime hobby of people all over the world. It is a method of journaling and a way to preserve memories, ideas and photos over time. This unit will allow Cloverbuds to create their own custom scrapbook using a variety of ideas and pages throughout. Please note, all pages will be put together at the end to create a single scrapbook so the construction paper and covers should all be the same size.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name someone you know who scrapbooks
- Name something you know about scrapbooking
- Have you ever scrapbooked before? What did you make?

**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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### Sandcastle Cover

**Time:** 10-15 minutes

**Materials Needed:**

- Pencil
- Sandpaper (60 grit)
- Scissors
- Marker
- Toothpick
- Piece of paperboard or cardboard or chipboard
- Tape
- Sandcastle template (found in the Resources section at the end of this unit)

Begin by printing out the template of the castle. Next, trace the sandcastle template onto the smooth side (the back) of the sandpaper. Alternatively, Cloverbuds could draw their own castle on the back of the sandpaper. Then, have Cloverbuds cut out the sandpaper castle outline. Tape a toothpick to the back (the smooth side) of the triangular tower topping. Cut out the banner and write a message, which could be a title for the scrapbook, your name or whatever you choose. Attach this banner to the toothpick. Finally, use the tape to adhere the castle to the paperboard. Once this is complete, you have a Sandcastle cover for your scrapbook!

Cloverbuds can also add to this cover by drawing in additional items such as knights or a moat.

## Rope Design Cover

**Time:** 25-30 minutes

**Materials Needed:**

- A variety of colouring book pictures, templates of simple shapes, etc.
- Geometry compass or thumbtacks or other tool with a sharp point
- Floss or string or length of thin rope
- Piece of paperboard or cardboard or chipboard
- Needle

Begin this activity by having Cloverbuds choose a pattern or image to embroider. Images could include an animal, a skyline or even a famous structure. Once the image is selected, have Cloverbuds place it over the paperboard. Cloverbuds will then begin using the compass to create the image with holes. Once the image is completely designed, Cloverbuds will then thread their needle with the floss. Cut the length of thread that is needed for each image, giving extra thread to be safe. Then, insert the floss through the eye of the needle and pull the floss through. After, double the length of the floss and knot the opposite end. The needle is now ready to be threaded through the holes that have been made.

Once the holes have been covered with floss and the floss has come to an end, tie it off at the back of the image. Cloverbuds will now have a custom designed cover for their scrapbook.

Because there are two covers here, one can be used as a front and one can be used as a back.

## Calendar Pages

**Time:** 15-20 minutes

**Materials Needed:**

- Construction paper
- Ruler
- Writing utensil
- Calendar

This activity can be done in a variety of ways. It can be done as a yearly calendar with one month per page, or a weekly, or even daily calendar. Simply have Cloverbuds work out a calendar that they think will work best leaving enough room in each day to write out activities they have that day. After the calendar is written out, have Cloverbuds write in a schedule of things they need to do or would like to do.

Alternatively, this could be done by printing off a calendar from the computer and then gluing it on to the construction paper.

Decorate the calendar using scrapbooking supplies including pictures and stickers to highlight special days on the calendar.



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## LET'S EXPLORE

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### My Favourite Things

**Time:** 20-25 minutes

**Materials Needed:**

- Construction paper
- Writing utensil

These pages of the scrapbook will be about the Cloverbuds favourite things. Have them write a separate page for each category, such as movies, books, TV shows, foods, etc. On one side of the page, they should write their favourite things (top 5, top 10) in each category and on the opposite side of the page they can write why. They can then draw accompanying images for each of their favourite things.

### Music Pages

**Time:** 15-20 minutes

**Materials Needed:**

- Computer
- Printer
- Glue
- Construction Paper

This activity begins by Cloverbuds finding the sheet music for some of their favourite songs. Once they find a few of their favourite songs print the pages and glue them onto the construction paper. Afterwards, decorate the construction paper around the sheet music. For example, if the song is about royalty, you could draw a King and Queen. Ensure that the Music pages have all the information for the song, such as title, artist and release date so that you can look back and find the song later.

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## LOOKING WITHIN

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### Memory Jar

**Time:** 10-15 minutes

**Materials Needed:**

- Jar (such as a sauce jar) 1 per Cloverbud
- Paper, cut into squares
- Writing utensil
- Scissors

This activity begins with each Cloverbud receiving a piece of paper and a writing tool. They are then to write down any memories that they have, then rip the paper around the writing, fold it in half and place it in the jar. Repeat this for as many memories as Cloverbuds can think of. The jar does not have to be full by the end of the activity. The idea is to fill the jar over time with memories. Once the jar is full, the pages can be pulled out, flattened, and collaged into a scrapbook.

Ideas for memories are: first vacation, first day of school, a snowball fight, first time swimming, a funny story, the birth of a family member, a wedding, happiest memory, a sad memory, etc.

To add time to this activity, the jar itself can be decorated with paint or construction paper.

## About Me Collage

**Time:** 25-30 minutes

**Materials Needed:**

- Magazines & newspapers
- Scissors
- Glue
- Construction paper

The object of this activity is for Cloverbuds to look through a variety of old magazines and other old print items and find images that represent them. It could be sports they like to play, their age, food they like, their favourite colours, etc. Challenge Cloverbuds to be creative when finding these images. Once Cloverbuds have collected all the images they plan on using, they can begin creating their collage. Write "All About (Cloverbuds name)" at the top and then begin gluing the images onto the construction paper. A good idea would be to break the images into categories such as "my favourite toys." After the collage is completed, each Cloverbud will have 1-2 minutes to explain their collage and why they chose some of the images that they did.

## My Hands & Feet!

**Time:** 15-20 minutes

**Materials Needed:**

- Construction Paper
- Leftover wallpaper or other patterned paper
- Pencil
- Scissors
- Glue

Have Cloverbud participants work in pairs. Give each pair a piece of wallpaper (or other patterned paper) and a pencil. Have one child in the pair trace the hands and feet of the other child on the wallpaper. Then, do the reverse so that both children have a traced copy of their hands and feet.

Have Cloverbuds cut out their traced hands and feet and place them on the construction paper. Glue them down and have Cloverbud participants print their name and age on the page.

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## WRAPPING THINGS UP

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### Signatures Pages

**Time:** 10-15 minutes

**Materials Needed:**

- Construction paper
- Writing utensil

This activity is a good conclusion activity and provides Cloverbuds a chance to interact with their peers which they may not have had much of a chance to do throughout the meeting. Simply have Cloverbuds walk around the room and get others to sign or write their name on the construction paper. They can also include a nice thing, such as something they like about the Cloverbud or a good memory they have with that person.

### Putting It All Together

**Time:** 10-15 minutes

**Materials Needed:**

- Single hole punch
- String
- Ruler
- Pencil

This is the part of the meeting where all the pages that were created throughout are put together. Before beginning, decide on an order for your pages. They can be put in random order, or the order that they were made during the meeting. Once they are in order, measure out each page and mark the spots where you will place the holes, e.g. every 5 cm. A suggestion is that there are at least 5 holes on the length of each piece of paper. Once all marks are made, begin making the holes with the hole punch. After all holes are punched, make it so that all holes are aligned. Next, take the string and run it the length of the paper. Then, wind it through the top hole through to the bottom hole. Once there, pull the string tight and tie a knot very near the bottom of the page. Cut off any excess string.

Congratulations, now the scrapbook is completed and all put together!

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## ADJOURNMENT

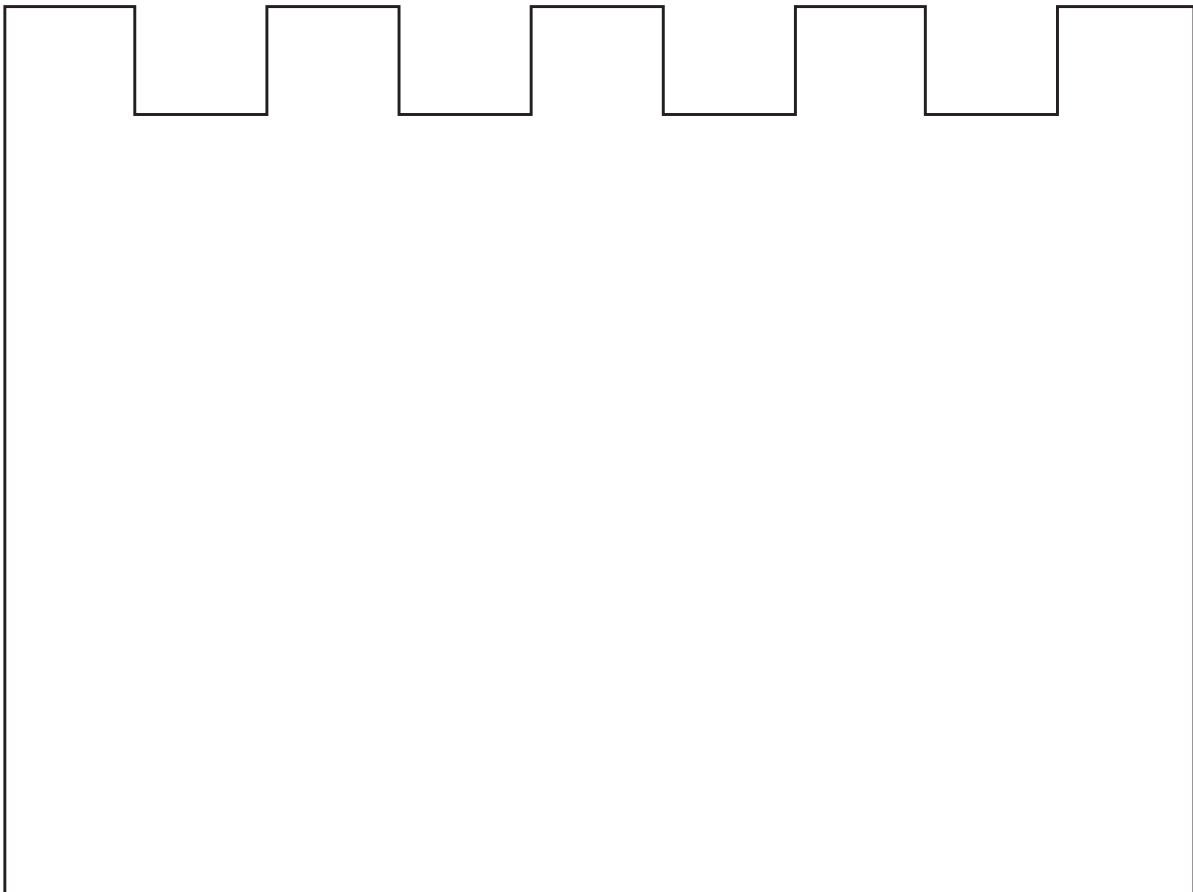
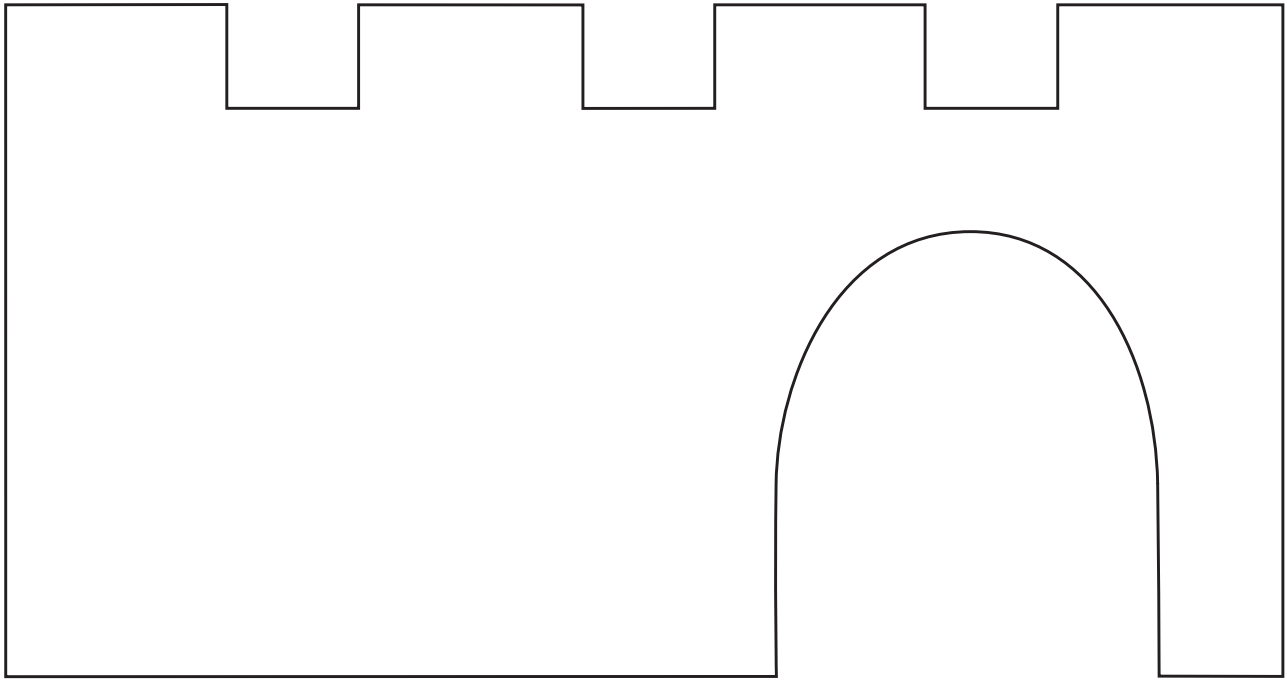
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### Additional Activities

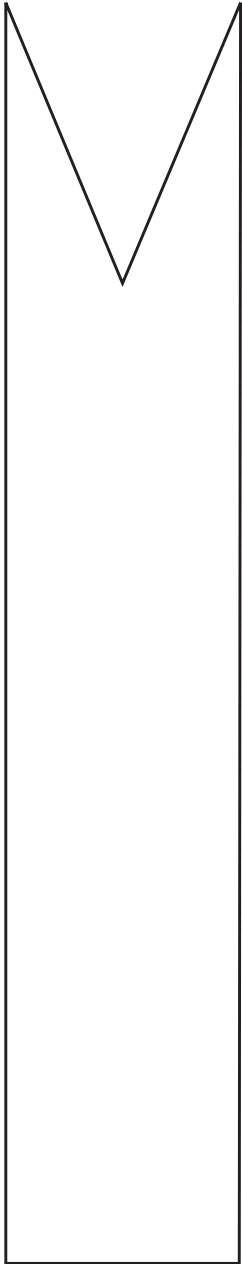
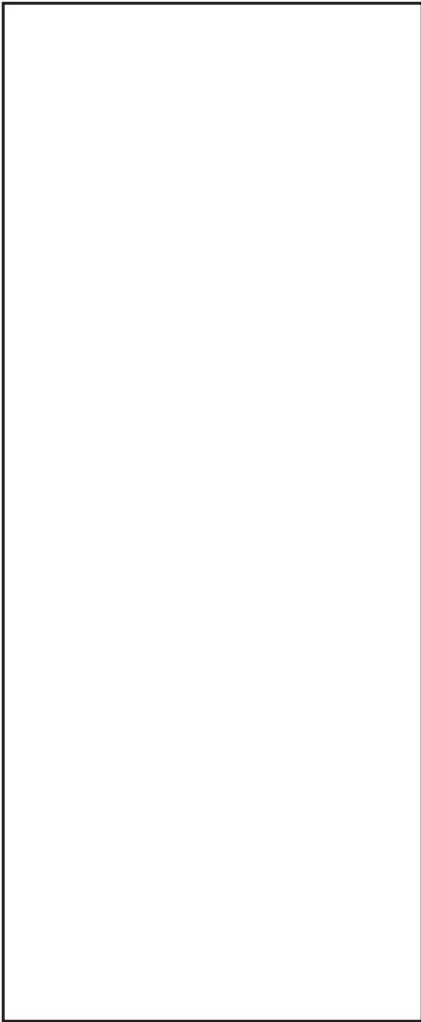
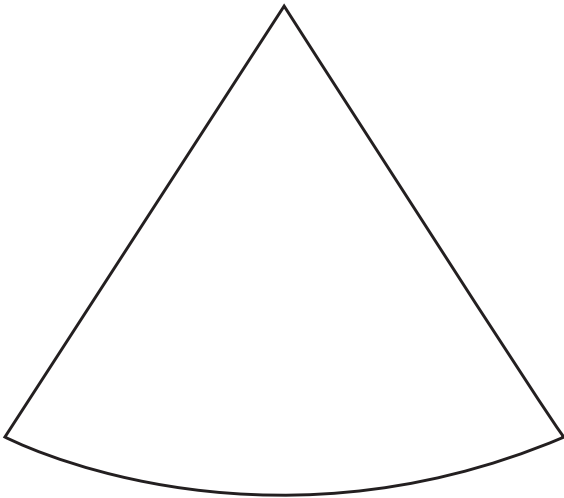
- Visit a local craft store
- Have a guest speaker (scrapbooking hobbyist or expert)
- Take a scrapbooking course or lesson

### References

- Babble [www.babble.com](http://www.babble.com)
- Kids' Turn Central [www.kidsturncentral.com](http://www.kidsturncentral.com)
- Spoonful [www.spoonful.com](http://www.spoonful.com)







# Senses





**CANADA**  
4-H Ontario

## **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 and my world.

## **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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Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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# INTRODUCTION TO SENSES

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## Objectives & Goals of the Unit:

- To teach the role that the 5 senses play in everyday life
- To explore each sense individually and together with other senses
- To strengthen Cloverbuds senses
- To learn how to identify items with only one sense or without a key sense

## Background:

Almost everyone uses their five senses on a daily basis - they see, smell, hear, taste and touch. These senses were originally designed to keep us alive. We could see where we were walking (not off a cliff), smell and taste if food was safe to eat, hear when a wild animal was approaching and feel when a dangerous bug was crawling on us. In the modern day, we can still use our senses for these purposes, but today we use them for pleasure as well. We watch movies, listen to music, and taste our favourite foods. These senses are our perception of the outside world but it is important to remember that even though two people may see, smell, hear, taste or touch the same things, they may react very differently.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls

- Name one of the senses and how you use it
- Which sense do you rely on most? Why?
- Which sense would you miss the most if you lost 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. When choosing activities, please also consider the sense that is involved with each activity, and include activities for all 5 senses.

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## GETTING STARTED

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### Like an Animal

**Time:** 10-15 minutes

**Materials Needed:** None

This activity will allow Cloverbuds to release some energy as well as use their creative side. Begin by having Cloverbuds spread out around the area. The Leader will then say one of the phrases for this activity (see below) and Cloverbuds will proceed to act out the phrase. The phrases are designed to stimulate Cloverbuds senses. Have Cloverbuds act out each phrase for 15-30 seconds.

## Like an Animal Phrases

Sound like an elephant  
Walk like an elephant  
Eat like an elephant  
Sound like a monkey  
Walk like a monkey  
Swing like a monkey  
Roar like a lion  
Walk like a lion  
Sound like a duck  
Walk like a duck  
Swim like a duck  
Sound like a frog  
Act like a frog

And many more... You can call out any animal and have Cloverbuds act it out, using as many senses as possible! Dog, cat, jellyfish, whatever! For cool down, you can have Cloverbuds walk like a turtle or pretend to be a hibernating bear.

Alternately, give an animal phrase to one Cloverbud participant and have them act out the animal without making any sounds. Discuss how much harder it can sometimes be to figure out what animal it is when no one can hear the noise that it makes.

## Walking Blind

**Time:** 15-20 minutes

**Materials Needed:**

- Blindfolds (one per pair)
- Items to find (one per pair)
- A bucket or bin

For this activity, each Cloverbud will need a partner and each pair will need a blindfold. The object of this game is to be the first pair to bring back the item and place it in the bin.

To begin this game, have Cloverbuds decide who will be the instructor first and who will be the listener. Then, have the listener put on his/her blindfold. Set out the items to find in an area approximately 5 metres (15 feet) away from where Cloverbuds will start the game. The items used can be anything at all, from a tennis ball to a banana. But, whatever the item is, ensure that each pair has a different item in a different location. Tell each pair which item it is they are looking for and when the Leader says to go, the person who is the instructor will give direction to the listener as to where the item is. Once the listener finds their item, they are to bring it back and place it in the bin, still with their blindfold on. Once each listener has brought back their item, the roles will be reversed to give everyone a chance to be the listener.

Suggest that the instructor uses simple directions, such as six steps forward, one step left, reach down to knee height, etc.

To make the activity more difficult, you can move the objects further or behind other objects. Also, vary the objects' height, so that it is not only on ground level.

Please note, that the Cloverbuds will be blindfolded and not able to avoid hazards in their path, so the area used should be checked and cleared of hazards by the Leader prior to this activity's commencement.

If there is a concern of Cloverbud participants walking into hazards, have the instructor in the pair take the arm of the listener to help guide them away from hazards.

## Optical Illusions

**Time:** 10-15 minutes

**Materials Needed:**

- Optical Illusions (found in the Resources section at the end of this unit)

Instructions for the optical illusions are listed below each image. You can have one master copy for the group but it would be best to have 1 copy per pair of Cloverbuds. To add an extra 10-15 minutes to this activity, have Cloverbuds research other optical illusions online, with Leader supervision.

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## LET'S EXPLORE

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### Ice Cream Test

**Time:** 15-20 minutes

**Materials Needed:**

- Sheets of paper (1 per Cloverbud)
- Spoons (1 per Cloverbud)
- Multiple Ice Cream flavours
- Cups (1 per flavour)
- A Marker

	<u>Smell</u>	<u>Taste</u>	<u>Flavor</u>
# 1			mango
# 2			caramel
# 3			chocolate
# 4			chocolate PB
# 5			strawberry

Begin the activity by numbering the cups with one number for each flavour. Then hand each Cloverbud a pre-made chart (a sample is shown above) or have each Cloverbud make their own chart.

The only difference between their chart and the sample included is they will not know the actual flavor assigned to the numbers. The Leader will tell the Cloverbuds the actual flavours after everyone has guessed. Once they have made a chart, you are ready to begin the test!

Explain the object of the activity to the Cloverbuds, which is to smell and taste the ice cream and guess what flavour it is. The Cloverbuds will then come up to the cup to smell each sample and then go back to their chart and write what they thought it smelled like. They will then go back up, with their spoons this time, taste the flavour and return to their chart to write what they thought it tasted like. They should do both of these activities without telling the others what they thought so everyone has a chance to make their own guess. This will continue on until everybody has had a turn smelling and tasting all the ice cream flavours. Once everyone has guessed, the real flavours can be revealed. After the activity, you can finish any leftover ice cream. You don't want it to go to waste!

**Note:** if you only have one cup per flavour of ice cream, have Cloverbuds wash their spoons between each use. Alternatively, you could scoop out a small portion of each flavour into a Dixie cup and have each Cloverbud taste that iced cream so they do not have to wash their spoons each time.



If you have a Cloverbud participant in your group that is lactose-intolerant, this activity could be completed with a number of different foods including sherbet (made only with fruit juice), berries, cookies, fruit juice, mini tarts, etc.

## Make Your Own Drum

**Time:** 15-20 minutes

**Materials Needed:**

- Cylindrical containers (e.g. coffee can, paint can, popcorn tin) (1 per Cloverbud)
- Masking tape or electrical tape
- Construction paper
- Scissors
- Drum decorations (markers or glue to cut and paste construction paper)
- Pencils (2 per Cloverbud)
- Tissue paper

To begin, take the empty cylindrical can and remove the lid. Some examples of cans to use would be coffee cans, paint cans, an oatmeal container, popcorn tin, etc. Take the tape and in a crisscross pattern, cover the open end of the container (make a star) to create a drum. Once the top of the drum is entirely covered in tape, you are ready to move onto the next step. Measure and cut the construction paper so that it is long enough to make a cover around the side of the drum. After, tape the construction paper together so that it stays in place. If time permits, this would be when Cloverbuds could decorate their drum in whatever way they liked which would add another 10 minutes to the activity.

Now the drum is complete, but Cloverbud participants need some drumsticks! You could use plain pencils, but there is a better option. Crumple up a few small bunches of tissue paper, and using the tape, attach them to the pencil. Attach the tissue paper by spiraling the tape, starting from the pencil and working your way up. Repeat this for the other pencil and you will, in no time, have two drum sticks!

You can extend this activity by playing Name That Tune with the drums. For example, one Cloverbud would begin by playing the chorus or a part of a well-known song and other Cloverbuds would have to guess which song it is. This will add 10-15 minutes to the activity and help Cloverbuds refine their listening skills.

## Judging Ingredients

**Time:** 10-20 minutes

**Materials Needed:**

- A variety of items (see explanation below)
- Paper & pencil

There are no required materials for this activity. You can use whichever items you have available. Some good items to use include: sugar, cornstarch, flour, salt, baking soda, cinnamon, raisins, pecans, chocolate chips. The idea is to have many items of all different kinds. Once you have all items laid out for Cloverbuds to see, the judging will begin. Have Cloverbuds inspect each item and rank them according to the criteria below. Then, provide them with a sheet of paper to keep track of their rankings.

The object of this activity is both to have Cloverbuds use their senses to evaluate items as well as learn the skill of judging that is a pillar in the 4-H program.

### Criteria

#### Texture

- What is the texture like?
- Is it smooth or rough?

#### Colour

- What colour is it?
- Is it light or dark?

#### Density

- How hard or soft is it?

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## LOOKING WITHIN

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### Broken Telephone

**Time:** 10-15 minutes

**Materials Needed:** None

This is a fun game that will help Cloverbuds use their listening skills. Begin by having Cloverbuds sit in a circle in which Cloverbuds are sitting directly beside one another. The Leader will then invent a phrase (see below for examples) and whisper the phrase to the first Cloverbud. The first Cloverbud will whisper it to the second Cloverbud, who will in turn whisper it to the third Cloverbud. This will continue on until the message is whispered to the last player who will then announce the message to the group. The object of the game is to try and have the last person say the same message that the group started with.

Please note, each Cloverbud should only say the message loud enough for their partner to hear it. Also, the message can only be spoken once, so have them speak slowly and carefully and make sure the other partner is ready to listen. If the message is not the same at the end as it was at the beginning, try

breaking the group down to find out how the message got to be what it was. Start at the first Cloverbud and ask them what they whispered to their partner.

***Examples:***

I like to eat French toast

The beach has lots of sand and water too

My dog is named Sally

The animals escaped from the zoo

I live in a red brick house

The CN tower is really tall

## The Mystery Item

**Time:** 15-20 minutes

**Materials Needed:**

- 2 deep bags (that can't be seen through)
- Mystery items

This activity is for Cloverbuds to use their sense of touch to try and identify items. Have Cloverbuds begin by sitting in a group in front of the Leader. The Leader will then remove one item from the bag and put it in its own bag. Then call up Cloverbuds one at a time to identify the item. They will approach and when they come within arm's reach, they will close their eyes and reach into the bag. Once they have a few seconds to feel the item, they will remove their hand and go back to sit down. Cloverbuds will remember what they think the item was and what it felt like but not say out loud what they think it is. After each Cloverbud has had a chance to touch the item, each Cloverbud can say aloud what he/she thinks the item is and why.

The exercise can be repeated with multiple items. Use progression to make the activity more difficult as time goes on. For example, start with a well-known shape like a banana, work your way up to a house key and end with a toy figurine.

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## WRAPPING THINGS UP

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### Children, What's That Sound?

**Time:** 10-15 minutes

**Materials Needed:**

- Various sounds (try [www.findsounds.com](http://www.findsounds.com))
- Speakers

Begin by having Cloverbuds make a T-chart. On the left hand side they will write the numbers and on the right side they will write the sounds. Once the chart is complete, begin by playing the sounds.

For the first few, play common sounds that would be well known. Explain to the group that you are only going to play each sound once, so they must listen carefully\*. After, begin playing sounds that are less common and slightly more difficult. You may need to play these sounds twice, but no more. Still encourage Cloverbuds to try and hear the sound on the first try. After all sounds are played, have the

group tell you what they think each number was and then tell them the correct answer. At this time, play the sound again so they can listen.

There are many sound effects available online and some ideas for sounds to play are found below:

**Easy** - Birds chirping, dog barking, emergency sirens, car horn, cow mooing

**Medium** - Lion roaring, truck honking, train whistle, keys jangling, applause

**Difficult** - Waterfall, zipper, firecrackers, cork popping, blender, kettle whistle

**\*Hint:** it helps if you close your eyes to listen. Removing one sense strengthens the ability of others.

## Two Truths and a Lie

**Time:** 10-15 minutes

**Materials Needed:** None

This activity is good for the conclusion of the meeting because it helps Cloverbuds use their senses to interpret their fellow Cloverbuds. To start, have Cloverbuds sit in a circle. The game is simple. One Cloverbud will begin by saying three facts. Two of the facts will be truthful, and one will be a false statement. For example, I am allergic to grass, I have lived in one house my whole life and I love cats. The group then has to guess which of the three facts was not true. The group will all take one guess together and if they get it right, the person to the right will say their own three facts. If not, the Cloverbud will tell the group which one was the lie and the game will continue to the person on the right.

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## ADJOURNMENT

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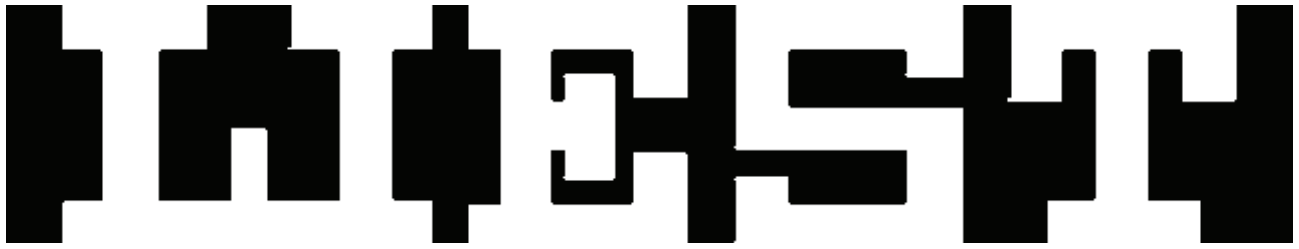
### Additional Activities

- Go to a bakery to test out your sense of taste!
- Visit a greenhouse and use your sense of smell to enjoy the flowers
- Have a guest speaker who does not have one of their senses e.g. someone who is deaf, blind, etc. and have them explain how they have to rely on their other senses.

### References

- Find Sounds [www.findsounds.com](http://www.findsounds.com)
- Kiboomu Kids Songs <http://kiboomukidssongs.com>
- Kid Spot [www.kidspot.com.au/](http://www.kidspot.com.au/)

Optical Illusions:



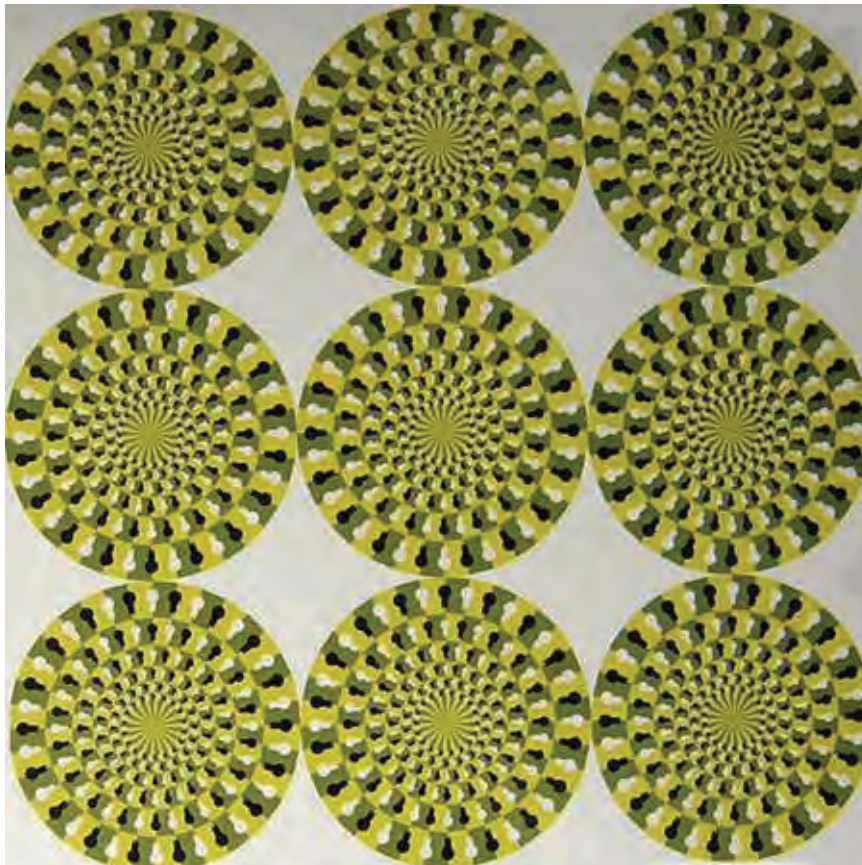
Can you see the word in the white letters? If you look carefully, it says WEST



The image above is called an After-Image. If you stare at the 1 of the 4 black dots very carefully for 30 seconds, then look at a solid coloured surface and blink rapidly, you will see an image.

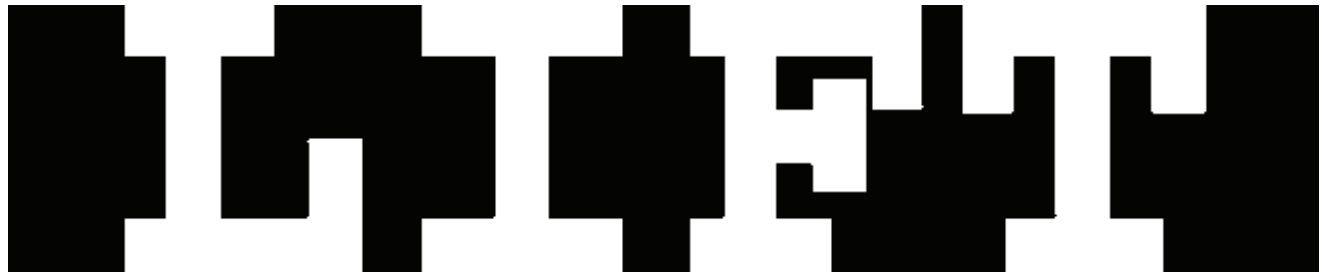
*Blue Red Green Cyan*  
*Magenta Black Pink*  
*Yellow Orange Violet*  
*Brown Purple Cyan*  
*Indigo Red Green Blue*

This image is more of a mind exercise than an illusion, but it still uses your eyes! The object is to try and read through the entire list, only instead of reading the word, say the colour. See who can read through the entire list!



Stare at a circle for a few seconds, and you will start to see all the other circles in your peripheral vision rotating. If you try and look straight on at a circle, it will stop rotating- every time!

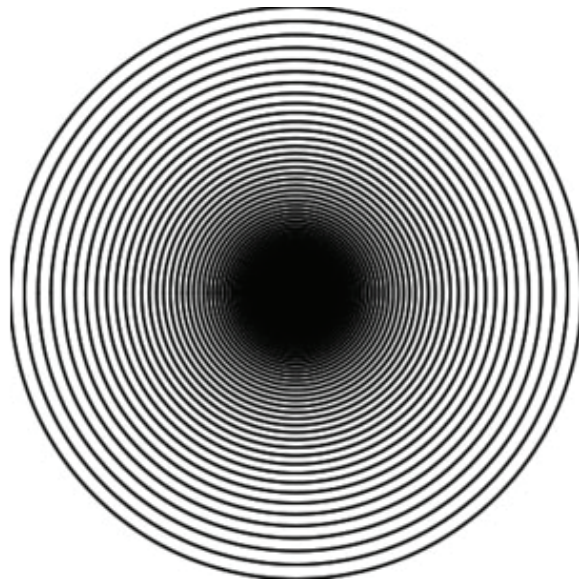




Can you see the word in the white letters? If you look carefully, it says LIFT.



What do you see in the image? Can you see both words, good and evil?



Stare at the black centre of the circle, after a few seconds it will begin to expand outwards. Blink, and it is back to where it started!

# Wearable Art





**CANADA**  
4-H Ontario

## **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 and my world.

## **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  
Layout by: Black Bike Media Inc., Guelph, ON  
Date: November 2013

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. Your 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 proceeds of the 4-H Ontario Dream Dinner Lottery.

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# INTRODUCTION TO WEARABLE ART

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## Objectives & Goals of the Unit:

- To introduce Cloverbuds to the 4-H Wearable Art Project
- To encourage creativity and design
- To teach a few of the many forms of art
- To show Cloverbuds that new things can be made with everyday items

## Background:

Wearable Art is known as any item that you can design and then wear, which includes a wide variety of items: bracelets, clothing, necklaces, hats, etc. The objective of this unit is to challenge Cloverbuds to be as creative as possible when designing items. Throughout this meeting, Cloverbuds will be shown fun activities where the end result becomes something that can be worn by that Cloverbud. Cloverbuds should wear their items with pride, knowing that their item is handmade and totally unique.

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## 4-H PLEDGE AND ROLL CALL

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### Suggested Roll Calls

- Name a piece of jewelry.
- Have you ever made something you could wear using items from around your home? If so, what was it?
- What is your favourite piece of jewelry/accessory?

**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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### Popsicle Bracelet

**Time:** 65-75 minutes

**Materials Needed:**

- Popsicle/craft sticks
- Saucepan
- Water
- Stove top
- Decorating items (paint, glitter, beads, etc)

To begin, place the popsicle sticks in a saucepan filled with water. Bring to a boil and simmer for 20 minutes. Remove from heat and let sit for another 20 minutes. Alternatively, you could also place the Popsicle sticks in a bowl of water and let sit overnight. This will make the popsicle sticks pliable and easy to work with.

Then, start working the popsicle stick into a circle. Bend the sticks gently, as you do not want it to snap. Once bent into the proper shape, you can fit them into the opening of a drinking glass or toilet paper roll to keep the round shape. Let the sticks have enough time to thoroughly dry, and then remove them from the glass and have Cloverbuds try them on. You don't want to make bracelets that don't fit! If they are too small or are bent weird, you can re-wet them and start again or adjust. If you have small splinters, you can smooth them out with an emery board or sandpaper.

The next step is to decorate the bracelets, which Cloverbuds can do in any way they please. They can use paint, glitter, cut-and-paste, or even add beads.

Please note, the time it takes to complete this activity can be reduced to 25-35 minutes by simply soaking the popsicle sticks overnight the night before or by boiling the water and setting them before Cloverbuds arrive.

## Friends Crown

**Time:** 15-20 minutes

**Materials Needed:**

- White paper
- Construction paper
- Pencil crayons
- Scissors
- Stapler
- Crown template (found in the Resources section at the end of this unit)

Begin this activity by printing out the crown template. Then, cut out the template, including the small triangles. Trace the design of the template onto construction paper 2.5 times, so that you create an image of 5 people holding hands. Once the tracing is complete, cut out the design on the construction paper.

Next, it's time to design the crown. Cloverbuds can draw and cut hair from construction paper or simply draw it on with pencil crayons. Then, have Cloverbuds draw faces and clothes on each person. Challenge them to make it look like their 4 closest friends, and themselves. Once the design is decorated, staple or tape the ends together to make a crown.



Photo credit: *First Palette* [www.firstpalette.com](http://www.firstpalette.com)

## LET'S EXPLORE

### Round Braid Bracelet

**Time:** 25-35 minutes

**Materials Needed:**

- Cardboard (back of a cereal box works well)
- Circle to trace (3.5 in or 8.75cm)
- Scissors
- Yarn, 7 pieces of multiple colours (18 in or 45cm)
- Pencil
- Ruler

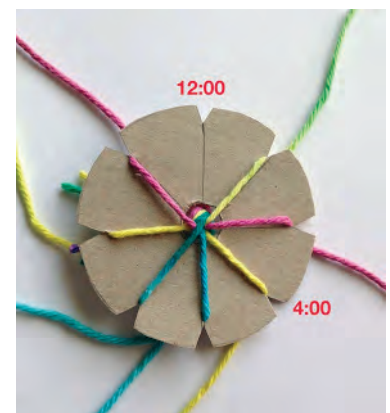
Begin by tracing a circle onto cardboard. Cut out the circle. Then, divide the circle into 8 sections by drawing 4 long lines. A Leader may need to assist with this although the 8 sections do not need to be exact.



Cut eight notches out of the circle and cut thin slits into the notch to hold the yarn. Cut out the centre hole so that it is just large enough to hold the width of 7 yarn strings.

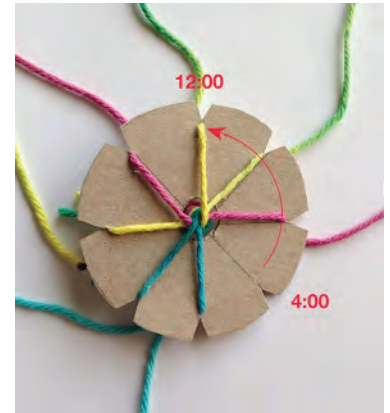


Then, cut 7 equal section of yarn and tie one end with a knot. Place the knot in the hole and slide all 7 ends into slots, leaving one empty. Align so that the empty slot is at the 12:00 position.

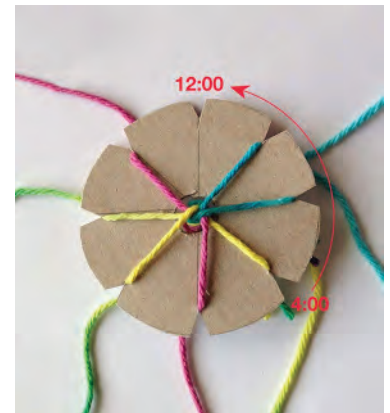




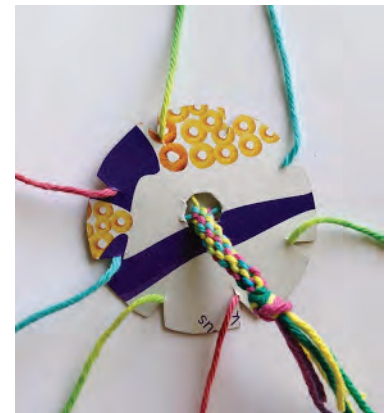
Next, remove the piece of yarn in the 4 o'clock slot (the slot that is 4 away from 12 if you count clockwise). Place the yarn just removed from 4 o'clock and place it in the 12 o'clock spot.



After, rotate the cardboard to the left so that the empty slot now sets at the 12 O'clock slot. Repeat so that the 4 O'clock yarn is always moving to the empty 12:00.



Always rotate the cardboard to the left and repeat, keeping the yarns taut for a neat braid.



Repeat this pattern until all the yarn is used up, at which time the ends need to be tied with a knot.

Cloverbuds will now have a colourful braid to show off. It can be tied into hair, worn as a bracelet, or anklet, or even made longer and used as a necklace.



*Photo credits:* Art Projects for Kids [www.artprojectsforkids.org](http://www.artprojectsforkids.org)

## Trivia T-Shirt

**Time:** 25-30 minutes

**Materials Needed:**

- White T-shirt
- Fabric markers
- Research materials (computer or books)

Begin this activity by having Cloverbuds find facts that interest them from the research materials. Then, have Cloverbuds form questions about the facts they've learned, ensuring that any question they ask they know the answer to.

Write the questions on a T-shirt using fabric markers. Write them in interesting patterns on the shirt. Some should be in very tiny letters and others in large letters. You might, for one question, use a combination of words with large letters and words with small letters. Get creative with the style and size of writing. Once the questions are written, have Cloverbuds draw matching images to their questions. After, Cloverbuds can challenge their friends to answer the questions on their shirt!

Alternately, depending on the age of Cloverbud participants, they may want to choose to paint a picture on their T-shirt of their pet, their favourite activity/sport, etc.

Note: Be sure to warn Cloverbud participants not to use too much paint or it will be difficult to get the paint to dry.

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## LOOKING WITHIN

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### Paper Hat

**Time:** 20-25 minutes

**Materials Needed:**

- Heavy card stock
- Scissors
- Glue stick
- White glue
- Crayons or markers
- Things to decorate your hat with: (ribbons, feathers, beads, etc.)
- Hat templates (found in the Resources section at the end of this unit)

Begin this activity by choosing a bottom template for each Cloverbud and print it and the top template out on heavy card stock. Cut out the top template, including the two long bands. Glue one band at the bottom left tab and the other band at the bottom right tab.

Cut out the bottom template. This will be the hat's brim. Cut a slit following the dotted straight line on the brim. An easy way of doing this is to fold the template along the middle before cutting along the slit. Once done, unfold the brim.

The next step is putting both templates together but before doing so it's best to see if the two pieces fit

well. Insert the upper portion of the top template through the slit on the brim. Ease the brim further down until the slit touches the top edge of the bands. If the templates do not fit well, slightly widen the slit.

Now you are ready to combine the two templates. Apply glue inside the rectangular area bordered by dashed line and on the brim apply glue along the area above the slit. Put the two template pieces together again and press on the areas with glue.

Now it's time for Cloverbuds to design their hat. Have them colour or draw the hat and add glitter or beads if they are available. Once the design is completed, glue the two bands together at the back and you have a custom made hat!

## Decorated Flip Flops

**Time:** 20-25 minutes plus drying time

**Materials Needed:**

- Flip flops
- Scissors
- Paper towels
- Pipe cleaners
- Fabric spray paint



*Photo credit:* <http://bountytowels.ca>

Cover your work surface with paper towels to keep it clean. Cut out 38 strips of paper towels, 40 cm x 2 cm. Spray-paint the strips with fabric spray paint and allow to dry according to the directions.

Bind half of the strips together with a pipe cleaner and form the strips into a pom-pom. Bind the other half of the strips the same way. Attach the pipe-cleaner-bound pom-poms to each flip-flop. Wear your flip-flops and enjoy!

## Masquerade Mask

**Time:** 20-25 minutes

**Materials Needed:**

- Printable card stock
- Poster paint or pencil crayons
- Scissors
- White glue
- Paint brush
- Dowel or disposable chopsticks
- Feathers
- Decorative materials
- Masquerade Templates (found in the Resources section at the end of this unit)

Begin by printing out one masquerade template per Cloverbud. Allow them to choose which mask they would like. Remember, the templates should be printed on card stock to make them more firm and durable. Next, cut out the template, including the eyeholes.

Have Cloverbuds colour their mask, using paint or pencil crayons. Note, if using paint it should not be too watery, or else the cardstock will not remain durable. Once coloured, you can make the mask sparkle by adding glitter glue and sequins, rhinestones, or other gem style stones.

After the mask is prepared, it's time to add a handle which can be a dowel or chopstick. You may keep the handle plain or decorate it by painting it, winding a fabric ribbon around it, or covering the whole stick in aluminum foil. Glue the handle at the back of the mask either in the middle or along one edge of the mask. To achieve a quicker drying time, use a glue gun instead of white glue. Add feathers or curly decorative ribbon to accent the mask.

Allow the mask some time to dry. Once the masks are all dry, Cloverbuds can hold a masquerade party of their own!

*Photo credit:* First Palette [www.firstpalette.com](http://www.firstpalette.com)



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## WRAPPING THINGS UP

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### Design Necklace

**Time:** 15-20 minutes

**Materials Needed:**

- Glue
- Brown grocery bag (paper bag)
- Scissors
- Item template of your choice (found in the Resources unit at the end of this section)
- Pencil
- Hole punch – small (for jump ring)
- Cardboard (or gift card) for glue squeegee
- Paints - several colors of your choice
- Cosmetic wedge sponge (cut into small pieces)
- Jump ring(s)
- Necklace chain

Begin by printing off the template of the item you would like to make. Take the paper bag and cut it into three pieces slightly larger than your item. Then, trace the item onto one layer of the paper bag. Next, glue the three layers of the paper bag together. This is done by adding glue to one layer at a time, and using the squeegee to spread the glue evenly over the entire layer. When gluing, ensure that the top layer is your traced item. While the glue is still wet, cut out the image and punch a hole in the top.

To give the item dimension, you can place the item over a pencil and bend it to shape around the pencil as well as by slightly bending edges. This is all to be completed while the item is still wet. Now that the design is made, it needs to be set aside to dry. Once dry, it then needs to be painted! Use the sponge to apply the darkest colour first, if using more than one colour. Then, add highlight colours throughout the item. Note, this design works best if there are several shades of the same colour used.

The final step is attaching your item to a necklace with some jump rings. You have yourself a custom made necklace!

## Bead Bracelet

**Time:** 10-15 minutes

**Materials Needed:**

- Length of bracelet string (material, nylon, etc)
- Selection of beads

Begin this activity by having Cloverbuds measure a length of string that is long enough to go around their wrist or, if they like, their ankles. Then give Cloverbuds the opportunity to use the beads to create a custom design that they like. They may use a larger item as a centre piece of the bracelet, or have alternating beads, or simply have some of their favourite beads. Once the beads are added, have Cloverbuds wear it on their wrist and tie the ends together.

Alternatively, have Cloverbuds measure the string so that it goes around their wrist twice, which would allow them more room for beads, and allow more creativity when designing a bracelet. Please note: if this is done more beads are required per Cloverbud.

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## ADJOURNMENT

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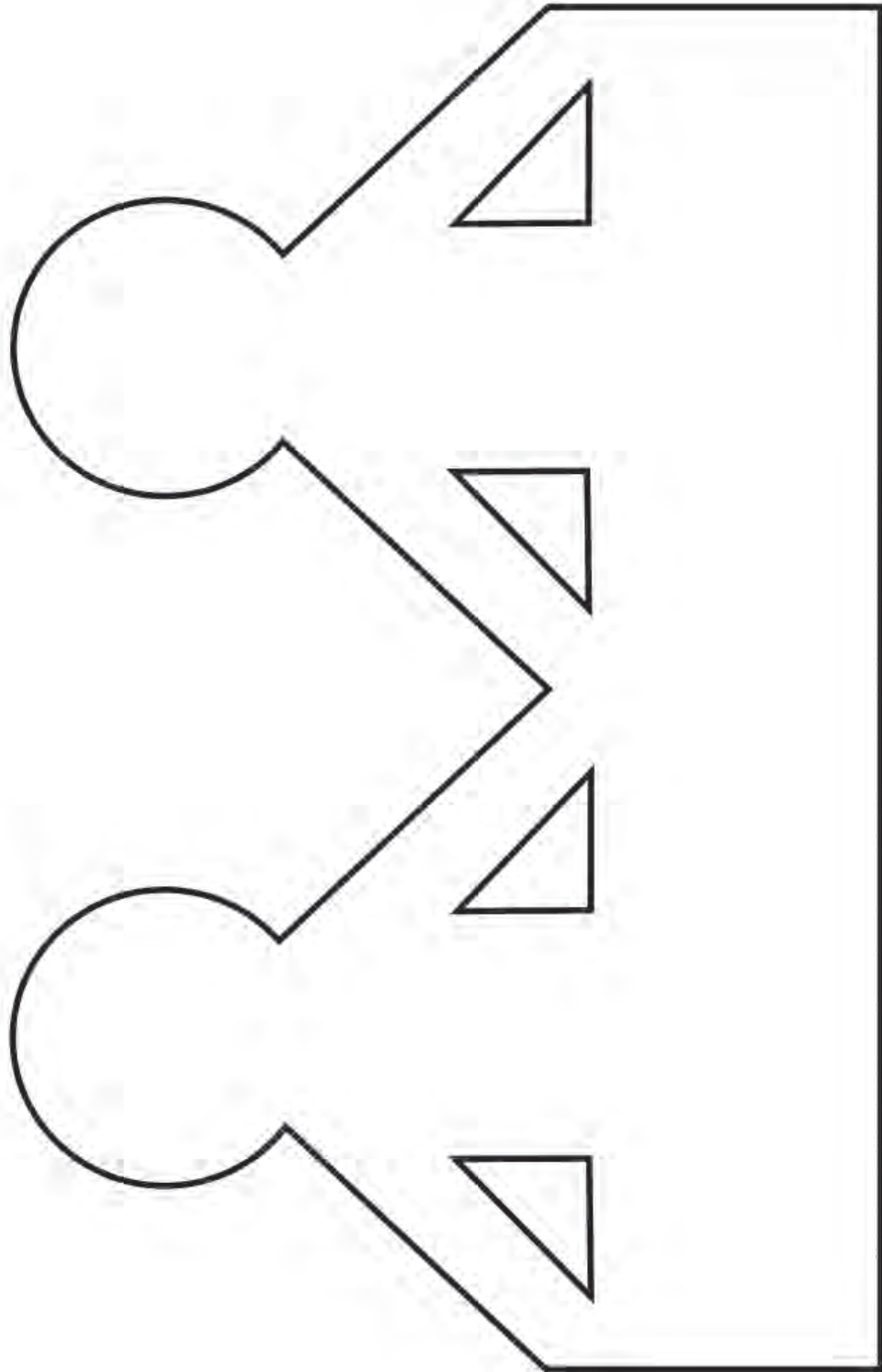
### Additional Activities

- Visit a craft show in your area
- Go to a yard sale and find materials that can be redesigned
- Learn how to quilt or sew
- Visit a bead store and design a piece of jewelry

### References

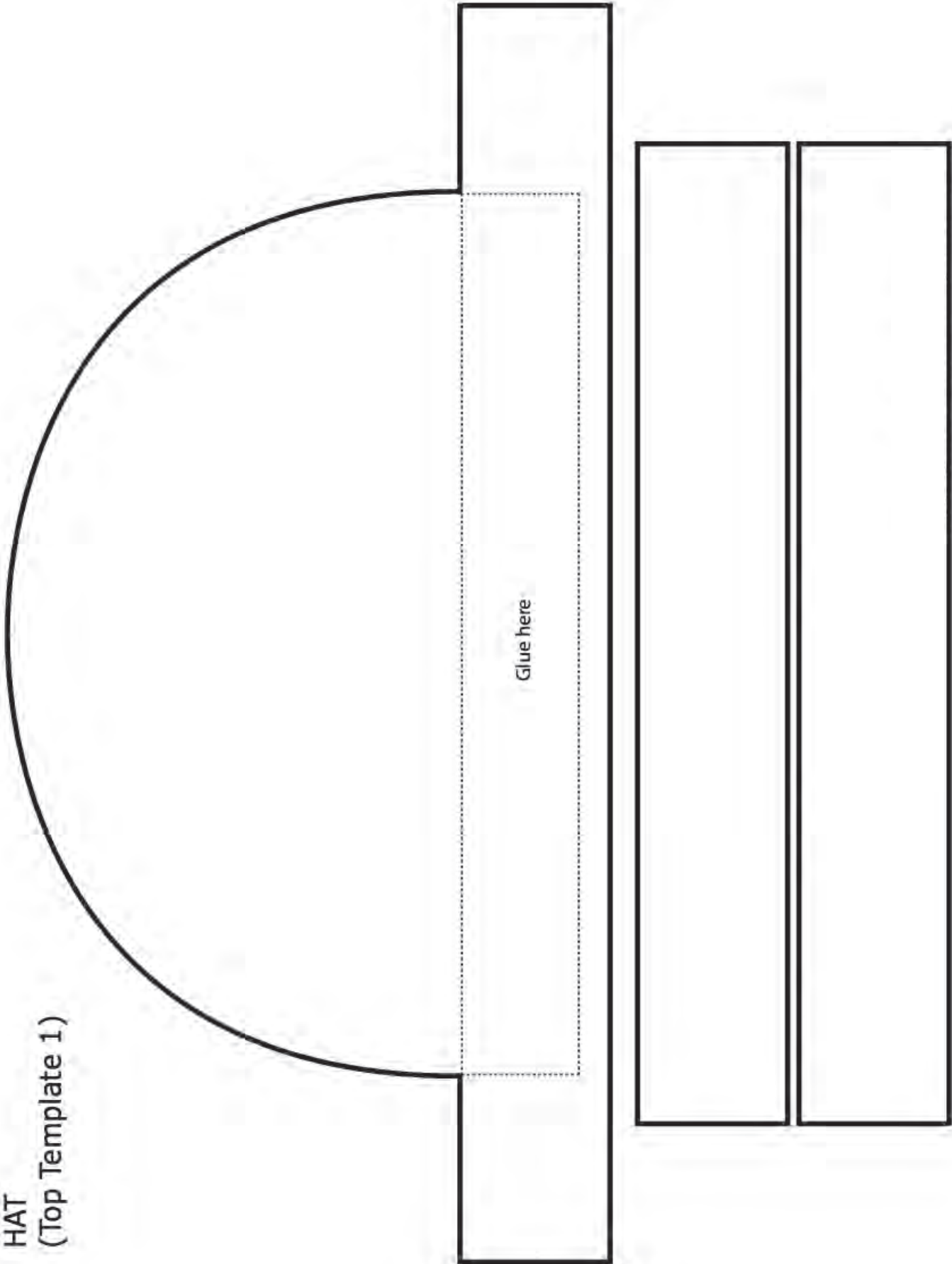
- Bounty <http://bountytowels.ca>
- First Palette <http://www.firstpalette.com>
- TLC <http://www.firstpalette.com>
- Artsy Mama <http://www.artsyfartsymama.com>
- Art Projects <http://www.artprojectsforkids.org>
- Fave Crafts <http://www.favecrafts.com>
- Color Me Crazy.org [www.colormecrazy.org](http://www.colormecrazy.org)

CROWN OF FRIENDS TEMPLATE

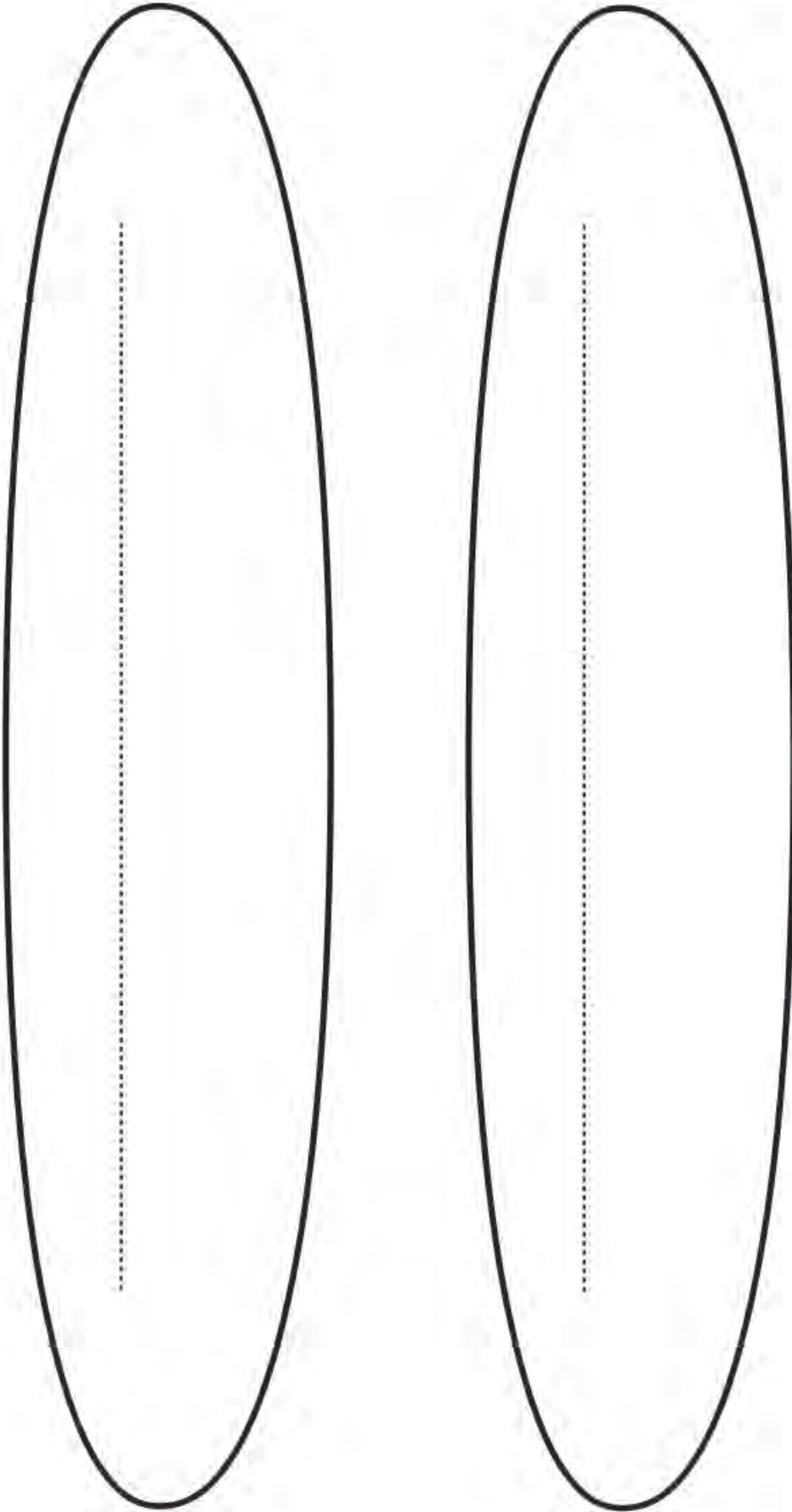




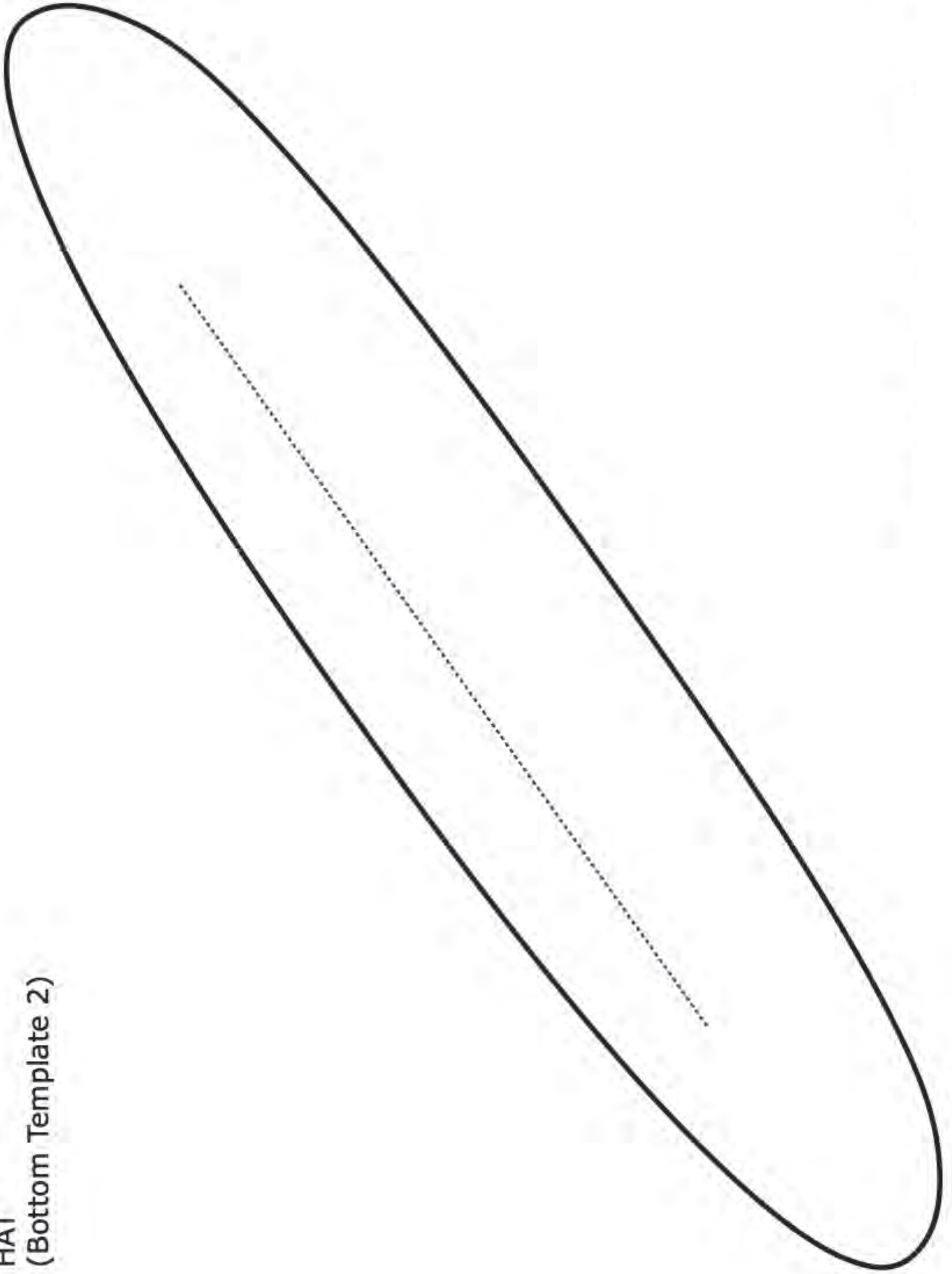
HAT  
(Top Template 1)

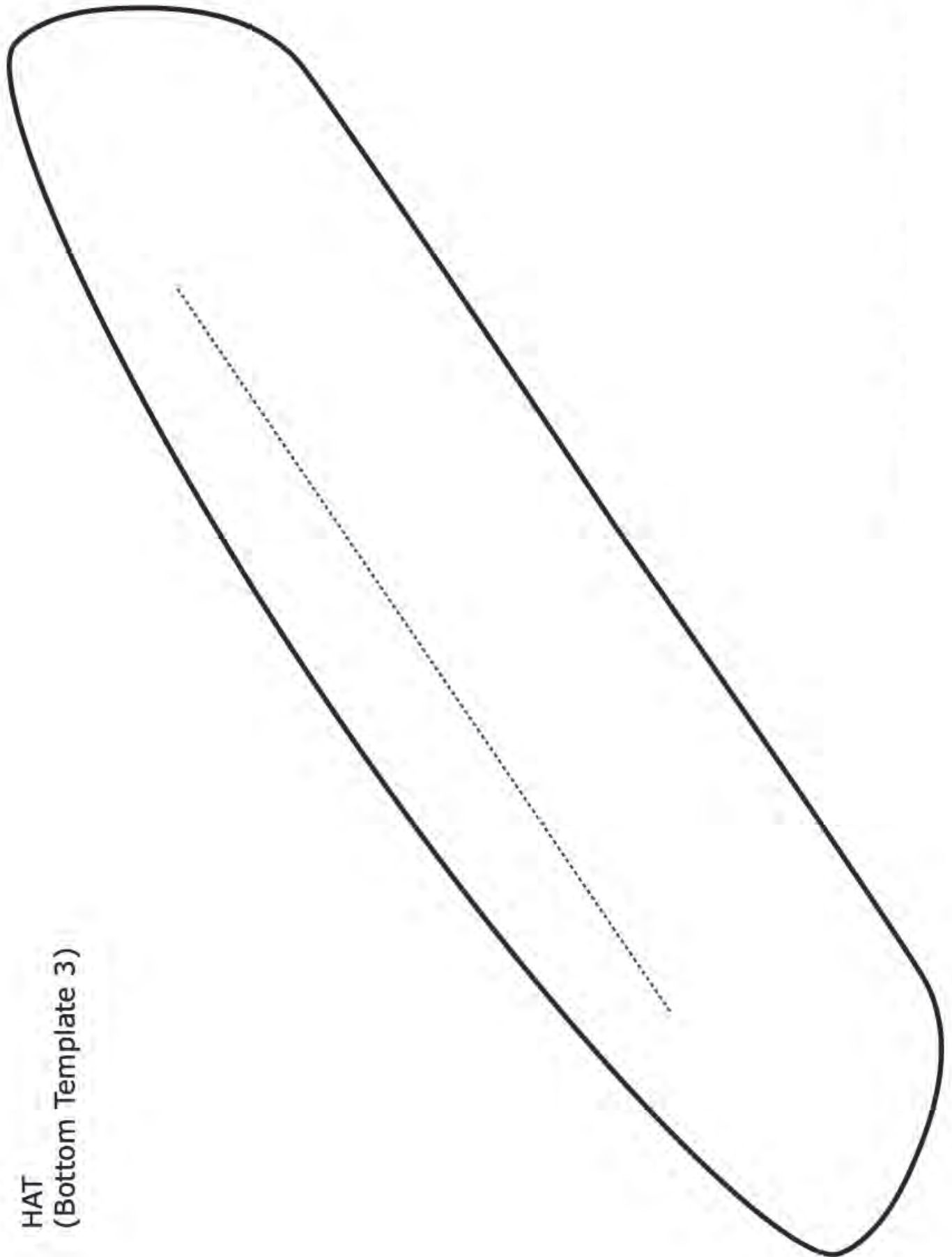


HAT  
(Bottom Template 1)



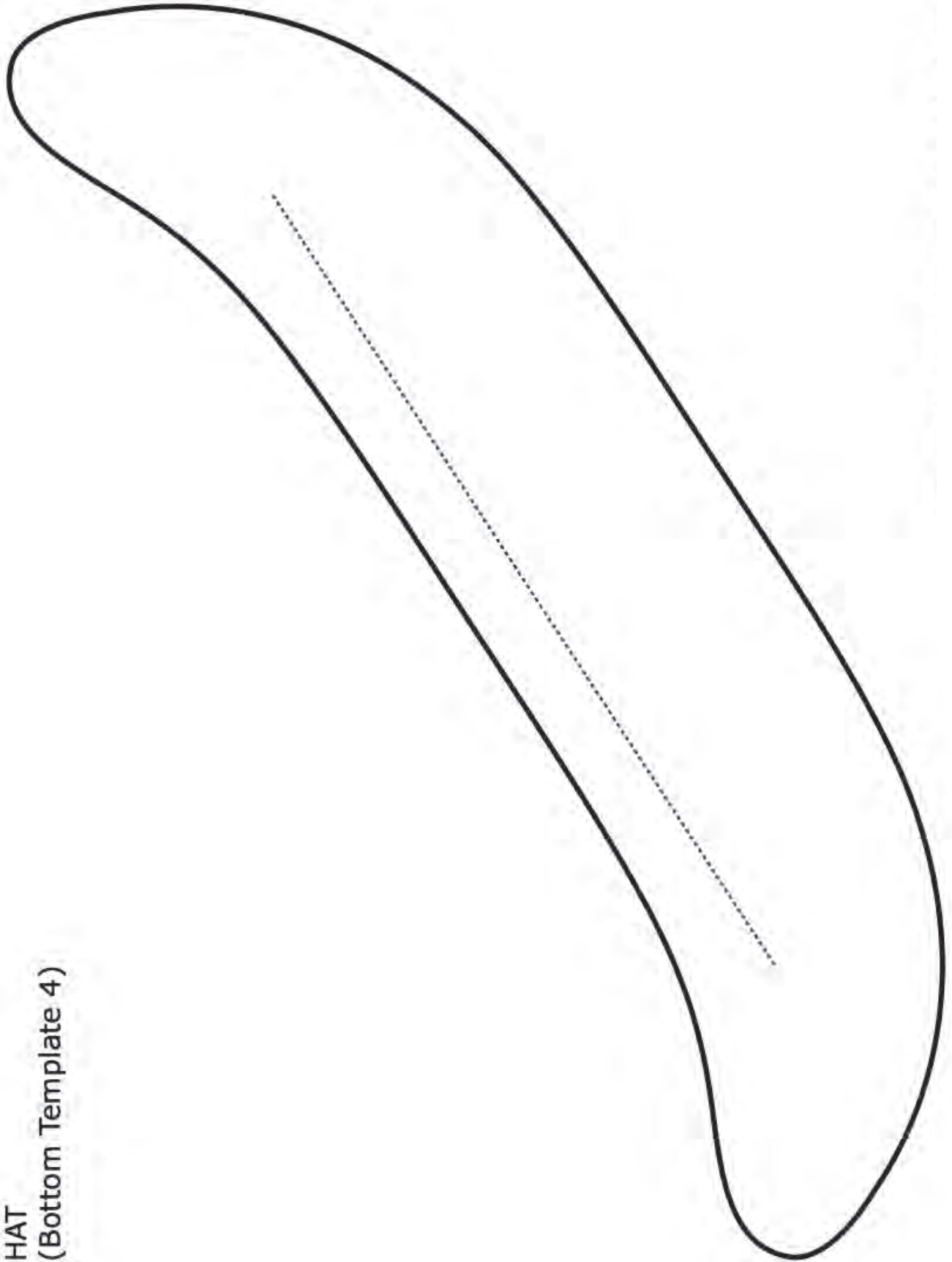
HAT  
(Bottom Template 2)





HAT  
(Bottom Template 3)

HAT  
(Bottom Template 4)



MASQUERADE MASK 1

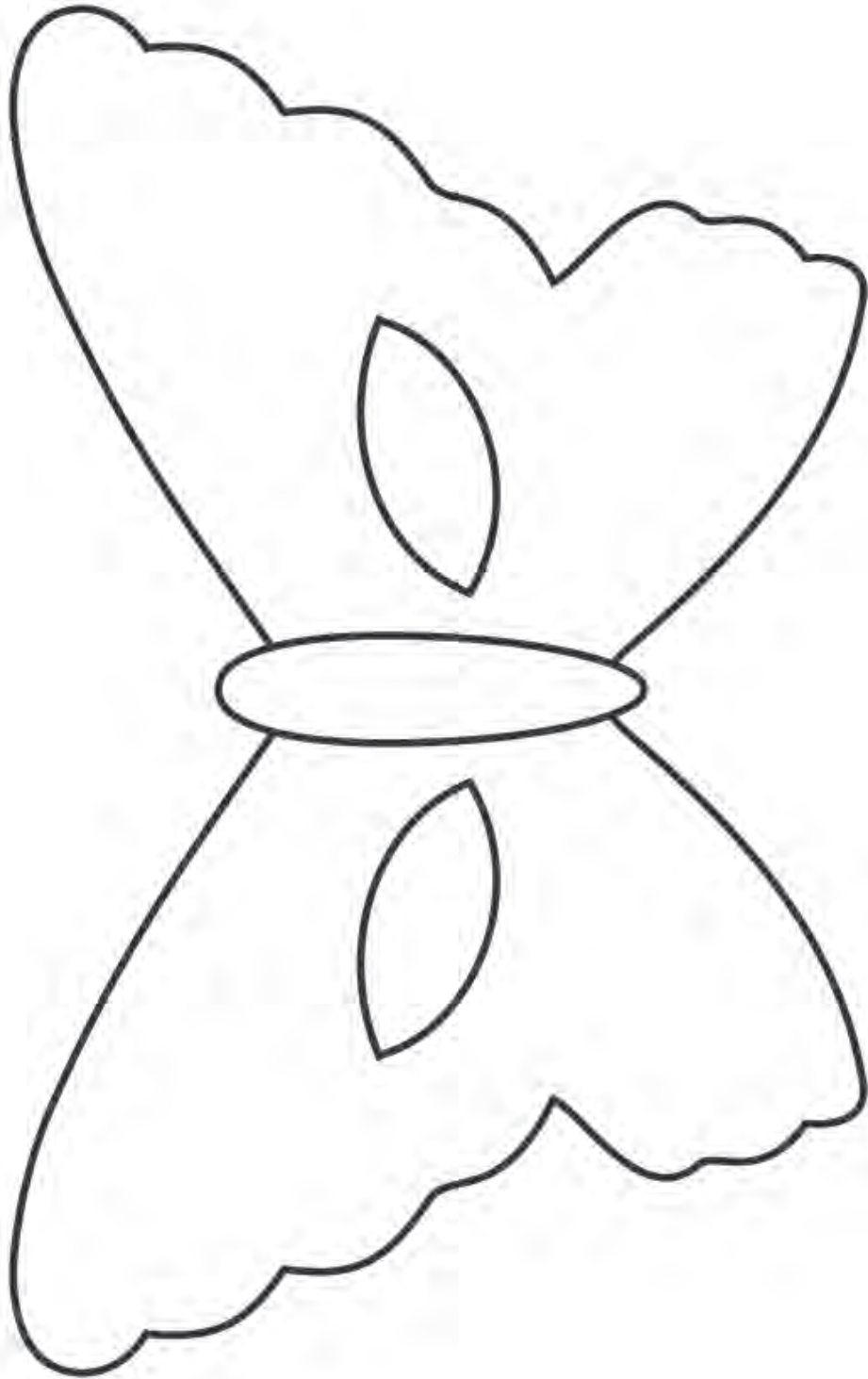


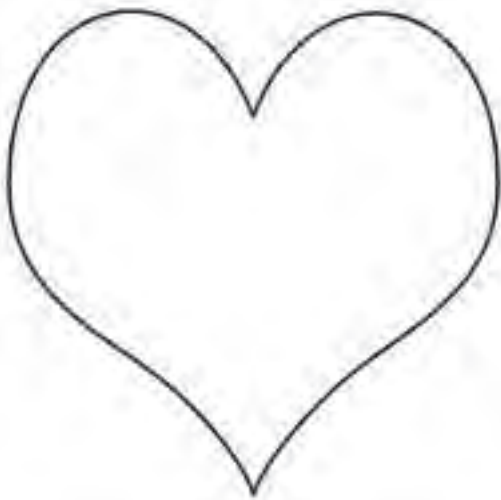
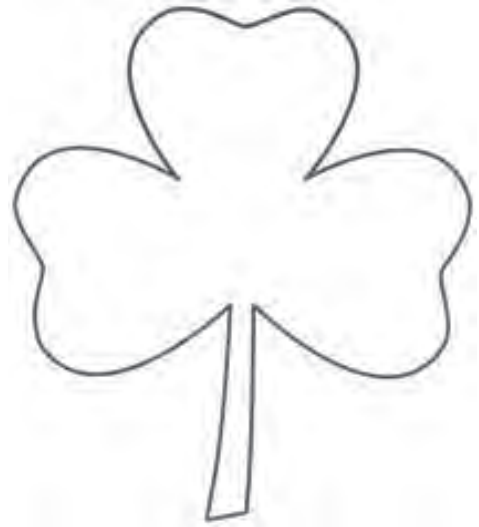


## MASQUERADE MASK 2



MASQUERADE MASK 3  
(BUTTERFLY)



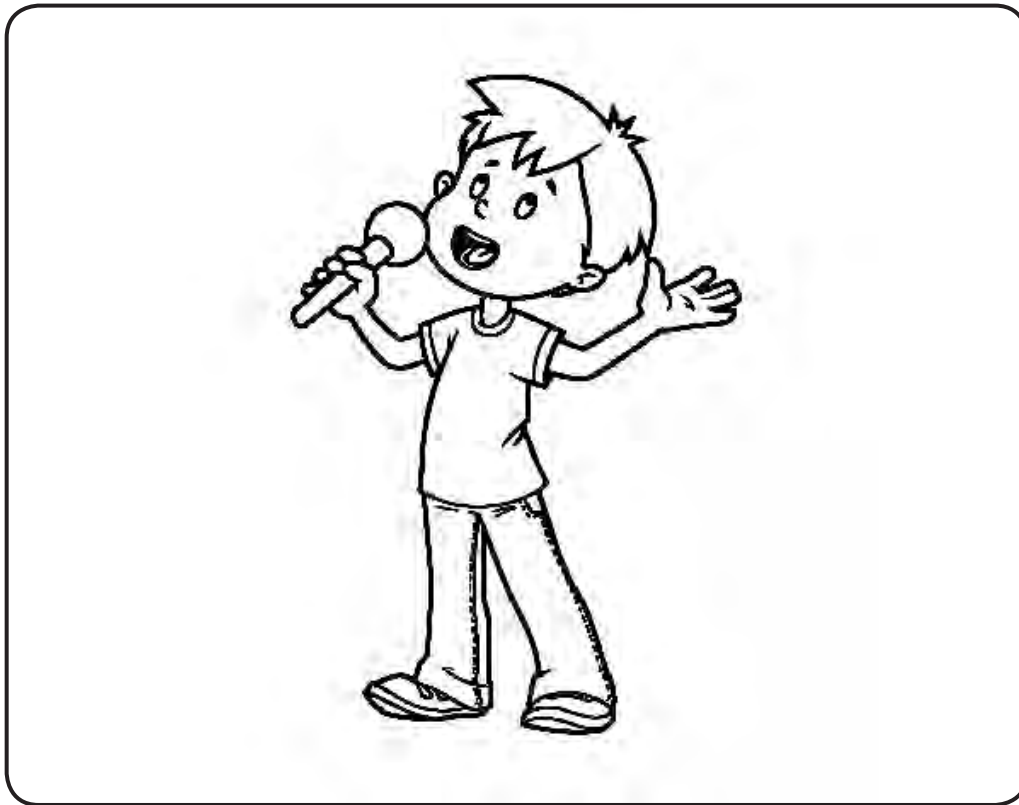


# **Additional Cloverbud Units added to Year Two March 2020**

- . Leadership**
- . Ontario's Tasty Fruits &  
Vegetables**
- . Real Dirt on Farming**

# Leadership

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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, and my world.

## THE 4-H MOTTO

Learn To Do By Doing



## 4-H ONTARIO PROVINCIAL OFFICE

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## PROJECT RESOURCE INFORMATION:

Written by: Vanessa Stewart  
Layout by: Mary-Kathleen Dunn  
Date: March, 2020

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The development, production and distribution of this 4-H Cloverbud unit was made possible through the sponsorship of:



Resource material for this unit was sourced from the 4-H Ontario Leadership project resource that was funded by:

the late William and Rhea Seath



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## LEADERSHIP

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### Objectives & Goals of the Unit:

- Discover what it takes to be a good leader
- Learn about Parliamentary Procedure and how it is used to help run 4-H meetings
- Identify and practice leadership skills in a safe and supportive environment
- Improve verbal and non-verbal communication skills

### Background:

Leadership is an important part of being in 4-H, but it is also an important part of life in general! It is never too early (or too late) to start developing your leadership skills, and as we will learn in this unit, anyone can be a good leader. Throughout the unit, Cloverbuds will explore different aspects of leadership both within and outside of 4-H, and will learn to identify and practice their own leadership skills.

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### 4-H PLEDGE AND ROLL CALL

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### Suggested Roll Calls:

- Name someone who you think is a leader (can be a real person or a fictional character)
- Name a skill, quality, or personality trait that you think a good leader should have
- Name a time when you had to work in a team or a group setting

**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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### Icebreakers

**Time:** 10-15 minutes

**Materials Needed:**

- None

Today will involve a lot of teamwork and support from everyone in the group, so it is important that we all get to know each other! Icebreakers are a great way to quickly get to know people and start feeling engaged and ready to work and learn.

**Round 1: Questions**

- Tell Cloverbuds to “mingle” by randomly walking around each other. Encourage Cloverbuds not to walk around beside their friends or people they know.
- Yell “find a partner!” and wait for all Cloverbuds to partner up with someone standing close to them (or make a group of 3 if there is an odd number).
- Ask Cloverbuds to introduce themselves to their partners with their name and how many years they have been in Cloverbuds.
- Tell Cloverbuds to ask one of the questions listed below to their partner. All Cloverbuds should ask and answer the question.
- Once Cloverbuds have finished, yell “mingle” again, then repeat steps for every question.

**Questions:**

- What is your favourite food?
- What is your favourite movie or TV show?
- If you could be any vegetable what would you be and why?
- If you could be any animal what would you be and why?
- Which season is your favourite and why? (Winter, Spring, Summer, Fall)

**Round 2: Groups**

- In this round Cloverbuds will be getting into groups instead of just partners.
  - Tell Cloverbuds to “mingle”.
-

- Yell “make a group with people who...” and go through the options listed below. Once Cloverbuds hear what kind of group they need to make, they must try to find everyone who can fit into their group as fast as possible.
- Once Cloverbuds are in groups, ask them to stand in a circle and introduce themselves, even if they already know each others names. If any Cloverbud is alone or without a group, ask them to join in with another group.

**Groups:**

- People who have the same birthday month as you.
- People who have the same coloured eyes as you.
- People who are wearing the same coloured shirt as you.
- People who are the same age as you.
- People who are in Cloverbuds (stand in a circle together and have everyone say their name).

**Who is a Leader?**

**Time:** 5-10 minutes

**Materials Needed:**

- Large paper or flipchart
- Marker
- Paper
- Writing utensils

To begin, have Cloverbuds brainstorm a list of words that they associate with “leadership” or “leader”. Write these examples down on a large paper or flipchart with the marker for everyone to see. After you have several traits and skills listed, explain that it is not any “one” of the things on the list that makes someone a good leader, but a mix of things. This also means that there is not just one type of person who can be a leader, anyone can be!

Give each Cloverbud a piece of paper and writing utensil and give them a couple of minutes to think about someone they look up in their lives (like some of them were asked to do for Roll Call). This can be a family member, friend, celebrity, sports star, or fictional character. Ask Cloverbuds to write the name of their person at the top of their page and then write a list of traits or skills that that person has that makes them a good leader or role model. They

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can use words that were already written on the brainstorm paper or can think of new ones. If Cloverbuds finish this quickly they can also draw a picture of their person.

Ask for volunteers to share who they wrote down as their role-model and a few of the traits or skills that make them a good leader.

## Identifying Skills

**Time:** 5-10 minutes

**Materials Needed:**

- Paper
- Writing utensils

For this activity Cloverbuds can use the back of the same piece of paper used in the previous exercise to save paper.

Now that we have practiced identifying strong leadership skills in other people, it is time to figure out what kind of leadership skills we have ourselves! Cloverbuds should fold their paper in half. On one half of the blank side, write a list of things you are involved in (like sports teams, school clubs, music lessons, etc.) and things you do often in your day-to-day activities (cooking, doing homework, cleaning your room, drawing or making art). Try to list at least three different things.

On the second half of the paper, Cloverbuds can write some of the helpful leadership skills that these activities show that they have. For example, people who play team sports are often good at teamwork and communicating with other people; people who like to play instruments, make art, or cook are likely very detail oriented and creative; people who like to keep their rooms clean and do their homework have good organization skills, and so on.

A lot of the things we do in our day-to-day lives are helping us develop our leadership skills without us even realizing it. It is important to take note of what skills you have so that you can continue to improve on your existing skills and work towards developing new ones.

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## LET'S EXPLORE

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### Parliamentary Procedure

**Time:** 10-15 minutes

Materials Needed:

- “Executive Roles” page (found in the Resource section at the end of this unit)

Parliamentary Procedure is a process used in 4-H Clubs that keep meetings organized and allows them to run smoothly. Using Parliamentary Procedure also gives members the opportunity to develop and practice their leadership skills.

In 4-H Clubs there is a team of executive members who help to run the meetings. These executives consist of: the president, the vice president, the secretary, the treasurer, and the press reporter. (See “Executive Roles” handout for explanations of each role). Parliamentary Procedure is used in a lot of different ways during a 4-H club meeting: it is used to open and close meetings, pass motions and discuss business, and it is also used to elect the executives! To see what this looks like, we will run through the process of electing a club executive (ex: President)

- Open the floor for nominations
  - Have a couple of Cloverbuds get nominated
  - Ask nominees if they will let their name stand
  - Motion to close nominations, ask for someone to second
  - Someone second's the notion
  - Ask “All those in favour of closing nominations?” (all Cloverbuds put their hands up to agree)
  - Close nominations
  - Nominees go to a separate room or area
  - Group holds a vote
  - Nominees are called back and the results are announced
-

## Charades

**Time:** 10-15 minutes

**Materials Needed:**

- None

It is important to develop clear communication skills if you want to be a good leader. While verbal communication (like talking and writing) is convenient, it is not the only way to communicate with others. Non-verbal communication is important too! In this activity we will have fun practicing our non-verbal communication skills by playing charades.

Sort Cloverbuds into small groups of 3-5 people. Assign each group a different scene or object from the list below and allow about 5 minutes for groups to practice their charade. Remind Cloverbuds that there is no talking allowed! Only actions can be used to convey their charade topic. Every person in the group should have a part in the charade. After the 5 minutes of practice, join back together as a large group and ask for groups to volunteer to go up one at a time to present their charade. Cloverbuds can raise their hands to guess what the group is trying to convey. Once the charade is guessed correctly, another group can present.

Charades:

- Harvesting crops
- Herding sheep
- A car
- An elephant
- At the zoo
- Watching a scary movie
- (feel free to come up with your own!)

After all groups have finished presenting, debrief by asking Cloverbuds the following questions: What was easy about this activity? What made it difficult? How else can we use non-verbal communication in our lives?

- Non-verbal communication can look like: encouraging nods and looking interested and attentive when someone is talking to let them know you are listening
  - Showing emotions through our facial expressions or body language
-

## Cookie Decorating Team Challenge

**Time:** 15-20 minutes

**Materials Needed:**

- Plain sugar cookies
- Small paper plates
- Writing utensils
- Decorating icing
- Spoon
- Sprinkles

Give each Cloverbud a plain sugar cookie on a paper plate. Give the instruction not to eat the cookies yet, and ask Cloverbuds to write their names on their plates. Once everyone has a cookie, sort Cloverbuds into small teams of about 3-5 people. There needs to be at least two teams, but there can be more. Next, distribute icing and sprinkles evenly amongst the teams so that each team has their own supply.

Allow Cloverbuds at least 5 minutes to come up with a cookie design for their team and have everyone on the team make that design on their cookie using the icing and sprinkles. At the end of the decorating time, ask Cloverbuds to bring their plates and cookies to one area and carefully put them down on a table or somewhere safe so that everyone has the chance to look at the designs that the other teams made. Once everyone has had the chance to look at the cookies, Cloverbuds can find their own cookie again and sit in a big circle while they eat their cookies.

Point out that this activity involved a lot of teamwork and communication, and that sometimes leadership can be a part of seemingly everyday activities like this one. While they are eating their cookies, ask some of the following questions to debrief the activity, and have some volunteers raise their hands to share their answers or group experiences.

Was it hard to decide on one design as a team? Did the team consider several designs before choosing or did you just go with the first idea? How did your team work together to make sure everyone got their design done? Did people in the team start to take on different roles or tasks (ex: did someone step up as a leader, did someone help with the icing, etc.).

Ask Cloverbuds to help clean up the decorating supplies once the activity is over.

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## LOOKING WITHIN

### Object Explanations

**Time:** 10-15 minutes

**Materials Needed:**

- Any objects you have access to (pencil, pen, paper clip, water bottle, shoe, hat, etc.)
- Shoeboxes (or other containers to cover or hide objects in)

The goal of this activity is to practice clear and concise communication. Sort Cloverbuds into small groups (3-5 per group). Give each group an empty shoebox (or other container), and keep one box or container at the front to hold all the objects that will be used for this activity. In their teams, Cloverbuds will take turns taking the shoebox up to the leader to receive an item and put it into their team's shoebox, without letting their other team members see what is going into the box. Once they receive an item, Cloverbuds may return to their group, but only the person holding the shoebox is allowed to look at the item.

The Cloverbud with the shoebox may then try to describe to their team what object they have in the box, WITHOUT saying the name of their item in any way. (For example, if the item is a water bottle, they cannot say "it is a bottle that holds water", but they could instead say, "it is a tall cylindrical container that usually holds a clear liquid that we drink"). If the name of the object is said in any way, the "explainer" must return their item and exchange it for a new one.

Once the group has guessed the item correctly, a different group member may take the box back to the leader to exchange the old item for a new item, and the process repeats. Allow every group member the opportunity to be the "explainer" with the box.

### Paper Holding

**Time:** 10-15 minutes

**Materials Needed:**

- Scrap Paper

For this activity, the paper could be Newspaper or some of the other papers that Cloverbuds have already used before this activity (only if Cloverbuds are okay with their papers getting a bit crumpled).

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Sort Cloverbuds into small groups (3-5 people) and give each group a stack of paper. Start by having two people from each group hold up a piece of paper together by “high-fiving” each other with a piece of paper between their hands. Once every group has gotten started with their first piece of paper, groups will have about 5 minutes to try to hold as many pieces of paper off the ground as possible using only their bodies (no tape can be used, and papers cannot be folded or stuck into clothing). Papers must be held up by being squished between two people on the same team. At the end of the activity, the team holding up the most pieces of paper wins the challenge.

Debrief by asking Cloverbuds to explain some of the challenges they experienced during this activity. Was it difficult to work as a team? What kind of leadership skills did you need to use?

## Fruit Salad

**Time:** 10-15 minutes

**Materials Needed:**

- Variety of pre-cut fruit
- Large bowl
- Small bowls
- Spoons

Suggestions for fruit salad: strawberries, raspberries, blueberries, blackberries, grapes, mandarin oranges, kiwi, apple, mango. Cut up several types of fruit into small pieces ahead of the meeting and package them separately (one type of fruit per container).

To help understand some of the concepts better, we can think of leadership and teamwork as a fruit salad. Start by showing Cloverbuds the individual containers of fruit. Explain that each of the different fruits are very good on their own, just like people. But when they are all mixed together, they can also create something great, just like people coming together to work as a team. Then pour all the different containers of fruit into one large bowl and mix them together. Give each Cloverbud a bowl and a spoon so that they can enjoy some fruit salad.

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## WRAPPING THINGS UP

### Event Planning

**Time:** 15-20 minutes

**Materials Needed:**

- “Event Planning” worksheets (found in the Resource section at the end of this unit)
- Writing utensils
- Colouring utensils

Cloverbuds will work in partners for this activity (or a group of three if there is an odd number). Give each pair an “Event Planning” worksheet and a writing utensil.

Planning events requires strong leadership skills. You have to stay organized, work with other people as a team, and plan out many specific details. Planning events can be a great way to practice leadership skills, often while help others. Most Cloverbuds have probably already participated in some kind of volunteer or leadership activity (donating food to a food bank, selling chocolate bars for charity, participating in a “walk” or “run” for charity, etc.).

For this activity, Cloverbuds will imagine that they are in charge of planning an event to raise money for a charity. They can decide what kind of charity the money will be raised for and decide what kind of event they would like to run. Charity examples could include: Medical (cancer research, Sick Kids), Social Service (Shelters and housing support, Big Brothers Big Sisters), Animals and the Environment (Humane Society, Wildlife protection services). On the 4-H Event Planning sheet Cloverbuds will fill out what charity the event is for, the name and description of the event, where the event will be run, and when the event will take place. If they finish filling out the sheet before the time is up, Cloverbuds can draw a poster or an ad for their event on the back of the paper.

Cloverbuds will have about 10 minutes to work with their partner to write out their plan of action. After this time us up, ask for volunteers to share their charity event plan. Point out to Cloverbuds how different groups came up with different ideas, but they would all achieve the same goal of raising money to help a meaningful cause. Again, there is no one way to be a leader!

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## Mini Speeches

**Time:** 10-20 minutes

**Materials Needed:**

- Cue Cards
- Writing Utensils
- Stopwatch (or phone to use as timer)

As was discussed earlier, having strong communication skills is important in leadership. For this activity, we will be practicing verbal communication and public speaking by writing and presenting “mini speeches”. These speeches can be on any topic (appropriate for the setting) and only needs to be 20-30 seconds long. Examples of topics to talk about are a favourite family vacation, your favourite person or role model, how to make your favourite food, your pet, what you want to be when you grow up, or any other subject you are passionate about or know well.

Give each Cloverbud a cue card and a writing utensil. Allow about 5 minutes for Cloverbuds to think of their topic and write some notes for their speech. Walk around to help Cloverbuds if they are unsure of what to talk about. Leaders should also have notes prepared as they are encouraged to present an example of a mini-speech for Cloverbuds by going first. Once Cloverbuds are done writing notes, have everyone sit down as a group and leaders can be the first to present their speeches. Ask for volunteers to go next or start asking people to come up. Have Cloverbuds stand in front of the group when they are giving their speech. Remember to time the speeches so as not to spend too long on one person, and also so that Cloverbuds can get a sense for how long 20-30 seconds really is. It is also important that the entire group cheers loudly and shows support to the speaker after every speech!

Every Cloverbud should have the opportunity to speak and is encouraged to try while they are in a supportive environment, even if they do not speak for the entire 20-30 seconds.

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## Hula-Hoop Challenge

**Time:** 5-10 minutes

**Materials Needed:**

- Hula-hoop

Have Cloverbuds stand in a large circle and hold hands. If anyone is uncomfortable with holding hands, they can also hold on to someones arm or wrist. Ask two Cloverbuds to release their hand-hold for a moment so that they can take the hula-hoop and join hands again by reaching through it.

The goal of this activity is for Cloverbuds to work together as a team to pass the hula-hoop around the entire circle in one direction without disconnecting their hands. Remind them to move gently so as not to pull on or push anyone while everyone in the circle is connected. Note who has the hula-hoop at the beginning so that everyone can see where they have to return the hula-hoop to in order to finish the challenge. If Cloverbuds have been working well together in previous activities, or if they just want a challenge, they can also try to complete this activity without talking.

Once Cloverbuds have successfully completed the challenge, gather as a group again and debrief. Ask Cloverbuds what they found difficult about this challenge? What would have made it easier? Did they notice any members who took on a leadership role? How can this activity relate to real-life examples (like school, sports teams, etc).

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## ADJOURNMENT

### Additional Activities

- Have a guest speaker come in to talk about leadership or a topic related to it (communication, public speaking, teamwork, etc.)
- Volunteer somewhere local to give back to the community

### References

4-H Ontario Leadership Project

4-H Ontario Volunteer Resources <https://www.4-hontario.ca>

Playmeo <https://www.playmeo.com>

Positive Psychology <https://positivepsychology.com>

Ultimate Camp Resource <https://www.ultimatecampresource.com>

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## Event Planning Fundraising for Charity

### Charity

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### Event

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### Location

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### Date and Time

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## Executive Roles (as described in the 4-H Leadership Project)

**President:** The club president works closely with leaders to plan meetings and acts as chair (leader) of meetings to make sure that meetings run according to the agenda.

**Vice-President (VP):** The VP helps the president to plan and acts as chair (leader) when the president is away. Some clubs ask their VP to chair (lead) one club meeting.

**Secretary:** The secretary keeps an accurate record of what happens at all meetings, including attendance, and correspondence. A report is given at each meeting.

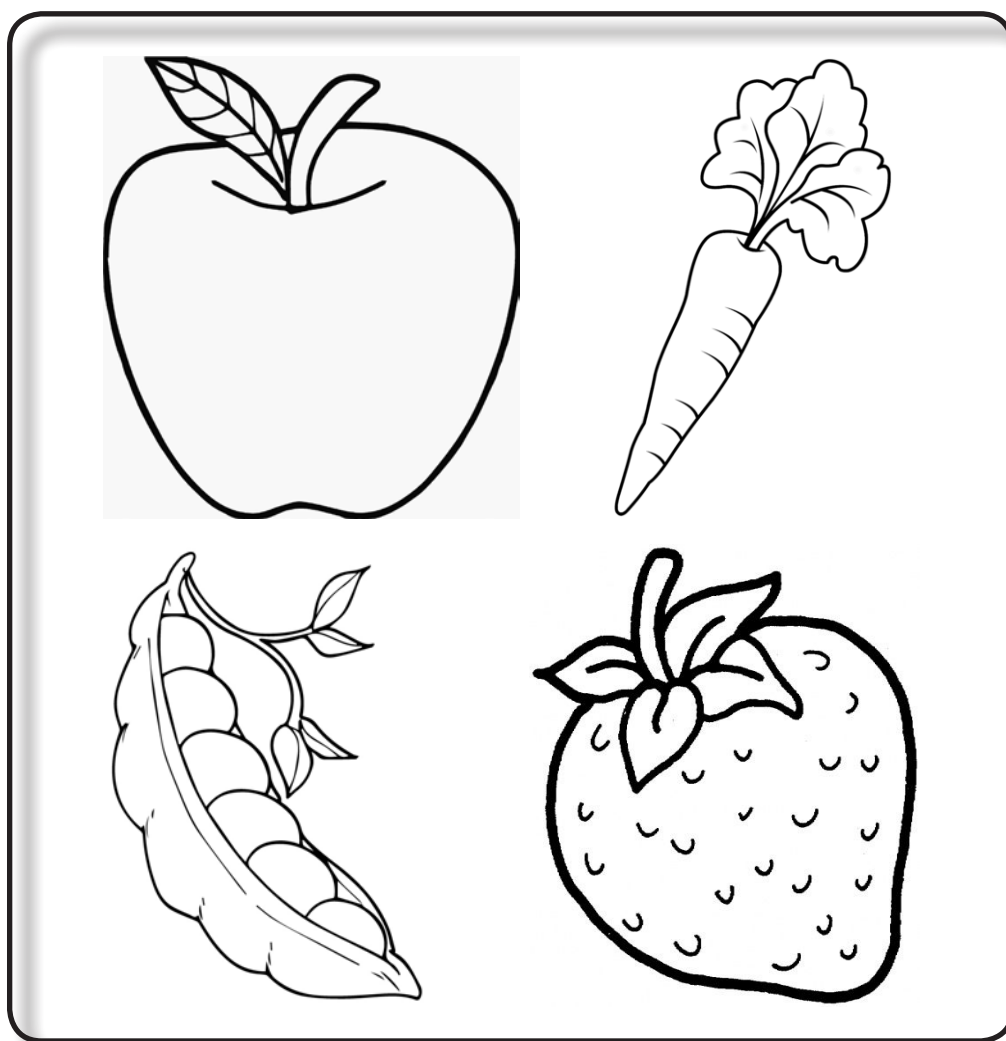
**Treasurer:** The treasurer keeps records of all money received or paid out. A report is given each meeting. Some clubs use the position of Secretary-Treasurer.

**Press Reporter:** The press reporter lets everyone in the community know about the club's activities. The job may include updating the club's social media, writing stories or providing pictures to news sources, radio or television.

**Other Roles:** Some clubs may choose to have other executive roles. A person may be designated to plan snacks or games, or plan fundraising or social events. It's up to you!

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# Ontario's Tasty Fruits and Vegetables





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## PROJECT RESOURCE INFORMATION:

Written by: Vanessa Stewart  
Layout by: Mary-Kathleen Dunn  
Date: March, 2020

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*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

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## ONTARIO'S TASTY FRUITS & VEGETABLES

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### Objectives & Goals of the Unit:

- To explore the 4-H Fruits & Vegetables Project
- To identify some of Ontario's most commonly grown fruits and vegetables and how they grow
- To encourage healthy eating that includes lots of fruits and vegetables

### Background:

A lot of our favourite fruits and vegetables are grown right here in Ontario. It is important to learn about where the different foods we eat come from and recognize that there are a lot more opportunities to eat local produce than we might think. Fruits and vegetables are a very important part of a healthy diet, and Ontario offers a wide variety of fun and colourful fruits and vegetables that can be grown right in your own backyard. Throughout this unit Cloverbuds will have the chance to participate in fun hands-on activities that will involve tasting, handling, and learning about Ontario grown fruits and vegetables.

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### 4-H PLEDGE AND ROLL CALL

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#### Suggested Roll Calls:

- Name a fruit or vegetable that is grown in Ontario
- Have you every gone to a local farmers market? What fruits or vegetables did you see or buy?
- Have you ever picked your own produce? (Ex: apples, strawberries, pumpkins, 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

### **Local Produce Brainstorm and Sorting Game**

**Time:** 10-15 minutes

Materials Needed:

- Flip-chart or large posterboard
- “Local VS Not Local Produce” List (found in the Resource section at the end of this unit)
- Marker

Ask Cloverbuds to think of names of fruits and vegetables. Have cloverbuds raise their hands to share their ideas, and write them down on the flip-chart or posterboard. After about 5 minutes, or once you have a relatively long list (that includes both fruits and vegetables), you can begin the sorting game.

In a large open space, designate two separate areas to be “voting” areas (for examples, two opposite walls in a room). Have one area be the “local” area, and the other be the “not local” area. You will need the “local vs not local” list for reference for this part of the activity. Call out the name of the first fruit or vegetable that was written on the brainstorm list. If Cloverbuds think it is a fruit or vegetable that is grown in Ontario, they can run (or walk) to the designated “local” voting area. If they do not think the fruit or vegetable is grown in Ontario, they can go to the “not local” area. After all Cloverbuds are sorted, call out the correct answer (look to the list for reference if you are unsure).

This can continue for the entire brainstorm list, or after a few rounds of running and sorting you can also re-group Cloverbuds and go through the rest of the brainstorm list with them sitting. You could also read out some more examples of local produce from the “local” list to give Cloverbuds a better idea of what fruits and vegetables can be grown in Ontario.

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## Fruit and Vegetable Word Scramble

**Time:** 5-10 minutes

**Materials Needed:**

- “Fruit and Vegetable Word Scramble” worksheets (found in the Resource section at the end of this unit)
- Writing utensils

Cloverbuds will work in pairs for this activity (or a group of three if there is an odd number). Print enough copies of the word scramble for each pair or group of Cloverbuds. Print one copy of the answer sheet for reference. Allow Cloverbuds about 5 minutes to un-scramble as many of the Ontario fruit and vegetable words as they can. Take up the answers at the end using the answer sheet.

## Where Does It Grow?

**Time:** 10-15 minutes

**Materials Needed:**

- “Where Does It Grow?” Colouring pages (found in the Resources section at the end of this unit)
- Writing utensils
- Markers/ crayons/ pencil crayons

Give each Cloverbud a colouring sheet and a writing utensil. Cloverbuds can share colouring utensils as need be. The colouring page shows a picture of a tree. For the activity Cloverbuds will identify and write/ draw examples of where some common Ontario produce grows (on a tree, on or above ground, or below ground). Ask Cloverbuds as a group to think of examples for each, going through each of the three options one at a time. As Cloverbuds come up with answers, they can write the name of or draw the fruit or vegetable on their page in the place where it grows. For example, apples grow on trees, so Cloverbuds could write “apple” or draw an apple on the tree on their page. See examples below for reference:

On a tree: Apples,

Cherries, Nectarines, Peaches, Pears

On/ above ground:

Berries (bushes above ground), Cucumber, Pumpkins,  
Watermelon, Zucchini

Below Ground:

Beets, Carrots, Potatoes, Radish

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## LET'S EXPLORE

### **Fruit and Vegetable Stamping**

**Time:** 15-20 minutes (plus time for papers to dry)

**Materials Needed:**

- Blank Paper
- Writing utensils
- Paint
- Paper plates
- Ontario fruits and vegetables (pre-cut into halves)

Before the meeting, purchase various fruits and vegetables that are grown in Ontario. Firmer produce that will create clearer shapes when stamped are recommended (for example, apples, pears, potatoes, bell peppers, celery). Cut fruits and vegetables in half so that there is a flat side to stamp onto paper. Remove any seeds before bringing to meeting so that seeds do not get stuck in the paint. Cloverbuds will be sharing the fruit and vegetable halves so only one or two of each kind is needed, depending on how many participants are expected.

Give each Cloverbud a blank piece of paper and a writing utensil and ask them to write their name in one of the bottom corners. Ask them to put the title "Ontario Fruits and Vegetables" on the top of their page.

Pour paint into paper plates for participants to dip fruits and vegetables in. Lay out pre-cut fruit and vegetable halves that Cloverbuds can choose from. Allow Cloverbuds about 10 minutes to select two or three fruits or vegetables to dip into the paint and stamp onto their paper.

Remind Cloverbuds that using too much paint might make the stamped shape less clear (and will also take longer to dry). Only a light layer of paint is needed on a fruit or vegetable to make a clear stamp. Suggest that Cloverbuds label their stamped shapes with the name of the fruit or vegetable if they finish early. Collect fruits and vegetables to compost after the activity.

Place the papers somewhere safe to dry.

---

## Fruit Parfaits

**Time:** 10-15 minutes

**Materials Needed:**

- Disposable plastic bowls or cups
- Spoons
- Fruits
- Knife
- Cutting board
- Vanilla yogurt
- Nut-free granola

For the fruit parfait snack, its best to use small fruits (like berries) or fruits that can be cut into small pieces (like apples, peaches, or pears). Try to find fruits that are grown in Ontario. Unless you know for certain that no Cloverbuds have nut allergies, it is safest to purchase granola that is nut-free. Leader can handle the knife to cut fruit into smaller pieces if necessary.

Give each Cloverbud their own bowl/cup and spoon. They can take turns coming up to build their fruit parfait. Leaders can choose to serve ingredients themselves or may allow Cloverbuds to serve themselves. Layer the fruit, yogurt, and granola in their bowls/cups to build the parfait.

## Healthy Eating Relay Race

**Time:** 10-15 minutes

**Materials Needed:**

- Pylons
  - Hula Hoops
  - Jump rope
  - Buckets (x4)
  - Various food shaped toys (that include fruits and vegetables)
  - Other similarly sized items (small balls, plastic animals, etc)
-

Set up two identical relay race courses (so that two teams can play at once) with the materials you have and add some creative rules. For example, Cloverbuds may have to hula hoop three times, run in a circle around one pylon, crab walk to the next pylon, jump rope 5 times, etc. Create the relay race based on the skill level or physical abilities of your Cloverbuds. Make sure that the beginning and end of each team's relay race course has a bucket. Fill the buckets at the end of both race courses with the toy fruits and vegetables and other similar items, so that there is a mix of fruits and vegetables and other items in each bucket.

Split Cloverbuds into two teams (suggestion: have them line up by birthday, height, or in alphabetical order and number them off into two teams). Have Cloverbuds line up at the "Start" of each of their race courses. The team goal is to try to get as many fruits and vegetables as possible as fast as they can, or by the end of the race. Count down and yell "GO" to signal the beginning of the race. The first Cloverbud on each team will make their way through the relay race course and when they get to the end they will quickly try to find a fruit or vegetable amongst all the objects in the bucket. Once they have found one, they can run straight back to their team's line-up, place their object in the empty basket, and tag the next person on their team to go. The race can be timed if the teams are small, giving Cloverbuds more than one chance to go, or the race can be done once everyone on the team has gone once. After the race, have each team count how many fruits or vegetables they were able to get. If any items were picked up that were not fruits or vegetables (i.e. another type of food or another object) the team cannot count it as a point.

To make the activity more difficult, have Cloverbuds close their eyes when they are reaching into the "end" bucket to grab an object so that they will have to try to feel around for a fruit or vegetable shaped toy. You can also make "local" fruits and vegetables count for 2 points (meaning for example that a banana would only count as 1 point but an apple would count as 2)

Ask Cloverbuds to work together to help clean up and put away the race supplies.

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## LOOKING WITHIN

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### What Am I?

**Time:** 5-10 minutes

**Materials Needed:**

- "What Am I?" question sheet (found in the Resources section at the end of this unit)
-

## What is “One Serving”?

Time: 10-15 minutes

Materials Needed:

- Paper (recommend that Cloverbuds use the back side of their “Where Does It Grow” or “Word Scramble” activity sheets to save paper)
- Writing and/or colouring utensils
- 1 cup measuring cup

When we learn about the Canada Food Guide and healthy eating, we learn that we are supposed to eat several servings of fruits and vegetables a day. But if you wanted to have “one serving” of fruits or vegetables for a snack, would you know what that looks like?

Have Cloverbuds work in small groups for this activity (2-3 per group). Make sure each group has some writing or colouring utensils. Cloverbuds can use the blank side of one of their own previous activity sheets for this activity.

Have Cloverbuds fold their papers in half (hamburger fold, not hotdog) so that they have two sections. Ask Cloverbuds to work with their group to come up with what they think “one serving” of either fruits or vegetables might look like (a whole fruit, a half, a couple pieces, etc.) and ask them to write or draw their guess on their paper in the top section. After about 5 minutes, ask for groups to volunteer to share what their guesses were. After several groups have shared, go over the answers below and have Cloverbuds write or draw at least one example in the second half of their paper. Use the measuring cup as reference to give Cloverbuds a visual.

### One Serving:

- 1/2 cup of fresh, frozen, or canned fruits or vegetables
- 1/2 cup of 100% pure fruit or vegetable juice
- 1 cup of raw leafy vegetables or salad
- 1 whole fruit

### Examples:

- About 6 strawberries
  - 1 peach
  - 20 grapes
-

- 10 baby carrots
- 1/2 baked sweet potato
- 1 ear of corn

## Plant a Vegetable for your Garden

**Time:** 20-30 minutes

### **Materials Needed:**

- Small plastic planting pots
- Sharpie markers
- Potting soil
- Watering can
- Gardening gloves
- Vegetable seeds (see below for recommendations)
- Large spoons

Snap peas or cherry tomatoes seeds are recommended since they will sprout and grow faster than most other vegetables (snap peas may be ready to eat in less than two months) and are easy to care for.

Before beginning this activity, ask Cloverbuds to think about why it might be a good idea to grow their own vegetables at home? (Because its fun, because its cheaper than buying vegetables, because its local, etc.)

Make sure you have enough flower pots for each Cloverbud to plant their own seeds. Offer gardening gloves as an option for cloverbuds who want them.

Give each Cloverbud a flower pot and have them line up to take turns filling their pots about two thirds of the way up with potting soil (using the spoons as their scooping tool). Have Cloverbuds write their name on their pot with the sharpie marker while they're waiting for soil. Once everyone has soil in their flower pots, ask cloverbuds to sort themselves by what type of seed they want to plant (not necessary if you only have one type of seed). Leaders can go around and sprinkle seeds into each pot. Once all Cloverbuds have seeds, they can line up to add about half an inch of soil over their seeds. Once they have covered their seeds, Cloverbuds can use the watering can to water their seeds well before putting them aside until the end of the meeting.

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Remind Cloverbuds at the end of the meeting to water their seeds regularly (once a week or so, or when the soil feels dry) and to put their pots in a very sunny spot. They can watch for sprouts to start coming up in about 2 weeks.

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## WRAPPING THINGS UP

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### Vegetable Bug Snacks

**Time:** 10-15 minutes

Materials Needed:

- Celery
- Cucumber
- Baby tomatoes
- Chives
- Hummus
- Cream cheese
- Knife
- Cutting board
- Butter knife
- Small paper plates
- Napkins
- Reference photo (found in the Resources section at the end of this unit)

For this activity, Cloverbuds will be assembling their own little edible snails and caterpillars out of vegetables. Follow the directions below for each different kind of vegetable bug.

To prepare to make the bugs, leader can use the knife and cutting board to cut celery into pieces about 3-4 inches long; slice cucumber into rounds; and cut chives into small pieces (about 1 inch long). Give each Cloverbud a plate with 1-2 pieces of celery on it.

**Snails:** (see reference photos for finished example)

- Use butter knife to fill a celery piece with either cream cheese or hummus
  - Place a baby tomato into the filling at one end of the celery piece (this will be the head)
-



- Place a slice of cucumber into the celery piece behind the baby tomato (this will be the shell)
- Take two pieces of chive, place them standing upright into the celery filling between the tomato and the cucumber (these will be the eyes/ antennae)

**Caterpillars:** (see reference photos for finished example)

- Use butter knife to fill a celery piece with either cream cheese or hummus
- Fill celery piece with baby tomatoes (this will be the body and the head)
- Take two pieces of chive, place them standing upright into the celery filling behind one of the end tomatoes (these will be the antennae)

Note that the veggies bugs in the reference pictures have various styles of eyes, but these ones will not. Cloverbuds can put two dots of cream cheese or hummus on their bugs if they would like to give their vegetable bugs eyes.

## “Half Your Plate” Brainstorm and Drawing

**Time:** 15-20 minutes

**Materials Needed:**

- Blank paper
- Markers, pencil crayons, crayons
- “Half Your Plate” Printout Image (found in the Resources section at the end of this unit)

Begin by showing Cloverbuds the printout image from Canada’s Food Guide. It gives an example of what a healthy and balanced meal should look like. You should try to fill half your plate with fruits and veggies at every meal. The remaining space should be one quarter protein, one quarter grains.

Take four blank pieces of paper and label them “fruits”, “vegetables”, “proteins”, and “grains”. As a group, ask Cloverbuds to give examples of foods that fall under each category (try to use some of the Ontario produce examples they have already learned!). Have Cloverbuds raise their hands to share their answers, and record answers on the brainstorm pages. Do this until there are several examples on each page. If Cloverbuds are struggling to come up with examples or need help getting started, use some of the following suggestions:

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FRUIT: Apples, Peaches, Pears, Strawberries, Blueberries, Watermelon

VEGETABLES: Cucumber, Tomatoes, Broccoli, Potatoes, Carrots, Lettuce, Peas

PROTEINS: Beef, Pork, Chicken, Fish, Eggs, Nuts, Seeds, Beans, Yogurt, Tofu

GRAINS: Bread/ Bread Products (bagels, english muffins, etc), Pasta, Rice, Crackers, Quinoa

Next, give each Cloverbud a blank piece of paper. Ask them to imagine and draw their own plate of food, following the idea that half of your plate should be filled with fruits and veggies, one quarter should be protein, and one quarter should be grains. They can draw a plate for either breakfast, lunch, or dinner. They can use some of the examples they just brainstormed, or they can think of their own ideas. Give Cloverbuds about 10 minutes to draw and colour their plates of food. Once finished, ask for some volunteers to present to the group what kinds of foods they included on their plate.

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## ADJOURNMENT

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### Additional Activities

- Visit an apple orchard, pumpkin patch, strawberry patch (depending on local availability and seasonal crops)
- Visit a farmers market
- Visit a greenhouse that grow fruits and vegetables

### References

Canada's Food Guide <https://food-guide.canada.ca/en/>

Cool 2 B Kids <https://www.cool2bkids.com>

Foodland Ontario Availability Guide <https://www.ontario.ca/foodland>

Half Your Plate <https://www.halfyourplate.ca>

Natures Path - Vegetable Bug Snacks <https://www.naturespath.com>

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## **LOCAL**

(List of all Ontario-grown produce according to Foodland Ontario's availability guide)

Apples	Garlic
Apricots	Grapes
Artichoke	Lettuce
Asparagus	Onions
Beans	Nectarines
Beets	Peaches
Blueberries	Pears
Bok Choy	Peas
Broccoli	Peppers
Brussel Sprouts	Plums
Cabbage	Potatoes
Carrots	Pumpkin
Cauliflower	Radishes
Celery	Raspberries
Cherries	Rhubarb
Corn	Spinach
Crabapples	Squash
Cranberries	Strawberries
Cucumbers	Sweet Potatoes
Currants	Tomatoes
Eggplant	Watermelon
	Zucchini

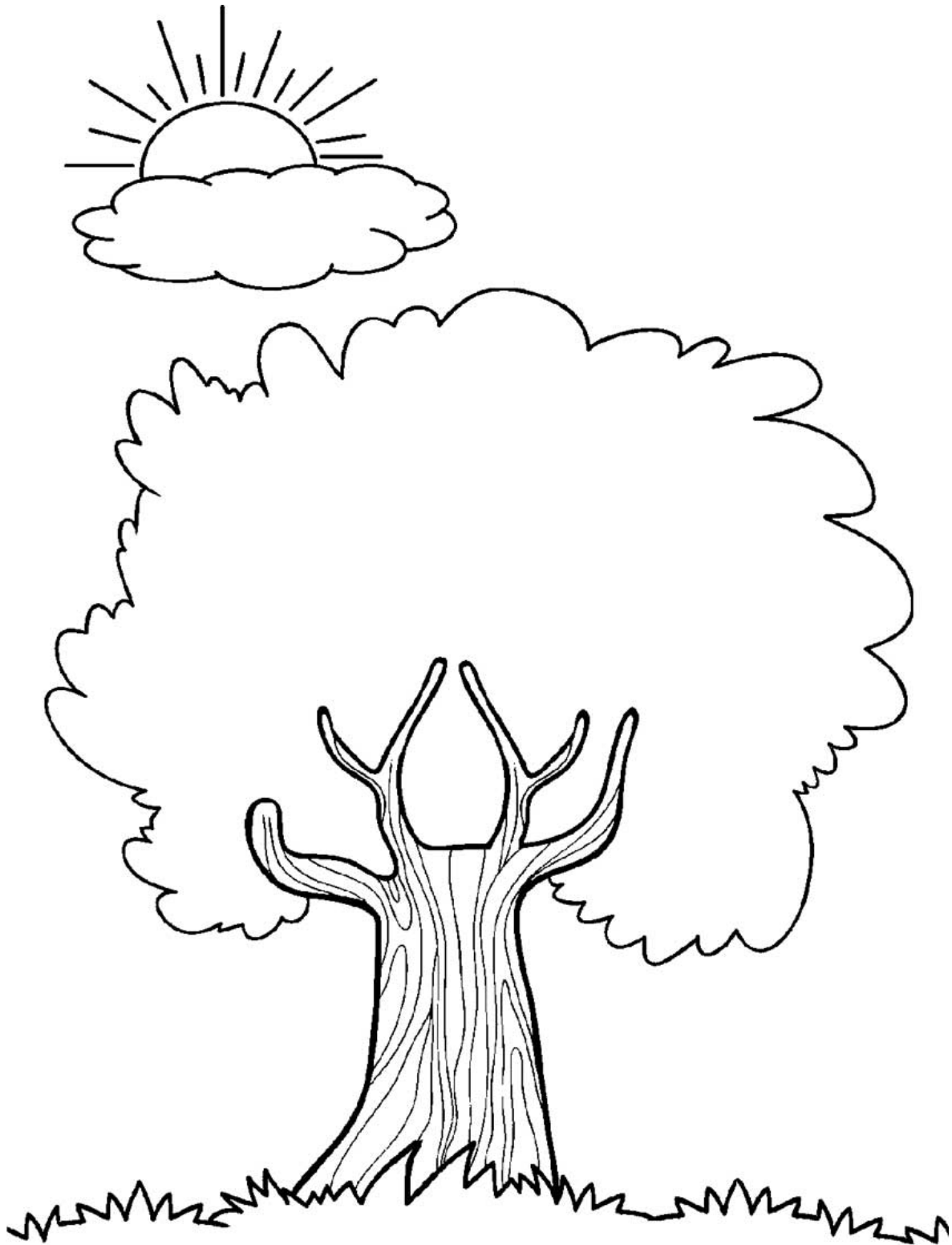
## **NOT LOCAL**

“Not local” produce includes anything not mentioned in the above list. This could include, but is not limited to, the following:

- Avocado
- Bananas
- Coconuts
- Grapefruit
- Jalapeños
- Kiwis
- Lemons
- Limes
- Mangoes
- Oranges
- Pineapple
- Pomegranate



## Where Does it Grow?



## WHAT AM I

## ONE

- 1) I grow on a tree
- 2) I can be yellow, green, or red
- 3) I am round
- 4) I am a fruit

**Answer:** Apple

## TWO

- 1) I grow on a tree
- 2) I have a pit
- 3) I am yellow
- 4) I am fuzzy on the outside

**Answer:** Peach

## THREE

- 1) I grow on the ground
- 2) I grow in the fall
- 3) I am large and round
- 4) I am often carved during halloween

**Answer:** Pumpkin

## FOUR

- 1) I am long and cylindrical
- 2) I am green
- 3) I grow in the summer
- 4) I am mostly water

**Answer:** Could be BOTH Cucumber and Zucchini

## FIVE

- 1) I am white
- 2) I am chopped up and added to many dishes for flavour
- 3) I grow underground
- 4) Sometimes I make people cry

**Answer:** Onion

## SIX

- 1) I grow very tall
- 2) I have many little pieces
- 3) I am yellow, but I have a green cover
- 4) I am a vegetable

**Answer:** Corn

## SEVEN

- 1) I grow underground
- 2) I am long and thin
- 3) I can be eaten raw or cooked
- 4) I am orange with green leaves at the top

**Answer:** Carrot

## EIGHT

- 1) I am one of the most popular vegetables
- 2) I cannot be eaten raw
- 3) I can be made into a lot of things and eaten many different ways
- 4) I grow underground

**Answer:** Potato

## NINE

- 1) I am one colour on the outside, but another colour on the inside
- 2) I am usually eaten in the summer
- 3) I am very large and sweet
- 4) My skin has stripes

**Answer:** Watermelon

## TEN

- 1) I am very small
- 2) I grow on a bush
- 3) I can grow in the wild or in a garden
- 4) I am blue on the outside

**Answer:** Blueberries

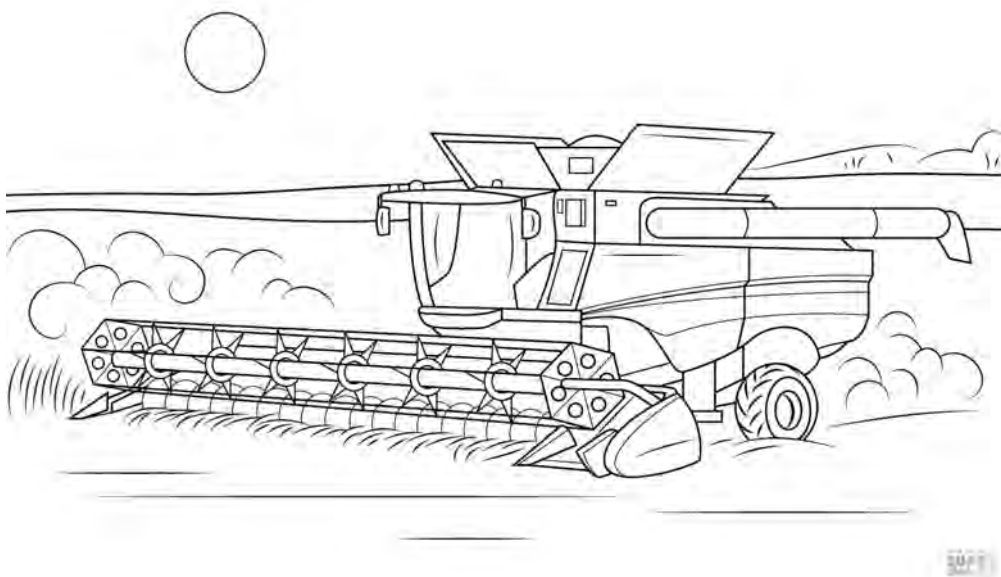


## Vegetable Bug Snack Pictures



# Real Dirt on Farming

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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, and my world.

## THE 4-H MOTTO

Learn To Do By Doing



## 4-H ONTARIO PROVINCIAL OFFICE

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## PROJECT RESOURCE INFORMATION:

Written by: Vanessa Stewart  
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Date: March, 2020

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 is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.

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The development, production and distribution of this 4-H Cloverbud unit was made possible through the support of:



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## 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

*\*This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

*\*\*Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

## Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

*\*Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

## REAL DIRT ON FARMING

### **Objectives & Goals of the Unit:**

- Gain a deeper understanding of what Canadian Agriculture looks like
- Challenge and learn the truth behind some of the most common myths about agriculture
- Practice answering questions about agriculture

### **Background:**

Having the opportunity to learn about and participate in agriculture in Canada is exciting and important, but unfortunately not everyone gets these kinds of experiences. A lot of people do not know about where their food comes from, or about what happens on farms, and this can lead to a lot of confusion and uncertainty surrounding the agriculture industry. Being prepared to talk about agriculture and farming is the best way to spread information and challenge the myths that people have about the industry.

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### **4-H PLEDGE AND ROLL CALL**

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### **Suggested Roll Calls:**

- Name a crop that is grown in Canada
- Name a type of livestock raised in Canada

**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 Average Farmer

**Time:** 10-15 minutes

**Materials Needed:**

- Blank paper
- Writing and/ or colouring utensils
- Tape

Give each Cloverbud a piece of paper and have them write their name in one corner. Ask Cloverbuds to imagine for a moment what they think the “average farmer” looks like. Think about what kind of clothes they might wear and what kind of activities they might do. Then give Cloverbuds about 5 minutes to draw the person they pictured. (Stick figures are okay!).

After Cloverbuds have finished their drawings, hang all the drawings up on a wall using the tape so that everyone can see them all at once. Give Cloverbuds a minute to look over all the drawings that were made. Are there any similarities they can point out? (For example, it is likely that several drawings will be of a man with a pitchfork, and might include a farm animal or tractor in the background, etc.). Once several similarities have been identified, reveal to cloverbuds that the question “what does the average farmer look like” is actually a trick question! There is no such thing as an “average farmer” (or such thing as an “average farm”) because there are so many different ways to be a farmer.

### Farm Word Search

**Time:** 10-15 minutes

**Materials Needed:**

- “Types of Farms Word Search” pages (found in the Resource section at the end of this unit)
- Writing utensils

Give each Cloverbud a word search and a writing utensil. In the last activity we learned that there is no such thing as a typical farm or farmer, and this is because there are so many different types of people who live and work on so many different types of farms. In this activity Cloverbuds will complete the word search and be able to see just some of the many

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different types of farms that there are in Canada (there are probably a lot more than you think!). Some of the words might be easy to understand or words that Cloverbuds already know (ex: Beef farm, Orchard), but some of the words might be new! Go through the list of terms before they start the word search and explain any that are unfamiliar. The less familiar ones are listed below.

- Alpaca: raised for wool or on hobby farms
- Apiary: a bee farm
- Aquaculture: a fish farm or a farm that raises aquatic animals (like oysters)
- Bison: raised for meat (Western provinces)
- Cricket: raised to eat (did you know the largest cricket farm in North America is right near Peterborough, Ontario?)
- Elk: raised for meat and antler velvet (Western provinces)
- Llama: raised for wool or on hobby farms
- Mink: raised for fur
- Mushrooms: grown year-round in specialized buildings
- Vineyard: land used to grow specialized grapes meant to produce wine

## Have You Ever...

**Time:** 10-15 minutes

**Materials Needed:**

- None

In this activity we will learn what kind of experiences everyone has had with agriculture. In a large open space (indoors or outdoors) designate one area as "HAVE" and another area as "HAVE NOT". Ask Cloverbuds the following "Have you ever.." questions and have them sort themselves into one of the two areas so that everyone can see what kind of experiences the group has had with agriculture.

***Have you ever...***

- Been to a farm?
  - Lived on a farm?
  - Helped do chores at a farm?
-

- Shown a cow?
- Ridden a horse?
- Seen a cow get milked?
- Milked a cow yourself?
- Seen a milk truck pick up milk from a farm?
- Picked a fruit or vegetable fresh from the plant?
- Grown your own fruits or vegetables?
- Seen a pig farm?
- Seen a chicken farm?
- Been to the Royal Agricultural Winter Fair?

After all the questions have been asked, ask Cloverbuds to gather together again as a group. Point out that it looked like a lot of Cloverbuds seem to have had a lot of fun experiences with agriculture. However, a lot of people who do not live on or near farms may not have ANY experience with agriculture, so it only makes sense that some people have a lot of questions about the agriculture industry and how things work.

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## LET'S EXPLORE

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### Marshmallow Farms

**Time:** 10-15 minutes

Materials Needed:

- Large and mini marshmallows
  - Soft gummy candies
  - Toothpicks
  - Paper plates
  - Bowls
  - Writing utensils
-

Give each Cloverbud a paper plate and ask them to write their name on it. Pour toothpicks, marshmallows and candies into several different bowls so that they can be passed around more easily. Cloverbuds will have about 5 minutes to construct something they can find on a farm (a building, a vehicle, an animal) out of the marshmallows, candy and toothpicks.

Once the 5 minutes are up, ask for volunteers to explain to the group what they made, and what kind of farm they would find it on.

Set plates aside so that they can be taken home and eaten later.

## What Does Agriculture Mean to You?

**Time:** 20-30 minutes

**Materials Needed:**

- Blank paper
- Farming and agriculture magazines, newspapers, flyers
- Scissors
- Glue-sticks
- Markers

Give each Cloverbud a piece of paper and have them write their name on the back. Cloverbuds will have about 15 minutes to look through farming and agriculture magazines, newspapers and flyers to cut out words or pictures to make a collage. The theme of the collage is “what does agriculture mean to you?”.

Cloverbuds will need to share the magazines and newspapers, scissors and glue. They can also use markers to add words or draw on their collage. After the 15 minutes are up, Cloverbuds should work together to clean up their work areas. Lay the collages out so that everyone can see them. Ask if any Cloverbuds would like to share what they made or just speak about what agriculture means to them in general. Leave collages somewhere safe to dry.

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## LOOKING WITHIN

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### Myth Busters

**Time:** 10-15 minutes

**Materials Needed:**

- “Myth Busters” pages (found in the Resource section at the end of this unit)

Do not give Cloverbuds the “Myth Busters” pages until the end of the activity, after the answers have been taken up.

When you do not have a lot of first-hand experience with or knowledge about the Ag industry, it can be hard to tell whether the things you hear about farms and agriculture are true or not. This uncertainty is where “myths” about agriculture can come from. People pass along information without checking to see if its true first, which can lead to people believing in false information. Today we will hear some of the most common myths about agriculture and learn the truth behind these misconceptions.

Read the first “Myth” off of the “Myth Busters” page out loud to Cloverbuds. Ask Cloverbuds what they think about the myth and what they think the truth might be. After a short discussion, read Cloverbuds the real “Truth” behind the myth. Repeat for every myth. At the end of the activity, give every Cloverbud their own “Myth Busters” sheet to take home.

### Canadian Farms Picnic

**Time:** 10-15 minutes

**Materials Needed:**

- Variety of foods that are from (or made from products that are from) Canadian farms
- Paper plates

Examples of picnic snacks could include: Seasonal fruits and vegetables, milk, cheese, crackers made in Canada that likely use Canadian wheat, etc. Do any required washing/cutting-up/ preparation of snacks ahead of time.

Give each Cloverbud a paper plate and allow them to choose a selection of snacks. While Cloverbuds are eating, you could start a discussion about products grown in Canada. Ask

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Cloverbuds what their favourite foods are, then determine whether or not that food is grown on (or could be made from products from) Canadian farms.

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## WRAPPING THINGS UP

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### Learning to Talk the Talk

**Time:** 15-20 minutes

**Materials Needed:**

- “Talk the Talk - Skits” page (found in the Resource section at the end of this unit)
- Large paper or flip-chart
- Marker

Talking about farming and agriculture is important, especially when you have the opportunity to talk about it with someone who does not have a lot of agricultural experience. People like to know where their food comes from, but a lot of people do not have the same exposure to agriculture that we do. This leaves a lot of people feeling confused about how things work in the farming industry. It does not help that the news sometimes spreads incorrect information about agriculture since this only makes people even more confused about what is true. The best way to learn about agriculture is right from the source - by talking to real farmers and to people with agricultural experience like us!

For this activity, we will need six Cloverbuds to volunteer to help put on some skits for the rest of the group. There will be two groups, each with three people. Cut the “Talk the Talk - Skits” paper in half, to separate the two scripts. Give one group the “Group 1” script and the other group the “Group 2” script. Allow about 5 minutes for the groups to go practice their skits.

With the remaining Cloverbuds, draw a dividing line down the flip-chart and start brainstorming and writing down a list of “Good vs Bad” things to do when talking to someone about agriculture. “Good” things include talking calmly, being friendly, being respectful, being a good listener, using easy to understand terms, giving real-life or personal examples, etc. “Bad” things include getting upset, being rude to the person asking the question, using big agricultural terms that are difficult to understand, etc.

Once the skit groups are ready to present, have “Group 1” go first. After the skit is finished,

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give the group a round of applause. Take up the skit by asking the following questions (repeat this process for “Group 2”):

- Was this an example of a “good” interaction or a “bad” one?
- What happened that made it good or bad?
- Could the 4-H'er (Group 1)/ Farmer (Group 2) have acted differently? Or did they do a good job handling the situation?

Add any new comments to the flip-chart. Wrap up by reminding Cloverbuds that in any situation where they are asked a question about agriculture, it is always okay to say “I don't know”! No one is expected to know everything. The important thing is that you are honest and polite.

## Practice, Practice, Practice!

**Time:** 10-15 minutes

**Materials Needed:**

- Question Sheet (found in the Resource section at the end of this unit)

In this activity Cloverbuds will get to practice answering questions that people might ask about farming and agriculture. Remember the list from the last activity when doing this activity and try using some of the ideas that were listed as “good” ways to answer questions.

Cloverbuds will work in pairs for this activity (or group of 3 if there is an odd number). Give each pair a “Question Sheet”. Partners will take turns asking each other the questions on the sheet and having the other person answer. Remind Cloverbuds that they are allowed to take their time to think about their response when answering questions, and if any Cloverbuds need help during the activity with how to answer a certain question they can ask the leaders.

After all Cloverbuds have had the chance to ask and answer questions, go through the questions and ask for some volunteers to share how they answered them. Examples of how the questions could be answered are listed below. Note that these are just examples, and there are lots of good ways to answer the questions.

- 1) Example answer: Some animals are kept in barns to keep them safe from extreme weather, diseases, and predators. Keeping animals in barns also makes it easier for
-

farmers to watch over and take care of their livestock.

- 2) Example answer: In Canada, 97% of farms are family-owned! This means that for a lot of farmers, their farm is also their home, so they care a lot about their farms and about doing their jobs well.
- 3) Example answer: Not all farms are the same. There is not just one type of farm or farmer, and in Canada there are lot of different types of farms! For example, did you know that there are cricket farms in Canada? (or any of the other type of farms that we learned about in the “Types of Farms” word search).
- 4) Example answer: Both organic foods and non-organic foods are safe and healthy choices. Pesticides used in Canada are used safely, and both organic and non-organic foods have to pass the same food-safety standards before they are ready to be sold to the public, so they are both great options.

## Bumper Sticker Take Away

**Time:** 10-15 minutes

### Materials Needed:

- Half pages of paper
- Colouring utensils

Give each Cloverbud one half-piece pf paper and have them write their name on the back. Cloverbuds should imagine that they are designing a bumper sticker to put on a car that tells people why agriculture is important. This could be done through pictures or by making a slogan or catchphrase. Give Cloverbuds about 5 minutes to work on their bumper sticker designs.

Once they are done, go around the room and have Cloverbuds share their bumper sticker with the group.

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## ADJOURNMENT

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### Additional Activities

- Take virtual farm tours of different types of farms on the FarmFood360 website (internet access required) <https://www.farmfood360.ca>
  - Visit a farm for a tour
-

## References

Agriculture More Than Ever <https://www.agriculturemorethenever.ca>

Best Food Facts <https://www.bestfoodfacts.org>

Discovery Education <http://puzzlemaker.discoveryeducation.com>

Real Dirt on Farming <http://www.realdirtonfarming.ca>

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## Types of Farms

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

ALPACA  
 BEEF  
 CRICKET  
 ELK  
 GRAIN  
 LLAMA  
 ORCHARD  
 TURKEY

APIARY  
 BISON  
 DAIRY  
 FRUIT  
 GREENHOUSE  
 MINK  
 PIG  
 VEGETABLE

AQUACULTURE  
 CHICKEN  
 DONKEY  
 GOAT  
 HORSE  
 MUSHROOM  
 SHEEP  
 VINEYARD

Myth Busters - Common Myths about Agriculture

**Myth: Chocolate milk comes from brown cows**

**Fact:** All breeds of dairy cows produce white milk. There is no such thing as a cow that makes chocolate milk.

**Myth: Brown eggs are more nutritious than white eggs**

**Fact:** There is no difference in the nutritional values of white eggs and brown eggs. The only difference is that they come from different types of chickens! White chickens lay white eggs while brown or “red” chickens lay brown eggs.

**Myth: Organic foods are healthier than non-organic foods**

**Fact:** All food grown in Canada has to pass the same food-safety standards, whether it is organic or not. Health Canada states there is no evidence that organic foods are any healthier than regular foods. Both are safe and healthy choices!

**Myth: Most farms are run by big corporations**

**Fact:** In Canada, 97% of farms are family-owned.

**Myth: It is inhumane to keep animals inside barns.**

**Fact:** Keeping certain animals in barns helps to protect them from extreme weather, disease, and predators. It also allows farmers to provide better animal monitoring and care.

**Myth: Hormones are used on poultry and pigs to make them grow bigger**

**Fact:** Hormone use on poultry and pigs is banned in Canada. Selecting animals for their genetics and improved nutrition in feed are the reasons that poultry and pigs are larger today than they were in the past.

**\*A Note on Hormones:** Hormones are also banned from being used in dairy cows for milk production in Canada. In fact, in Canada hormones are only approved for use in beef cattle, where some farmers may choose to use safe and regulated amount of hormones in order to promote more efficient growing of their beef animals. It is also important to remember that there is no such thing as hormone-free meat. Hormones occur naturally in all people, animals and plants. For example, one serving of cabbage naturally has the same amount of estrogen (type of hormone) as 1000 serving of beef!

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GROUP 1

*Roles: Narrator, 4-Her, Concerned Observer*

**Narrator:** We are at a fall fair where they are holding a 4-H beef show. A person who was walking by sees the show, and walks up to a 4-Her who has just come back from the show-ring and is tying their calf back up in the pack.

**4-Her:** (Pretend to be tying up a halter)

**Concerned Observer:** (Walk up to the 4-Her)

**Concerned Observer:** (Talking loudly) Excuse me, why are your cows tied up? They should be roaming around free, keeping them trapped here is wrong!

**4-Her:** (Talking loudly) Hey! Don't talk to me about my cows like that! You don't know anything!

**4-Her:** (Stomp away angrily)

(End)

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GROUP 2

*Roles: Narrator, Customer, Farmer*

**Narrator:** We are at a farmers market where lots of local farmers are selling their products. Someone comes up to look at a fruit stand where a farmer is selling their apples.

**Customer:** (Walk up to the Farmer and pretend to look at some apples)

**Farmer:** (Smile) Hello there, would you like to buy some apples?

**Customer:** Hmm, I'm not sure. I heard that only organic foods are healthy because the pesticides that farmers use are dangerous. Is that true?

**Farmer:** (Talking calmly, still happy) That's a good question to ask! It is important to talk about food-safety. But what you heard is actually not true. Both organic and non-organic foods are safe and healthy options. If you have a minute to spare I could tell you more?

**Customer:** Sure!

(End)



Real Dirt on Farming - Question Sheet

- 1) Why do you keep animals in barns? Isn't it better for animals to roam freely outside?
- 2) I heard that all farms today are owned by big corporations and that the people who work on farms don't care about their work. Is that true?
- 3) Are all farms the same?
- 4) Is organic food healthier than non-organic food?

Real Dirt on Farming - Question Sheet

- 1) Why do you keep animals in barns? Isn't it better for animals to roam freely outside?
- 2) I heard that all farms today are owned by big corporations and that the people who work on farms don't care about their work. Is that true?
- 3) Are all farms the same?
- 4) Is organic food healthier than non-organic food?

Real Dirt on Farming - Question Sheet

- 1) Why do you keep animals in barns? Isn't it better for animals to roam freely outside?
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  - 3) Are all farms the same?
  - 4) Is organic food healthier than non-organic food?
-

# **Additional Cloverbud Units added to Year Two**

**March 2023**

**. Breadventure**

**. Swine**

**. Veterinary**

# Breadventure

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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 and my country and my world.

## THE 4-H MOTTO

Learn To Do By Doing

## 4-H ONTARIO PROVINCIAL OFFICE

7660 Mill Road  
Guelph, ON N1H 6J1  
TF: 1.877.410.6748  
TEL: 519.856.0992  
FAX: 519.856.0515  
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  
Layout by: Autumn Unwin  
Date: February, 2023

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 is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.

The 4-H program in Ontario is supported by the Ontario Ministry of Agriculture, Food and Rural Affairs. Material for this Cloverbud Veterinary unit was supported by the Grand River Agricultural Society.



**CANADA**  
4-H Ontario



## 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

*\*This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

*\*\*Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

## Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

*\*Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*





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## INTRODUCTION TO BREADVENTURE:

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### Objectives & Goals of the Unit:

- Understand the variety of different types of bread that we could potentially consume
- Learn which kitchen items are used to make bread
- Understand the techniques needed to make bread

### Background:

No matter where one lives in the world, the basic ingredients of flour, salt, often yeast, sometimes fat and sugar, and water, become transformed into what becomes the “staff of life” and a mainstay sustenance – bread. Techniques may vary as do cultural traditions, yet bread remains a constant in our lives. In this unit, Cloverbuds will learn about different types of bread products and the kitchen items and techniques needed to make bread, through fun, hands-on activities.

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### 4-H PLEDGE & ROLL CALL

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#### Suggested Roll Calls:

- Name your favourite bread product.
- Name a kind of flour used to make bread.
- Have you ever made or helped to make a bread product from scratch? If so, what was 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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### Breadventure Word Search

**Activity Time:** 10-15 minutes

**Materials Needed:**

- “Breadventure” Wordsearch (found in the Resource section at the end of this unit)
- “Breadventure” Answer Sheet (found in the Resource section at the end of this unit)
- Writing utensils

Print enough word searches for every Cloverbud. Distribute word searches and writing utensils and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and go over each of the words listed on the word search.

### This is the Way

**Activity Time:** 10-20 minutes (depending on the size of the group)

**Materials Needed:**

- Small bottle of hand soap
- Water/Access to a sink
- Towels

Provide a small bottle of hand soap and towels. Have access to a hand-washing sink.

Let participants practice washing their hands. Remind them that bakers must wash their hands often. As they wash their hands, have them sing the entire Happy Birthday song. Once they have finished singing, they have then washed their hands for long enough.

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## LET'S EXPLORE

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### Bread Making Mystery Box

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Kitchen items used to make bread
- Box (to be used as the Mystery Box)

In advance, collect items used by a baker: cookie cutters, measuring cup, measuring spoons, rolling pin, spatula, etc.

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Place one of the items in the box without the participants seeing what it is. One participant feels in the box, without looking, and guesses what it is. Continue until all participants have had at least one turn.

NOTE: It is helpful to have all the items out and in front of you to show the participants and let them touch them as you all discuss what each one is used for before doing this activity!

## Bakery Match Game

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Bakery Match Game worksheets (found in the Resource section at the end of this unit)
- Cardstock
- Scissors
- Access to laminating if possible

In advance, print out the Bakery Match Game worksheets. Cut out each square and if possible, laminate each game square.

Have participants sit in a circle (or around a table). Mix up game squares and place them scattered on the table face down.

Player #1 turns over two game squares. If the game squares match, the player keeps those squares, receives a point and gets to have another turn. If the game squares don't match, the squares are turned back over, and the next participant can take their turn. Once all of the game squares have been matched, the game is over, and points can be added up.

When a match has been made, have participants name what is on the game square.

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## LOOKING WITHIN

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### How Yeast Works

**Activity Time:** 10-15 minutes

**Materials Needed:**

- Yeast (one package)
  - White sugar
  - Liquid measuring Cup
  - Warm water
  - Spoon (optional)
-

Add one package of yeast to one cup (250mL) of warm water. Add in a tablespoon (2.5mL) of sugar. Wait and watch for the results.

Discuss what happens and ask participants to explain why yeast is used in bread!

## **Baker's Hat**

**Activity Time:** 15-20 minutes

**Materials Needed:**

- White construction paper (enough for one for each participant)
- Markers
- Crayons
- Stamps and stamp pad (optional)
- Tape

Provide each participant with a large piece of white construction paper. Let them write on (or stamp or colour) their hats. Do not have them glue on craft supplies as these might fall off when working with food.

When done, roll into a cylinder shape and tape for a baker's hat!

## **Make Your Own Playdough!**

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Mixing bowl (if possible, a mixing bowl for each participant)
- Flour
- Salt
- Food Colouring (optional)
- Water
- Sturdy mixing spoon
- Surface to knead the playdough on once it's made

**Playdough Recipe**

- 3 cups (750mL) Flour
  - 1 cup (250mL) Salt
  - 1 cup (250mL) Water
-

- Small amounts of water as needed

The children can assist in preparing play dough. If the mixture is left uncolored, it will resemble bread dough and have a similar consistency.

Place all of the flour and salt in a mixing bowl. Add one cup (250mL) of water and stir. Keep adding small amounts of water and mix until the dough is workable, But not sticky.

Place dough on a lightly floured surface. Have participants practice kneading the dough as if they were making a loaf of bread.

If desired, food colouring can be added to the playdough before participants take it home.

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## WRAPPING THINGS UP

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### Spiral Sandwiches

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Slices of bread
- Butter
- Colourful filling (e.g. strawberry jam)
- Rolling pins

Roll out a slice of bread using a rolling pin so it's quite flat. Then, spread with butter and a colourful filling like strawberry jam. Roll the slice up into a tight cylinder shape then thinly slice the cylinder to give spiral sandwiches.

### Happy Face Sandwiches

**NOTE:** this recipe uses peanut butter – please check to make sure there aren't any participants allergic to peanut butter – alternatives could include peanut-free food spread, cheese spread or jam.

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Bread
  - Peanut Butter (or alternative)
  - Raisins
  - Alfalfa or bean sprouts
  - Other small food items such as carrot sticks, celery
-

Spread peanut butter on one side of bread – open faced. Have participants make eyes, nose, mouth and hair from other items provided. Encourage participants to be creative and eat what they create.

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## ADJOURNMENT

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### Additional Activities

- Hold the meeting at a bakery or grocery store and see the various bread products that are made and sold
- Invite someone who works in a bakery to your meeting
- Invite someone who competes in bread making competitions to your meeting
- Create a judging activity including any 4 samples of the same type of bread item

### References

- AgScape <https://agscape.ca/>
  - A to Z Kids Stuff <https://www.atozkidsstuff.com/bread.html>
  - Child Fun <https://www.childfun.com/themes/food/bread/>
  - Education.com <https://www.education.com/>
  - Farm & Food Care Ontario <https://www.farmfoodcare.org/>
  - Preschool Plan It <https://www.preschool-plan-it.com/bread.html>
-



# Breadventure

s i u t s r h t e g t g u c g  
 g s b i s c u i t s v o o r c  
 f v u r s s t n e e d q m u y  
 h i r n r e c c y j q o u s r  
 s m z a p c k o p m x d u t a  
 c v r a b r c f n g y w g g d  
 r n o n u n e k b e w e g d h  
 a f l y n n q c d r s m a f h  
 c l l g s j f h i h e n o s s  
 k o s t u i d q d p b a s p t  
 e u m u f f i n s v e x d p h  
 r r t k b u y k n e a d i n g  
 s z c h a l l a h u r q l q w  
 l k q b a g e l s g l i s i a  
 v x o s w i w z d a k q b g k

crackers

kneading

biscuits

flour

challah

muffins

bagels

rolls

recipe

yeast

scones

buns

bread

dough

crust

naan

# Breadventure

s i u t s r h t e g t g u c g  
 g s b i s c u i t s v o o r c  
 f v u r s s t n e e d q m u y  
 h i r n r e c c y j q o u s r  
 s m z a p c k o p m x d u t a  
 c v r a b r c f n g y w g g d  
 r n o n u n e k b e w e g d h  
 a f l y n n q c d r s m a f h  
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 r r t k b u y k n e a d i n g  
 s z c h a l l a h u r q l q w  
 l k q b a g e l s g l i s i a  
 v x o s w i w z d a k q b g k

crackers

kneading

biscuits

flour

challah

muffins

bagels

rolls

recipe

yeast

scones

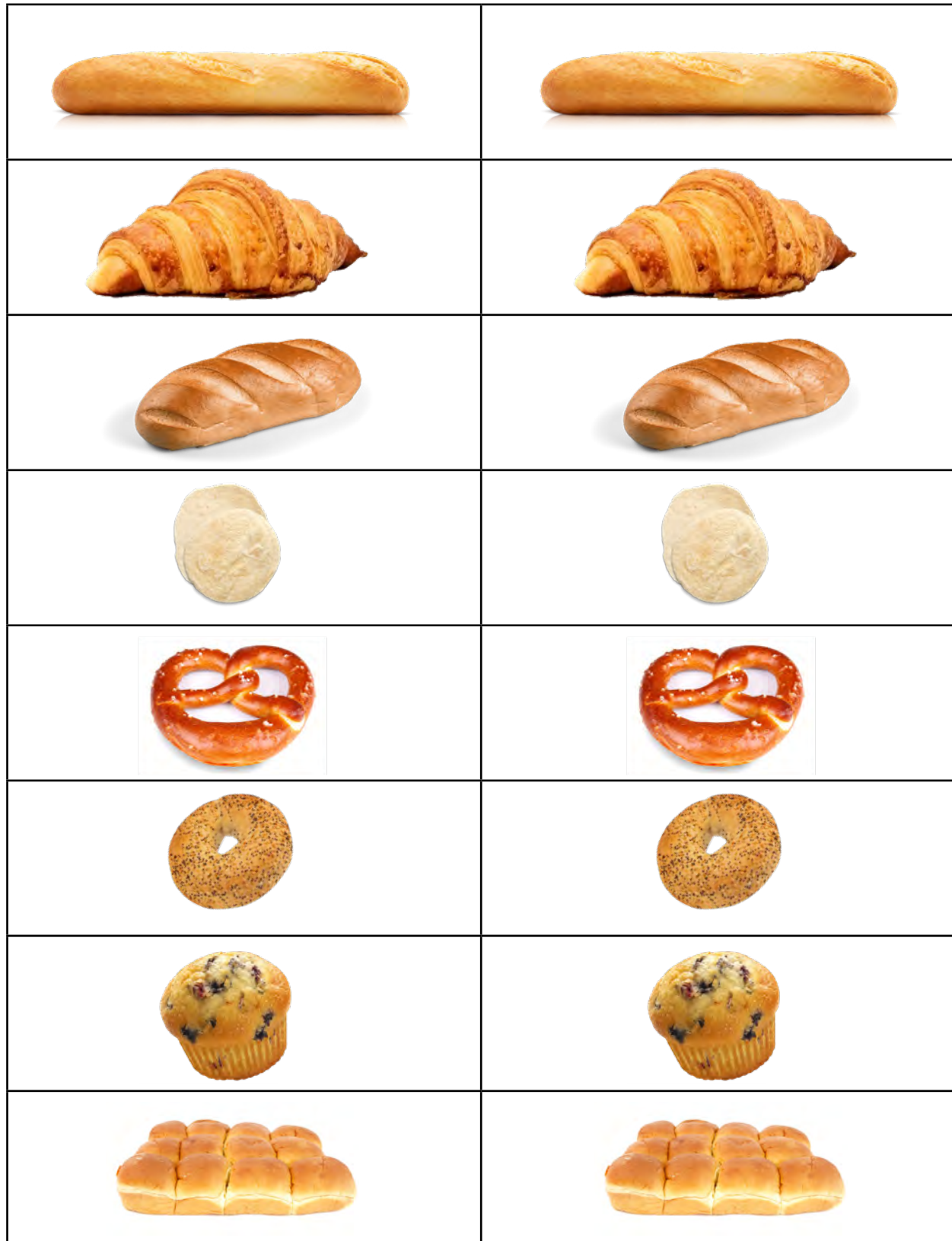
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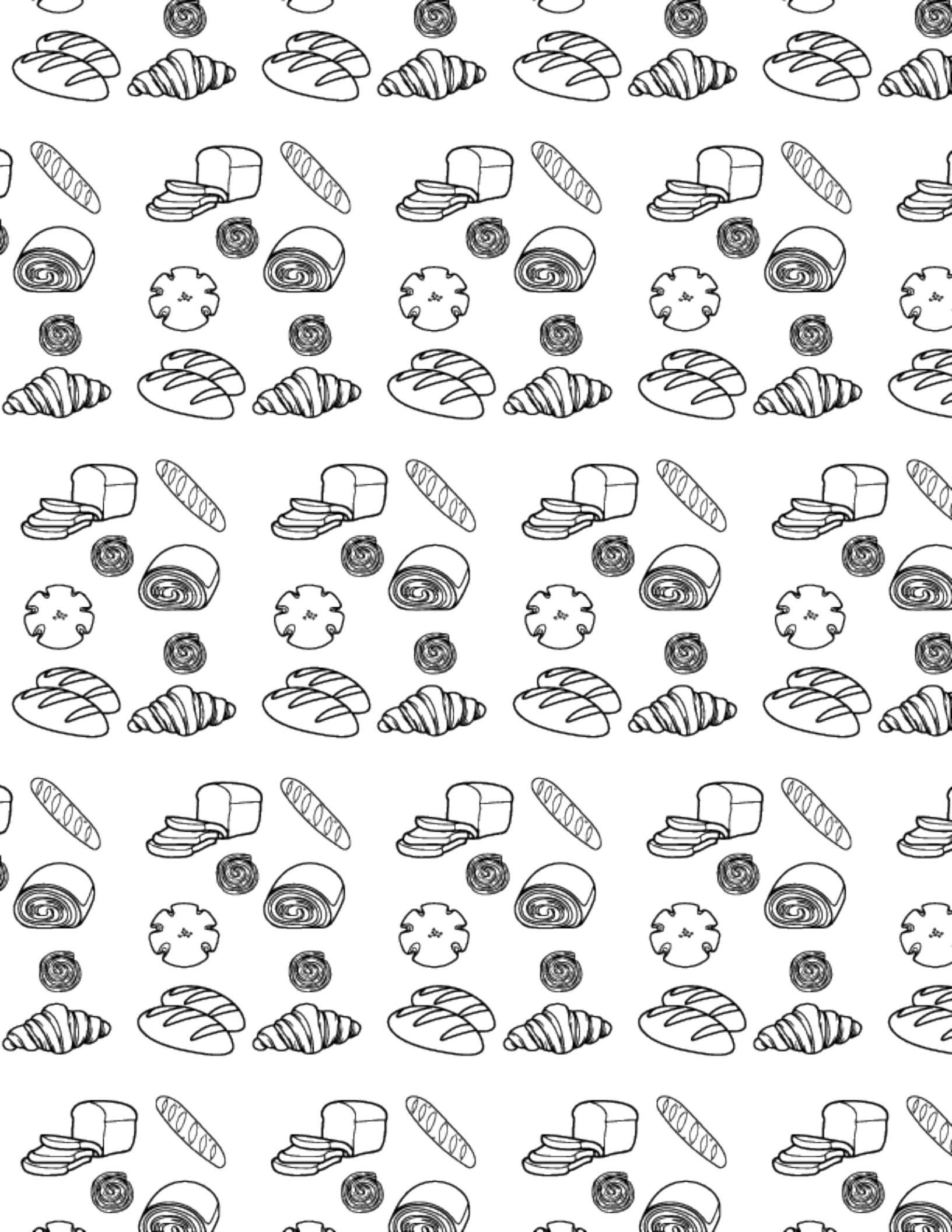
bread

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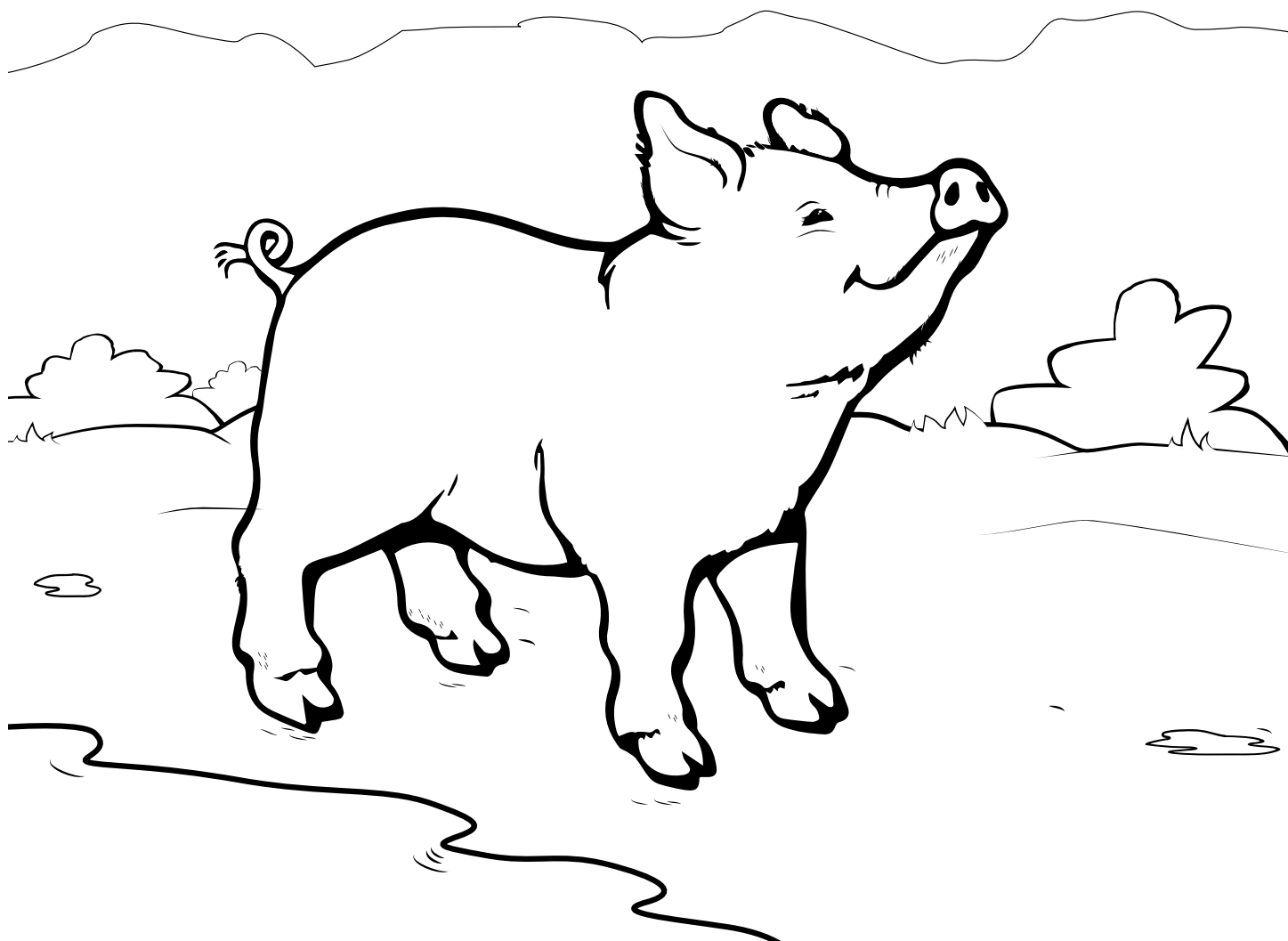
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**Bakery Match Game**



# Swine

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my Heart to greater loyalty,  
my Hands to larger service,  
my Health to better living,  
for my club, my community and my country and my world.

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**CANADA**  
4-H Ontario

## PROJECT RESOURCE INFORMATION:

Written by: Elizabeth Johnston, 4-H Ontario

Layout by: Autumn Unwin

Date: February, 2023

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## INTRODUCTION TO SWINE:

### **Objectives & Goals of the Unit:**

- Know what a pig (swine) looks like
- Learn about what a farmer does to take care of pigs
- Know which food products come from pigs

### **Background:**

In Ontario, pig farms range in size from a farmer raising a few pigs to sell to family and friends, to commercial farmers who raise hundreds or thousands of pigs at a time. Cloverbuds will learn about the swine (pig) industry and the products we get from this industry through fun, hands-on activities.

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### **4-H PLEDGE & ROLL CALL**

#### **Suggested Roll Calls:**

- Name a food you think a pig would eat.
- Name one type of food that comes from pigs that humans eat?
- What is your favourite pork product to eat? (e.g. bacon, ham, pork chops, 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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### Introduction to Pigs

**Activity Time:** 10-15 minutes

**Materials Needed:**

- Computer/laptop and access to the Internet

Watch the video, created by Farm & Food Care Ontario, titled '360° Canadian Pig Farm Tour' <https://www.youtube.com/watch?v=E7SijUQBGfM>

Discuss the following questions:

- Do you think you would want to raise pigs? Why or why not?
- Do you think its easy or hard to look after pigs? Why?
- Have you ever tasted a pork product? Did you like it? Why or why not?
- How many products (food or otherwise) can you name that come from pigs?

### This Little Piggy! Wordsearch

**Activity Time:** 10-15 minutes (depending on the size of the group)

**Materials Needed:**

- "This Little Piggy!" Wordsearch (found in the Resource section at the end of this unit)
- "This Little Piggy!" Answer Sheet (found in the Resource section at the end of this unit)
- Writing utensils

Print enough word searches for every Cloverbud. Distribute word searches and writing utensils and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and go over each of the words listed on the word search.

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## LET'S EXPLORE

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### Grocery Store Flyers Scavenger Hunt

**Activity Time:** 25-30 minutes

**Materials Needed:**

- Several grocery store flyers (at least two per participant)
  - Scissors
-

Give each participant grocery store flyers (make sure each participant has the same number of flyers) and a pair of scissors. Alternatively, participants could work in pairs for this activity.

Time participants (5 to 10 minutes depending on the number of flyers participants are given) and ask them to find and cut out as many pork products as they can find in the flyers.

When the time is up, have each participant (or pair) present the items they found. Discuss as a group if the items are products from a pig.

If desired, this could be made into a competition to see which participant (pair) find the most items.

## Pork Products Matching Game

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Pork Products Match Game worksheets (found in the Resource section at the end of this unit)
- Cardstock
- Scissors
- Access to laminating if possible

In advance, print out the Pork Products Match Game worksheets. Cut out each square and if possible, laminate each game square.

Have participants sit in a circle (or around a table). Mix up game squares and place them scattered on the table face down.

Player #1 turns over two game squares. If the game squares match, the player keeps those squares, receives a point and gets to have another turn. If the game squares don't match, they squares are turned back over and the next participant can take their turn. Once all of the game squares have been matched, the game is over and points can be added up.

When a match has been made, have participants name what is on the game square.

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## LOOKING WITHIN

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### Pig Bookmark

**Activity Time:** 20-30 minutes plus drying time

**Materials Needed:**

- Craft stick
- Pink paint
- Paint brush



- Wiggle eyes
- Pink craft foam
- Glue

Paint the craft stick pink and leave it to dry.

Cut out 2 ears and a snout from pink craft foam. Glue the snout to the front of the stick, drawing on nostrils. Stick on the wiggle eyes. Glue the ears to the top of the stick.

Craft and Image Source: <https://www.activityvillage.co.uk/pig-bookmark>

## What Colour Am I?

**Activity Time:** 25-30 minutes

**Materials Needed:**

- What Colour Am I? worksheet (found in the Resource section at the end of this unit)
- Crayons/Pencil Crayons

Give each participant a 'What Colour Am I?' worksheet. Have participants do the math to figure out the number and corresponding colour for each section of the picture.

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## WRAPPING THINGS UP

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### Piggy Pancakes

**Activity Time:** 25-30 minutes

**Materials Needed:**

- 500mL (2 cups) Bisquick mix (or any type of pancake mix)
- 250mL (1 cup) milk
- 2 eggs

OR

- Your own pancake recipe
- Fresh blueberries, chocolate chips or raisins
- Maple Syrup (optional)

**Directions:**

1. Heat griddle or skillet over medium-high heat or to 375°F (190°C). In medium bowl, stir Bisquick





mix, milk and eggs (or desired pancake mix) until blended.

2. Lightly oil griddle. For each pig face, pour slightly less than 1/4 cup batter onto the hot oiled griddle. Pour tablespoonful (15mL) batter onto griddle for snout and another tablespoonful for ears.
3. Cook pancakes until edges are dry. Turn; cook until golden.
4. To serve, place large pancakes on individual serving plates. Place 1 small pancake in center of each face for snout; poke 2 holes for nostrils with end of handle of wooden spoon. Cut second small pancake in half for ears; place at top of face. Use blueberries for eyes.

Recipe and Image Source: Food Network <https://www.foodnetwork.com/recipes/piggy-pancakes-recipe-2130001>

## Pigs in a Blanket

**Activity Time:** 25-30 minutes

**Materials Needed:**

- All-purpose flour, for surface
  - 1 (8-oz.) tube crescent rolls
  - 1 (12-oz.) package mini cocktail wieners (or cut regular wieners into small pieces)
  - 60mL (4 tbsp.) melted unsalted butter
  - Coarse salt
  - Baking tray
  - Pastry brush
  - Oven
1. Preheat oven to 375°F (190°C). On a lightly floured surface, unroll crescent sheets and tear where perforated. Cut each triangle into 3 smaller triangles.
  2. Place 1 cocktail weiner on thick side of each triangle, then gently roll to thinner side.
  3. Transfer to a medium baking sheet. Brush with butter and sprinkle with salt.
  4. Bake pigs in a blanket until golden, 12 to 15 minutes.



Recipe and Image Source: Delish <https://www.delish.com/cooking/recipe-ideas/a58344/homemade-pigs-in-a-blanket-recipe/>

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## ADJOURNMENT

### **Additional Activities**

- Hold the meeting at a grocery store or butcher shop and check out what pork products are sold in the store
- Check out the videos produced by Ontario Pork found at: <https://www.ontariopork.on.ca/Communications/Videos> in particular, the video titled 'What Ontario Pigs Eat.'
- Create a judging activity including any 4 samples of the same type of pork products or pictures of pigs

### **References**

- Activity Village.co.uk <https://www.activityvillage.co.uk/>
  - AgScape <https://agscape.ca/>
  - Canadian Pork Council <https://www.cpc-ccp.com/default>
  - Education.com <https://www.education.com/>
  - Farm & Food Care Ontario <https://www.farmfoodcare.org/>
  - Food Network <https://www.foodnetwork.com/>
  - Ontario Pork <https://www.ontariopork.on.ca/>
  - Turtle Diary <https://www.turtlediary.com/>
-

# This Little Piggy!

b e v g i l t k i w j o m b r  
 a m v z b e s m n h h i u z y  
 r b b e j i x d s a d v u s w  
 n n t w t g o f a r m e r w e  
 e z j h a e s s z r t p b i t  
 k p m t e t r y e g i o o n b  
 n l s w j a e i i c b r a e e  
 c o i g y g l r n y u k r k s  
 p v o t b l d t q a q r a p o  
 f b u u t a q n h w r n i u w  
 e z w w y e r a v y e i d t m  
 e i q u k w r r j u p a a n y  
 d p i g l e t s o m o b n n w  
 i y y r l o j o a w g n b e p  
 r p t t g f g b b q d y u h r

veterinarian

biosecurity

healthy

litter

barrow

farmer

weaner

gilt

swine

piglets

water

pork

boar

barn

feed

sow

# This Little Piggy!

b e v g i l t k i w j o m b r  
 a m v z b e s m n h h i u z y  
 r b b e j i x d s a d v u s w  
 n n t w t g o f a r m e r w e  
 e z j h a e s s z r t p b i t  
 k p m t e t r y e g i o o n b  
 n l s w j a e i i c b r a e e  
 c o i g y g l r n y u k r k s  
 p v o t b l d t q a q r a p o  
 f b u u t a q n h w r n i u w  
 e z w w y e r a v y e i d t m  
 e i q u k w r r j u p a a n y  
 d p i g l e t s o m o b n n w  
 i y y r l o j o a w g n b e p  
 r p t t g f g b b q d y u h r

veterinarian

biosecurity

healthy

litter

barrow

farmer

weaner

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swine

piglets

water

pork

















boar

barn

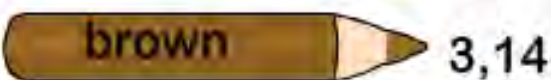
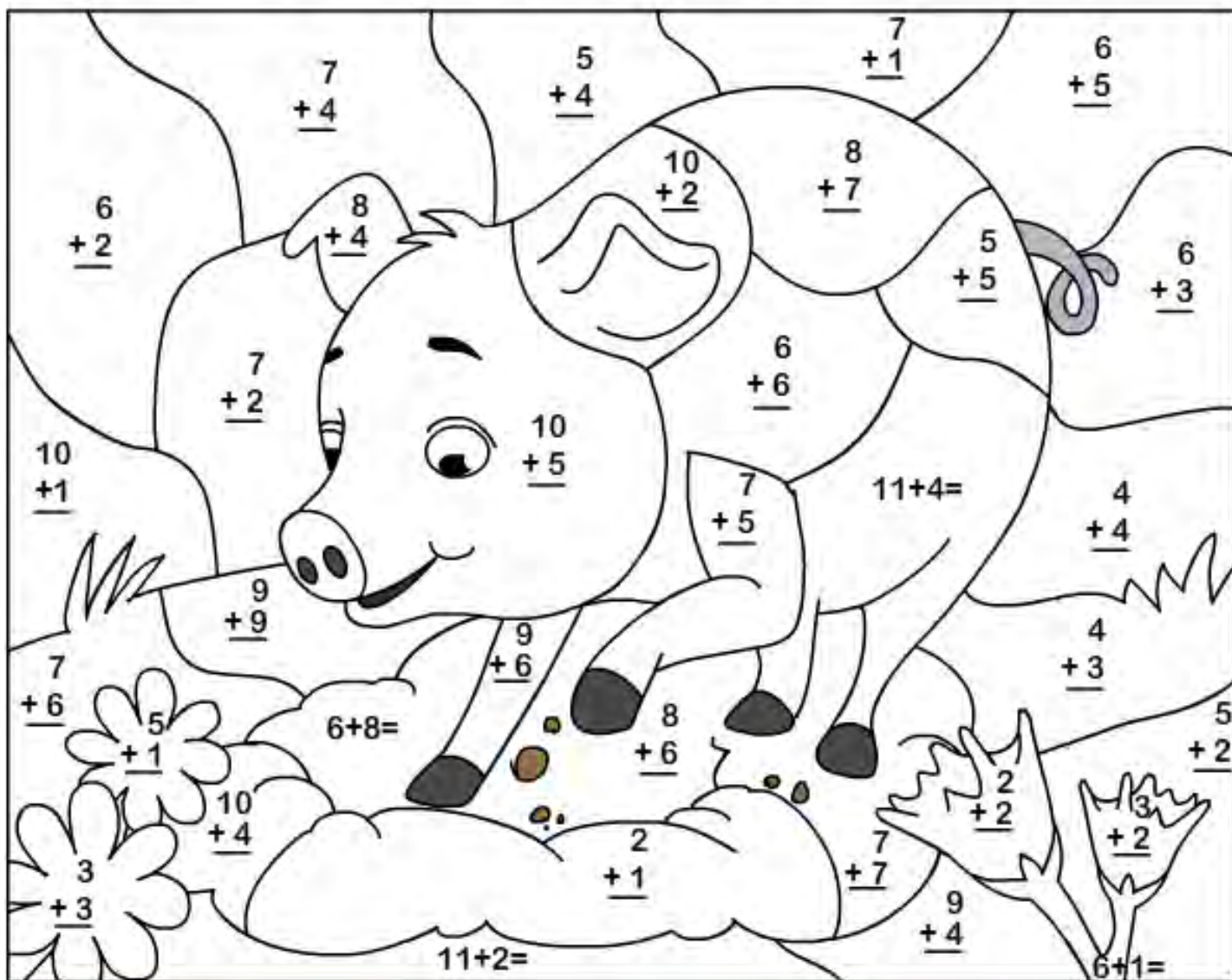
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**Bakery Match Game**

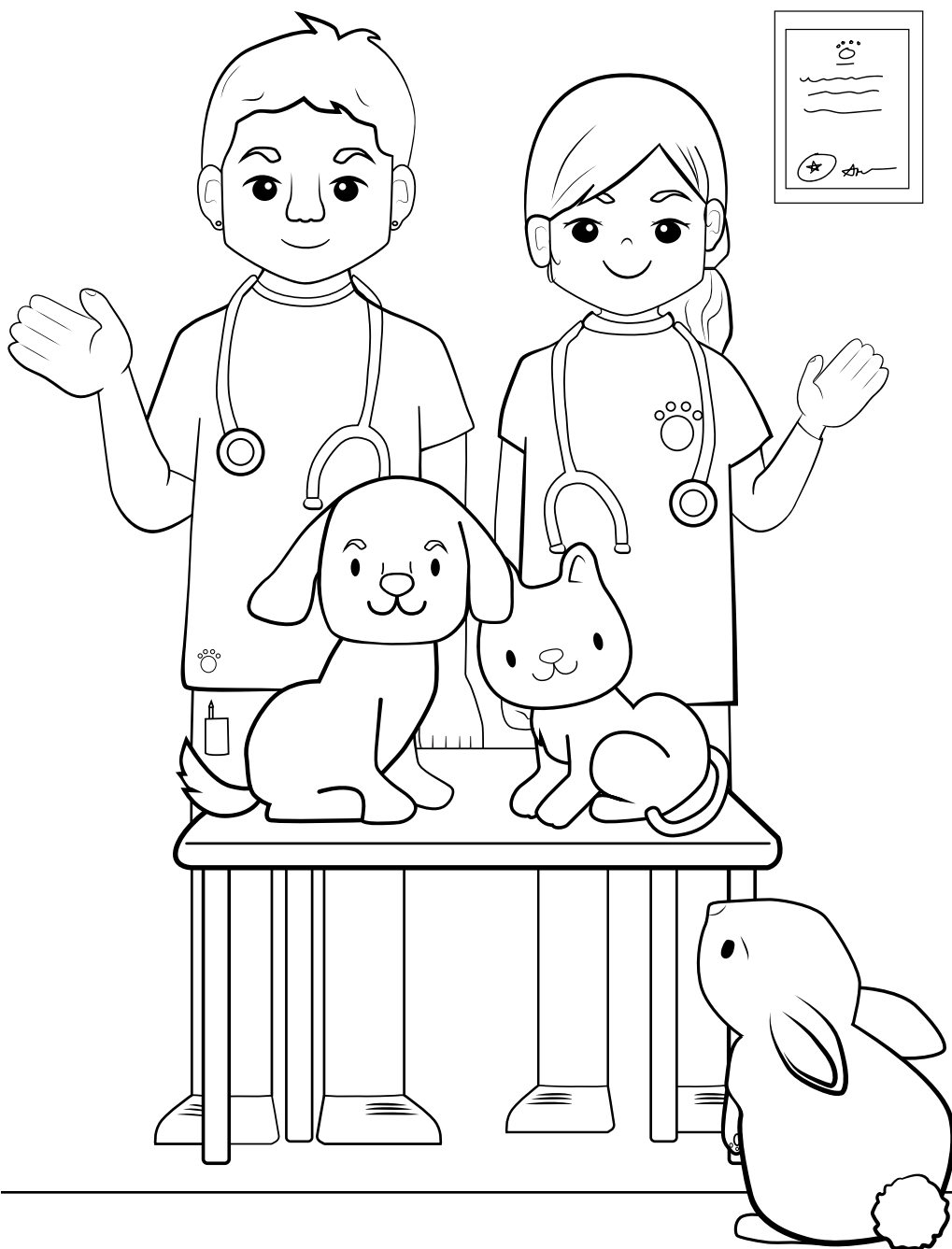
Add the numbers and color the picture by number.







# Veterinary Medicine



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## PROJECT RESOURCE INFORMATION:

Written by: Elizabeth Johnston, 4-H Ontario

Layout by: Autumn Unwin

Date: February, 2023

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**CANADA**  
4-H Ontario



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## INTRODUCTION TO VETERINARY MEDICINE:

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### Objectives & Goals of the Unit:

- Understand the meaning of the words veterinary medicine
- Learn what happens at a veterinary clinic and/or on farms with small and large animals
- Understand the importance of proper veterinary care for all animals
- Help participants develop an understanding of responsible ownership of animals

### Background:

What is Veterinary Medicine? In this unit, Cloverbuds will learn about what a veterinarian does in a day, various aspects of a veterinarian's job, veterinary terminology and the many careers that are available for working with animals.

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### 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls:

- Name an animal that a veterinarian might help.
- If you were a veterinarian, what animal would you most want to help? Is there an animal you wouldn't want to work with?
- What do you think a veterinarian might do in a typical workday?

**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

### Veterinary Medicine Word Search

**Activity Time:** 10-15 minutes

**Materials Needed:**

- “Veterinary Medicine” Wordsearch (found in the Resource section at the end of this unit)
- “Veterinary Medicine” Answer Sheet (found in the Resource section at the end of this unit)
- Writing utensils

Print enough word searches for every Cloverbud. Distribute word searches and writing utensils and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and go over each of the words listed on the word search.

### My Pet

**Activity Time:** 10-20 minutes (depending on the size of the group)

**Materials Needed:**

- Participants need to bring a picture of their pet (or a pet they wish they had) to the meeting

Invite participants to bring a picture of their pet or a farm animal (or a picture of a pet they wish they had) to the meeting. Have participants take turns presenting their pet to the group. Display the pictures on a special wall.

### So You Want to be a Vet?

**Activity Time:** 10 – 20 minutes (depending on the size of the group)

**Materials Needed:**

- Laptop with access to the Internet
- Projector/Screen and/or access to TV (if possible but not necessary)

Show the video ‘So You Want to be a Vet?’ <https://www.youtube.com/watch?v=z8ckAFRd5Eo> produced by National Geographic for Kids.

After watching the video ask questions such as:

- Would you consider becoming a veterinarian when you grow up? Why or why not? If you are considering becoming a vet, would you want to work with large or small animals? Or both?
  - What do you think is the hardest thing a veterinarian might have to do?
  - What do you think might be the best thing about being a veterinarian?
-

## LET'S EXPLORE

### Silly Animals

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Pieces of white plain paper (one for each participant)
- Writing utensil

Give each participant a piece of white paper which you have folded to create three sections. Ask participants to draw an animal head in the top section and then fold the section down before passing the paper to the person sitting next to them. Participants then draw an animal body in the middle section before passing the paper along once more. Finally, participants draw animal legs in the third section. When everyone is done, unfold the papers to discover silly animals and have each participant, one by one, present their 'animal.' They will be very unique.

### Using a Stethoscope

**Activity Time:** 10-15 minutes

**Materials Needed:**

- Stethoscope
- Calm animal(s)

This activity could be completed individually, in pairs, small groups or as a large group.

Explain that a stethoscope can be used to listen and count how many heartbeats any living being, including humans and animals, has. Having a regular heartbeat that isn't too fast or too slow is all part of good health.

Using a calm animal(s), have participants listen to the heartbeat and count how many beats are in 10 seconds. Multiply this number by 6 to find out how many heartbeats there would be in a minute. Compare it to the chart below to see if the animal's heart rate is in the normal range. Keep in mind that the animal's heart rate might be slightly elevated above normal levels because of the excitement of the situation.

Have participants also listen to their own heartbeat and figure out what their heartrate is (how many beats per minute).

---

<b>Animal</b>	<b>Beats per minute</b>
Cat	120-140
Dog	70-120
Horse	28-40
Rabbit	180-350
Guinea pig	200-300
Hamster	300-600
Mouse	450-750
Rat	250-400
Dairy Cow	48-84
Goat	70-80
Sheep	70-80
Pig	70-120
Chick	350-450
Chicken (adult)	250-300

Source: Merck Veterinary Manual <https://www.merckvetmanual.com/multimedia/table/resting-heart-rates>

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## LOOKING WITHIN

### Q-tip Animal Skeletons

**Activity Time:** 25-30 minutes

**Materials Needed:**

- Q-tips
- Glue
- Black cardstock
- Pictures of animal skeletons (choose which animal skeleton picture you would like at: [https://www.google.com/search?rlz=1C1CHBF\\_en-GBGB838GB838&q=animal+skeleton+xrays&tbm=isch&source=univ&sa=X&ved=2ahUKEwiL4rz5nJHjAhWrUxUIHdHYAfgQsAR6BAgIEAE&biw=1920&bih=888](https://www.google.com/search?rlz=1C1CHBF_en-GBGB838GB838&q=animal+skeleton+xrays&tbm=isch&source=univ&sa=X&ved=2ahUKEwiL4rz5nJHjAhWrUxUIHdHYAfgQsAR6BAgIEAE&biw=1920&bih=888))



Image Source: <https://www.learningpuddles.com/cotton-bud-skeletons-animals/>

Look at different animal skeleton pictures with participants. Count the main bones & discuss what each part is, for example, skull, rib cage.

Encourage participants to recreate a skeleton using q-tips. Glue each q-tip to black paper once completed.

Tip: for younger participants, have a skeleton already drawn out on paper & challenge participants to add the q-tips on top to match

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## Create Your Own Veterinarian!

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Crayons/pencil crayons
- Scissors
- Glue and/or tape
- Cardstock
- Veterinarian templates (found in the Resource section at the end of this unit)

Choose one of the templates (or use all three and have a variety of templates to choose from) and make one copy for each participant. If the template that is chosen that has no colour, have participants colour the pieces on the page. Have participants cut out the pieces and have them arrange them and glue and/or tape the pieces to a piece of cardstock.

**Additional Activity (if time permits)**

Ask participants to create and present a short story about the veterinarian and what a day for their veterinarian might look like - what type of animals they might have seen, what types of procedures they might have had to do, etc.

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## WRAPPING THINGS UP

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### Careers Working with Animals Memory Game

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Memory Game cards template (found in the Resource section at the end of this unit) printed preferably on cardstock and cut into playing cards

Cut the template into playing cards so there are two of each of the careers listed.

Mix the cards up and place them face down on a playing surface. The first player can turn two playing cards over. If the cards match, the player gets a point and can take another turn. If the cards don't match, the player turns them back down and the next person takes a turn. The game is finished when all cards have been matched.

NOTE: if you have a large group, it would be best to print and cut up a second template so the group can be divided into two and have two separate games being played.

Source: <https://www.cochranehumane.ca/education/careers/index.html>

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## Animal Cracker Snackables

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Crackers
- Hummus, cheese spread
- Olives, small white marshmallows and chocolate chips to make homemade googly eyes

**For The Fish:**

- carrot slices
- 1 homemade googly eye
- cherry tomato, tip

**For The Bear:**

- cheese
- blueberry
- 2 homemade googly eyes
- 2 carrot slices

**For The Fox:**

- 2 carrot triangles
- cheese
- 1 blueberry
- 2 homemade googly eyes

**For The Hedgehog:**

- 2 homemade googly eyes
- 1 blueberry
- sunflower seeds

**For The Hedgehog:**

- 2 homemade googly eyes
- 1 blueberry
- sunflower seeds



**For The Dog:**

- cheese
- 1 carrot slice
- 2 homemade googly eyes
- 1 green olive slice
- 1 blueberry

**For The Monkey:**

- 1 carrot slice, sliced in half
- 2 homemade googly eyes
- 1 cucumber slice, sliced in half

**For The Owl:**

- cheese
- 2 green olive slices
- 2 homemade googly eyes
- 6 pepitas

Create one Animal Cracker Snackable as an example and show picture of other animal crackers. Give participants some (or all) of the above ingredients and have them assemble their own Animal Cracker Snackables. Have them introduce their animal being consuming it.

Craft and Image Credits: <https://www.forkandbeans.com/2017/08/16/animal-cracker-snackables/>



## ADJOURNMENT

### **Additional Activities**

- Tour a veterinary clinic. If a veterinary clinic isn't possible, visit a pet supply or farm supply store to look at items that a pet owner and/or farmer would use to help keep their animal(s) healthy.
- Create a judging activity including any 4 samples of the same type of veterinary tools (syringes, thermometers, etc.).
- Invite a guest to your meeting that can bring a smaller animal (dog, cat, guinea pig, etc.) or a small farm animal (if space outside allows) to discuss what they do to keep their animal healthy

### **References**

- AgScape <https://agscape.ca/>
  - Educatall.com <https://www.educatall.com/page/449/Veterinarians.html>
  - Education.com <https://www.education.com/>
  - Learning Puddles <https://www.learningpuddles.com/>
  - Purdue University <https://www.vet.purdue.edu/engagement/files/documents/5th-Grade-Activity-Book-English>
  - Simple Mom Project <https://simplemomproject.com/veterinarian-craft-template/>
-

# Veterinary Medicine

e r c d i k t o s l s l s x k  
 v a s o d s f z o d h h d k u  
 t b t g w s m e d i c i n e w  
 s b e e b c a d c a t i q v f  
 t i t p p c h n s y r i n g e  
 h t h e r w l v i x y i f f v  
 e n o p d u h i e m e d t a g  
 r h s s i m x c n k a m t s o  
 m o c r o g e h p i z l v y a  
 o r o j q q x r a y c d s m t  
 m s p v e t e r i n a r i a n  
 e e e r o n e s c v t i n k d  
 t t w p r c r m l l k w r j z  
 e d k a t q i i m q l d b z g  
 r g m d u v c o s h e e p p c

veterinarian

stethoscope

medicine

xray

animals

thermometer

syringe

cow

clinic

sheep

rabbit

cat

dog

pig

horse

goat

# Veterinary Medicine

e r c d i k t o s l s l s x k  
 v a s o d s f z o d h h d k u  
 t b t g w s m e d i c i n e w  
 s b e e b c a d c a t i q v f  
 t i t p p c h n s y r i n g e  
 h t h e r w l v i x y i f f v  
 e n o p d u h i e m e d t a g  
 r h s s i m x c n k a m t s o  
 m o c r o g e h p i z l v y a  
 o r o j q q x r a y c d s m t  
 m s p v e t e r i n a r i a n  
 e e e r o n e s c v t i n k d  
 t t w p r c r m l l k w r j z  
 e d k a t q i i m q l d b z g  
 r g m d u v c o s h e e p p c

veterinarian

stethoscope

medicine

xray

animals

thermometer

syringe

cow

clinic

sheep

rabbit

cat

dog

pig

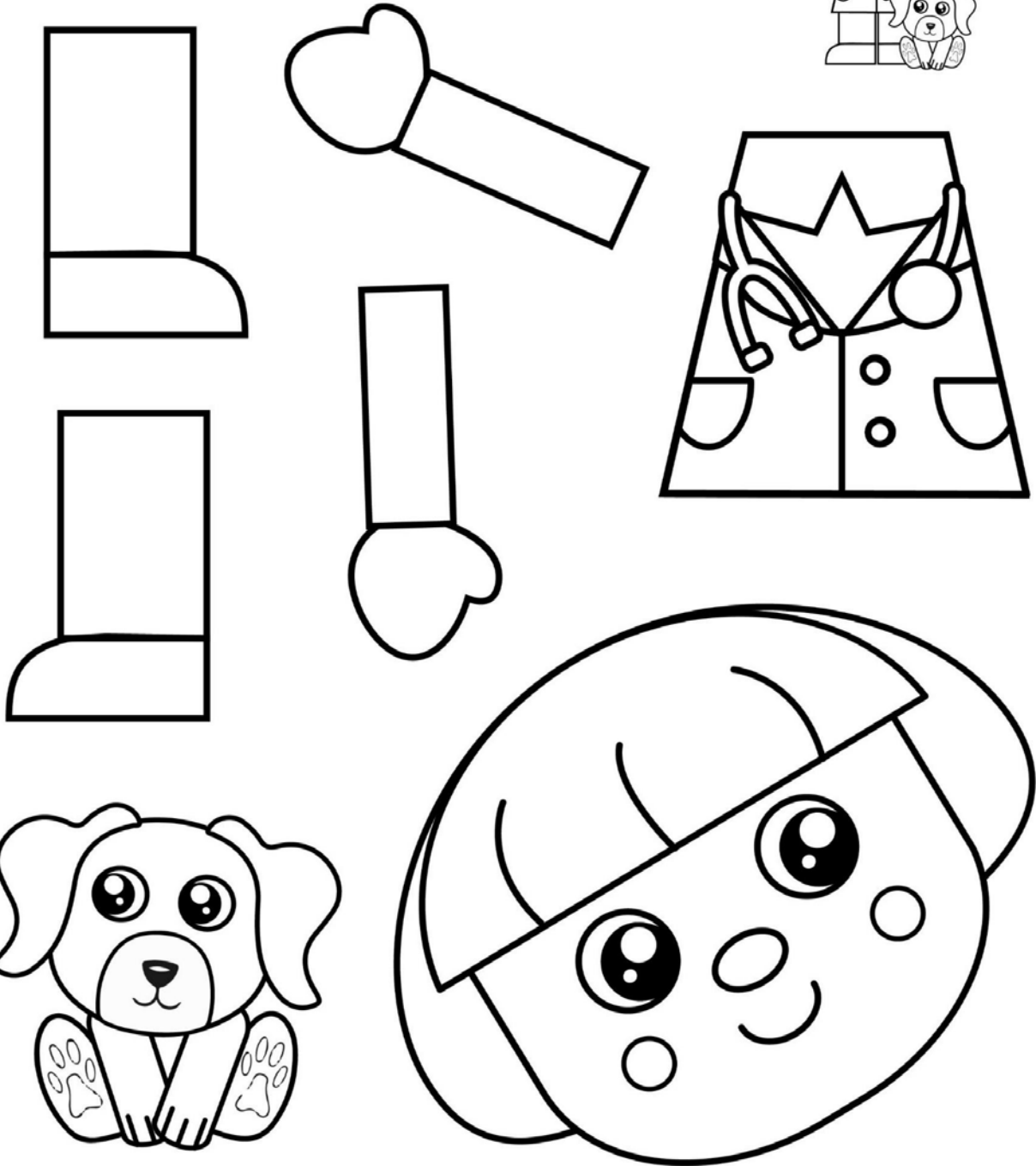
horse

goat

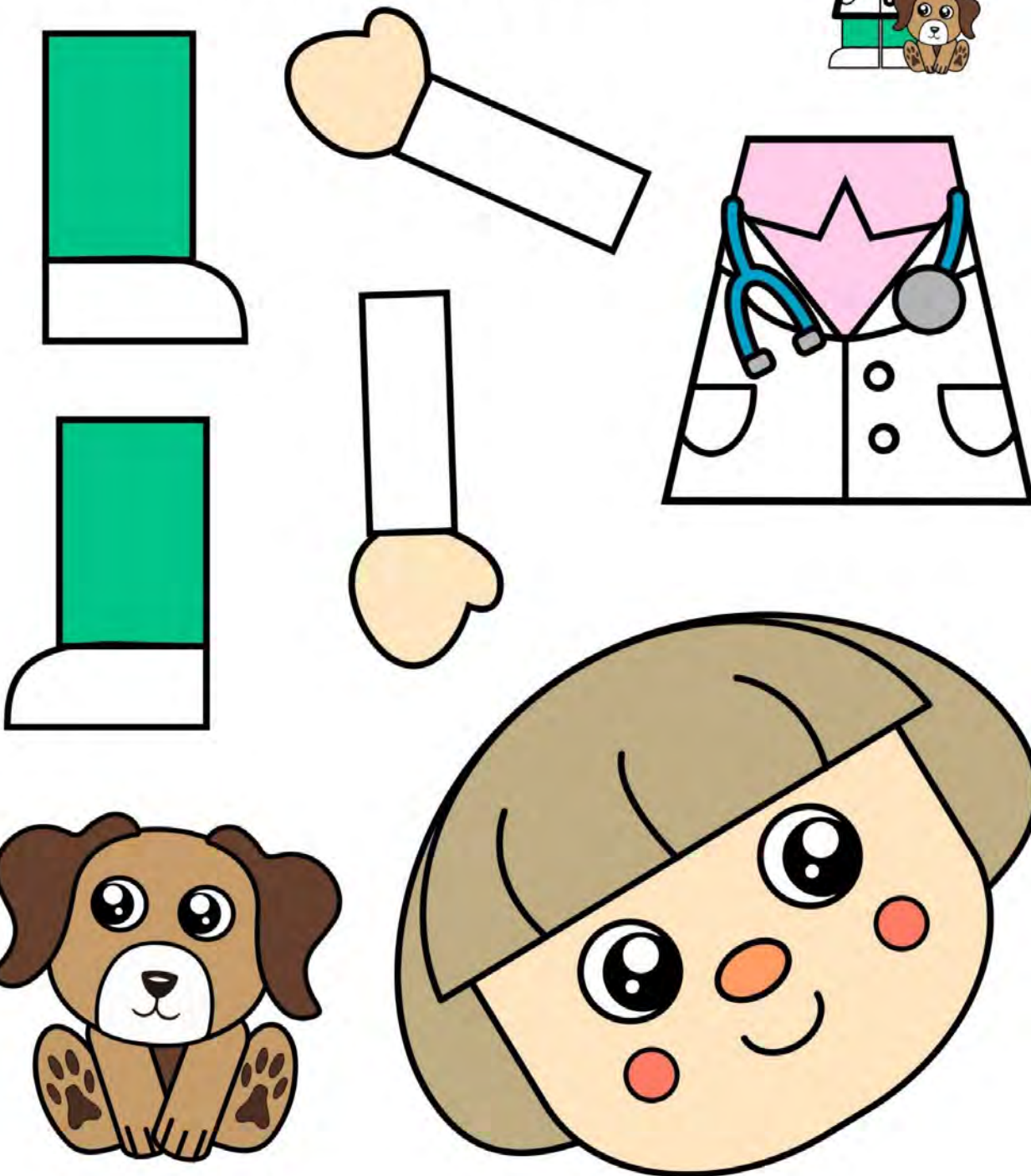
## Create Your Own Veterinarian! Veterinarian Template

Activity Templates Credit: <https://simplemomproject.com/veterinarian-craft-template/>

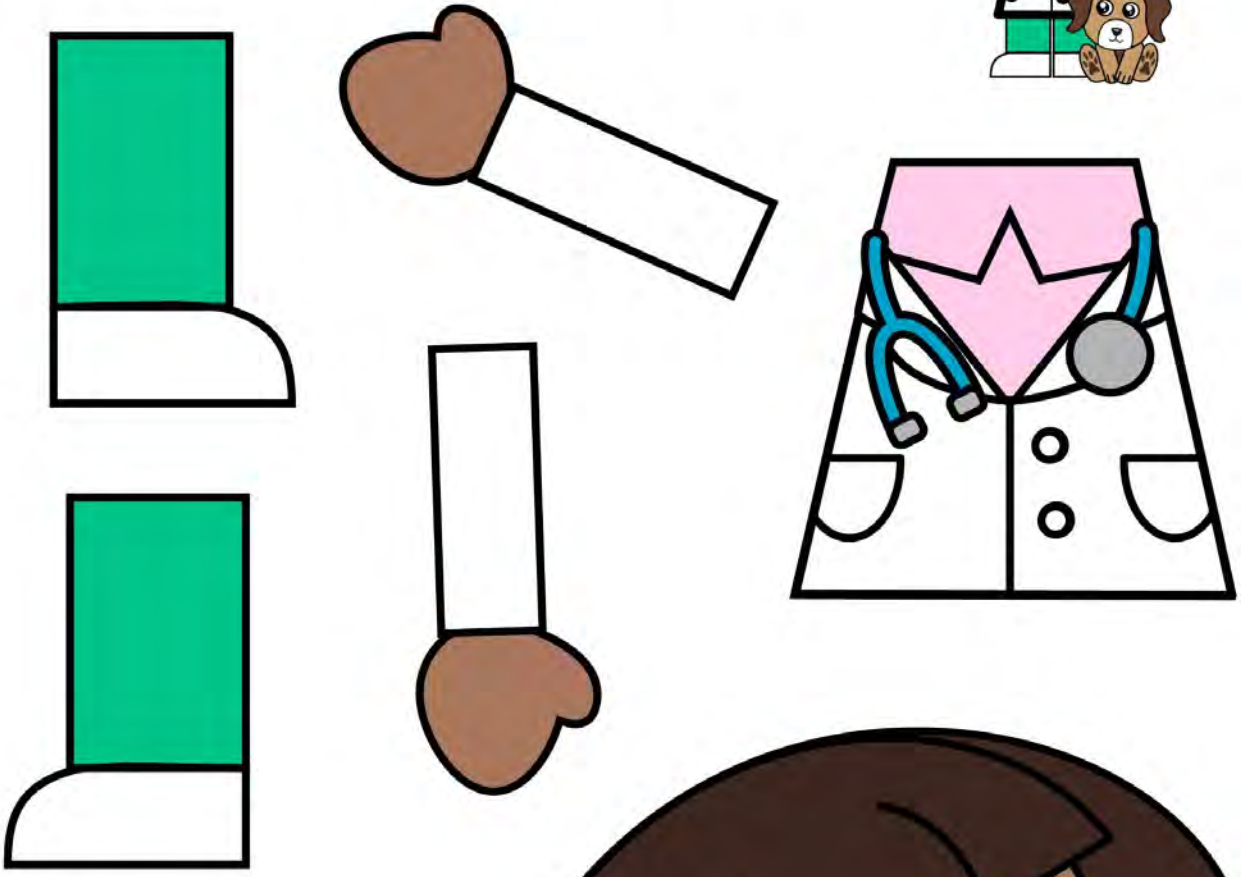
# Cut and Paste VETERINARIAN CRAFT



# Cut and Paste VETERINARIAN CRAFT



# Cut and Paste VETERINARIAN CRAFT





### Careers Working with Animals Memory Game

<b>Zookeeper</b>	<b>Zookeeper</b>
<b>Animal Control Officer</b>	<b>Animal Control Officer</b>
<b>Pet Groomer</b>	<b>Pet Groomer</b>
<b>Veterinary Medicine Professor</b>	<b>Veterinary Medicine Professor</b>
<b>Animal Behaviourist</b>	<b>Animal Behaviourist</b>
<b>Equestrian Trainer</b>	<b>Equestrian Trainer</b>
<b>Parks Conservation Officer</b>	<b>Parks Conservation Officer</b>

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<b>Pet Therapy Worker</b>	<b>Pet Therapy Worker</b>
<b>Pet Store Owner/Employee</b>	<b>Pet Store Owner/Employee</b>
<b>Farmer/Rancher</b>	<b>Farmer/Rancher</b>
<b>Wildlife Rehabilitation Specialist</b>	<b>Wildlife Rehabilitation Specialist</b>
<b>Animal Shelter Animal Care Worker</b>	<b>Animal Shelter Animal Care Worker</b>
<b>Kennel Operator</b>	<b>Kennel Operator</b>
<b>Animal Technician</b>	<b>Animal Technician</b>

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<b>Animal Shelter Adoption Specialist</b>	<b>Animal Shelter Adoption Specialist</b>
<b>Veterinarian</b>	<b>Veterinarian</b>
<b>Wildlife Biologist/Researcher</b>	<b>Wildlife Biologist/Researcher</b>
<b>Animal Trainer</b>	<b>Animal Trainer</b>
<b>Canine Unit Police Officer</b>	<b>Canine Unit Police Officer</b>
<b>Veterinary Technician</b>	<b>Veterinary Technician</b>

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