



4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROGRAM



Cloverbud Program

YEAR ONE MATERIALS

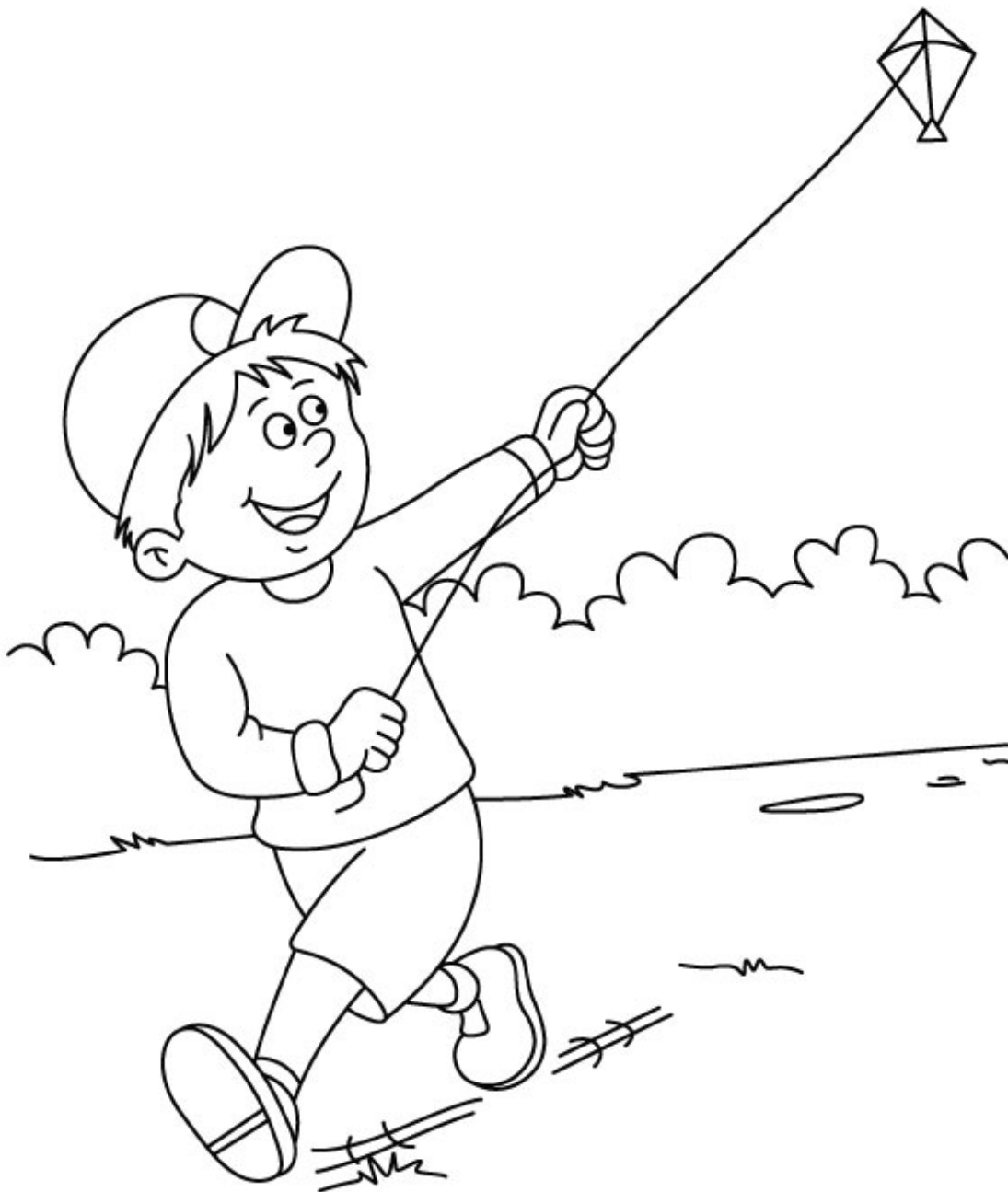
4-H Ontario Cloverbud Program

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Alternative Sports





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

A special thank you to the Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Project for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of this project and was greatly appreciated.

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INTRODUCTION TO ALTERNATIVE SPORTS - SOMETHING DIFFERENT

Objectives & Goals of the Unit:

- To explore the 4-H Sporting Chance – Something Different Project, the 4-H Fitness & Health P.L.A.Y. Project and the 4-H Birdwatching Project.
- To find out what different sports are available other than the traditional ones.
- To learn new sports that do not require a lot of equipment or money.
- To get young children active and moving.

Background:

No matter what the sport or activity is, the name of the game is to get and keep young children active. Have children try out the variety of sports alternatives offered in this unit as they explore which sport or activity is the right fit for them.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What is your favourite sport?
- Do you participate in any sport other than gym class at school? If so, which sport(s)?
- Name a sport or activity that you can do at home without any equipment.

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

GETTING STARTED

The Warm Up!

Time: 15 to 20 minutes

Materials Needed:

- None needed

Big Toe

Have participants squat down, grab their toes, bend their knees and try to jump forward as far as possible.

Arm Circles

Have participants rotate the right arm 5 times forwards and 5 times backwards. Repeat with the left arm. Then have participants rotate both arms at the same time.

On Your Knees

Have participants kneel down with their backs straight, lift their heels towards their behinds and grab their ankles. Then, have them try to take steps with their knees.

Lunges

Have participants lunge forward with their right leg and then freeze and hold that position for 5 seconds. Repeat with the left leg. Repeat 2 times with each leg.

Upside Down Cycling

Split participants into pairs.

Have participants lie on their backs and touch the bottoms of their feet with the bottom of their partner's feet. Then, have them do simultaneous cycling motions first in one direction, then the other.

Let's Go Fly A Kite!

Time: 30 to 40 minutes

Materials Needed:

- kite

First, choose the type of kite you want to fly. Different kites are designed for different conditions. There are many types of kites to choose from:

- Arch kite
- Bow kite
- Bowed kite
- Cellular or box kite
- Fighter kite
- Foil kite
- Indoor kite
- Inflatable single-line kite
- Parafoil
- Kytoon
- Miniature kite
- Rogallo parawing kite
- Stunt kite
- Styrofoam kites
- Tetrahedral kite

Or, make your own kite! Homemade kites can be made out of light plastic (plastic bag), foil, paper or material such as cotton or satin and can be decorated using paint or markers and by tying material or plastic strips on for an extra long tail. Be creative! The most common shapes in North America are the delta, diamond, dragon, box and parafoil.

Find a good place to fly your kite. Ideally, you want someplace like a park, with wide open spaces without obstacles on the ground (like rocks, tree stumps, etc.) and **NO POWER LINES!!!** Beaches are great too but be mindful of other people using the beach. And, don't try flying a kite in poor weather.

Start with your back to the wind. Hold your kite up by the bridle point and let the line out. If there is sufficient wind, your kite will go right up. Let the kite fly away from you a little, then pull in on the line as the kite points up so it will climb. Repeat this until your kite gains the altitude necessary to find a good, steady wind.

LET'S EXPLORE

Birdwatching

Time: 20 to 30 minutes

Materials Needed:

- Binoculars
- Field guide
- A notebook and pen
- Appropriate clothing for the weather
- Comfortable shoes
- Water bottle

Birdwatching is a great low impact outdoors activity. It can be as simple as taking time out from your day and watching birds in your own backyard. Or, plan a day-long event with your club or family and combine bird watching with a hike through a conservation area.

The best time to bird watch is in the early morning. Once you have your binoculars, field guide and notebook, head out to a park, conservation area or your own backyard. You may not see any birds right away. Instead, you may have to listen for a bird call and watch for movement in the trees, bushes or even on the ground. Once you spot movement, bring the binoculars up to your eyes. Don't try to find birds through the binoculars first.

Look closely at the bird you've found. How big is it? What does it look like? What colour and shape is it? What colour and shape is its beak? Once you've noted these details, try and find it in your field guide and mark it down in your notebook. Begin to create your life list. This is a list of every species of bird you have ever seen.

Crokinole

Time: 20 to 30 minutes

Materials Needed:

- Crokinole board
- Crokinole pieces (discs)

Crokinole, also known as Pichenotte in French Canada, is a Canadian game! It has a distinctive board and is similar in some ways to curling. The oldest known commercially made crokinole board was made in 1876 and is in the collection of the Joseph Schneider Haus Museum in Kitchener, Ontario. Older homemade boards have also been found.

The World Crokinole Championship tournament has been held annually on the first Saturday of June since 1999 in Tavistock, Ontario.

How To Play:

2 to 8 players can play crokinole although 2 to 4 players is the most common set-up.

For four players,

Each player has 6 playing pieces (each player has a different colour). The first player puts their playing piece on the outer ring of their quarter of the board and flicks the piece towards the centre of the board, aiming for the very centre.

The next player on the left repeats the motion but also aims to knock the first player's piece into the 'gutter.'

Every player takes turns in this way until everyone is out of playing pieces. The score is then counted.

How to score

A piece that lands in the central recess (the hole in the centre of the crokinole board) is 20 points and is counted as soon as it lands there, not at the end of the round.

At the end of each round, discs in the inner ring count for 15 points, the middle ring 10 points and the outer ring 5 points. Discs in the gutter are 0 points.

Discs resting on the line of a ring are considered outside that ring.

Once the points are added up, the difference between players/teams counts as the score. E.g. if player A scored 50 and player B scored 80, player A would have a score of 0 and player B a score of 30 points.

Other Rules & Strategy

Players must keep their hands off the board unless it's their turn to play.

Players must aim to knock the other players' discs into the gutter. If there are no other discs on the board, then players can aim directly for the centre of the board.

At the end of each round, no discs can be moved until the score is agreed upon.

The main object of the game is to keep your opponent's score as low as possible, rather than scoring high yourself.

LOOKING WITHIN

Bocce Ball

Time: 30 to 40 minutes

Materials Needed:

- Wide open grassy space
- Bocce ball set (available from hobby/toy stores)

Bocce ball is similar to games such as lawn bowling. It's perfect for playing on a sunny, warm day in a wide open field with a group of friends.

How to play:

Find a flat, level playing surface (packed dirt, gravel or grass are ideal). A regulation bocce court is 25m (76 feet) long and 3m (10 feet) wide.

Divide players into two teams of one, two or four players each. Each team gets four balls, divided equally among the players.

Have a player from the starting team stand behind the foul line (which is 3m (10 feet) from the throwing

end of the court) and throw the small ball or “pallina”, toward the opposite end of the playing surface. Let the player then throw one of the larger balls, or “boccia”, trying to get it as close to the pallina as possible without touching it.

Have players from the opposing team take turns throwing their balls until one of the balls stops closer to the pallina than the starting player’s ball. If they fail to do so, the starting team tries to outdo its first attempt.

Players are permitted to throw the ball in the air using an underarm action. This is generally used to knock either the jack or another ball away to get a better position.

Let the starting players take their second turn if the opposing team gets closer to the pallina than the starting team without using all of their balls.

Continue in this fashion until all eight balls have been thrown. The team with the closest ball gets one point for each of its balls that are closer to the pallina than the other team’s closet ball.

Keep in mind that if the two teams’ closest balls are an equal distance from the pallina, no points are awarded.

End the frame after all eight balls have been thrown and appropriate points have been awarded.

The scoring team begins the next frame. If no team previously scored, the team that threw the pallina last begins the next frame.

Play as many frames as needed until one team has a total score of 16 points.

Soccer Baseball

Time: 30 to 40 minutes

Materials Needed:

- Soccerball
- Baseball bat
- 4 bases (if a baseball diamond isn’t available)

Played with the same rules as baseball, the pitcher throws an under-hand throw using a soccer ball instead of a baseball. The player tries to hit the ball and if successful, runs for first base the same as if they were playing baseball. Scoring for Soccer Baseball is also the same as regular baseball.

Shot Put

Time: 10 to 15 minutes

Materials Needed:

- Shot put (for smaller children, use a baseball)
- Measuring tape
- Clip board with paper and a pencil
- Rope to make a large circle for the thrower to stand in

This sport is best done on grass. Use the rope to make a circle 1m in diameter. Demonstrate to children the proper technique for throwing a shot put. If in doubt, a high school student or a physical education teacher could be a guest at the meeting to demonstrate.

Measure the distance that each child throws to determine who is the winner.

Tug-of-War

Time: 20 to 25 minutes

Materials Needed:

- Tug-of-war rope (a light-weight rope should be used for a Cloverbud group)
- Stick (to mark the centre of the rope for starting and for determining when a team has passed the marked spot on the rope)

This sport is best done on grass. Before starting, determine where the centre of the rope is and mark it with a piece of tape. Then mark off 2m on either side of the tape in the centre.

Divide the children into two teams. Explain that the team member on each end of the rope is called the “anchor.” Hold a stick in the centre of the rope so the children can see where the competition is starting and ending. On the count of three, tell the children to start pulling. Let this continue until the tape at the 2m mark on either side goes past the stick that has been held in the spot since the start of the competition. This will determine the winner!

WRAPPING THINGS UP

Croquet

Time: 20 to 30 minutes

Materials Needed:

- Croquet set

Croquet is similar to mini golf except that, instead of the goal being to get the ball in a hole, the goal in croquet is to get the ball through an upside down ‘U’ that has been stuck into the lawn. Croquet balls are larger and wooden mallets are used to hit them.

Have the children discuss what a croquet course should look like and help them to set up the course. Divide the children into teams and let the game begin! Have each team count how many times they had to hit the ball to get it through the course. The team with the least amount of hits wins.

Ways to Keep Active

Time: 10 minutes

Materials Needed:

- None needed

Even if you aren’t a fan of traditional, organized sports, there are many ways to keep active! Some of the activities featured in this unit are not traditional sports, but hopefully they will get you thinking about the different ways you can keep active in your daily life.

Keeping active can be a great way to do something together with your family and friends! Why not try one of the following activities with someone this weekend?

- Help to wash and wax the family car
- Go out and play with your family – play tag or catch, shoot hoops, skip rope, jump hopscotch or hula hoop
- Play musical chairs
- Make a snowman, snow fort or igloo
- Have a snowball fight
- Fly a kite
- Go to the local swimming pool
- Get a newspaper delivery route
- Volunteer at a local food bank
- Participate in a community charity walk
- Take a bike ride
- Go for a nature hike
- Go fruit picking
- Build an Inukshuk
- Have a pillow fight
- Walk your dog and invite your family and friends to join you
- Throw on a fun upbeat CD or turn on the radio and dance to the music for at least 10 to 15 minutes
- Walk to the store
- Attend community events and fairs that offer physical activity opportunities

Using this list, name one of the activities and have the children act it out. After all of the children are participating and acting out the activity, call a new activity.

Healthy Snacks

Time: 10 to 15 minutes

Materials Needed:

- A variety of fruit
- Apples & yogurt
- Oatmeal & fruit
- Cottage cheese and fruit
- Chocolate milk

As a wind down to the meeting's activities, enjoy a snack of a variety of fruits and chocolate milk or any one of the other choices listed above.

Fruits like watermelon contain lots of water to help re-hydrate and milk and milk products help to replenish lost nutrients and are great for bone health.

Did you know that..?

Crokinole is a Canadian game!

ADJOURNMENT

Additional Activities:

- Go to a curling rink and try out the sport of curling.
- Go to a conservation area and try snowshoeing.
- Try out lawn bowling or 5 pin or 10 pin bowling if there is facility near you.
- Go mini golfing.
- Learn how to play shuffle board.
- Try out paintball or laser tag if there is a facility near you.
- Learn about sledge hockey and try this sport if available in your area.

References:

How to Play Bocce Ball www.ehow.com

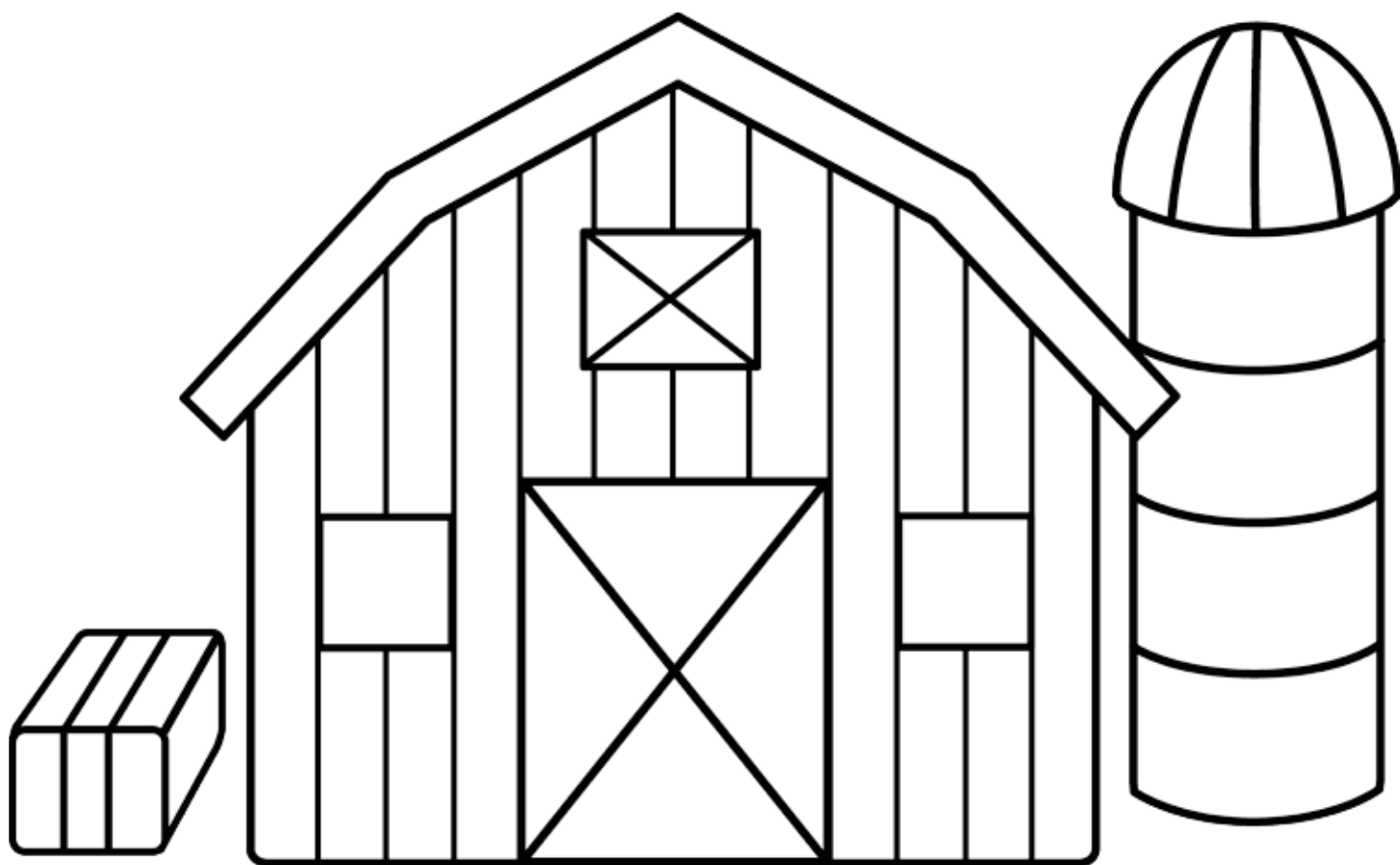
Participaction www.participaction.com

Did you know that..?

Over 750,000 people in Canada participate in the sport of curling.

Beef

Housing





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INTRODUCTION TO BEEF HOUSING

Objectives & Goals of the Unit:

- To explore the 4-H Beef Project
- To understand what type of housing beef cattle need
- To provide an awareness of different types of housing for beef cattle
- To understand the different types of housing needed in Canada depending on the season

Background:

Beef cattle in Canada live in a variety of areas. Cattle sometimes live outside on pasture fields, sometimes they live inside a barn and sometimes they live outdoors in a penned feed yard. Sometimes these are called farms and sometimes they are called ranches. Learn about these different types of housing and why beef cattle can handle living in these housing areas even in the cold weather we experience here in Canada.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls

- Name a place where cattle can live.
- Name something beef cattle eat.
- Name something that can be used to make sure cattle don't get away from where they live.

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

Where Do You Live?

Time: 10 to 15 minutes

Materials Needed:

- pictures found in Resource section at the end of this unit

Discuss what type of building each Cloverbud participant lives in (obviously a house). Then discuss what different types of housing cattle could live in. Using the pictures found in the Resource section (at the end of this unit), discuss why cattle can live outdoors in the winter (because they have thick hides) and that cattle actually like to live outside. Compare the differences between housing for humans and housing for cattle. Also discuss why barns have gates and why pastures have electric fences (for safety of the cattle and humans).

What Beef Cattle Eat

Time: 15 to 20 minutes

Materials Needed:

- 'What Beef Cattle Eat' word search (found in the Resource section at the end of this unit)
- pencil

Using the worksheet provided, discuss the various feeds that cattle might eat while either on pasture or from a manger in a barn. Also discuss how this might differ depending on whether it's winter or summer. Have Cloverbud participants do the 'What Beef Cattle Eat' word search.

LET'S EXPLORE

Beef Housing Collage

Time: 30 minutes

Materials Needed:

- paper
- scissors
- farm magazines and newspapers (or have children look for pictures on the Internet)
- glue
- markers

Have the children look through farm magazines and newspapers to find pictures of various types of housing. Cut out these pictures and begin to arrange them on the paper. Have children also look for images of beef cattle (if they aren't already in the housing pictures) to glue as part of the images in the collage.

If there is a particular type of housing that the children can't find any pictures for, encourage the children to draw it instead.

Building Blocks Barns

Time: 30 to 40 minutes

Materials Needed:

- Building Blocks (could be Lego, Duplo, K'Nex, etc.)

Have children either work as individuals, in pairs or in groups depending on the amount of building blocks you have for the children to work with. Have them decide which type of housing they want to build for their cattle.

When they are done, have each child explain to the rest of the group why they designed their barn the way they did.

LOOKING WITHIN

Make A Cattle Cartoon

Time: 20 to 30 minutes

Materials Needed:

- 2 discarded Styrofoam trays per child
- Scissors
- nontoxic permanent markers
- tissue paper in dark and light greens
- white glue
- paintbrush
- white card stock
- toothpicks

Start by pouring some white glue into a small bowl and diluting it slightly with water so that it can be painted easily onto paper with a paintbrush. Then rip squares of dark and light green tissue paper.

Have the children lay the tissue paper in an overlapping arrangement over the tray to look like grass in a pasture field. Then paint them down using the diluted glue.

While the tray is drying, take the other tray and cut out the shapes of two beef cattle of any size or shape. Have children use the markers to paint the cattle in different designs and encourage them to be creative, whether it's with polka dots, stripes or scales. Stick them onto the end of a toothpick and stick the other end of the toothpick into the first Styrofoam tray. Have the children move the cattle to any position they want on the tray, whether standing side by side or facing one another.

Have the children cut out two dialogue "balloons" out of white card stock. Have them (or have a Leader or parent helper) write a line of dialogue for each beef animal and stick it on another toothpick near the cattle's mouth.

Clothespin Cattle

Time: 10 to 15 minutes

Materials Needed:

- cattle clothespin template (found in the Resource Section at the end of this unit)
- scissors
- regular clothespins
- tiny clothespins
- white card stock paper
- printer

Print out the cattle clothespin template on white cardstock. Help Cloverbud participants cut out the cattle. Explain to the children that the clothespins will be the legs for the paper animals. The regular clothespins will be for the adult cattle and the tiny clothespins will be for the calves. Show the Cloverbuds how to clip the clothespins to the highlighted area at the bottom of each animal. Help them adjust the legs so their animal can stand up.

If time permits, have Cloverbud participants make trees, barns and other props out of the card stock. Attach clothespins to each new prop so it can stand up as well. Once all the props have been created, have the children create a story with their clothespin animals and homemade props.

Play Beep!

Time: 5 to 10 minutes

Materials Needed: none needed

Choose a familiar story, song or rhyme that the children have heard often. For this exercise, use the song 'Old McDonald had a Farm.' Sing the song but substitute wrong words or names in obvious places. For example: "Old McDonald had a car" or "And on that house he a cow."

Have the children listen for the incorrect words and say "Beep!" when they hear one.

WRAPPING THINGS UP

Colour the picture

Time: 10 to 15 minutes

Materials Needed:

- Colouring page (found in the Resources section at the end of this unit)
- crayons

Give each Cloverbud a copy of the colouring sheet. Discuss which type of housing is pictured.

Barn Cookies

Time: 20 to 30 minutes (plus baking time)

Materials Needed:

- sugar cookie mix
- barn shaped cookie cutters
- icing

Bake the cookies according to recipe directions.

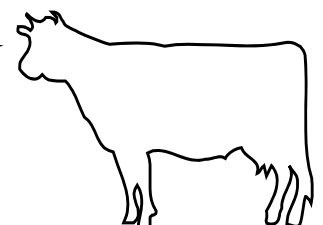
Once the cookies are cooled, decorate the cookies to look even more like a barn. Use icing to outline the barn and draw on a doors and any other features that the children can think of.

Enjoy the tasty treat!

Did you know that..?

As of January 1, 2011 there were 67,300 cow-calf operations, 1,525 cow-calf backgrounding operations, and 2,775 feeding operations in Canada..

Source: [Statistics Canada](#)



ADJOURNMENT

Additional Activities:

- Visit various beef farms to see different types of barns and cattle on pasture.
- Have a beef farmer visit at a meeting and discuss how he/she houses his/her cattle
- Have a person who builds barns come to a meeting to discuss what they need to build a barn.
- Take a virtual tour of a beef farm at www.farmissues.com

References:

Beef Canada Inc. www.canadabeef.ca

Beef Farmers of Ontario (Ont. Cattlemen's Assoc.) www.cattle.guelph.on.ca

Education.com www.education.com

First Palette www.firstpalette.com

Make It Ontario Beef <http://makeitontariobeef.ca>

Saskatchewan 4-H Cloverbud Program www.4-h.sk.ca

Sweet Clip Art <http://sweetclipart.com>

Resources:

Did you know that..?

Canadian cattle farmers had just under 12.5 million cattle on their farms as of January 1, 2011.

Source: [Statistics Canada](http://www150.statcan.gc.ca/n1/pub/26-669-x/2011001/article/11811-eng.htm)





Source: www.notesfromrumblycottage.wordpress.com



Source: www.fema.gov



Source: [footage.shutterstock.com](https://www.shutterstock.com)



Source: www.tierbildergalerie.com

WHAT BEEF CATTLE EAT

Listed below are the different things that cattle eat. All cattle are ruminant animals which means they have a stomach with 4 different sections and they chew their cud.

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

BARLEY

CORN

GRAINS

GRASS

HAY

MINERALS

OATS

PROTEIN

RATIONS

SALT

SILAGE

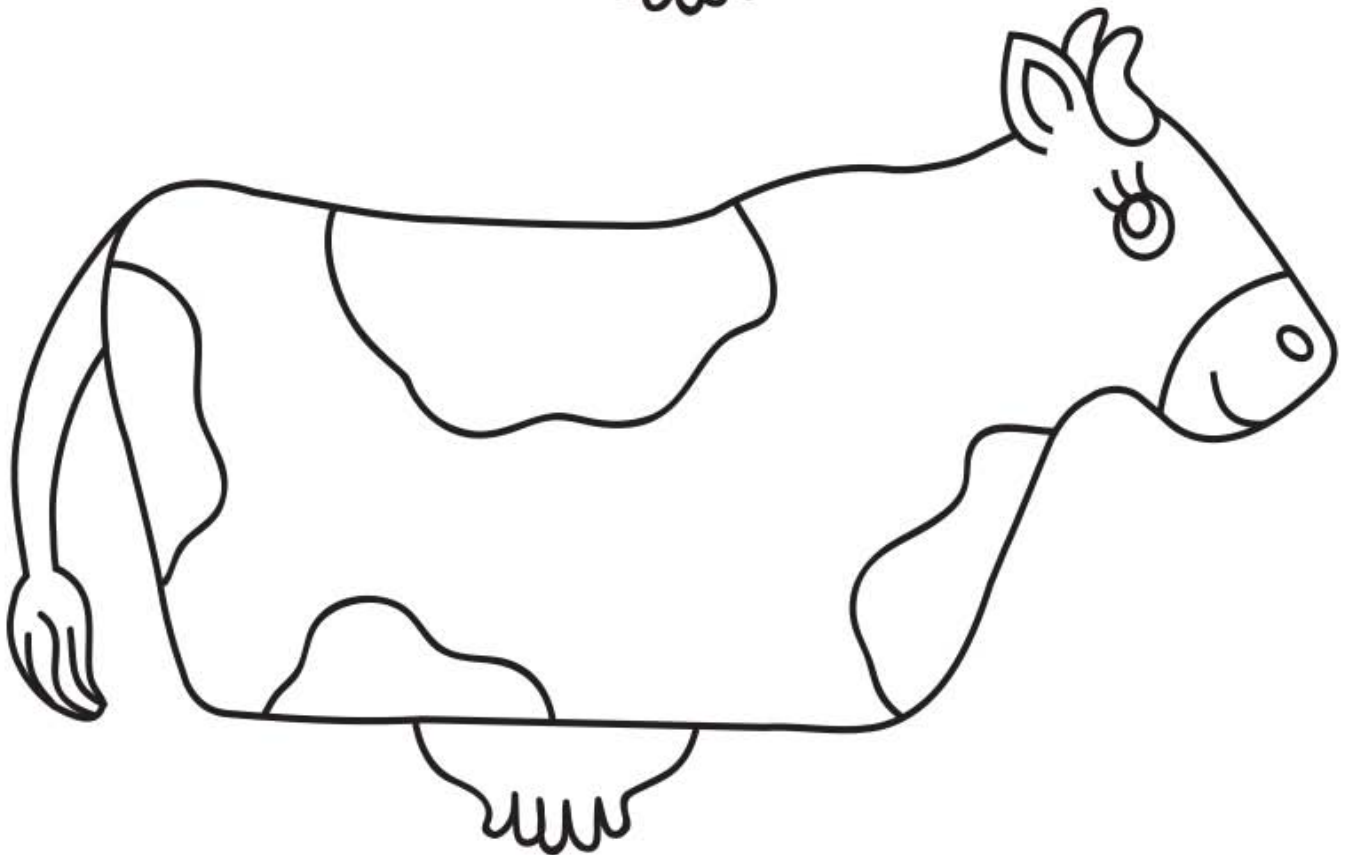
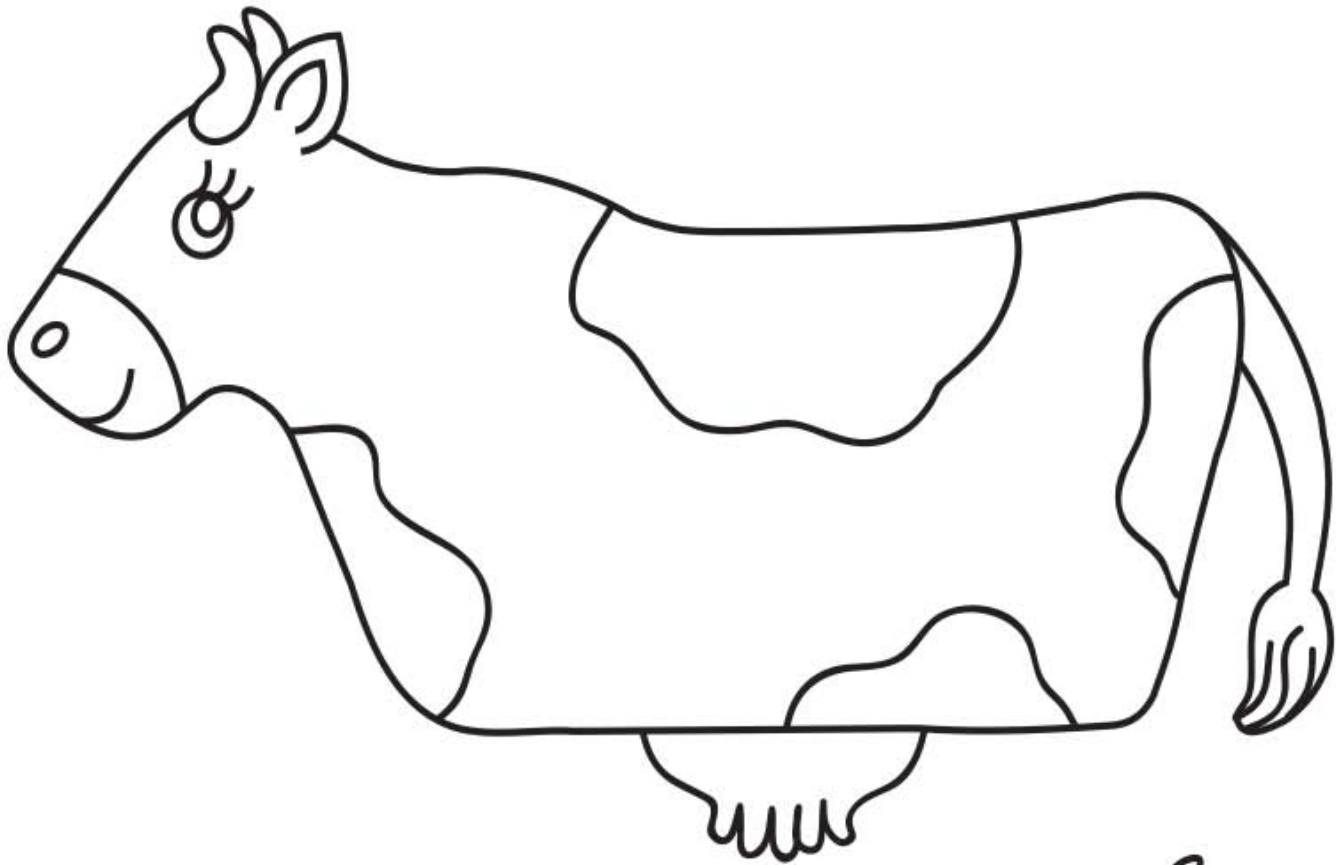
SUPPLEMENTS

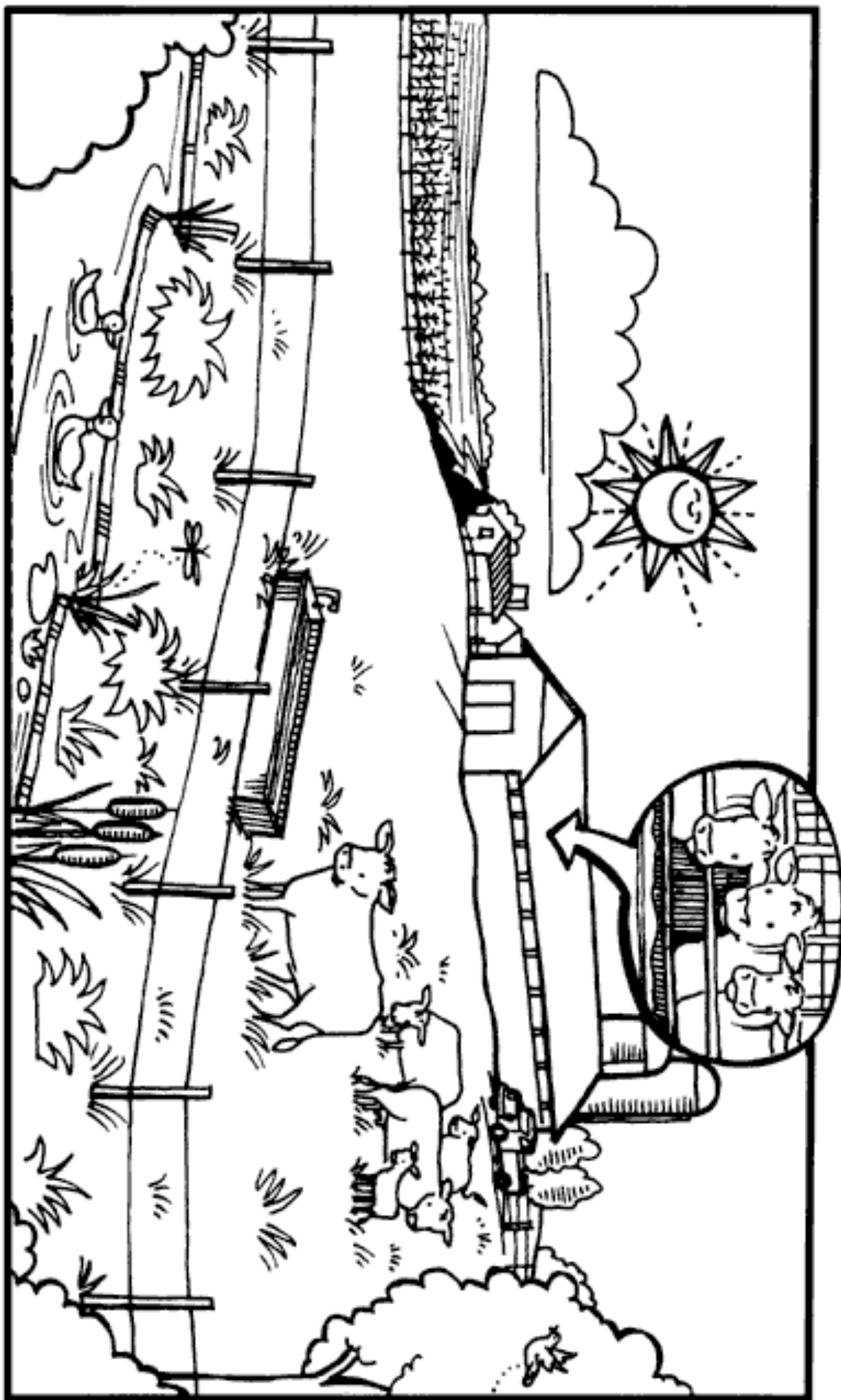
VITAMINS

WATER

WHEAT

CLOTHESPIN FARM ANIMALS





Beef

By-Products





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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INTRODUCTION TO BEEF BY-PRODUCTS

Objectives & Goals of the Unit:

- To explore the 4-H Beef Project
- To understand what by-products are
- To discover which by-products come from beef cattle
- To discover the importance of by-products

Background:

Beef cattle are used for more than just meat. This unit is designed to help children understand what by-products are and which by-products come from beef cattle. The activities will focus on the various by-products that are edible, inedible and pharmaceutical.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name one item made from a beef by-product.
- Name your favourite food made with marshmallows.
- What is your favourite kind of candy?

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

Beef Cow Collage

Time: 10 to 15 minutes

Materials Needed: Bristol Board with Cattle By-products listed (list provided in Resources)

- Beef Cow Outline (Bristol board size)
- scissors
- glue
- magazines
- grocery store flyers

Brainstorm a list of items that people get from farms. Discuss where the different items come from - an animal or a plant. Then focus in on beef. Review the Bristol Board with cattle by-products listed on it. Using magazines and grocery store flyers, have children cut out by-products and glue them to the Beef Cow. For items that children can't find, they could draw pictures. Try to cover the entire Beef Cow with a picture collage.

LET'S EXPLORE

By-products Scavenger Hunt

Time: 15 minutes

Materials Needed:

- “There’s A Cow in the Room” worksheet
- pencil

Have children work in pairs. Children are to walk around the room with their worksheet and find cattle by-products. You may want to “plant” some items that might not normally be in the room. Have children write down the list of items that they find but tell the children that they are not to pick up any of the items.

Beef Bingo

Time: 10 to 15 minutes (or longer depending if children want to keep playing!)

Materials Needed:

- Beef Bingo cards
- 1 photo page/child (to be cut up for putting on squares of Bingo card)
- scissors
- glue
- One set of Bingo calling name cards
- mini marshmallows (for markers)

Give each child a photo page and scissors. Have them cut the pictures into squares. Give each child a Bingo card and have them glue on the pictures in each square. Set dishes of mini marshmallows in the centre of the table(s) and let the game begin! The first student to have five marshmallows in a straight line wins. Variations on the game could include having a marshmallow in each of the four corners of the Bingo card or have a complete square around the edge (16 marshmallows).

Suet Feeders

Time: 30-40 minutes (plus 1 hour minimum refrigeration time)

Materials Needed:

- can of leftover fat – also referred to as suet (leftover from cooking beef or other meats) (must be solidified)
- heavy saucepan
- birdseed that’s appropriate for birds in your area
- empty tin can (15-16 ounce cans work great)
- piece of cardboard
- piece of sturdy string (about 4 feet long)
- scissors

This project re-uses some cooking leftovers to make a gourmet treat for your local birds. Once the bird-feeder is finished, watch out the window and find out which birds live in your neighbourhood. Warning – this bird feeder should only be used when temperatures don’t rise above 10oC , otherwise your bird feeder might melt!

Start by having the children trace the bottom of the tin can onto a piece of cardboard and then cut the circle out. Then, punch a hole in the middle of the cardboard circle and pull the end of the string through it. Have the children knot the string tightly so that it can't pull all the way through the hole.

Put the solid fat into the heavy saucepan and melt it slowly over low heat until it's a liquid. Remove the pan from the heat and add the birdseed (about twice as much birdseed as fat). Then leave the pan on the counter and let the whole mixture cool slightly so that it's 'thick and gloppy.'

Cover a countertop with newspaper in case of drips. Push the cardboard circle into the bottom of the tin can with the string sticking out the top. Have the children spoon the fat/birdseed mixture into the can, filling it all the way to the top. Push it down to remove any air pockets. Make sure the string is still sticking out. Then put the can in the refrigerator until it hardens completely.

Once the mixture has hardened, it's ready to share with the birds. Use the string to pull it out of the tin can and then hang it on a nearby tree.

LOOKING WITHIN

Candy Taste Testing

Time: 5 to 10 minutes

Materials Needed:

- candy containing gelatin

Gelatin is found in cattle horns, hooves and bones. Provide a sampling of candy made from gelatin and let the children try them. Other items that can be included in taste testing (made from horns, bones and hooves) are jelly beans, marshmallows, jello and ice cream.

Rose Petal Soap

Time: 20 to 30 minutes

Materials Needed:

- silk rose petal (available from most craft stores)
- ½ pound glycerin soap base (available at most craft stores)
- soap fragrance (available at most craft stores)
- Styrofoam
- toothpicks
- craft sticks
- Glass measuring cup microwave

Glycerin is an organic compound and is also sometimes called glycerol. Its common sources are animal fat and vegetable oil. Glycerin is a clear, odorless liquid at room temperature and has a sweet taste. It's most commonly used in soap and is also a common ingredient in many pharmaceuticals.

To make glycerin soap, cut the soap base into 2.5cm (1 inch) cubes, about 250mL (1 cup)'s worth and place them in the Pyrex measuring cup. Take 10 or 20 petals and put a toothpick through the base of each one of them. The toothpicks will be used as a handle so leave them in the petals. Set these aside.

Place the soap in the microwave and heat it for 30 second intervals. Stir with a craft stick in between. It's very important that the soap is only heated for 30 seconds at a time. Do this until its melted and then remove from the microwave.

Quickly add 2 to 3 drops of fragrance and stir. Dip each petal into the soap and stick the other end of the toothpick into the styrofoam so that the petal can dry. If the soap cools, it can be heated again at 30 second intervals.

When the petals have cooled and dried you can remove the toothpicks. Store the petals in an airtight glass jar for long term storage. You can package several in a plastic bag with a ribbon for a gift. They also make great individual soaps. Simply toss the rose petal away when you are done.

WRAPPING THINGS UP

Marshmallow Party Favours

Time: 20 to 30 minutes

Materials Needed:

- large marshmallows
- craft sticks (or popsicle sticks)
- chocolate melting wafers (your choice of colour!)
- dish of coloured sprinkles

Stick craft sticks into marshmallows. Using a double boiler, heat the water in the double boiler and then add chocolate melting wafers in the top pot. Melt wafers (approx. 2 to 3 minutes). Food colouring can be added if a different shade is desired. Once chocolate is liquid, remove from heat and roll one end of the marshmallow in the chocolate. Tap the stick on the side of the pot to remove any excess chocolate. Roll the end of the chocolate covered marshmallow in sprinkles. Tap the marshmallow on the side of the dish to remove any excess sprinkles. Place them on a baking pan covered in wax paper and cool either in the freezer for 5 minutes or on their own for about 20 minutes.

Completed Marshmallow Party Favours can be put into cellophane bags and tied with ribbon and given as a gift. Crushed candy canes, nuts or other types of candy can be used in place of sprinkles.

Rice Krispie Squares

Time: 20 to 30 minutes

Materials Needed:

- 40 large marshmallows (or 1000mL (4 cups) miniature marshmallows)
- 45mL (3 tbsp.) butter (or margarine)
- 1500mL (6 cups) Rice Krispies
- 5ml (1 tsp.) vanilla flavouring
- Glass measuring cup
- measuring spoons
- large saucepan
- spatula
- wooden spoon

- fork
- glass of water
- greased 22.5cm X 32.5cm (9" X 13") pan

In a large saucepan, over low heat, melt butter (or margarine). Add in marshmallows and stir until completely melted. Remove from heat and add vanilla flavouring. Add in Rice Krispies. Stir until completely coated.

Using spatula, spoon mixture into a greased pan. Spread evenly and pat down with a fork. Dip fork in water frequently to prevent sticking. Add sprinkles or other edible decorations if desired. Cool. Best if consumed the same day.

ADJOURNMENT

Additional Activities:

- Tour of a leather factory or a harness shop.
- Make a list of items found in a member's home that come from cattle.
- Make jello molds.
- Make a piece of artwork using crayons.

References:

Beef Farmers of Ontario (Ontario Cattlemen's Association) www.cattle.guelph.on.ca

Beef Canada Inc. www.canadabeef.ca

Colour Me Good www.colormegood.com

Education.com www.education.com

Kellogg's NA Co. www.ricekrispies.com

Kern County Cattle Women www.kerncattlewomen.org

Make It Ontario Beef <http://makeitontariobeef.ca>

Utah State University Cooperative Education <https://utah.agclassroom.org>



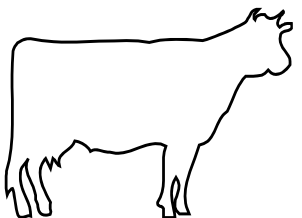
Did you know that..?

"There are 19,000
beef farmers in Ontario

Source: [Beef Canada Inc. 2013](http://www.canadabeef.ca)

Resources:**Cattle By-Products**

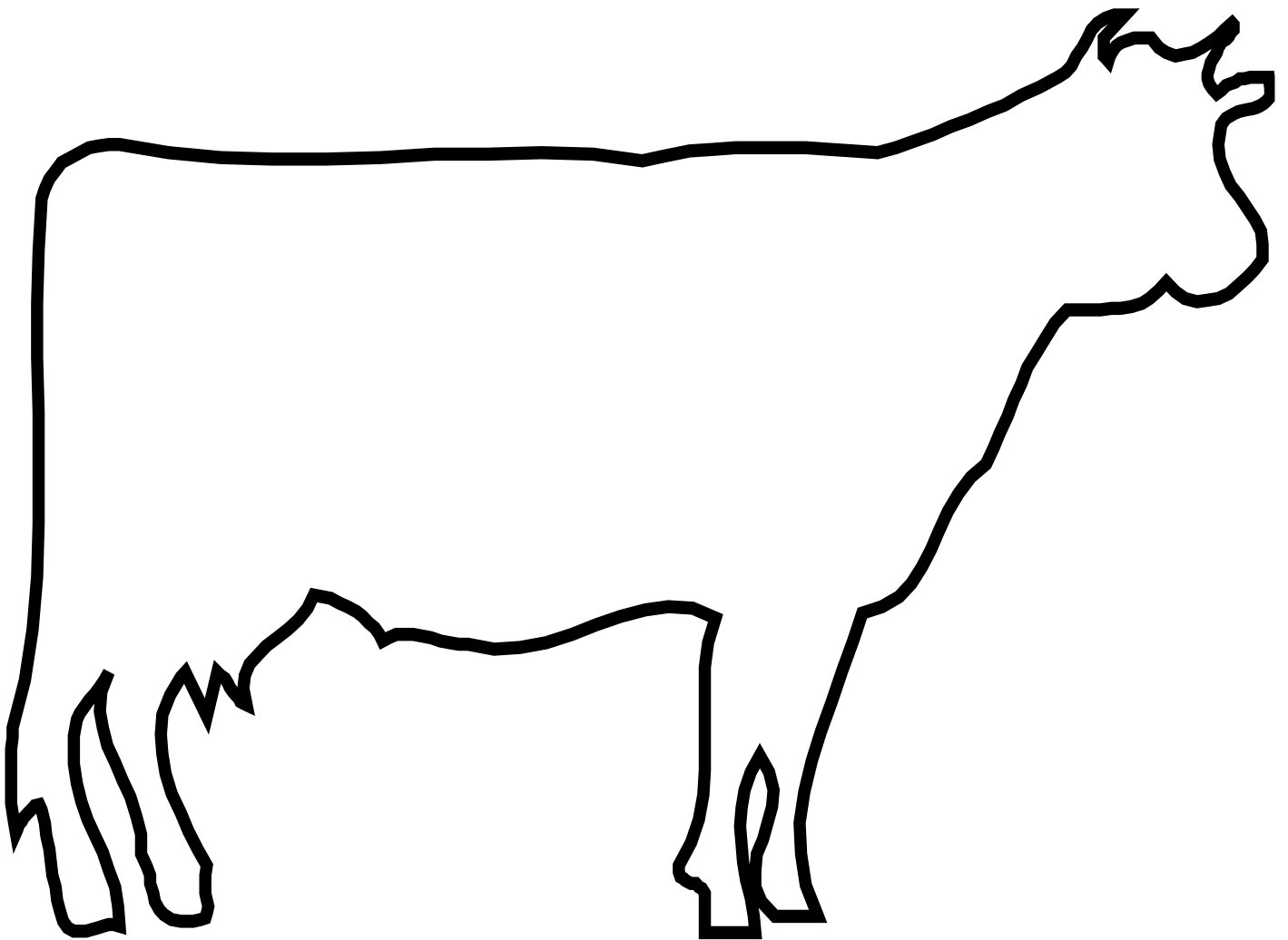
<u><i>Hide & Hair</i></u>	<u><i>Fats & Fatty Acids</i></u>	<u><i>Horns, Bones, Hooves & Blood</i></u>	<u><i>Organs & Glands</i></u>
Leather Case	Asphalt	China Dishes	Racket Strings
Leather Belt	Candles	Dog Food	Allergy Medicine
Soccer Ball	Crayons	Printing Press	Vaccines
Baseball	Toothpaste	Comb	Prescription Medicines
Baseball Mitt	Lipstick	Fertilizer	Vitamins
Paint Brush	Deodorant	Dog Bones	
Glue	Shampoo	Fire Extinguisher Foam	
Wallpaper	Bar Soap	Gelatin	
Building Insulation	Laundry Soap	Ice Cream	
Emery Boards	Floor Wax	Camera Film	
Sandpaper	Rubber Boots	Jello	
Plywood & Drywall	Running Shoes	Gummy Candy	
Paper Boxes	Tires	Jelly Beans	
Linoleum	Brake Fluid	Marshmallows	
	Car Polish & Wax	Chewing Gum	

**Did you know that..?**

Beef production takes place in every province in Canada with a total of 13 million head of cattle and calves. Ontario represents seven per cent of the total cow herd located in Canada.

Source: [Beef Canada Inc 2013](#)

THERE IS A COW IN THE ROOM



BEEF BINGO!!!

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		FREE SPACE		
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BEEF BINGO!!



BEEF BINGO!!

BASEBALL

LEATHER BELT

BRAKE FLUID

PAINT BRUSH

DEODORANT

CRAYONS

PAPER
(CARDBOARD BOX)

CANDLE

FERTILIZER

FIRE EXTINGUISHER
(FOAM)

GLUE

GUM

JELLO)

ICE CREAM

SHAMPOO

VITAMINS

BASEBALL
GLOVE

JELLY BEANS

LIPSTICK

MARSHMALLOWS

SOCCER BALL

HAND/BODY SOAP

RUNNING SHOE

RUBBER BOOT

LEATHER
BRIEFCASE

TIRE

TOOTHPASTE

LAUNDRY SOAP

Building Character





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

A special thank you to the Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Project for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of this project and was greatly appreciated.

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INTRODUCTION TO BUILDING CHARACTER

Objectives & Goals of the Unit:

- To provide learning exercises and activities that build character
- To develop skills in listening, decision making and citizenship
- To allow children to understand the importance of respecting others
- To provide understanding that everybody is different and that it is natural to make mistakes
- To identify people children can trust
- To introduce responsibility
- To develop social skills and facilitate cooperation by having children work in groups
- To enhance self-esteem

Background:

Strengthen the character of children through group activities and interaction throughout this unit. Building character is essential in increasing the self-esteem of young children. How children define and view themselves begins early in life. Children ages 6 to 8 are sensitive about how others view them and consequently how they view themselves. The following activities will help children to develop a positive self-awareness for building character

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name a nice thing you have done for someone today.
- Name a person you can trust and tell secrets to.
- What a is good thing you can do for your community that you live in?

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

GETTING STARTED

I'm A Good Listener

Time: 10 to 15 minutes

Materials Needed:

- none needed

This activity will help introduce listening skills and the importance of listening to one another.

Begin by using rhymes, games and/or songs to warm up the children to listening to adults or

other children. Encourage active listening through short rhymes or songs that the children are not familiar with so that they have to listen to learn. Begin with a game of “Simon Says” or the game of “Telephone” to encourage children to use both ears and brain to listen. These rhymes, games and songs will show the children the importance of paying attention and listening to one another.

Then ask the following questions:

- Why do we need to listen to one another?
- What could happen if we are not good listeners?
- Are you a good listener? Why?
- What makes you a good listener?

Everybody Makes Mistakes

Time: 10 to 15 minutes

Materials Needed:

- none needed

Ask the children what mistakes they made yesterday or last week. If they think hard enough, they can think of quite a few. Were these mistakes fixable? How? What mistakes did they learn from? Have the children share their experiences.

Everybody makes mistakes, even adults. People make mistakes everyday, but that's okay. Many mistakes that we make can be fixed. For example, when you get in trouble with your parents for not sharing with your little brother or sister, even though that was a mistake, it can be fixed by apologizing and sharing with them the next time. Other mistakes cannot be readily fixed but we can learn from them.

LET'S EXPLORE

Respect

Time: 30 minutes

Materials Needed:

- construction paper
- two banners with the names “RESPECTFUL” and “DISRESPECTFUL”
- list of respectful and disrespectful statements

Divide the room into two sections, “RESPECTFUL” and “DISRESPECTFUL” and label for the children to see. Take the respectful and disrespectful lists provided below and others that you add and write them separately on strips of construction paper. Make each statement seem positive, making no reference to whether it is either respectful or disrespectful by having him/her stand on that side of the room.

Go around the room to each child and read aloud his/her statement and discuss as a group if he/she is on the correct side of the room. Make this a great learning experience for the children by elaborating on each statement, asking questions and/or getting feedback or reactions.

RESPECTFUL

- Be nice to everyone
- Honour the rules
- Be polite to others
- Do not bully others
- Let people be themselves
- Do not curse
- Accept individual differences
- Be honest
- Help others whenever you can

DISRESPECTFUL

- Insult others
- Cheat on a test
- Hurt others
- Mistreat or be mean to others
- Lie to parents or friends
- Make unkind comments about people
- Take advantage of other people
- Make fun of people
- Always get what you want

A portion of character building of young children deals with showing respect. This character building activity will either introduce or reinforce the concepts children should hold respecting others. Respect can be described very simply to children by asking the following question:

How do you want people to treat you? The answer is probably how others want to be treated. This is showing respect.

Children need to show respect not only to people, but to property, rules, differences in opinions and abilities and the environment.

Everybody's Different

Time: 20 to 30 minutes

Materials Needed:

- none needed

Discuss with the children that everybody in this world is different in some way. Everybody is unique. People like, wear and eat different things, and even watch different shows on television. Explain that it is good that people like different things. Just think about a world where everybody liked the same thing. Would that be a boring place to live?

Bring out the difference among the children. Go around the room and have them tell 3 things they like and 3 things that are different about them. It could include differences in their appearances, tastes, hobbies or recreational activities. Older children could list them on paper. The overall learning objective is that everyone is different and we can learn from each other because of our differences.

LOOKING WITHIN

The People I Can Trust

Time: 30 minutes

Materials Needed:

- a long sheet of mural paper or Bristol board
- crayons and markers

Have the children create a mural on mural paper or on poster board. Allow the children to draw pictures of those people who they can trust in the community (police officers, fire fighters, ministers, teachers, etc.). Brainstorm as a group and offer the children suggestions.

Good people are people you can trust. They tell the truth, help you whenever they can and never do anything to hurt you or do anything bad. There are many people around the community that you can trust.

Who is Your Hero in your Community?

Time: 10 to 15 minutes

Materials Needed:

- paper
- crayons
- markers
- paint
- paint brush

Based on character attributes such as respect, responsibility, honesty, integrity, compassion, courage, empathy, fairness, optimism and perseverance, have children draw or paint a picture of who they think is their community hero. Depending on the age of the group, have them write a few sentences as to why they chose the person they drew or painted.

Dress Up Relay

Time: 15 to 20 minutes

Materials Needed:

- rope for the starting line
- clothes/items that a community helper might wear (fireman's hat, doctor's scrubs, police badge, minister's collar, fireman's boots, etc.) (each team should have relatively the same clothes/items)
- object for competitors to run to and back

Divide the group into teams of 3 or 4 children. Have each team stand in single file behind the starting line rope. When the whistle is blown to signal the start of the relay, the first child on each team will put on the clothes assigned to their team. Once the child is wearing everything, they must run to a designated object and back to the team. The child must take off the clothing and the next person in line can start putting on

the clothing as soon as the first child starts taking off items. Once the second child has all of the assigned clothes put on, they will then run to the object and back. This will continue until all team members have completed the relay.

Making Decisions

Time: 10 to 15 minutes

Materials Needed:

- none needed

Walk the group through a scenario of a typical day for one of the children. From deciding what to wear in the morning to whether they want ketchup or mustard on their sandwich at dinner, have the children think about all of the decisions they make in a day. Discuss as a group some of the possible decisions that could come up. Have the children list them on paper. Stress the importance of using your brain to help make good decisions.

Good decision making is very important in life. Many decisions can be the difference between right and wrong. Most often we need to make decision in split seconds but it is important that we take time to think out the options. Just think about all of the decisions you make during one day. We make hundreds of decisions each day without even realizing it.

Wrapping Things Up:

Good People Are Good Citizens

Time: 10 to 15 minutes

Materials Needed:

- none needed

People of good character are good citizens. They should be kind and think about other people. Good citizens are committed to the welfare of their neighbourhood, state, country and planet.

Brainstorm with the children to find out what they could do to be good citizens in their town, community, province or country. What kinds of activities would benefit their community and its people?

Responsibility

Time: 15 to 20 minutes

Materials Needed:

- paper
- pencils

Have the children compile a list of "Things I Can Do Myself." Have them list individually those things that they do for themselves at home. Provide the children with paper and the heading so that they may list

what they do for themselves. Encourage them to write down everything. Leaders and parent helpers will need to help younger children list the things that they do to be responsible. Children can be responsible too.

A person has good character when he/she takes responsibility. Responsibility means doing your part in anything you are supposed to do. You can be responsible by doing the things that you are capable of doing and working your hardest at it. Cleaning up your messes, helping people, saying good things and thinking before you speak or do things are other ways you can be responsible. It all boils down to doing your part.

What I Want To Be When I Grow Up

Time: 20 to 30 minutes

Materials Needed:

- paper
- pencils

Have each individual child tell the others what he/she wants to be and why.

Have them answer the following questions:

- What do you want to be when you grow up?
- What do you want to do for a living someday?
- Why do you want to do this?

If the Cloverbud group is large, divide the children into smaller groups with an adult leading each group. Give each child the opportunity to express their beliefs and what they are interested in this career.

After the children have finished sharing what they want to be when they grow up, have them express their occupation on paper. Provide construction paper, crayons and markers so the children can create pictures of what they want to be when they grow up. Some of the smaller children may need help in getting their drawing started. Encourage creativity.

ADJOURNMENT

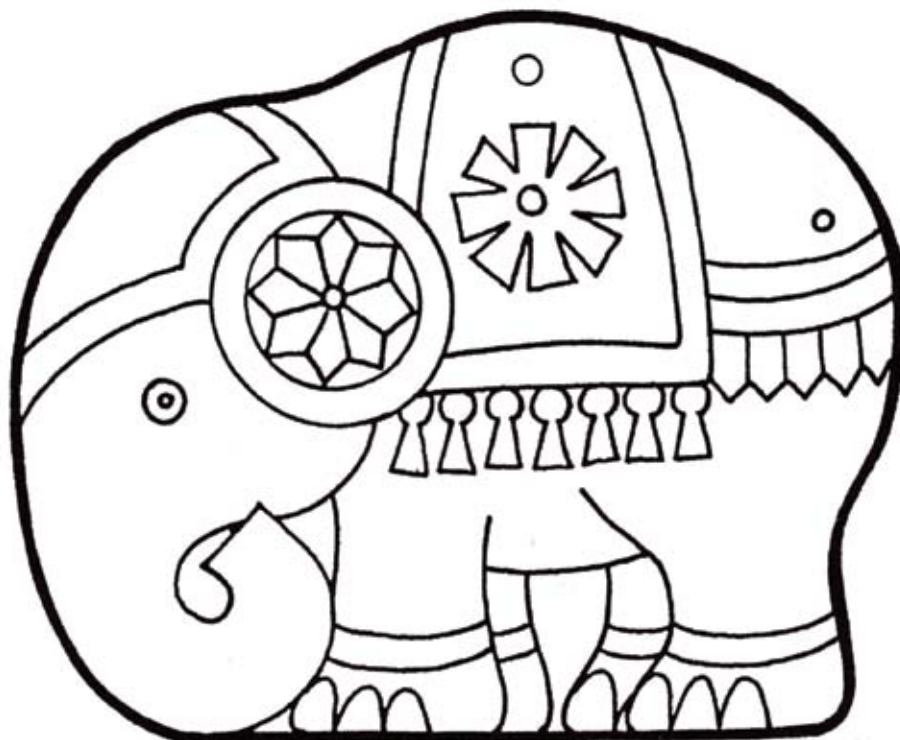
Additional Activities:

- Have a guest speaker from the community (could include policeman, fireman, Mayor, minister, etc.)
- Tour a police station, fire hall, municipal office, hospital, etc.
- Visit a senior's home and do an activity with the seniors.
- Do a community betterment project within the community eg. picking up garbage, raking someone's leaves, baking or making something for a friend who is sick, etc.

References:

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds
print.colour.fun <http://printcolorfun.com>

Celebrations Of The World





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

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INTRODUCTION TO CELEBRATIONS OF THE WORLD

Objectives & Goals of the Unit:

- To explore the 4-H Cultural Diversity Project.
- To learn about holidays and celebrations in various countries.
- To become aware of diversity and other countries.
- To develop self-understanding through comparing own traditions and beliefs to others.
- To develop basic map-reading skills.

Background:

Children are not always aware of other cultures and holidays that are different from their own. It's fun for children to make new friends and if they are aware of more cultures, they can more easily become friends with children from various backgrounds. Holidays are a fun time to celebrate and the more children know, the more fun they can have.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What country did your ancestors come from?
- Have you ever travelled outside of Canada? If so, which country(s) did you go to?
- If you could travel anywhere in the world, where would it be?

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

GETTING STARTED

Mexican Tissue Flowers

Time: 10 to 15 minutes

Materials Needed:

- Sheets of coloured tissue paper
- Green pipe cleaners
- Flower pattern (found in the Resource section at the end of this unit)
- Pencil
- Scissors
- Hole punch

Fold tissue paper lengthwise twice and crosswise twice. Trace the flower patterns on tissue paper. Cut out and stack the tissue flower largest to smallest. Punch centre holes in the flowers. Put the pipe cleaner through the holes and twist it to form the stem. Fluff the tissue paper to have a better look.

These flowers are used in Mexico to celebrate their national culture with dances, songs, art and festivals. The flowers are used to decorate houses, churches and streets.

Good Luck Chinese Dragon

Time: 10 to 15 minutes

Materials Needed:

- Dragon pattern (found in the Resource section at the end of this unit)
- 10cm (4 inch) construction paper circle
- Crayons
- Red crepe paper
- Scissors
- Glue
- Hole punch
- Yarn

Colour and cut out the dragon face. Glue the face to the centre of the circle made of construction paper. Cut several strips of crepe paper to attach to the back of the circle. Punch a hole at the top so the dragon can be hung up with yarn.

The dragon is the emblem of strength and wisdom of the Chinese Emperors. The Chinese New Year always has the appearance of the dragon to wish everyone peace, prosperity and good luck.

Mini matryoshka (mah-tree-OSH-ka) Russian Doll

Time: 10 to 15 minutes

Materials Needed:

- Two sizes of paper cups
- Doll pattern (found in the Resource section at the end of this unit)
- Markers
- Pen
- Scissors
- Glue
- Yarn

Colour and cut out the doll pattern to fit the size of cup. Glue it onto the cup. Use a pen to poke a hole in the bottom of each cup. Thread the yarn through both cups. Knot the yarn inside the small cup. Place the large cup so that 2.5cm (1 inch) of yarn is in between the cups. Loop the yarn at the end and tie it at the tip for hanging up.

Wooden dolls were made by Russian grandparents to give to their grandchildren. The doll's dress is called a babushka and each doll opened up to reveal a smaller doll inside.

Indian Elephant

Time: 10 to 15 minutes

Materials Needed:

- Elephant pattern (found in the Resources section at the end of this unit)
- Coloured construction paper
- Crayons or markers
- Scissors
- Glue
- Sequins
- Yarn
- Hole punch

Cut out and colour the elephant. Glue the elephant on coloured paper and cut it out leaving a border. Glue on sequins, yarn and decorations to the saddle and headdress and add fringe. Punch a hole at the end for a tail made out of yarn and at the top so it can be hung up.

In India, the Hindu people value the elephant as a religious symbol and for transportation. It is a beast of burden and is used in wars. They are decorated for ceremonies or state processions.

Spanish Tiles

Time: 10 to 15 minutes

Materials Needed:

- Sun pattern (found in the Resource section at the end of this unit)
- Styrofoam meat tray
- Scissors
- Pens
- Liquid dish detergent
- Paint
- Paintbrushes
- Paint tray
- Old shirts
- Drop cloths
- Yarn

Tap the sub pattern to the meat tray. Trace the design with a pen, pressing hard enough so the design will show up on the Styrofoam. Remove the sun pattern paper. Add liquid to tempera paint to help it stick. Paint the sun design. Once it is dry, hang it with yarn.

In the year 711, when the Moors conquered Southern Spain, they brought tiles with beautiful art. They were used to decorate the floors and walls of homes. The sun (el sol in Spanish) is a popular design.

Did you know that..?

Australia is the smallest continent in the world.

German Cone

Time: 10 to 15 minutes

Materials Needed:

- Construction paper (15cm (6 inch) squares)
- Scissors
- Pencil
- Glue
- Giftwrap
- Ribbon
- Stickers
- Paper scraps
- Markers
- Yarn

Fold the square piece of construction paper in half. Cut a curved line on one corner. Open the paper and decorate with paper, ribbons, stickers and any other paper scraps you may have. Roll the paper into a cone and glue. Punch a hole on each side of the cone and hang with yarn.

In Germany, children get a large cone filled with candy, cookies and other goodies on the first day of school.

LET'S EXPLORE

Friendship Tree

Time: 10 to 15 minutes

Materials Needed:

Newspaper

- Tape
- Scissors
- Construction paper
- Christmas tree stand or pot of sand
- Wallpaper
- Paste for paper mache

Roll three sheets of newspaper diagonally very tight. Tape the newspaper to hold. For a large tree, use several sticks to make the stem. Use one stick for individual trees. Make more stems of various lengths for branches. Tape together.

Use paper mache (wallpaper paste and newspaper strips) to cover the tree so it will stand strong. Hang all of your multicultural crafts on your tree. Have the children make and add their own decorations representing holidays or customs that they celebrate in their own homes.

Where in the World Are We?

Time: 15 to 20 minutes

Materials Needed:

- Large world map (preferably a paper map that can be opened up on a table or the floor)
- As assortment of small stickers or marking pens that can be used to mark place on the map.

Have children sit around the map. Ask the following questions and help the children to find the places on the map, marking them with a sticker or pen.

- Can you find Canada on the map? Where is our province?
- Which province is to the east of Ontario? To the west?
- Where are the Great Lakes?
- Which direction is the equator from Canada?
- Where are Mexico, China, Russia, India, Spain and Germany (the countries of origin for the projects completed at the beginning of this project)
- Has anyone traveled to another country other than the ones that have already been listed?

LOOKING WITHIN

International Friendships

Time: 15 to 20 minutes

Materials Needed:

- Paper
- Pencils

Children can have International friendships. An international pen pal can teach letter writing skills. Work as a group to write a letter to another group of children abroad or each child could have an individual pen pal. For more information about pen pals contact:

International PenFriends

PO Box 789

CHELAN WA 98816-0789

USA

<http://www.internationalpenfriends.com>

Student Letter Exchange

1111 Broadhollow Rd., Ste #329

Farmingdale, NY 11735

www.pen-pal.com

Circle of Friends Pen Pal Club (for girls ages 7-17)

<http://members.agirlsworld.com/>

Did you know that..?

The Nile River in Egypt is the longest in the world..

Throw a Birthday Party for the Earth

Time: 30 to 40 minutes

Materials Needed:

- Decorations (homemade Earth mural)
- Party hats (homemade using recycled materials (see instructions below))
- Birthday cards
- Birthday cake
- Gifts

Make an Earth mural backdrop for your party or use the world map from the 'Where in the World' activity. For hats, use recyclable materials such as paper cups and decorate with feathers, shells or grass. Make a birthday card with a message to the Earth saying that you are doing all you can to recycle and protect the earth. Talk about what kinds of gifts the Earth would like to make it more beautiful (e.g. planting flowers, growing a garden or cleaning up litter).

WRAPPING THINGS UP

Where in the World Did This Come From?

Time: 20 to 30 minutes

Materials Needed:

- The world map used in previous activities
- Stickers

Have the children look at the labels on their clothing. Where in the world was it made? Have the children find that country on the map and mark it with a sticker. Then have items of food with stickers or labels, appliances and toys and find which country they were made in. Put stickers on the map for these items as well.

Design a Club Flag

Time: 45 minutes

Materials Needed:

- Coloured construction paper
- Scissors
- Glue
- Markers



Talk about what symbols might be used to decorate a flag (e.g. the 4-H symbol, club colours, the club name). Help children to cut out the shapes that they have drawn. Glue the shapes onto one piece of construction paper to create a club flag. Be sure to display it at subsequent Cloverbud meetings.

Once the flag is complete, discuss what the club's flag stands for. If a parent is willing, have them duplicate the flag design using fabrics of the same colours and shapes.

ADJOURNMENT

Additional Activities:

- Have someone who just recently immigrated to Canada speak about their home country.
- Have someone from your community demonstrate a craft that is unique to their home country.
- Make a recipe that is from another country.

References:

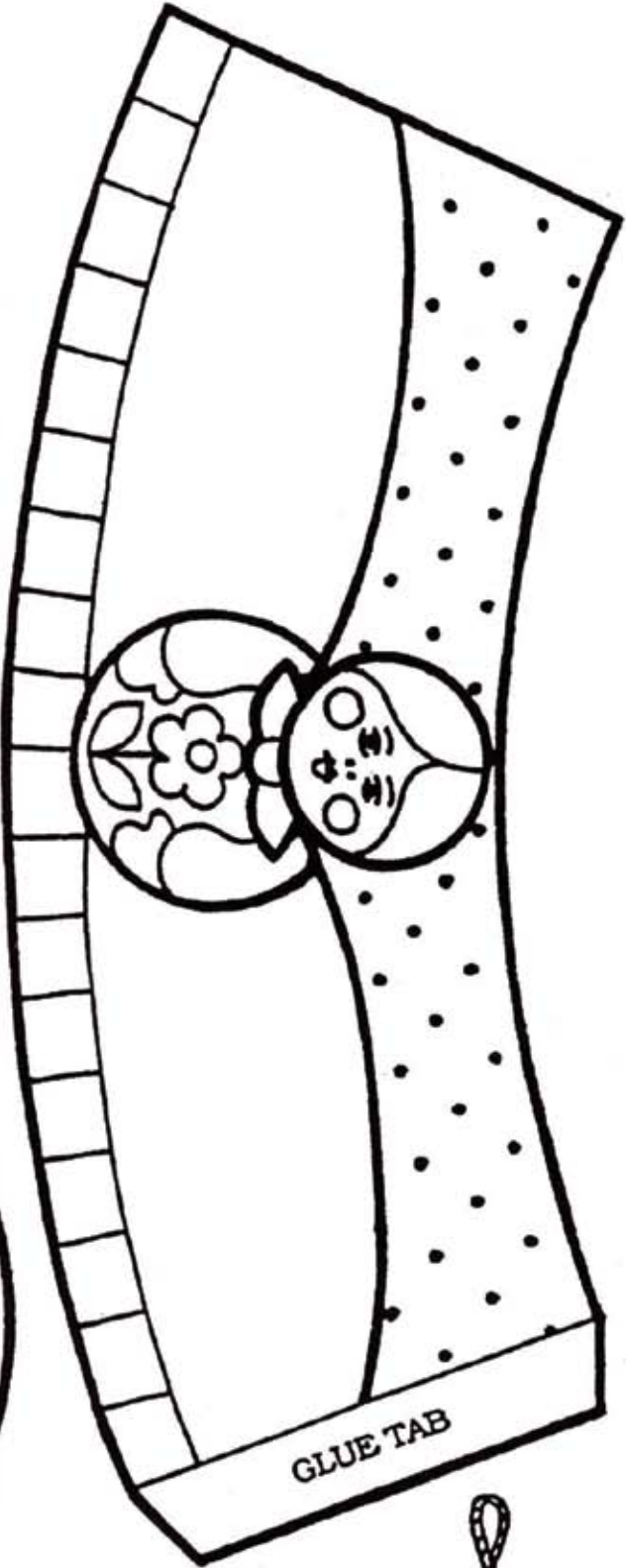
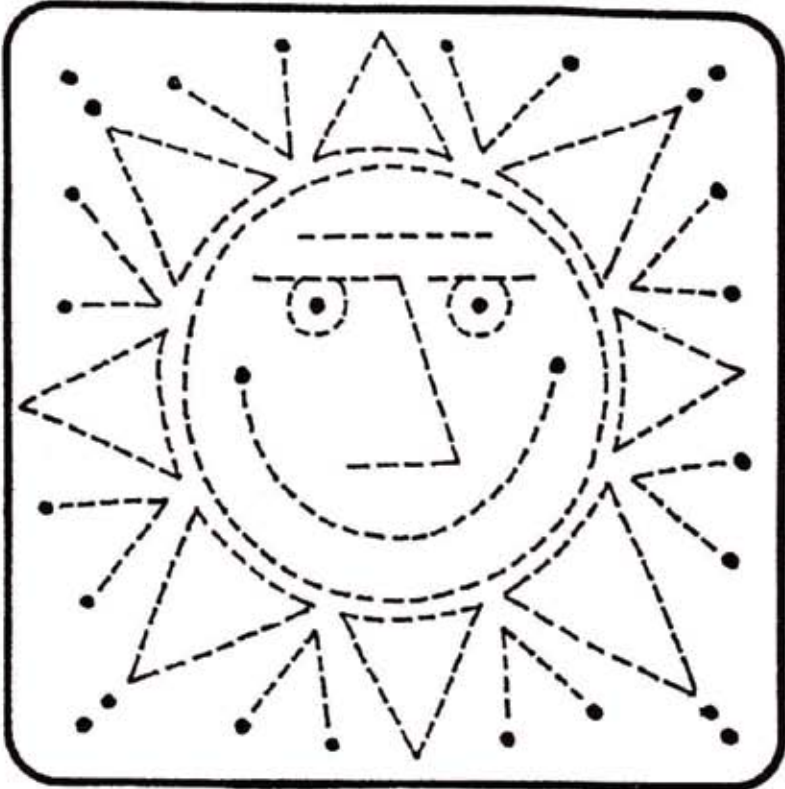
Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

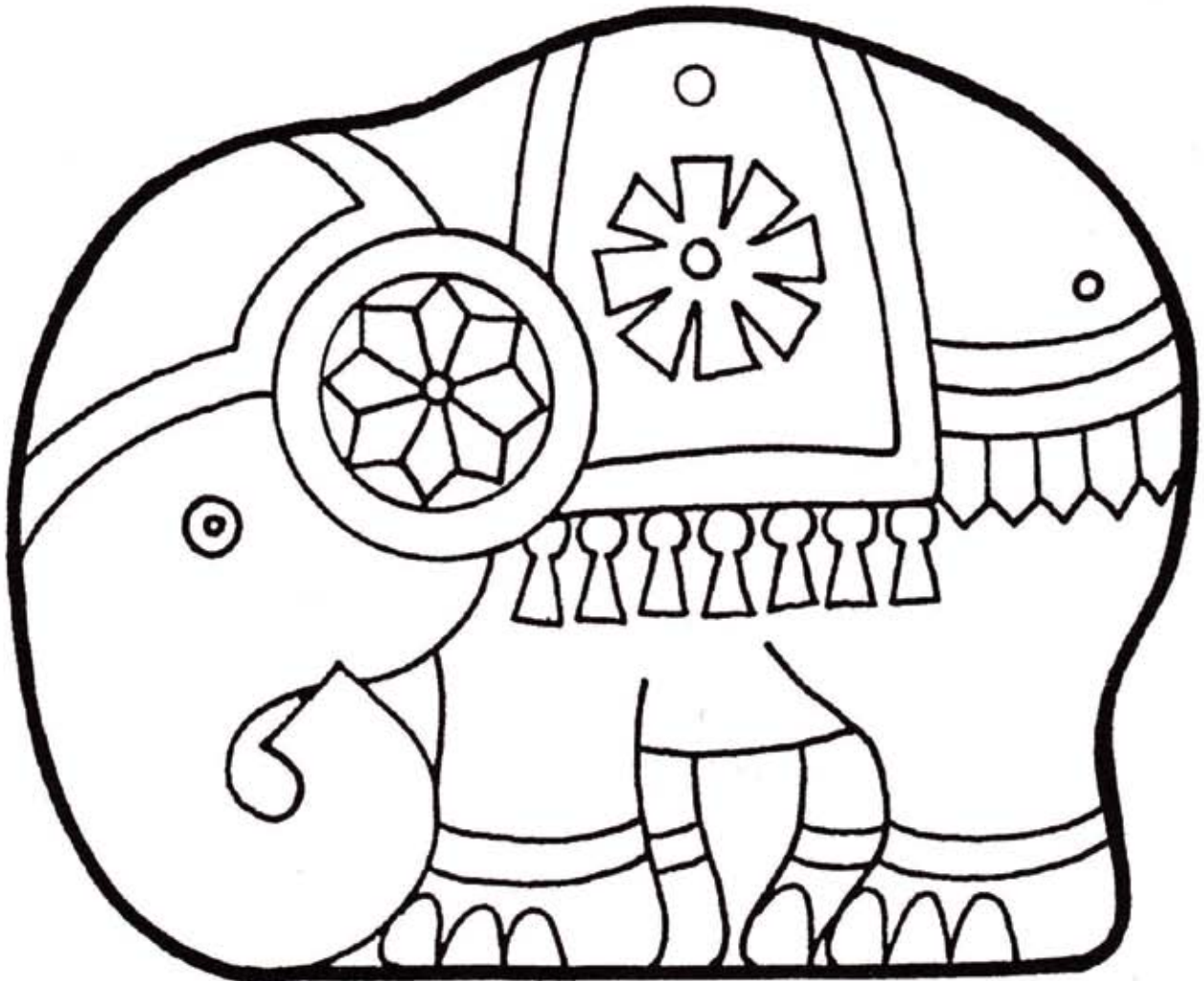
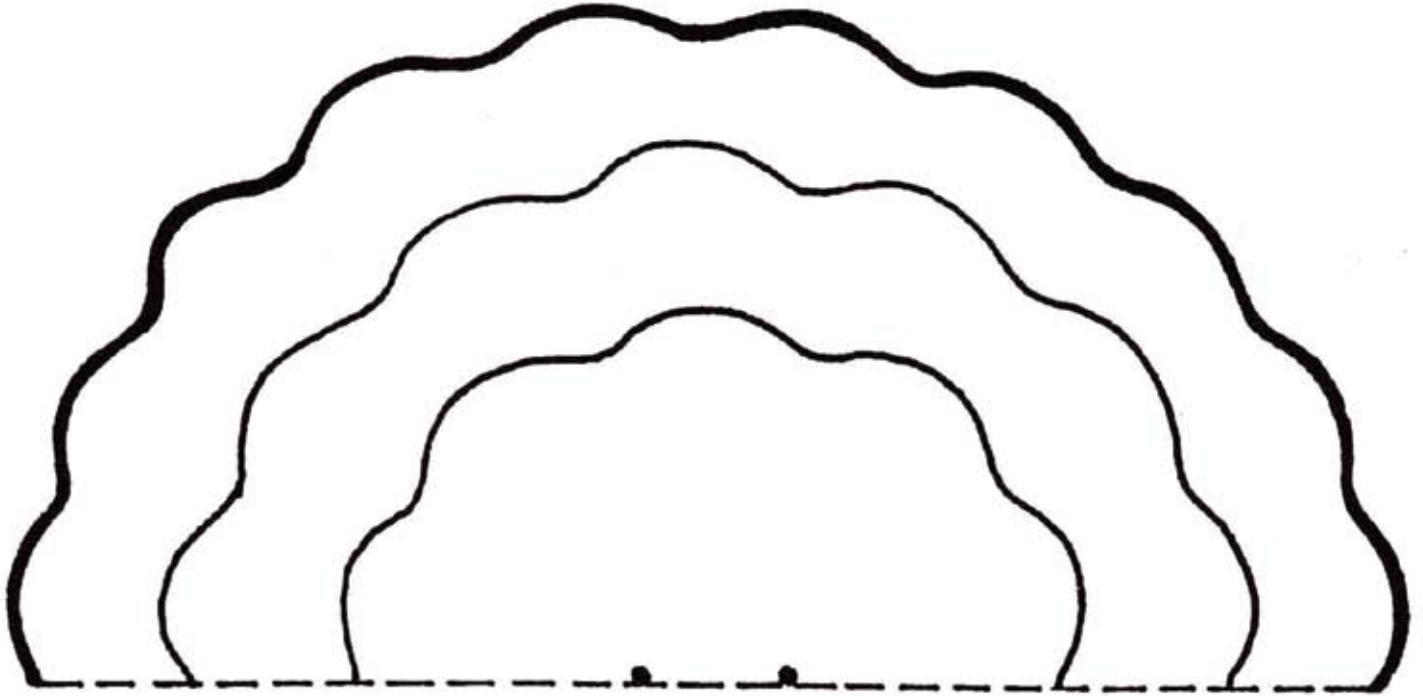
Resources:

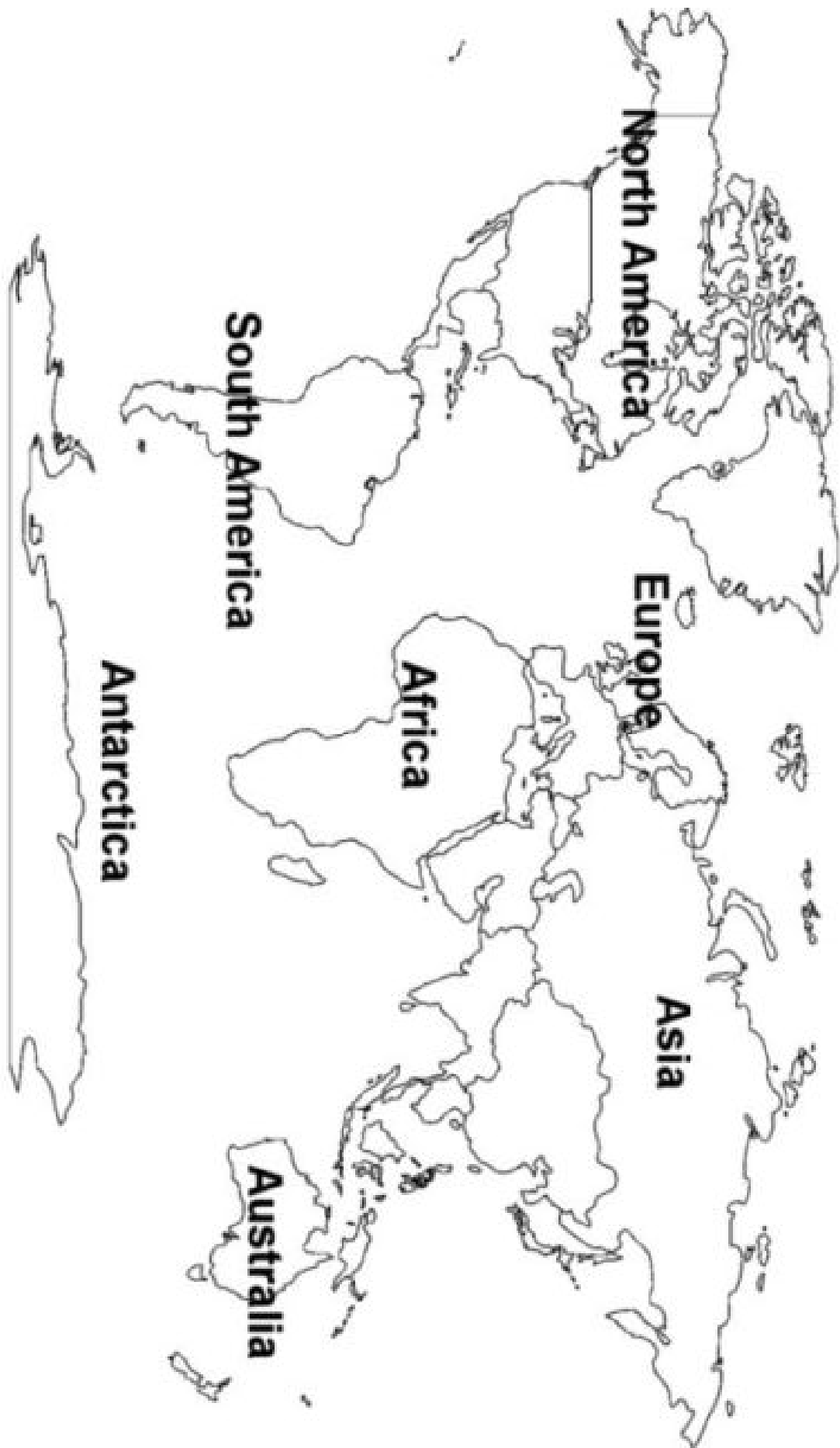
Did you know that..?

Africa is home to four of the five fastest land animals which are the cheetah, wildebeest, lion and gazelle.

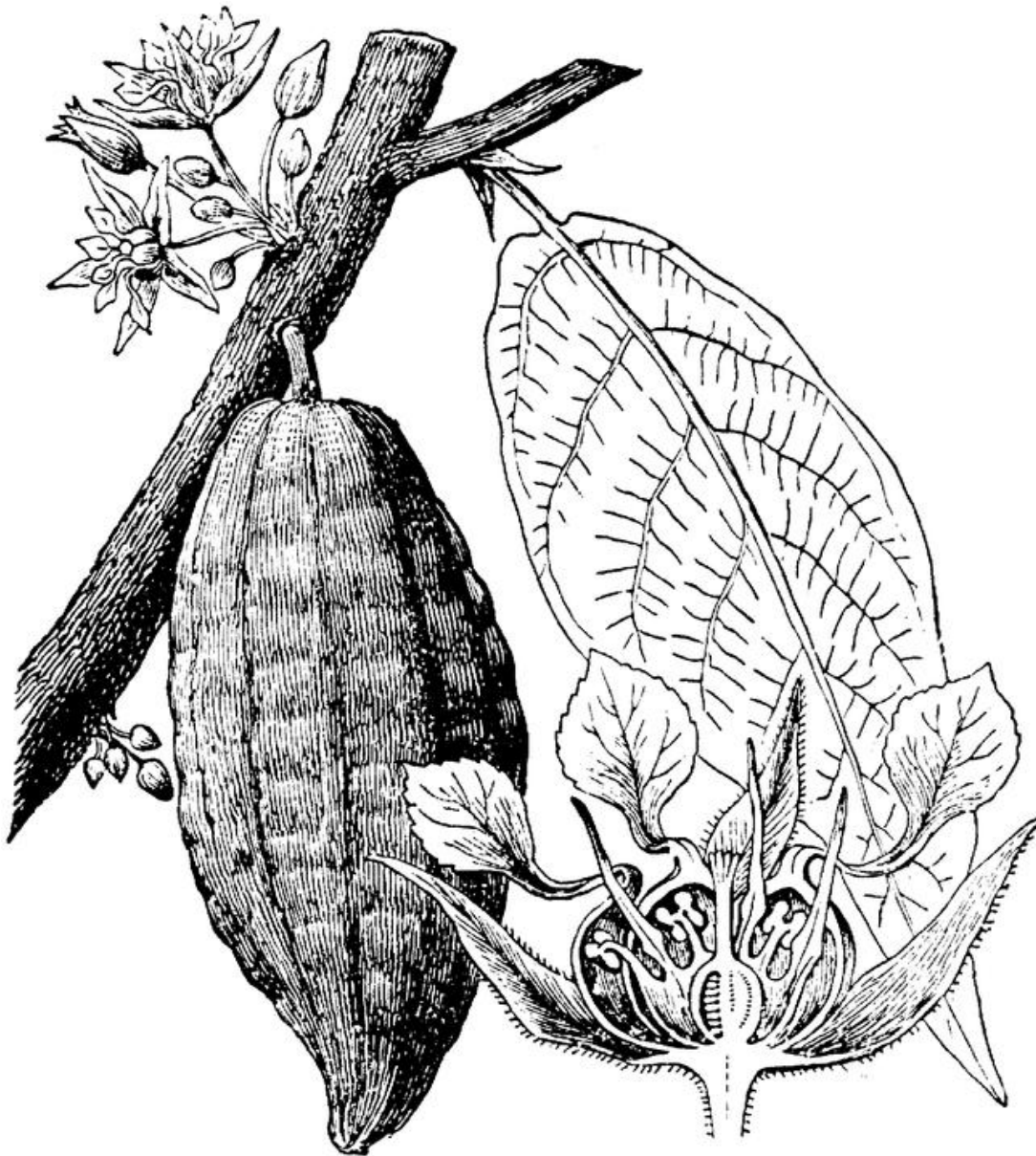
Source: Ohio 4-H Cloverbud Program







Chocolate



Cacao Pod



The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

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FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO CHOCOLATE

Objectives & Goals of the Unit:

- To explore the 4-H Chocolate Project
- To learn what ingredients are used to make chocolate
- To learn how to bake with chocolate
- To learn how to make other items with chocolate other than food items

Background:

Chocolate – the food of the Gods! Explore the world of chocolate from what ingredients are used to make chocolate to recipes that use chocolate to make all of those yummy treats we enjoy! For the sweet tooth in the group, this is a great way to find out more about the 4-H Chocolate Project!

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What is your favourite food made from chocolate?
- Name a dessert made with chocolate.
- Name a drink made with chocolate.

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

Chocolate Treats!

Time: 10 to 15 minutes

Materials Needed:

- Small chocolate treats

Have Cloverbud participants sit in a circle. Pass around a bag of small chocolate treats and tell each child to take a small handful. Remind them not to eat any of the chocolate treats yet!

Once each participant has their chocolate treats, tell them that they must tell the group something about themselves for each chocolate treat that they have. If they can't think of something for every piece of chocolate they have, then they lose those chocolate treats.

Bobbing for Chocolate Eggs

Time: 15 to 20 minutes

Materials Needed:

- Chocolate eggs, unwrapped
- Whipped cream,
- 1 paper plate or large bowl per player
- Napkins
- Spoon
- Table or other hard surface for playing the game

Scoop out a generous amount of whipped cream onto each player's plate.

Hide several chocolate eggs in the whipped cream on each plate. Add more whipped cream if necessary. Set up the plates on a table, placing a napkin next to each plate. Have the players sit in front of their plates. When you say "go", have each player bob for her eggs using only her mouth. Players' hands must remain clasped behind their backs.

The first person who finds all her eggs and places them on the napkin wins! Remind the children that they are not to eat the chocolate eggs (at least not until after the game is over!)

LET'S EXPLORE

Chocolate Word Search

Time: 10 to 15 minutes

Materials Needed:

- Chocolate word search worksheet (found in the Resource section at the end of this unit)
- Pencil

Have Cloverbud participants work through the word search. Discuss answers and come up with other words that relate to chocolate that didn't appear in the word search.

Chocolate Vocab!

Time: 10 to 15 minutes

Materials Needed:

- Chocolate Vocabulary worksheet (found in the Resource section at the end of this unit)
- Pencil

Have Cloverbud participants complete the Chocolate Vocab worksheet. Discuss what the words are and what they mean.

LOOKING WITHIN

Easy Chocolate Play Dough

Time: 15 to 20 minutes

Materials Needed:

- 500mL (2 cups) plain flour (all purpose)
 - 250mL (1 cup) salt
 - 125mL (1/2 cup) cocoa powder
 - 30mL (2 tbsp.) vegetable oil
 - 30mL (2 tbsp.) cream of tartar
 - 500mL (2 cups) of boiling water
 - 4 drops of glycerine (optional extra for increased shine and stretch)
- Combine all of the dry ingredients in a bowl
 - Stir in the vegetable oil
 - Mix together
 - Stir in the boiling water (adult only) and mix until combined
 - When it has cooled a little, knead it on a clean surface until it loses all stickiness and becomes smooth and stretchy. No residue should come off on your fingers. If it is still sticky add a little more flour, if too dry and crumbly add more water, a tablespoon at a time.

Chocolate Lip Balm

Time: 20 to 30 minutes

Materials Needed:

- 45mL (3 tbsp.) cocoa butter (available in the pharmacy)
- 3 -4 chocolate chips (as an alternative use white chocolate chips)
- 1 vitamin E, capsule
- 1mL (1/4 tsp.) almond extract (or cooking oil)

Directions:

Melt the cocoa butter in the microwave.

Add the chocolate chips and stir until melted.

You may have to microwave the mixture again for a few seconds.

Add vitamin E and oil. Note: Vitamin E is a natural preservative.

Stir very well or the lip balm will turn out lumpy.

Pour into a small container. Great gift idea!

WRAPPING THINGS UP

Chocolate Volcano Cupcakes

Time: 30 minutes (plus baking time)

Recipe makes 22 to 24 cupcakes

Materials Needed:

- 1 package plain chocolate cake mix
- 75mL (1/3 cup) water
- 125 mL (1/2 cup) vegetable oil
- 3 large eggs
- 30mL (2 tbsp.) white vinegar
- 30mL (2 tbsp.) unsweetened cocoa powder
- 5mL (1 tsp.) baking soda
- 5mL (1 tsp.) pure vanilla extract
- Vegetable oil spray for misting the pans
- All-purpose flour for dusting the pans
- 60mL (1/4 cup) milk
- 60mL (1/4 cup) granulated sugar
- 30mL (2 tbsp.) butter
- 250mL (1 cup) white chocolate chips
- Red and yellow food coloring (to mix together to make orange)
- Red, yellow, and orange sugar sprinkles, or 1 package (.33 ounce) Pop Rocks candy, for garnish



Source: www.education.com

Place a rack in the center of the oven and preheat the oven to 200°C (400°F). Mist 24 cupcake cups with vegetable oil spray and dust with flour. Shake out the excess flour and set the pans aside.

Have Cloverbud participants help to prepare the cupcake batter. Place the cake mix, water, oil, eggs, vinegar, cocoa powder, baking soda, and vanilla in a large mixing bowl. Blend with an electric mixer on low speed for 30 seconds. Stop the machine and scrape down the sides of the bowl with a rubber spatula. Increase the mixer speed to medium and beat 2 minutes more, scraping down the sides again if needed. Invite Cloverbuds to spoon or scoop 60mL (1/4 cup) batter into each prepared cupcake cup, filling it two thirds of the way full. (You will get between 22 and 24 cupcakes). Place the pans in the oven.

Bake the cupcakes until they peak and spring back when lightly pressed with your finger, generally 11 to 13 minutes. Watch the cupcakes closely because they can burn at this high heat. Remove the pans from the oven and place them on wire racks to cool for 5 minutes. Run a dinner knife around the edges of the cupcakes, lift the cupcakes up from the bottoms of the cups using the end of the knife, and pick them out of the cups carefully with your fingertips. Place them on a wire rack to cool for 15 minutes before glazing. Meanwhile, prepare the glaze: Place the milk, sugar, and butter in a small saucepan over medium heat. Cook, stirring, until the sugar dissolves, the butter melts, and the mixture begins to come to a boil, 3 to 4 minutes. Turn off the heat and stir in the white chocolate chips until they are dissolved and the glaze is smooth.

Place the cupcakes on a serving plate or place waxed paper under the baking rack to catch runoff glaze. With a serving spoon, ladle the hot glaze over the cupcakes and ask your child to immediately sprinkle them with the sugar or candy so that the colors melt into the glaze. The cupcakes are ready to serve!

Store these cupcakes, in a cake saver or under a glass dome, at room temperature for up to 3 days or in the refrigerator for up to 1 week.

Easy Chocolate Fudge

Time: 2 hours (including refrigeration time)

Recipe makes a minimum of 24 pieces

Materials Needed:

- 1-1/2 pkg. (12 squares) semi-sweet chocolate squares
- 1 can (300 g) sweetened condensed milk
- 10mL (2 tsp.) vanilla
- 20cm (8 inch) square pan
- Tinfoil
- Double boiler or heavy saucepan
- Wooden spoon
- Spatula

Line square pan with foil, with ends of foil extending over sides.

Put chocolate squares and milk in a double boiler or heavy saucepan and heat until chocolate is melted, stirring constantly.

Remove from heat and blend in vanilla.

Spread into prepared pan.

Refrigerate for 2 hours or until chocolate mix is firm. Use handles to lift fudge from pan before cutting to serve.

ADJOURNMENT

Additional Activities:

- Tour a chocolate shop that makes their own chocolate.
- Visit a grocery to see how many chocolate products can be found.
- Visit a bake shop or have a baker as a guest at a meeting.
- Research the history of chocolate.

References:

About.com Homeschooling <http://homeschooling.about.com>

Education.com www.education.com

Food.com www.food.com

The Imagination Tree www.theimaginationtree.com

Resources

Name: _____

Date: _____

Chocolate Vocabulary

Complete the activity.



1. _____ First European to come in contact with cacao
2. _____ Unprocessed seeds of the cacao tree
3. _____ Powder of ground roasted cacao beans with most of the fat removed
4. _____ The vessel that contains the seeds of a plant; grown directly on the trunk or large branches of the cacao tree
5. _____ Tropical American tree producing cacao beans
6. _____ Tiny flies that pollinate the cacao flowers
7. _____ The fat contained in the cocoa seed
8. _____ A bitter drink of the Aztecs that was used as a valuable resource for trade
9. _____ Fibrous white substance in the pod
10. _____ In parts of Central America, cacao beans were used for money
11. _____ Cacao tree's botanical name which means "food of the Gods"

cacao tree	cocoa butter	chocolatl
cacao beans	cocoa	currency
pod	midges	Christopher Columbus
pulp	Theobroma cacao	

Name: _____

Date: _____

Chocolate Word Search

Complete the activity.



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

pod	chocolatl	cocoa	cacao tree
pulp	cacao beans	Theobroma cacao	midges
Christopher Columbus	cocoa butter	currency	

Clowning Around





The 4-H Pledge

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

The 4-H Motto

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INTRODUCTION TO CLOWNING AROUND

Objectives & Goals of the Unit:

- To de-mystify the world of clowns
- To learn the basics of juggling
- To have fun learning how to apply clown make-up
- To try performing in front of a group

Background:

Clowns can be a lot of fun but sometimes they can be a bit scary too. Take the mystery out of Clowns with this unit as children explore the world of Clowning through crafts, dressing up, face painting and acting.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- If you could get your face painted, what animal would you want to be?
- Name one piece of a clown costume.
- Name a trick a clown can do.

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

When I go to the Circus my favourite thing I see is?

Time: 10 to 15 minutes

Materials Needed: none needed

Have Cloverbuds sit in a circle. The first person says “When I go to the Circus my favourite thing to see is _____?” The second person says the same line only they have to say both their favourite thing (which has to be different than what anyone else has said) and the favourite thing of the person before them. This continues on with the next person in the group with the list of favourite things getting longer with each person. If a Cloverbud is having trouble thinking of a unique thing at a circus, the list below gives Leaders’ some suggestions to help them.

Groups should be no larger than 6 to 8 Cloverbuds. If the group is larger, it should be divided into two, or more, groups.

Possible answers could include:

- Clown
- Lion
- Trapeze artist
- Elephant
- Tigers
- Fire eaters
- Circus dogs
- Tightrope walkers

Make a Triangle-Circle Clown

Time: 20 to 30 minutes

Materials Needed:

- construction paper
- craft foam
- fabric scraps
- scissors
- poster board (optional)

Start by reviewing the different types of shapes that could possibly be used. Tell the participants that today they are going to make a clown out of nothing but circles and triangles of different sizes. Before the activity, Leaders should have circles and triangles of various sizes cut out.

Ask participants which shape would work best for the clown's head. Then ask which would work best for the clown's hat. Have them try out the combination by putting two of the largest shapes together and see if it looks like a clown's head with a clown's hat. Adjust as needed. Glue these two pieces onto a piece of construction paper or a large piece of board to make the clown's head and hat.

Now ask which shapes would best as the clown's body, feet and hands. There is no right or wrong answer to these questions. Help each participant arrange the pieces until they are satisfied with how their choices look and then glue them down. Keep in mind that strings of circles may work for arms or legs.

Follow this same process to add two eyes, a nose and a mouth to the clown. Then help each participant to decorate the rest of the clown's body with smaller circles and triangles.

If desired, square or other shapes could also be used to make the picture as well.



Did you know that..?

The word Clown comes from Low German and originally described the peasant through uncomplimentary association with the soil that he tilled.

Source: www.encyclopedia.com

LET'S EXPLORE

Circus Clown Craft

Time: 30 minutes (plus drying time)

Materials Needed:

- empty round container
- dried pasta
- glue
- white paint
- paintbrush
- googly eyes
- red pom poms
- craft foam

Flip the empty round container over so the bottom is facing towards each Cloverbud. Glue pasta to the container until the entire surface is covered. It's easiest to start in the centre and work towards the edges. Let the pasta dry and then paint them white.

Draw a large triangle on red craft foam for the hat and cut it out. Draw and cut out a large red mouth and small bowtie. Glue these shapes to the head, along with the googly eyes. Glue the pom poms to the face for a nose and ears.

Your pasta clown is now ready to entertain!

Juggle up a Backyard Circus!

Time: 20-30 minutes (plus drying time)

Materials Needed:

- tennis balls (older, flat tennis balls work well)
- dry rice or beans
- sharp-tipped knife (to be used by Leaders and adult helpers)
- music

Preparation Ahead of Time: With a sharp knife, slit a 2cm long opening on one of the ball's seams. Squeeze both sides of the ball to pucker the slit open and fill half full with dried beans or rice. When the squeeze is released, the slit disappears and the ball is ready to juggle. The added weight helps jugglers feel the ball in their hands which helps to catch the ball. It also helps to keep missed balls from bouncing wildly when they inevitably drop to the ground.

Practice: Stand with a relaxed posture on both feet with a fairly wide stance. Keep the elbows close to the body so the hands are in the same place, more or less, with each toss. Start with one ball only, tossing and catching in one hand, alternating hands and then tossing and catching with a partner. Make sure that the catching hand softens to allow the ball to drop into it. The ball then springs up to create a beautiful arc (if passing between hands) and should get good height on each throw. Sing a song or listen to music while tossing and catching to help create and keep a rhythm and to prepare for a performance. When one ball juggling is mastered, add a second ball and encourage the jugglers to create new patterns of tossing and catching. For example, if two jugglers are facing one another, a toss

can be from one right hand to the other's left hand (straight across) or right hand to right hand (diagonally across) with lots of variations in pattern and rhythm. Two balls are usually challenging enough for most people, but feel free to add a third or more if the skills are there.

Perform: Each juggler or pair should choose their best or favourite patterns and practice presenting them to you and each other with singing or other musical accompaniment.

LOOKING WITHIN

Face Painting

Time: 30 to 45 minutes

Materials Needed:

- face paint or clown make-up

This activity may need the assistance of someone who has experience in putting on clown make-up or face painting.

Using the samples included in the resource section following this unit, have Cloverbud participants choose which face they would like painted on their own face. Depending on the maturity level of the participants in your Cloverbud project, you may choose to let participants practice putting face paint on each other or have some adult helpers for this activity.

If desired, have some 'dress up' clothes that participants can put on to complete the look.

Freeze Theatre

Time: 30 - 45 minutes

Materials Needed: none needed

Freeze theatre provides great practice at acting while also boosting confidence!

Start by explaining the concept of improvisational theatre. It is a type of acting that involves spontaneous action and dialogue. The fundamental goal of freeze theatre is to maintain the action, even if it seems silly. Remind everyone that freeze theatre is not charades, so they can make noise and improvise lines during the scene.

Select a volunteer to begin acting out a daily life action suggested by someone else. Start with simple activities such as washing the car, brushing your teeth, waking up in the morning or doing your homework. Then start doing more inventive actions such as blowing out candles on a birthday cake, running through the sprinklers or pushing a shopping cart with a bad wheel around a grocery store.

As the volunteer continues to act out the action, the other participants watch the performance. Then, at a point chosen by the Leader, the Leader will shout "freeze!" The volunteer freezes in the current

position. The Leader then asks the volunteer to say a line that fits with what they are currently doing in the position they are in. Then the Leader chooses a second volunteer and two volunteers start acting out the action suggested for them. Once again, the Leader shouts “freeze!” and each actor has to say whatever line comes to mind for the position they are in. The first volunteer then gets to sit down and the Leader chooses a new volunteer to start acting.

Once everyone has had a chance to act, create a finale by having actors join the scene one by one until everyone is participating. Direct the final scene to culminate with a frenzy of action, such as a disco dance contest, an Olympic race or clowns piling into a car.

WRAPPING THINGS UP

Mr. Brown the Circus Clown

Time: 10 to 15 minutes

Materials Needed: none needed

As a cool down from Freeze Theatre, have Cloverbud participants sit and read the following poem to them.

Mr. Brown the Circus Clown A Circus Poem for Kids

*Mr. Brown, the circus clown
puts his clothes on upside down.
He wears his hat upon his toes
and socks and shoes upon his nose.*

*He ties his ties around his thighs
and wraps his belt around his eyes.
He hangs his earrings from his hips
and stockings from his fingertips.*

*He puts his glasses on his feet
and shirt and coat around his seat.
And when he's dressed, at last he stands
and walks around upon his hands.*

Author -- Kenn Nesbitt

Discuss what this clown might look like and, if time permits, have Cloverbud participants either draw or paint a picture of the clown described in the poem.

Clown Cupcakes

Time: 20 to 30 minutes (plus baking time)

Materials Needed:

- cake mix
- cupcake pan
- cake icing
- edible ornaments for the top of a cupcake (jelly beans, candy, string licorice, raisins, chocolate chips, fruit, etc.)

Prepare the cake mix (either from scratch or according to directions on the box), pour into cupcake pan and bake cupcakes according to package directions.

Once cupcakes are cooled, ice the cupcakes and then have Cloverbud participants individually decorate their own cupcake to make it look like a clown's face using whichever edible ornaments are available.

Enjoy the tasty treat!

ADJOURNMENT

Additional Activities:

- Have a professional Clown come to a meeting.
- Take a field trip to a circus or to a local fair that will have a clown.
- Dress up as clowns and entertain at a local senior's home.
- Dress up as clowns and participate in a local parade or community event.

References:

Education.com www.education.com

Funny Colouring www.funncoloring.com

Poetry 4 Kids.com www.poetry4kids.com

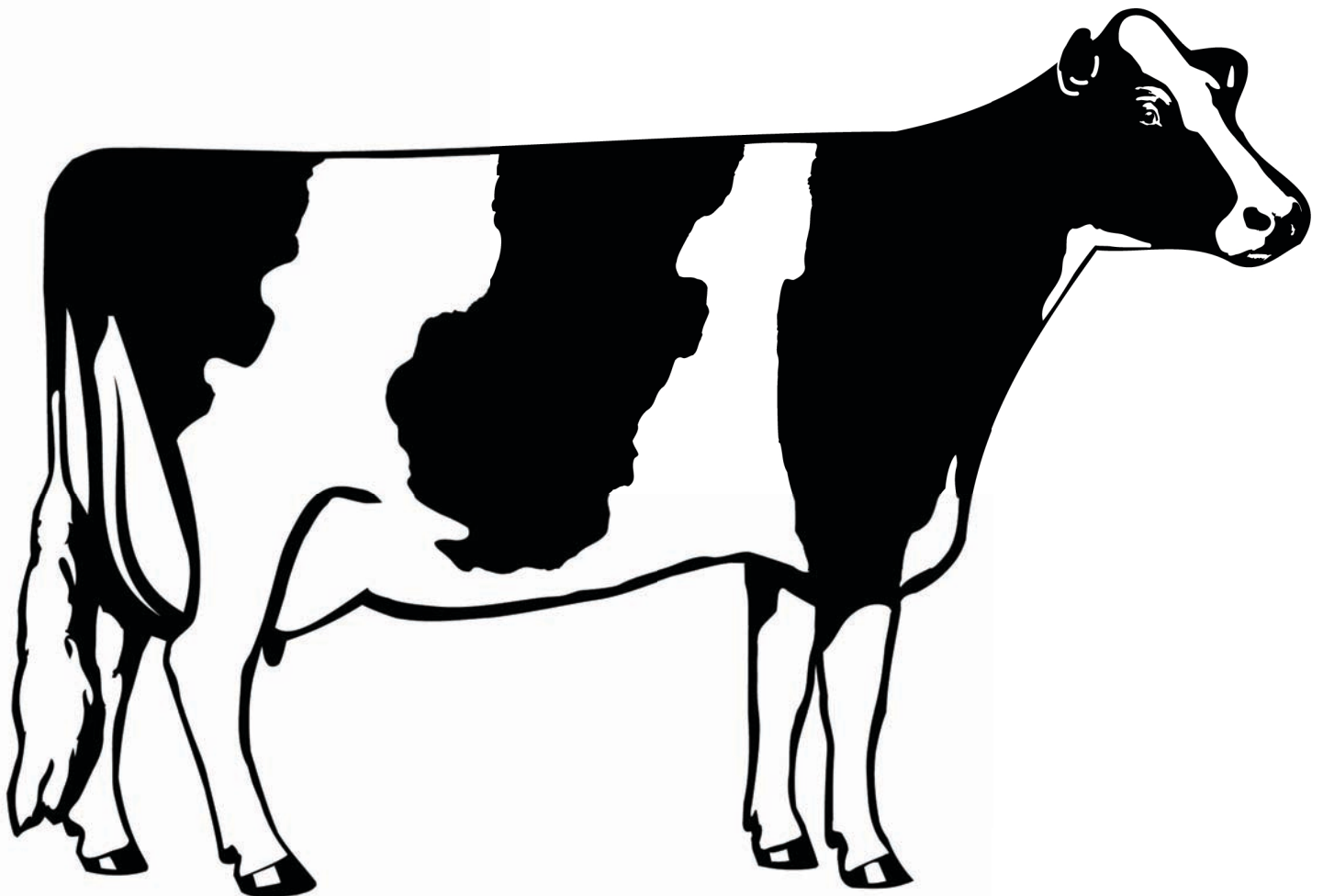
Did you know that..?

Clowning became more fashionable in the mid seventeenth century when clowns began to include slapstick, physical distortions and energetic novelties into their routines.

Source: www.encyclopedia.com



Dairy Cow Nutrition





4-H Ontario

The 4-H Pledge

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INTRODUCTION TO DAIRY COWS-NUTRITION

Objectives & Goals of the Unit:

- To explore the 4-H Dairy Project
- To learn what the nutrition requirements are for a dairy cow.
- To learn how a cow processes food.

Background:

What a dairy cow eats is vital to how much milk a dairy cow is able to produce. It also greatly affects the quality of the milk the cow produces. Depending on where the cow lives, what stage she is at in her cycle and what the season is, will all determine what nutrition the cow receives.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name one type of food a dairy cow eats.
- Name one thing you eat that a dairy cow shouldn't eat.
- How many stomachs do you think a dairy cow has?

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

Moo Cow Moo

Time: 15 to 20 minutes

Materials Needed:

- Small stuffed dairy cow

Start by teaching Cloverbud participants the following rhyme:

*Moo cow,
Moo cow,
Moo, moo, moo*

*Moo cow,
Moo cow,
Where are you?*

Discuss how farmers care for their animals and have to find them if they get out and wander or run away. The farmer must find their animals so they don't get hurt (or hurt someone or something) or eat something that they shouldn't.

Blindfold one of the participants and have another Cloverbud participant hide the stuffed cow somewhere in the room. As the blindfolded participant looks for the cow, participants will recite the rhyme, getting louder when the blindfolded participant is getting closer to the stuffed cow and quieter when he or she gets farther away.

Once the blindfolded participant has found the stuffed cow, he or she can take off their blindfold and a new participant can wear the blindfold and have the group help them to find the cow.

LET'S EXPLORE

What Do Cows Eat?

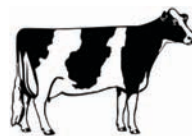
Time: 30 minutes

Materials Needed:

- Corn kernels
- Soybeans (roasted if possible)
- Grass
- Alfalfa and/or timothy hay
- Corn silage
- Haylage
- Barley
- Straw

Did you know that..?

A cow has 4 stomachs – they are the rumen, reticulum, omasum and abomasum.



Have stations set up with each of the above samples. Have each sample in a dish or a bag. Don't let Cloverbud participants see the samples.

Blindfold Cloverbud participants and have them work their way through each station, smelling and feeling the samples. Ask them if they know what it is.

Chew it Twice!

Time: 20 to 30 minutes

Materials Needed:

- Chew it Twice worksheet (found in the Resource section at the end of this unit)

Hand out the Chew it Twice worksheets to Cloverbud participants. They will trace the path of the cow's food with their fingers as the Leader reads the following:

Have you ever noticed, whenever you see a cow, it always seems to be chewing something? That is because the cow has to chew its food twice. What you are watching is the cow "chewing its cud." Bovine animals, both cows and bulls, are unique, because they have four parts to their stomachs. Human stomachs have only one part.

After the cow takes a bite of grass or hay, the first place the food moves is to the rumen (roo'

mihn). Here the food is partly digested by the bacteria that live in the rumen. The food is then passed to the reticulum (reh tik' yu lum), which is a membrane with "honeycombed" ridges. These ridges break the food down into smaller pieces. Then the cow regurgitates those pieces so it can chew them again.

The partly-digested food that comes back into the cow's mouth is called cud. The cow rechews the food with its powerful back teeth to break it down even more. This is what the cow is doing when it "chews its cud." As the cow swallows, and saliva washes the cud back into the cow's system, the food now flows into the omasum (oh mah' sum), the third section of the stomach. During this process the food breaks down into vitamins and nutrients that the cow's body absorbs to meet its daily nutritional needs.

The fourth division of a cow's stomach is the abomasum (a bo man' sum). The final digestive process takes place here. In the abomasum the cow's system gets all the remaining good value it needs from the food before letting it pass to the intestines. The intestines store the unused food portions and continue to absorb some nutrients from them until there is enough to push out the back side of the cow as waste material, or cow manure.

Some experts think a cow's digestive system developed as it did for survival. Since bovine animals are hunted animals in the wild, it must eat quickly and eat as much as possible. The grasses the animal eats are stored in the second stomach until it finds a safe place to eat. Then the animal brings up the food, the cud, to chew.

Have Cloverbud participants colour the cow in the picture.

LOOKING WITHIN

Corn Scavenger Hunt

Time: 30 minutes

Materials Needed:

- Large pail or shallow kids empty swimming pool
- Dry corn kernels
- Small erasers, pennies, etc. (something small that will be hard to find in the corn)

Fill a large pail or small swimming pool with dry corn kernels. Then mix in whatever the small prizes are. Make sure Cloverbud participants don't see what you have mixed in.

Have Cloverbud participants use their hands to look through the corn to find the prizes. To make this more difficult, have children wear sunglasses to simulate the reduced spectrum of colours that a cow can see.

Cows in the Field

Time: 15 to 20 minutes

Materials Needed:

- Construction paper
- White paint
- Paper plate or shallow container
- Glue
- Marker
- Scissors



1. From a green piece of construction paper cut out a strip of green grass. Cut out a round yellow circle for a sun. Glue or tape these pieces on to a sheet of blue construction paper.



2. Pour some white paint into a paper plate or shallow dish. Dip a finger into the paint and press onto the paper (some where close to the grass would be good). Dip another finger into paint and press again to make the cow's head. Repeat for as many cows you would like in your field.



3. Once the white paint is dry, draw on spots, eye, horn and legs, with a black marker. Another alternative is to dab on the spots with a Q-Tip tipped in black paint.

• Source: Busy Bee Kid's Crafts www.busybeekidscrafts.com

Dairy Cow Paper Craft

Time: 15 to 20 minutes

Materials Needed:

- Dairy Cow templates (found in the Resource section at the end of this unit)
- Scissors
- Glue

Print out the templates and cut out the pieces. Glue the cow together in the following order:

1. legs onto the bottom of the large oval body
2. tummy (circle) onto the body
3. arms onto the sides of the body so it looks like he has his hooves on his hips
4. smile (oval) onto the head
5. head/smile onto the body
6. ears and horns onto the head

See picture on the template for further help

WRAPPING THINGS UP

Brown Cow

Time: 10 to 15 minutes

Materials Needed:

- none needed

Read the following poem to Cloverbud participants.

*Brown Cow
No wonder you're always eating,
On the plains and on the hill,
Brown cow, no doubt you're hungry,
You have four stomachs to fill!*

Author unknown.

Have Cloverbud participants draw, colour and/or paint a picture of what they think the Brown Cow outside eating looks like.

Frozen Smoothie Pops

Time: 15 to 20 minutes (plus freezing time)

Materials Needed:

- recipes for Smoothie Pops (found below)

Triple Berry Smoothie Pops:

1 cup (250 mL) fresh or frozen strawberries
1 cup (250 mL) fresh or frozen blueberries
1 tbsp (15 mL) sugar or liquid honey
1 cup (250 mL) milk
1/2 cup (125 mL) raspberry-flavoured yogurt

Just Peachy Smoothie Pops:

2 cups (500 mL) fresh, canned or frozen peaches or apricots, sliced
2 tbsp (30 mL) liquid honey or sugar
1 cup (250 mL) milk
1/2 cup (125 mL) peach yogurt or vanilla-flavoured yogurt

Banana Pineapple Smoothie Pops:

1 very ripe banana
1 cup (250 mL) frozen or drained canned pineapple chunks
1 to 2 tbsp (15 to 30 mL) sugar or liquid honey
1 cup (250 mL) milk
1/2 cup (125 mL) vanilla-flavoured yogurt or plain yogurt

In a blender, combine fruit and honey or sugar and milk; purée until smooth. Add yogurt and pulse just

until combined. Pour into ice-pop moulds and insert sticks, or pour into 1/3 cup (80 mL) paper cups. If using paper cups, freeze until partially firm then insert sticks, straws or plastic spoons.

Freeze until solid, for 2 to 4 hours or up to 2 weeks.

Tip:

If using paper cups, once the smoothies are frozen solid, transfer to an airtight container to make sure they don't get freezer burn.

ADJOURNMENT

Additional Activities:

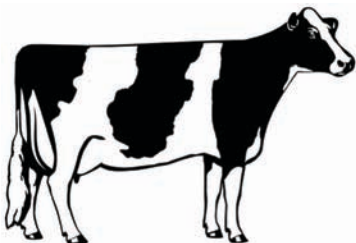
- Visit a dairy farm and watch cows being fed and see what they eat.
- Visit a feed mill to see how prepared feed is made.
- Have a dairy farmer, a dairy nutritionist or a farmer that grows crops (may be the same person as a dairy farmer) as a guest speaker at a meeting.
- Take a virtual tour of a dairy farm by visiting www.farmissues.com

References:

Busy Bee Kid's Crafts www.busybeekidscrafts.com
Dairy Farmers of Canada www.dairygoodness.ca
Dairy Farmers of Ontario www.milk.org
Holstein Association USA www.holsteinusa.com
DLTK's Crafts for Kids www.dltk-kids.com
Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu>

Did you know that..?

Cows have no front teeth on the top of their mouth!
Cows have 32 teeth: 8 incisors on the bottom front, 6 molars on the top and bottom of each side and a tough pad of skin instead of teeth on the top front.

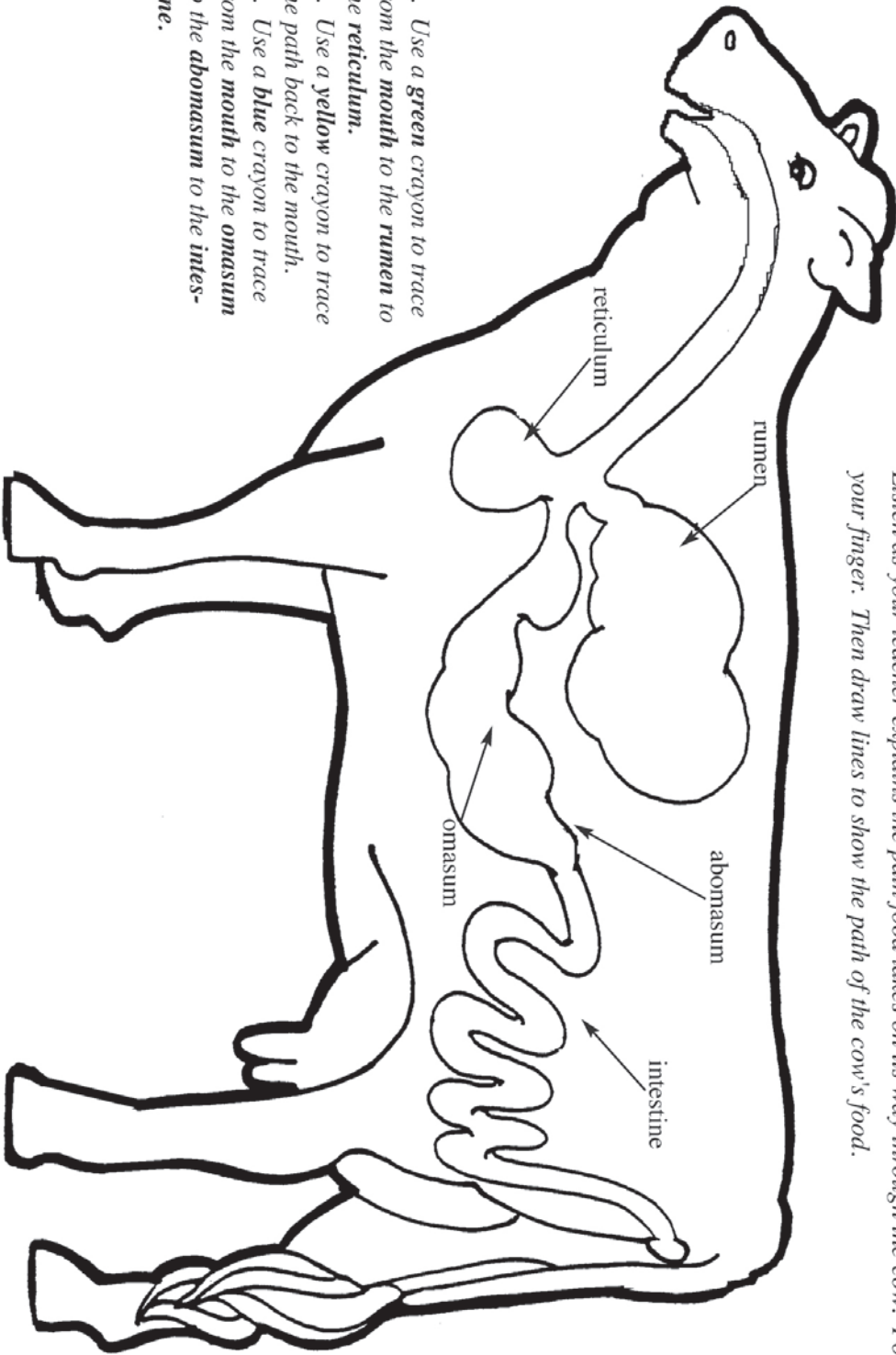


Resources:

Name _____

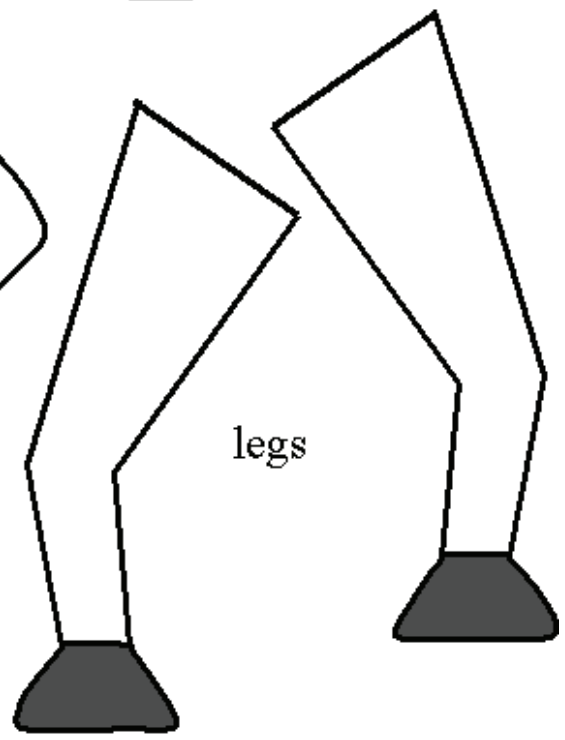
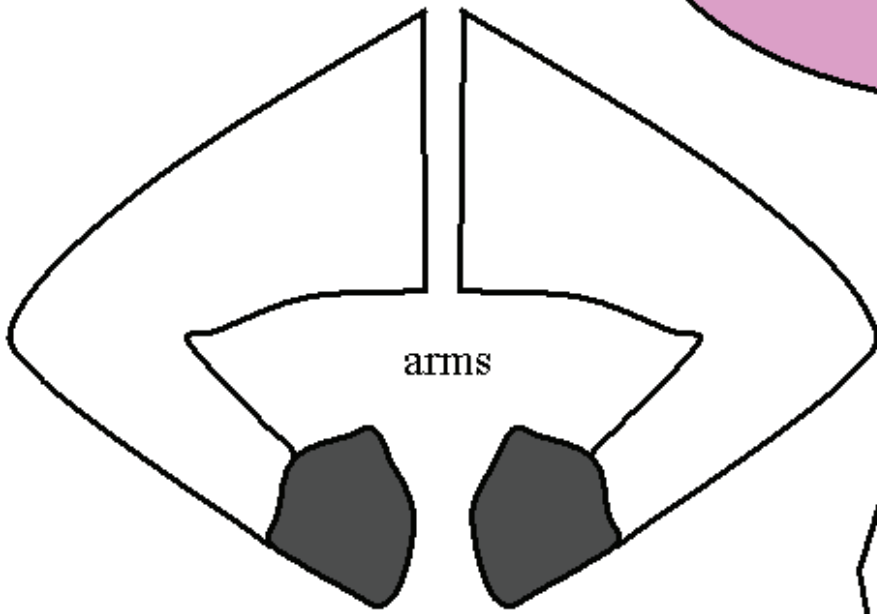
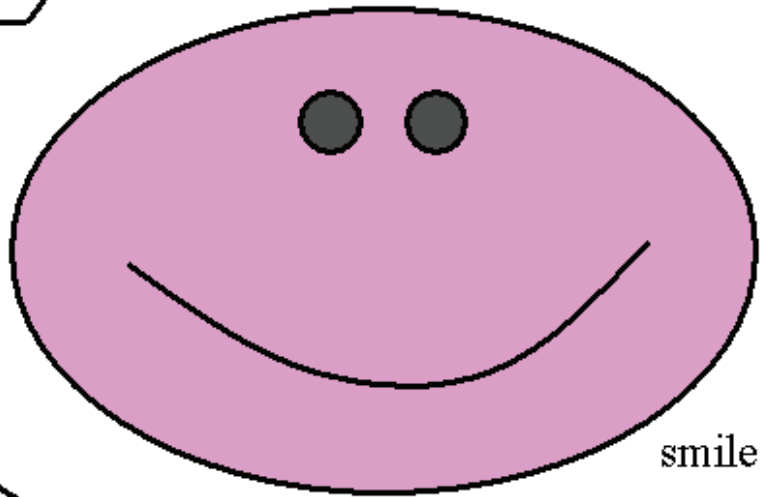
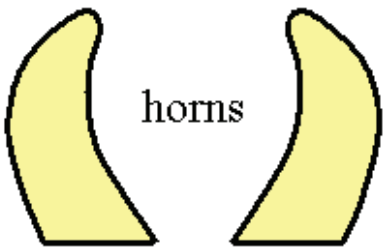
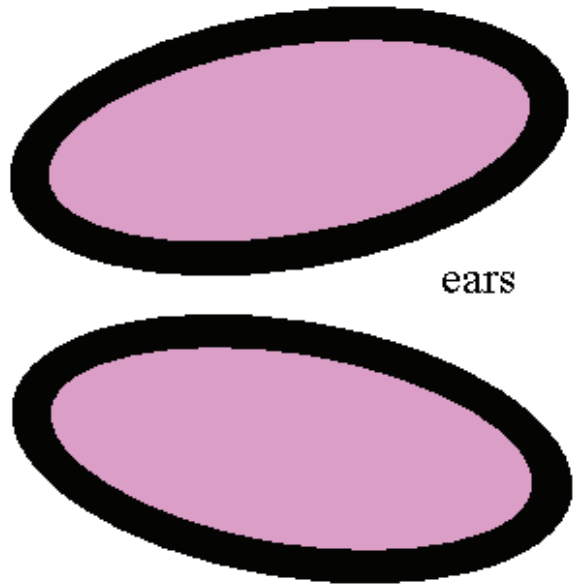
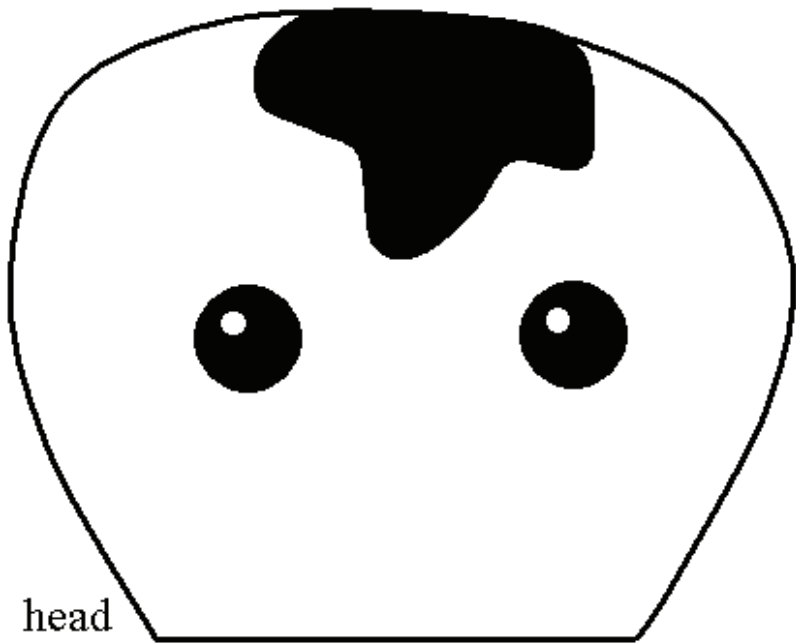
Chew It Twice

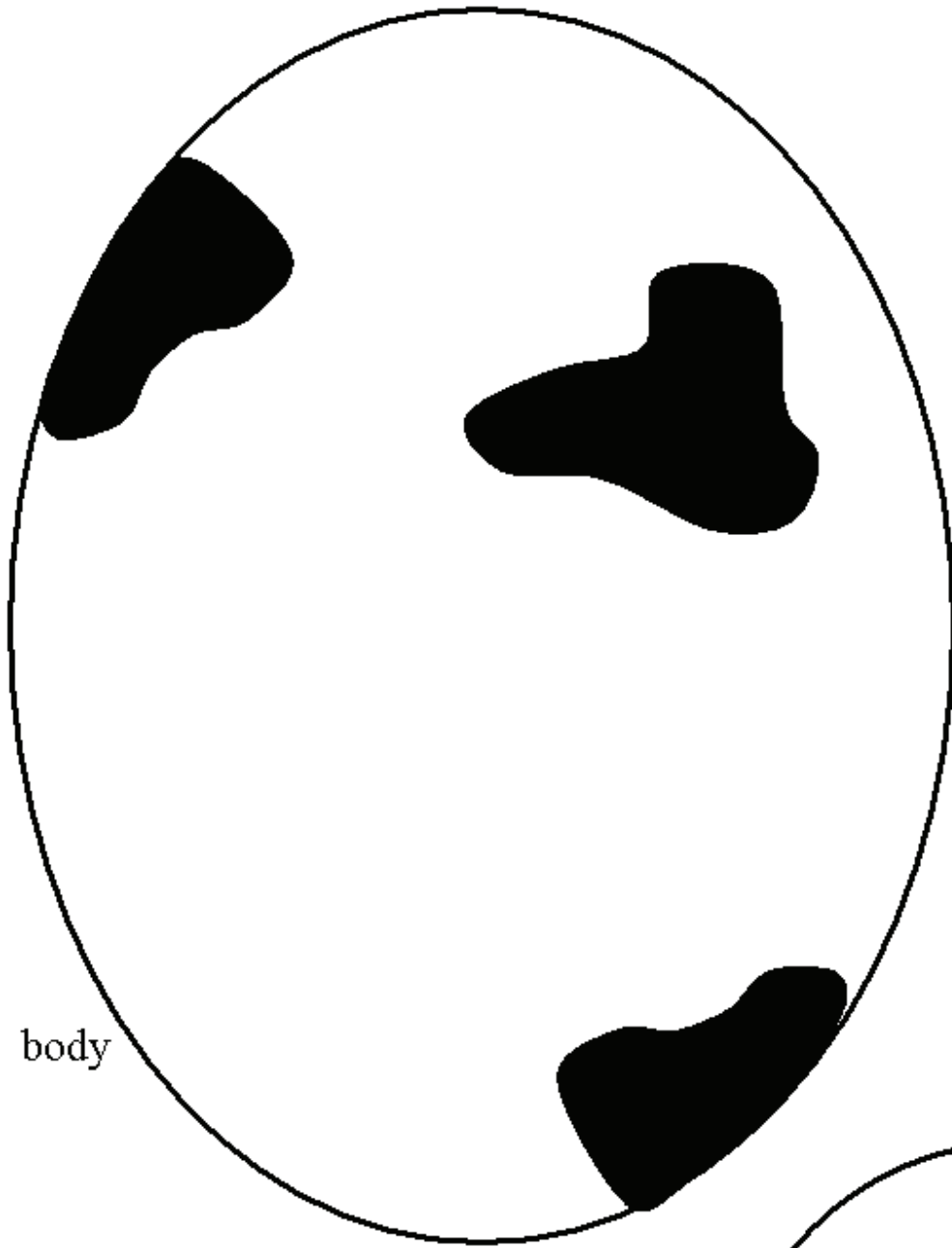
Listen as your teacher explains the path food takes on its way through the cow. Follow the path with your finger. Then draw lines to show the path of the cow's food.



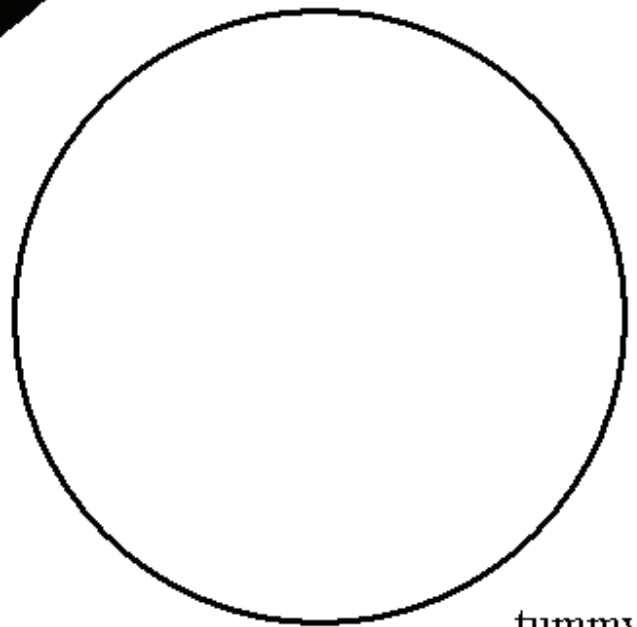
1. Use a green crayon to trace from the mouth to the rumen to the reticulum.
2. Use a yellow crayon to trace the path back to the mouth.
3. Use a blue crayon to trace from the mouth to the omasum to the abomasum to the intestine.

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

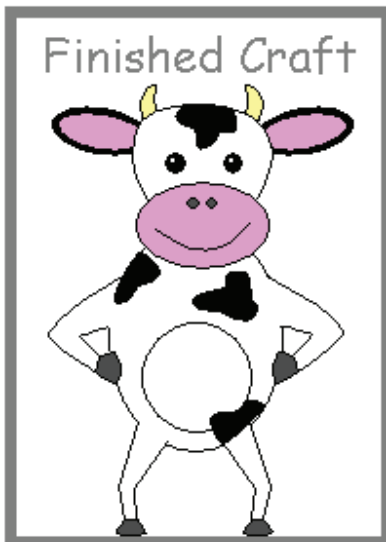




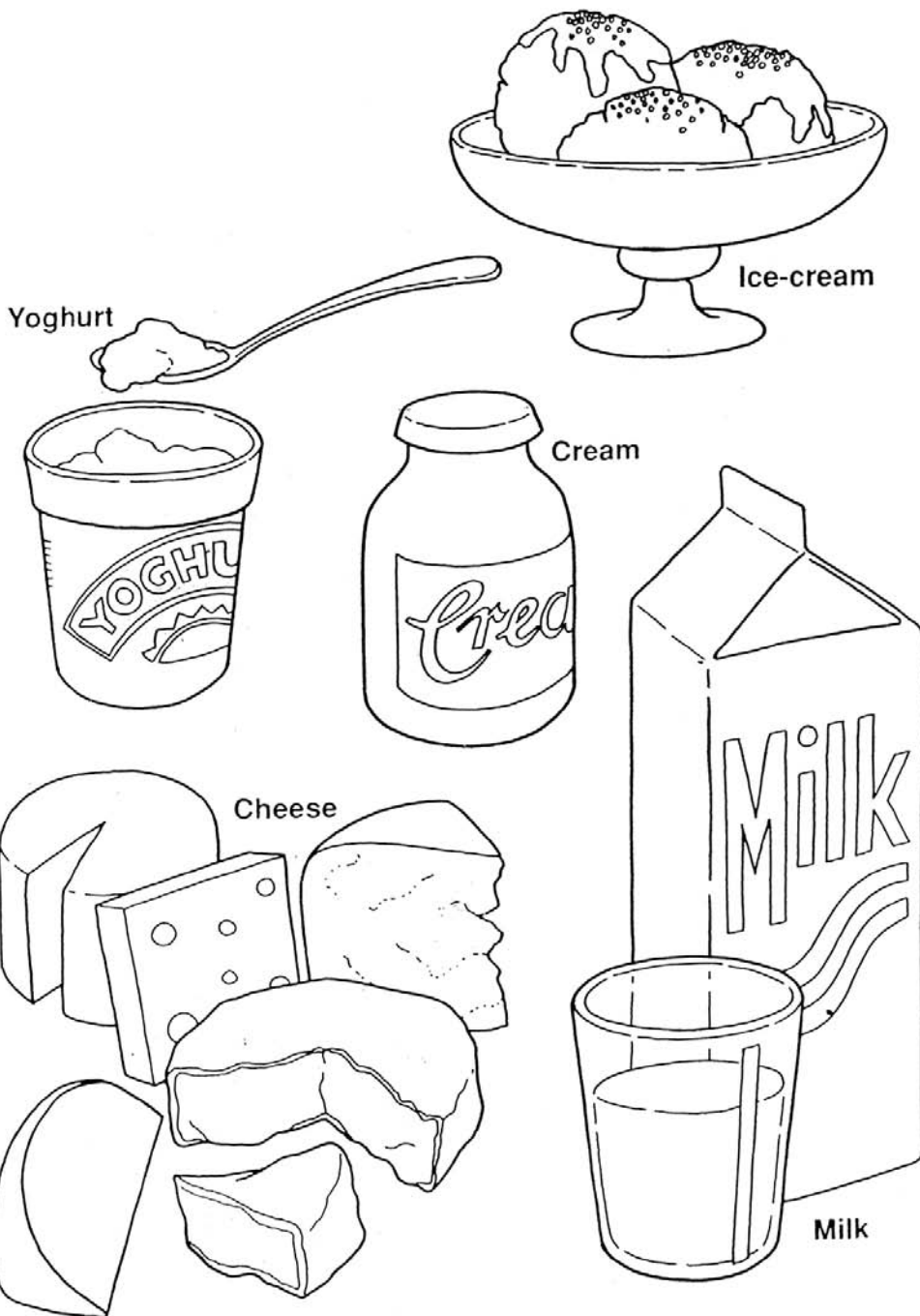
body



tummy



Dairy Cows- Processing





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

A special thank you to the Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Project for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of this project and was greatly appreciated.

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INTRODUCTION TO DAIRY COWS

MILK PROCESSING

Objectives & Goals of the Unit:

- To explore the 4-H Dairy Project
- To learn what different methods there are for milking cows.
- To learn about the journey of milk from the farm to the table.
- To learn about the products made from milk

Background:

The dairy industry is very complex. The journey of milk from the farm to the grocery store has many steps. Learn how milk is taken from the cow, tested and transported to a dairy processing facility and then turned into many different products.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name a product made from milk.
- Have you ever milked a cow before? A goat or sheep? If so, what was it like?
- What is your favourite product 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.

GETTING STARTED

Milking Cows... the Right Way

Time: 10 to 15 minutes

Materials Needed:

- 'Milking the Cows... the Right Way' worksheet
- Pencil

Divide Cloverbud participants into small groups, giving each group a copy of the "Milking the Cows ... the Right Way" worksheet and tell them to place the steps in the proper order. Have all groups start at the same time. The first group finished, with the steps in the correct order, wins.

If a cow is available for a milking demonstration to reinforce this activity – that is ideal; however, it should not be expected that a host farmer should leave a cow un milked for this activity.

Review the steps and why they are important. Why is it important to do them in the proper order? What other areas of your life/farm use guidelines to ensure health and safety?

Correct milking order:

1. Milk your cows at the same time every day. Provide a clean, stress-free environment and routine for milking
2. Wash the teats with a warm sanitizer solution or pre-dip solution
3. Dry teats using a new towel for each cow
4. Squirt a few streams of milk from each quarter into a strip cup to look for any problems
5. When the teats look full of milk or within 30-40 seconds of washing the udder, attach the milker unit to each cow
6. During milking, adjust the milker to make sure the cow milks evenly
7. Do not overmilk. Cows usually take 4-6 minutes to milk out
8. When milk flow stops, shut off the vacuum to the claw and remove the milker.
9. Dip the teats in a teat dip.

Different Ways to Milk Cows

Time: 10 to 15 minutes

Materials Needed:

- none needed

Discuss how participants think cows are milked – Robots? Milking machines? By hand? Depending where in the world a cow is being milked, any one of these answers could be correct.

Using the pictures found in the Resource section (at the end of this unit) discuss the most common ways cows in Canada are milked - tie-stall, milking parlour, rotary milkers and robotic milking.

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 in a tie-stall set-up. There is no competition for the cow to get feed or water but she also doesn't get to walk much at all during the day.

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 milk 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 all the rest of the cows. Cows have to compete against one another for manger and water bowl space but also get exercise from walking around.

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.

Cows are generally either milked 2 times or 3 times a day depending on the wishes of the farmer. If cows are used to being milked twice a day, they must be milked twice a day every day. They can't be switched back and forth from twice to 3 times a day depending on how busy the farmer is as cows need to be on a consistent schedule.

LET'S EXPLORE

Milk A Cow

Time: 10 to 15 minutes

Materials Needed:

- Rubber glove
- Small pin
- Water
- String
- Spoon

Take a rubber glove and poke a small hole in one or two fingers. Fill the glove with warm water and then tie the glove tightly at the wrist.

Have someone hold the rubber glove. Each participant will get a chance to “milk the cow”, filling a spoon with water.

Once the spoon is full, the next person can start. Keep going until everyone has had a chance to participate.

This can be done as a race. Divide the group into two team. Have each team stand behind a start line. One by one, each team member has to run to the far end grab a spoon and milk the glove until the spoon is full. Then, the participant must run back to their teammates without spilling the water. Have a measuring cup at the start line that the participant can empty their spoon into. The team with the most “milk” in their measuring cup wins.

Milk Carton Barn

Time: 10 to 15 minutes

Materials Needed:

- 500mL or 1 Litre cardboard milk carton
- Red and black paint
- Paintbrush
- Marker
- Box cutter or craft knife (to be used by the Leaders)

Build a barn for all of your farm friends!

Have Cloverbud participants paint the entire milk carton with red paint. After it has dried, use the box cutter to cut a door and window in the carton. When the window and door are cut, the child may complete the barn by painting the roof black and outlining the door and window in black.

When completely dry, the barn can be used as a home for small plastic farm animals.

LOOKING WITHIN

Ice Cube Ice Cream

Time: 30 to 40 minutes

Materials Needed:

- Short, fat aluminum can
- Paper cup (taller than the can)
- Spoon
- Small ice cubes
- Box of table salt
- Aluminum foil
- Rubber band
- Milk, cream or half and half
- Sugar or honey
- Vanilla
- Mittens or gloves

Method for making Ice Cube Ice Cream

Fill the paper cup a little more than half full of milk, cream or half and half. Stir in a tiny pinch of salt, a few drops of vanilla and a spoon of honey or sugar.

Cover the cup tightly with foil and put a rubber band around the top to hold the foil. Set the cup in the centre of the can. Put on your gloves and break the ice cubes into small pieces. Arrange one layer of ice cubes in the can around the cup.

Sprinkle 45mL (3 tablespoons) of salt over the ice cubes. Follow with another layer of ice, then another 45mL of salt and keep repeating until the space is filled. Using more salt speeds up the processing but make coarser textured ice cream. Take the foil off the cup and stir the milk mixture vigorously with the spoon. Keep stirring for a long time. The mixture will begin to harden into soft ice cream.

If the ice melts away quickly, add more layers of salt and ice.

When the ice cream is ready, take the cup out and enjoy the tasty treat.

Making Yogurt

Time: 30 minutes (plus four hours to stand or overnight)

Yield: 1 Litre

Materials Needed:

- 750mL (3 cups) homo (3.25%), 2% or skim milk
- 175mL (3/4 cup) skim milk powder
- 30mL (2 tbsp.) plain yogurt (without added gelatin)
- Medium saucepan or double boiler
- Liquid glass measuring cup
- Small measuring spoons
- Wooded spoon
- Candy thermometer
- Small bowl
- Wide mouth thermos or jars
- Plastic wrap
- Large pan with lid

Make your own yogurt and control the fat and sugar content. To jazz up your yogurt, mix with mashed, canned, fresh or frozen fruit, add honey, maple syrup, granola, thawed undiluted juice concentrate or jam. Thoroughly wash and rinse a wide mouth thermos bottle. Fill with boiling water, cap tightly and set aside. Combine milk and skim milk powder in top of a double boiler over simmering water OR saucepan over medium heat.

Heat milk, stirring occasionally to 82°C (140°F) on a candy thermometer or until tiny bubbles appear around the edge of the saucepan.

Cool the milk to 45°C (113°F) or until a drop feels barely warm when tested on inside of wrist.

Remove 30mL heated milk. Stir into “starter” yogurt. Return to double boiler or saucepan.

Empty thermos, shaking well to remove all water possible. Pour in milk-yogurt mixture. Cap tightly. Set where it will not be disturbed. Leave 4 hours or until coagulated.

Pour yogurt into clean container. Cover and refrigerate immediately. When cool, stir yogurt into smooth paste. Add any extras you want in your yogurt. Cover and return to refrigerator.

**If you don't have a thermos bottle, pour yogurt-milk mixture into warm jars. Seal with plastic wrap then lids. Place jars in a large pan of lukewarm water and cover. Set pan in cold oven and turn on oven light. Leave for 4 hours or until coagulated.

WRAPPING THINGS UP

Milk Journey Puzzle

Time: 45 minutes

Materials Needed:

- Copies of the Milk's Journey puzzle (found in the Resource section at the end of this unit) cut out and mixed up
- Magazines containing milk advertisements
- Pencils (regular and coloured)
- Glue
- Scissors
- Paper
- Markers

Cloverbud participants will learn about the journey milk takes from the farm to the store shelf. Give the group the puzzle, and have them try to put the pieces back together. (Hint: if you have a large group, use more than one puzzle.)

Once the pieces are back together, the members can each choose a step in the process about which to create a poster. If there's not enough time for members to complete the poster at the meeting have them take them home to complete.

Display the posters at the next meeting, and even at your Awards Program!

Ask Cloverbud participants why milk has to go through so many steps to get from the farm to the store? (e.g. to make sure it's a healthy drink; it takes many steps to process milk properly; there are rules about how milk is produced and shipped)

ADJOURNMENT

Additional Activities:

- Visit a dairy farm during milking time to see how cows are milked.
- Visit a dairy processing facility
- Have a dairy farmer, milk truck driver, cheesemaker or anyone else who processes milk as a guest speaker at a meeting.
- Make butter or yogurt at a meeting.

References:

Dairy Farmers of Canada www.dairygoodness.ca

Dairy Farmers of Ontario www.milk.org

Golden Cow www.goldencow.com.au

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

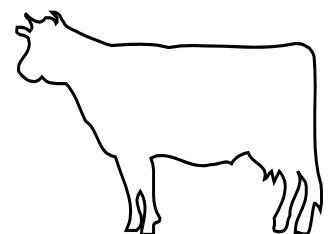
Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu>

Teacher Fun Zone www.teacherfunzone.com

Resources:

Did you know that..?

Young female dairy cattle are called heifers (pronounced 'heffers'). When a heifer has a calf, then she's called a cow. A cow doesn't start giving milk until after she's had her first calf.



Milking the Cows...the Right Way

Number each step in the proper order.

- _____ Wash the teats with a warm sanitizer solution or pre-dip
- _____ Squirt a few streams of milk from each quarter into a strip cup to look for any problems
- _____ Milk your cows at the same time every day. Provide a clean, stress-free environment and routine for milking
- _____ During milking, adjust the milker to make sure the cow milks evenly
- _____ When the teats look full of milk or within 30-40 seconds of washing the udder, attach the milker unit to the cow
- _____ Dip the teats in teat dip
- _____ Do not overmilk. Cows usually take 4-6 minutes to milk out.
- _____ Dry the teats using a new paper towel for each cow
- _____ When milk flow stops, shut off the vacuum to the claw and remove the milker.

MILKING BY HAND



Source: www.sodahead.com

PIPELINE MILKING SYSTEM



Source: www.risto-gbr.com

MILKING PARLOUR



Source: www.uwex.edu

ROTARY MILKING PARLOUR

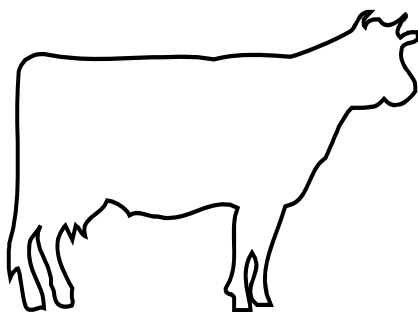


Source: www.telegraph.co.uk

ROBOT MILKING



Source: www.dairymoos.com



Did you know that..?

No two cows have the same pattern or spots.

Fall Festival





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO FALL FESTIVAL, HARVEST OF FUN

Objectives & Goals of the Unit:

- To learn about the different uses for fruits and vegetables
- To develop an appreciation for growing and caring for plants
- To experience what harvest is like in the area in which the Cloverbud participant lives
- To learn to appreciate the variety of produce grown and harvested in the fall

Background:

Celebrate the bounty of the fall harvest. Teach children that plants have a variety of uses. By taking common fruits and vegetables which we eat and using them in creative ways, excite children about plants. To set the spirit of this unit, have buckets or baskets full of apples, pumpkins and other squash around the room

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What is your favourite fruit?
- What is your favourite vegetable?
- Do you have a garden where you live? What do you grow in it?

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

GETTING STARTED

Ontario Harvest Fruits and Vegetables

Time: 10 to 15 minutes

Materials Needed:

- none needed

Have the Cloverbud participants name an Ontario Fall Harvest fruit or vegetable that start with the first letter of their first name. If they aren't able to list one, try the first letter of their last name.

Feel free to add to the list!

A - apple, acorn squash

B - beets, butternut squash

C - cucumber, corn, carrot

D - Delicious apples

G - gourd, Granny Smith apples, green pepper
I - Ida Red apples
L - leek
M - MacIntosh apples
O - onion
P - pumpkin, potato, pepper, pear, parsnip
R - rutabaga, red pepper
S - squash, sunflower, soybean, sweet potato
T - tomato, turnip
Y - yam
Z - zuchinni

Seeds for Snacks

Time: 10 to 15 minutes

Materials Needed:

- pumpkin seeds
- tray or cookies sheet
- oil or margarine
- salt if desired

Roast pumpkin seeds for the group to taste as a treat. Pumpkin seeds should be roasted about 3 to 4 hours before the meeting.

Instructions for roasting pumpkin seeds:

Toss dried pumpkin seeds with a little oil and roast in a 250 degree oven for 10 to 15 minutes.

Dried seeds can also be sautéed in a skillet with butter or margarine until their colour begins to turn dark. Salt lightly if desired. Stir frequently to avoid scorching.

What other seeds can we eat as snacks?

LET'S EXPLORE

Pumpkin Carving

Time: 30 to 40 minutes

Materials Needed:

- pumpkin
- newspaper
- markers
- carving knife (to be used by Leaders and parent helpers)

Spread newspaper out on work area. Have each child choose a pumpkin (or have children work in pairs depending on how many pumpkins are available). Have children draw a face on their pumpkin.

Cut out the top of the pumpkin and let the children clean out the inside of the pumpkin. Have the children sort out the seeds and save them.

Once the pumpkin is cleaned out have a Leader or parent helper carve out the face.

Squash Zoo Animals

Time: 30 minutes (plus drying time)

Materials Needed:

- variety of squash
- markers
- paints

Have each child select a squash from the pile. Each child can decorate their own squash like their favourite zoo animal. Share the animals with the group, complete with animal noises.

Explain to the children that each of us have a favourite animal and that we are all unique and different and can make our own designs. Could we make other things from squash?

Apple Smiles

NOTE: ACTIVITY USES PEANUT BUTTER!

Time: 15 to 20 minutes

Materials Needed:

- apple slices
- peanut butter
- miniature marshmallows
- table knives

Prepare apples before meeting by washing, removing cores and slicing into eight wedges. Each child will spread peanut butter on two apple wedges (the lips). Place four to five marshmallows between the "lips" for teeth. Press the wedges together and enjoy and a delicious and nutritious snack.

Explain that we can have fun creating our own nutritious snacks. What other types of treats could be made from apples?

LOOKING WITHIN

Miniature Garden (or Windowsill Garden)

Time: 15 to 20 minutes (plus drying time)

Materials Needed:

- drainage gravel or rocks
- potting soil
- beet and/or carrot seeds
- garden trowel
- household fertilizer
- plastic
- fiberglass or terra cotta flower box

Prepare the box by first putting in 1 to cm of gravel and then the soil. Have the children take turns planting the seeds. Water the box. At each meeting, have the Cloverbuds check their “garden” and water it if necessary. Thin plants if necessary. As the plants grow, fertilize them. Explain to the children that the fertilizer is to plants like vitamins are to people.

Coloured Leaf Collage

Time: 30 minutes

Materials Needed:

- a variety of fall leaves (variety will vary depending on where you live)
- glue
- cardstock

Go for a nature walk in a forest, a field or in someone’s backyard. Gather a variety of leaves.

Discuss the multitude of colours displayed by the trees in the fall.

Discuss the variety of leaves found on the ground in the fall. Name each type of leaf. Have the children create a collage of leaves to re-create a fall season picture.

WRAPPING THINGS UP

Play Dough Pumpkins

Time: 20 to 30 minutes (plus drying time)

Materials Needed:

popcorn seeds

plastic margarine tub lid

orange Playdough™ or orange homemade playdough (red and yellow food colouring

- 125mL (½ cup) salt
- 125mL (½ cup) hot water
- 60mL (¼ cup) cold water
- 125mL (½ cup) cornstarch
- saucepan
- stirring utensil)

Approximately 3 cups of play-dough is needed for every 6 to 8 children in order to have enough for each child to make a small pumpkin creation.

Press orange play-dough into the plastic lid. Next, press in popcorn seeds to make a jack-o-lantern face. Allow the play dough to dry. The play-dough can be left in the lid or taken out. Point out that they just found another new way to use a different kind of seed.

Instructions for Homemade Play-dough

Heat salt, and hot water in a saucepan until it boils. In a small bowl, stir the cold water into the cornstarch and add to the boiling water. Stir and break up lumps. Stirring continuously, cook over low heat until play dough is the desired consistency. Dump play dough onto a plate to cool. When cool, knead until pliable.

ADJOURNMENT

Additional Activities:

- Visit a fruit or vegetable farm. Visit an apple orchard.
- Visit a Farmer's Market.
- Make other recipes using fall harvest vegetables.

References:

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Squidoo www.squidoo.com

Farm Machinery





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO FARM MACHINERY

Objectives & Goals of the Unit:

- To explore the various 4-H Farm Machinery Projects
- To learn what different pieces of farm machinery look like.
- To understand what function different pieces of farm machinery have.

Background:

Farmers rely on a lot of different types of farm machinery to be able to grow crops and look after their livestock. Find out what the names of each of the pieces of machinery are and what they do to help farmers with the business of farming.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name a piece of farm machinery.
- Do you have a favourite kind of tractor? If so, what is it?
- Name a piece of farm machinery that is used to harvest crops.

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 Colour is Your Tractor?

Time: 15 to 20 minutes

Materials Needed:

- 'Tractor' template (found in the Resource section at the end of this unit)
- Crayons
- Scissors
- Glue
- 8 ½" X 11" piece of construction paper

Have Cloverbud participants colour their tractor in their favourite colour of tractor. Explain that currently tractors on the market are either forest green, lime green, blue, red, yellow, silver or orange.

Once colouring is completed, have the participants cut out the various parts of the tractor and have them place the pieces on a piece of construction paper. Review the pieces to make sure everyone has them in the right spot.

Glue pieces of the tractor to the construction paper.

Farm Machinery Collage

Time: 10 to 15 minutes

Materials Needed:

- Magazines containing pictures of farm machinery
- Scissors
- Glue
- Large blank sheet of paper

Have Cloverbud participants search through magazines and cut out various pictures of farm machinery. Have them make a collage of the pictures and glue them to the blank sheet of paper. Ask for a volunteer in the group to get up in front of everyone to review the pictures on their collage.

LET'S EXPLORE

Farm Machinery Identification

Time: 30 to 40 minutes

Materials Needed:

- 'Farm Machinery' worksheets (found in the Resource section at the end of this unit)
- Magazines with pictures of farm machinery OR look for pictures of farm machinery on the Internet
- Scissors
- Glue

Using the worksheets provided, have Cloverbud participants find one picture for each category on the worksheets. When the worksheets are filled, review the pictures and discuss what each piece of farm machinery does for the farmer.

Tractor Obstacle Course

Time: 20 to 30 minutes (depending on the number of children in the club)

Materials Needed:

- Pedal tractor
- Pylons (or other obstacle type items)
- Stop watch
- Clip board and paper

Have each child test their tractor driving skills while making their way through an obstacle course on a pedal tractor. If the children are pretty good at it, time them to see who can do it the fastest while staying on course.

Note: A number of Agricultural Societies have children's pedal tractors that might be able to be borrowed for this activity. Or, a local machinery dealership may have a pedal tractor that they are willing to loan out for an evening.

Tractor Pull

Time: 20 to 30 minutes (depending on the number of children in the club)

Materials Needed:

- Pedal tractor
- Pulling boat
- Measuring tape
- Clip board and paper

Have each child test their tractor driving skills while pulling a weighted boat behind their tractor. Have a measuring tape ready to measure the distance the child was able to pedal before they can't move anymore.

Note: A number of Agricultural Societies have children's pedal tractors and pulling boats that might be able to be borrowed for this activity. Or, a local machinery dealership may be able to help out.

LOOKING WITHIN

Footprint Tractor & Thumbprint Chicks

Time: 30 to 40 minutes

Materials Needed:

- Paper (at least 8 ½" X 11")
- Green, yellow and black tempera paint
- Paintbrush
- Coloured pencil crayons



Dip the child's foot in the green paint and then have them set their foot down on the paper, being careful not to move it sideways and smudge the print. Have a bucket of water ready to put the child's foot in to wash it off.

Draw two circles below the footprint for tractor tires.

Dip the child's thumbs in yellow paint and have them press their thumbs on the paper to make little yellow 'chicks.'

Let the children paint on the rest of the features of the tractor and the grass at the bottom of the page.

Let the painting dry. Once dry, let the children colour in the last of the features using pencil crayons.

To make the grass look more interesting, use various shades of green pencil crayons throughout the grass once it's dry.

Did you know that..?

The most combine harvesters working simultaneously on a single field is 200 and was achieved by Harvest for Kids with Children's Camps International in the Rural Municipality of Stanley near Winkler, Manitoba, Canada, on August 7, 2010.

Source: www.guinnessworldrecords.com

Building Block Machinery

Time: 30 minutes

Materials Needed:

- Building blocks

The Challenge – build a piece of machinery other than a tractor out of building blocks. If the item is something that is normally pulled by a tractor, then have the children build a tractor to pull their newly built item. Depending on the amount of building blocks available, children may have to work in groups on this project. Once everyone has their item built, have each child (or group), stand in front of everyone and explain what they built and what it does for the farmer.

WRAPPING THINGS UP

Zesty Cheese Straws

Time: 30 minutes (plus 15 minutes cooking time)

Yield: 5 dozen

Materials Needed:

- 125mL (1/2 cup) butter, room temperature
- 500mL (2 cups) shredded sharp Cheddar cheese, at room temperature
- 375mL (1 1/2 cups) all-purpose flour
- 5mL (1 tsp) salt
- 1mL (1/4 tsp.) cayenne pepper
- Food processor
- Cookie sheet
- Measuring cups and spoons
- Piping bag (optional)



Source: Food Network
www.foodnetwork.com

Preheat the oven to 150oC (300oF).

In a food processor, add the butter, cheese, flour, salt and cayenne and process until a smooth dough is formed. Scoop it into a cookie press, fitted with a flat ridged tip. Pipe the dough in 2-inch strips onto a lightly greased cookie sheet. (Alternatively, refrigerate the dough for 30 minutes and roll on a lightly floured surface into a 3/4cm (1/4-inch) thick rectangle. Cut into smaller rectangles, about 5cm by 7.5cm (2 by 3-inches), with a pizza wheel or sharp knife.)

Bake for 10 to 15 minutes or until lightly browned.

Remove to racks to cool.

Did you know that..?

Four wheel drive articulated tractors are split in two halves, connected at the middle by a hydraulically operated hinge. They turn by pivoting on this hinge rather than turning their front wheels.

Marshmallow Haystacks

Time: 20 to 30 minutes

Materials Needed:

- Corn flake type cereal
- Marshmallows
- Butter or margarine
- Orange candy corn or candy pumpkin (optional)
- Stove top pot
- Waxed paper

Using the traditional rice crispy recipe, replace the rice cereal with corn flake cereal. Follow the instructions combining the cereal, melted marshmallows and butter. Mold the cereal mixture into the shape of haystacks. As an added option, add an orange candy corn or pumpkin to the top of each haystack.

Make Edible Human Grain Mix!

Time: 30 minutes

Materials Needed:

- Pretzels
- Various kinds of cereal
- Various kinds of cheese crackers
- Individual bowls or bags

Set out ingredients and have the children mix what they would like to eat.

ADJOURNMENT

Additional Activities:

- Visit a local farm machinery dealership.
- Attend a local fair to see different kinds of farm machinery.
- Have a farm machinery dealership owner or a person who restores antique farm machinery as a guest speaker at a meeting.

References:

About.com Homeschooling <http://homeschooling.about.com>

Food Network www.foodnetwork.com

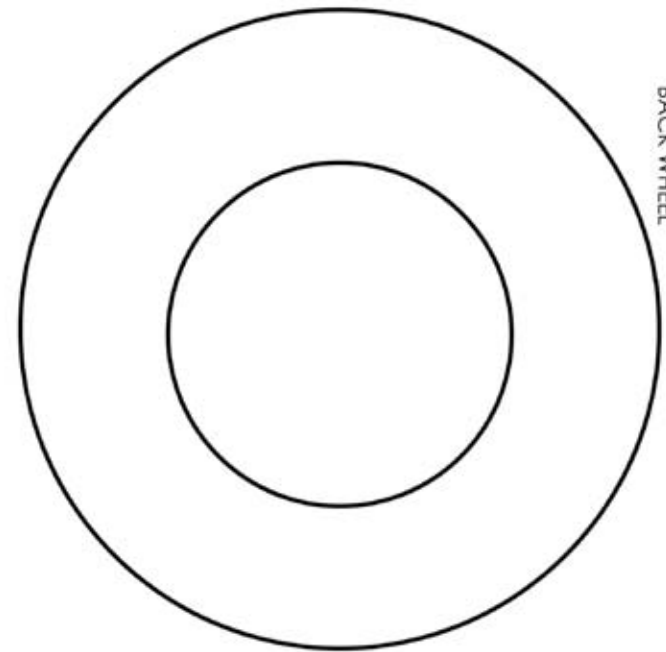
Hand & Footprint Art <http://funhandprintart.blogspot.ca>

Kid Activities www.kidactivities.net

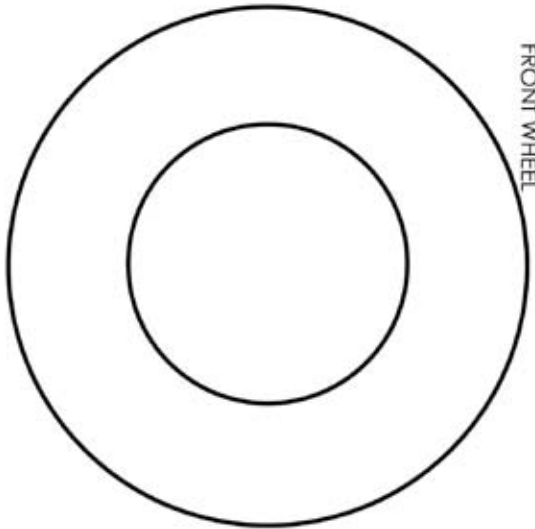
Learn Create Love <http://learncreatelove.com>

My Trucks www.mytrucks.co.uk

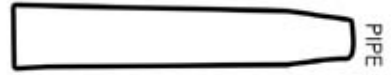
Resources:



BACK WHEEL



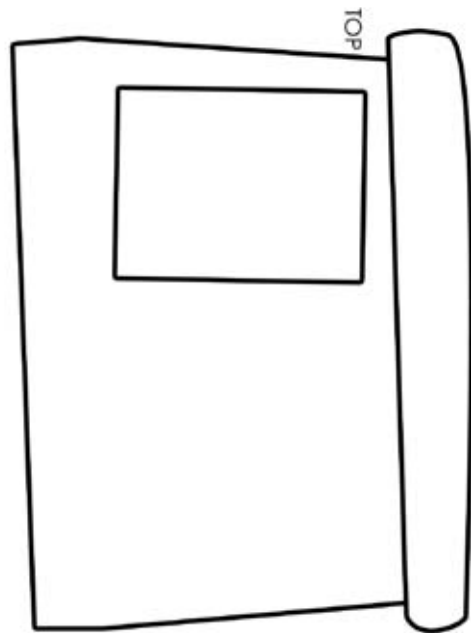
FRONT WHEEL



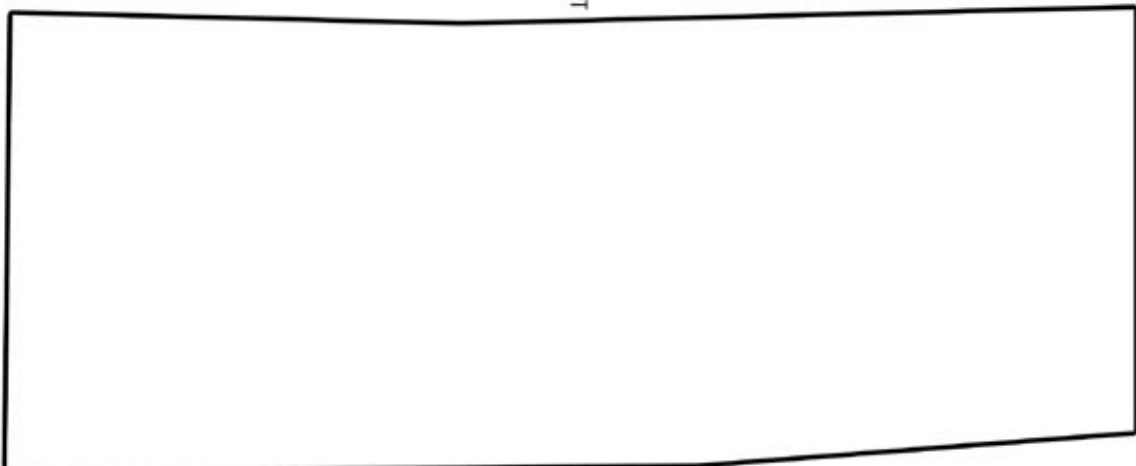
PIPE



Tractor Craft
from LearnCreateLove.com
Please Do Not Redistribute



TOP



BOTTOM PART

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Tractor – used to pull many different types of implements including TMR mixers, wagons, tillage and harvest equipment. Tractors can have an enclosed cab or no cab (open station). Tractors can also have a loader bucket or hay fork on them.

Corn Planter – used in the spring to plant corn in rows in the field. It sometimes is also used to plant soybeans.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Seed Drill – used to plant various grains including barley and wheat. It is sometimes also used to plant soybeans. It plants the seeds in rows.

Plow – there is more than one kind. A plow can be a conventional plow or a chisel plow. The plow turns the land over and helps the soil to incorporate organic matter.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Disc– is used in the spring to break up soil and to cut up any crop that is left on top of the soil.

Cultivator – used in the spring to break the soil into small pieces to get the field ready to be planted.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Sprayer – used to apply herbicides, pesticides and insecticides on crops.

Scuffler – use to take out weeds in between rows of crops..

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Rake – used to turn over swaths of hay to help it to dry faster.

Baler – used to bale up hay, straw, bean and corn stubble. Balers can make small or large square bales and large round bales depending on the type of baler.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Harvester – can be either self-propelled (doesn't need a tractor) or a pull-type (needs a tractor to pull it). Harvesters can be used for a variety of crops including haylage, cobmeal and corn silage. .

Forage Wagon – can be either an augered wagon or a dump wagon. They are used to transport crops from the field to the farm or the elevator.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Combine - used to harvest crops. It is used for a variety of crops including wheat, barley, canola, soybeans, white beans, coloured beans, corn and more. They can be a pull-type but are more likely to be self-propelled.

Gravity Wagon – used to hold grain crops such as barley, wheat, corn and soybeans.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Bale Wagon – can be different styles depending on what size of bales are being transported.

TMR Mixer– used to mix up feed for livestock, mainly cattle. It is usually filled with a loader tractor with grains, chopped hay, haylage and/or corn silage.

FARM MACHINERY IDENTIFICATION

(find a picture to match the description and paste it above the description)

Liquid Manure Tanker – used to transport and spread liquid manure in the field.

Manure Spreader – use to transport and spread dry or semi-solid manure in the field.

Veggies & Fruit





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
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INTRODUCTION TO VEGGIES AND FRUIT

Objectives & Goals of the Unit:

- To explore the 4-H A Taste of Ontario's Fruits & Vegetables Project
- To learn what fruits and vegetables are available in Ontario in the fall
- To learn what can be made from fruits & vegetables
- To learn more about Canada's Food Guide and recommended servings
- To use imagination while creating fruit & vegetable-related crafts
- To learn to appreciate what the fruit and vegetable industry in Ontario provides for consumers

Background:

Ontario grows a multitude of fruits and vegetables. Discover which fruit and vegetables are grown and harvested in Ontario, the nutritional importance of fruits and vegetables and the many uses this produce has.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What is your favourite vegetable?
- What is your favourite fruit?
- Why is it important to eat fruits and vegetables every day?

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 Call

Time: 10 to 15 minutes

Materials Needed:

- beanbag

Instructions:

Have Cloverbud participants stand in a circle with one player in the centre. The participant in the centre throws a beanbag to a player in the circle and calls out a colour. The player who catches the beanbag responds by naming a fruit or vegetable of the colour called and then throws the beanbag back to the centre player while calling a new colour. Now the participant in the centre must name an appropriate fruit or vegetable.

The game goes on in this manner, with colours repeated if necessary.

When a player in the circle fails to catch a beanbag or cannot name a fruit or vegetable of the colour called, he or she is eliminated.

When the participant in the centre drops the bean bag, can't think of an answer or answers incorrectly, he or she leaves the game and the questioner moves to the centre.

The game continues until one player remains—the winner.

Observation

Time: 10 to 15 minutes

Materials Needed:

- Variety of vegetable and fruits
- paper
- pencil
- Instructions:
- Place several different vegetables on a table. Have participants stand around the table for one or two minutes and try to memorize the vegetables. Cover the vegetables with a table cloth, and have students write down as many as they can remember. After three or four minutes, call time and collect the lists.
- The player who has written correctly the greatest number of vegetables wins.

To make it more challenging, add in a variety of fruits on the table and repeat the above exercise.

LET'S EXPLORE!

Veggie Ink

Time: 30 minutes

Materials Needed:

- 7 oz. clear plastic cup
- 5mL (1 tsp.) unsweetened powdered drink mix (eg. Koolaid)
- 5mL (1 tsp.) water
- 1mL (1/8 tsp.) soybean oil (vegetable oil)
- 1mL (1/8 tsp.) granular soy lecithin (found in health food stores)
- stir stick, paper towel
- rubber stamp images
- paint brush, sponge or other painting implement

Instructions:

Using a stir stick, blend water with the packet of drink mix in the clear plastic cup. Add soybean oil and stir well. Add granular soy lecithin and continue stirring until the lumps are gone.

Fold a paper towel in half and then in half again. This is the stamp pad. Carefully pour the contents of the cup into the center of the folded paper towel.

Print images on sheets of paper to create stationary, cards, wrapping paper, etc.

Note: The ink will take a little extra time to dry and can stain fabric.

Participants should note that soy oil does not mix well with water until lecithin is added. Soy lecithin is a byproduct of soap-making, used for mixing fats and oils with water. Lecithin is a common ingredient in fatty foods such as chocolate bars and salad dressing.

Vegetable Stamps

Time: 30 minutes

Materials Needed:

- a variety of vegetables (potatoes work well, can also use carrots, green peppers, beans, cucumbers, etc. use your imagination!)
- veggie ink (see above) or any other type of ink
- paper

Instructions:

Use vegetables to make stamps. Potatoes can be cut in half and then have a design cut out of the open side of the potato. Other vegetables can either be cut in half or used whole.

Give each child a sheet of paper. Using either the Veggie Ink or another type of ink, have the children stick their vegetables into the ink and then make a design on the paper. Having a variety of different colours of ink make this project even more interesting.

Old Mother Hubbard's Cupboard

Time: 10 to 15 minutes

Materials Needed:

- printed template (found in the resource section)
- paper
- scissors
- glue
- grocery store flyers

Instructions:

Fill Old Mother Hubbard's cupboard/refrigerator with healthy fruits and vegetables for her family. You can use the template provided or make your own with construction paper.

Instructions for the template: Print out the template. Cut out along the outside of the large rectangle (the very outside edge of the cupboard). Fold the cupboard doors so they meet in the middle.

Instructions for construction paper: Fold a piece of construction paper from the right and the left so the edges meet in the middle (make cupboard doors).

Cut out images of fruits and vegetables to fill Old Mother Hubbard's cupboard/refrigerator from grocery store flyers and glue them inside the cupboard. Discuss which items would be stored in the cupboard and which items should be stored in the refrigerator.

LOOKING WITHIN

Create A Fruits and Vegetables Colour Chart

Time: 15 to 20 minutes

Materials Needed:

- Bristol board (one sheet)
- 'Create A Colour Chart' worksheet (found in the Resources section at the end of this unit)
- Markers
- Fun stickers (optional)

Instructions:

A color chart can be a great tool to use with children to evaluate and encourage a variety of different colored fruits and vegetables in their diet.

Write or type the following five categories of color groups on the left side of a piece of paper:

- yellow/orange
- red
- white
- blue/purple
- green

Ask each Cloverbud participant which vegetables they have ate that day and have him/her put a check mark or a fun sticker beside that colour of fruit or vegetable. Have him/her put a check mark for every fruit and vegetable they've ate.

For example, eating an orange earns you a check or a sticker under the yellow/orange category, a green apple would earn a check or sticker under green and raisins or blueberries would earn a check or sticker under the blue/purple category.

Give each child a worksheet and a Canada's Food Guide if possible. Canada's Food Guide can be found online at:

www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf

or copies can be ordered by e-mailing: publications@hc-sc.gc.ca

Focus more on adding variety and color rather than portion size. The goal is that, by week's end each individual has 7 checks under every color category.

Sneaker Salad

Time: 15 to 20 minutes

Materials Needed:

clean, old sneakers
lettuce and radish seeds
potting mix

Instructions:

Fill the sneakers with potting mix. Sprinkle a few lettuce and radish seeds in each sneaker. Water the soil. Wait for the seeds to sprout.

For variety, use larger seeds like beans, watermelon, squash or pumpkin.

Vegetable Skeleton

Time: 30 to 40 minutes

Materials Needed:

- ingredients for dip (listed below),
- vegetables (listed below)

Dip (brains)

- 750mL (3 cups) low fat yogurt
- 250mL (1 cup) mayonnaise
- 125mL (1/2 cup) peach jam
- 15mL (1 tablespoon) orange juice
- 2mL to 15mL (1/2 tsp. to 1 tablespoon) mild curry powder
- Hollowed-out head of lettuce or a small bowl

Instructions:

Stir all of the ingredients and put into a skull-sized bowl or scooped out head of lettuce. Refrigerate. Recipe will make approximately 1125mL (4 ½ cups) of dip.

On a flat board, create the skeleton.

- Spine: alternating disks of yellow and green squash
- Ribs: celery
- Elbows: cherry tomatoes
- Arms: green beans
- Hands: cauliflower
- Fingers: small carrots
- Pelvis: pepper slices
- Leg bones: carrots
- Knees: mushrooms
- Feet: broccoli
- Toes: peas

WRAPPING THINGS UP

Apple Lady Bugs

NOTE ACTIVITY USES PEANUT BUTTER

Time: 20 to 30 minutes

Materials Needed:

- Apples (one for every two children)
- Peanut butter
- Raisins
- Miniature marshmallows
- Toothpicks
- Licorice or fruit twists

Instructions:

Cut an apple in half. Use $\frac{1}{2}$ of the apple for the body. Dot peanut butter on the apple's skin and place raisins on the peanut butter dots for lady bug spots.

Use a marshmallow on a toothpick for a head. Use pieces of licorice twist for antennas.

Note: a peanut butter substitute made with soybeans could be used instead of peanut butter.

Apple Rings

Time: 15 to 20 minutes (plus drying time)

Materials Needed:

- Apples (4 per child)
- Knife
- Apple corer
- 15mL (1 tbsp.) lemon juice
- 45mL (3 tbsp.) water
- Sturdy thread or twine

Instructions:

Peel, core and slice the apples into rings about $\frac{1}{8}$ inch thick. Mix the lemon juice and water in a shallow dish. Dip each ring into the mixture, then pat dry with a paper towel.

String the fruit through the centre of each ring. Hang in a dry warm place. The rings will take one to two weeks to dry.

To expedite the process, dry the apples in a warm oven. Instead of stringing the rings, place them on a wire cooling rack that rests on a baking tray. Put the tray in a 70oF (150oF) degree oven.

Allow the rings to dry for about four hours, turning once midway through. When the rings have no moisture left, remove them from the oven.

Eat, or cool before placing them in small bags.

Carrot Necklace

Time: 15 to 20 minutes (plus drying time)

Materials Needed:

- Carrots
- Needle
- Dental floss

Instructions:

Wash the carrots, and cut them into 1/4-inch round slices. Thread a heavy duty needle with dental floss, and slip the slices onto the floss by pushing the needle through the core.

Once you've strung enough carrots, tie the ends together to form a necklace. Lay it on paper in a dark, well-ventilated place, making sure the slices don't touch each other. As they dry, they turn into wrinkled beads. Drying takes a couple of weeks.

ADJOURNMENT

Additional Activities:

- Visit a Farmer's Market, grocery store or greenhouse
- Have a guest speaker from the local Horticultural Society or a farmer that grows large fields of either vegetables or fruits
- Take a virtual tour about vegetables by visiting www.farmissues.com

References:

DLTK's Crafts for Kids www.dltk-teach.com

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu>

Ontario Fruit and Vegetable Growers' Association www.ofvga.org

Super Colouring www.supercoloring.com

Super Kids Nutrition www.superkidsnutrition.com

Resources:**OLD MOTHER HUBBARD'S CUPBOARD**

Old Mother Hubbard
Went to the cupboard,
To fetch her poor doggie a bone.

When she got there
Her cupboard was bare,
And so the poor doggie had none.

Fill old mother Hubbard's
cupboard with some healthy
food for her family to eat.

CREATE A FRUITS & VEGETABLES COLOUR CHART!

YELLOW / ORANGE	
RED	
WHITE	
BLUE / PURPLE	
GREEN	

Home Hobbies





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
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TF: 1-877-410-6748
TEL: 519-856-0992
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EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO HOME HOBBIES

Objectives & Goals of the Unit:

- To develop interests and hobbies.
- To develop fine-motor skills.
- To develop an expression of oneself.

Background:

A hobby is a pursuit engaged in for relaxation. Children need to explore a wide variety of areas to help them discover topics which interest them, entertain them and help them to utilize and expand their creativity. These experiences help teach them fine and large-motor skills as well as organizing and planning. They can also develop interests which last a lifetime, either as long-term hobby or an occupation.

When we think of a hobby, we think of a pastime that is pursued in one's free time or what we call leisure time.

In today's society, use of leisure time is very important. Canadians have more leisure time to pursue hobbies and special interests after work than did any of our ancestors. Due to this reality, it is projected that more people will be able to develop careers to assist others in the use of their leisure time, or they will have careers which are so stressful that leisure-time relaxation will be vital to help them lead a balanced and healthy life.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Do you have a hobby? If so, what is it?
- Name a hobby that someone could have.
- Name a craft you could make from recycled materials.

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

Name As Many Hobbies As You Can Think Of

Time: 10 to 15 minutes

Materials Needed:

- Poster board (Bristol board)
- Markers

On a piece of Bristol board put the following Headings
(you may want a piece of Bristol board for each heading)

- Home Hobbies
- Sports
- Recreation
- Other

Ask each child to name a hobby and a person who has that hobby. Write the hobby down under the corresponding heading. Some hobbies that could be mentioned are listed here to help children come up with a list.

- Drawing
- Painting
- Sewing
- Knitting
- Weaving
- Spinning
- Building & furnishing doll houses
- Building models (cars, planes, rockets, boats)
- Collecting (coins, leaves, toys, marbles, sports cards, stamps)
- * Cooking
- * Flower arranging
- * Playing musical instruments
- * Singing
- * Acting
- * Reading

Home hobbies today are often crafts or pastimes that once were done in the home by family members when those services were not available elsewhere. Some of these crafts are skills which were common to our parents and grandparents but will be lost if we do not learn them and pass them down from one generation to the next.

LET'S EXPLORE

Lace-a-Pet; Lace-a-Puppet; Lacing and Tracing Animals

Time: 15 to 20 minutes

Materials Needed:

- Stitching crafts from a department store or an education supply store
- OR
- Styrofoam meat tray
- Yarn
- Pen

Teach children basic sewing skills by having them stitch together various designs from animals to puppets. Children will learn different stitches in order to complete the activities. Do these as a group to save on material costs.

Or, give each child a Styrofoam meat tray. Have them make a simple design on the tray of their favourite animal. Then, a Leader or parent helper can take a pen and make holes in the Styrofoam at various points throughout the outline of the picture of the animal. Give each child a piece of yarn (at least 30cm to 45cm long). Tie a knot in one end of the yarn. Have the children sew the yarn through the holes in the Styrofoam. When finished, cut off excess yarn and tie a knot in the yarn so the design cannot unravel.

Woodworking

Time: 25 to 30 minutes

Materials Needed:

- A pre-cut kit for a wooden toy, bookends, bird feeder, birdhouse or other wood kit

As a group, have Cloverbud participants put the pre-cut kit together. If possible, have more than one kit for the group to work on.

Making homes for birds provides them with a safe place to live and allows you to watch the birds flying to and from their home. Our homes are also made mostly of wood. Wood can be cut into virtually any shape and can be used to make many different items. Hobbies are only limited by one's imagination.

Drawing or Painting

Time: 25 to 30 minutes

Materials Needed:

- Paper
- Pencils
- Crayons
- Pens
- Paint
- Paintbrush
- Canvas covered frame

Many people find drawing and painting to be relaxing. The reward for learning how to work with art supplies is that you can express your feelings and create a picture that you like to look at.

Discuss various things that people either draw or paint – portraits, landscapes, events. The sky is the limit! Have the children decide what they would like to create and have them either draw or paint their picture.

LOOKING WITHIN

Sharing

Time: 10 to 15 minutes

Materials Needed:

- Ask the children to bring a collection (any group of items) they have that they would like to tell the Cloverbud participants about.

Each person has different interests, hobbies and collections. Ask Cloverbud participants why they started collecting, how long they have been doing it, if there is another item that would make their collection complete and what they find special about the items they have collected.

Beading

Time: 25 to 30 minutes

Materials Needed:

- Beads
- Buttons
- Macaroni
- Colourful straws cut into small pieces
- String
- Small bowls
- Trays or newspaper

Provide an assortment of colourful beading materials in the small bowls. Give each child a tray to work on (or newspaper with the corners rolled up so the beads won't fall on the floor) and a length of string for a necklace and a bracelet. Let Cloverbud participants choose their favourite beading materials from the bowls and have them put the materials onto their tray. Then show them how to put a bead on the string and let them proceed with creating their necklace and bracelet.

Hobbies can be simple or complex. Beading can be done with simple beads or one could make fancy jewelry with gold, silver and precious stones. Archeologists still find valuable beads made out of clay, stones and bones that people made thousands of years ago in South American countries. Beading is a hobby you can wear.

WRAPPING THINGS UP

Cup Gardening

Time: 25 to 30 minutes

Materials Needed:

- Cups
- Seeds (large seeds work best: beans, squash, corn)
- A bag of potting mix
- Bucket or deep tray

Put the potting mix into a bucket or deep tray and add enough water to moisten it. Using a set of hands, combine the potting mix and the water. It is wet enough when a handful has a few drops of water come out when you squeeze it. Let each child select a cup (or bring one from home) and scoop enough moistened potting mix from the bucket or tray to fill the cup. Have a selection of seeds to choose from in cups with the picture of the plant (or the package) next to or taped onto the corresponding cup of seeds. Let participants poke a small hole in the cup of potting mix with a finger, stick or pencil. Demonstrate how to put the seed in and cover up the small hole they have made in the potting soil. Continue watering the cup garden periodically as seeds begin to sprout and grow.

Gardening is a hobby that can be done outside and provides food for one's family. It's a hobby you can eat!

Scented Heating Pad with Grain

Time: 15 to 20 minutes

Materials Needed:

- Tube socks or heavy flannel sewn into a tube
- Wheat kernels, dried corn, barley, rye or beans
- Cinnamon sticks, whole cloves, lavender, rosemary, dried orange peel
- Large bowls or pans for mixing

Have Cloverbud participants select their desired fragrances from the herbs and spices provided. Have participants mix the desired fragrances with the grains and/or beans provided. Fill the tube socks or flannel tubes with the mixtures of grains or beans and fragrance making sure not to fill the sock or tube too full. Tie or sew the ends to secure the tubes.

To use, place in a clean microwave for one minute and apply to sore area.

ADJOURNMENT

Additional Activities:

- Visit a craft store, fabric store and/or quilt shop to see what other craft projects and home hobbies are available.
- Invite someone from your community to demonstrate their home hobby.
- Research on the Internet what other craft kits are available.
- Visit a senior's home and work on a hobby/craft with them.

Fun Facts (not to be printed here – to be used in balloon bubbles)

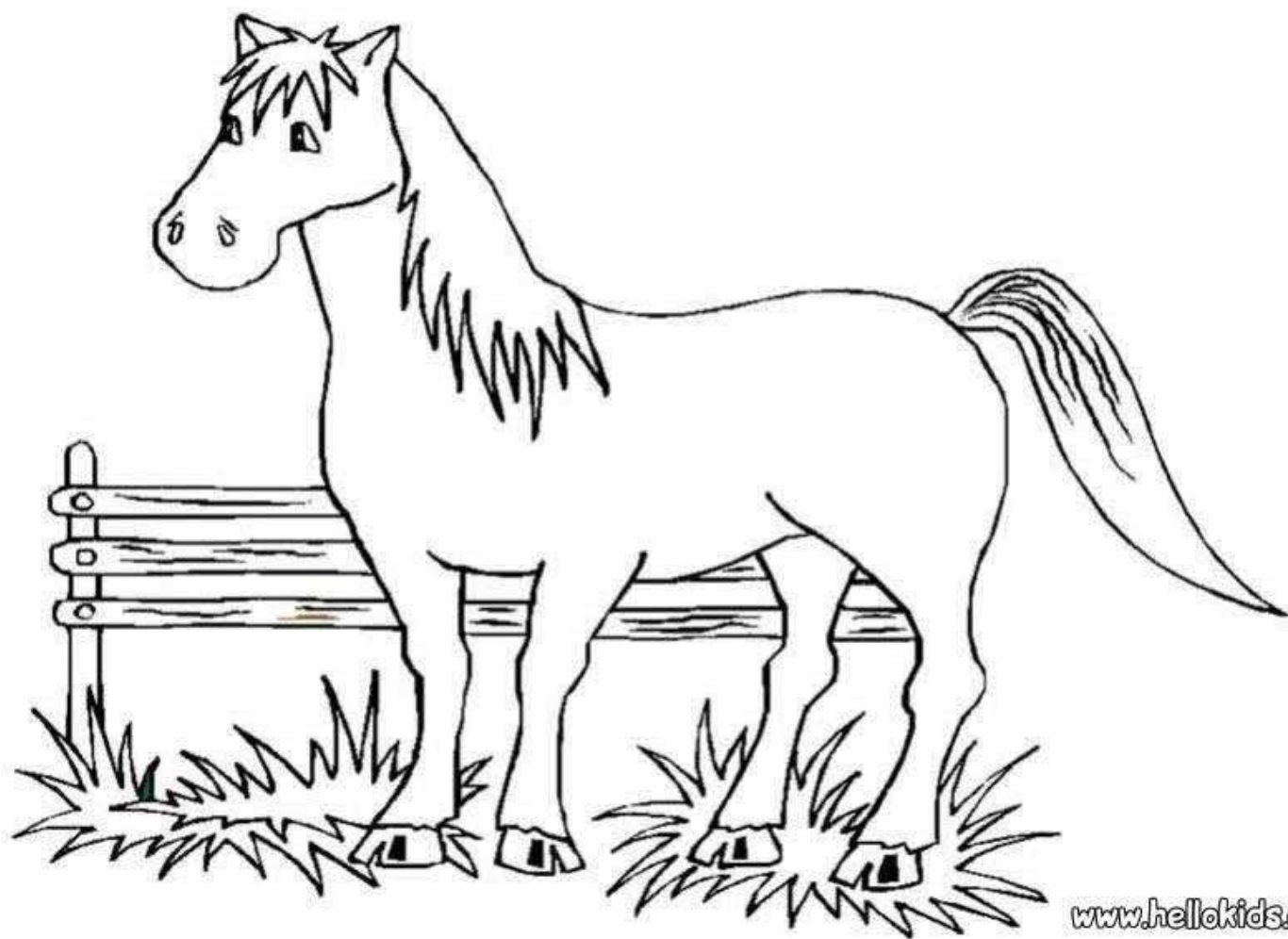
References:

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds
Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu>

Did you know that..?

Wool is fire resistant and wrinkle resistant.

Horse Anatomy





The 4-H Pledge

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

The 4-H Motto

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INTRODUCTION TO HORSE - ANATOMY

Objectives & Goals of the Unit:

- To explore the 4-H Horse Project
- To learn about the anatomy of a horse.
- To become familiar with horse safety.

Background:

Before working with horses, there are a few basics children should know. In order to understand horses, children should know the parts of a horse. It's essential as well for them to know about horse safety both for the sake of the children and for the horse. Horses can be a great companion for children as well as being therapeutic. Get started learning about horses by covering the basics in this horse anatomy unit.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name a part of a horse.
- Name a piece of equipment required to be able to ride or tack a horse.
- Have you ever worked with a horse? If so, what did you do? Ride? Groom?

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

Paddock Search

Time: 15 to 20 minutes

Materials Needed:

- Wrapped candies
- A bowl for each group of 3 to 4 children

Hide small pieces of wrapped candy in an area where children can run around.

Divide the group into three or four teams depending on the size of the group. Assign each team a farm animal noise: neigh, gobble, moo, ba-aaaa or oink. Give one person on each team — the horse trainer — a plastic cup or bowl.

To play: Tell all the animals to sniff out the candy. Everyone is allowed to look for the candy, but ONLY the designated horse trainer for each team can scoop it up and put it in the team cup.

When someone finds a piece of candy, they have to stand next to it and make their team's animal noise until their team's horse trainer comes over to grab it.

To be fair, consider everyone pooling their candy at the end and then distribute it evenly.

Animal Charades

Time: 15 to 20 minutes

Materials Needed:

- Animal crackers

Have one child pull an animal cracker out of the bag. Make sure they don't show it to the rest of the group. Then have them act out the animal while the other children try to guess what it is. When the group comes up with the correct answer, the child acting out the charade can eat the animal cracker!

Continue playing Animal Charades until each child has had a chance to act out an animal.

- Discuss the differences in animals.
- Do different animals act differently? Move differently?
- Anatomically, do the animals have anything unique to their species?
- Do the animals eat different types of food?
- What does a horse do that some of the other animals don't do?

LET'S EXPLORE

Horse Anatomy

Time: 15 to 20 minutes

Materials Needed:

- Equine Anatomy colouring sheet (found in the Resource section at the end of this unit)
- crayons

Give each child an Equine Anatomy colouring sheet. Review the parts of the horse and discuss what each part does to help the horse function. Let the children colour the horse with the same markings as a horse they (or their family) owns or with the markings of a horse that they would like to own.

Anatomy of a Horse's Hoof

Time: 10 to 15 minutes

Materials Needed:

- Anatomy of a Horse Hoof worksheets (booklet) (found in the Resource section at the end of this unit)
- Pencil
- Crayons

Give each child a copy of the pages to make the 'Anatomy of a Horse Hoof' booklet. Review the parts of the hoof and have the children label the diagram of a hoof with the proper terms. Have the children colour the hooves and fold the pages to make a booklet.

Horse Safety Rules

Time: 15 to 20 minutes

Materials Needed:

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

Review the Horse Safety rules worksheet and discuss why each point on the sheet is so very important. Some additional rules that could be listed on the bottom of the sheet include:

Always speak to a horse when approaching but not too loudly.

When standing beside a horse, or grooming a horse, place your hand on the side of the horse to let it know where you are.

Never feed anything to a horse without asking the owner of the horse first.

Never tack a horse (put on a bridle, saddle, etc.) without the permission of the owner.

LOOKING WITHIN

Hand Print Horses

Time: 20 to 30 minutes

Materials Needed:

- Pencil
- Brown paint
- Paper
- Brown marker
- Or
- White paper
- crayons

There are two different types of hand print horses that can be made.

Hand Print Horse #1

Trace the Cloverbud participant's hand using a pencil. Take brown paint and paint the outline of the hand. Turn the paper around so the fingers are pointing downwards. The fingers are the legs and the thumb is the head. Draw the mane and hooves. Add eyes, a tail and all of the other features a horse should have.

Source: Kid Activities www.kidactivities.net

Hand Print Horse #2

Trace around the Cloverbud participant's hand with black crayon. Turn the paper around so the fingers are pointing down. Have the children draw details to turn the hand into a horse. Add a background to the picture.

Did you know that..?

Horses have bigger eyes than any other mammal that lives on land. Because horse's eyes are on the side of their head they are capable of seeing nearly 360 degrees at one time.

Source: Science Kids www.sciencekids.co.nz

Footprint Horse Craft

Time: 20 to 30 minutes

Materials Needed:

- Brown, green, white, pink and blue construction paper
- Pencil
- Scissors
- Glue
- Googly eyes (optional)

Trace the Cloverbud participant's foot on a piece of brown construction paper. Then have the children cut out the foot. This will be the head of the horse. Have the children cut out a brown neck, ears, a white fence and a green pasture and have the children glue this to a blue piece of construction paper. Add the googly eyes and use a marker to add any other features to the horse. Let the children be creative and either cut out or draw on any other landscape features to the picture.

- Source: All Kids Network www.allkidsnetwork.com

Animal Cracker Farmer Scene

Time: 20 to 30 minutes

Materials Needed:

- Animal crackers
- Craft glue
- Crayons
- Colourful paper
- Draw and colour a farm yard scene on paper using crayons (or other materials). Glue on the animal crackers to complete the farm scene.

WRAPPING THINGS UP

Horse Trainer May I?

Time: 15 to 20 minutes

Materials Needed:

- None needed

This game is played like 'Mother May I?'

Have all of the children line up side by side except the player who is the caller (to start the game, a Leader should be the caller).

The caller stands at a distance from the lined up players. He/she calls on each player in turn to take a number of steps forwards. The steps allowed are: baby steps, giants steps and scissor steps (like forward jumping jacks).

The player answers "Horse Trainer, may I?"

The Horse Trainer answers, "Yes, you may." The player then takes the prescribed number of steps towards the caller. If the player forgets to ask permission after they get directions and takes steps toward the caller, they are sent back to the starting line.

The first player to reach the caller is the winner and can become the new caller.

The Farm Chores Song

Time: 5 to 10 minutes

Materials Needed:

- None needed

Sing the following song with Cloverbud participants. Encourage them to do the actions that go with each verse.

*The Farm Chores Song
Tune: Mulberry Bush*

*This is the way we get up early,
(stretching motion)
Get up early, get up early.
This is the way we get up early,
To do our daily chores.*

*This is the way we milk the cow,
(milking motion)
Milk the cow, milk the cow.
This is the way we milk the cow,
So early on the farm.*

*This is the way we feed the pigs,
(spreading feed motion)
Feed the pigs, feed the pigs.
This is the way we feed the pigs,
So early on the farm.*

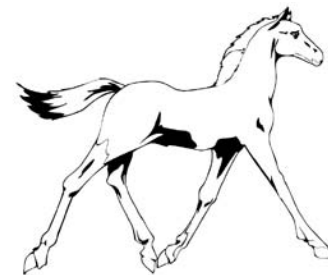
*This is the way we drive the tractor,
(driving motion)
Drive the tractor, drive the tractor.
This is the way we drive the tractor,
So early on the farm.*

*This is the way we shear the sheep,
(shearing/clipping motion)
Shear the sheep, shear the sheep.
This is the way we shear the sheep,
So early on the farm.*

Did you know that..?

Domestic horses have a lifespan of around 25 years although a 19th century horse named 'Old Billy' is said to have lived 62 years.

Source: Science Kids
www.sciencekids.co.nz



*This is the way we stack the hay,
(using a fork to move hay motion)
Stack the hay, stack the hay.
This is the way we stack the hay,
So early on the farm.*

*This is the way we ride the horse,
(bouncing in a saddle motion)
Ride the horse, ride the horse.
This is the way we ride the horse,
So early on the farm.*

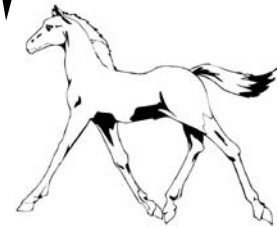
*This is the way we gather the eggs,
(picking up motion)
Gather the eggs, gather the eggs.
This is the way we gather the eggs,
So early on the farm.*

*This is the way we go to bed,
(yawn and cover your mouth)
Go to bed, go to bed.
This is the way we go to bed,
We're tired from doing our farm chores!*

Did you know that..?

Horses can sleep both lying down and standing up.

Source: Science Kids
www.sciencekids.co.nz



What other chores can you add to this song?
(mowing the hay, sow the seeds, pull the weeds, hoe the field, clean out the stalls)

ADJOURNMENT

Additional Activities:

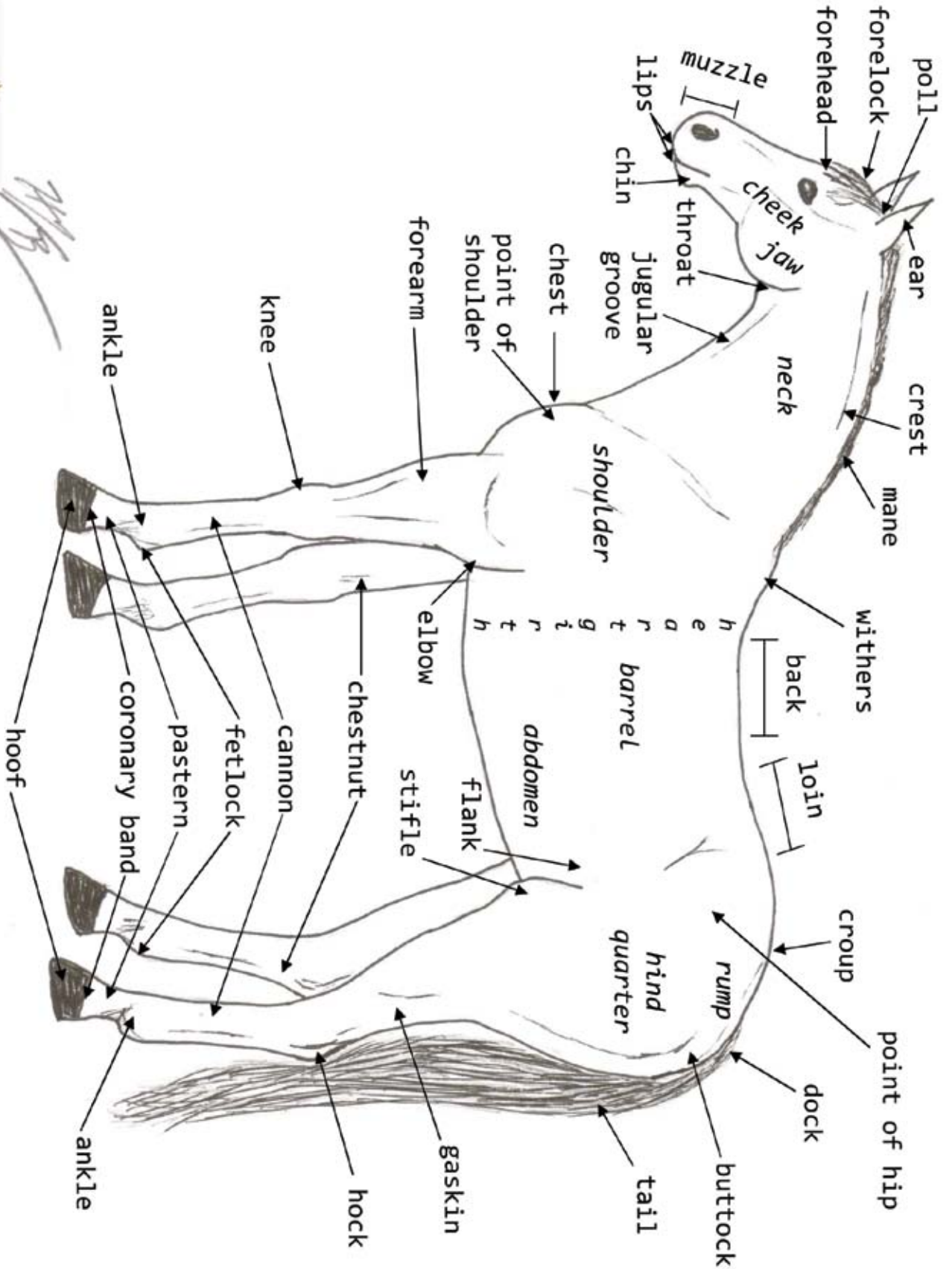
- Visit a vet clinic that specializes in horses (or in large animals in general) to learn about horses and in particular, some of the problems/diseases they may have in relation to their anatomy.
- Visit a horse farm.
- Create a stick horse obstacle course.
- Have a horse trainer, veterinarian, or young horse owner as a guest speaker.

References:

All Kids Network www.allkidsnetwork.com
Home School Share www.homeschoolshare.com
Hello Kids www.hellokids.com
Kentucky Horse Council Inc. www.kentuckyhorse.org
Kid Activities www.kidactivities.net
Saskatchewan 4-H Cloverbud Program www.4-h.sk.ca
Science Kids www.sciencekids.co.nz
University of Idaho Cloverbud Horse Activities Owyhee County 4-H www.extension.uidaho.edu

EQUINE ANATOMY

Resources:



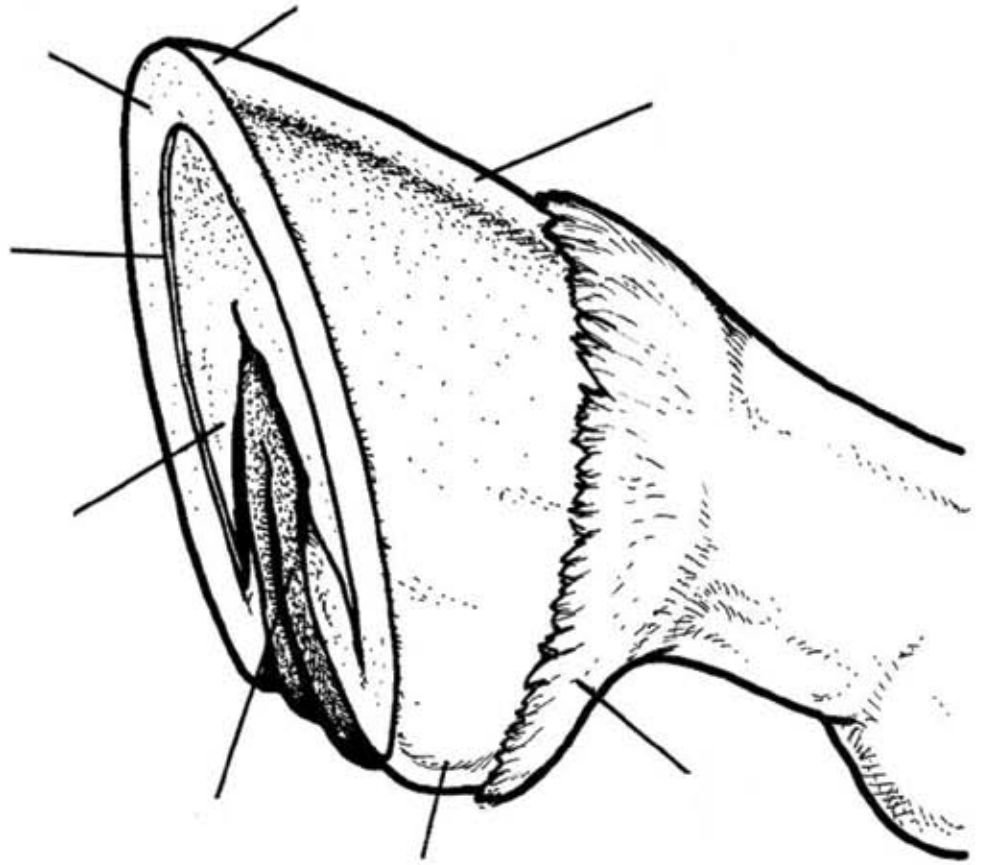


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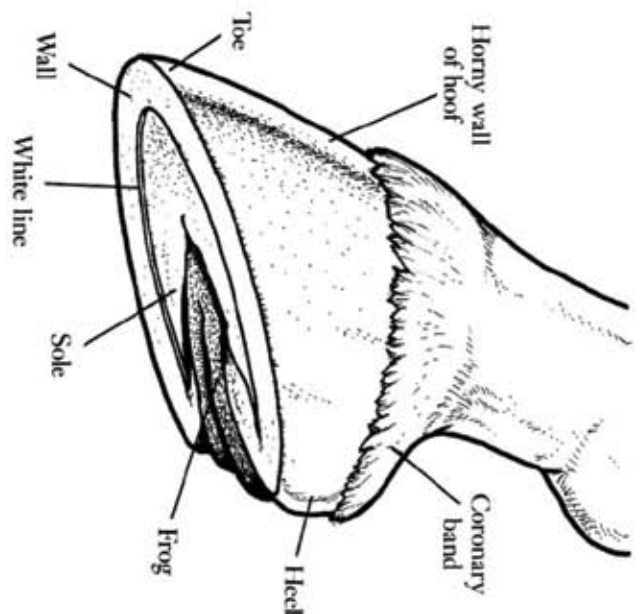
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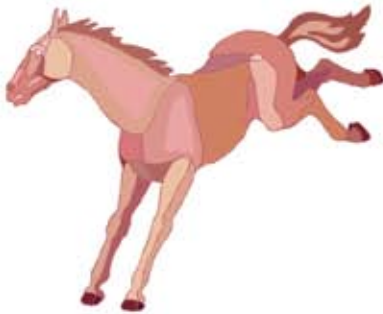
Cut out the book on previous page as one piece and fold in half. Let your student use the diagram to label a horse's hoof. Let your student glue his diagram into the book.



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?

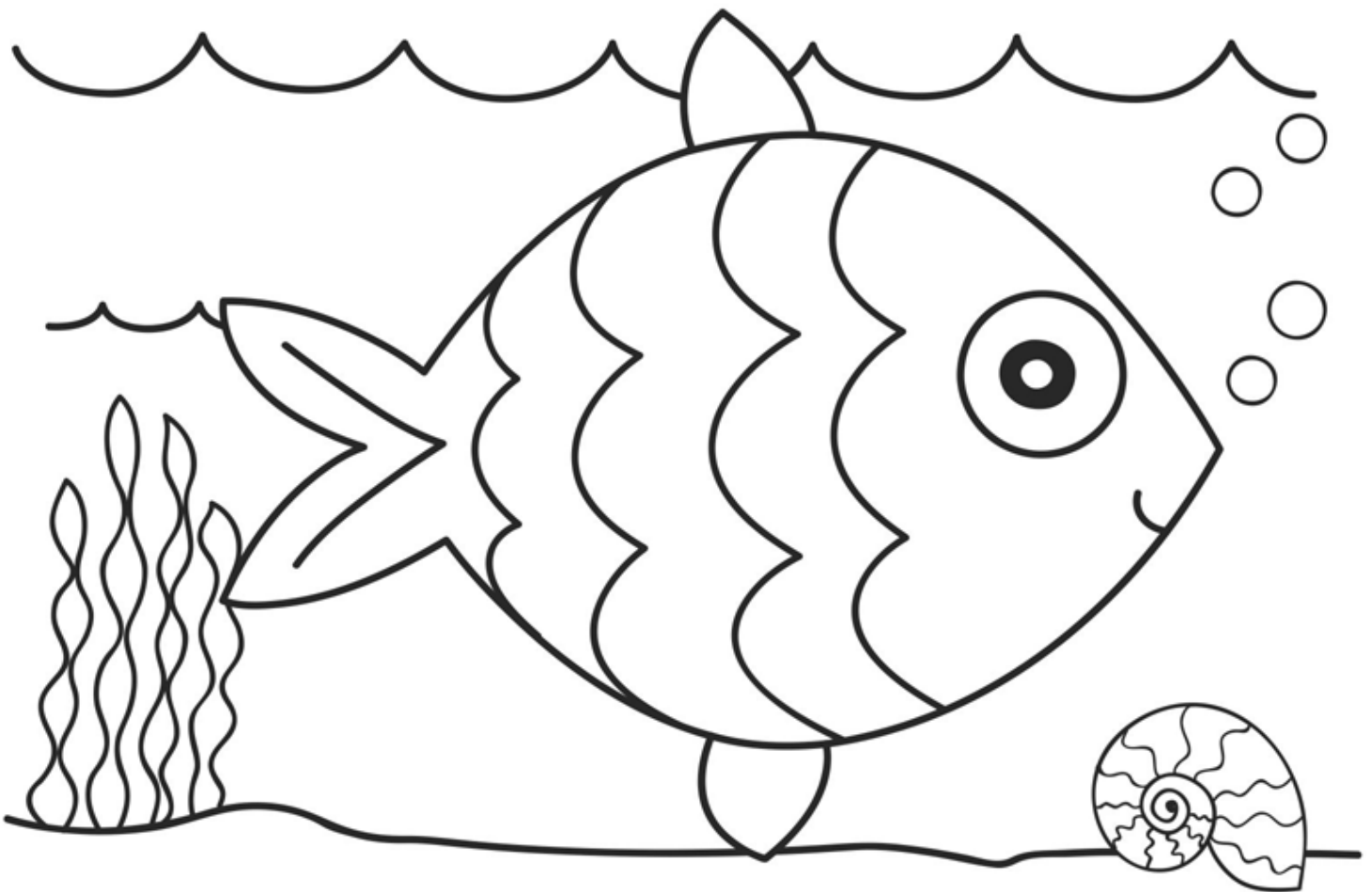
7. _____

8. _____

9. _____

10. _____

Lakes & Oceans





The 4-H Pledge

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

The 4-H Motto

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INTRODUCTION TO LAKES AND OCEANS

Objectives & Goals of the Unit:

- To understand the difference between ocean and lake water
- To learn about lake and ocean life
- To discover that some objects float and some sink in water
- Learn how to sing in a round

Background:

Oceans cover almost 3/4 of the Earth's surface and contain roughly 97% of the Earth's water supply. Oceans are home to an incredibly diverse web of life. The Earth's oceans (Pacific, Atlantic, Indian, Arctic and Southern) are all connected to one another. There are also many seas (smaller branches of an ocean). Seas are partly enclosed by land and include the South China Sea, the Caribbean Sea, and the Mediterranean Sea among many others. The Earth also has thousands of small, fresh water lakes.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls

- Name your favourite activity to do at a lake or ocean.
- Name a lake or ocean that you have visited.
- Name an animal that lives in a lake or ocean.

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

Where is water?

Time: 10 to 15 minutes

Materials Needed:

- none needed

Have the group sit in a circle on the floor. Each person in turn tries to name something in which water may be found. Items can include lakes, oceans, puddles, rivers, drilled well, watermelon, apples, lettuce, dog bowl, etc.

Sink or Float

Time: 10 to 15 minutes

Materials Needed:

- plain piece of paper
- pencil
- bucket filled with water
- objects that either float or sink
- towel

Have Cloverbuds draw a line down the centre of their blank piece of paper. On one side print FLOAT and on the other side print SINK. Have the Cloverbuds make predictions as to which objects will float and which will sink. With the bucket filled with water, place each object in it one at a time and record whether the object floats or sinks.

Objects could include:

- Sponge
- Paper clip
- Maple Leaf
- Eraser
- Comb
- Toothpick
- Piece of Lego
- Marble
- Key
- Plastic spoon
- Penny
- Plastic straw
- Crayon

LET'S EXPLORE

Fish Bookmark

Time: 20 minutes

Materials Needed:

- white cardstock
- watercolour paint (shades of blue, green and purple)
- water, paint brushes
- orange construction paper, pencil
- scissors, small wiggle eye
- glue stick, ruler
- thick black marker

Using a ruler and a pencil, have Cloverbud participants draw a rectangle on the white cardstock.

Let them choose the size of the rectangle. Exact dimensions don't need to be followed. Just make sure the bookmark is small enough to fit inside a standard book.

Using the paint brushes, have Cloverbuds paint using either blue, green or purple or a combination of paints to create an 'ocean' in their rectangle. Encourage them to swirl the paint to create an ocean look on the rectangle.

While the paint dries, let participants draw a fish shape on the orange construction paper. Remind participants that the fish shouldn't be too big as it has to fit onto the rectangle. Cut the fish out of the orange construction paper. Using a black marker, outline and add details to the fish. Glue a wiggle eye to the fish's face.

When the painted rectangle is completely dry, have participants cut it out. Using a pencil, draw in waves onto the 'ocean.' Glue the fish to the top of the ocean waves.

Turn Salt Water Into Drinking Water

Time: 10 to 15 minutes (plus time in the sun)

Materials Needed:

- 15mL (1 1/2 tbsp.) regular table salt
- 750mL (3 cups) water
- mixing bowl
- coffee cup or small bowl
- sturdy plastic wrap
- small rock

Start by mixing the salt into the water in the mixing bowl and stirring thoroughly until it is fully dissolved. Place the cup or small bowl in the mixing bowl, taking care that none of the salty water gets into the cup/small bowl.

Cover the bowl with sturdy plastic wrap and seal the edges tightly. Take a small rock (not too big or it will break the plastic) and place it right in the middle of the plastic wrap so that all of the plastic slants slightly toward the middle of the bowl where the cup is.

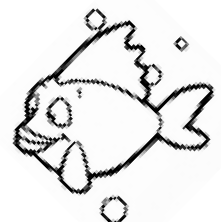
Put the whole setup in full, hot sun and wait. Within an hour, water droplets will have begun to form on the underside of the plastic. They will flow and drip into the centre of the bowl and into the cup/small bowl. Wait several hours and then take the plastic off. A good amount of water should now be in the cup/small bowl.

Ask for a volunteer to taste the water in the cup/small bowl. Ask them if they can taste any salt? Guess what? No salt! The water vapourized in the heat of the sun and then returned to its liquid state. Salt doesn't do that. It stayed behind in the large bowl. You really can take the salt out of salt water!

Did you know that..?

Manitoulin Island is the largest freshwater island in the world.

Source: www.great-lakes.net



Aquarium Mason Jar

Time: 20-30 minutes (plus drying time)

Materials Needed:

- mason jar, string
- yellow felt
- yellow tissue paper
- white tissue paper
- scissors, glue
- white cardstock
- watercolours
- paint brush
- tape
- black marker
- wiggly eyes
- tape

Have Cloverbud participants draw a fish shape onto the felt, making sure the fish is small enough to live in the jar. Cut out the fish shape, then trace it on the felt again and cut another one out so there are two identical fish. Lay the goldfish body shapes side by side, facing the same direction. Squeeze some glue onto the centre point of one of the fish and press a small ball of white tissue paper onto the glue.

Next, cut out fins with yellow or orange tissue paper. Glue them into place on the same fish with the tissue paper stuffing. Glue a short piece of yarn to the top of the fish, which it will hang by when it's in the jar.

Squeeze a line of glue around the inner edge of the goldfish body, covering the fins and yarn as well. Place the other side of the body on top and press down tightly so the stuffing, fins and yarn are sandwiched in between. Allow to dry completely.

Attach two wiggly eyes to the head. Tape the top of the string to the centre of the inside of the jar lid.

Using the white cardstock, have Cloverbud participants paint their favourite underwater scene. Cut out the proper size of cardstock to fit inside the Mason jar and using watercolours, make a creative backdrop for the fish. Allow the painting to dry and then tape it to the back of the jar so it shows through at the front.

LOOKING WITHIN

Making Waves in a Bottle

Time: 10 to 15 minutes

Materials Needed:

- one clean 2L plastic bottle with cap per child
- canola oil
- water
- food colouring (blue is the best choice but other colours can be used)

Pour canola oil into the 2L bottle until it is approximately 1/3 full. Pour in enough water to fill the rest of the bottle. Add a few drops of food colouring. Place the cap on securely and put the bottle on its side.

Swish the bottle back and forth and side to side. Look at what's happening. There's an ocean in the bottle! Create a little 'boat' from a piece of cork that fits through the top opening of your bottle. Watch how the cork bobs on the waves.

Create an Ocean in a Bottle

Time: 20 to 30 minutes

Materials Needed:

- jar or glass bottle
- hot glue gun
- water
- vegetable oil
- blue food colouring
- sand
- seashells

Wash out the jar and make sure it's clean. Spoon some sand into the jar. Add water until the jar is $\frac{1}{2}$ full. Add 1 drop of blue food colouring or more until you get a colour that looks like the ocean. Add a few shells for your 'ocean.' Add vegetable oil until almost full. Leave a small space for air at the top.

Take the hot glue gun and put glue around the lid of the bottle and then place the lid on the bottle.

Turn the 'ocean' on its side and watch the waves go back and forth. Watch the sand gently move as the waves go by. Shake up the bottle and observe what happens.

WRAPPING THINGS UP

Row, Row, Row Your Boat

Time: 20 to 30 minutes

Materials Needed: none needed

Practice the song Row, Row, Row Your Boat together in unison. Once everyone knows the words, ask Cloverbud Participants if they know what singing in a 'round' is. Explain that when they do a round that only half of the group is going to start singing. Once the first group has sang the first line, they will keep singing the rest of the song while the second group starts singing starting with the first line.

Once Cloverbuds have mastered singing a round with two groups, divide them into three groups and see if each group can sing the song through to the finish, starting at their designated time.

*Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream!*

Banana Boats

Time: 20 to 30 minutes

Materials Needed:

- bananas
- white mini marshmallows
- milk chocolate candy bars (could also use chocolate chips or raisins)

Peel back a long strip of banana peel on the inside of the curve, leaving one end attached to the banana. Scoop out some of the banana. Fill the space with marshmallow and pieces of candy (or chocolate chips and/or raisins). Replace the strip of peeling. If possible, bake in the embers of an outdoor fire (about 15 to 20 minutes) until banana, chocolate and marshmallow are melted and blended. Or, wrap banana boats in tin foil and bake in the oven.

ADJOURNMENT

Additional Activities:

- Fill a bathtub with water and float either toy boats or make your own boats.
- Visit a business that sells boats.
- Tour a store that sells fishing supplies.
- Go for a field trip to a local beach.
- Have a sand castle building competition.

References:

Education.com www.education.com

Kids Fun & Games www.kids-fun-and-games.com

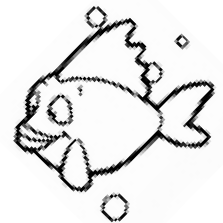
Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

University of Wisconsin <http://www.wisc.edu/>

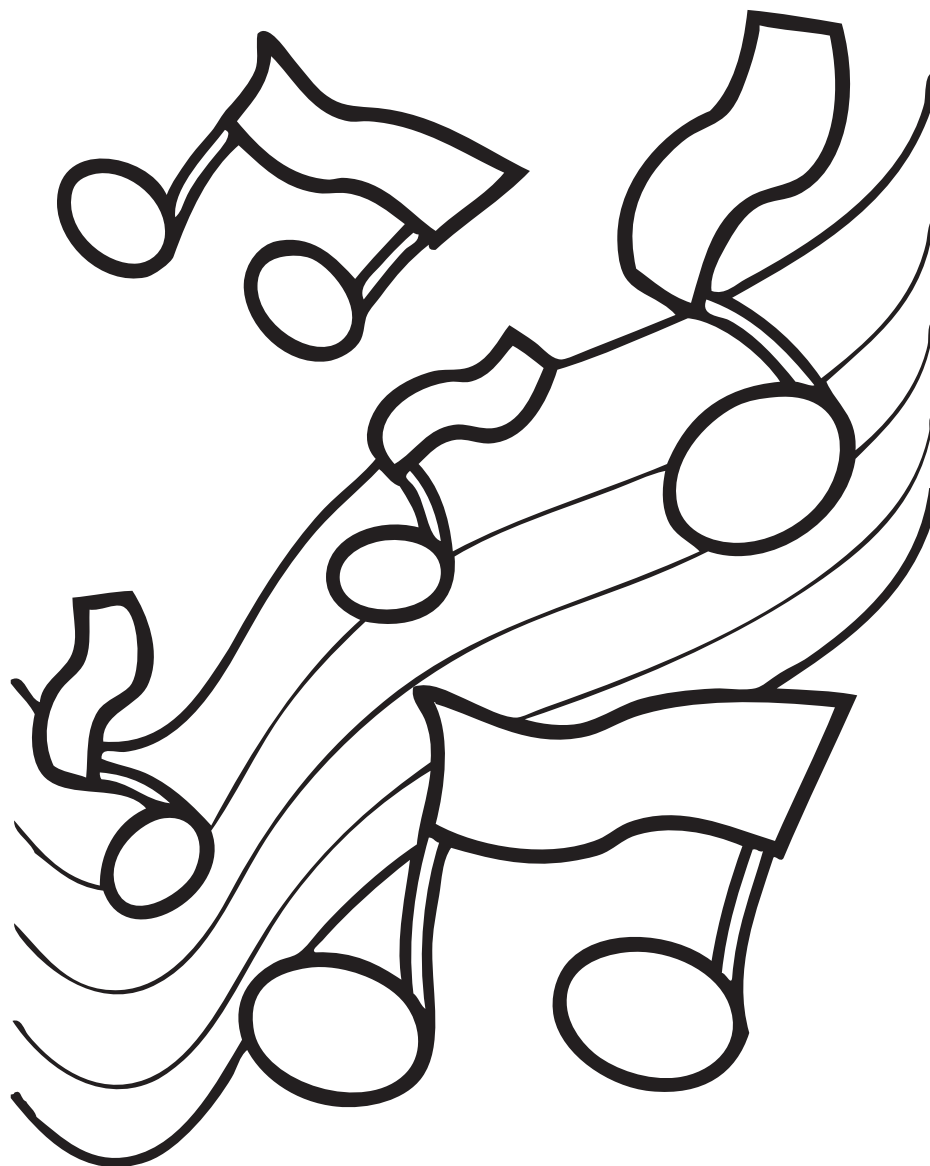
Did you know that..?

The Great Lakes contain one-fifth of the world's fresh surface water.

Source: www.great-lakes.net



Let's Make Music





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.

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

A special thank you to the Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Project for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of this project and was greatly appreciated.

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INTRODUCTION TO LET'S MAKE MUSIC

Objectives & Goals of the Unit:

- To understand the importance of music in our lives
- To learn how to make homemade instruments
- To create original music using instruments
- To learn to appreciate different types of music

Background:

Musical instruments come in all shapes and forms. Instruments can be homemade or professional and can be played individually or as a group to create beautiful music. Explore the world of sound, instruments and music while crafting homemade instruments. Learn to appreciate all different types of music and how it fits into our lives.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls

- Do you play a musical instrument? If so, which one?
- What is your favourite musical instrument?
- Who is your favourite music artist?

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

Name your favourite musical instrument.

Time: 10 to 15 minutes

Materials Needed: none needed

Have Cloverbuds sit in a circle. The first person says "My favourite musical instrument is _____" Then have that child make the sound that that instrument makes. Continue until all Cloverbuds have had a turn. Then have everyone make their instrument's sound all at the same time. Does this sound like music? Discuss ways that could make the sounds work together better to make music.

Groups should be no larger than 6 to 8 Cloverbuds. If the group is larger, it should be divided into two, or more, groups.

Music and Movement

Time: 15 to 20 minutes

Materials Needed:

recorded music and a device for playing the music (music should include several different “moods” of music from slow and sad sounding to fast and happy)

Discuss how music often helps people show their feelings. Some people use music to help them feel better when they are sad. Other people use music to show they are excited. Some people use music to help them relax.

Have Cloverbuds listen to the music. When they think that they have picked up a “feeling” from the music, have them move in a way that shows that feeling. Change the music and have them change their movements accordingly. Do this several times.

Then ask the children the following questions:

Did your feelings change when the music changed?

When would you like to listen to slow music?

When would be a good time to listen to fast music?

Music is often used at parties and celebrations. Ask the children what songs they know that make a party or celebration fun. If everyone in the group knows the song, have them sing it together.

Eg. Happy Birthday, For He's A Jolly Good Fellow, 4-H Grace

4-H Grace

We thank thee Lord for Blessings great,

In this our own fair land.

Teach us to serve thee joyfully,

With Head, Heart, Health and Hands.

LET'S EXPLORE

Creating Music

Time: 30 minutes

Materials Needed:

- five glass jars (all the same size)
- water
- food colouring (four to five colours)
- white paper
- crayons or markers and a wooden stick

Prior to this activity, place varying amounts of water in the five jars. Colour the water in each jar with a different colour. Put the jars in order from the least amount of water to the most. Caution is needed with the glass jars. Make sure that the children know the jars must stay just where they are at all times.

Ask the children to predict (guess) what kind of sound the jars will make when you tap them. Will all the

jars sound the same? Show them how to carefully tap the jars. Put the children in teams of three to four. Give the children an opportunity to make sounds with the jars. Explain that people like to keep a record of music they like to hear. Have them colour dots on a piece of paper to match the colours of the glass jars they are playing to create a song. Have the children share the song with the entire group.

Ask the children the following questions:

What did you hear from the jars when you tapped them?

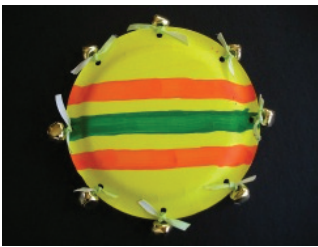
How were the sounds different?

Which jar was highest? Lowest? Softest? Loudest?

Why is it important to write down music?

LOOKING WITHIN

Easy Tambourine



Time: 15 to 20 minutes (plus drying time)

Materials Needed:

- 2 paper plates per child
- Glue
- Bells
- yarn or ribbon
- paint and brush

Paint the paper plates – eating side down. Once they're dry, glue the plates together. After they are securely in place, punch holes around the outside edges of the paper plate. With yarn or ribbon, tie on the bells and the tambourine is ready to make music!

- Source: <http://www.busybeekidscrafts.com>

Kazoo



Time: 10 to 15 minutes (plus drying time)

Materials Needed:

- toilet paper roll
- wax paper
- scissors
- rubber band
- paint (your choice of colour(s))
- paint brush

Paint the toilet paper roll using as many colours as desired. Be creative! Cut a circle from a piece of wax paper, anywhere from 12.5cm to 15cm in diameter.

Once the paint is dry, wrap the wax paper around one end of the toilet paper roll and secure it with a rubber band. The kazoo is now ready to make music!

- Source: <http://www.busybeekidscrafts.com>

Tin Can Xylophone

Time: 5 to 10 minutes

Materials Needed:

- tin cans (various sizes – big ones like coffee cans are great!)
- rubber bands or masking/duct tape
- pencils or other mallets you have around the house



This is an easy craft to put together but watch little hands as there may be sharp edges on the empty tin cans. Gather various sizes of empty tin cans, and rubber bands. Put a rubber band around two tin cans and start to add more cans. Secure with more rubber bands as needed (if you don't have many rubber bands, secure the cans with tape). To start making music, tap the xylophone with the rubber ends of pencils (or use mallets if there is easy access to them).

- Source: <http://www.busybeekidscrafts.com>

Water Bottle Maraca



Time: 30 to 45 minutes

Materials Needed:

- empty water bottle with lid
- masking tape
- paint
- markers
- popcorn and/or dried beans

Wrap the water bottle from top to bottom with masking tape. Decorate the water bottle (maraca) by drawing or painting a unique design on the masking tape. Fill the water bottle up with popcorn or dried beans, put the lid back on and then shake, shake, shake!

Rocks could be put in the maraca but the sound won't be quite as pleasing. The maraca could also be wrapped in different coloured duct tape.

- Source: <http://www.busybeekidscrafts.com>



Did you know that..?

Compact Discs (CDs) were first introduced in 1983.

Source: <http://sweetfacts.webs.com/music>

Guitar

Time: 5 to 10 minutes

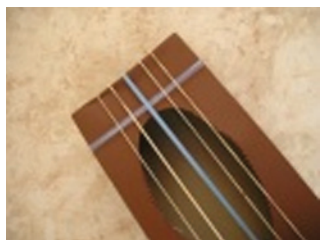
Materials Needed:

- empty tissue box (or any box with a lid)
- rubber bands (various sizes and colours)
- paper towel roll
- scissors
- tape
- straw
- paint and brush (optional)



If Cloverbud participants want their guitar a certain colour, paint the tissue box and towel roll before proceeding. Let the paint dry.

Cut slits into the end of the paper roll about 2.5cm long and bend outwards (this is how you will attach your handle).



Wrap rubber bands around the tissue box, making sure that they lie over top of the opening in the box. Cut the straw to fit it and slide it under the rubber bands. Secure the handle by sliding it underneath the rubber bands on the top of the box. If this isn't secure enough, put some tape around the handle.

- Source: <http://www.busybeekidscrafts.com>
-

Melon Jamboree

Time: 30 to 45 minutes

Materials Needed:

- dried seeds from any melon
- pumpkin or squash
- paper plate
- streamers

Distribute one paper plate per Cloverbud. On the bottom of the plate, paint a large circle to represent the inside colour of their melon, pumpkin squash. Around the edge, paint the outside rind colour. Let it dry.

Fold the paper plate in half and place dry seeds inside. Saved 6 to 8 seeds to decorate the outside. Staple at the edge to keep the seeds inside. Attach streamers.

Homemade Tap Shoes

Time: 5 to 10 minutes

Materials Needed:



- quarters or other coins
- shoes
- tape

Find some loose change around the house. Tape quarters or other coins to the soles and heels of both shoes.

- Source: <http://www.busybeekidscrafts.com>

Drum

Time: 5 to 10 minutes

Materials Needed:

- empty cereal box with cover
- yarn
- pen
- 2 pencils
- 2 spools
- construction paper
- crayons

Before beginning, have Cloverbuds decorate the cereal box with construction paper and/or crayons for a colourful effect.

Use a pen to make a hole in the center of the cover and in the center of the bottom of the box. Through these holes, pull a piece of yarn long enough to hang around child's neck and down to their waist.

For the drumsticks, place the spools at the ends of the pencils, secure with glue if necessary.

Beat to play.

Hand Bells

Time: 5 to 10 minutes

Materials Needed:

- 2 paper towel rolls
- hole punch
- 4 jingle bells
- string or yarn

Punch a hole in each end of the paper towel rolls. Tie two jingle bells to each side of the paper towel rolls by running string or yarn through the holes and carefully tying off.

Shake to play.

WRAPPING THINGS UP

Music Concert!

Time: 30 - 45 minutes

Materials Needed:

- musical instruments that were created in previous activities

Divide Cloverbud participants into groups of 3 or 4 children.

Using the instruments made during this meeting, give each group 10 minutes to create a song that they will perform using their instruments. Encourage the group to create lyrics to go with their song.

Have each group perform in front of the rest of the Cloverbud participants, Leaders and parents.

Musical Cake

Time: 20 to 30 minutes (plus baking time)

Materials Needed:

- cake mix, 9" X 13" cake pan
- cake icing
- edible ornaments for the top of the cake to make it look like sheet music (string licorice to make a music staff, jelly beans, candy, string licorice, raisins, chocolate chips, fruit, etc. to make music notes)

Prepare and bake the cake mix according to package directions.

Once the cake has cooled, ice the cake and then have Cloverbud participants help to decorate the cake to make it look like sheet music using whichever edible ornaments are available.

Enjoy!

ADJOURNMENT

Additional Activities:

- Invite a guest speaker to your meeting. This could include a music teacher, a member of a band, a church organist or someone in your area that plays a musical instrument.
- Visit a church or somewhere that has a pipe organ (or any other type of instrument that can't be moved and brought to a meeting)
- Visit a store that sells musical instruments.
- Go to a children's concert where many different musical instruments will be featured.

References:

Busy Bee Kids Crafts <http://www.busybeekidscrafts.com>

FamilyCorner.com <http://www.familycorner.com>

Free Colouring Page Site <http://freecoloringpagesite.com>

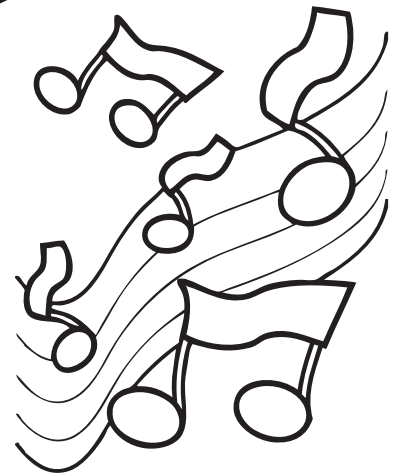
Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Oklahoma Ag in the Classroom <http://oklahoma4h.okstate.edu>

Did you know that..?

The invention of the modern piano is credited to Bartolomeo Cristofori of Padua, Italy in the early 1700's.

Source: <http://en.wikipedia.org>



Milk





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO MILK

Objectives & Goals of the Unit:

- To explore the 4-H Milk Makes It Better Project
- To learn which products are made from milk.
- To understand why it's important to include milk in your diet every day.
- To learn how much milk should be consumed each and every day according to Canada's Food Guide.

Background:

Strengthen the character of children through group activities and interaction throughout this unit. Building character is essential in increasing the self-esteem of young children. How children define and view themselves begins early in life. Children ages 6 to 8 are sensitive about how others view them and consequently how they view themselves. The following activities will help children to develop a positive self-awareness for building character.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name a product made from milk.
- Name something you have made that has milk in the recipe.
- What is your favourite food that contains 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

Why Drink Milk?

Time: 10 to 15 minutes

Materials Needed:

- none needed

Tell Cloverbud participants how milk provides calcium, vitamin D and other important vitamins that are vital to growing children. Milk helps them to develop strong bones and healthy bodies. Using Canada's Food Guide, figure out for their age, how many servings of milk they should have every day. To help them think about the foods they eat that are made from milk have them respond to a quick poll with some fun actions to get them up and moving. This is a great activity to help young children get their wiggles out.

Jump up and down if you had cereal with milk on it for breakfast.

Reach up high if you like yogurt. Run in place if you drank milk with your lunch (or dinner).

Bend to the side if you like string cheese for a snack. Spin around if you like chocolate milk.

Lie down flat if you like ice cream.

Milk Products Collage

Time: 15 to 20 minutes

Materials Needed:

- Grocery store flyers
- Scissors
- Glue
- Large piece of paper

Brainstorm a list of products that are made from milk. Then have children work individually or in pairs. Give each individual or pair a grocery store circular, a piece of paper, glue and scissors. Let them cut out pictures of items that are made from milk to make a dairy product collage.

If time permits, have each child or pair stand up and list off every dairy item they found a picture of in the flyers. Ask the group if all the pictures are actually dairy products.

LET'S EXPLORE

Dairy Tasting

Time: 15 to 20 minutes

Materials Needed:

- Milk products such as yogurt, cheese, butter and ice cream
- Small plates
- Plastic spoons
- Serviettes

Give children a taste of some of the products that are made from milk. Set up a station where the children can taste yogurt, cheese, butter and ice cream. When they have tasted each food, let the students draw pictures of their favourites.

NOTE: Be sure to check for students with food allergies before doing any kind of tasting activity. If you do have children with dairy allergies, add a station with an alternative type of milk, like soy or rice milk and another dairy free substitute, like soy yogurt.

Did you know that..?

Milk is composed of about 85% water.

Source: [Dairy Farmers of Canada](#)



The Little Blue Cow!

Time: 10 to 15 minutes

Materials Needed:

- Various packaging from dairy products eg. milk cartons
- ice cream cartons
- sour cream containers
- cheese packages

Show a picture of the Dairy Farmers' of Canada's Blue cow and ask the children if they know what it means. Explain that this symbol means that 100% milk used to make the product came from Canada and from no other country and that this symbol ensures that we are supporting our Canadian dairy farmers.

Explain that depending on the type of packaging, sometimes the cow isn't blue. But, as long as the exact same cow appears even though it's a different colour, it still means 100% Canadian milk. Sometimes the cow can be black, sometimes red/pink, etc.

Distribute various milk packaging and have the children look for the Blue Cow symbol on the packaging. Once a child has found packaging with the Blue Cow on it, have them sit in a designated spot until all of the children have found the Blue Cow.



Make butter!

Time: 20 to 30 minutes

Materials Needed:

- Whipping cream
- Salt
- Large mixing bowl
- Sieve
- Electric mixer
- Rubber spatula
- Wooden spoon

Read the recipe and understand what you will be doing.

Pour the cream into a bowl and beat with egg beater. Keep beating until lumps of fat form.

Pour butter and liquid (buttermilk) into sieve. If there is any butter on the beater, scrape it off and place in sieve.

Pour cold water over butter to wash off buttermilk.

Transfer butter to bowl. Using the back of a wooden spoon, flatten the butter against the side of the bowl. This will remove any trapped buttermilk.

Rinse with cold water, mold and chill.

To make salted butter, add 0.5mL salt and mix well before molding.

LOOKING WITHIN

Make Milk Glue

Time: 30 minutes

Materials Needed:

- A tall, clear glass
- Non-fat or skim milk
- White vinegar
- Coffee filters or paper towels
- 2 pieces of paper

What makes glue, paste or tape stick to things? Adhesives are used to stick things together. Wood, paper and many other materials have tiny cracks and holes in them. When we glue things together, sometimes the glue seeps into the tiny openings and hardens, making the materials stick together. Other times, the molecules on the surface of an object mix with the glue molecules, making the objects stick together. Did you know you can make glue from milk? Try this experiment and the results will “stick” with you for a long time.

How to make milk glue:

In a glass, put seven tablespoons of non-fat or skim milk. Make sure to use low-fat milk because whole milk contains more fat, which can change the experiment results.

Add a tablespoon of white vinegar to the milk; you should see solids begin to form that are suspended in the liquid. The solids will have a grainy appearance.

In a about a minute, the mixture will separate and settle toward the bottom of the glass. Then drain the liquid off, using a coffee filter or paper towel.

Now, pat the solids with a paper towel to absorb any excess liquid. You can use the resulting slimy substance as glue!

Last, coat two pieces of paper with the milk slime, stick them together, and let it dry. How well does your homemade glue work compared to tape or other glues?

Mighty Milk Plastic

Time: 20 to 30 minutes

Materials Needed:

- 125mL (1/2 cup) milk
- 5mL (1 teaspoon) vinegar
- A small pan
- A small clean jar

Mix milk and vinegar together to create your own plastic, ready to be molded into any shape you want!

What to do:

Heat the milk in a pan until it curdles, or forms lumps.

Slowly pour off the runny liquid.

Put the lumps in the jar and add vinegar. Let it stand for an hour or so.



Source: Discovery Kids
<http://kids.discovery.com>

What happens:

After an hour or so, you'll find that a rubbery blob has formed in the jar! Slowly pour off any runny liquid inside. Then take the blob out and shape it into a ball or some other simple shape. Let it harden in the open jar or on a paper towel for a few hours or longer. Once it has dried, you may want to decorate it with acrylic paints.

Why this happens:

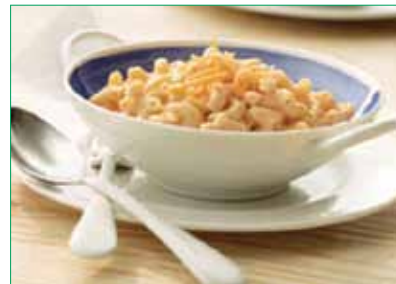
When the milk and vinegar (or any kind of acid) are mixed together, the milk separates into a liquid and a solid made of fat, minerals, and a protein called casein (KAY-seen). Casein is made up of very long molecules that bend like rubber until they harden.

One Pot Macaroni and Cheese

Time: 20 to 30 minutes

Materials Needed:

- Large pot
- Strainer
- Wooden spoon
- Blender or food processor
- Measuring cups and spoons
- 8 oz. (250 g) elbow macaroni or 2 cups (500 mL) small pasta shells
- 2 cups (500 mL) Canadian old, shredded or extra-old Cheddar cheese
- 1 1/2 cups (375 mL) milk
- 2 tbsp. (30 mL) all-purpose flour
- 1/2 tsp. (2 mL) dry mustard or Dijon mustard
- 1/4 tsp. (1 mL) pepper
- Pinch nutmeg, ground
- (optional) Hot pepper sauce



Source: Dairy Farmers of Canada www.dairygoodness.ca

In a large pot of boiling, salted water, cook pasta according to package directions until just tender but firm (al dente).

Meanwhile, in a blender or food processor (or in a tall container using an immersion blender) combine cheese, milk, flour, mustard, pepper and nutmeg. Process until blended and fairly smooth.

When pasta is ready, drain well and return to the pot. Add cheese mixture. Cook over medium heat, stirring constantly, for about 5 min or until sauce is creamy, smooth and thick. Season to taste with hot pepper sauce, if desired. Garnish with extra cheddar cheese, if desired. Serve immediately.

Tips

Tip for Children: This is a terrific recipe to introduce whole wheat pasta or one made with vegetables to your kids. Mix a small amount of the different pasta in with regular pasta to start and gradually increase the proportion each time you make it until your family is accustomed to all whole wheat or vegetable pasta.

Variations

Add 1/4 cup (50 mL) chopped sun-dried tomatoes when you pour cheese sauce into cooked macaroni. Add 1/4 cup (50 mL) chopped fresh basil just before serving. Replace 1/2 cup (125 mL) of the Canadian old or extra-old Cheddar cheese with Canadian Asiago or aged Provolone cheese.

WRAPPING THINGS UP

No Bake Chocolate Haystacks

Time: 15 to 20 minutes

Materials Needed:

- 2 baking sheets
- Parchment paper
- Deep saucepan
- Whisk
- Wooden spoon
- Rubber spatula
- Spoon
- Measuring cups
- 1 cup (250 mL) sugar
- 1/3 cup (80 mL) cocoa powder
- 1 cup (250 mL) Milk
- 1/4 cup (60 mL) corn syrup
- 1/4 cup (60 mL) butter, cut into cubes
- 1/4 cup (60 mL) semisweet chocolate chips
- 2 cups (500 mL) quick-cooking rolled oats
- 3 cups (750 mL) corn flakes cereal



Source: Dairy Farmers of Canada
www.dairygoodness.ca

Butter 2 baking sheets or line with parchment paper.

In a deep saucepan, whisk together sugar and cocoa; whisk in milk and corn syrup. Add butter and bring to a boil over medium heat, stirring often. Boil hard, stirring constantly, for 7 to 10 min or until slightly thickened and syrupy. Stir in chocolate chips until melted. Remove from heat.

When bubbles subside, stir in oats until thoroughly incorporated. Stir in corn flakes until coated. Drop by packed heaping tablespoonfuls (15 mL) into rough stacks on baking sheets. Let cool until firm.

Store in an airtight container in the refrigerator for up to 1 week.

Tips

Cooking Tip: Be sure to use a saucepan that is deep enough for the milk mixture to bubble up. The pan shouldn't be any more than half-full when the milk is added.

For the Adventurous: Add 1 cup (250 mL) chopped dried fruit, chopped toasted nuts or mini candy-coated chocolate pieces with oats.

Milkshakes

Time: 10 to 15 minutes

Materials Needed:

- ice cream
- milk
- cups
- blender

Treat your Cloverbud participants to a special milk-based snack by letting them make their own milk shakes. For each milk shake mix 125mL (1/2 cup) of vanilla ice cream and 250mL (one cup) of milk. Provide the children with a few choices for flavoring their shakes, like chocolate syrup, strawberries, peanut butter or bananas. Once you have made the shakes, have the children write down the recipe for their milkshake and have them draw a picture of the milkshake.

ADJOURNMENT

Additional Activities:

- Tour a grocery store to see how many different products are made with milk
- Have a bake sale featuring recipes made with milk
- Enter in the Junior Baking category at a local Fair with a recipe that uses milk
- Present a skit at school showing why it's important to drink milk

References:

Bright Hub Education www.brighthubeducation.com

Discovery Kids <http://kids.discovery.com>

Dairy Farmers of Canada www.dairygoodness.ca

Education.com www.education.com

Your Bedtime Story www.yourbedtimestory.com

Dairy Farmers of Ontario www.milk.org

Did you know that..?

2 out of 3 Canadians do not get their recommended servings of milk products every day.

Source: [Dairy Farmers of Canada](http://www.dairygoodness.ca)



Resources:

MY MILKSHAKE!

The recipe:

How does it look? Draw a picture of your milkshake.

Nature Fun





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO NATURE FUN

Objectives & Goals of the Unit:

- To explore the many 4-H Outdoor Adventure Projects.
- To increase awareness of our natural surroundings.
- To explore our valuable natural resources.

Background:

Help children become better acquainted with the great outdoors! Give them an opportunity to get involved in hands on nature experiences, making things from natural items and playing games outside.

Roll up your sleeves and plan on having fun!

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name an item you would find in a forest.
- Name something that might live in a pond.
- How many trees are around the house or apartment that you live in?

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

GETTING STARTED

The Magic Can

Time: 10 to 15 minutes

Materials Needed:

- A coffee can with a lid
- Natural items such as a feather, pinecone, acorn, rock, leaf, stick, flower, seed or other small natural objects

Before starting, 'secretly' place one of the items in the can and put the lid on. Show the children the magic can. Tell them that there is something special from nature inside and that you would like them to guess what it is. Let them pass the can around. They can shake the can but they may not open it. Encourage the children to express their guesses in terms of their senses.

For example, "It sounds like..." or "It feels heavy." Give hints to help the children discover what is in the can. After everyone has made a guess, open the can and remove the item. Praise all guesses (even if incorrect, respond with "I can see why you would think...").

Repeat with a different item. When all of the items have been identified, ask these questions:

- Were we right with all of our guesses?
- Why or why not?

- Did some of the items sound the same when we shook the can but were really very different?
- Can you think of other items from nature that would fit in the magic can?
-

Nature Colour Match

Time: 15 to 20 minutes

Materials Needed:

- Paint colour strips (available free at paint or hardware stores) in natural colours (greens, yellows, browns)

Talk about all of the colours in nature. Point out natural items that are the same colour but different shades. Give each child a different colour chip and ask them to find three natural items that match the colours on their chip. Caution them not to touch or pick any plants or flowers. After several minutes of exploring, gather the children together and have them share their discoveries. Then ask the following questions:

Was it hard to find exact colour matches?

Did you find more than one kind of thing that was exactly the same colour?

Were you surprised at how many different shades of green and brown there are?

Ask the children to look around their homes and at school. How many of nature's colours can they find? Look at clothing, books and even paint on the walls.

Sounds of a Nature Hike

Time: 15 to 20 minutes

Materials Needed:

- None needed

Explain that you are going on a special kind of a hike, a listening hike, and that everyone must be very quiet. Ask the children to listen very carefully and see how many different sounds of nature they can hear. Walk for five or six minutes. As you walk, stop occasionally to stand quietly and listen. Stop and gather the children into a group to share what they have heard. Extend the discussion with these questions:

- Did you hear more than one kind of bird? Do you know what kind they were?
- Did you hear the wind? What different ways could you hear it?
- Did you hear any insects? Can you identify them?
- Did you hear anything that was not "nature" or "natural"? What was it?

Encourage children to stop and listen to the sounds of nature in the coming week. How many different sounds can they identify?

LET'S EXPLORE

Circle of Earth

Time: 15 to 20 minutes

Materials Needed:

- 1m (36 inches) of string
- Index card
- Pencil

Divide the group into teams of two. Give each team a string, index card and pencil. Show them how to place their string on the ground in the shape of a circle. Ask them teams to closely examine what is inside their circle of earth and to write down or draw what they see on the index card. Encourage the children to work together as a team. After the teams have had an opportunity to examine their circle of earth for at least five minutes, ask them to stop and discuss the following:

- What kinds of things did you find in your circle of earth?
- Did you find natural things as well as man-made things?
- Did you find any living things?
- Do you think if you did this investigation during another season that you would find different things?

Encourage the children to think about what they might find in a "circle of earth" the next time they go to the beach, help in the garden or walk by a stream.

Leaf Rubbings

Time: 15 to 20 minutes

Materials Needed:

- Variety of leaves
- Paper
- Crayons

Show the children the different kinds of leaves and talk about the kind of tree that each leaf comes from. Point out the shapes and colours. Let the children examine the leaves and feel the veins.

Explain that the veins help the leaves get water so they can grow. Demonstrate how to do a leaf print. Place the leaf on the table vein side up. Put the paper over it and use the side of a crayon to colour over the leaf.

Encourage the children to use different leaves and colours and to overlap the leaves for a special effect.

Ask the children to look at the different kinds of trees and leaves found around their home.

Pond Sample

Time: 20 to 25 minutes

Materials Needed:

- A pond
- Newspaper
- Large scoop or fish net
- Stick
- Clear plastic containers (to separate the sample)

Gather the children close to the edge of the pond. Using the scoop or net, dig out a 10cm X 15cm (4" X 6") sample of the pond bottom. Empty the sample onto a piece of newspaper. Ask the children to gently poke through the sample with a stick to see what they can find. Be prepared for surprises! Water beetles, bugs, frogs, small fish and other examples of "pond life" are likely to be a part of your sample.

Also look for:

- Salamanders
- Amphibian eggs or larva
- Layers of leaves
- Water plants, algae

Put interesting "finds" into the plastic containers to examine more closely. Emphasize to the children the importance of returning everything to the pond when your investigation is over. Reinforce the fact that wildlife needs to stay in the wild.

Note: Invite extra adults to help with the supervision of the children around the water.

LOOKING WITHIN

Nature Scavenger Hunt

Time: 15 to 20 minutes

Materials Needed:

- Scavenger hunt check list (found in the Resource section at the end of this unit)
- Pencil

Show the children the scavenger hunt checklist. Tell them that they are going on a special kind of scavenger hunt, a nature scavenger hunt. They will need to find many items, but they cannot collect the items. When they find them, they are to check them off of their lists. Have the children work in pairs. Give them the checklists and let the hunt begin! After they have search for a least five minutes, gather them together and see how many things were discovered.

Ask the children to look for natural items in their own backyards or on a walk around the block or down the road with an adult. How many items can they find?

Natural Images

Time: 15 to 20 minutes

Materials Needed:

- Construction paper
- Liquid tempera paint
- Pump spray bottle (a window cleaner bottle works well)
- Leaves
- Sticks
- Flowers
- Feathers
- Other small natural items

Help the children collect natural items. Ask them to arrange the items on the paper any way they wish. Demonstrate how to spray the paper with paint. Show them how the natural items leave their image. Let each child spray their own natural images! Encourage children to look for “natural images” around home or school. See if they can find outlines of leaves left on the sidewalk after a rain storm.

WRAPPING THINGS UP

Spider Web Game

Time: 10 to 15 minutes

Materials Needed:

- Ball of yarn

Have the children sit in a circle. Tell them you are going to make a spider web. Start by unraveling several metres of yarn. Tell one thing you saw, liked or did with nature today. Hold onto the end of the yarn and toss the ball to someone across the circle. Everyone in the circle gets a chance to tell something and toss the yarn to someone (make sure that they unravel enough yarn and that they hold on the end of the yarn before tossing it across to the next person). Encourage a variety of responses by asking them to think of all the activities they did today. Let each child toss the yarn at least twice to make a really great web!

I Spy

Time: 10 minutes

Materials Needed:

- None needed

Have the children take turns picking items “from nature.” Instead of using colour, give hints such as “I spy something that has wings” or “I spy something that crawls.”

Simon Says

Time: 10 minutes

Materials Needed:

- None needed

Play an animal “Simon Says.” But in this version of the game, all of the actions are animal actions. Try some of these:

- Buzz like a bee
- Fly like a bird
- Hop like a bunny
- Chirp like a bird
- Slither like a snake

Have all of the children start at a starting line. Call out ‘Simon Says’... and an animal action. Then call out an animal action without saying ‘Simon Says.’ Any of the children who do this action without hearing ‘Simon Says’ need to go back to the starting line. Remember that young children don’t like to lose, so leave out the part of the game that eliminates poor listeners.

ADJOURNMENT

Additional Activities:

- Visit a sporting goods store that sells fishing equipment.
- Make trail mix to take on a nature walk.
- Have someone from the local conservation authority or an environmentalist as a guest speaker at a meeting.
- Repeat some of the above activities during the winter months.

References:

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

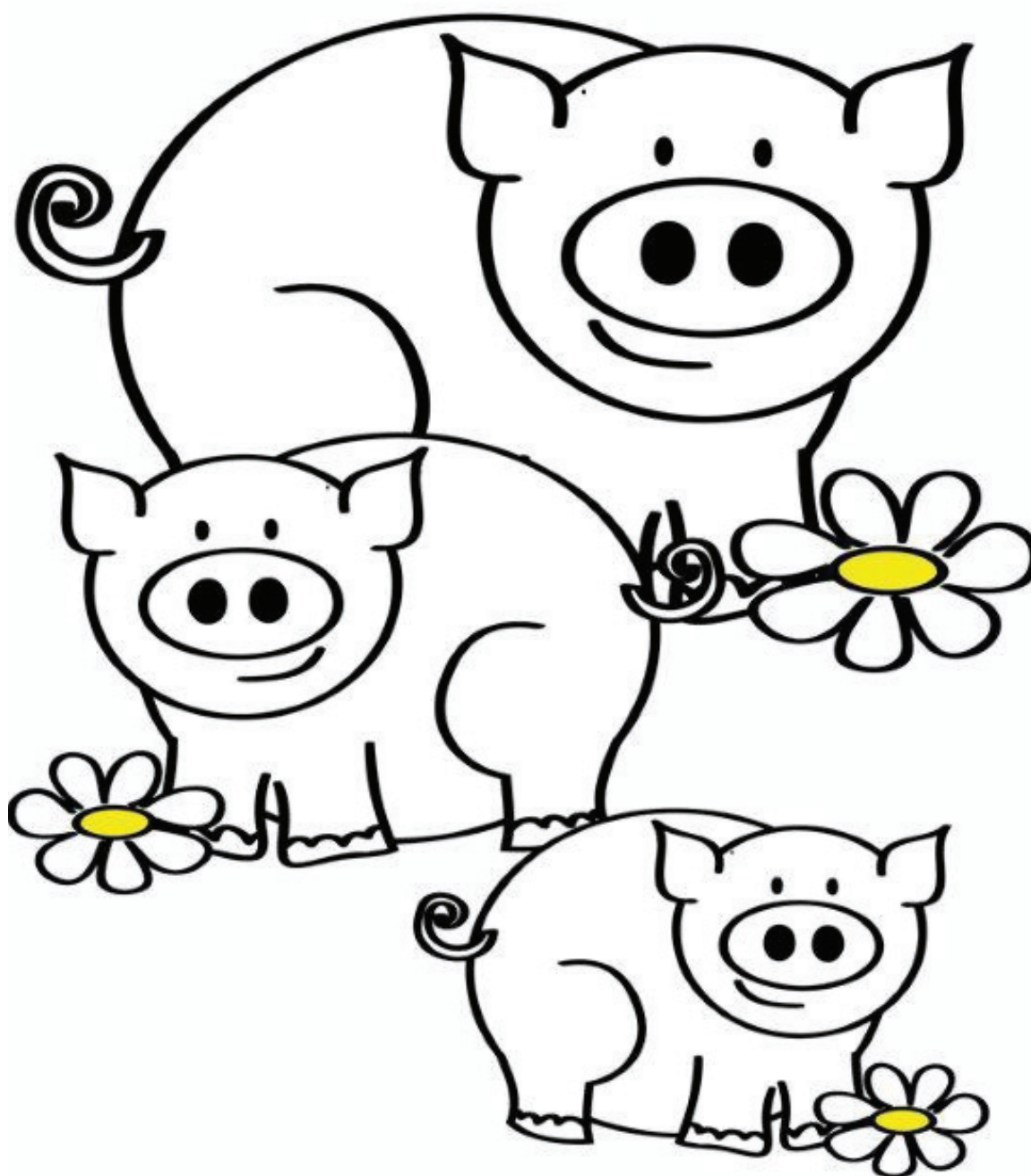
Nature Scavenger Hunt Checklist

If you find more items than what are listed here, add them to the bottom of the list.

ITEMS & ANIMALS FOUND IN NATURE	DID I SEE IT?
<i>Squirrel or chipmunk</i>	
<i>Bird's nest</i>	
<i>Spider web</i>	
<i>Water</i>	
<i>Pinecone</i>	
<i>Acorn</i>	
<i>Feather</i>	
<i>Worm</i>	
<i>Crawling insect</i>	
<i>Ant hill</i>	
<i>Flower</i>	
<i>Flying insect</i>	
<i>Seeds</i>	
<i>Large bird</i>	
<i>Small bird</i>	

Pigs

101





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.

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
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Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO PIGS 101

Objectives & Goals of the Unit:

- To introduce the swine industry to children
- To learn what breeds of pigs are the most common in Canada
- To learn about the anatomy of pigs
- To use imagination while creating pig-related crafts
- To learn to appreciate what the swine industry in Canada provides for consumers

Background:

Around the world there are more than 29 different breeds of pigs that are raised for pork. In Canada, Yorkshire, Landrace, Duroc and Hampshire are the most popular breeds. Learn how Ontario's 1600 pork producers raise pigs and which products we get from pigs.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls

- Have you ever visited a pig farm? How many pigs did you see?
- What is your favourite food that comes from pigs?
- Name a food that pigs 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

L'il Pig's House

Time: 10 to 15 minutes

Materials Needed:

- L'il Pig's House story found in the Resource section at the end of this unit

If possible, have a copy of the story for each Cloverbud participant. Read through the story and have the participants fill in the missing words, using the pictures as their clues.

Pigtionary

Time: 10 to 15 minutes

Materials Needed:

- 'Pigtionary' worksheet found in the Resource section at the end of this unit
- pencil

Using the worksheet, have children match up the words with their definitions.

LET'S EXPLORE

Egg Carton Pig



Time: 30 minutes (plus drying time)

Materials Needed:

- egg carton, paint
- craft foam
- googly eyes
- pipe cleaner stems
- craft glue
- paint brush
- scissors

Start by cutting a two-cup section from an egg carton, leaving the cups attached. Bend the egg carton cups towards each other so they are rim-to-rim. This will make an oval shape. Glue the rims together and let dry the glue dry.

Trim off any rough edges around the section that was glued so it's a nice oval which will now serve as the pig's body. Paint the egg carton oval pink so it resembles a pig. Let the paint dry.

Make a snout using craft foam, ears and a tail using pipe cleaner stems and glue on the googly eyes. Paint on the nose holes.

- Source: <http://familycrafts.about.com>

Pig Breeds

Time: 10 to 15 minutes

Materials Needed:

- 'Name the Breed' worksheet (found in the Resource section at the end of this unit)
- Flash cards with the names of the four most common breeds (that are pictured on the worksheet)
- pencil

There are more than 29 different breeds of pigs but the 4 most common breeds of pigs in Canada are Hampshire, Duroc, Yorkshire and Landrace. Match the pictures on the worksheet with the name of the breed of pig.

Pig Anatomy

Time: 10 to 15 minutes

Materials Needed:

- 'P is for P and for Porky's Parts' worksheet (found in the Resource section at the end of this unit)
- pencil

Using the words at the bottom of the worksheet, match up the words with the parts on the pig.

LOOKING WITHIN

Juice Can Piggy Bank

Time: 15 to 20 minutes (plus drying time)

Materials Needed:

- frozen juice can (emptied and cleaned)
- pink paint or pink paper
- glue
- pig pattern (found in the Resource section at the end of this unit)

After cleaning the frozen juice can, have a Leader or parent helper cut a slit in the side of the can. Paint the can pink or cover it with pink paper and glue the paper to the can.

Cut out the pig pattern and glue to cardboard and cut out. Glue the head section to one end of the can and the tail to the other end. Make sure the feet are in alignment with each other. Set the bank on the tail end until its dry.

- Source: <http://www.artistshelpingchildren.org>

Smashed Can Pigs

Time: 30 to 40 minutes (plus drying time)

Materials Needed:



- pop can (one per child)
- matte spray paint (peach coloured)
- acrylic paints (peach, lavender, turquoise, rose, yellow, white, brown)
- paint brushes
- cotton swab (cotton removed from one end)
- scraps of felt (off-white, tan, brown, rose, red, black, pink, white)
- glue
- scrap of black paper
- small hole punch
- googly eyes

A smashed pop can can become a funny pig and is a great way to teach kids about recycling.

Using the photo below as a reference, use your hands to gently flatten a pop can across the centre, keeping the opening on top in position for the mouth. Then use your foot to slowly crush the top and bottom of the can, being sure to maintain proper positioning for the mouth. Spray paint the can with one coat of spray paint. Let it dry. Using acrylic paints, paint each can with a second coat of paint. Let dry. Paint flowers on the can by removing the cotton from one end of a cotton swab. Dip the end into the paint and dot on the flower centre and petals, referring to the photos for colours. Let dry.

Cut the following pieces out of felt:

from off-white, cut 1 tail, 1 legs piece, 2 ears, and 1 nose;

from tan, cut 4 hooves.

Curl the tail piece and glue in place. Referring to photo, glue remaining felt pieces in place. Punch 2 black paper pieces for nostrils and glue in place. From black paper, cut and fringe 2 small squares for eyelashes; glue in place. Glue googly eyes in place. Let dry.

- Source: www.favecrafts.com

WRAPPING THINGS UP

Pet Rock Piggies



Time: 20 to 30 minutes (plus drying time)

Materials Needed:

- stone
- acrylic paints
- paintbrush
- a button
- small foam beads
- craft glue
- googly eyes

Did you know that..?

There are 12.0 million pigs in Canada.

Source: [Ontario Pork, 2011](#)



Wash the stone and wait for it to dry. The paint will adhere much better when the stone is dry. Then add glue where the snout and ears will be. Place the button in the middle for the snout. Glue on the foam beads in the spot where ears should be. Let the glue dry.

Have Cloverbuds choose which colour they want the Pet Rock Piggie to be. Carefully cover everything with paint including the ears and snout. Let it dry.

Glue on the googly eyes.

- Source: <http://www.artistshelpingchildren.org>

This Little Piggy

Time: 15 to 20 minutes

Materials Needed:

- This Little Piggy worksheet (found in the Resource Section at the end of this unit)
- pencil

Using the 'This Little Piggy' worksheet, have children find as many pigs as possible in the picture.

ADJOURNMENT

Additional Activities:

- Tour a pig barn
- Have a pork farmer or a swine veterinarian speak at a meeting
- Tour a feed mill that makes pig feed
- Make a recipe that contains pork
- Go on a virtual tour of a pig farm by visiting www.farmissues.com

References:

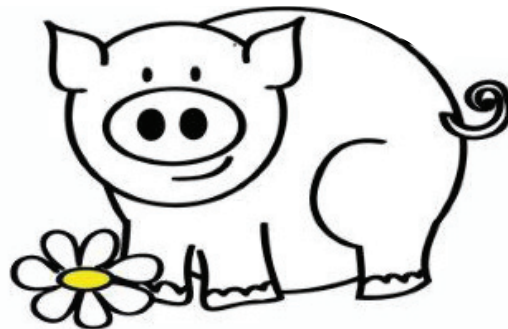
About.com Family Crafts <http://familycrafts.about.com>
Artists Helping Children <http://www.artistshelpingchildren.org>
Favecrafts www.favecrafts.com
Funny Colouring www.funnychcolouring.com
B.C. 4-H Cloverbud Program www.bc4h.bc.ca
Ontario Pork www.ontariopork.on.ca

Resources:























Did you know that..?

Ontario's pork industry contributed \$5.6 billion from "farm to fork" to the provincial economy in 2011.

Source: [Ontario Pork, 2011](#)



L'IL PIG'S HOUSE

Farmers raise  in a special . The 
of a  is covered with  not . They f+ 
cold more easily than other animals. Farmers keep the  warm to make
sure the  stay healthy. Heat  may be used to keep the
 warm. Raising  indoors also keeps the 
 from disease. When  **R** about 3 weeks old, they
begin eating a special diet of  and minerals. When they reach  **110 kg**
they are sent by  to a meat packing  to be made into 
for us to eat.  farmers **R** business , who use
modern equipment  help them raise the  pigs in the .

What do pigs write letters with ?
Pig pens.

PIGTIONARY



Here are a few words you need to know to get around Amy and Colby's pig farm! Match each word to the correct definition:

WORDS	DEFINITIONS
Piglet	Male pig
Sow	Adult female pig
Farrow	Newborn pig
Boar	Pig raised for meat
Litter	To give birth
Market Hog	Piglets born at one time from one sow

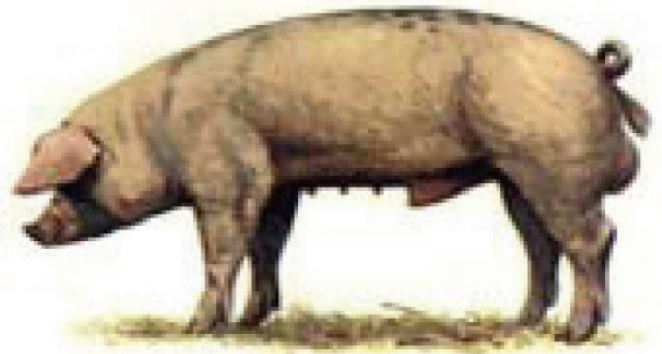
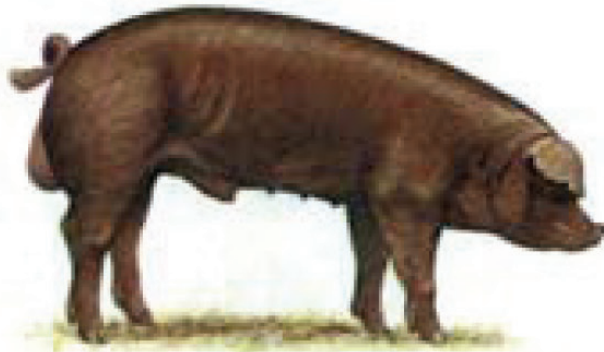


What do you call a pig driving a car ?

A road hog.

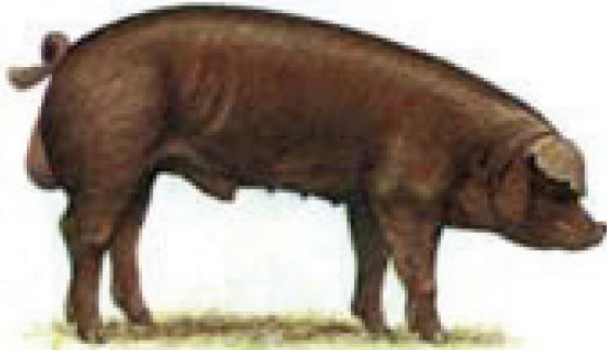
Name The Breed!

Around the World, there are more than 29 different breeds of pigs that are raised for pork. Pictured below, the Yorkshire, Landrace, Duroc and Hampshire are popular breeds on Canadian farms. Which one is which?

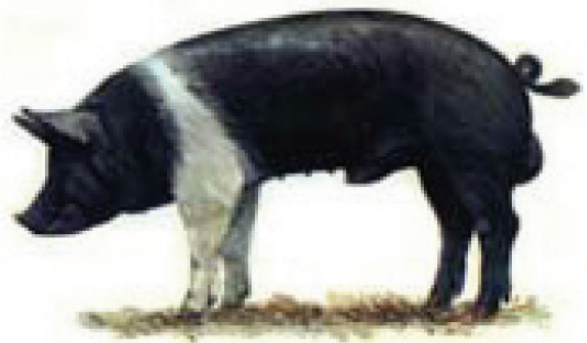


Name The Breed!

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Duroc



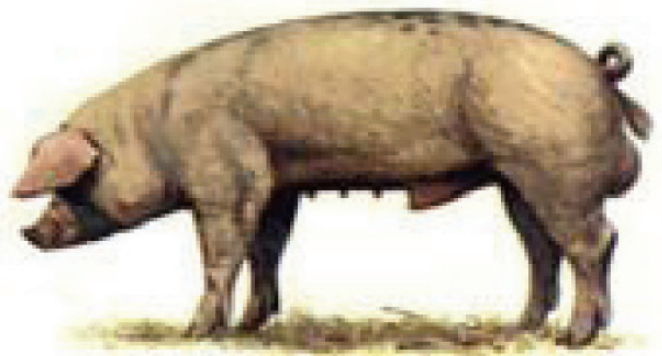
Hampshire



Yorkshire



Landrace (British)

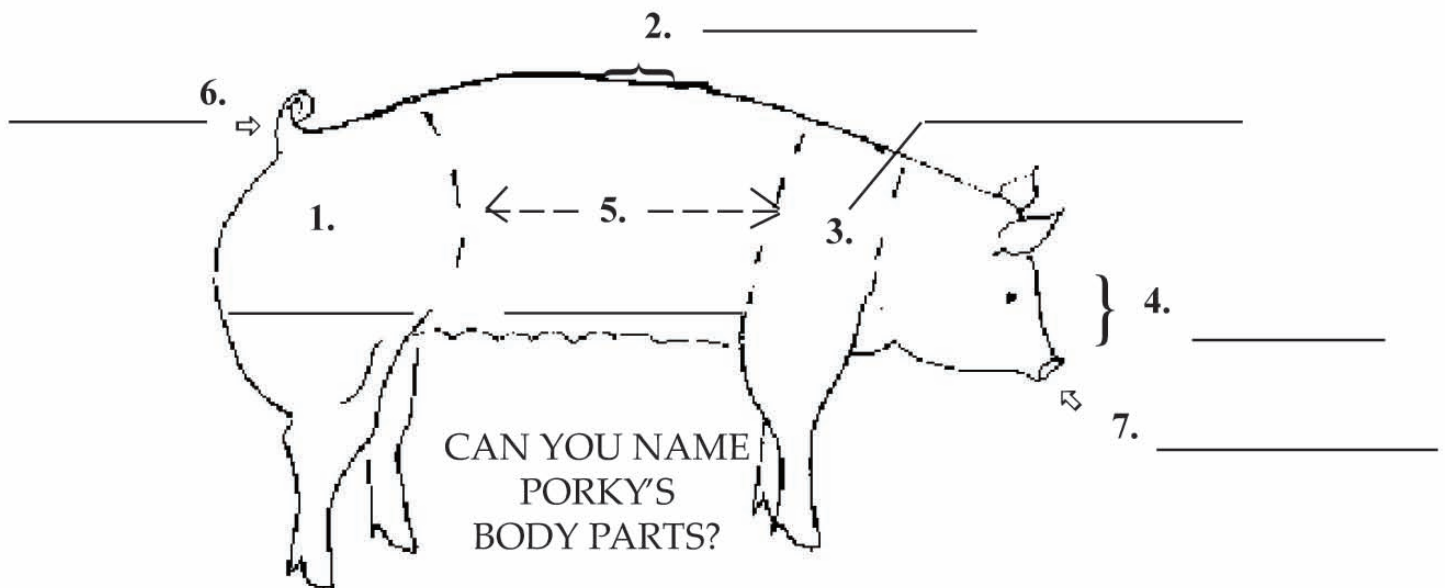


'P' is for P and Porky's Parts



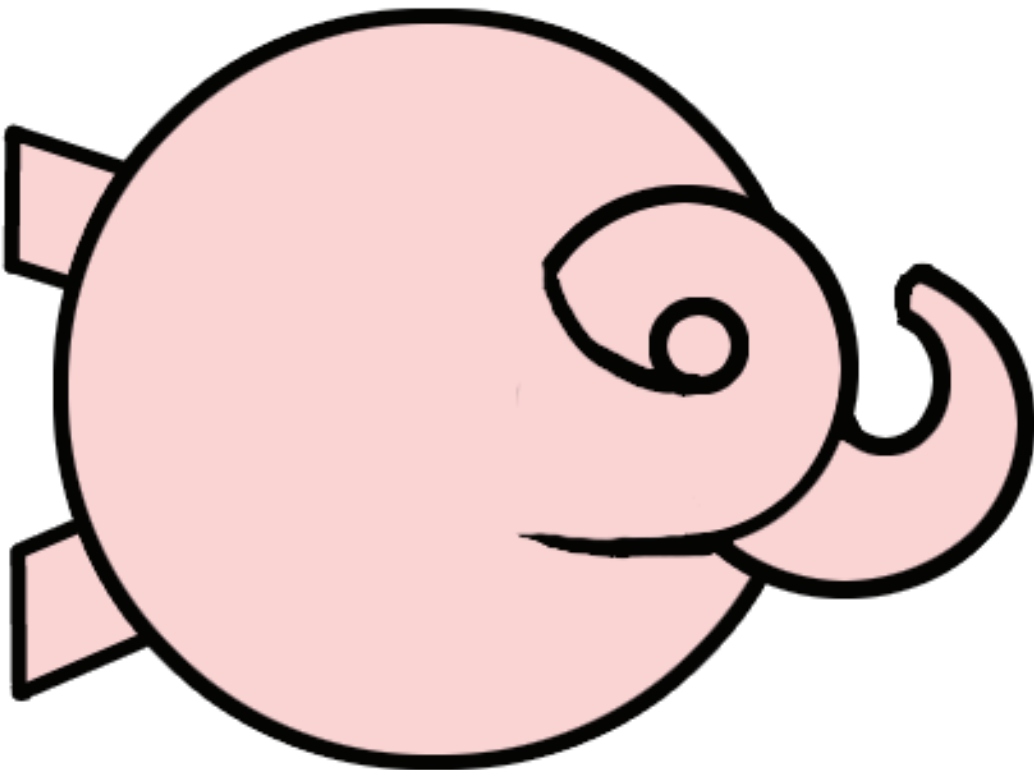
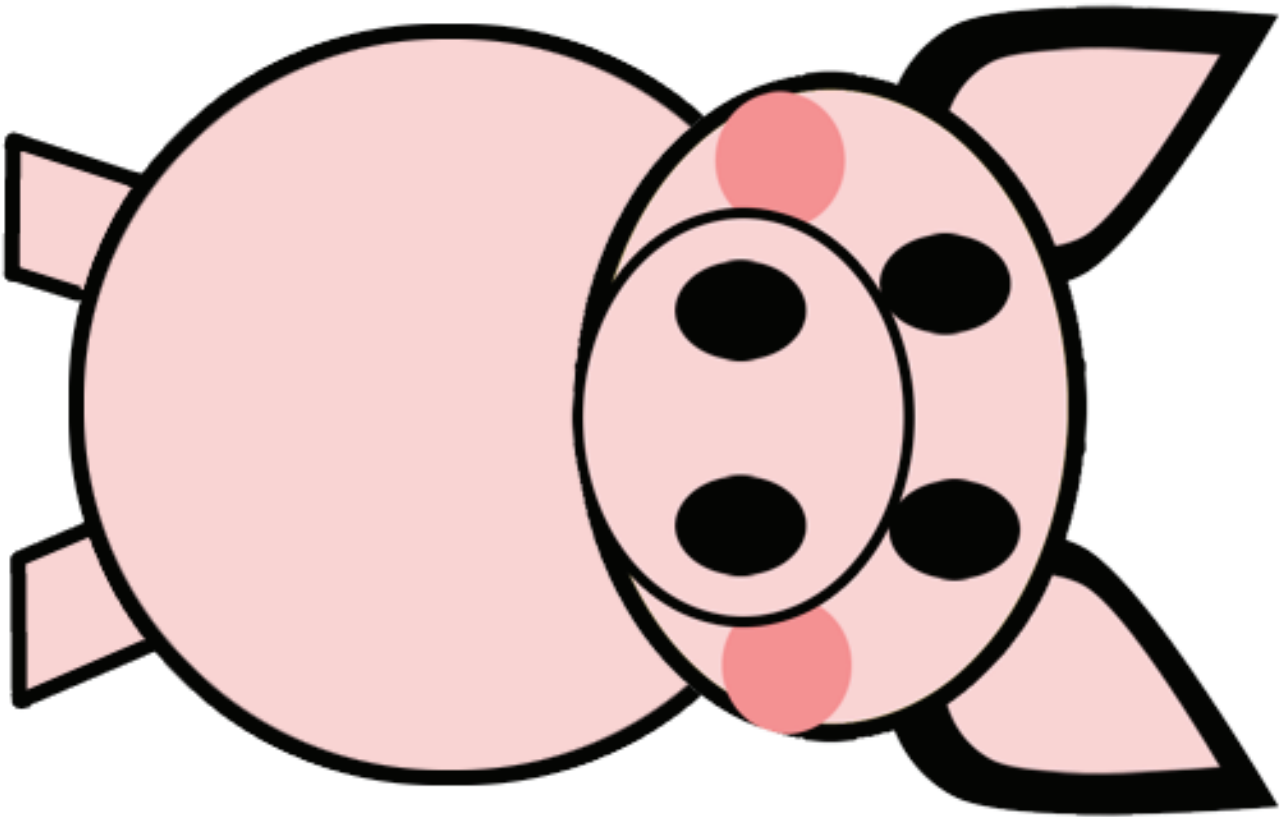
Pork is the name of the meat that comes from swine. Hogs (another name for swine) are raised on farms to give us pork. Farmers feed and care for mother pigs (sows) so that they can produce milk to feed their piglets. Farmers keep their hogs warm, clean and healthy and hogs give us food in return. Pork contains vitamins and minerals for a healthy body. Many of you probably eat pork on a regular basis. Some of the most common pork served is ham, bacon and pork-chops.

PARTS OF A HOG

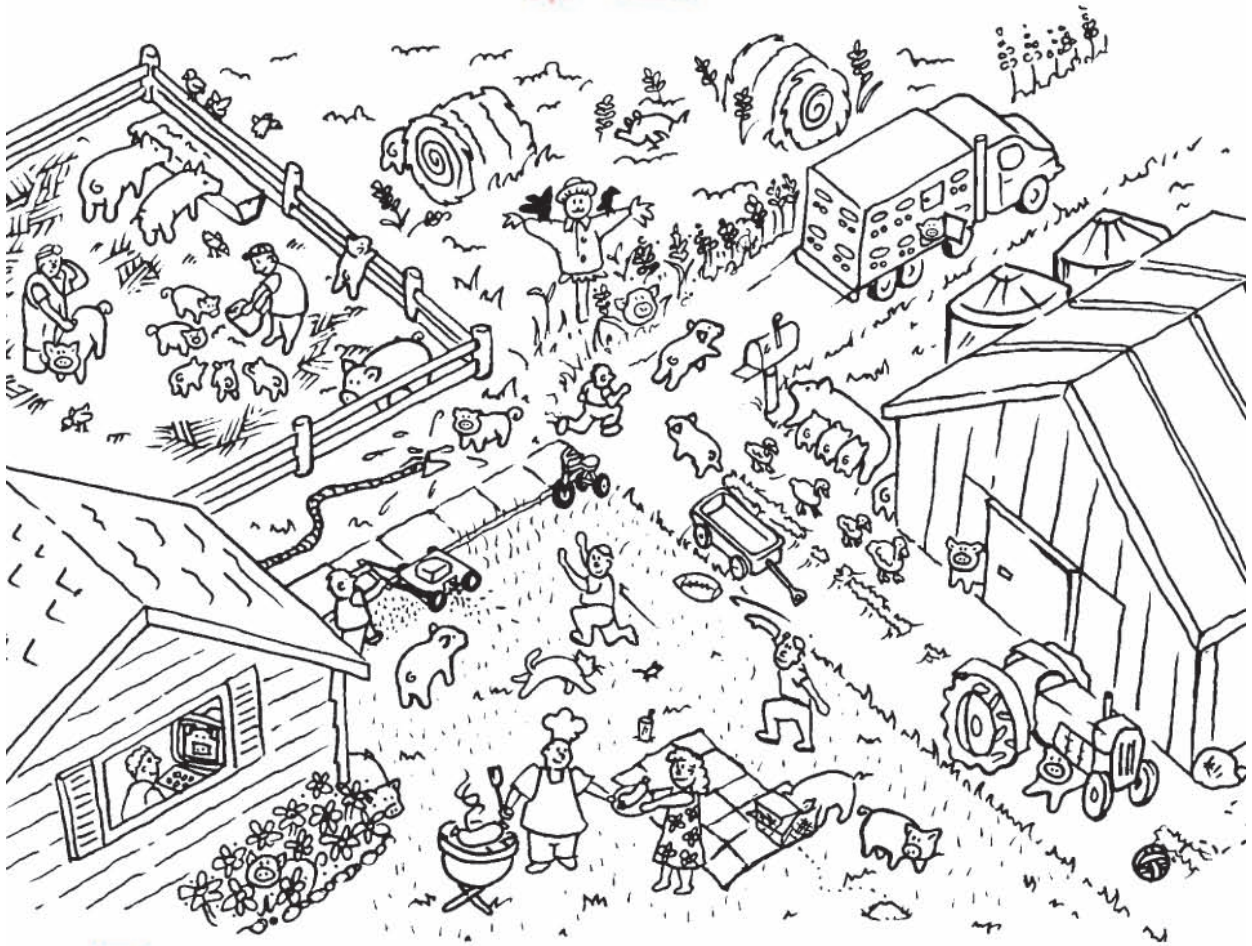


Ham	Back	Shoulders
Face	Side	Tail Setting
Snout		

Cut slit in side of can or tubing with opener. Paint can pink or cover with pink paper. Cut out pig and glue to thin cardboard and cut out. Glue the head section to one end of the can and the tail to the other. Make sure the feet are in alignment with each other. Set the bank on the tail end until dry.



THIS LITTLE PIGGY

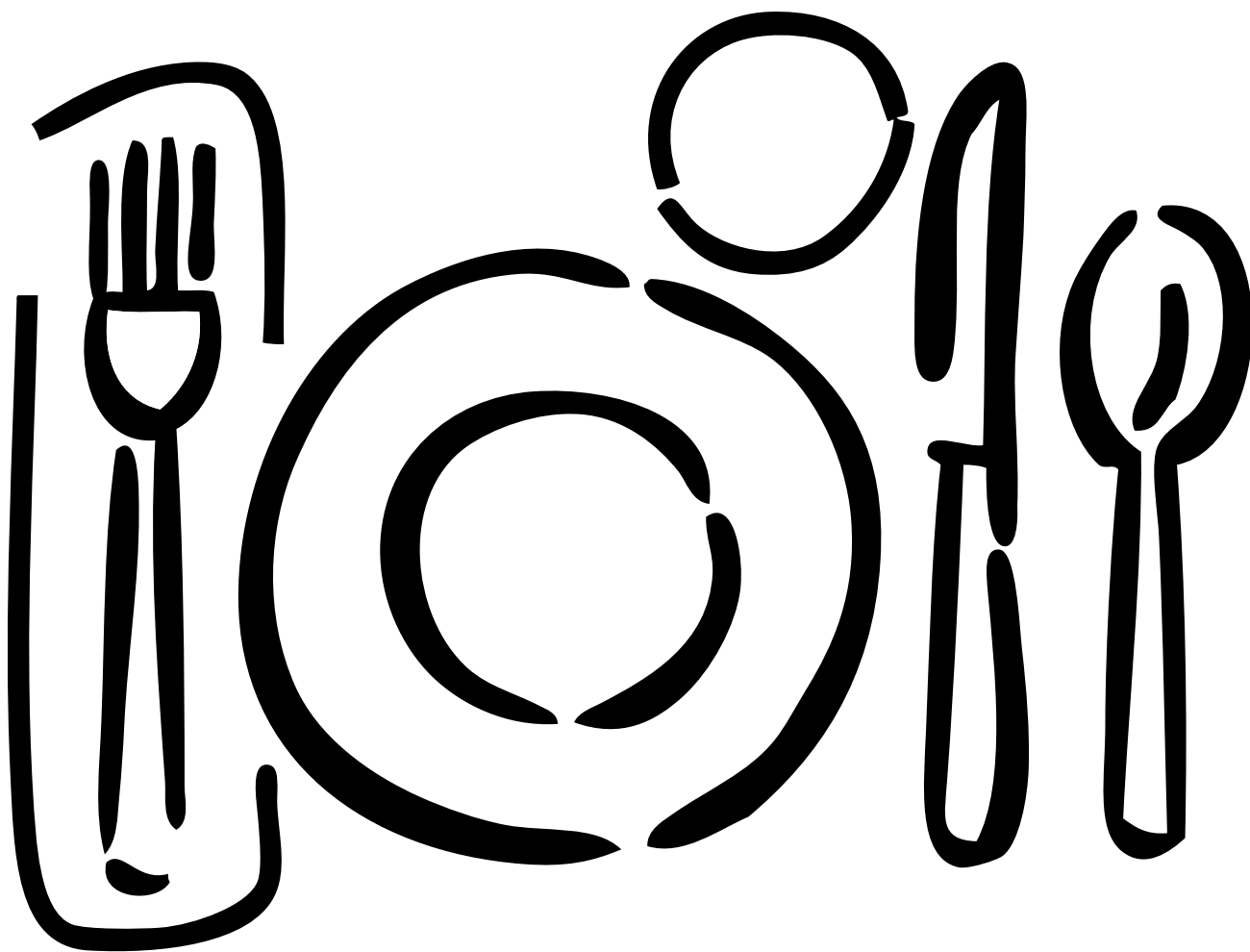


This hog farm is busy! Pigs need food, water and to be treated with care. They need to stay healthy and strong. **How many pigs do you see on this farm?**

This is a small farm! The average hog farm in Canada has 1,000 pigs. Some hog farms have 2,000 to 5,000 sows (mother pigs), as well as boars (father pigs), and piglets (baby pigs). Now that's a busy place!

How does a pig go to a hospital?
In a ambulance.

Putting Your Best Foot Forward





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

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TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

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INTRODUCTION TO PUTTING YOUR BEST FOOT FORWARD

Objectives & Goals of the Unit:

- To explore the Your Best Foot Forward 4-H Project
- To understand what manners are and why it's important to use them.
- To learn how to properly set a table for a meal.
- To learn about personal hygiene and why it's important.
- To learn about travelling and what's needed.
- To understand what it's like for a physically challenged person to navigate in today's society.
- To learn how to plan a party.

Background:

Good manners are an asset to anyone and they become a part of a person no matter where they go. In addition to good manners, etiquette, learning how to travel, how to consider the needs of others and how to plan a party are all essential to know as Cloverbud participants learn how to put their best foot forward in life.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Name one thing that shows you have good manners.
- Name one nice thing you can do for a friend.
- When planning a party, what is the most important thing to remember?

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

Manners, What Manners?

Time: 15 to 20 minutes

Materials Needed:

- Large flip chart paper or Bristol board
- Markers

Divide Cloverbud participants into small groups of 2 to 4 participants. Give each group a sheet of flip chart paper and one or two different coloured markers. On each flip chart paper, the Leader should have the following titles already written on the paper:

- Bathroom
- Telephone
- Family car
- In your classroom at school

Have each group decide who is going to write down the group's answers. Under each heading, have participants brainstorm for at least one good manner they could show relating to the title. Encourage them to give more than one manner though if possible. Give the group 5 to 10 minutes to come up with their answers. Then have each group present their answers to the rest of the group.

How Well Do You Wash Your Hands?

Time: 5 to 10 minutes

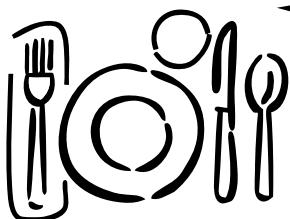
Materials Needed:

- oil base liquid (sometimes available from the local health unit)
- Running water
- Soap
- Towel
- Fluorescent light

Gather the children in a circle. Squeeze a couple of drops of the oil base liquid on each child's hand. Have the children run the oil in as they would hand lotion. Then have the children wash their hands with soap and water. When they return, hold a fluorescent light over the children's hands (the lights may need to be turned off). This will show where they need to work harder when washing their hands as germs are easily passed through touch. Depending on the Health Unit in your area, someone from the Health Unit may come to a meeting to demonstrate this for you.

Subsequently, if you aren't able to do the above activity, demonstrate to the children the proper way for them to wash their hands before starting any activity involving food or food utensils. Demonstrate by making sure each finger and the entire hand area is covered with soap and then each area is rubbed by the other hand to remove any germs that may be present. Dry hands thoroughly.

Note: when working with food, hand sanitizer is not a sufficient substitute to washing your hands.



Did you know that..?

Researchers in London, England estimate that if everyone routinely washed their hands, a million deaths a year could be prevented.

Source: Centre for Disease Control and Prevention www.cdc.gov

LET'S EXPLORE

Setting the Table

Time: 10 to 15 minutes

Materials Needed:

- Dinner plate
- Drinking glass
- Dinner fork
- Dessert fork
- Dinner knife
- Spoon

Give Cloverbud participants the following menu and ask them to arrange the place setting items for a family dinner.

- Roasted chicken
- Mashed potatoes and gravy
- Green beans
- Carrot cake and ice cream
- Milk

Answer:

From left to right:

Dinner fork, dessert fork, dinner plate, dinner knife, spoon

Directly in front of the dinner plate – drinking glass

Placemats

Time: 10 to 15 minutes

Materials Needed:

- White piece of paper (one per child)
- Markers, crayons
- Plate

Set the plate in the centre of the piece of paper. Have the children trace the plate so there is a circle in the centre of the placemat. Then have the children draw on the rest of the utensils for setting a place setting at a table. Make sure to include a fork, knife, spoon and drinking glass.

Have the children colour and decorate the placemat.

LOOKING WITHIN

Considering Those Who Are Physically Challenged

Time: 30 to 40 minutes

Materials Needed:

- Blindfolds
- Items to make an obstacle course (eg. chairs, pylons, a child's toy, etc.)
- Items in a bag (can include small toys, eating and cooking utensils, a stone, toothbrush, shoelace, etc.)
- Cotton balls
- Rope
- Crutches

Blindfolded Obstacle Course

Have the children walk through an obstacle course in pairs with one child blindfolded. The child who isn't blindfolded is to give directions to the blindfolded child but cannot touch the child. Only verbal directions can be given. A Leader or parent helper should be close by to insure the safety of the blindfolded child.

Identify the Item

Put different items in a bag and have a blindfolded child figure out what the item is that they chose from the bag. Have each child take a turn.

Can you Hear?

Have two children gently stuff cotton balls in their ears and hold a conversation with two other children who are talking in whispers. Then have the two without cotton batting speak normally but with their backs to the other two children. Lastly, have the two children without cotton batting talk at the same time.

One Armed Challenge

Ask for a Cloverbud volunteer. Tie one arm behind his/her back and have them try doing ordinary things e.g. buttoning a coat, doing up a zipper, writing on paper, unscrewing a jar lid, catching a ball.

Walking with Crutches

Ask for a Cloverbud volunteer. Give him/her a pair of crutches and have them try to get things from a cupboard, wash the dishes, pick up something off of the floor.

Going on a Trip Relay Race

Time: 30 to 40 minutes

Materials Needed:

- Suitcase
- Clothing

Divide the children into groups of 4 to 5 children.

Each team should have a suitcase filled with the same items:

- Shirt
- Pants or skirt

- Socks
- Footwear
- Hat
- Scarf
- Mittens

Explain that the children are going on a trip. When the Leader says 'go', each team can open their suitcase and the first child on each team has to put on everything in the suitcase. Team members can help the first child to put everything on. Once they have everything on, they need to put their arms out to the side and pretend they are flying and 'fly' to a designated point on the other side of the room (or an item outside such as a tree).

When they get to this point they need to shout out 'I've arrived! Now it's time to go home!' The child then returns to the beginning point, take off the clothes they found in the suitcase and the second child on the team puts on the suitcase clothes. This continues until every child on the team has taken a turn.

Once the relay is completed, discuss what other items should be in a suitcase when going on a trip (items such as shampoo, toothpaste, toothbrush, clean underwear, etc.)

WRAPPING THINGS UP

Planning A Party

Time: 45 minutes

Materials Needed:

- Paper
- Pencil
- Calendar

For this exercise, either discuss a child's birthday party and the things a parent would have to do to be ready to host the party or, plan a party to invite 4-H parents, siblings and grandparents to for a year-end celebration of the Cloverbud Program.

When planning a party there are many questions that need to be answered.

- What type of party do you want to have?
- When are you going to have the party?
- Who are you going to invite?
- How are you going to invite people? Are you going to make invitations?
- What kind of decorations are you going to have?
- What kind of food do you want to serve?
- How much food do you need?
- Do you need napkins, plates, cutlery?
- Are you going to have games or entertainment?
- Who is in charge of cleaning up after the party?

Making Party Invitations

Time: 20 to 30 minutes

Materials Needed:

- Paper
- Craft supplies

If planning a party for a year-end celebration of the Cloverbud Program, have the children make invitations for the event using the information that has been decided with the above activity.

If this activity isn't being planned, have the children make an invitation inviting a friend to their birthday party. Remind the children to include the following in their invitation:

Date

Time

Location (and directions if needed)

ADJOURNMENT

Additional Activities:

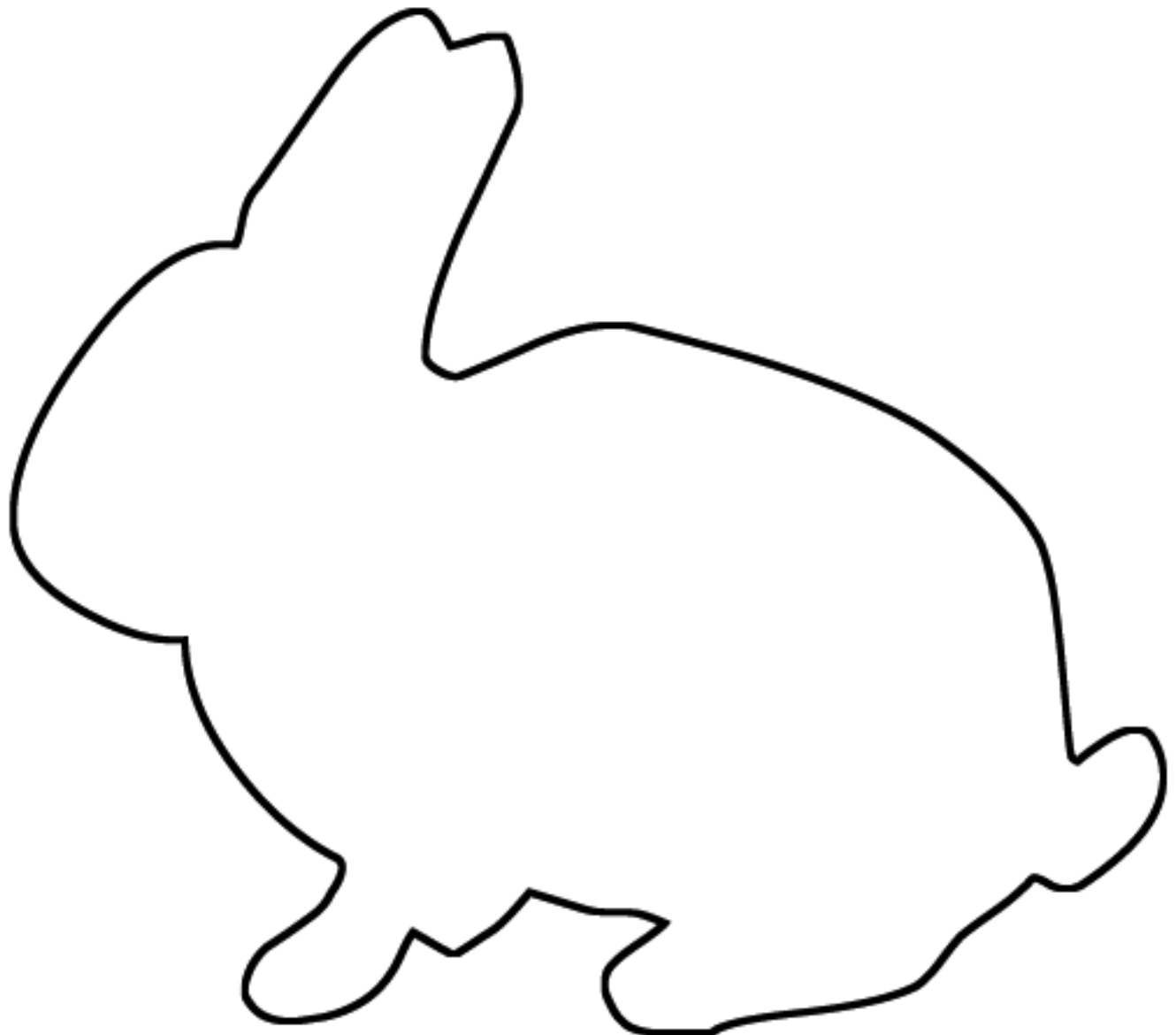
- Visit a senior's home and do an activity with the seniors.
- Have a travel agent or a police officer as a guest speaker and discuss safety while travelling.
- Make a recipe that would be a good food item to serve at a party.
- Invite a physically challenged person who is willing to discuss the frustrations and problems encountered while trying to travel or navigate in today's society.

References:

All Free Crafts.com www.allfreecrafts.com

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Rabbits





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.

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INTRODUCTION TO RABBITS

Objectives & Goals of the Unit:

- To explore the 4-H Rabbit Project
- To learn about different breeds of rabbits
- To learn how to take care of a rabbit
- To learn about showing a rabbit

Background:

Hop on in to this club as Cloverbud participants learn about different breeds of rabbits, what they eat, how to take care of them and possibly how to show them. Cloverbud participants will get a taste of what the 4-H Rabbit Club is like and what the world of rabbits is all about!

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What colour of rabbit is your favourite?
- Name a breed of rabbit.
- Have you ever held a rabbit? If so, what did it feel 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.

GETTING STARTED

Bunny Rabbit Ears

Time: 10 to 15 minutes

Materials Needed:

- Paper
- Tape
- Scissors

Very simple, but very fun!

1. Make a strip of paper long enough to go around the child's head (you may need to tape pieces end to end to get it long enough)
2. Using the template (found at the end of this unit) print, color and cut out the ears.
3. Tape the ears onto the strip
4. Decorate the strip with stickers/markers/etc as desired. Put the child's name on the front of the head band.
5. Tape the strip in a loop so it fits on the head.

Rabbit Anatomy

Time: 10 to 15 minutes

Materials Needed:

- 'Label the Parts on this Rabbit' worksheet
- pencil

Have Cloverbud participants use the answer key at the bottom on the worksheet to learn about the different parts of the rabbit. Once they are finished labeling the rabbit, they can colour it to look like a rabbit they would like to own.

LET'S EXPLORE

Rabbit Breeds

Time: 30 minutes

Materials Needed:

- 'Rabbit Breeds' (found in the Resource section at the end of this unit)
- Crayons

Give each child a 'Rabbit Breeds' worksheet. Explain that they need to read the instructions as to how to colour each rabbit since each rabbit in the pictures is a different breed and needs to be coloured differently.

If children are having trouble reading, ask one of the older Cloverbud participants to read or have a Leader read each description.

How to Carry a Rabbit

Time: 20 to 30 minutes

Materials Needed:

- Stuffed rabbit

Using the stuffed rabbit and the supplementary page (found in the Resource section at the end of this unit), demonstrate how to properly carry a rabbit. Have the Cloverbud participants practice using the stuffed rabbit.

At the discretion of the Leaders and based on the maturity level of the Cloverbud group, a live rabbit could be introduced to the group and participants could practice carrying the rabbit.

Did you know that..?

A rabbit is pregnant for 31 days.



LOOKING WITHIN

What do Rabbits eat?

Time: 10 to 15 minutes

Materials Needed:

- Sample of rabbit pellets, hay (timothy or alfalfa or combination), romaine lettuce, carrots
- Salt lick

Have Cloverbud participants sit in a circle. Have participants brainstorm as to what a rabbit might eat. Then, pass around samples, one at a time, and have the children see, touch and smell the samples – remind them not to eat the samples!

Discuss why rabbits should be given romaine lettuce instead of iceberg lettuce (iceberg lettuce contains too much water and can cause diarrhea). Discuss what ingredients are found in the pellets and that the pellets contain a complete well-balanced diet for the rabbit.

Remind participants that clean, fresh water is a must at all times for a rabbit.

If samples aren't readily available and cannot be borrowed from someone who has a pet rabbit, use pictures from the Internet to show what the different types of feed look like.

Paper Bag Rabbit Puppet

Time: 30 minutes

Materials Needed:

- Standard lunch paper bag
- Glue
- Scissors
- crayons

Have Cloverbud participants colour the templates (found in the Resource section at the end of this unit). Cut out the templates.

Lay the paper bag flat and closed on a flat surface. Lift the flap and glue the body template close to the edge underneath the flap. The body template is meant to be longer than the bag and, depending on the size of the bag, the legs will dangle.

Glue the face template on the top of the flap closer to the lower border. The puppet is now ready for a puppet show!



Did you know that..?

A healthy, happy bunny can live from 8 to 14 years.

WRAPPING THINGS UP

Connect the Dots

Time: 15 to 20 minutes

Materials Needed:

- 'Connect the Dots' worksheet (found in the Resource section at the end of this unit)
- Pencil
- Crayons

Using the Connect the Dots worksheet (found in the Resource section at the end of this unit), have Cloverbud Participants practice their numbers while creating a picture. Have participants colour the picture once they are finished connecting the dots.

Bunny Cake

Time: 20 to 25 minutes (plus baking time)

Materials Needed:

- One round cake pan
(or two, as you will have enough batter)
- Any flavour of cake mix
- One container of white frosting (or homemade frosting)
- Shredded coconut
- Construction paper
- Jellybeans, gumdrops or other types of candy (use your imagination!)
- Easter grass



This simple-to-assemble confection is adorable, and can be customized by choosing the flavors and decorations.

- Source: [Education.com](https://www.education.com)

Prepare the cake mix or the cake batter and bake according to directions. There will likely be enough batter to fill two cake pans, but only one is needed. The leftover batter can be used for another cake for a second bunny or use the extra batter to make cupcakes.

Once the cake has cooled, remove it from the pan, and cut the cake in half. Frost one half with plenty of frosting, and then press the two halves of the cake together and place upright on a plate or cake stand, so the frosting holds them together. It should look like a half-circle standing up. This is the bunny's body.

Then cut out a small, triangle-shaped notch of cake about one-third of the way up one end of the body to make the bunny's head. Frost the bunny all over with white icing and sprinkle with coconut for bunny "fur." (If you want a colorful, non-traditional white bunny, add a few drops of food coloring to your frosting!)

Cut your bunny's ears from construction paper—pink and white looks best—and press the ears into the head. You can use jellybeans, gumdrops or other candy for the bunny's eyes and nose. If you like, add a construction paper bow tie.

To complete your Bunny cake, lay the Easter grass on the plate around the cake and scatter jellybeans or chocolate Easter eggs on top of the grass. Serve with chocolate, vanilla, or your favorite ice cream.

ADJOURNMENT

Additional Activities:

- Have a veterinarian, a rabbit farmer or someone from a local rabbit fanciers club as a guest speaker at a meeting
- Tour a rabbit farm
- Have a rabbit competition judge at a meeting to explain what the judge looks for in a competition
- Have a 4-H Rabbit Club member bring their rabbit and talk about showing a rabbit.

References:

DLTK's Crafts for Kids www.dltk-kids.com

Education.com www.education.com

Ontario Rabbit www.ontariorabbit.ca

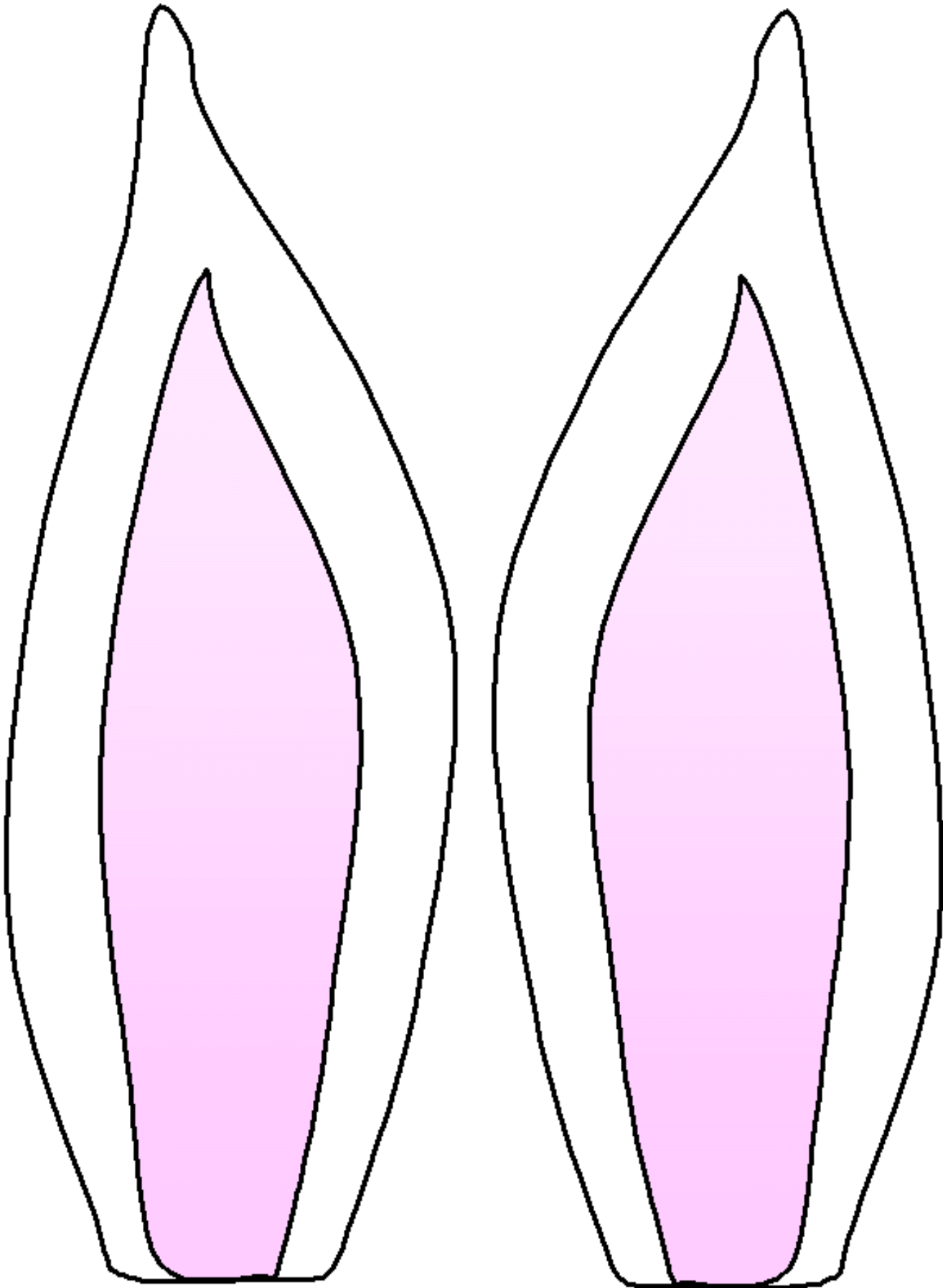
University of Idaho Extension - Cloverbud Program <http://extension.ag.uidaho.edu>

Resources:

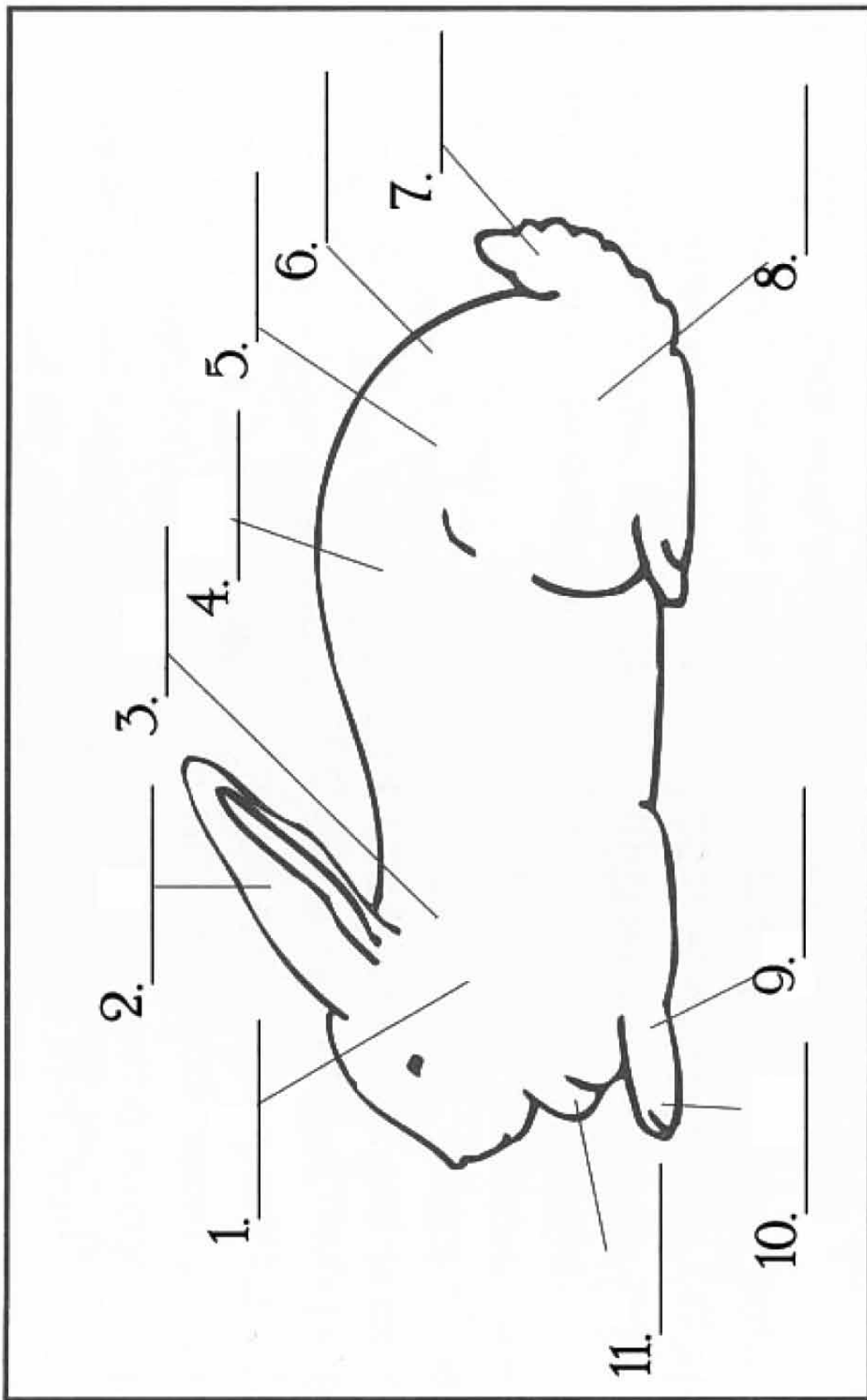
Did you know that..?

The largest rabbit breed is
the Flemish Giant.





Label the Parts on this Rabbit.



Use the following answer key and write your answers on the line by the correct number.

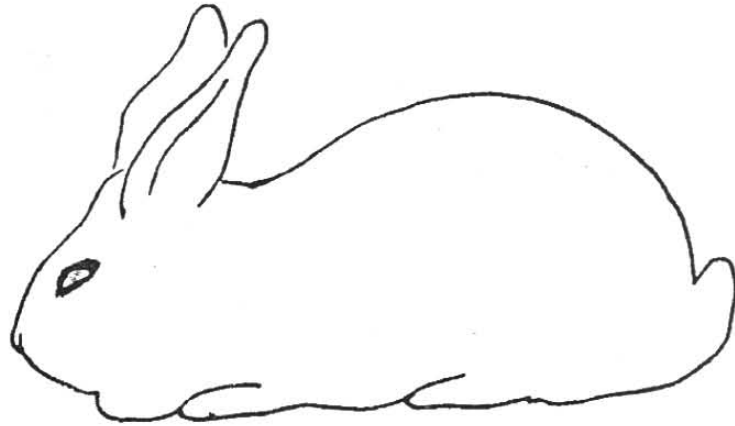
- | | | |
|-------------|---------|------------|
| 1. Neck | 6. Rump | 11. Dewlap |
| 2. Ear | 7. Tail | |
| 3. Shoulder | 8. Hip | |
| 4. Loin | 9. Foot | |
| 5. Hip | 10. Toe | |

Color the Rabbits

Follow the directions on how to color each breed of rabbit.

New Zealand White

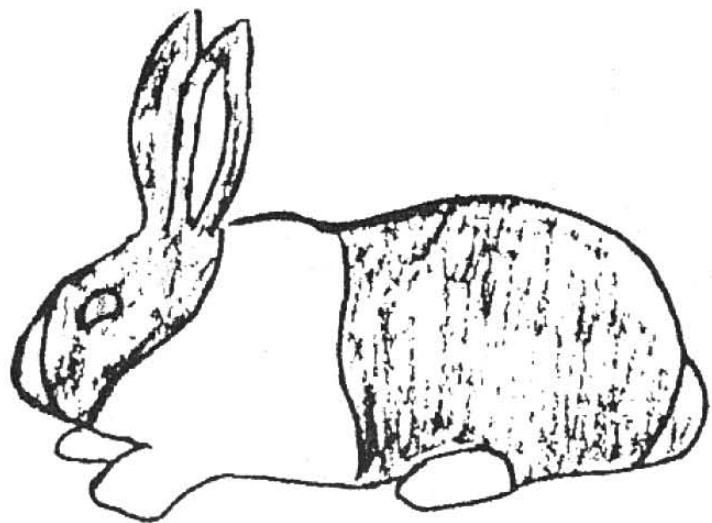
The New Zealand rabbit can be white, red, or black in color. This one is white. All New Zealand rabbits have pink eyes. They weigh about 10 to 11 pounds when they are full grown. They are an excellent meat rabbit and you will always find a class of these rabbits at the fairs.



Color this rabbit white with pink eyes and pink inside the ears.

Dutch

The Dutch rabbit is very popular at the shows and fairs. They are white from the neck to a dividing line behind the front legs. The front legs are white and only the paws of the hind legs are white. They also have a white streak going up on the front of the face called a blaze. The rest of the body is black, grey, bluish grey, or brown.

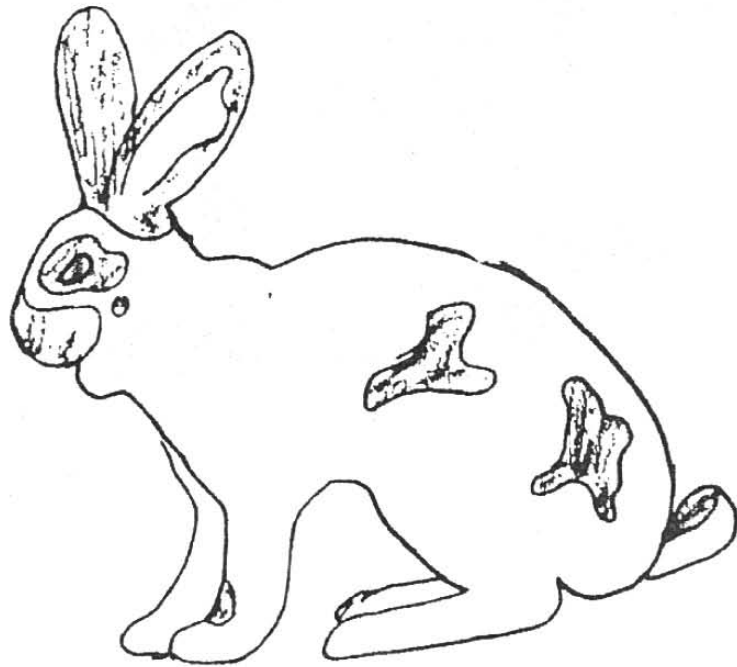


Since the most popular is black, color this rabbit so it is a black-belted Dutch.

Checkedred Giant

This rabbit originated in Germany. It has a marking of its own. The spots are usually black or a bluish-grey color and its body is white. It is a very good meat rabbit and weighs between 10 and 11 pounds full grown.

Color this rabbit white with black spots.



Californian

This breed of rabbit originated in California and was first shown in 1928. It is a very good meat rabbit and very popular at shows and fairs. It weighs about 9 pounds when it is fully grown. The Californian has white body fur, but the nose, ears, feet, and tail are always black.

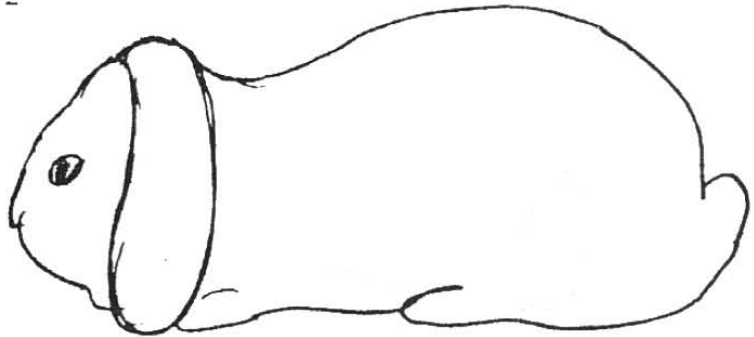
Color this rabbit white with black feet, ears, tail, and nose.



French Lop

The French Lop is another large rabbit which weighs between 10 and 11 pounds full grown. It is an excellent meat rabbit and very popular at rabbit shows and fairs. They come in a variety of colors. The way you can tell this rabbit is that its ears fall down. They are not broken, but they do not stand up like other rabbits ears do.

Color this rabbit grey and see if you can find a lop at the fair this year.



Angora

This rabbit looks like a fuzzy ball of fur. It is raised for its fur and not its meat. It can weigh from 6 to 8 pounds full grown. They are very soft to touch and the fur feels very silky.

Use your imagination and make this rabbit look fuzzy and soft.



Satins

This breed was produced and perfected in America. It has very shiny fur so it is an excellent show rabbit. It weighs about 8 to 9 pounds full grown and can be black, brown, red, colored like a Californian rabbit, or colored like a Siamese rabbit.



Color this rabbit red and pretend its fur is very shiny.

How to Carry Your Rabbit Correctly



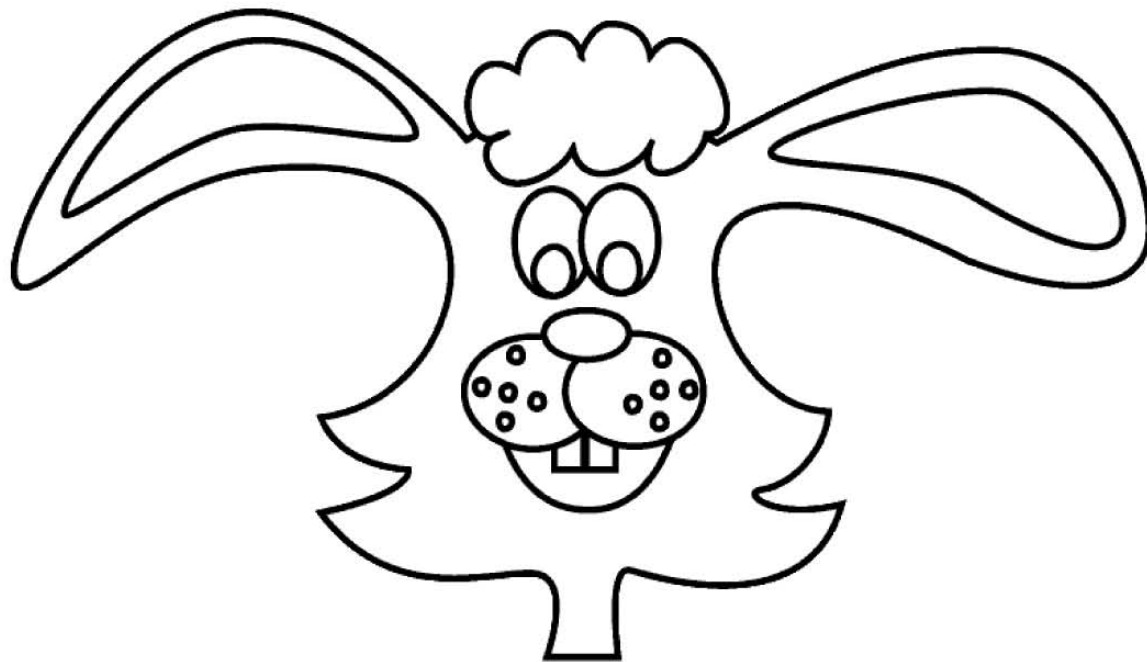
To lift a small rabbit you can grab it firmly in the rib section, just in front of the hind quarters.

You can lift small, medium, and large rabbits by grabbing the fold of skin over the rabbits shoulders with one hand and then with the other hand under the rump, lift the rabbit. Keep the feet turned away from you to avoid scratches in case the rabbit struggles. The rabbit may be tucked beneath your arm to help restrain him as you walk.

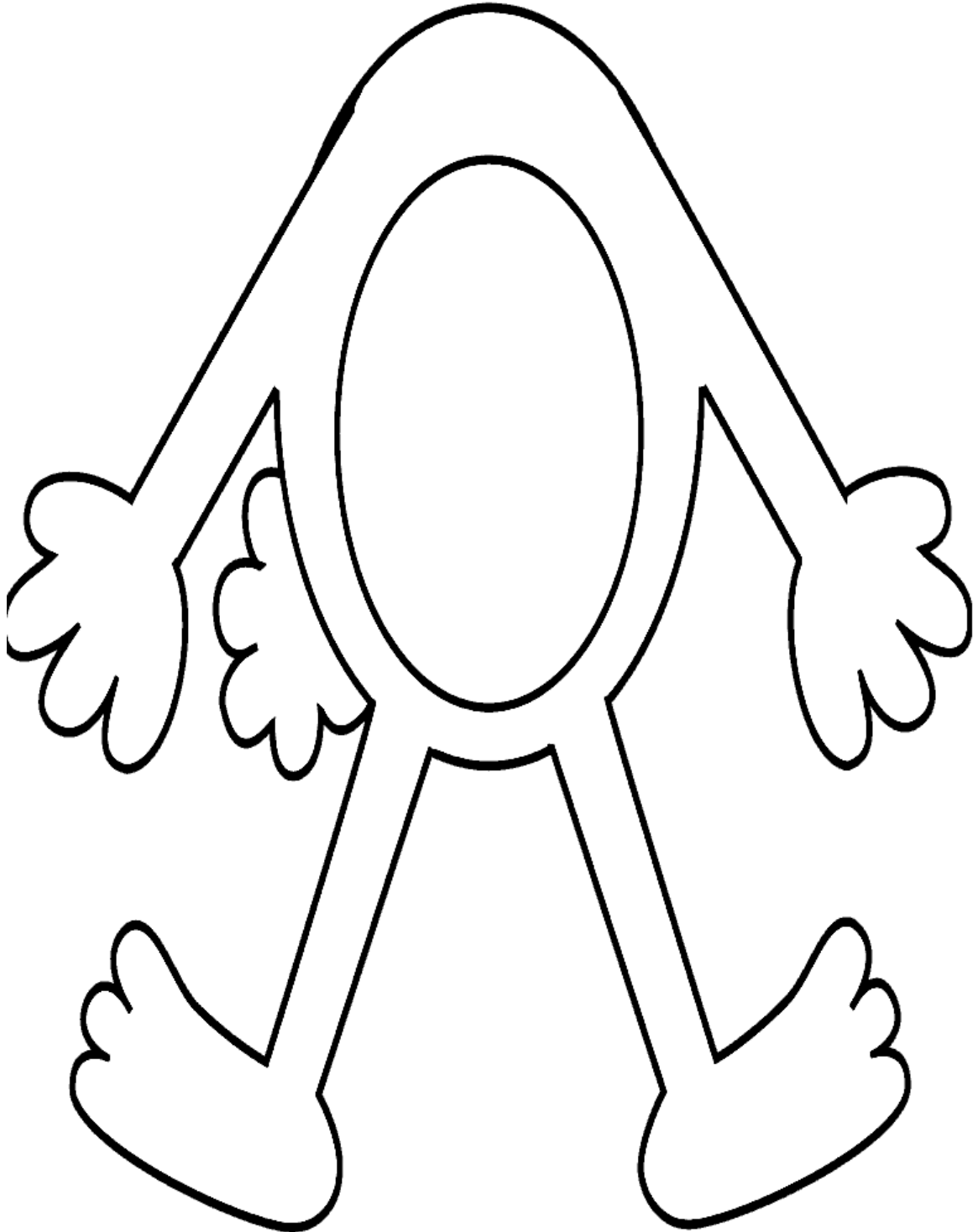


NEVER LIFT A RABBIT BY THE EARS OR LEGS TO MOVE THEM!

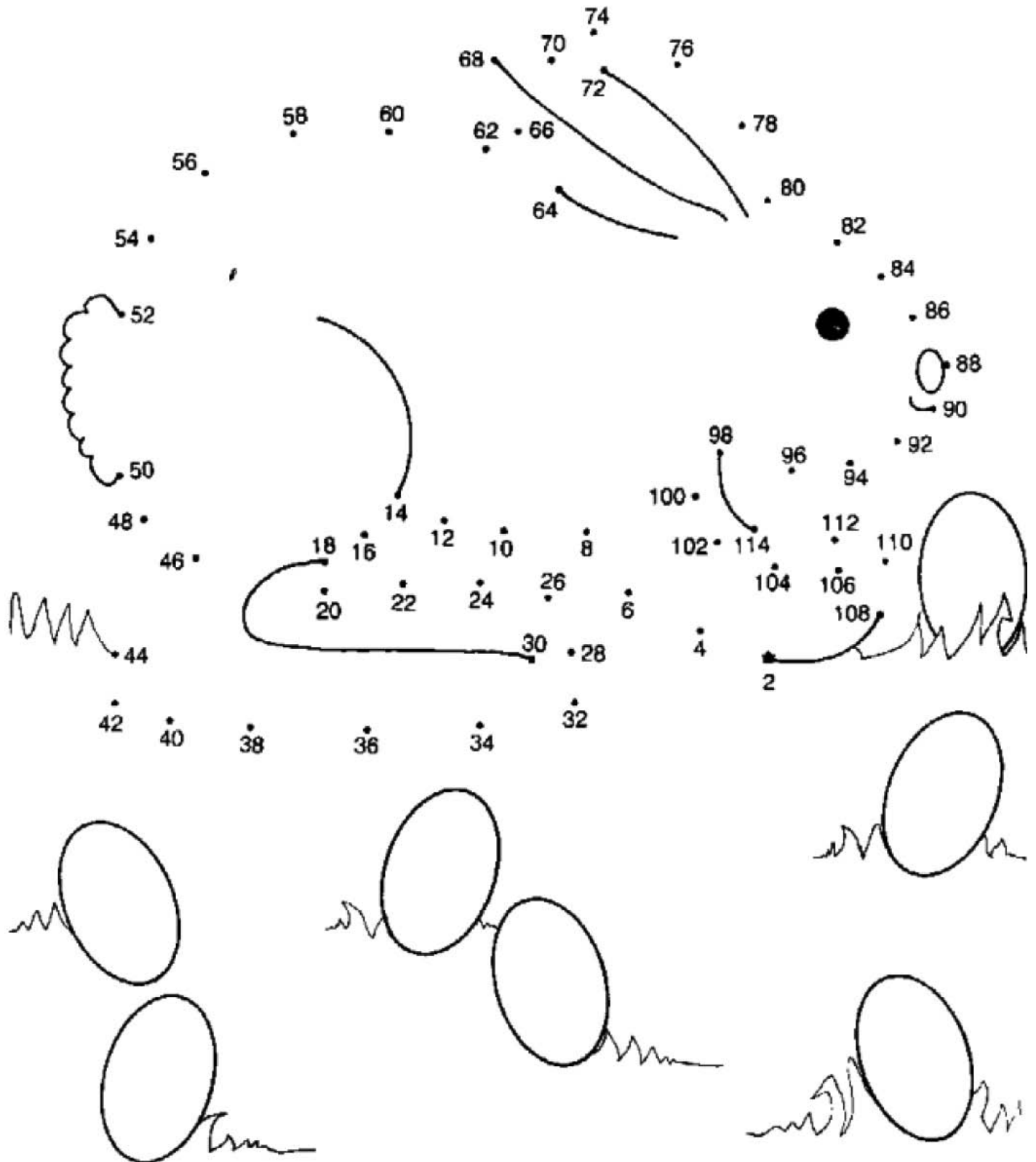
Head Template for Rabbit Bag Puppet



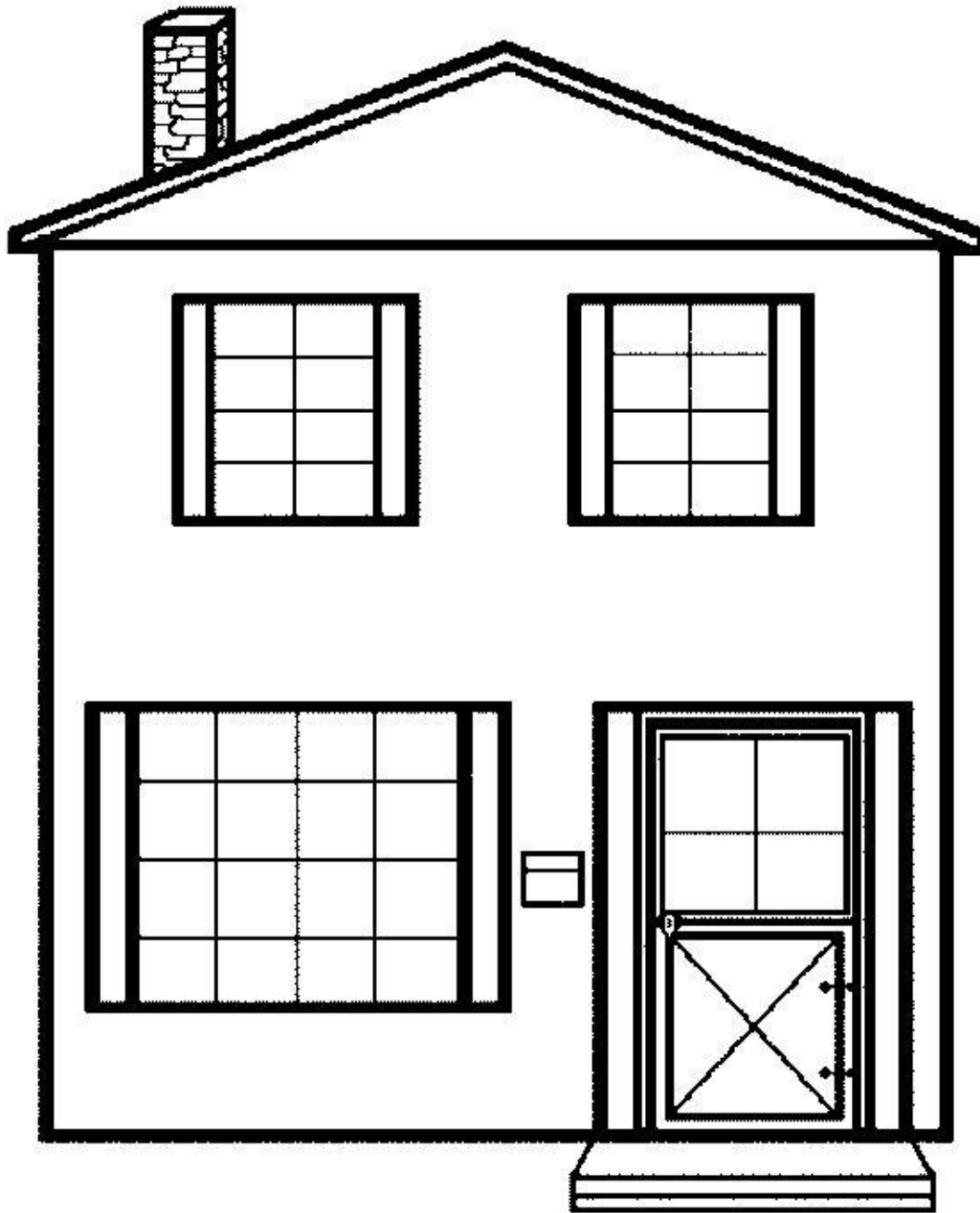
Body Template for Rabbit Bag Puppet



Connect the dots. Count by 2's



Safe At Home





The 4-H Pledge

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my Heart to greater loyalty,
my Hands to larger service
my Health to better living
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INTRODUCTION TO SAFE AT HOME

Objectives & Goals of the Unit:

- To explore the In and Around The Home 4-H Project.
- To understand the importance of following safety rules and guidelines at home.
- To be aware of safety hazards in the home.

Background:

Children must make choices that affect their safety and well being everyday. Help them learn to make wise decisions and follow safe practices at home. Stress the importance of knowing their names, addresses and telephone numbers. Help them recognize potential dangers at home and what to do in situations involving strangers.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Does your family have an escape plan for your house in case of a fire?
- How many smoke detectors are in your house?
- What is your address?
- Why is it important to know your phone number?

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

Address and Telephone Numbers

Time: 10 to 15 minutes

Materials Needed:

- A 7.5cm X 12.5cm (3 " X 5") index card for each child with their name and address (including street, road, house or apartment number, city, province and postal code) printed on the front and their telephone number (including area code) printed on the back.

Gather the children into a circle. Talk about the importance of knowing their addresses and telephone numbers. Ask them why they think this is important. Show them the index cards. Explain that you have one for each of them. Tell them to listen for their own address or telephone number as you randomly select cards to read. When they recognize their address or telephone number, give them their card (they will use their cards in another activity). Ask if anyone can say their name, address and telephone number from memory. Give the children positive feedback even for attempts at saying their addresses and telephone numbers.

Ask the children to think of situations when it would be important to know their addresses.

I Know My Address

Time: 10 to 15 minutes

Materials Needed:

- Outline of a house (found in the Resource section at the end of this unit)
- Crayons or markers
- Scissors
- Index card for each child with their address printed on them

Give each child a house outline. Encourage them to fill in their address including house or apartment number, street, road or line name, province, and postal code by looking at their index cards. Assist the children as needed. Reinforce their learning by saying their addresses out loud as you help them individually (many children can recite their addresses but are unfamiliar with what they look like in print). After they have finished printing their own addresses, encourage them to colour and decorate their houses to look like their own.

Have the children look at a piece of mail that has been delivered to their home to see how their address looks when printed out by a computer and by hand.

I Know My Telephone Number

Time: 10 to 15 minutes

Materials Needed:

- Telephone outline (found in the Resource section at the end of this unit)
- Scissors
- Markers or crayons
- Curling ribbon
- Tape

Give each child a telephone outline. Show them where to write their telephone number. Ask them to fill it in using their index card if necessary. Help the children by repeating the numbers out loud as they write them. Let them cut the telephones out and help them attach the ribbon (curled to look like a telephone cord) to the telephone.

Ask the children to think of situations where it would be important for them to know their telephone number.

Did you know that..?

EVERY HOUSE needs at least one smoke detector on every floor of the house.

Lost Child Game

Time: 20 to 25 minutes

Materials Needed:

- None needed

Gather the children in a circle. Tell them you are going to play a game that requires using their observation skills and memory. Select one child to be a “police officer.” Have that child leave the room. Select two different children to be the parents and one more to be the lost child. Tell the “parents” to look carefully at their “child.” What does he or she look like? What is he or she wearing? Invite the “police officer” back into the room. Have the “parents” tell the “officer” that they’ve lost their child in the crowd (the child stays seated in the circle with the other children). Have the “parents” provide a description of the child. See if the “officer” can locate the lost child. Have the “parents” provide additional clues until the child is found. Repeat with new parents, police officer and lost child.

LET’S EXPLORE

Time: 10 to 15 minutes

Materials Needed:

- None needed

Tell the children to listen to what Simon says. Simon will say statements about fire and fire safety. If the statement is true, the children should jump up and shout “true!” If the statement is false, they should remain seated and shout “false!” Discuss briefly after each statement why it is true or false.

Fire Safety With Simon: True or False?

Simon says:

- Every house needs a smoke detector. **True**
- If a fire starts in your house, run outside and get help. **True**
- It’s okay to light candles without an adult. **False**
- Never leave the room when something is cooking on the stove. **True**
- You should have an escape plan in case of a fire. **True**
- Papers or boxes too close to the furnace can be dangerous. **True**
- If the smoke alarm buzzes, turn it off and go back to bed. **False**
- It’s safe to lay paper on top of the stove. **False**
- It’s a good idea to put a screen in front of a fire in the fireplace. **True**
- Smoke detectors are only for schools. **False**
- If a fire starts in your house, don’t leave without all of your toys. **False**

When you finish, congratulate the children for making smart choices. Encourage the children to be aware of fire hazards at home and in their neighbourhood and to share fire prevention tips with their friends and family.

Smoke Alarms

Time: 10 to 15 minutes

Materials Needed:

- A smoke alarm with batteries
- Candle
- Matches

Show the children the smoke alarm. Ask if anyone knows what it is. See how many children have them in their homes and know where they are. Demonstrate how the smoke alarm works. Warn the children to be prepared for a loud noise. Light the candle and then blow it out, letting the smoke reach the smoke alarm. When the alert sounds, turn it off and ask the children what they should do when they hear a smoke alarm go off. Discuss when it is appropriate to dial 9-1-1.

Stop, Drop and Roll

Time: 10 to 15 minutes

Materials Needed:

- None needed

Do the following fingerplay with the children. Talk about why it is important to stop, drop and roll. When you finish the fingerplay, let each child have a turn to actually practice stop, drop and roll.

- If your clothes catch on fire (*cross your arms and pat shoulders*)
- Make no mistake (*hold pointer finger up and wave back and forth*)
- Stop, drop and roll (*hands up with palms facing forward, drop hands with palms facing down, roll hands around each other*)
- Is the best choice to make! (*thumbs up!*)

Encourage the children to talk to their families about fire safety.

LOOKING WITHIN

Poisons Make You Sick

Time: 20 to 25 minutes

Materials Needed:

Empty containers or household poisons such as bleach, paint, cleaners

Empty prescription or medicine bottles

Containers of non-poisonous products such as soft drinks, syrup, cereal, etc.

Two brown grocery bags

Display the containers so that they are all visible. Tell the children that everyone's house has products that can be poisonous if they are used incorrectly. Emphasize that this doesn't only mean if they are swallowed or "taken internally." Some products can be harmful if their fumes are inhaled or if they touch your skin. Point out the label on one of the household poisons. Show the children the words "warning" or

“caution.” All products must have this kind of label if they can be hazardous. Encourage the children to find other product containers with “warning” or “caution” on them. Show the group a prescription or medicine bottle. Warn the children that medicine can also be poisonous, if not taken correctly. After each child has seen the labels, ask the group to decide if each product is a poison or if it is safe. Have them place the poisons in a grocery bag marked “POISONS” (draw a skull and cross bones if you wish). Place the safe items in a grocery bag marked “SAFE.” Discuss the following:
What ways can poison make you sick?
What should you do if someone accidentally swallows some poison? (share the local poison control telephone number with the children)
What are some ways to prevent accident misuse of household poisons?
Encourage the children to look at home for the local poison control telephone number. If it is not posted, have them ask their parents to post the number at each telephone in the house.

Time: 20 to 25 minutes

Materials Needed:

- None needed

Discuss what a stranger is with the children. Emphasize that anyone they don't know is a stranger and that strangers can be young, old, mean, nice, men, women, nice looking, ugly, neat or messy. Explain that most people are good but a few are not and that is why it's important to stay away from strangers. Encourage the children to role play the following situations.

What Would You Do If....

- A nice looking man shows you a dog's leash and asks you to help him find his lost dog?
- A man you don't know calls you on the telephone and wants you to meet him at the playground?
- A woman in a car offers you money or candy to go with her?

Discuss each situation in detail when you finish. Encourage children to keep these safety tips in mind when they play outside or go shopping.

WRAPPING THINGS UP

Safety First!

Time: 15 to 20 minutes

Materials Needed:

- Brown paper grocery bag with the words “SAFETY FIRST” written on it
- A large safety pin for each child

Give each child a safety pin. Ask each child to think of a safety tip or rule. Pass the bag around. Let each drop their “safety” pin in as they tell the rest of the group their safety tip.

Remind the children that we need to use safety tips and safety rules every day. Ask them to think of all the different safety tips that they will follow during the coming week and to share them with their parents and friends.

ADJOURNMENT

Additional Activities:

- Have a fireman and/or a police officer as a guest speaker
- Visit the Fire Safety House if it's at an event in your area
- Visit a Fire Station and/or a Police Station
- Create a skit and present it at school, at a senior's home or at a community event on some aspect of Safety in the Home

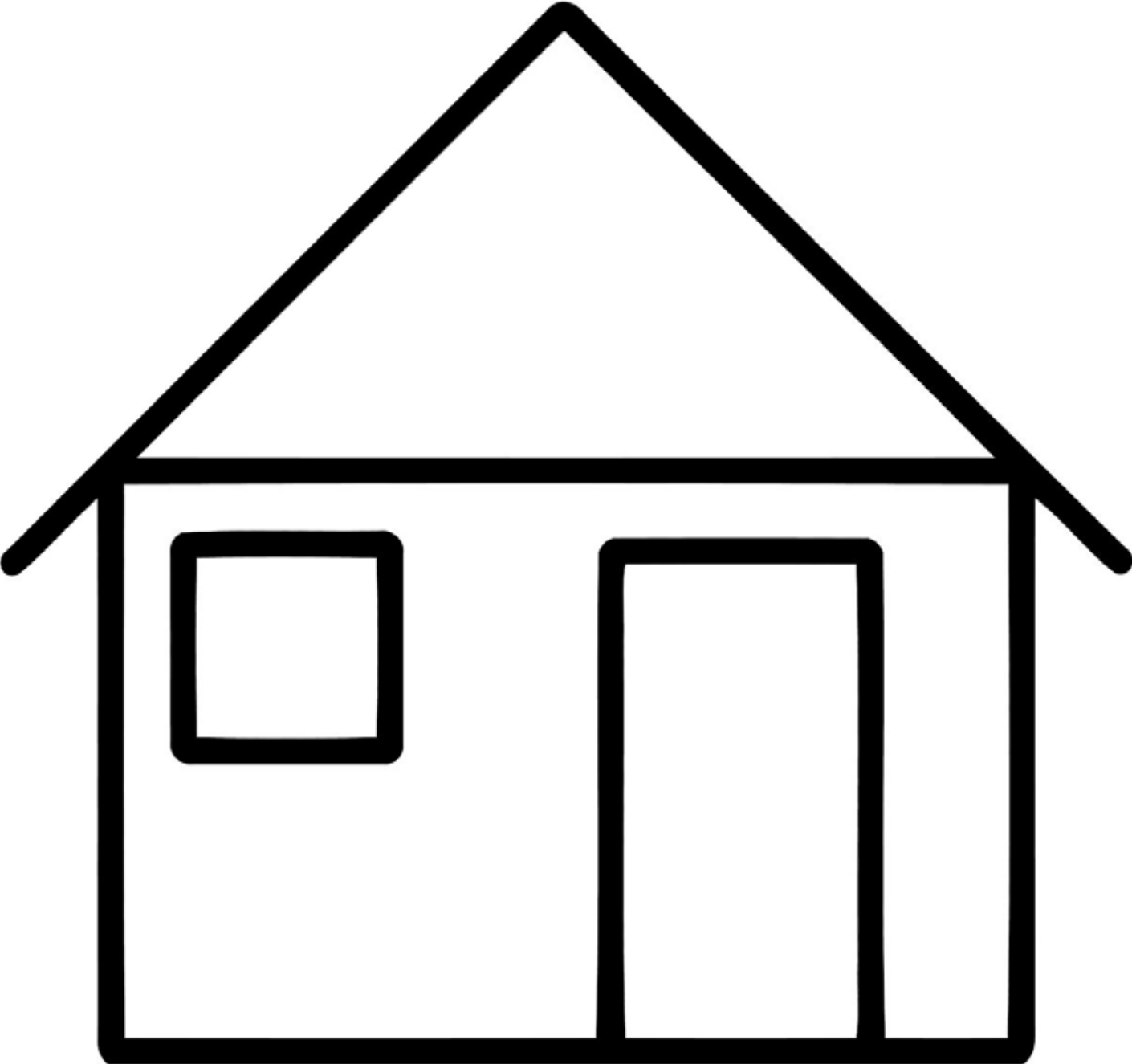
References:

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Did you know that..?

Every family should have an escape plan in case of a fire in the house.





Snacks





The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
Date: March 2013

A special thank you to the Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Project for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of this project and was greatly appreciated.

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INTRODUCTION TO HEALTHY SNACKS

Objectives & Goals of the Unit:

- To help children understand that foods contain nutrients that build healthy bodies.
- To teach children that a variety of foods should be eaten every day in order to supply the body with the necessary nutrients.
- To acquaint children with food preparation and cleanliness concepts.
- To help children understand that there are four food groups according to Canada's Food Guide.

Background:

To get the nutrients we need for good health, we should eat different kinds of food every day and that includes snacks. Explore the four food groups and how we can get snacks from each of these groups that not only taste good but are good for us.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls

- What is your favourite snack?
- Have you ever made your own snack? If so, what did you make?
- Do you like fruits or vegetables better? What is your favourite fruit or vegetable?

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

This is the Way We Wash Our Hands

Time: 10 to 15 minutes

Materials Needed:

- None needed

Germs can get in food and if we eat food with lots of germs we can get sick.

We can keep germs out of our food by:

- Washing our hands before eating or working with food
- Washing all dishes very well
- Keeping the work area clean
- Washing fruits and vegetables before eating them
- Covering our mouth when we cough and sneeze and then washing our hands again
- Putting food away as soon as we're done with it
- Using individual tasting spoons, not serving spoons, to taste foods.

The following song should be sung to tune the of ***Here We Go Round the Mulberry Bush***.

*This is the way we wash our hands,
Wash our hands,
Wash our hands.
This is the way we wash our hands,
Before we make our snack (Use washing motions).*

*This is the way we dry our hands,
Dry our hands,
Dry our hands.
This is the way we dry our hands,
Before we make our snack. (Use drying motions).*

Source: [Nutrition Education, California State Department of Education](#)

Going to the Farmer's Market

Time: 10 to 15 minutes

Materials Needed:

- Pictures of snacks made with either milk
- fruit, vegetables
- grains or meat – there must only be two pictures of each snack i.e. you will need to have two pictures of yogurt
- two pictures of apples
- two pictures of a chicken wrap, etc.

Have all Cloverbud participants but one sit in a circle and give each participant a picture but tell them not to let other participants see the picture. On a piece of Bristol board on the wall, have a list of all of the snacks that participants have a picture of.

The participant that is not sitting in the circle (or have a Leader start off the game but the Leader will have to continue playing) is to stand in the centre of the circle. They then call out one of the snacks that is listed. The two participants sitting in the circle that have that snack have to get up and switch places. The participant in the centre is to try and sit in one of those places before the other two are finished their switch.

If the participant in the centre is successful in getting a spot, they will then take the picture of the snack of the person who wasn't successful in getting a spot.

LET'S EXPLORE

Sing A Song About Snacks

Time: 25 to 30 minutes

Materials Needed:

- None needed

Practice the following songs while discussing Canada's Food Guide and the recommended number of servings youth should have each day.

Drink, Drink, Drink Your Milk

Sung to the tune of Row, Row, Row Your Boat. It can also be sung as a round.

*Drink, drink, drink your milk
Night and morning too.
Building healthy bones and teeth
Milk is good for you.*

*Eat, eat, eat some cheese
On bread and crackers too.
Building healthy bones and teeth
Cheese is good for you.*

*Try, try try yogurt
For snacks and lunches too.
Building healthy bones and teeth
Yogurt is good for you.*

*The Farmer Grows the Wheat
Sung to the tune of The Farmer in the Dell.*

*The farmer grows the wheat, the farmer grows the wheat,
Hi, ho, the dairy-o, the farmer grows the wheat.*

*The millers grind the flour, the miller grind the flour,
Hi, ho the dairy-o, the miller grinds the flour.*

*The bakers make the dough, the bakers make the dough,
Hi, ho the dairy-o, the bakers make the dough.*

*The bakers bake the dough, the bakers bake the dough,
Hi, ho the dairy-o, the bakers bake the dough.*

*The truck goes to the store, the truck goes to the store,
Hi, ho the dairy-o, the truck goes to the store.*

*The grocer sells the bread, the grocer sells the bread,
Hi, ho the dairy-o, the grocer sells the bread.*

*The child eats the slice, the child eats the slice,
Hi, ho the dairy-o, the child eats the slice.*

*The child runs and plays, the child runs and plays,
Hi, ho the dairy-o, the child runs and plays.*

Source: [Penn State Department of Nutrition, College of Health and Human Development](#)

The Fruit Song

Sung to the tune of Twinkle, Twinkle Little Star.

*Pear, bananas, apples for a treat
All are fruits that I love to eat.
Strawberries, grapefruit, oranges with a peel
Help a cut or scraped knee heal.
Fruit in a salad or any other way,
We need to eat fruit every day.*

The Vegetable Growing Song

Sung to the tune of Eencie, Weencie Spider

*Peas and beans and lettuce
Were in the garden row.
Down came the rain
To help the vegetables grow.
Out came the sun
To make the plants grow tall.
Tomatoes, corn and carrots,
We need to eat them all.*

The Protein Song

Sung to the tune of Are You Sleeping, Brother John?

*Protein foods, protein foods,
Help us grow, help our muscles.
Meat and peanut butter, eggs and beans and chicken,
Yum, yum yum. Yum, yum, yum.*

Source: [ABC's of Nutrition Education, Kansas State University.](#)

Did you know that..?

Great choices for snacks include fruit, nuts, yogurt, cut-up veggies, pop-corn, peanut butter crackers, cheese, or a piece of whole-grain bread.

Source: Kids Health <http://kidshealth.org>

Things to Grow

Sung to the tune of London Bridge is Falling Down.

*We need many things to grow,
Things to grow, things to grow.
We need many things to grow,
Grow up healthy.*

*We need meats and milk and bread,
All these foods help us grow.
We need fruits and vegetable
To grow up healthy.*

*We need lots of sleep at night,
Sleep at night, sleep at night.
We need lots of sleep at night,
To grow up healthy.*

*Running, jumping help us grow,
Help us grow, help us grow.
Running, jumping help us grow,
Grow up healthy.*

Source: [Penn State Department of Nutrition, College of Health and Human Development](#)

Snack Mobile

Time: 20 to 30 minutes

Materials Needed:

- One clothes hanger for each child
- Different lengths of yarn or string
- Magazine pictures of snacks
- Scissors
- Glue
- Cardboard or index cards
- Paper punch

Have the Cloverbud participants cut out a picture of one of their favourite snacks from each food group (they will have four pictures). Have them glue each picture on a piece of cardboard or on an index card. Punch holes in the top of the index cards or cardboard pieces. Tie a piece of yarn or string to each card and then tie the other end to the hanger to complete the mobile.

LOOKING WITHIN

Fruit Tree Finger Play

Time: 10 to 15 minutes

Materials Needed:

- None needed

This finger play can be repeated many times by substituting oranges, grapefruits, cherries, lemons or any other favourite fruit in place of apples.

A way up high in the apple tree,
(hold hands above head)

Two little apples smiled at me.
(smile)

I shook the tree as hard as I could
(put hands out as if on a tree and shake)

And down they came
(put hands above head – then lower them to the ground)

And mm-m-m-mmmmmmm they were good!
(rub tummy)

Source: [Eating Right is Basic 2, Michigan State University Cooperative Extension Service](#)

Pretzels

Time: 30 minutes (plus baking time)

Yield: 12 pretzels

Materials Needed:

- 15mL (1 tbsp.) yeast
- 125mL (1/2 cup) warm water
- 5mL (1 tsp.) honey
- 325mL (1 1/3 cup) flour
- 5mL (1 tsp.) salt
- Small & medium sized bowls
- Wooded spoon
- Cutting board sprinkled with flour
- Baking sheet sprayed with nonstick spray
- Measuring cup and spoons

Preheat the oven to 165°C (325°F).

Put the yeast in a small bowl with the water and honey. Stir a little, then let the mixture sit for 5 minutes. Mix the flour and salt together in a medium bowl.

After the 5 minutes is up, check on the yeast mixture. It should be bigger than before and a little bubbly. Add this mixture to the flour and salt mixture.

Stir everything together. Use a spoon to start. Finish with your hands. The dough is ready when it's still a little crumbly and flaky.

Put the dough on the cutting board and knead it like you are playing with clay. Knead it into one big ball. Break off a piece of dough that's about the size of a big gumball or superball. Use your hands to roll it into a skinny snake.

Twist the snake into a medium-size pretzel shape, and put it on the cookie sheet. Do this with all the dough, making 12 pretzels.

Bake your pretzels for 10 minutes. Let them cool and take a bite!

WRAPPING THINGS UP

Veggie Pizza

Time: 30 minutes (plus baking time)

Materials Needed:

- Crescent roll dough
- 125g cream cheese
- 30mL (2 tbsp.) mayonnaise
- Cucumber, diced fine
- Onion, diced fine
- Celery, chopped fine
- Carrots, shredded fine
- Green pepper, chopped fine
- Any other vegetables you would like to include!

Roll the crescent roll dough out flat on a cooking sheet and bake according to package directions. Let it cool.

Mix the cream cheese and mayonnaise together and spread evenly over cooled crescent roll dough.

Sprinkle vegetables over the cream cheese mixture. Pat the vegetables down lightly with a fork. Enjoy!

Refrigerate leftovers.

Fruit Smoothies

Time: 15 to 20 minutes

Materials Needed:

- 125mL (1/2 cup) yogurt
- 125mL (1/2 cup) milk
- A large spoonful of your choice of fruit
(strawberries, bananas, pineapple, cherries, blueberries, etc.)

Measure out ingredients and place in a blender. Be sure to put the lid on the blender tight! Turn on the blender and puree the mixture. It won't take long. Turn off the blender and take off the lid to check the mixture to see if the fruit has been pureed. If so, pour from the blender into a glass. Enjoy!

ADJOURNMENT

Additional Activities:

- Visit a grocery store or Farmer's Market to see what can be purchased to make healthy snacks.
- Have a high performance athlete at a meeting to discuss what they have for healthy snacks.
- Have a nutritionist or a dietician as a guest speaker at a meeting.

References:

Kids Health from Nemours <http://kidshealth.org>
Paint the World Super Colouring www.supercoloring.com
Washington State University Extension <http://ext.wsu.edu>



Did you know that..?

Always have healthy snacks in the home to remove the temptation of choosing unhealthy ones.

Source: Kids Health <http://kidshealth.org>

Tie- Dyeing





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.

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street,
Rockwood, ON N0B 2K0
TF: 1-877-410-6748
TEL: 519-856-0992
FAX: 519-856-0515
EMAIL: inquiries@4-hontario.ca
WEB: 4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Cocontrast Design, Guelph, ON
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INTRODUCTION TO TIE-DYEING

Objectives & Goals of the Unit:

- To understand one of the processes of making clothes
- To develop decision-making skills when given choices
- To develop social skills and facilitate cooperation
- To enhance self-esteem and community awareness through club identity
- To promote self-understanding and learning skills

Background:

Through Tie-dyeing clothing, children will begin to understand the processes involved in making clothing. Children will have the opportunity to make their own, personalized clothing while learning about various types of dyes and dyeing methods.

Note:

Warn parents that the dye colours will bleed (some colour will come out) in the wash. Recommend washing dyed articles separately first, so they don't stain other clothes.

To fix dyes (so they last longer before fading), boil dyed material for 10 minutes in 45mL (3 tablespoons) vinegar and 150mL (1/3 ounce) of alum per gallon of boiling water.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Have you ever Tie-dyed anything? If so, what was it?
- What is your favourite colour?
- Is there a colour you don't like? If so, what is it?

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

GETTING STARTED

Favourite Colours

Time: 10 to 15 minutes

Materials Needed:

- none needed

Ask each Cloverbud participant to think about what their favourite colour is but to not say it out loud. Have the entire Cloverbud group stand. The Leader will call out colours, one by one, and when the a Cloverbud's favourite colour is called, they are to sit down. Keep going until only one child is left standing. Have the group guess what that child's favourite colour is.

LET'S EXPLORE

Fabric Dyeing with Natural Dyes

Time: 30 to 40 minutes

Materials Needed:

- Saucepan
- Water
- stove or hotplate for boiling water
- any clothes, sheets, towels or other fabrics the children would like to change the colour of
- onion skins or boiled or canned beet juice, blueberries, plant stems or roots
- indigo and other coloured stain makers

Clothing, towels and other fabrics are different colours because dye is added. In the past, people around the world developed dyes from parts of plants, animals, rocks and earth. What would it be like not to have colours?

Onion skins provide soft brown, orange and yellow colours. Boil the skins in a saucepan of water for 20 minutes. Try boiling beets, blueberries or plant stems and roots.

At the beginning of the meeting, put the items children brought into the pan of hot water and dye and leave for most of one hour. Rinse and dry. Create designs with colour (see Tie-Dye activity) or change the colour of entire garments, towels or other fabrics.

LOOKING WITHIN

Tie-Dye

Time: 30 to 45 minutes

Materials Needed:

- cold water dye (such as Deka, Procion, Crayola Fabric Colours, Batidit Cold Water Dyes or Jacquard cold-water dyes available at craft stores)
- natural dyes from the Fabric Dyeing activity
- a jelly jar for each participant
- water
- a stick or old wooden spoon
- an old basin or bowl
- a piece of fabric or clothing for or from each participant (preferably cotton)
- a pebble or smooth stone
- strong rubber band
- an old plate or a pad of paper towels
- iron.
- Apron

Wear an apron, smock or old shirt and use a table cloth to minimize cleanup.

Basic Dyeing

Place some cold-water dye in the jelly jar and add some water.

Mix well with the stick or old wooden spoon

Pour the dye into the bowl

Using a stick, press the cloth down under the dye and leave it to soak up some of the colour for two or three minutes

String Method

Tie a long piece of sturdy string onto a bottom corner of the T-shirt. Make it tight.

Crumple the shirt into a ball or a long roll, wrapping the string tightly around the shirt as you crumple.

Crumple and warp the whole shirt and tie a knot.

Dip the shirt into dye for one minute. Let it set in the sink or out on the grass for a half an hour or until the end of the meeting before you undo the string.

Rubber Band Method

Poke up little peaks all over a T-shirt, fabric or clothing. Place a pebble or smooth stone in the centre under each peak. Hold the ends of the cloth together and twist the cloth around the pebble (with the pebble still inside). Wrap each one with at least two rubber bands. Make them very tight. One may also wrap the fabric around a stick instead of a pebble.

Make three colours of dye. Use a spoon to carefully drop one colour on the tip of each rubber band-wrapped peak.

Drip a second colour into the middle section of each peak. Drip a third colour onto the body of the shirt. Let it set for a half hour. Undo the rubber bands.

Paper Clip Method

Lay a T-shirt flat and place sheets of waxed paper inside. Pinch up rows of folds across the front of the shirt. Use paper clips to hold them up.

Dip a paintbrush into dye and paint the tip edges of the folds. Work slowly and let the dye soak into the cloth.

With a second colour, paint a big sun in the corner and sun rays between the folds. Let the shirt dry completely before you take the waxed paper out.

Freehand Method

Lay a T-shirt flat and put waxed paper inside. Make a big flower with a spoon or paintbrush. Work slowly and let the dye spread out.

Cut waxed paper shapes to cover your flower. Pour another colour of dye into a spray bottle.

Put the shirt in a big box, on newspaper or paper towels or outside on the grass. Spray dye on the T-shirt all around your flower. Let it dry completely.

Draw over your picture with fabric paints like puffy paint or glitter paint. They come in squeeze bottles so they are easy to use.

Press your Tie-dyed fabric with a hot iron to flatten it before you paint.

This is how clothes get their colours.

Fabric Dyeing

Time: 20 minutes (plus dyeing time)

Materials Needed:

- any clothes the children would like to change the colour of, Deka, Procion or Jacquard cold-water dyes (available at craft stores)
- cold-dye fixer
- rubber gloves
- apron
- salt
- vinegar
- an old spoon or stick

Have children wear an apron, smock or old shirt and use a table cloth to minimize cleanup. Make sure to remind children to wear old clothes and/or make smocks by putting a hole in the bottom of a garbage bag for their head to fit through. The best place to do dyeing activities is outside on a warm day. If you do these activities indoors, wear rubber gloves and old clothes. Put on rubber gloves and an apron. Dyes stain nearly everything they touch.

- Mix the dye powder with some hot water.
- Add 15mL (one tablespoon) of salt. Salt helps the cloth soak up the dye. You may also want to add special cold-dye fixer so the colour won't wash out as easily.
- Put the dye in a large plastic bowl or tray. Add cold water. Stir very thoroughly with a wooden spoon or disposable paint stirrer.
- Dampen the fabric before you put it in the dye bowl. This helps the dye to soak into the fibres.
- Tie a sturdy string onto a corner of the fabric if you wish to create a design.
- Leave the fabric in the dye bowl for one hour. Stir gently every now and then to make sure the dye colours the fabric evenly.
- Take the fabric out of the dye. Rinse it really well in the sink, changing the water three or four times to get rid of the extra dye.
- Hang the dyed cloth up to dry. With Tie-dye, you can remove the string when the cloth is set but the dye might run. You can also paint dye onto your cloth with a brush so it will dry faster.
- If you are working on a piece that uses several colours, you will want to dye the cloth more than once or paint it with several colours of dye.
- Wash newly dyed items by themselves to make sure they don't stain other clothes.
- Create designs with colour or change the colour of whole garments!

Shirt and Shoes Required

Time: 60 minutes

Materials Needed:

- T-shirts (children can bring one from home or buy one)
- shoe laces
- spray bottles
- cold water dye (such as Deka, Procion or Jacquard cold-water dyes available at craft stores)
- natural dyes from the Fabric Dyeing activity, acrylic paints, fabric paints, latex house paint
- permanent ink markers
- sticks

- toothpicks
- pencils
- tape
- Shoelaces

Making Stripes:

Paint or draw stripes on one side. Make the stripes fat or thin, straight or slanted. When it's dry, match the colours on the other side. Try glitter paint!

Fast Stripes:

Wind your shoelace tight around a pencil. Tape both ends down to hold it in place. Paint or draw long stripes of colour. Leave the inside plain.

Drizzle Laces:

Lay a shoelace on newspaper. Drizzle it with latex house paint. Let it dry for one hour, then drizzle the other side.

Drizzle: Dip a stick into latex paint. Pull it out and let it drip into the can for a moment. Then shake it gently over the shirt so the paint falls in a wiggle line. Drizzle the paint all over the shirt. Let dry for the duration of the meeting.

Drip Drop: Mix acrylic paints with enough water to make them runny like syrup. Use toothpicks or small sticks to drip drops of paint all over the shirt.

Drizzle Shapes: Cut simple shapes out of a big piece of paper. Heart and stars, circles and fat letters are easy to start with. Tape the paper stencil on the top of the shirt. Drizzle paint through the hole onto the shirt. Use different colours for each one. Let each layer of paint dry before putting a new stencil on top.

Night Sky Stencil:

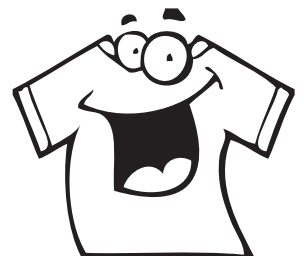
Make a horizon stencil. Cut mountain shapes in a large piece of paper and tape it to cover the bottom half of your shirt. Dip an old toothbrush into white acrylic paint thinned with water. Rub your thumb across the bristles to splatter tiny flecks of paint all over the shirt (and the surrounding area if you're not careful and not outside). Add flecks of light colours or glitter paint if you wish. Paint a thin crescent moon or cross-shaped stars. Let your shirt dry and remove the stencil.

Think about how patterns on clothing can be created in many different ways.

Did you know that..?

Tie-dye became a mainstream fashion starting in the 1990s.

Source: www.encyclopedia.com



WRAPPING THINGS UP

Cloverbud Banner

Time: 10 to 15 minutes

Materials Needed:

- paper
- glue
- markers
- decorations
- old sheet
- pillow case or long piece of cotton fabric
- scissors
- coat hanger
- tempera paints (recipe below)
- paint brushes
- cup of water
- rags
- stapler

Tempera Paint 60mL (1/4 cup) can be made using the following instructions:

Mix 30mL (2 tablespoons) of egg yolk with 15mL (1 tablespoon) of water.

Stir in powdered paint pigments or poster colours with a clean brush. One part liquid to two parts pigment will work also.

Make a Cloverbud Banner to post at meetings with projects and ideas from the Cloverbud participants. The banner could also be used in parades, at fairs and other community events.

Cut sheet or pillow case to fit the width of a coat hanger. Make it as long as you like. Or, use the long piece of cotton for the banner.

Paint a colourful scene, picture or design on the cloth, or use some of the methods described in this unit for Tie-dyeing. The banner could be made at the same time the other projects are being made, using the same materials and methods.

Let dry.

Bend top of banner over the bottom of the coat hanger and staple into place.

Hang to display.

Many items and ideas go into creating clothes and the cooperative (team) efforts of many people.

ADJOURNMENT

Additional Activities:

- Have a guest speaker who designs and/or sews clothes.
- Tour a clothing store or a craft store.
- Do a fashion show, displaying the clothing that was Tie-dyed in this project. The show could be done at a senior's home, school or community event.

References:

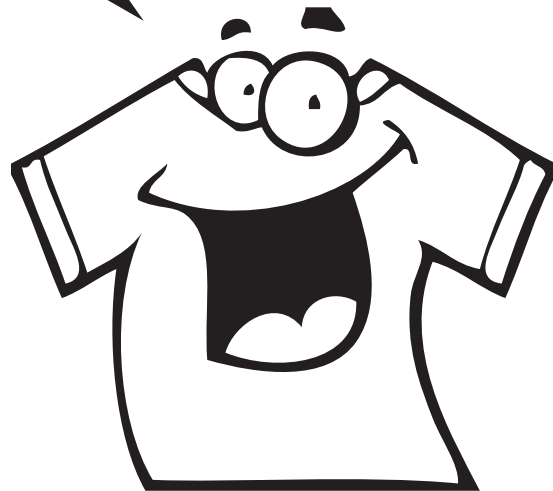
ClipArtOf www.clipartof.com

Ohio 4-H Cloverbud Program www.ohio4h.org/4-h-youth/cloverbuds

Did you know that..?

Tie-dye has roots in Indian bandhani and Japanese shibori, both dyeing techniques that involve binding areas of fabric before dyeing to create color patterns. Indonesia, Nigeria, and Peru also have long traditions of tie-dyeing fabrics, as do many other countries.

Source: www.encyclopedia.com

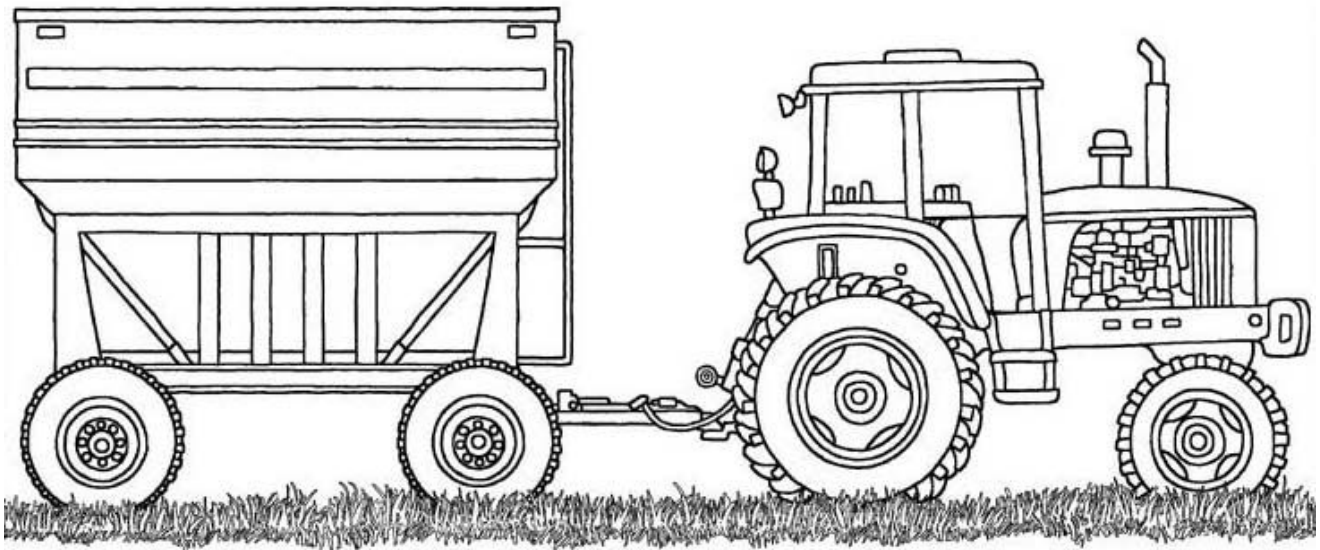


Additional Cloverbud Units added to Year One

March 2019

- . Farm Safety**
- . Financial Fitness**
- . Let's Get Growing**
- . Personal Fitness**

Farm Safety



The 4-H Pledge

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

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca WEB: www.4-HOntario.ca



CANADA
4-H Ontario

Project Resource Information:

Written by: Vanessa Stewart, 4-H Ontario Resource Summer Student
Reviewed by: Sandy Miller, Workplace Safety and Prevention Services
Layout by: Mary-Kathleen Dunn
Date: March, 2019

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 Ontario Cloverbud Program is supported by Syngenta.



The development, production and distribution of this 4-H Cloverbud Farm Safety unit was made possible through the support of Workplace Safety & Prevention Services.





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.*

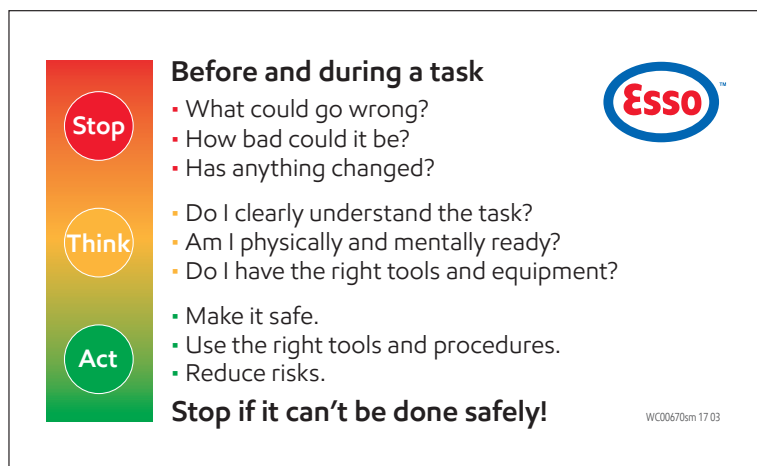
***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

Stop Think Act

Stop Think Act is a simple but powerful tool. Over 90 percent of accidents are due to people not taking the time to consider how their actions may put them at risk.

Stop Think Act helps you take that first step to see hazards and protect yourself and others from them.

The message is very straightforward and can be adapted to any situation at home, work or play.



Stop

- What could go wrong?
- How bad could it be?
- Has anything changed?

Think

- Do I clearly understand the task?
- Am I physically and mentally ready?
- Do I have the right tools and equipment?

Act

- Make it safe.
- Use the right tools and procedures.
- Reduce risks.

Stop if it can't be done safely!

WCC00670sm 17 03

Use Stop Think Act to remind yourself to put on your helmet or other personal protective equipment, work with a buddy, ask for clearer instructions... use Stop Think Act to find ways to make it safe.

Have you ever...

- Ridden a horse without a helmet?
- Groomed your calf without wearing work boots?
- Jumped from the second step of your tractor?
- Used a welder or grinder inside a farm building
- Worked with or near flowing grain?
- Worked on or around operating equipment?
- Mixed chemicals without using the right personal protective equipment?

Think about the tasks or chores do you do that may pose risks if not done safely.

For example, working near a power take-off:

Stop: What could go wrong? How bad could it be?

- Clothing or shoe laces can quickly get entangled resulting in severe injury or death.
- I could be very severely injured, or worse.

Think: Do I clearly understand the task? Am I physically and mentally ready?

- A PTO shaft spins between nine and 16 times a second and is two feet off the ground.
- I need to ask for help if I don't understand or feel uncomfortable.
- If I feel unsafe or unsure, I should stop what I'm doing and tell an adult or supervisor.
- I may be tired, hungry, distracted... and I should **never** step over a PTO.

Act: Make it safe. Reduce risks.

- Walk around the entire unit instead of taking the shortcut.
- Better yet, turn the unit off as well.

4-H Ontario, Workplace Safety & Prevention Services (WSPS) and Esso encourage you to Stop Think Act before beginning a task to make sure it can be done safely.

For more info on Stop Think Act and/or health and safety resources for farming, call 1-877-494-9777 or visit www.wsp.ca/farmsafety



INTRODUCTION TO FARM SAFETY

Objectives & Goals of the Unit:

- To become aware of and understand the hazards related to agriculture and farming
- To learn how to safely interact with and behave around livestock
- To teach and encourage farm-safety awareness and accident preparedness

Background:

Farms have always been exciting and beautiful places to visit, live, and work at. This can make it easy to forget that there are safety hazards on farms, too! Driving and operating farm equipment, handling livestock, and other general activities around the farm all require safety precautions to keep you from getting hurt. Learning as much as you can about farm safety is the best way to stay safe and avoid accidents, but in the event that accidents do happen, it is also great to be prepared! Remember to Stop, Think about the consequences of your actions before you do something, and then Act, always having a plan if things go wrong. Never be afraid to ask questions when it concerns your safety!

INSERT STA BUBBLE PNG IMAGE

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- Have you ever visited a farm? What did you do there?
- Name something that could be dangerous on a farm.
- Name one way you can stay safe on a farm.

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 working through each activity, and in particular the activities with the ** image, keep the Stop, Think, Act message in mind and review the questions:

- What could go wrong?
- How bad could it be?
- Has anything changed?

Always be sure to end each discussion on a positive note, making sure Cloverbuds know what should have happened so that each activity has a happy ending.

GETTING STARTED

Farm Safety Word Search and Vocabulary

Activity Time: 5-10 minutes

Materials Needed:

- “Farm Safety Word Search” sheets (found in the Resource section at the end of this unit)
- Writing utensils

Print enough word searches for every Cloverbud. Hand out one word search and writing utensil to each Cloverbud and have them work on the word search for about 5 minutes. After 5 minutes, go through the vocabulary in the word search to make sure that Cloverbuds understand all the terms and why they are listed as farm safety vocabulary. Term descriptions/ safety warnings are listed below.

Animals – Large farm animals like horses and cows could hurt you if you are not careful

Chemicals – Chemical products like pesticides can be harmful if they are not handled properly

Falls – Always be careful when climbing ladders or large farm equipment so that you do not fall

Grain – Grain bins are very deep and extremely difficult to climb out of if you fall in

No Riders – Carrying extra riders or passengers on one-person vehicles is very dangerous

PTO – Never step over a Power Take-Off shaft and always be mindful of loose or long clothing that could become easily tangled

Ready Rooster – The farm safety mascot

Ride Inside – Always ride vehicles safely and correctly (seatbelts on, inside the vehicle), otherwise you could get hurt

ROPS – Roll Over Protection Structures will only protect you if they are used properly

Run Over – Stay away from large machinery and vehicles when they are in use so that you do not get run over

Sharp – A lot of farm equipment has sharp parts that can hurt you if you do not know how to use it safely

Swimming – There are not usually lifeguards on farms so be extra careful when swimming in pools or ponds



Farm Safety Colouring Page

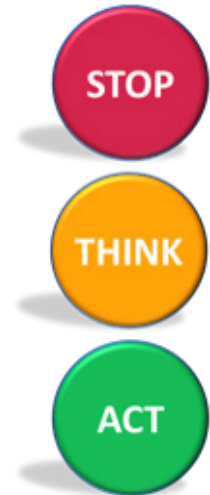
Activity Time: 5-10 minutes

Materials Needed:

- “Farm Safety Colouring Page” sheets (found in the Resource section at the end of this unit)
- Colouring utensils

Print enough colouring pages for each Cloverbud. Before they start colouring, ask that they think about what might have gone wrong in this picture and how the farmer might have ended up in this situation. Some answers could be: the farmer got too close to the machine; the farmer tried to climb or work on the machine when it was still on; the farmer fell out of the tractor because they were not wearing their seatbelt; the farmer did not stop and think about what they were doing. For each scenario ask Cloverbuds what could the farmer do to be safe so they don't get hurt.

Give Cloverbuds time to colour their pictures.



How Much do I Weigh?

Activity Time: 10-15 minutes

Materials Needed:

- “How Much Do I Weigh” sheets (found in the Resource section at the end of this unit)
- Writing Utensils

Cloverbuds will work in pairs for this activity.

Print enough sheets for each pair of Cloverbuds. Give each pair their own sheet and a writing utensil. Cloverbuds will have about 5 minutes to work together to make guesses on how much each object weighs, in the imperial unit of pounds (lbs). These weights can be written in the bottom left corner of each box, beside the word “Guess”. After Cloverbuds have made their predictions, take up the answers as a group and have Cloverbuds record the “official answers” in the bottom right corner of each box, beside the word “Answer”. Remind Cloverbuds that the “official answers” you are about to give them are for specific types and models of these objects, which means that similar objects could have very different weights. (For example, the model of tractor listed in the answers is a “medium sized” tractor; other tractors could be much larger or much smaller, which would change how much it weighs).

After taking up the answers, ask Cloverbuds to think about how much each of them weigh right now and compare their own weight to the weight of the objects on their sheet. These farm objects weigh many times more than what people do, which is why it's so important to be careful around heavy objects. It is easy to get hurt!

Answers are listed on the next page (from least heavy to most heavy).

Ride-On Lawnmower (JOHN DEERE D105 LAWN TRACTOR)	400 lbs
ATV (2015 YAMAHA GRIZZLY 700 4x4)	650 lbs
Large Round Bale (5x5 bale AT 12 POUNDS PER CUBIC FOOT)	1200 lbs
Heavy Horse (ADULT CLYDSEDALE)	2000 lbs
Pickup Truck (2018 FORD F-150 XL – 8 FT BED)	4500 lbs
Tractor (JOHN DEERE 5100E UTILITY TRACTOR)	8000 lbs

LET'S EXPLORE

Hazard Symbol Matching Game

Activity Time: 10-15 minutes

Materials Needed:

- “Hazard Symbol Matching Game” sheets (found in the Resource section at the end of this unit)
- Scissors
- Chemical Look-a-like Kit (available from Workplace Safety & Prevention Services (Ontario) <http://www.wsps.ca> or Canadian Agricultural Safety Association <https://www.casa-acsa.ca/resources/teaching-kits/> free of charge, shipping charges may apply) (optional)
- Liquids such as Blue Windex, Green Gatorade, Apple Juice, etc all with their labels still on (optional)










Cloverbuds will work in pairs for this activity.

Chemical substances require special labels to identify potential hazards. These labels are called “Hazard Symbols” and are shown as small pictures or pictograms on the containers of chemical substances. Pesticides and cleaning supplies are two examples of common chemical substances found on a farm, both of which could be potentially dangerous if they are not handled properly. It is important to understand what all the hazard symbols mean in order to stay safe.

Print enough Hazard Symbol pages for each pair of Cloverbuds. Have pairs work together to cut out and match each of the Hazard symbols to their name and definition. Take up the answers with the group.

Answers are listed below.

 <p>Poison</p> <p>Ingesting this product could cause illness or death</p>	 <p>Corrosive</p> <p>Product is corrosive and could cause chemical burns</p>	 <p>Flammable</p> <p>Product is flammable or easily ignited</p>	 <p>Explosive</p> <p>Product or container may explode if heated or punctured</p>
 <p>*Caution</p> <p>Low Hazard</p>	 <p>*Warning</p> <p>Moderate Hazard</p>	 <p>*Danger</p> <p>High Hazard</p>	

*Tip: Remember, the more sides that the symbol has, the more dangerous it is! The most dangerous shape (the octagon) is the same shape as a stop sign. Remember to always check for these labels on cleaning products and chemical containers before using them.

If you choose to get the Chemical Look-a-like Kit to accompany this activity, follow the instructions in the kit to have Cloverbuds understand how dangerous liquids can be easily mistaken for safe, common everyday liquids. Review the Stop, Think, Act message and ask Cloverbuds 'What can go wrong if I can't tell the difference between liquids?'

Health, Fitness and Farming Collage

Activity Time: 15-20 minutes

Materials Needed:

- Magazines or flyers (grocery, Walmart, Canadian tire, etc.)
- Scissors
- Glue sticks
- Paper

Split Cloverbuds into three groups. Assign each group a different topic:

Group #1: Physical Fitness (e.g. running shoes, exercise equipment, etc.)

Group #2: Healthy eating (e.g. fruits, vegetables, yogurt, etc.)

Group #3: Relaxation (e.g. toys, objects relating to vacation, beds and pillows, etc.)

Cloverbuds will work with their group members to find and cut out pictures or words in the magazines that reflect their topic. After about 10 minutes, ask for volunteers from each group to share some of the things they have on their page. Also ask each group to share why they think their topic is important in relation to working on a farm. If they are struggling to answer this question, you can prompt them with the examples listed below.

Group #1: It is important to stay physically fit when working on a farm so that you are strong enough to do all the jobs and operate the machinery without getting hurt.

Group #2: It is important to eat healthy so that you are less likely to get sick, don't become overweight, and so that you have enough energy to do hard work.

Group #3: It is important to stay relaxed and take breaks from work so that you do not get too stressed, since that could make you feel distracted and unhappy.

Livestock Safety Skits

Activity Time: 25-30 minutes

Materials Needed:

- Animal ear headbands
- Stuffed animal (preferably a farm animal)
- Cowboy hat or Straw hat

Print a few copies of each skit so that Cloverbuds in each group can share.

Split Cloverbuds into three groups. There must be a minimum of 3 Cloverbuds per group; if there are not enough Cloverbuds to make three groups, you could instead have two groups and have one group volunteer to do two skits (in this case, give one group Skit #1 and Skit #2, and the second group Skit #3).

Hand out one skit to each group. Groups will have 5 minutes to practice and prepare their skit, and then they will present.

While one group is presenting, the other groups will be the "audience". After a group finishes presenting their skit, ask the Cloverbuds in the audience to describe what was good or bad about the scenario, in terms of how the farmer acted around their livestock. For the Bad and Mostly Bad skits, review the Stop, Think, Act message. Possible answers are listed on the next page.



Skit #1: Bad example

- Farmer left the gate open
- Farmer did not act calmly
- The yelling and running scared the cows
- Cows could have trampled the farmer
- Cows escaped

Skit #2: Mostly bad example

- The farmer did close the gate (Good)
- Farmer was calm when they approached the animal (Good)
- Mother animals are very protective of their babies and are more likely to act aggressively if they are with their young; the farmer should not have gone near the mother and baby in such a big open space (Bad)
- There was no one else there to help when the farmer got hurt (Bad)

Skit #3: Good example

- Farmer closed the gate behind them
- Farmer let the cows know they were there by making quiet noises
- Farmer acted calmly and was friendly to the animals
- Farmer closed the gate on the way out

Notes to the groups: "Cows" that do not have Animal Ears can hold their hands up at the sides of their heads as ears. If there is only one "gate" per group, have that person stand with one arm held out at their side, and have farmers "open" the gate by moving their arm down to their side, then "close" the gate by putting their arm back up. If there are two "gates", have the two people each hold out one arm towards each other, fingers almost touching; farmers will "open" the gate by walking through the arms, swinging them out, then "close" the gates by swinging their arms back into place.

LOOKING WITHIN

Farm Safety Fashion Show

Activity Time: 15-20 minutes

Materials Needed:

- Clothes and other props (suggestions listed in instructions below)

For this activity, Cloverbuds will volunteer to help model what “farm safety” does and does not look like. A minimum of two volunteers are needed for this activity – so that there is at least one example of “safe” clothing and one example of “un-safe” clothing – though additional volunteers are welcome to participate. Leaders are encouraged to supply some clothing items and props; however, Cloverbuds can also judge their own outfits that they wore to the meeting.

After volunteers have chosen clothes or props to model, have them stand in front of the group. Ask the Cloverbuds in the group to put up their hands and share what they think is safe or un-safe about the outfit. For example, any kind of long or loose items (like scarves, drawstrings, loose shoe-laces and long hair) can get caught on dangerous farm equipment; steel-toed boots protect your feet from getting stepped on by livestock or from bumping into hard or sharp objects. Review the Stop, Think, Act message by asking the questions of what could go wrong, how bad could it be and what could I change.

Below are suggestions of clothing to bring.



Farm-Safe		Un-Safe	
Steel toed boots	Protect from heavy livestock and sharp or hard objects	Flip-flops	Have no foot protection and are not sturdy
Safety glasses	Protect your eyes from debris	Running shoes with loose laces	Loose laces can get caught on moving machinery or tripped on
Hard hat	Protects your head from bumps or falling objects	Long scarf	Could get caught on something and cause you to choke
Safety vest	Makes you highly visible to others	Hoodie with drawstrings	Drawstrings could get caught on something and cause you to choke
Work gloves	Protect your hands from rough materials or chemicals	Long-haired wig	Long hair can get caught on dangerous machinery
Bug spray	Protects you from bug bites which could carry disease	Oversized jacket	Can make it hard to move and could get caught on something

Water bottle	Keeps you hydrated and prevents the possibly harmful symptoms of dehydration	Backpack	Can make you lose balance if heavy or get caught on something
Hair elastics	Safely tie back long hair to keep it out of the way	Shorts	Leave legs vulnerable to bug bites, scrapes, or harmful substances
Sunglasses, Sunscreen, and Hats	Protect from harmful UV rays and help prevent heat stroke		
Coveralls	Protect your legs and can provide warmth on cold days		

ATV Safety Word Scramble

Activity Time: 5-10 minutes

Materials Needed:

- “ATV Safety Word Scramble” sheets (found in the Resource section at the end of this unit)
- Writing utensils

Hand out one sheet and one writing utensil to each Cloverbud. Each of the scrambled words is the name of one piece of clothing or riding gear that should be worn when riding an ATV (*Except for the fourth word, which spells “ATVs”). Cloverbuds will have about 5 minutes to try to unscramble as many words as they can. Ask for volunteers to share their answers, and then leaders can share any answers that the group was unable to find. The answers are listed below in the order they appear on the sheet.

Answers: HELMET, BOOTS, GLOVES, ATVS, SAFETY, PANTS, GOGGLES.

Careful Cookies

Activity Time: 10-15 minutes

Materials Needed:

- Person-shaped cookies (gingerbread or other)
 - Decorating icing (multiple colours) in small piping bags
 - Small candies
 - Sprinkles
 - Paper plates
-

Give each Cloverbud 1-2 cookie people on a paper plate. Cloverbuds can then decorate their cookies in farm safety gear using the icing, candies, and sprinkles. Ideas of farm-safe clothing to give their cookie people include: work boots, safety vests, safety glasses, hard hats, etc.

When Cloverbuds are done decorating, ask for volunteers to share what kind of safety gear they gave their cookie.

Decorated cookies can be left to dry or can be eaten right away.

WRAPPING THINGS UP

Brainstorm Game

Activity Time: 5-10 minutes

Materials Needed:

- Paper
- Writing utensils

Split Cloverbuds into three groups. Give each group a piece of paper and a writing utensil, and assign each group a topic. Do not give the groups the examples listed after the topics unless they are having a hard time brainstorming ideas.

Group #1: Things you can drive on a farm (Examples: Cars, trucks, tractors, ride-on lawnmowers, ATVs, etc.)

Group #2: Things that have sharp parts on a farm (Examples: Scissors, utility knives, lawn mowers, harvesters, etc.)

Group #3: Things that move fast on a farm (Examples: Animals, cars, trucks, ATVs, conveyor belts, PTO shafts, etc.)

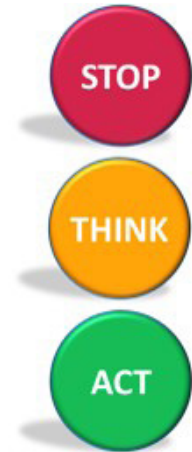
Have each group assign one person to be the scribe to write down their group's ideas. Groups will have about 5 minutes to brainstorm and write down as many ideas as they can. After 5 minutes, ask for a volunteer from each group to share what their group came up with, as well as why it is important to be careful around these things on a farm (ex: you could fall off, you could get run over, etc.). Note that answers can overlap between groups (ex: an ATV is both something you can drive and something that goes fast). Leaders can offer additional examples and talk about any objects that Cloverbuds do not recognize.

Mini First Aid Kits

Activity Time: 10-15 minutes

Materials Needed:

- Several sizes of Band-Aids



- Individually packaged alcohol wipes
- Cotton balls or rounds
- Q-tips
- Rubber gloves
- Small snack-sized Ziploc bags
- Large Ziploc bags

Buy enough supplies for each Cloverbud to have at least two of everything except for the Ziploc bags (Cloverbuds only need one small Ziploc bag each).

Ask that Cloverbuds bring their own small container or bag to the meeting to make their first-aid kit. Small plastic container, pencil cases, or anything with a secure lid or zipper will be suitable. It is recommended that leaders have a few large Ziploc bags at the meeting for Cloverbuds who could not bring or forgot to bring a container.

Hand out the first aid supplies one at a time, and explain what they are used for before Cloverbuds put them into their containers.

- Small Ziploc bag
 - Will be used to keep small supplies clean and easy to find
 - Rubber Gloves
 - Ask Cloverbuds to roll or fold their gloves and place them in the small Ziploc bag
 - Clean gloves should be worn to treat cuts and wounds so that dirt and germs are not transferred between the wound and the person treating the injury
 - Cotton rounds and Q-tips
 - Ask Cloverbuds to place these in the small Ziploc bag with the gloves to keep them clean
 - Can be used dry or can be soaked in clean water or antiseptic solution to clean off the area around a cut
 - Alcohol wipes
 - Can be used to disinfect your hands after touching animals or handling chemicals
 - Can also be used to clean and disinfect cuts before they are wrapped or bandaged
 - Band-Aids
 - Different sizes of Band-Aids will suit different sizes of cuts or scrapes
-

- Band-Aids protect cuts and scraped from dirt and other irritants while they heal

After Cloverbuds have safely packed away their first-aid supplies, explain that these are only basic first-aid kits and that they can and should add more supplies and replenish them when they run out. First-aid kits are important to have around a farm (and in cars, and at home, and anywhere else!) so that you are prepared to quickly treat any injuries that might happen. Hopefully you do not have to use your first aid kits often, but even when you are careful, accidents can still happen! So it's always best to be prepared just in case.

ADJOURNMENT

Additional Activities

- Have a doctor, Nurse, Paramedic or Firefighter come in to talk about basic first-aid skills and what you should have in a first-aid kit
- Visit a tractor or ATV dealership (such as John Deere, Kubota, or Yamaha) and have a sales representative at the store talk about the dangers associated with large farm equipment as well as the safety features their vehicles have
- Ahead of the meeting, go to <http://www.wsps.ca> or <https://www.casa-acsa.ca/resources/teaching-kits/> and order in the "Chemical Look-a-like Kit" activity (free of charge, shipping charges may apply) to go along with the Hazard Symbol Matching Game activity. Other farm safety activities and kits are also available to borrow free of charge from the website.

References

Alberta Agriculture and Forestry www.agric.gov.ab.ca
Canadian Centre for Occupational Health and Safety www.ccohs.ca
Clydesdale Breeders U.S.A. www.clydesusa.com
Dairy Herd Management www.dairyherd.com
Ford www.ford.ca
John Deere www.deere.com
Lowe's Canada www.lowes.ca
Progressive Agriculture Safety Days www.progressiveag.org
Workplace Safety and Prevention Services www.wsps.ca
Yamaha Motor Sports U.S.A. www.yamahamotorsports.com

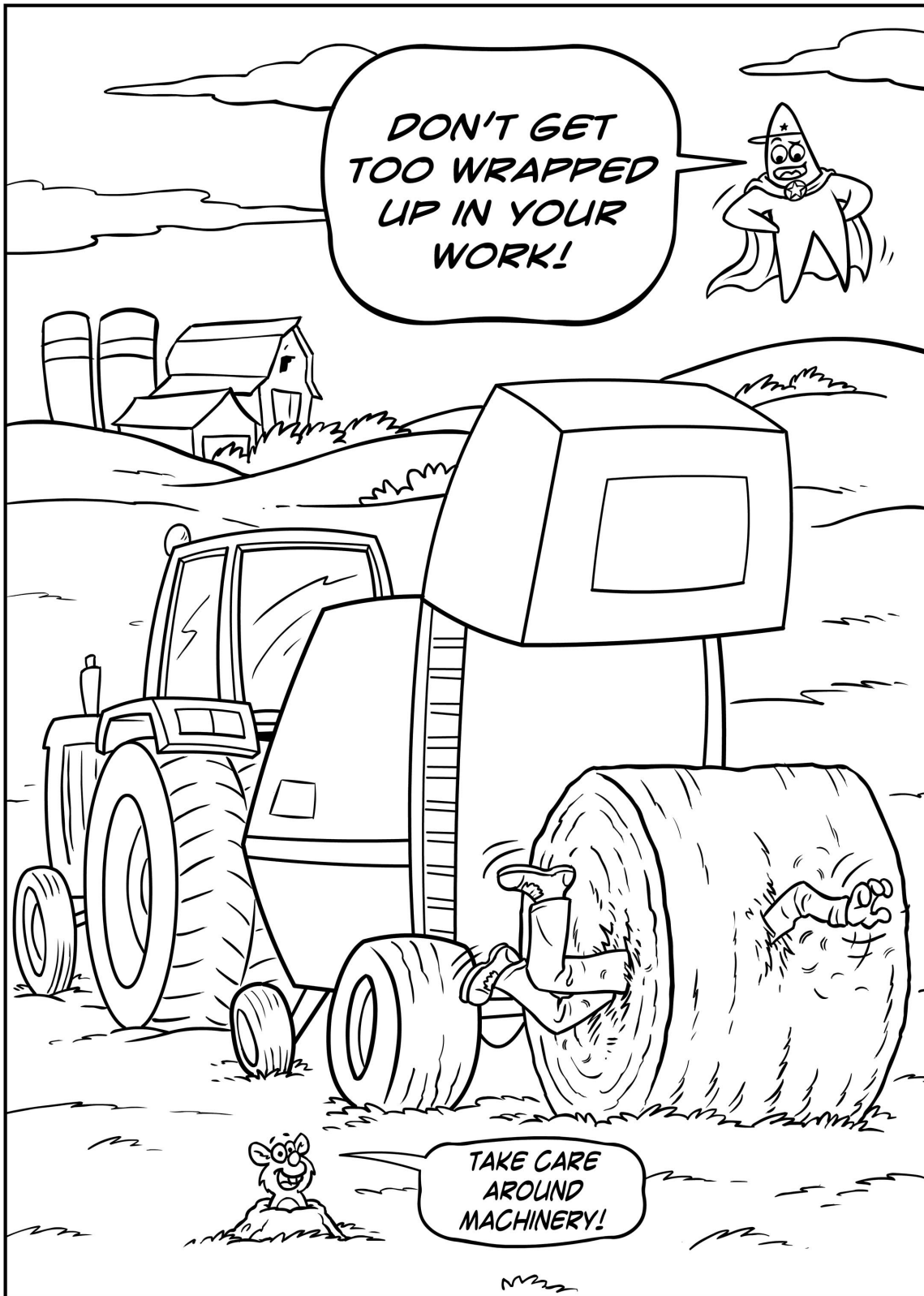
HELP READY ROOSTER ...

**FIND THE SAFETY WORDS.**

Circle the 12 farm safety words or phrases that are hidden in these letters. The words may be listed up-and-down, sideways, or on a slant, as shown.

ANIMALS	READYROOSTER
CHEMICALS	RIDEINSIDE
FALLS	ROPS
GRAIN	RUNOVER
NORIDERS	SHARP
✓PTO	SWIMMING

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



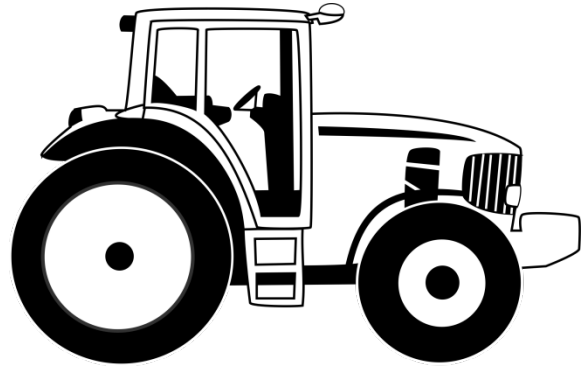
HOW MUCH DO I WEIGH?

HEAVY HORSE



GUESS: _____ ANSWER: _____

TRACTOR



GUESS: _____ ANSWER: _____

LARGE ROUND BALE

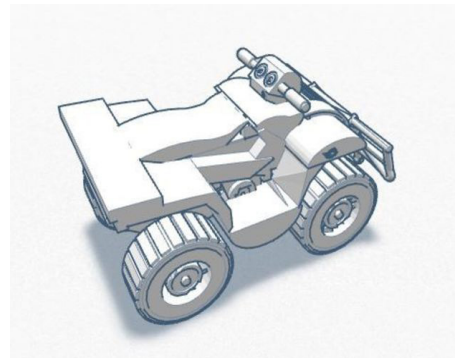


shutterstock.com · 689418661

www.shutterstock.com

GUESS: _____ ANSWER: _____

ATV



GUESS: _____ ANSWER: _____

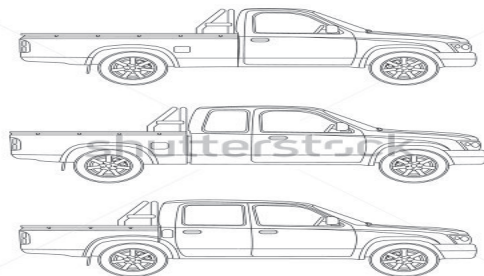
RIDE-ON LAWNMOWER



www.clip2art.com

GUESS: _____ ANSWER: _____

PICKUP TRUCK










www.shutterstock.com · 410238388

www.shutterstock.com

GUESS: _____ ANSWER: _____

Hazard Symbol Matching Game

		
		
	<p>Flammable</p> <p>Product is flammable or easily ignited</p>	<p>Corrosive</p> <p>Product is corrosive and could cause chemical burns</p>
<p>Warning</p> <p>Moderate Hazard</p>	<p>Poison</p> <p>Ingesting this product could cause illness or death</p>	<p>Caution</p> <p>Low Hazard</p>
<p>Explosive</p> <p>Product or container may explode if heated or punctured</p>	<p>Danger</p> <p>High Hazard</p>	

SKIT #1 (MIN. 3 PEOPLE)

Roles and people needed

Farmer (1)	Gate/s (1-2)	Cow/s (1-10)
------------	--------------	--------------

Props

- Cowboy or straw hat for the Farmer
- Animal ears for the Cow/s

Description:

Some cows are happily grazing and walking around in a field. The farmer comes to see the cows. The farmer leaves the gate open when they come into the field, then starts yelling and running towards the cows. The cows get scared and escape out the open gate.

START SKIT

(Farmer) *Pretend to push open the gate and walk through, leaving it open*

(Gate/s) *Open your arm/s when the farmer walks through and stay open*

(Farmer) Yell: "HEY COWS COME HERE"

(Farmer) *Run towards the cows waving your arms*

(Cow/s) *Run away from and around the farmer, run out the open gate*

END SKIT

SKIT #2 (MIN. 3 PEOPLE)

Roles and people needed

Farmer (1)	Mother Animal (1)	Gate/s (1-2)
------------	-------------------	--------------

Props

- Cowboy or straw hat for the Farmer
- Animal ears for the Mother Animal
- Stuffed animal (as the baby animal)

Description:

A mother animal is in the field with her new baby. The farmer tries to go see the new baby by going into the pen. The mother, who is very protective, charges at and stomps on the farmer.

START SKIT

- (Mother animal) *Cradle your baby stuffed animal in your arms*
- (Farmer) “Oh look! My (cow/ horse/ pig/ other animal) finally had her baby! It’s so cute!”
- (Farmer) *Walk through the gate and close it behind you. Wait at the gate for a moment*
- (Gate/s) *Open your arm/s when the farmer walks through and close behind them*
- (Mother animal)
animal* *Put your baby down and put your animal ears back like an angry
- (Farmer) *Start walking towards the mother and baby*
- (Mother animal) *Run at the farmer and then stomp in a circle around them, pretending to hurt them*
- (Farmer) “Ow! Ow! No!”

END SKIT

SKIT #3 (MIN. 3 PEOPLE)

Roles and people needed

Farmer (1)	Gate/s (1-2)	Cow/s (1-10)
------------	--------------	--------------

Props:

- Cowboy or straw hat for the Farmer
- Animal ears for the Cow/s

Description:

Some cows are happily walking around in a field. The farmer walks up to the gate, whistling or humming to let the cows know they are there. The farmer walks through the gate and closes it behind them. The cows are happy to see the farmer, and the farmer is friendly and calm. The farmer remembers to shut the gate behind them again when they leave.

START SKIT

- (Farmer) *Whistle or hum and walk up to the gate*
- (Farmer) *Open the gate and go through, then close the gate behind you*
- (Gate/s) *Open your arm/s for the farmer and then close behind them*
- (Farmer) "Hello cows! I'm just here to check on you. Don't mind me"
- (Cow/s) *Turn to look at the farmer and smile. Keep standing around happily*
- (Farmer) *Keep humming or whistling and slowly walk up to a cow and pat it on the head*
- (Farmer) "Good Cow"
- (Farmer) "Well, it looks like you're all ok. Goodbye now!"
- (Farmer) *Walk back to the gate, open it to go through and close it behind you*
- (Gate/s) *Open your arm/s for the farmer and then close behind them*

END SKIT

word scramble

meinte -----

soobt -----

svgeol -----

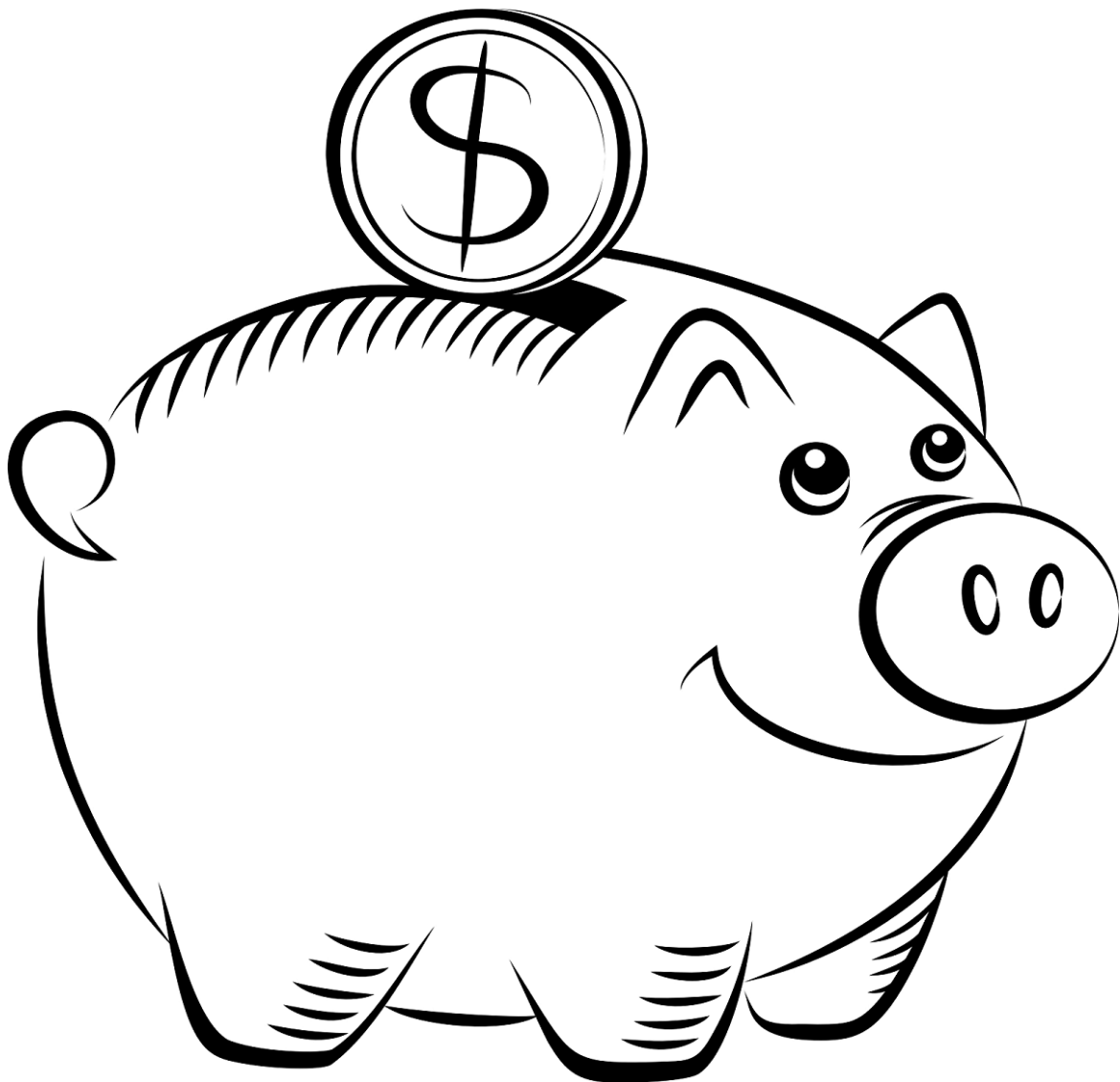
stva -----

asfyet -----

aspnt -----

ogslgeg -----

Financial Fitness



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.

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca

WEB: www.4-HOntario.ca



CANADA
4-H Ontario

Project Resource Information:

Written by: Vanessa Stewart, 4-H Ontario Resource Summer Student
Layout by: Mary-Kathleen Dunn
Date: March, 2019

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 Cloverbud program is supported by Syngenta.

The development, production and distribution of this 4-H Cloverbud Financial Fitness unit was made possible through the support of Scotiabank.

The Syngenta logo features the word "syngenta" in a blue, lowercase, sans-serif font. A green leaf icon is positioned above the letter 'g'.

The Scotiabank logo consists of a red stylized globe icon to the left of the word "Scotiabank" in a bold, red, sans-serif font.



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*

INTRODUCTION TO FINANCIAL FITNESS

OBJECTIVES & GOALS OF THE UNIT:

- Become more familiar with Canadian Currency
- Understand the importance of saving money
- Look at foreign currency and exchange rates
- Learn to set financial goals and plan for the future

BACKGROUND:

Finance is a big part of everyone's lives. Managing our money can sometimes be confusing or challenging, but it can also be interesting and fun! The more comfortable you are with managing your own money, the easier it will be to develop a successful, financially-fit lifestyle.

4-H PLEDGE & ROLL CALL

SUGGESTED ROLL CALLS:

- Do you get an allowance at home?
- Do you have a piggy bank or wallet to keep your own money?
- Have you ever bought something with your own money? What did you buy?

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

MONEY SMART WORD SEARCH

Activity Time: 10-15 minutes

Materials Needed:

- “Money Smart Word Search” (found in the Resource section at the end of this unit)
- Writing utensils

Print enough word searches for each Cloverbud. Hand out writing utensils and allow them time to complete the word search. Encourage Cloverbuds to ask questions about words or terms they may not know in the word search.

CANADIAN COINS MEMORY GAME

Activity Time: 10-15 minutes

Materials Needed:

- Canadian Coins Memory Game cards (found in the Resource section at the end of this unit)
- Scissors

Print two copies of the memory game cards. The cards will last longer if they are printed on cardstock and/or laminated. Cut out each of the cards.

Split Cloverbuds into two teams. Shuffle the two decks of cards separately. Lay out one deck of cards for each team in a 5x3 rectangle, with all the cards facing down to start.

Cloverbuds will take turns going up to flip any three of their teams' cards. If the three cards are matches (if the coin picture, the name, and the value all match) then the cards can be left facing up and the next person on the team gets to go. If the three cards do not match, the Cloverbud must flip them back over and let the next person on their team try to make a match. Every match is one point for the team.

The game continues until one of the teams has matched all their cards, or until the time is up. If neither team was able to match all of their cards, then the team with the most points is the winner.

WANTS VS NEEDS

Activity Time: 5-10 minutes

Materials Needed:

- “Wants vs Needs” sheet (found in the Resource section at the end of this unit)
- Writing utensils

Have Cloverbuds work in pairs for this activity.

Print out enough “Wants vs Needs” sheets for each pair of Cloverbuds. Give each pair a writing utensil and ask them to work together to decide which of the items are “wants” and which are “needs”. Ask that they cross out the “wants” and circle the “needs”. Take up the answers as a group. Answers are listed below.

Wants: Video Games, Candy, Toys, T.V, Designer Clothes, and a Smartphone (a regular cell-phone might be considered a “need” for some careers today; however it is not necessary to have the newest smartphone)

Needs: Water, Clothes, Toothbrush, Soap, Food, and a Car (transportation can be considered a need if you are required to travel to access food and healthcare or to travel to work; however a new or expensive car is not considered a need).

LET’S EXPLORE

MY DREAM LIFE

Activity Time: 15-20 minutes

Materials Needed:

- Various magazines (car magazines, toy magazines, real estate, etc.)
- Scissors
- Glue sticks
- Paper
- Writing utensils

Cloverbuds will work individually for this activity. Cut the pieces of paper in half before the meeting.

Give each Cloverbud half of a piece of paper. Give them time to go through the magazines and cut out a few things they want to have in their “dream life” and glue them onto their paper. For example, they might cut out a picture of a fancy car, a big house, a pet dog, or new toys. If they are unable to find what they are looking for in the magazines, they could also draw or write down a list of their “dream life” items. After about 15 minutes, ask for volunteers to share what they have on their paper.

After hearing from a few volunteers, ask Cloverbuds how expensive they think it would be

to buy everything they want in their “dream life”. (They should realize that it would be very expensive). Ask Cloverbuds to look at their papers; if they only had enough money to buy one thing on their paper, what would they pick? Explain that while it’s great to set goals for the future, you can’t always have *everything* that you want. It is important to see that sometimes money can be limiting, but that’s okay! We can learn to make smart savings goals to work towards achieving an amazing and enjoyable life, even if it’s not quite the “dream life” we may have originally planned.

EXPLORING FOREIGN CURRENCY

Activity Time: 10-15 minutes

Materials Needed:

- A phone or laptop with internet access

Ask Cloverbuds if they have ever travelled anywhere outside of Canada. Where did they go? Do they remember having to use a different kind of money? This is because not all countries have the same type of money or “currency”. Other countries may have currencies that look different than ours does in Canada. Some countries have their own currency, and some countries share! And did you know that not all currencies are worth the same amount? For example, one Canadian dollar does not equal one U.S Dollar. These differences are called “exchange rates”, and they can change all the time!

Ask Cloverbuds this: If they could travel anywhere in the world, where would they go?

Ask for volunteers to share their answer with the group, and look up “currency used in (the chosen country)”. Share the name of the currency with the group show them pictures of what some of the coins or bills look like. Then look up the current exchange rate from Canadian dollars. To view current and accurate exchange rates, type “Bank of Canada Currency Converter” into the search bar, or type in this URL: <https://www.bankofcanada.ca/rates/exchange/currency-converter/>

Ask for 3-5 more volunteers so that you can look at different currencies. If Cloverbuds cannot come up with any ideas, you can use some of the following examples:

- England, Wales, Scotland – Pounds
 - Germany, France, Italy, Spain, etc. – Euros
 - U.S.A – US Dollars
 - Mexico, Dominican Republic, Argentina, etc. – Pesos
 - Denmark, Greenland, Norway – Krone
 - Russia – Ruble (roo-bull)
 - Japan – Yen
-

“CHANGE”-ING IT UP!

Activity Time: 10-15 minutes

Materials Needed:

- Chocolate coins (enough for every Cloverbud to have one)
- “Change”-ing it Up worksheet (found in the Resource section at the end of this unit)
- Writing utensils
- Small Ziploc bags
- Coins (nickels, dimes, quarters, loonies, toonies)

Before the meeting, fill four small Ziploc bags with the following coins:

Bag 1: nickels and dimes. Bag 2: dimes and quarters. Bag 3: quarters and loonies. Bag 4: nickels, dimes and toonies. Ensure each bag has more than enough coins to make \$2.25 so as not to make the task too easy.

Cloverbuds will work in 3-4 smaller groups for this activity. Read out the scenario to all the Cloverbuds as one group before splitting them up.

Scenario: Frisco the fox has \$2.25 in his wallet. What coins does he have? The group that gets the correct answer will get a prize!

Hand out one worksheet and writing utensil to each small group, but ask that they do not start working until you give their group a bag of coins and say “START”. Make sure groups work far enough away from each other that they cannot see or hear the other groups work.

Go around to the groups, one at a time, and assign them each a different Ziploc bag of coins to use. Don't let the other groups see! (Group 1: Use only nickels and dimes. Group 2: Use only dimes and quarters. Group 3: Use only quarters and loonies. Group 4: Use only nickels, dimes and toonies). Once you give a group their coins, tell them to start.

Check to make sure every group has come up with the correct sum of \$2.25 with their assigned types of coins. Once each group has a correct answer, collect the Ziploc bags and regroup everyone in one area. Remind Cloverbuds that whichever group comes up with the correct answer will get a prize. Have each group share which coins they used to find the answer. After each group has shared, reveal that every group might be correct! We can't know for sure what coins Frisco has in his wallet, because there are so many different ways to have \$2.25. So every group wins!

Give each Cloverbud a chocolate coin as a reward.

LOOKING WITHIN

RECYCLED PIGGY BANKS

Activity Time: 20-30 minutes

Materials Needed:

- Empty plastic water bottles or pop bottles (bottle caps on)
- Egg carton cups (4 cups per Cloverbud)
- Googly eyes (2 per Cloverbud)
- Coloured cardstock (multiple colours)
- White glue
- Tape
- Craft knife or small manicure scissors
- Scissors

Supply enough plastic bottles for each Cloverbud or have Cloverbuds bring their own. Ensure the bottles have their labels removed and are rinsed clean and dried before using. Cut out the individual egg cartons before the meeting. For safety reasons, only leaders should handle the craft knife or manicure scissors. Use either tool to cut a 1.5 inch slot about midway down the side of each of the bottles.

Hand out one bottle, four egg carton cups and two googly eyes to each Cloverbud. Have Cloverbuds attach the four cups to their bottle with tape, so that the bottle can rest on four “legs” without rolling around.

The bottle cap will be the “nose” on the piggy bank. With this in mind, Cloverbuds can glue their two googly eyes onto their bottles above the cap to make a face for their piggy bank.

To make “ears” and a “tail” for their piggy bank, Cloverbuds can take turns using the scissors to cut out two triangles and a long skinny strip of paper from the coloured cardstock of their choice. The tail can be made curly by tightly wrapping the thin strip of paper around their finger or a pencil. Attach the ears above the googly eyes, and the tail to the bottom end of the bottle with either tape or glue.

Use the picture shown here as a reference.



SPENDING FOR SNACKS

Activity Time: 15-20 minutes

Materials Needed:

- Variety of small snacks (granola bars, apple slices, fruit cups, rice crispies, cookies, juice boxes, etc.)
- Spending Money page (found in the Resource section at the end of this unit)
- Scissors

Print out enough Spending Money pages so that each Cloverbud gets one piece of “money” (there are 20 \$2 “bills” per page). Cut out each of the bills.

Lay out the snacks and label each of the options with a price. Make sure that the total price of all the snack options is higher than \$2, so that Cloverbuds are unable to “buy” every kind of snack. Price the snacks so that every Cloverbud will be able to “buy” at least two of the snack options. The snacks may vary in price (Ex: apple slices and juice boxes could cost 50¢, while a large cookie could cost \$1).

Give each Cloverbud their own \$2 “bill” so that they can “buy” their own snacks. They will have to decide if they want to spend all of their money on one or two expensive snacks or several less expensive snacks.

Allow Cloverbuds time to eat their snacks.

COIN RUBBING ART

Activity Time: 10-15 minutes

Materials Needed:

- Blank white paper
- Pencil crayons and/or crayons
- Coins

Give each Cloverbud a piece of paper. Demonstrate how to “rub” the coins by placing a coin under a piece of paper, then lightly colouring over the paper where the coin is with a coloured writing utensil. The shape and symbol of the coin should become visible on the paper!

Cloverbuds can take turns borrowing the different coins and colouring utensils to create a picture or be creative by “rubbing” the coins. Some ideas of pictures they could create with the coins are: a flower, a clover, a caterpillar, or any other kind of abstract art they want!

To extend the activity, ask for volunteers to share their artwork and list which coins they used.

WRAPPING THINGS UP

DESIGN A PERSONAL SAVINGS GOAL

Activity Time: 10-20 minutes

Materials Needed:

- Calculator(s)
- Writing utensils
- Saving Goal Sheet (found in the Resource section at the end of this unit)

Cloverbuds will work independently but can share calculators. Print enough Saving Goal sheets for each Cloverbud.

Have Cloverbuds write their name on their page. Ask them to think of one thing that they want to save money for this year, and write it at the top of the page beside “Savings Goal”. It could be big or small; a toy, a videogame, spending money for a trip, etc. Then ask them how much it will cost or how much money they want to save. Write this amount in the piggy bank at the bottom of the page.

Using the calculators, Cloverbuds can take turns dividing their total savings goal by 31, since there are 31 “coins” to fill in on the savings page. Depending on the number they are trying to divide, it may be simpler to divide by 30 instead, in which case Cloverbuds can cross out one of the coins on the page. Decimals should be rounded up to two decimal points. Have them write the quotient (the answer they got after dividing their savings goal by 31 or 30) in each of the coins.

Explain that the more money they save, the more coins they can colour in or cross off! Splitting a big saving goals into smaller goals can help make it seem more realistic, motivate you to achieve the goal, and can make it fun.

CLOVERBUD CURRENCY

Activity Time: 15-20 minutes

Materials Needed:

- “Cloverbud Coin Questionnaire” sheets (found in the Resources section at the end of this unit)
- Pencils
- Pencil Crayons

Give each Cloverbud a “Cloverbud Coin Questionnaire” sheet, a pencil and some pencil crayons.

Imagine that Cloverbuds have their own currency, and each Cloverbud there is responsible for designing one of the coins! Go through the questions as a group to make sure Cloverbuds understand the task. The questions are listed below:

1. What will you call your coin?
2. How much will it be worth?
3. What symbol will be on the coin? Why?
4. What colour will the coin be? Why did you choose this colour?

Have them fill out the questionnaire before they design their own coin for the “Cloverbud currency”. Once everyone is done designing their coin, ask for volunteers to stand in front of the group and share their coin.

ADJOURNMENT

ADDITIONAL ACTIVITIES

- Ask a banker, investor, stock broker, or personal finance specialist to come in as a guest speaker. For the Cloverbud age group, suggest they use easy-to-understand terms to explain what their job entails
- Play a “money management” board game like Monopoly, Game of Life, or Payday. These games may be best suited for older Cloverbuds as the recommended minimum age to play these kinds of games is often 8+

REFERENCES

All Free Crafts.com www.allfreecrafts.com

Mommy Over Work.com www.mommyoverwork.com

Progressive Savings Bank www.psbgroup.net

RESOURCES

Money Smart Word Search: https://www.psbgroup.net/documents/word_search.pdf

CANADIAN COIN MEMORY GAME CARDS:

Nickel

Dime

Quarter

Loonie

Toonie

5¢

10¢

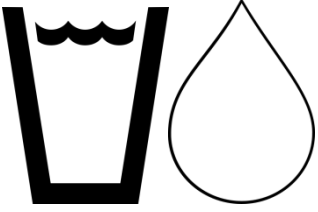
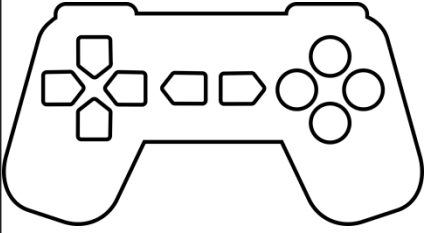

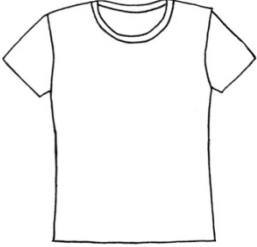

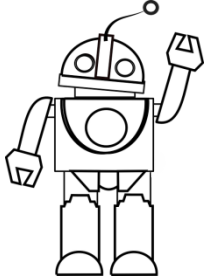


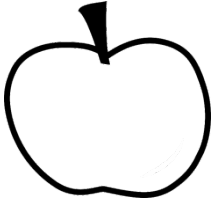

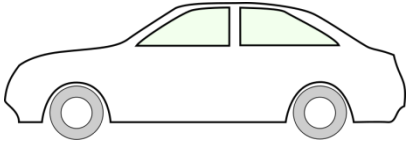
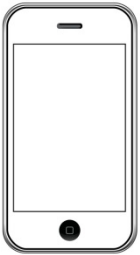
25¢

\$1

\$2



WANTS VS NEEDS

 <p>Water</p>	 <p>Video Games</p>	 <p>Candy</p>
 <p>Clothes</p>	 <p>Toothbrush</p>	 <p>Toys</p>
 <p>T.V.</p>	 <p>Soap</p>	 <p>Food</p>
 <p>Designer Clothes</p>	 <p>Car</p>	 <p>Smartphone</p>

“CHANGE”-ING IT UP

Frisco the fox has **\$2.25** in his wallet. What coins does he have? Use your group’s bag of coins to work it out, then draw or trace the correct amount in the box below.

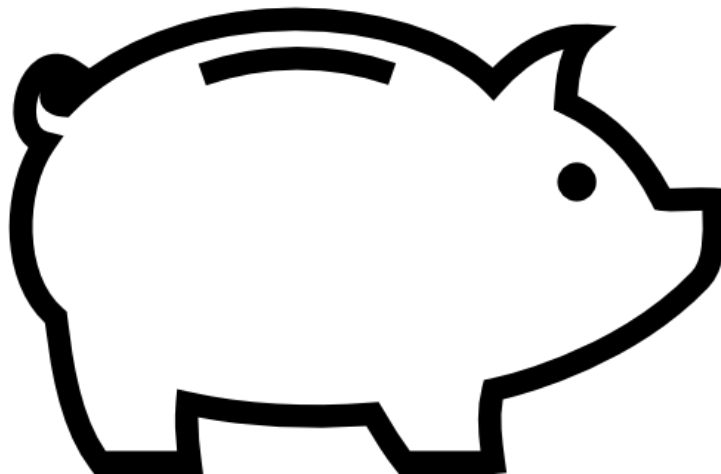
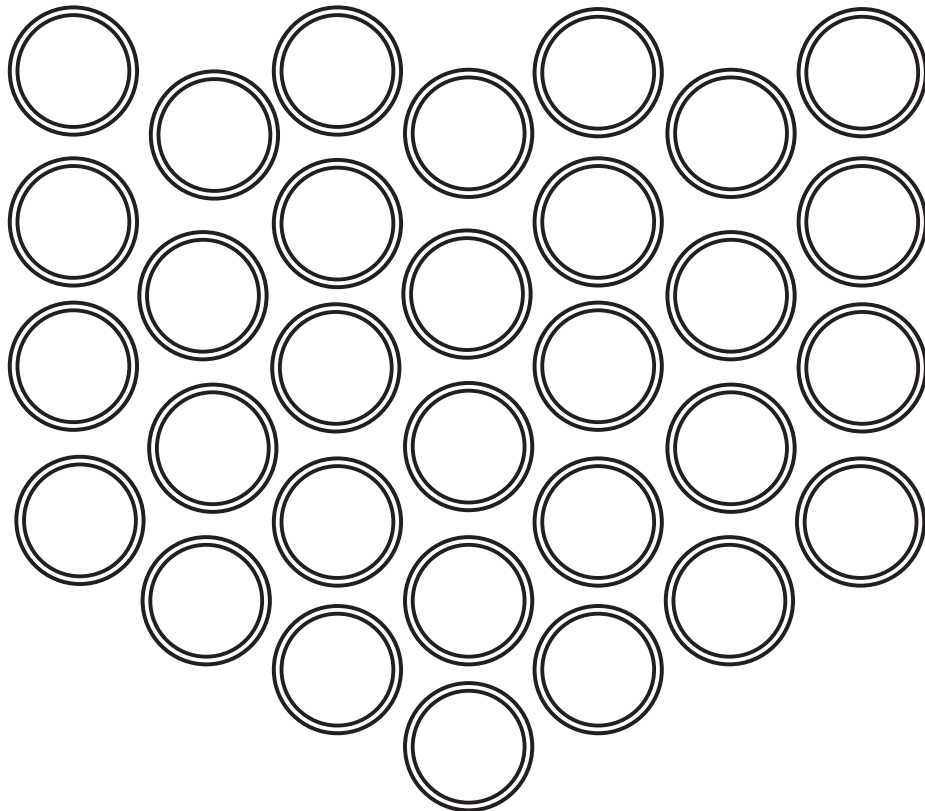


www.4-hontario.ca

SPENDING MONEY

\$2	\$2	\$2	\$2
\$2	\$2	\$2	\$2
\$2	\$2	\$2	\$2
\$2	\$2	\$2	\$2
\$2	\$2	\$2	\$2

Savings Goal:



CLOVERBUD COIN QUESTIONNAIRE

Imagine that Cloverbuds have their own currency. You are responsible for designing one of the coins!

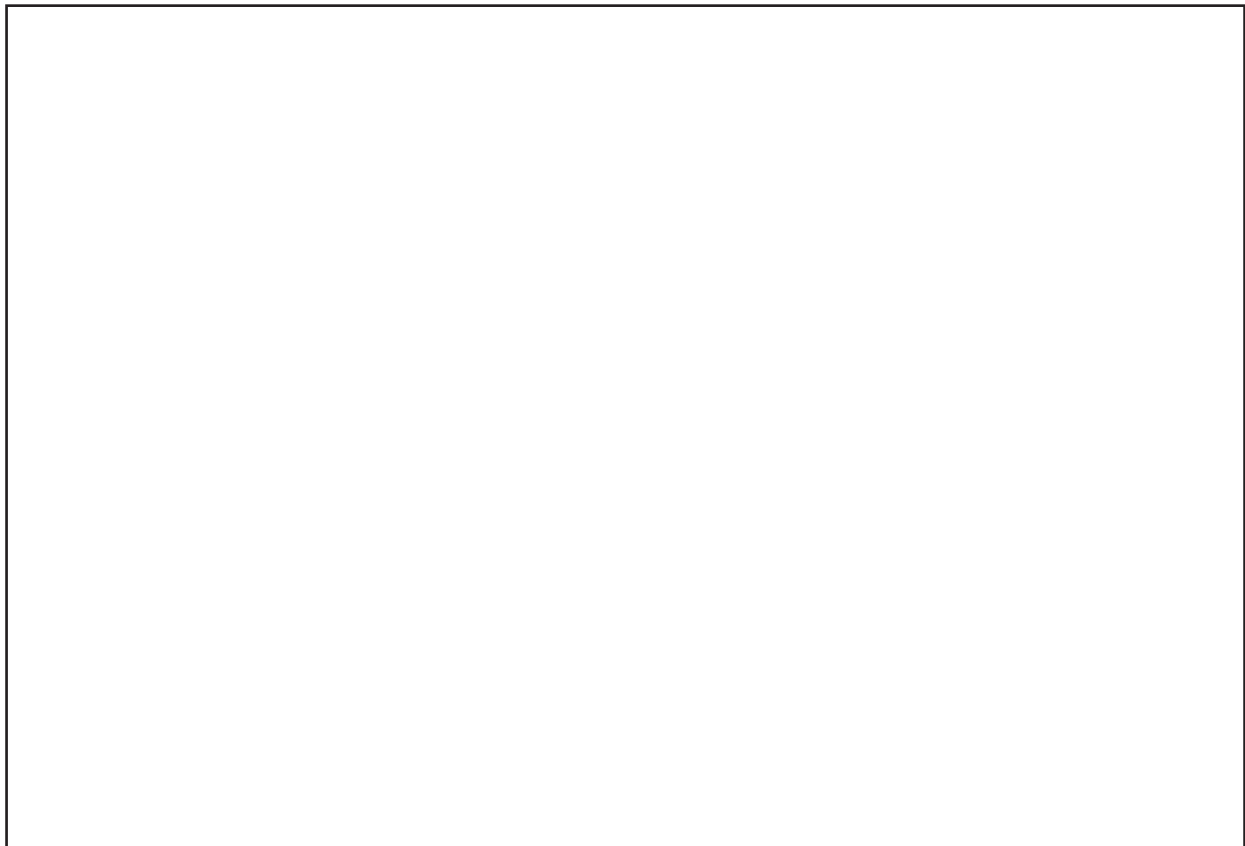
1. What will you call your coin?

2. How much will it be worth?

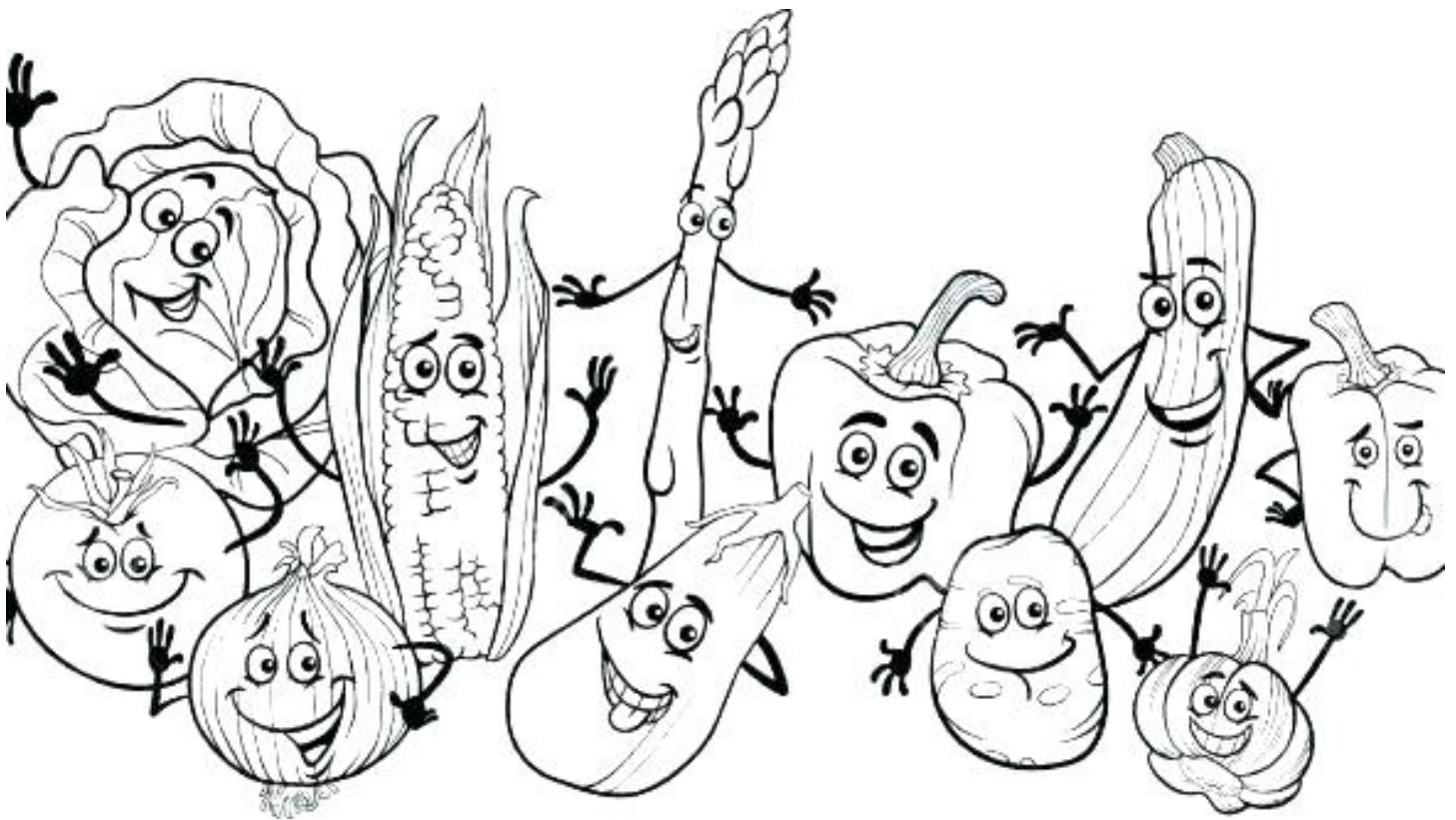
3. What symbol will be on the coin? Why?

4. What colour will the coin be? Why did you choose this colour?

Draw your coin! You can make it any shape or size you want.



Let's Get Growing!



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.

THE 4-H MOTTO

Learn To Do By Doing

4-H ONTARIO PROVINCIAL OFFICE

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca
WEB: www.4-HOntario.ca



CANADA
4-H Ontario

PROJECT RESOURCE INFORMATION:

Written by: Vanessa Stewart, 4-H Ontario Resource Summer Student
Layout by: Mary-Kathleen Dunn
Cover image credit: <http://wellmake.co/editor/>
Date: March, 2019

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H 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 Ontario Cloverbud Program is supported by Syngenta.



The development, production and distribution of this 4-H Cloverbud Let's Get Growing unit was made possible through the support of the Grand River Agricultural Society.





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*

INTRODUCTION TO LET'S GET GROWING:

FOOD GARDENING THROUGH THE SEASONS

Objectives & Goals of the Unit:

- To provide an awareness of the anatomy and needs of a plant
- To become familiar with gardening tools
- To identify different garden animals and insects
- To encourage an interest in and comfort with gardening

Background:

Gardening isn't just for people with big yards or years of experience – anyone can garden! In fact, at one point in almost everyone's lives it is very likely that they will have their own garden or be responsible for their own plants. Whether you decide to grow potted plants indoors or whether you have a big garden outside, learning the basics of plant and garden care is important to growing happy and healthy plants.

4-H PLEDGE & ROLL CALL

Suggested Roll Calls:

- What is your favourite flower?
- What is your favourite fruit or vegetable?
- Do you have a garden at home? What do you grow in it?

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

GETTING STARTED

Garden Tools Word Search

Activity Time: 10-15 minutes

Materials Needed:

- “Garden Tools Word Search” sheets (found in the Resource section at the end of this unit)
- Writing utensils

Print enough Word Searches for each Cloverbud. Hand out writing utensils and allow them 10-15 minutes to work on the word search. Encourage Cloverbuds to ask questions if they don't recognize some of the garden tools on the list. Looking up pictures of the tools on the internet to help them recognize what they look like is another option. To extend the activity you could ask Cloverbuds to share whether or not they have used any of the tools before.

Acronym Game

Activity Time: 10-15 minutes

Materials Needed:

- “Acronym Game” page (found in the Resource section at the end of this unit)
- Writing utensils

Print enough “Acronym Game” pages for each Cloverbud to have their own.

There are four basic things that a plant needs to survive. Give Cloverbuds about 5 minutes to try to guess which four terms on their sheets are the correct ones.

Take up the answers with the group. The correct words are: L – Light. A – Air. W – Water. N – Nutrients. These four necessities can be remembered by the acronym L.A.W.N.

Extend the activity by discussing how you can make sure your garden plants get these four important things. For example:

Light	From the sun or from special greenhouse lights
Air	From being outside or from open windows inside
Water	From rain, from a watering can, or from a hose
Nutrients	From the dirt in the garden, from fertilizer, or from compost

Garden Collage

Activity Time: 15 – 20 minutes

Materials Needed:

- Gardening magazines
- Scissors
- Glue
- Paper

Split Cloverbuds into 3 – 4 groups for this activity.

Give each group a piece of paper, scissors, glue, and some gardening magazines. Assign each group their own topic from the following list:

Garden Tools (Ex: Shovels, Wheelbarrows, Garden gloves, Pruning shears)

Garden Plants (Ex: Flowers, Shrubs, Fruits and Vegetables)

Garden Decor (Ex: Garden gnomes, Fairy houses, Stepping stones)

and Garden Care (Ex: Fertilizer, Protective covers, Sprinkler systems)

Allow Cloverbuds time to cut out images from the magazines that match their topic and glue them to their group's page. After about 15 minutes ask Cloverbuds to share their collage, one group at a time, and explain what they were able to find for their collage topic.

LET'S EXPLORE

Flower Parts and Functions

Activity Time: 10-15 minutes

Materials Needed:

- "Parts of a Plant" page (found in the Resource section at the end of this unit)
- "Plant Parts and Functions" table (found in the Resource section at the end of this unit)
- Scissors
- Glue sticks

Have Cloverbuds work in pairs for this activity.

Print enough "Parts of a Plant" pages and "Plant Parts and Functions" tables for each pair of Cloverbuds. Hand out scissors and have each pair cut out the terms and definitions from the

“Plant Parts and Functions” table. Give them time to decide where they think each label and definition should go on the “Parts of a Plant” diagram. Take up the answers before they glue them down.

The correct answers are shown in the table below.

Flower	Makes seeds and fruit
Stem	Brings water and food to the rest of the plant
Leaves	Use sun and air to make food for the rest of the plant
Roots	Absorb water and hold the plant in the soil

Plant Parts we can Eat

Activity Time: 10-15 minutes

Materials Needed:

- Paper
- Writing utensils

Have Cloverbuds work in small groups for this activity.

Give each group a piece of paper and a writing utensil. Ask that each group identifies one member as the designated scribe to write on behalf of the group. The objective of this activity is for Cloverbuds to recognize that we can eat every part of a plant, and for them to come up with examples of garden produce that fall into each category.

First, ask each group to fold their paper into thirds. Open the paper and label the sections “fruits/ seeds”, “stems/ leaves”, and “roots/ bulbs”.

Explain that they will have 5 minutes to come up with as many foods as they can to fill each of the categories. After 5 minutes, ask each group to give one example from each of their categories, and then give them more examples to write down as a group. Examples are listed in the table below.

Fruits/ Seeds	Apples, Corn, Peppers, Squash, Tomatoes, Sunflower seeds, Legumes (Peanuts, Lentils, Green beans, Peas)
Stems/ Leaves	Broccoli, Cauliflower, Kale, Lettuce, Spinach, Rhubarb (only the stem, not the leaves)
Roots/ Bulbs	Beets, Carrots, Garlic, Onions

Ontario Foods Matching Game

Activity Time: 15-20 minutes

Materials Needed:

- Matching Game cards (found in the Resource section at the end of this unit)
- Scissors
- Paper (cardstock is preferable)

Print out the Matching Game cards (on cardstock if possible) and cut them out. There will be eight larger cards; four “seasons” cards (Winter, Spring, Summer, Fall) and four “places to grow” cards (Tree, Bush, Vine, Underground). Tape or glue one “season” card to the back of each of the “places to grow” cards, so that they are double-sided.

Ask for 4 volunteers to hold the double-sided cards and have them stand in a large square (one volunteer in each corner). Give the rest of the Cloverbuds the remaining cards labelled with fruits and vegetables and ask them to stand in the middle of the square. Depending on the number of Cloverbuds, you may need to print more copies of the smaller cards, or you may not need to use all of them.

Ask the Cloverbuds in the corner to hold up the “places to grow” side of their cards first. When you say “GO”, the Cloverbuds in the middle will go to whichever corner they believe matches their card. After everyone has picked a corner, take up the correct answers (Table 1 below). Ask any Cloverbuds who are in the wrong corner to move to the correct one.

Ask for four new volunteers and repeat the activity with the “seasons” side of the corner cards. Take up the answers (Table 2 below) and ask Cloverbuds that are in the wrong corner to move to the correct one.

Table 1		Table 2	
Vine	Grapes, Watermelon, Pumpkins	Winter	*Pears, *Rhubarb
Tree	Apples, Crabapples, Peaches, Pears	Spring	*Rhubarb
Bush/ Plant	Strawberries, Peppers, Green Peas, Rhubarb	Summer	Grapes, Watermelon, Peaches, Green Peas, Peppers, Strawberries
Underground	Potatoes, Carrots	Fall	*Pears, Pumpkins, Crabapples
		All Year	Apples, Carrots, Potatoes

*grows in more than one season

Garden Walk – Looking for Critters

Activity Time: 15-20 minutes

Materials Needed:

- Garden Critter Checklist (found in the Resource section at the end of this unit)
- Writing utensils

Print out enough copies of the checklist for Cloverbuds to work in pairs or groups of three.

Explain that plants aren't the only things you can find in a garden - there are lots of animals and insects too! Some critters are good to have in the garden; pollinators like bees and butterflies are great for flowers; spiders, praying mantis, ladybugs, frogs and birds help to eat pests and insects; snakes help to keep away rabbits, squirrels, and chipmunks; and worms are great for soil health! Other critters can be harmful to gardens; aphids, grasshoppers, slugs and rabbits love to eat away at healthy plants; and squirrels and chipmunks are known to re-organize gardens by digging up plants and burying seeds and nuts.

Organize Cloverbuds into pairs or small groups. Give them time to walk around the garden and see how many of the critters on the checklist they can find.

Be sure to tell Cloverbuds to look at the critters but not touch them as we don't want to disturb the garden critters.

LOOKING WITHIN

Let's Get Growing!

Activity Time: 20-30 minutes

Materials Needed:

- Small flower pots
- Potting soil
- Small garden spades or large spoons
- Seeds (Marigolds, sunflowers and snap peas are recommended as they sprout quickly)
- Gardening gloves
- Water
- Sharpie marker
- Masking tape
- "Growing Instructions" sheet (found in the Resource section at the end of this unit)

Make sure you have enough pots and seed packets for each Cloverbud to take home a

plant. Provide gardening gloves to those who want them.

Give each Cloverbud a pot with a piece of masking tape on it and have them write their name on the piece of tape with a marker. Cloverbuds can use garden spades or spoons to fill their pots about 2/3 to 3/4 of the way with soil. Let each Cloverbud choose a packet of seeds and sprinkle them into their pot. Have them cover their seeds with a little bit more soil (only a couple of centimetres) then have them each water their seeds well before putting aside their pots for the rest of the meeting. Give each Cloverbud a "Growing Instructions" sheet before they leave.

Garden Salsa with Chips

Note: depending on the age and maturity level of Cloverbud participants, use caution when choosing which participants use knives for chopping vegetables.

Activity Time: 20-30 minutes

Materials Needed: (Recipe feeds approx. 20 people)

- 1.5 kg (3 pounds) large tomatoes OR 1 kg (4 pints) of small tomatoes
- 2-3 sweet bell peppers, any colour
- 2 bunches of green onions OR 1 sweet onion
- Salt and pepper to taste
- 3 garlic cloves (optional)
- 3 limes or 6 tbsp. lime juice (optional)
- Bag(s) of tortilla chips (amount depends on number of Cloverbuds)
- Large bowl for mixing
- Cutting board
- Knife / knives

To make this activity more exciting, you could source the vegetables from local farmers markets or roadside stands so that you know the produce is grown locally in gardens and farms in Ontario.

Ask for volunteers to help wash, peel, cut, and stir the vegetables for the salsa.

- 1) Wash tomatoes, peppers and green onions (if using). Peel garlic and sweet onion (if using)
 - 2) Crush the garlic. Chop the tomatoes, peppers and onions into very small pieces
 - 3) Mix the vegetables and herbs together in a large bowl
 - 4) Season with salt and pepper. Squeeze lime juice over salsa (if using)
-

5) Mix well and serve with tortilla chips. Leftover salsa can be refrigerated for a few days

Even if you were unable to source local vegetables, make sure to point out that all of the vegetables used in the salsa can be grown in gardens across Ontario.

Fresh Fruit Kabobs

Activity Time: 15-20 minutes

Materials Needed:

- Wooden skewers
- Assorted fruits (Preferably local)
- Cutting board
- Knife/ knives

Try to find seasonal fruits or fruits that are grown in Ontario (peaches, strawberries, watermelon, apples, etc.). To save time, cut up the fruits before the meeting. Cloverbuds may help cut up small fruits at the meeting, but as a safety precaution large melons and pitted fruits should only be cut by the leaders. Cut large fruit into cubes or chunks small enough to fit onto the skewers.

Give each Cloverbud 1-2 skewers and allow them to make their own fruit kebabs. If you were able to source local fruits, make sure to point out that all of the fruits they are eating can be grown in gardens across Ontario.

WRAPPING THINGS UP

Pin the Flower on the Stem

Activity Time: 15-20 minutes

Materials Needed:

- Large Paper
- Green Paint
- Paintbrush
- Flower Template (found in the Resource section at the end of this unit)
- Scissors
- Tape
- Blindfold

Before the meeting, use the green paint to paint a large stem (1-2 feet tall) on a piece of

paper. Let dry. At the meeting, tape the flower-less stem to a wall.

Print and cut out enough copies of the Flower Template for each Cloverbud participant to have their own flower. Have Cloverbuds write their name on their flower, and add a piece of tape to the back so that they can stick it onto the stem.

If the space allows, line Cloverbuds up 8-10 feet away from the wall. Blindfold each Cloverbud, one at a time. Turn the Cloverbud around twice and then point them in the direction of the flower-less stem. Once the Cloverbud has attempted to pin their flower on the stem, take off their blindfold so that they can see how close they were.

Design your Dream Garden

Activity Time: 15-20 minutes

Materials Needed:

- Blank paper
- Pencil crayons and/or markers

Make sure you have enough paper for each Cloverbud.

Ask that each Cloverbud design their "Dream Garden". Give them about 15 minutes to work on drawing and colouring their garden design. While they are working, you can ask them to think about the following:

How big will their garden be?

Will it be a flower garden or a fruit and vegetable garden? Or will it have a mix of both?

What kinds of tools might they need for their garden?

What kinds of animals or insects would they want in their garden?

To extend the activity, ask for volunteers to stand in front of the group to share and explain their garden design.

ADJOURNMENT

Additional Activities

- Have a florist, farmer, or experienced gardener as a guest speaker
 - Visit local botanical gardens or a greenhouse
 - Hold the meeting at an orchard, fruit or vegetable farm, or a property with a large garden
 - Plan a trip to a farmers market to see what local farms and gardens have been harvesting
-

References

- Foodland Ontario www.ontario.ca/foodland
- HGTV www.hgtv.com
- One Green Planet www.onegreenplanet.org
- Seeds, Soil & Surprises <http://www.seedssoilandsurprises.org>
- The Word Search.com www.thewordsearch.com
- Worksheet Place.com www.worksheetplace.com

Resources

(Garden Tools Word Search) <https://thewordsearch.com/puzzle/40/garden-tools/>

Acronym Game

There are four basic things that plants need to survive. Each of the boxes below has one of these "basic needs" listed in it.

Circle ONE word from each box that you think is a basic need for a plant.

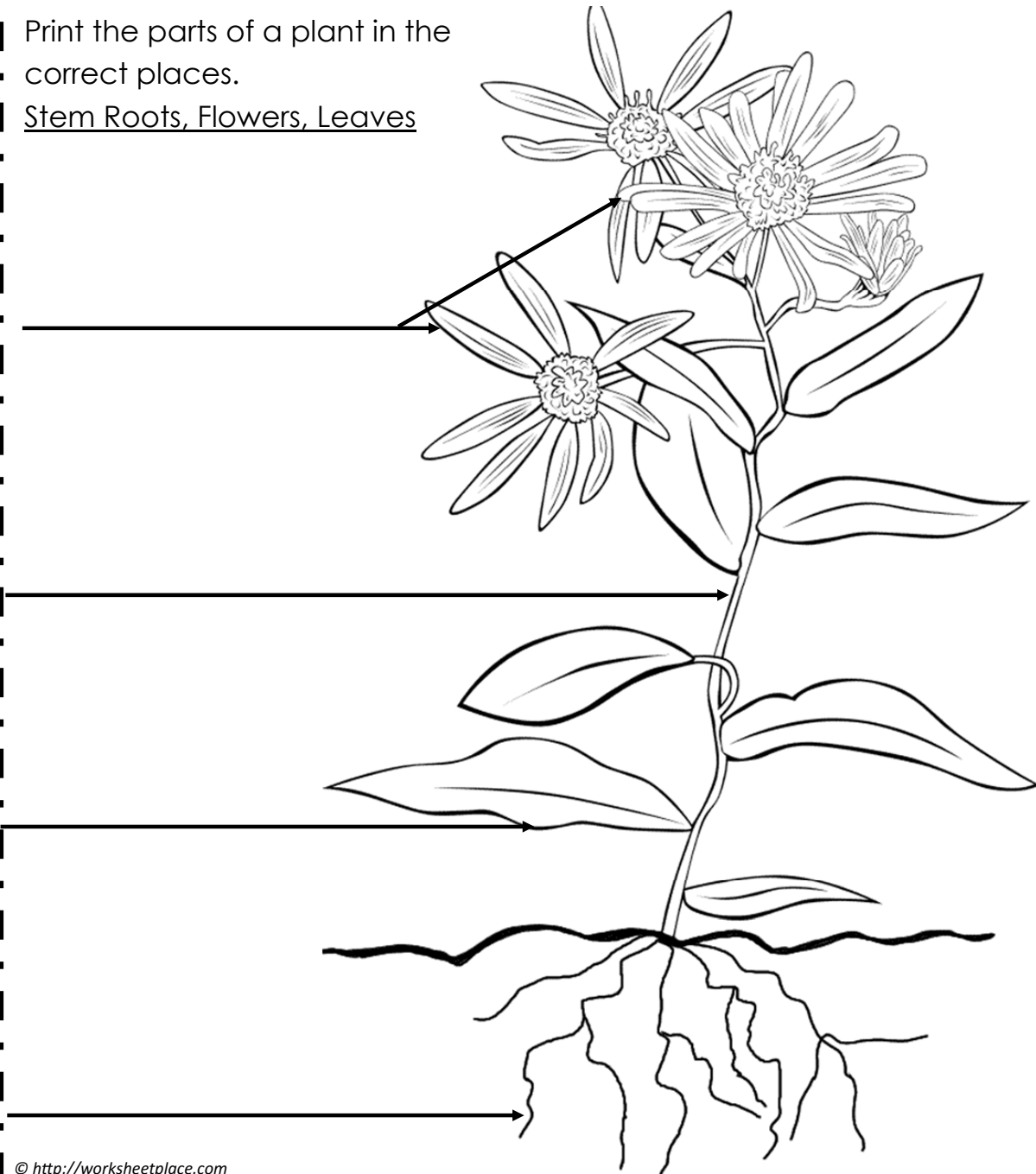
L	A
Love, Ladybugs, Light, Land, Lawn, Limestone	Attention, Air, Aphids, Aeration, Acidity, Atrium
W	N
Wind, Weeding, Worms, Wetlands, Water, Warmth	Nutrients, Nothing, Netting, Nectar, Nursery, Nitrogen

These four basic necessities can be remembered by the acronym L.A.W.N. (Light, Air, Water, Nutrients).

Parts of a Plant

Print the parts of a plant in the correct places.

Stem Roots, Flowers, Leaves



© <http://worksheetplace.com>

Plant Parts and Functions Table

Flower	Use sun and air to make food for the rest of the plant
Stem	Absorb water and hold the plant in the soil
Leaves	Makes seeds and fruit
Roots	Brings water and food to the rest of the plant

Matching Game Cards

WINTER

SPRING

SUMMER

FALL

VINE








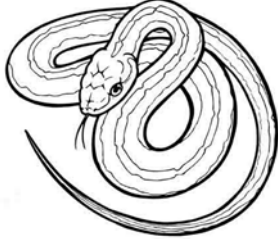
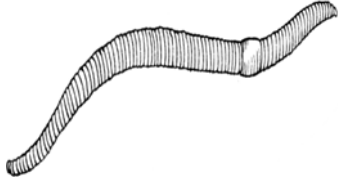
TREE


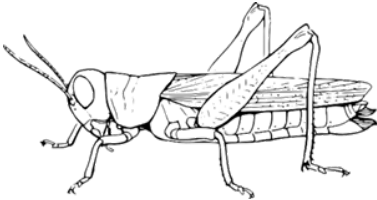

PLANT/ BUSH

UNDERGROUND

GRAPES	WATERMELON
PUMPKINS	PEARS
APPLES	STRAWBERRIES
CRABAPPLES	PEPPERS
PEACHES	GREEN PEAS
RHUBARB	POTATOES
CARROTS	

Garden Critter Checklist

GARDEN FRIENDLY CRITTERS		
<p>Bees</p>  <p>Pixaby.com</p>	<p>Butterflies</p> 	<p>Spiders</p> 
<p>Praying Mantis</p>  <p>Supercoloring.com</p>	<p>Ladybugs</p> 	<p>Frogs/ Toads</p> 
<p>Birds</p> 	<p>Snakes</p> 	<p>Worms</p> 

GARDEN PESTS		
<p>Aphids</p>  <p>Supercoloring.com</p>	<p>Grasshoppers</p> 	<p>Slugs</p>  <p>Getdrawings.com</p>

Rabbits



Squirrels



Cliparts.co

Chipmunks



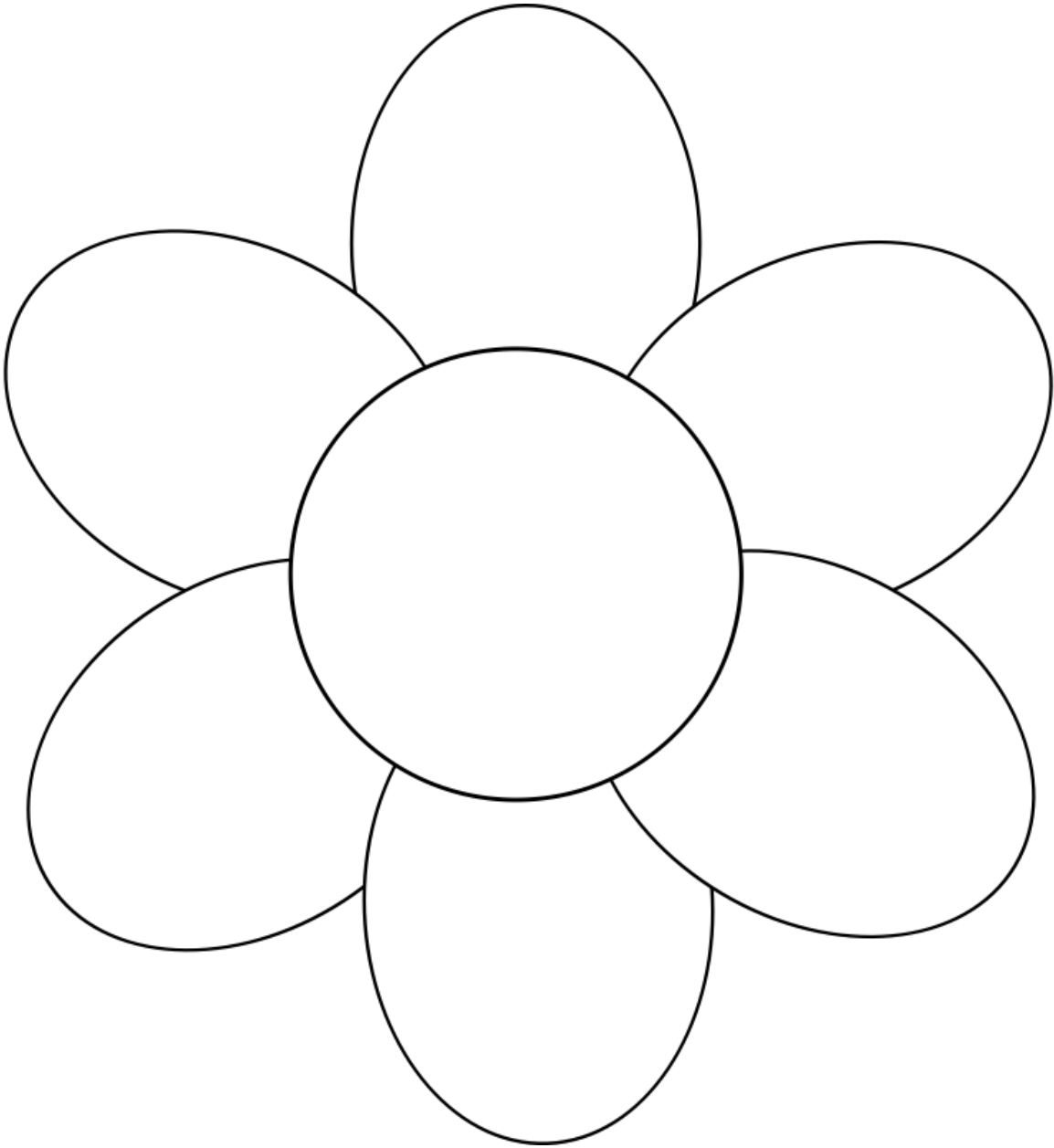
Cliparts.co

Growing Instructions Page

Growing Instructions

- Put your pot in a sunny area. If you want your plant inside, place it in front of a window that gets a lot of sun during the day. You can also put your pot outside in the sun, but you may want to bring it inside on days when there is heavy rain or wind.
 - Make sure to water your plant about once a week, or when the soil looks and feels very dry. If your plant is outside, you may not need to water it if it rains.
 - Covering your pot with a piece of plastic wrap with holes poked in it may help your seeds get started by keeping the soil moist, like a miniature greenhouse. Uncover your pot once you see that your plant has sprouted.
 - Be patient! Your seeds might take a week or two to sprout.
-

Flower Template



Credit: Cliparts.co

Personal Fitness



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.

The 4-H Motto

Learn To Do By Doing

4-H Ontario Provincial Office

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca
WEB: www.4-HOntario.ca

Project Resource Information:

Written by: Christina Grace, 4-H Ontario Resource Summer Student

Layout by: Mary-Kathleen Dunn

Date: March, 2019

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.

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CANADA
4-H Ontario

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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.*

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INTRODUCTION TO PERSONAL FITNESS

Objectives & Goals of the Unit:

- To teach Cloverbuds about the importance of personal fitness.
- To provide Cloverbuds with a variety of activities that can improve their overall fitness.
- To help build teamwork skills.
- To have Cloverbuds get active with games and activities regarding personal fitness.

Background

There are many different elements of personal fitness that participants can participate in.

Personal fitness allows individuals to partake in physical activity at their own pace and their own level. This unit will introduce Cloverbuds to a variety of different activities with a focus around being active, placing healthy demands on one's body as well as giving participants basic fitness skills that Cloverbuds can further explore outside of the meeting. The physical activities throughout the meeting can contribute to participant's overall well-being and can give Cloverbuds an opportunity to start thinking about their own personal fitness routine and why it is so important to maintain exercise in their daily lives.

4-H PLEDGE & ROLL CALLS

Suggested Roll Calls:

- Name one physical activity that you like to do? (Running, swimming, playing sports, etc.)
- Tell us about a time where you enjoyed being active and had fun!
- How did exercising make you feel when you were done? (Happy, refreshed, tired, 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.

Please note:

There are lots of physical activities in this Cloverbud unit. Make sure that Cloverbuds are drinking lots of water and are given breaks for drinks and snacks in between activities.

GETTING STARTED

Movement Story – Spring the Squirrel

Time: 5-15 minutes

Materials Needed: None!

This story is a good way to start off this unit because it allows Cloverbuds to warm up and to begin moving right from the first activity. Basic directions throughout the story will be given indicating what participants should be doing as the story is being read by the leader. It is a good idea for the leader to read the story to Cloverbuds first before starting off with movement. Therefore, the leader should read out the story once without movements which will allow the participants to listen. Then, demonstrate the basic movements that Cloverbuds will hear in the story so they have a better understanding of what is expected of them. Make sure that all Cloverbuds are participating and constantly encourage participants to move when directions are stated in the story. Read the story for the second time and get members to do the different movements. When reading the story, make sure to highlight action words (bolded below) by saying them loudly and emphasizing them. Make sure that Cloverbuds have lots of space when implementing this activity. The story can be repeated as many times as you wish.

Please note:

Physical, intellectual or sensory disabilities may be present within your group and some modifications to movements may need to occur for these participants to fully be included and participate in activities. For example, for this activity, if a participant has lower functioning in their legs, try to come up with different arm movements that the child will be able to do. This can be changed for the entire group so the person with a disability does not feel singled out.

Spring the Squirrel

There once was a squirrel who loved to **jump** and **hop**. This squirrel's name was Spring. Spring did not **run** most of the time like regular squirrels, but instead **hopped** and **jumped** and **leaped** everywhere she went. She woke up early every morning, **stretched** her arms up and over her head, **stretched** her body, **waved** hello to the sun and then **hopped** down her tree to begin her day. She rarely went straight down the tree. She liked to **jump from branch to branch** first and would say “**hello**” to her friends that were in the tree on the way down. She loved it when the branch would **bounce** and she would have to try to **keep her balance** before **leaping** to the next branch.

The first stop in Spring's day was almost always the park. She would find the benches and **climb** up onto the seats. She would **walk carefully along the benches** then **jump off**, making a **safe landing**. She would **look over** the benches and **look under** the benches to

see if she could find any food or treats to **eat**. Another one of Spring's favourite things to do was **run** along the path in the park and **jump high over every crack in the sidewalk**. She liked to pretend that she was a **super flying squirrel, jumping as high** as she could over every line she saw. Spring's day consisted of this regularly and every activity usually involved **jumping, hopping** and sometimes **twisting**. She **hopped over small things** like leaves, **she jumped over big things** like rocks, and she especially loved to **jump** over things that were in a row – like **jumping from rock to rock** in the river.

Spring's day usually ended with a visit to the garden. She would **jump from flower bed to flower bed, sniffing** the beautiful flowers, **reaching up** to touch the tall sunflowers and **crouching down** to look at the tiny pieces of grass. She was usually pretty **tired** at the end of the day. Spring liked to do a little **stretching** in the garden before going home. She **reached high to the sky, stretched her paws out to both sides, stretched down** and **touched her toes**. She **shook out her legs and arms**, after all of her jumping then **slowly climbed** up into her tree. In her nest, she **curled up, closed her eyes** and went to **sleep**.

Red Light, Green Light

Time: 10-20 minutes

Materials Needed:

- Flashcards for each traffic light colour (optional)

This activity allows Cloverbuds to listen to instructions and participate in a variety of movements that can provide lots of fun for participants. Cloverbuds start out by running around a given activity space (inside or outside). When RED is called, everyone stops; when YELLOW is called, everyone walks, and when GREEN is called, everyone runs. The leader will call out the different traffic light colours or show the flashcards and then this can go on for about 5-10 minutes. After a while, change the movements that participants should do for each colour. For example, when RED is called, participants hibernate like a bear (curl up and sleep), when YELLOW is called, walk tall like a giraffe (both hands over head and walk on tiptoes to make yourself as tall as possible), and when GREEN is called, snap like a crocodile (running fast with stretched arms out straight, snapping around the activity area). These are only suggestions and can be changed by the leader if they have additional ideas!

Please note:

If there are individuals with a disability in your group, some of these movements may need to be modified to meet the needs of all Cloverbuds.

Some other suggestions for movement:

- Wiggle like a snake or worm
 - Stomp like an elephant
-

- Hop like a frog or bunny
- Jump like a kangaroo
- Swim like a seal or dolphin
- Prowl like a lion
- Gallop like a horse
- Wag your tail like a dog

Shark Attack

Time: 10-20 minutes

Materials Needed: None!

This activity can get Cloverbuds moving by using their cardiovascular skills. Begin this activity by choosing someone to be the “shark.” Once this person is chosen, the rest of the participants will be the “fish.” The shark is at one end of the field and the fish are at the opposite end. The shark will give a command and say “Fish! Fish! Swim, run, walk, hop, or jump into my ocean!” The shark will turn around when the participant feels that there are fish around and say “shark attack.” At this point, the shark tries to catch the fish. The fish are trying to make it back to their side safely. If the fish are tagged, they become a shark and play the rest of the game with the head shark. This continues until there is only one “fish” left. The last “fish” to become a shark is then the head shark for the next game.

Please Note:

Cloverbuds with a disability can be fully immersed in this game. Minor modifications may need to be made.

LET’S EXPLORE

Healthy Heart Activity

Time: 10-20 minutes

Materials Needed:

- Healthy Heart Matching Worksheet (found in resource section of this unit)
- Writing utensil (pencil)
- Colouring utensils (pencil crayons, crayons, markers)

This activity will help Cloverbuds learn about the different activities that make your heart strong and other activities that take energy away from your heart. On the worksheet, there is a picture of a strong healthy heart and a tired heart that lacks energy. Cloverbuds are to match the different activities listed with one of the two hearts by drawing a line to the

appropriate picture. When participants have completed matching the activities to the heart, ask Cloverbuds to colour the hearts on the worksheet. The leader should explain the activity to Cloverbuds and do the first one as a large group so participants can see an example. The worksheet can be found in the resource section at the end of this unit. When the Cloverbuds are done, have a brief discussion about the different activities on the worksheet and take up the answers with the group.

Fitness Bingo - “Active”

Time: 20-30 minutes

Materials Needed:

- Activity cards (at least 1 for every activity listed on 1 active card)
- 6 fitness active cards (found in the resource section of this unit)
- Writing utensil (pencil, pencil crayons)
- Skipping rope
- Music (in the background)
- CD player

Cloverbuds can get exposure to a variety of different exercises by playing bingo. However, this kind of bingo encourages participants to move and get active. To begin, separate participants into groups of two or three. Distribute “active” cards to each group and place activity cards in the middle of the activity space. One member from each group will pick up one activity card and bring it back to their group. The group will have to complete what is on the activity card (jumping jacks, jogging on the spot, etc.). When the group has completed the activity on the card, they can cross out the activity on their “active” card. When the activity is crossed out on their active card, another member can then go pick up another activity card from the center of the activity space and bring back their old activity card. This process should be repeated until the group fills out a straight line horizontally or vertically. The first group to get a horizontal or vertical straight line must yell “ACTIVE” to win the game.

The leader should demonstrate the different exercises on the cards so Cloverbuds know what each activity is on the active cards. Cloverbuds will most likely have some knowledge on most of the exercises but reviewing is always a good idea to help participants understand. The “active” cards can be found in the resources section at the end of this unit. There are 6 different versions provided.

Please note:

- Cloverbuds should be supervised at all time during this activity.
 - Exercises may need to be changed depending on your group’s abilities.
 - Physical activities may need to be modified to accommodate children with disabilities.
-

Top Gun

Time: 5-15 minutes

Materials Needed: None!

This activity allows Cloverbuds to use their imagination while learning different exercises that can be applied to their own personal fitness routine. The activity begins by participants lying down on their stomachs. The leader should then yell “start your engines” and the participants should rise to a hands and knees position where they can start 3-5 push-ups (or as many as Cloverbuds wish to do). Tell Cloverbuds “ready for takeoff” and participants can start flying (running with their arms straight out by their side) around the activity space until they land. When participants land, they can stop, roll onto their backs and begin 3-5 crutches (or as many as Cloverbuds wish to do). The activity should be reviewed with Cloverbuds before put into action. All Cloverbuds should be encouraged to participate.

Please note:

Modifications may need to be made if there is a Cloverbud with a disability in your group. Accommodations can be made with this activity by having a person give additional details to an individual who is blind or has low vision and having someone copy actions for a deaf or hard of hearing individual. If an individual is in a wheel chair, allowing them to be a part of the actions by making arm movements and moving with the rest of the group.

LOOKING WITHIN

Activity Dice

Time: 10-20 minutes

Materials Needed:

- 1-2 Activity Dice
- Flashcards (found in the resource section of this unit)
- Jump rope

This activity allows Cloverbuds to push themselves to complete different exercises with their group. All participants should be encouraged throughout the activity. Begin by explaining the different exercises that are on the activity dice or flashcards. Demonstrate these exercises or ask Cloverbuds to demonstrate as a group. Separate Cloverbuds into two groups and have participants form a line. Once participants are in a line, ask the participant to roll the dice or pick a card and then the leader will call out the exercise that should be performed by the Cloverbud. Once the exercise is completed by the two lines, the participants will move to the back of the line and the next participant will move up and roll the dice or pick a card. This process should continue until all Cloverbuds have completed one exercise. If Cloverbuds wish to continue after this, continue the process until you feel that participants are starting to become uninterested.

Some exercises that can be included on the activity dice or flash cards are jumping jacks, dancing, stretching, number of skips in a row (jump rope), crab walk, hopping on one foot, push-ups, sit ups and any other exercises that you wish to include.

Please note:

- Cloverbuds should be supervised at all time during this activity.
- Exercises may need to be changed depending on your group's abilities.
- Physical activities may need to be modified to accommodate children with disabilities.

Bottle Ball

Time: 10-20 minutes

Materials Needed:

- 2L pop bottles, milk containers (whatever you have)
- Gator skin ball, soccer ball, or volleyball
- Materials are dependent on the number of Cloverbuds for the meeting

This activity allows Cloverbuds to explore a similar version of bowling. However this game only involves one bottle per person. The object of this game is for Cloverbuds to protect their own bottle while trying to knock down their opponent's bottle with a ball. This gives participants the opportunity to pay attention to their surroundings and to focus on the game if they want to be successful.

To begin this game, ask Cloverbuds to find a space on the floor or playing field to place their bottle. Cloverbuds will be asked to try and knock down other Cloverbud's bottles. If an opponent's bottle is knocked over, the player should complete a penalty exercise and once completed the exercise, the participant can return to the game. Some penalty exercises can include doing 10 jumping jacks, 10 continuous jumps with a skipping rope, 5 step ups on a bench or step, and hopping with both feet forwards, backwards and on both sides. The idea of hopping in all directions would be to try and get participants moving in all directions (a particular shape can be used to help Cloverbuds visualize).

Please note:

- Physical activities may need to be modified to accommodate children with disabilities.
 - If there are individuals with sensory, intellectual or physical disabilities, have Cloverbuds pair up to complete this activity.
-

Jumping Rope Activities

Please note:

- Exercises may need to be changed depending on your group's abilities.
- Communicating with people with disabilities is important for these activities.

Time: 20-30 minutes

Materials Needed:

- Individual jump ropes
- Long jump ropes

There are many different activities that Cloverbuds can participate in that include a jump rope. Participants can simply practice their jump rope skills anyway they choose or participate in a group activity using a long jump rope where Cloverbuds can play games such as Cinderella and Teddy Bear. Skipping is a fun and easy way for Cloverbuds to participate in exercise and to get their heart pumping!

Please note:

Not all Cloverbuds may know how to skip. Therefore, it can be beneficial for the leader to provide a lesson on how to properly jump rope (5 minutes) and then give some time for Cloverbuds to practice (5-10 minutes).

Blue Bells

Time: 5-10 minutes

Additional Materials: None!

Begin this activity by choosing two participants to hold the long rope. If leaders can do this, that would be best. Swing the rope from side to side so Cloverbuds can jump over it. This activity can be ideal for beginners and allows them to get used to jumping over the rope. To make this game more interesting, add the blue bell rhyme that goes with this activity. The rhyme can be found below.

Blue Bells Rhyme

(Swinging rope) Bluebells, cockleshells

Easy, Ivy OVER *(Rotate the rope over the head)*

(Go back to swinging rope from side to side)

Here comes the teacher with a great big stick.

You'd better get ready for arithmetic.

One plus one is TWO *(everyone can chant)*

Two plus two is FOUR (*everyone can chant*)

Four plus four is EIGHT (*everyone can chant*)

Better get ready for spelling

D-O-G spells DOG (*everyone can chant*)

C-A-T spells CAT (*everyone can chant*)

O-U-T spells OUT (*person in the rope runs out!*)

The leader should say the rhyme out loud for the Cloverbuds. Participants should only be chanting the words that are in capital letters. For the spelling portion, have Cloverbuds only say the final word (dog, cat, and out). When the participant runs out, another person can take a turn. This process should be repeated until all Cloverbuds who want to participate in this activity gets a turn.

Skip Rope Relay

Time: 10-15 minutes

Additional Materials:

- Colour Chalk (hopscotch, drawing start/finish line)
- Jump ropes
- Start line (jump rope or pylons)

Begin this activity by dividing Cloverbuds into two or three teams and have participants line up behind a starting line. Give the first player of each team a jump rope. When the race starts, participants will skip (jump rope) towards the hopscotch area. Participants can hold their skipping ropes while completing hopscotch if they choose. When they have completed hopscotch, then participants will skip 10 continuous jumps with their skipping rope and head back to their team while skipping to the start line. The Cloverbud will high 5 the next player in line and pass on their skipping rope. This relay will continue until all Cloverbuds have completed the relay. Different variations can be added like skipping backwards and skipping on one foot, however, this can vary depending on the skill and comfort levels of Cloverbuds.

Skip Rope Limbo

Time: 5-10 minutes

Additional Materials: None!

Begin by choosing two participants to hold the skipping rope on both sides. Ask Cloverbuds to line up behind the limbo line. Participants will then go under the line one by one without any body parts touching the limbo line as they go underneath. If a body part touches the line, then the participant gets eliminated. Once all Cloverbuds has had a chance at this level, lower the limbo line to increase the challenge at each round. The last participant to touch the line is the winner. When the Cloverbuds get eliminated, ask them to practice

their jump rope skills. This game can be repeated as many times as you like. The last two participants who remain in the game will be the two people who hold the rope for the next game.

School

Time: 5-15 minutes

Additional Materials: None!

This game can be going on if participants choose not to participate in one of the three activities listed above. This simple game allows Cloverbuds to combine running and skipping. Begin by choosing two participants to spin the rope, one at each handle. The rest of the participants will take turns jumping through the grades. For kindergarten, a player runs under the rope without jumping. The player will then circle around and jumps once for first grade, twice for second grade, three times for third grade and so forth, up until grade twelve. If a player stops the jump rope then the participant must start at the grade level they stopped the rope at. If there is more than one Cloverbud playing, keep the game moving by creating a line after each participant has went through the jump rope. This can make the game more challenging by having Cloverbuds to keep track of their own grade level. Additionally, to make the game more challenging for Cloverbuds, if a participant stops the jump rope, when they come back around, they will have to start at kindergarten again and work their way up to grade twelve.

WRAPPING THINGS UP

Sweet and Salty Granola

Time: 25-30 minutes

Materials Needed:

- 1 ½ cups (375 mL) of rolled oats
- ½ cup (125 mL) of nuts of choice
- ½ cup (125 mL) of peanut butter
- ½ cup (125 mL) of liquid honey or maple syrup
- Chocolate chips, separated
- ½ cup (125 mL) of salty mix-ins of choice
- ½ cup (125 mL) of sweet mix-ins of choice
- Cooking spray
- Aluminum foil (optional)
- Large baking tray
- Large mixing bowl

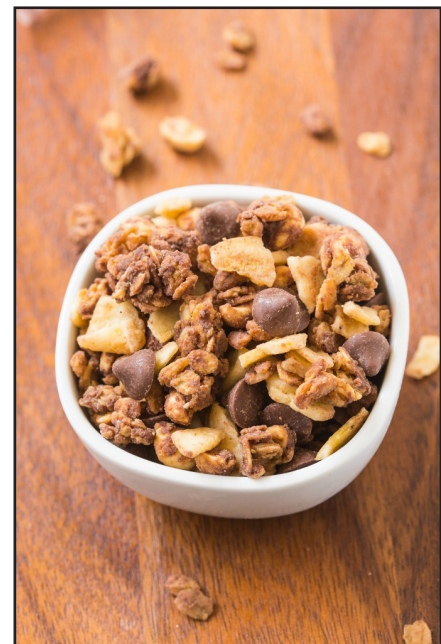


Photo credit:
<http://www.superhealthykids.com/easy-sweet-and-salty-granola-recipe/>

- Microwave
- Oven
- Wooden spoon
- Small bowls
- Plastic utensils (knives or spoons or both)
- Small microwave-safe bowl
- Sealed container

Salty mix-ins

- Pretzels
- Lightly salted peanuts/cashews/almonds
- Dry roasted edamame beans

Sweet mix-ins

- Dairy free chocolate chips
- Dried fruit
- Unsweetened banana chips

Please note:

This recipe contains peanut butter, nuts, gluten and chocolate chips. If there is an allergy in your group, some ingredients may need to be substituted. Peanut butter can be substituted with sunflower seed butter and slightly salted peanuts, cashews and almonds can be substituted with sunflower seeds. Rolled oats may need to be gluten free and chocolate chips may need to be dairy free to accommodate for different allergies.

Throughout this unit, Cloverbuds have completed a lot of exercises and physical activity and are probably hungry at this point in the meeting.

Preheat the oven at 350 degrees and lightly spray a large baking tray with cooking spray. Set aside.

In a large mixing bowl, add your oats. Melt the nut butter for 30 seconds in the microwave in a microwave safe bowl. Add melted nut butter and liquid honey and mix until fully incorporated. Spread evenly on the greased baking tray and bake for 25 minutes, stirring once halfway through.

Remove from the oven and stir again once. Add half the chocolate chips and mix and set aside. Once this has cooled, break up granola pieces and stir through the rest of the chocolate chips, sweet mix-ins and salty mix-ins of choice. Serve into bowls and enjoy! Keep any leftover granola in a sealed container.

Personal Fitness Collage

Time: 20-30 minutes

Materials Needed:

- Construction paper
- Scissors
- Glue or tape
- Fitness magazine
- Pictures of kids doing fitness activities and equipment for fitness (may need to provide)
- Colouring utensils (pencil crayons, markers, crayons)
- Writing utensils (pencils)
- 4 bins to place pictures in

This activity will help sum up the different activities that Cloverbuds have participated in over this unit. By creating a collage of pictures, participants can display what they have learned throughout the unit as well as being able to recognize a variety of exercises.

Begin by explaining to Cloverbuds that they are to complete a collage (collection of pictures) of different fitness activities that they have participated in throughout the unit, different equipment that they can use for personal fitness as well as images that show why personal fitness is important to them. Cloverbuds can complete this task by finding pictures in fitness magazines, through the pictures provided as well as drawing and pasting elements of fitness that they are unable to find onto their collage. This activity should be completed individually so Cloverbuds are given the opportunity to think about what they have learned as well as to reflect on why personal fitness is important. Once participants have completed, this activity, ask Cloverbuds to briefly explain their collage and to share with the group one thing that they have learned.

Personal Fitness Exercises Worksheets

Time: 10-20 minutes

Materials Needed:

- "Identify the exercise" worksheet
 - Learn how to draw a bicycle worksheet
 - White paper for drawing
 - Writing utensil (pencils)
 - Colouring utensils (pencil crayons, markers, crayons)
-

This activity allows Cloverbuds to review the different exercises that were present throughout the unit. Participants can complete the worksheet “Identify the worksheet” by looking at each activity and determining which exercise the person is completing. Once participants have filled in this worksheet, they should be encouraged to colour the worksheet. Answers should be taken up as a group so all Cloverbuds know the right answers.

The learn how to draw worksheet is a simple way for participants to learn how to draw a bicycle. Cloverbuds can follow the outline provided until they are able to create their own bicycle. Encourage Cloverbuds to colour their bicycle and design it to make it their own. Participants should practice and continue to draw their bicycle until they no longer have to look at the outline.

ADJOURNMENT

Additional Activities

- Attend a kids yoga class
- Join a sports team or club (e.g. soccer, baseball, basketball, hockey, figure skating, etc.)
- Go on a bike ride with an adult
- Take swimming lessons or go swimming at a local pool
- Field trip to a bowling alley and play a couple of games
- Join a local fitness club for kids

References

- http://www.phecanada.ca/sites/default/files/fun_fitness_activities_for_kids.pdf
 - IDEA- Health and Fitness Association <http://www.ideafit.com/fitness-library/kids-move-0>
 - Heart and Stroke Foundation http://www.heartandstroke.on.ca/site/c.pvI3leNWJwE/b.6396077/k.7A3F/Healthy_Kids_Recess_games.htm#jumpingrope
 - Nourish Interactive <http://www.nourishinteractive.com/system/assets/free-printables/372/healthy-heart-activities-printables-kids.pdf?1343157039>
 - <http://healthyliving.azcentral.com/different-games-play-jump-rope-4473.html>
 - Jump Rope for Heart <http://jumpropeforheart.ca/onlineresource/2.%20Jump%20Event%20Day%20Ideas%20-%20ENGLISH%20FINAL.pdf>
 - Super Healthy Kids <http://www.superhealthykids.com/easy-sweet-and-salty-granola-recipe/>
-

- Activity Village http://www.activityvillage.co.uk/sites/default/files/downloads/learn_to_draw_a_bicycle.pdf

Resources

- Activities to do for a Strong, Healthy Heart
 - Activities to do for a Strong, Healthy Heart – Answer sheet
 - Active cards
 - Identify the exercise worksheet
 - Identify the exercise -- Answers sheet
 - Learn how to draw
-

Activities to do for a Strong, Healthy Heart

Some activities give your heart energy and strength and some activities take away energy from your heart. Match the right activity to the energetic heart or the tired heart.

Running

Watching TV for more than 2 hours a day

Skipping breakfast

Dancing

Walking

Gym class

Playing sports

Hiking

Sleeping less than 8 hours

No exercise

Skipping lunch

Sitting all day

Being active every day

Gardening

Doing house chores

Washing a car

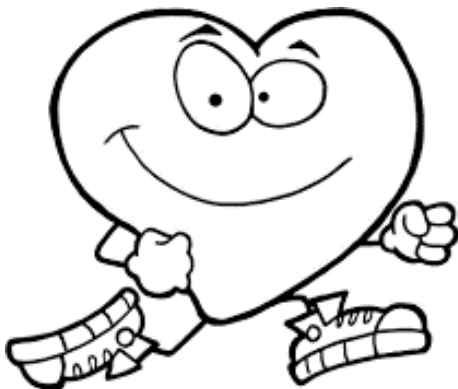
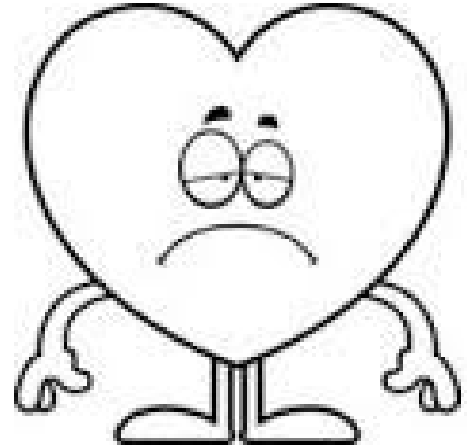
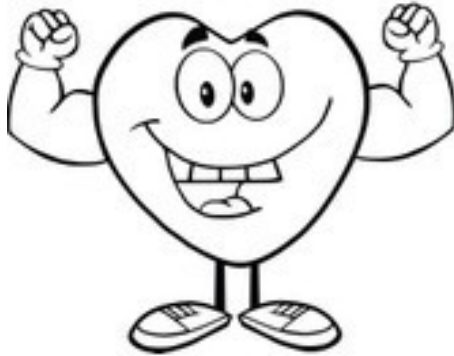
Snacking all day

Playing on the computer for hours

Laying on the couch

Jogging

Doing jumping jacks



Activities to do for a Strong, Healthy Heart

Some activities give your heart energy and strength and some activities take away energy from your heart. Match the right activity to the energetic heart or the tired heart.

Running

Watching TV for more than 2 hours a day

Skipping breakfast

Dancing

Walking

Gym class

Playing sports

Hiking

Sleeping less than 8 hours

No exercise

Skipping lunch

Sitting all day

Being active every day

Gardening

Doing house chores

Washing a car

Snacking all day

Playing on the computer for hours

Laying on the couch

Jogging

Doing jumping jacks

Fitness Bingo – “Active” Cards

A	C	T	I	V	E
Choose your own exercise	3 Sit Ups	Stand on left foot for 5 seconds	5 Arm Circles	3 Toe-Touches	5 Twists
Jog on the spot for 5 seconds	3 hops on right foot	5 hops using both feet	5 Shoulder Rolls	Skip for 5 seconds	Crossovers for 5 seconds
Shake your arms for 5 seconds	4 jumps over skipping rope	Choose your own exercise	Stand on right foot for 5 seconds	Walk forward 5 steps	5 jumping jacks
4 Lunges	Dance to the music for 5 seconds	Jog around the gym	Fast walk for 5 seconds	Crab walk for 5 seconds	Bicycle
3 Turns	Walk backwards 5 steps	March on the spot for 5 seconds	3 hops on left foot	3 Push Ups	Choose your own exercise

A	C	T	I	V	E
Choose your own exercise	Dance to the music for 5 seconds	4 Lunges	Jog on the spot for 5 seconds	5 hops using both feet	3 Toe-Touches
Walk forward 5 steps	4 jumps over skipping rope	Crab walk for 5 seconds	Bicycle	Fast walk for 5 seconds	Jog around the gym
Skip for 5 seconds	3 push ups	Choose your own exercise	5 Twists	Stand on right foot for 5 seconds	Shake your arms for 5 seconds
3 hops on left foot	5 shoulder rolls	March on the spot for 5 seconds	Walk backwards 5 steps	3 Turns	3 hops on right foot
Stand on left foot for 5 second	5 jumping jacks	5 Arm Circles	Crossovers for 5 seconds	3 Sit ups	Choose your own exercise

A	C	T	I	V	E
Choose your own exercise	4 jumps over skipping rope	Fast walk for 5 seconds	3 hops on left foot	Stand on right foot for 5 seconds	Jog on the spot for 5 seconds
Dance to the music for 5 seconds	Shake your arms for 5 seconds	3 push ups	3 turns	5 jumping jacks	5 shoulder rolls
March on the spot for 5 seconds	Walk backwards 5 steps	Choose your own exercise	5 arm circles	4 lunges	Skip for 5 seconds
5 twists	5 hops using both feet	Stand on left foot for 5 seconds	Jog around the gym	3 sit ups	3 hops on right foot
3 Toe-Touches	Bicycle	Crab walk for 5 seconds	Crossovers for 5 seconds	Walk forward 5 steps	Choose your own exercise

A	C	T	I	V	E
Choose your own exercise	3 hops on left foot	5 hops using both feet	5 shoulder rolls	Dance to the music for 5 seconds	March on the spot for 5 seconds
Stand on right foot for 5 seconds	3 turns	3 Toe-touches	4 lunges	3 sit ups	Fast walk for 5 seconds
5 arm circles	5 jumping jacks	Choose your own exercise	4 jumps over skipping rope	Bicycle	5 twists
Shake your arms for 5 seconds	Walk forward 5 steps	Crossovers for 5 seconds	Skip for 5 seconds	3 hops on right foot	3 push ups
Jog around the gym	Crab walk for 5 seconds	Jog on the spot for 5 seconds	Stand on left foot for 5 seconds	Walk backwards 5 steps	Choose your own exercise

A	C	T	I	V	E
Choose your own exercise	Walk backwards 5 steps	3 push ups	Bicycle	Fast walk for 5 seconds	Dance to the music for 5 seconds
Stand on left foot for 5 seconds	5 shoulder rolls	Jog on the spot for 5 seconds	Walk forward 5 steps	3 hops on left foot	3 sit ups
Crossovers for 5 seconds	5 hops using both feet	Choose your own exercise	Jog around the gym	5 jumping jacks	5 twists
4 jumps over skipping rope	4 lunges	3 turns	Crab walk for 5 seconds	Stand on right foot for 5 seconds	3 hops on right foot
3 toe-touches	Skip for 5 seconds	5 arm circles	Shake your arms for 5 seconds	March on the spot for 5 seconds	Choose your own exercise

A	C	T	I	V	E
Choose your own exercise	3 hops on left foot	3 toe-touches	5 shoulder rolls	5 jumping jacks	Skip for 5 seconds
3 turns	Stand on right foot for 5 seconds	5 hops using both feet	Jog on the spot for 5 seconds	3 sit ups	Fast walk for 5 seconds
5 arm circles	Dance to the music for 5 seconds	Choose your own exercise	Walk backwards 5 steps	Bicycle	Shake your arms for 5 seconds
5 twists	Walk forward 5 steps	Crossovers for 5 seconds	March on the spot for 5 seconds	3 hops on right foot	3 push ups
Jog around the gym	Crab walk for 5 seconds	4 lunges	Stand on left foot for 5 seconds	4 jumps over skipping rope	Choose your own exercise

Flashcards for Activity Dice

CRAB WALK



shutterstock · 121944955

JUMPING JACKS



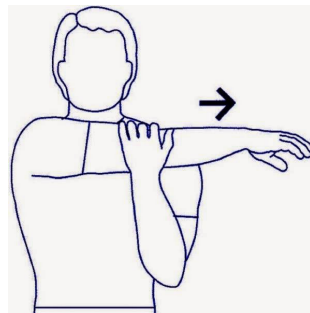
DANCE



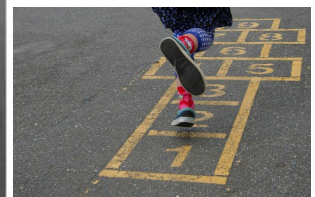
10 SKIPS IN A ROW



STRETCH



HOPSCOTCH



STAR JUMP

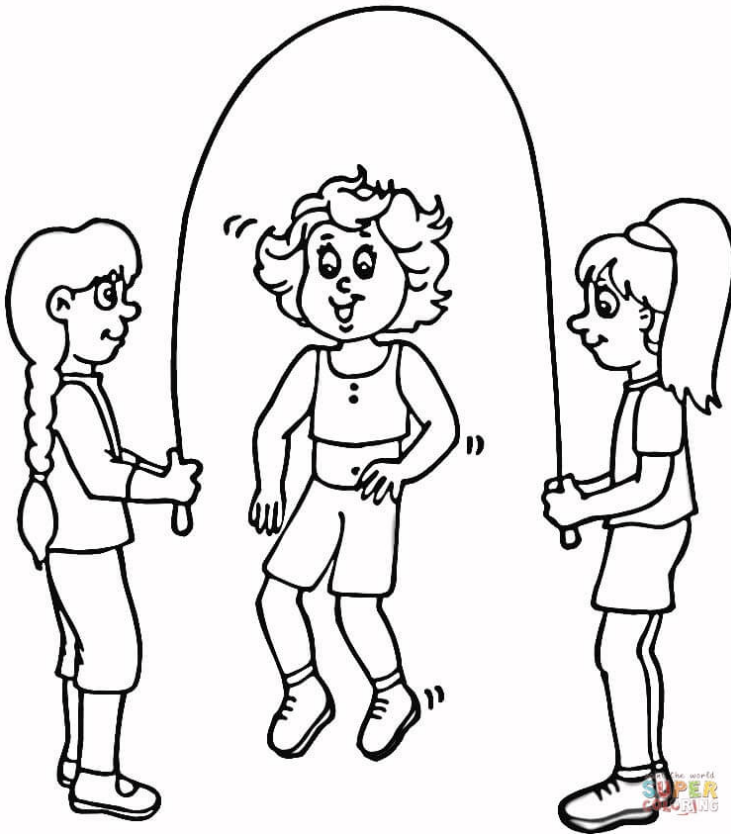


CHOOSE YOUR OWN EXERCISE!





IDENTIFY THE EXERCISE



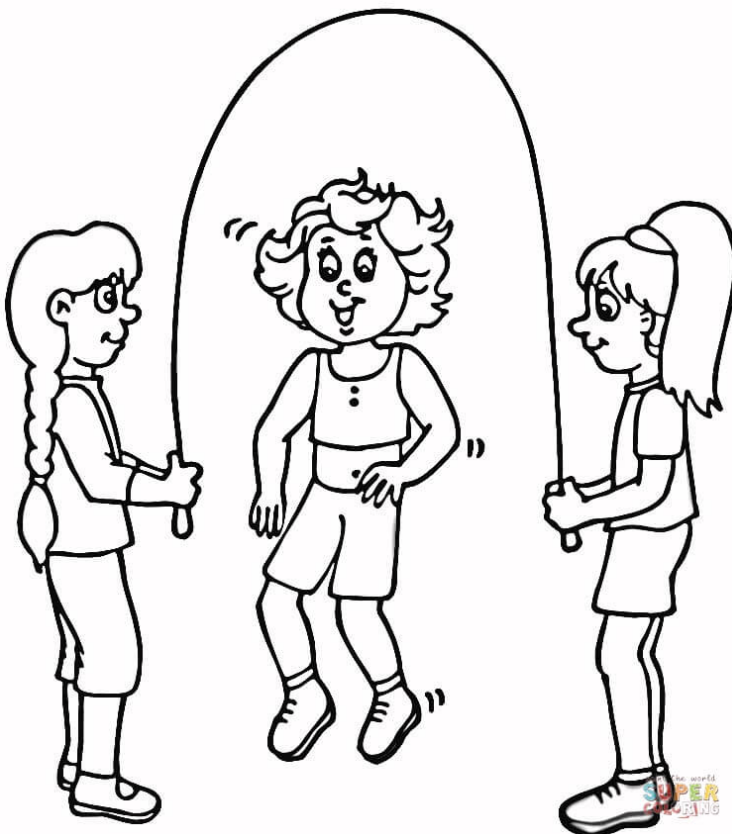


RUNNING



PUSHUPS

IDENTIFY THE EXERCISE - ANSWERS

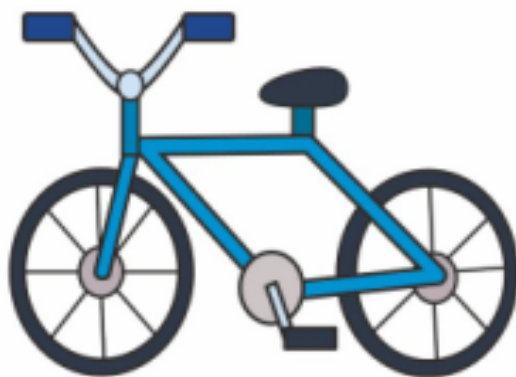
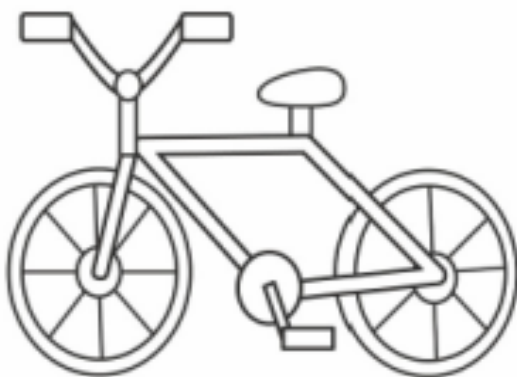
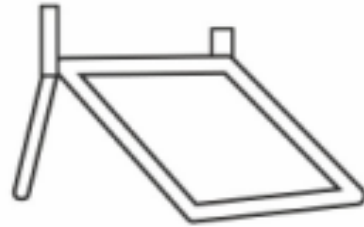
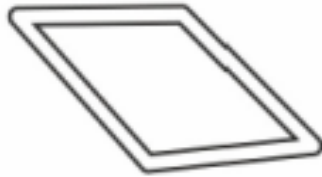


SKIPPING OR JUMPING ROPE



TOE-TOUCHING

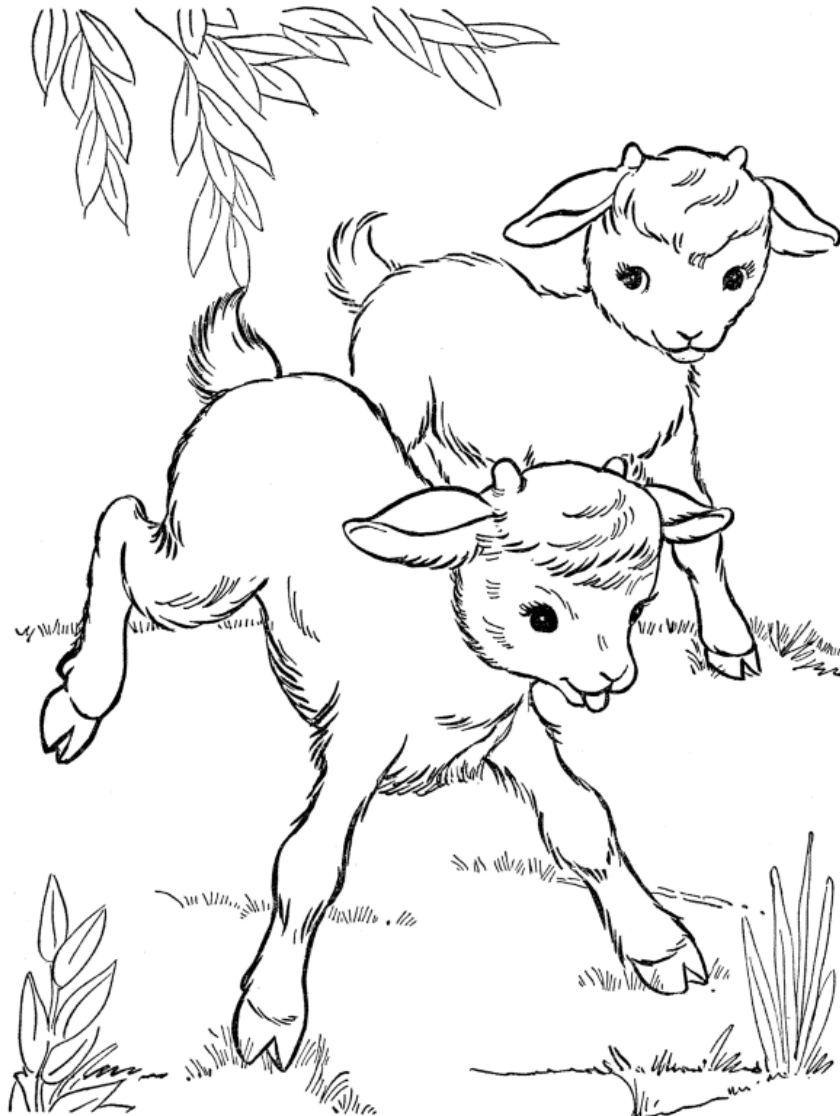
Learn to Draw a Bicycle



Additional Cloverbud Units added to Year One February 2022

- . Goats Everywhere!**
- . Innovation & Entrepreneurship**
- . Technology & the World
Around Us**

Goats Everywhere!



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

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca
WEB: www.4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Mary-Kathleen Dunn
Date: February, 2022

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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.



CANADA
4-H Ontario



The development, production and distribution of this 4-H Cloverbud unit was made possible through the support of Syngenta Canada Inc.



BORN ON THE FARM

Material for this 4-H Cloverbud unit was supported by Gay Lea Foods Co-operative Ltd.



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*

GOATS EVERYWHERE!

Objectives and Goals of the Unit:

- Discover what products are derived from goat production
- Learn terminology used within the goat industry
- To help to increase creativity in Cloverbud's using goat-themed activities

Background:

The goat industry in Canada is growing. Goats are used for milk, meat and fibre production and goats can also be companion animals as well. In this unit, Cloverbuds will learn about aspects of goats and goat production in Ontario through video and hands-on activities.

4-H Pledge and Roll Call

Suggested Roll Calls:

- Name something you think a goat eats.
- Name a product we get from the production of goats.
- Name a colour that a goat's hair could be.
- If you could name a goat, what name would you give 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 clover bud participants.

GETTING STARTED

Introduction to Milking Goats

Time: 10-15 minutes

Materials Needed:

- Computer/laptop and access to the Internet

Watch the video, created by Farm & Food Care Ontario, titled 'How Dairy Goats are Milked' <https://www.youtube.com/watch?v=sy3g-HSdHRs>

Discuss the following questions:

- Do you think you would want to milk goats? Why or why not?
- Have you ever tasted goat's milk? Did you like it? Why or why not?
- How many products (food or otherwise) can you name that could be made with goat's milk?

Goats Everywhere! Wordsearch

Time: 10-15 minutes

Materials Needed:

- Goats Everywhere! Wordsearch page (found in the Resource section at the end of this unit)
- Goats Everywhere! Wordsearch Answer Key page (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. Put word searches aside to be collected at the end of the meeting.

LET'S EXPLORE

If A Goat Can Do It...

Time: 10-15 minutes

Materials Needed:

- none

This game gets Cloverbuds moving their bodies like goats as a way of understanding how goats' bodies work! Stand up in front of the group and say, 'If a goat can climb, I can too!' If Cloverbuds believe goats can climb, they should simulate a climbing motion with their body. If they believe goats cannot climb, they should stay still. Cloverbuds who are correct - in this case, those who believe goats climb - should remain standing, while others sit down.

Add other sentences, including some that are true about goats and others that are not. Other things goats do include eating a lot, butting their heads, trying to escape from fences, getting close to other goats. If Cloverbuds think that goats do these things, they should act out the actions or pretend to do the behaviours with their bodies. If they believe goats do not do these things, they should hold still. Things goats do not do include standing on just two legs, washing themselves, and refusing to eat. Continue playing the game until only a few Cloverbuds are left standing! You can also make the game more of a challenge by letting Cloverbuds come up with the sentences you will call.

Paper Bag Goat Craft

Time: 25-30 minutes

Materials Needed:

- Paper bags (1 per Cloverbud)
- Paper bag goat template (2 pages) (found in the Resource section at the end of this unit)
- Grey paint and paintbrush or grey paper
- Crayons



- Scissors
- Glue

Give each Clovebud a paper bag and a copy of the templates. First, have everyone cut out all of the pieces on the template pages.

Template #1

- Grey Goat: Cover the paper bag with grey construction paper (just glue it on and trim) or paint the paper bag grey and let dry.
- Glue the upper jaw onto the HEAD. It should overlap the body a bit.
- Glue the beard onto the BODY beneath the lower jaw.
- Glue the lower jaw onto the BODY so that part of it is underneath the flap that is the HEAD.
- Glue the eyes onto the HEAD so they are above the upper jaw. If you like, you can use googly eyes instead of the paper template pieces.
- Glue the ears onto the sides of the HEAD close to the top.
- Glue the horns onto the top of the HEAD beside the ears.
- Glue the hair onto the top of the HEAD between the horns.
- Glue the tongue underneath the flippy tab so you cannot see it when the mouth is closed.

Template #2

- Glue the arms into the FLAP.
- Glue the legs to the bottom of the BODY.
- Fold the tail in half (so it's colored on both sides). Fold the dotted line tab and use this to glue the tail onto the BACK giving it a 3D effect.
- Glue the stomach onto the BODY.

The Paper Bag Goat is complete!

Activity Source: DLTK's Sites for Kids

LOOKING WITHIN

One Upon A Time

Time: 20-30 minutes

Materials Needed:

- Once Upon A Time page (found in the Resource section at the end of this unit)
- Writing Utensils

Print a copy of the Once Upon A Time page for each Cloverbud participant. This activity is to get participants to write a story using a sentence prompt. Participants may choose to focus their story on the information from goat facts discussed in this unit, or they can let their imagination run wild. Anything is possible with fiction!

Have each Cloverbud share their story with the group.

Billy, Nanny, Kid

Time: 10-15 minutes

Materials Needed:

- none

Before starting this activity, review the names of goats based on the goat's age and sex:

Billy goat – male adult goat
Nanny goat – female adult goat
Kid goat – baby/young goat

Have Cloverbuds sit in a circle. Ask for a volunteer in the group to be 'It.' This activity works the same as Duck, Duck, Goose, except that the volunteer who is 'it' walks around the circle saying, Billy, Nanny, Billy ,Nanny until they said Kid. Whoever is tagged as being the 'Kid' has to get up and run around the circle and try to get back to their spot before the person who is 'It' runs around the circle in the opposite direction to get to the spot that was occupied by the person tagged as the 'Kid.'

WRAPPING THINGS UP

My Goat Booklet

Time: 15-20 minutes

Materials Needed:

- My Goat Booklet page (found in the Resource section at the end of this unit)
- Writing and colouring utensils

Give each Cloverbud a My Goat Booklet page. Before filling out the booklet, cut around the outside of the booklet on the page. Then have Cloverbuds fold the page in half and then in half again to create a booklet.

Have Cloverbuds colour the picture on the front of the booklet and fill out the questions of:

- What I've always wanted to know about goats...
- What I want to know about goats...
- What I've learned about goats...

Ask for volunteers to share with the group what they wrote in their booklet.

Activity Source: KidZone Animals

Goat (Kid) Feed

Time: 10-15 minutes

Materials Needed:

- Waffle pretzels
- Chex cereal
- Chocolate candies
- Animal crackers
- Peanuts (depending on allergies in the group)



Image Credit: Pinterest

Have Cloverbud members dump all ingredients into the 'trough' and enjoy!

ADJOURNMENT

Additional Activities

- Hold the meeting at or tour a goat farm
- Tour a cheese processing plant that used goat's milk.
- Visit a grocery store that sells goat milk and meat products.
- Create a judging activity including any 4 samples of the hay (or any other type of feed a goat would eat) or a product made from goat's milk (cheese, soap, etc.)
- Make goat's milk soap.

References

AgScape <https://agscape.ca/>

DLTK'S Sites for Kids <https://www.dltk-kids.com/>

Education.com <https://www.education.com/>

Farm & Food Care Ontario <https://www.farmfoodcareon.org/>

Kid Zone <https://kidzone.ws/>

Ontario Dairy Goat Co-operative <https://www.ontariodairygoat.com/>

Ontario Goat <https://ontariogoat.ca/>

Goats Everywhere!

t l g o s g n p g k m u k r t
k w u t r q r q c i c j c o d
i f g a w d o a v d y n f j l
m y a v o p f s s s y w i m q
c i n r c i j l k s n k b t r
y m l x m b o w h q a n r x t
m v c k a m n a s k n n e p f
w f t q l t q k o h n s n f z
m f v d w b i l l y y t a f o
h l j j a m j j b n g r a i n
a e z k o i e i k q h j r q w
y c q h w e r a w f j u p u k
m b a r n q c y t g g e o t x
k q z m y w m s u d w y e t d
k f v z x t c m a m l h i h x

fibre

billy

nanny

grain

grass

dairy

milk

farm

meat

barn

kids

hay

Goats Everywhere!

t l g o s g n p g k m u k r t
 k w u t r q r q c i c j c o d
 i f g a w d o a v d y n f j l
 m y a v o p f s s s y w i m q
 c i n r c i j l k s n k b t r
 y m l x m b o w h q a n r x t
 m v c k a m n a s k n n e p f
 w f t g l t q k o h n s n f z
 m f v d w b i l l y y t a f o
 h l j j a m j j b n g r a i n
 a e z k o i e i k q h j r q w
 y c q h w e r a w f j u p u k
 m b a r n q c y t g g e o t x
 k q z m y w m s u d w y e t d
 k f v z x t c m a m l h i h x

fibre

billy

nanny

grain

grass

dairy

milk

farm

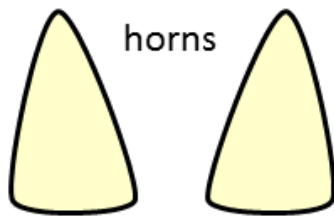
meat

barn

kids

hay

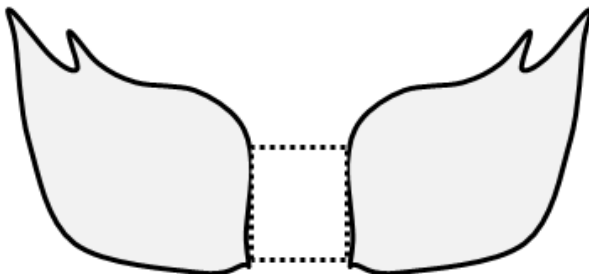
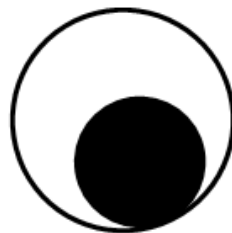
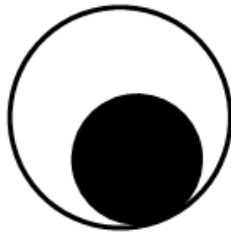
Paper Bag Goat Template



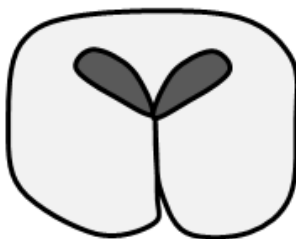
horns



ears



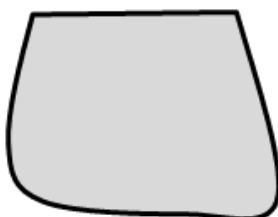
Tail (fold and glue so it sticks out from back three dimensionally)



Upper jaw
(overlaps lower
jaw when mouth is
closed)



Tongue
(under flap
so it does
not show
when mouth
is closed)

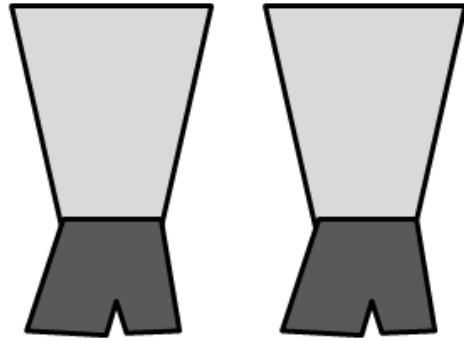
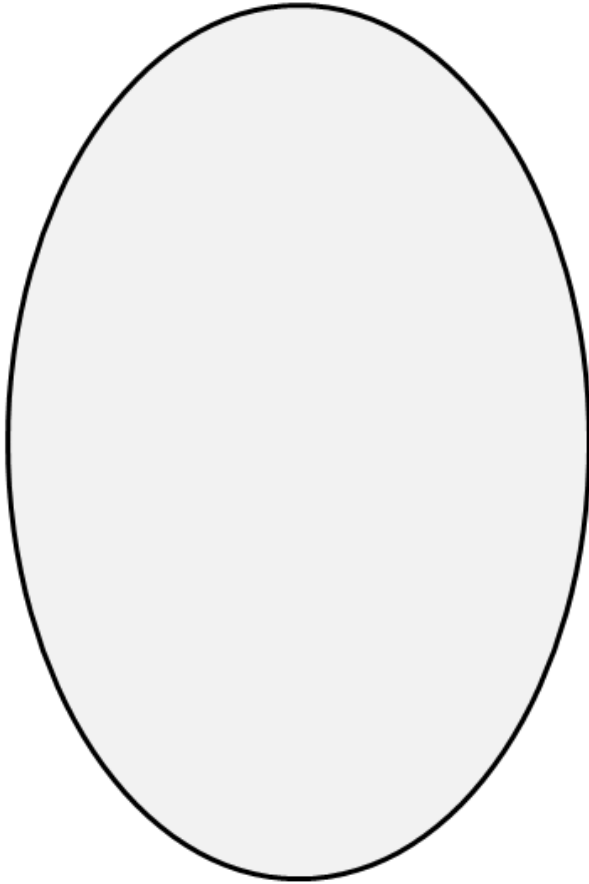


Lower jaw (glue under
the flap so most of
it shows)

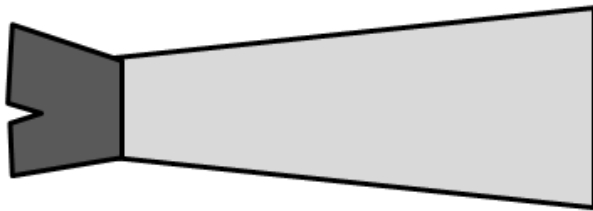


Beard
(under
lower
jaw)

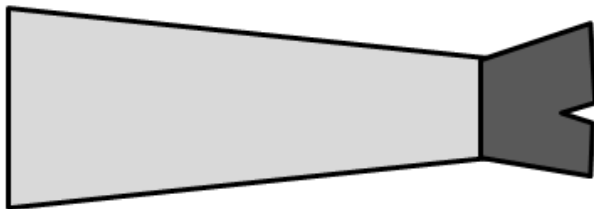
Paper Bag Goat Template



Legs (out the bottom)

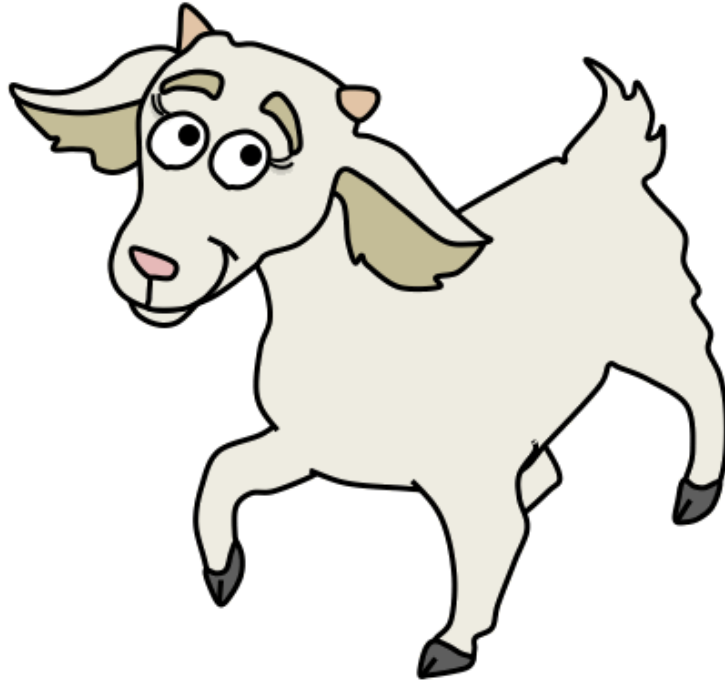


Arms (out the sides)

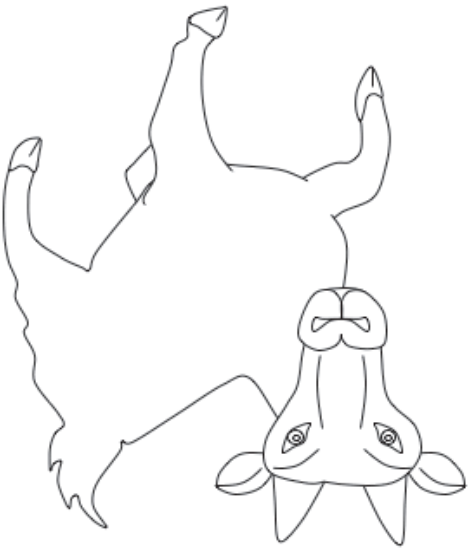


Name: _____

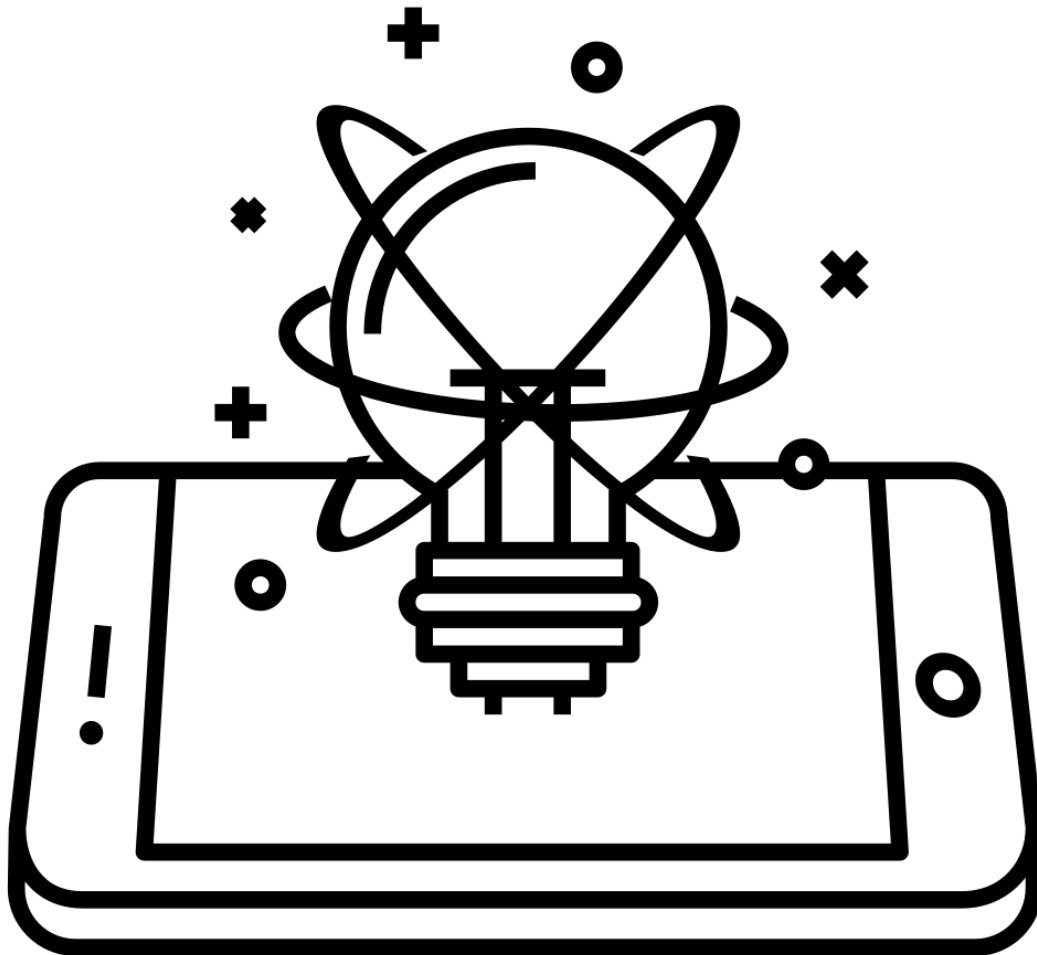
www.kidzone.ws
Creative Writing



Once upon a time, there lived a newborn goat kid.
From the moment she was born she...

<p>_____</p> <p>Name _____</p> <h1>My Goat Book</h1> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What I've learned about goats...</p>
<p>What I've always known about goats...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What I want to know about goats...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Innovation and Entrepreneurship



The 4-H Pledge

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my Hands to larger service,
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CANADA
4-H Ontario



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Material for this Cloverbud Innovation & Entrepreneurship unit was supported by the Grand River Agricultural Society



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***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

INNOVATION & ENTREPRENEURSHIP

Objectives and Goals of the Unit:

- Understand what the words innovation and entrepreneurship mean
- Learn and work on the skills that help a person become an innovator and an entrepreneur
- Learn how to become an entrepreneur at any age

Background:

Cloverbuds will become familiar with the concepts and ideas associated with entrepreneurship and innovation. The intent is that Cloverbuds will learn, through observation and practice, about entrepreneurial spirit. These transferable attributes can be applied in the workplace, school, and community. In this unit, Cloverbuds will have an introduction to innovation & entrepreneurship and the skills needed to be successful through hands-on activities.

4-H Pledge and Roll Call

Suggested Roll Calls:

- Name something new your family has recently bought that your family never had before
- Name something you could make and sell
- Name someone in your family that makes and sells something

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 clover bud participants.

GETTING STARTED

Innovation & Entrepreneurship Wordsearch

Time: 10-15 minutes

Materials Needed:

- Innovation & Entrepreneurship Wordsearch page (found in the Resource section at the end of this unit)
- Innovation & Entrepreneurship Wordsearch Answer Key (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. Discuss how each word relates to Innovation & Entrepreneurship. Put word searches aside to be collected at the end of the meeting.

Thinking Outside of the Box

Time: 10-15 minutes

Materials Needed:

- none

Some of the best innovations come when we don't place restrictions around something. Ask the following questions – the wilder the answer the better. Then discuss how some of the answers (that may seem crazy) could lead to an idea that could be used to create an item or concept that we might use in our everyday lives.

- What playground toys would there be if gravity didn't exist?
 - How would you present something at "show and tell" if you had to do it under water (not able to use audible words)?
 - In what ways could you help people if you could jump 30 feet in the air as a superpower?
-

LET'S EXPLORE

Lego Building

Time: 15-20 minutes

Materials Needed:

- Lego (or other building type toys)
- Other items that could be used for building such as elastics, tape, etc.

Building toys gives youth the opportunity to explore many new possibilities and be innovators. In addition to Lego, there are also Lincoln Logs, Erector Sets, Roominate, Picasso Tiles, and many more that could be used.

Ask members to build an item that will solve a problem they have in their house, at school, in the barn, while playing sports or anywhere else where they can identify a problem. Members could work individually, in pairs or in small groups for this project.

Give each person/group ten minutes to design their item and then have them present to the rest of the group, explaining what the item is, what problem it is meant to solve and how the item solves the problem.

Successful Young Entrepreneurs

Time: 15-30 minutes (depending on which video is viewed)

Materials Needed:

- Computer/laptop and access to the Internet

Becoming an entrepreneur takes a lot of determination, perseverance and having an idea (being an innovator). Take a look at these young people and what they did to be successful entrepreneurs (or do a search on Youtube for even more videos about young entrepreneurs).

Young Entrepreneurs Share Their Success Story – the Yummy Brothers story (video created by Scholastic, 2:35 minutes long) <https://www.youtube.com/watch?v=XQ4RESzO2wI>

10 Most Successful Young Entrepreneurs 2020 (video created by Alux.com, 10:15

minutes long) <https://www.youtube.com/watch?v=MGojy74h1CM>

After watching one (or both) of the videos, ask the following questions:

- How old do you think you need to be to start a business?
- Do you have an idea for a business you could start?
- Do you think it would be scary or fun (or both) to start a business at a young age?
- How could technology help you start a business?

LOOKING WITHIN

Drawing Time – Work Your Mind!

Time: 20-30 minutes

Materials Needed:

- Paper
- Utensils for drawing

Innovation and entrepreneurship requires creativity and forward thinking. Give each member a piece of paper and something to draw with. Ask members to draw the following or come up with other ideas for something new they've never seen before:

- dream house
- a flying car
- spaceship
- a new toy
- a new animal species
- their dream room
- their own country (name, land shape, and place names)

Have each member explain their drawing to the group.

Marshmallow Challenge

Time: 15-20 minutes

Materials Needed:

- Uncooked thick spaghetti noodles
- Marshmallows (full-size)
- Masking tape
- Metre stick or measuring tape

The challenge is to invent the tallest structure that will support a marshmallow on the top for at least 10 seconds.

Have Cloverbuds work in pairs for this activity.

Each pair gets one marshmallow, 20 strands of spaghetti and a one metre strip of masking tape. The marshmallow must remain whole and cannot be taken apart into smaller pieces. The spaghetti strands can be broke into whatever size the group thinks will work. The masking tape can be tore into whatever sizes are needed. There will be a 15 minute time limit to make the structure.

NOTE: depending on the group, it might be helpful to make a structure ahead of time as an example of what the structure could look like.

Setting Up Your Own Business

Time: 20-25 minutes

Materials Needed:

- Assortment of toy foods (or other items that could be sold in a store)
- Bristol board (2)
- Markers
- Monopoly money

Have Cloverbud members look over the items that are to be sold in their 'pretend' business and decide what price should be put on each item. Then, have half the group create a price list for the store on a sheet of Bristol board. The other half of the group

will create a poster, using a piece of Bristol board, to advertise the business and what the business will be selling.

The group will need to decide which 3 Cloverbuds will run the business and which ones will be the 'shoppers.' Give each of the shoppers money so they can pick out and purchase the items they would like. When shopping is complete, have the ones running the business add up the money they received from the items they sold.

WRAPPING THINGS UP

This or That

Time: 15-20 minutes

Materials Needed:

- none

Explain to members that there is an imaginary line down the centre of the room. In this activity, two choices will be given and members **MUST** choose the choice they like better and go to the side of the room designated for that choice. The activity forces members to use their decision making and critical thinking skills, both of which are needed for success for being an entrepreneur.

Choices could include (but are not limited to):

- hot dogs or hamburgers
 - red or blue
 - hockey or baseball
 - winter or summer
 - car or truck
 - John Deere or Case International
 - horse or cattle
 - apple or orange
 - water or pop
 - long hair or short hair
 - walking or running
 - 4-H Chocolate Club or 4-H Pizza Club
-

- go to the movie theatre or watch a movie at home
- Android phone or Apple phone
- cat or dog
- Cheerios or Shreddies
- Paper book or e-book
- In-person school or online school

Design Your Own Pizza Challenge

Time: 30-40 minutes

Materials Needed:

- Small pizza crusts or English muffins (cut in half)
- Variety of pizza toppings
- Oven

The challenge is to come up with a different style of pizza!

If possible, have small balls of dough prepared for members to shape into their pizza crust. Encourage members to think about size, shape and ingredients when designing their new pizza.

Once the pizza crust is ready to go, have members choose their pizza toppings and design their pizza. As the pizzas are baking, have members describe the pizza they created and the name they have given for it.

After members have had a chance to taste their pizzas, have them tell the group if their new pizza creation is good and if they would want to make it again (or try to sell their new type of pizza).

ADJOURNMENT

Additional Activities

- Tour an independently-run store and find out how the owner got started with their business.
- Invite someone to your meeting who has started their own business or created a new item that they sell.
- Create a lemonade stand or bake table (or any other type of item that could be sold) and set up at a local fair, a community event, a 4-H Awards Night/Judging Night, etc.
- Create a judging activity including any 4 samples of the same item (could be a food item that is new on the market, a toy, a new piece of technology (i.e. smart phone, ipad).

References

Education.com <https://www.education.com/>

Teaching Innovation to Your Kids <https://www.allprodad.com/teaching-innovation-to-your-kids/>

Venture Lab <https://venturelab.org/resources-for-learning-pods/>

Innovation & Entrepreneurship

m i h p o p p o r t u n i t y
 c i n v e n t i o n k i k d e
 o r e b o b k v b r b h k x n
 c b z b u d g e t s n i b z t
 r u x q z l b i b a e a x a r
 e s r n e w g j u j e s e c e
 a i i n n o v a t i o n b u p
 t n m b n a k h h e e p u q r
 i e i k r l a n j m o n e y e
 v s i r p t m i z a i c h f n
 e s s m u t w l x p p l l e e
 p r o f i t r m r p h q n s u
 x c l z i d e a s q s a u w r
 n k a u v p z m a r k e t s t
 g a x k q g j w z t h a l g j

entrepreneur

business

money

opportunity

budgets

ideas

innovation

markets

new

invention

profit

creative

Innovation & Entrepreneurship

m i h p o p p o r t u n i t y
c i n v e n t i o n k i k d e
o r e b o b k v b r b h k x n
c b z b u d g e t s n i b z t
r u x q z l b i b a e a x a r
e s r n e w g j u j e s e c e
a i i n n o v a t i o n b u p
t n m b n a k h h e e p u q r
i e i k r l a n j m o n e y e
v s i r p t m i z a i c h f n
e s s m u t w l x p p l e e
p r o f i t r m r p h q n s u
x c l z i d e a s q s a u w r
n k a u v p z m a r k e t s t
g a x k q g j w z t h a l g j

entrepreneur

business

money

opportunity

budgets

ideas

innovation

markets

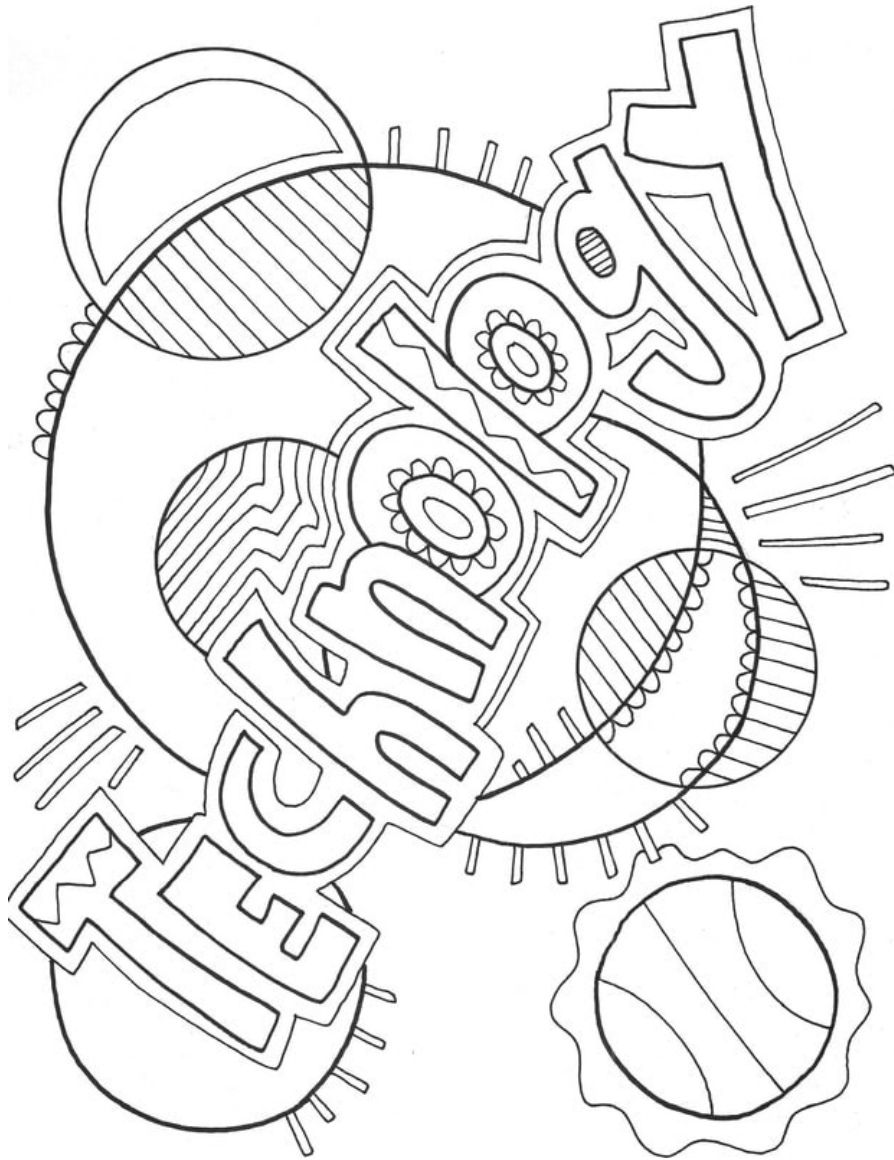
new

invention

profit

creative

Technology and the World Around Us



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

111 Main Street, Box 212
Rockwood, ON N0B 2K0
TF: 1.877.410.6748
TEL: 519.856.0992
FAX: 519.856.0515
EMAIL: inquiries@4-hontario.ca
WEB: www.4-HOntario.ca

Project Resource Information:

Written by: Elizabeth Johnston, 4-H Ontario
Layout by: Mary-Kathleen Dunn
Date: February, 2022

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CANADA
4-H Ontario



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Agriculture and
Agri-Food Canada

Material for this Cloverbud Technology & the World Around Us unit was supported by the Stanley Knapp Fund and Agriculture & Agri-Food Canada (AAFC).



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TECHNOLOGY & THE WORLD AROUND US

Objectives and Goals of the Unit:

- Understand what the word technology means
- Learn how we use technology in our everyday lives
- Inspire creative thinking by looking at what future technology could look like

Background:

Technology is found in most parts of the world and has become an everyday part of our lives. In this unit, Cloverbuds will learn about some of the most common types of technology available today, how to use technology safely, and how technology is found in agriculture through fun, hands-on activities.

4-H Pledge and Roll Call

Suggested Roll Calls:

- Name something electronic in your house.
- If you could build a robot to do a job that you don't like doing, what kind of robot would you build?
- If you had all the money in the world, what kind of technology/electronics/vehicle would you buy?

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 clover bud participants.

GETTING STARTED

Technology Wordsearch

Time: 10-15 minutes

Materials Needed:

- “Technology & the World Around us” Wordsearch (found in the Resource section at the end of this unit)
- “Technology & the World Around Us” 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 words listed on the word search.

Responsible Use of Technology

Time: 20-30 minutes

Materials Needed:

- Computer/laptop and access to the Internet

Discover how to make responsible use of technology, internet and social media. Besides being a tool to get information and to communicate, the internet is a world full of possibilities, but it also has rules.

Watch the following video created by Smile and Learn titled Responsible Use of Technology for Kids - First Mobile - Cyberbullying - Fake News - Online Privacy https://www.youtube.com/watch?v=JkkTN0pQ_Ug

After watching the video, ask the following questions:

- Has someone ever sent you a hurtful message using technology? Do you know of someone who has received a hurtful message?
 - What type of information should you never share online? (address, phone number etc.)
-

- Have you ever read information online that you didn't think was real (that it was fake news)? What did you do?
- Who should you share your password(s) with?
- If you have questions about something online, who would you ask?

LET'S EXPLORE

Scavenger Hunt

Time: 25-30 minutes

Materials Needed:

- Ipad or cell phone
- Scavenger Hunt worksheet (found in the Resource section at the end of this unit)

Go on a scavenger hunt and use an ipad or cell phone to take photos. Tick items off of the list as they are found. After completing the Scavenger Hunt, have members compare the pictures they took.

Agriculture Technology Match-Up Game

Time: 10-15 minutes

Materials Needed:

- Technology Word Match pages (found in the Resource section at the end of this unit)
- Technology Word Match Answer Key

This activity could be completed individually, in pairs, small groups or as a large group.

Print off the Technology Word Match-Up Game pages ahead of the meeting and cut into pieces. Have members match the words with the definitions. Review the match-ups to make sure they are correct and discuss each word to make sure everyone understands each word and definition.

LOOKING WITHIN

Create a Shapes Robot

Time: 15-20 minutes

Materials Needed:

- Construction paper (various colours)
- Scissors
- Markers
- Glue
- Googly eyes (optional)



Image Credit: pinterest.com

Have Cloverbud members use their imagination to create a shapes robot! Encourage Cloverbuds to cut out various shapes using different colours and glue onto a page. Have Cloverbuds name their robot and one task that their robot is able to do.

Create Your Own Scribble Robot!

Time: 25-30 minutes

Materials Needed:

- Pool noodle
- Electric toothbrush (found in some dollar stores)
- Markers
- Tape
- Decorations (pipe cleaners, googly eyes, pom poms etc.)

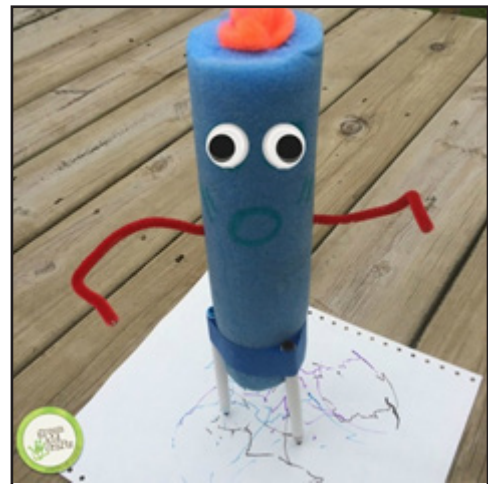


Image Source: Green Kids Crafts

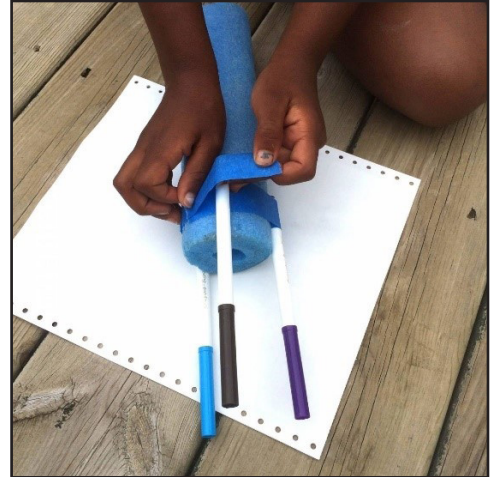
One way that you can explore hard-to-reach places is by using a robot. Robots are sophisticated machines that can sense, plan and act. The Curiosity rover is a robot that's exploring Mars.

Cut pool noodle to a length that is slightly larger than the toothbrush (about 2.5cm

longer). Insert toothbrush into pool noodle. Tape each marker to the noodle to create a 3-legged stool. It may be easier to also wrap the tape around the whole noodle to capture the markers more securely.

Decorate the pool noodle. Be creative! Pipe cleaners for arms, pom poms for hair and adhesive google eyes can be used.

Place the Scribble Bot on some paper and turn on the toothbrush. Watch the magic happen!



WRAPPING THINGS UP

Is There Anything Wrong with Technology?

Time: 15-20 minutes

Materials Needed:

- Computer/Laptop and access to the Internet
- Flip chart paper
- Marker(s)

View the following video created by CBC Kids titled Small Talk - Technology: <https://www.youtube.com/watch?v=kZfOVg07sys>

After watching the video, ask the group the following questions:

- What piece of technology do you use the most?
- Do you think too much technology is used at school?
- Do you think too much technology is used in your home?
- What activities could you do instead of using technology (phones, ipads, computer, etc.)?

Record the group's answers on flip chart paper if possible.

For the last question, challenge the group to see how big a list they can make.

Robot Snacks

Time: 15-20 minutes

Materials Needed:

- Pudding cups/applesauce cups/ jello cups
- Rolls of Rockets (or a similar type candy)
- Juice Boxes
- Googly eyes
- Markers
- Chocolate hearts and/or boxes of raisins (or something else for the feet)
- Hot glue gun
- Duct tape

Start from the bottom up! Glue the bottom of the juice box to the two chocolate hearts (or raisin boxes) for the feet. Add the Rockets for the arms and a heart on the robot's chest if desired.



Finish off the robots with the pudding cup upside-down and making a smiley face on it! If you want members to be able to eat the pudding, use a strong tape such as duct tape to attach it on top instead of glue.

Craft and Image Credits: <https://www.craftymorning.com/valentine-robot-snacks-kids-make/>

ADJOURNMENT

Additional Activities

- Hold the meeting at or tour a farm that uses technology (e.g. robotic milking, automatic feeders, drones)
- Take a virtual farm tour at <https://www.farmfood360.ca> — the “Voluntary Milking System Dairy Farm” video is recommended to see technology in action on a dairy farm
- Create a judging activity including any 4 samples of the same type of technology (cell phones, ipads, etc.).

References and Resources

AgScape <https://agscape.ca/>

CBC Kids <https://www.cbc.ca/kids/>

Craft Mornings <https://www.craftymorning.com/>

Education.com <https://www.education.com/>

Farm & Food Care Ontario <https://www.farmfoodcare.org/>

Green Kids Crafts <https://www.greenkidcrafts.com/>

Teaching Expertise <https://www.teachingexpertise.com/>

Technology & the World Around Us

r s o y b z c k d e l f y n n
i o l t a b l e t r u t n c f
z h b c r b e f n f q i v o o
k p h o n e x d y b t x p d n
i p r q t p r f q n e p t v e
e c c j t s t j d w c z b l l
e r o o h c k q j l h t c r e
a x i g m w r d y a n d i r c
z p i n d p d t f p o r r m t
a d f r t i u l k t l o c t r
o x i m e e g t e o o n u k o
a n p a t a r i e p g e i o n
j u a m f g t n t r y s t n i
v k d j i g h c e a a t s a c
k c h y w j y z k t l q l c s

electronics

technology

computer

drones

internet

laptop

digital

robots

tablet

phone

circuits

ipad

Technology & the World Around Us

r s o y b z c k d e l f y n n
 i o l t a b l e t r u t n c f
 z h b c r b e f n f g i v o o
 k p h o n e x d y b t x p d n
 i p r q t p r f q n e p t v e
 e c c j t s t j d w c z b l l
 e r o o h c k q j l h t c r e
 a x i g m w r d y a n d i r c
 z p i n d p d t f p o r r m t
 a d f r t i u l k t l o c t r
 o x i m e e g t e o o n u k o
 a n p a t a r i e p g e i o n
 j u a m f g t n t r y s t n i
 v k d j i g h c e a a t s a c
 k c h y w j y z k t l q l c s

electronics

internet

tablet

technology

laptop

phone

computer

digital

circuits

drones

robots

ipad

Scavenger Hunt Worksheet

- Tree
 - Hat
 - Flowers
 - Animal
 - Person
 - Stone
 - Leaf
 - Bug
 - Shoes
 - Something black & white
-

Agriculture Technology Match-Up Game

Robot

Cell Phone

Computer

Agriculture

Internet

Autonomous

Sensor

Drone

Agriculture Technology Match-Up Game

I am the name for a driver-less tractor.

I am used to store data and run programs.

I could be used for spraying crops in certain pre-determined parts of a field.

I am sometimes worn on a cow's leg, on her neck or in her ear to monitor for health.

I can be used to check the weather radar.

I am sometimes used to milk cows.

I am a vast network that connects computers from all over the world.

I am the science of producing crops and raising livestock for food.

Agriculture Technology Match-Up Game Answers

Robot	I am sometimes used to milk cows.
Cell Phone	I can be used to check the weather radar.
Computer	I am used to store data and run programs.
Agriculture	I am the science of producing crops and raising livestock for food.
Internet	I am a vast network that connects computers from all over the world.
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Drone	I could be used for spraying crops in certain pre-determined parts of a field.
