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4-H M 110  
Leader Notebook

# Discovering

with

4-H



## A Program for 7 & 8 yr. olds

AGRICULTURAL EXTENSION SERVICE, UNIVERSITY OF MINNESOTA

Written and compiled by:

Susanne G. Fisher, Extension Specialist – 4-H Youth Development,  
University of Minnesota.

This archival publication may not reflect current scientific knowledge or recommendations.  
Current information available from University of Minnesota Extension: <http://www.extension.umn.edu>.

### ACKNOWLEDGEMENTS

I wish to recognize the Minnesota Extension agents, 4-H leaders, and extension specialists who served on the review and development committee that "imagined" and designed this program for younger children. Their creative ideas and suggestions are found throughout this notebook.

David A. Hanson, Beltrami County  
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Diane Fiedler, Todd County  
Joe Peterson, Ramsey County  
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Sue Krueger, Hennepin County 4-H Leader  
Wanda Olson, Household Equipment Specialist  
Mary Darling, Nutrition Specialist  
Sue Meyers, Family Life Specialist  
John True, Agriculture Engineering Specialist  
Oliver Strand, Agronomy Specialist  
Ray Arthaud, Animal Science Specialist  
Cathy Berntson, Assistant District Director  
Phyllis Worden, 4-H Staff  
Barbara Beatt, Assistant Extension Specialist,  
Family Life Education

Many other 4-H leaders and program assistants have contributed ideas to this program as well.

I wish to recognize and thank the W.K. Kellogg Foundation for their support of my national 4-H internship and the resulting national study of the "Younger Child and 4-H" that I completed in April 1974. Through this study program I secured program ideas and materials from other states that have been excellent resources in the development of this notebook for leaders.

Thanks to all who have contributed to the development of this program.

Sue Fisher



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Agricultural Extension Service  
St. Paul, Minnesota 55101

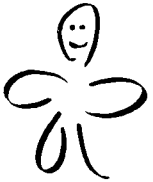


Fall 1975

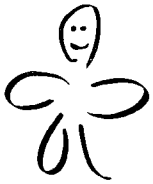
Dear "Discovering with 4-H" Leaders:



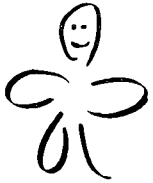
Congratulations on accepting a challenging and personally rewarding 4-H leadership role. As you volunteer your time, enthusiasm, knowledge and skills with younger 4-H members, I hope you learn and gain new perspectives about yourself. 4-H is a growing and learning experience for all of us!



"Discovering with 4-H" is a collection of program ideas and resources from many sources - volunteer 4-H leaders, extension agents in Minnesota as well as many other states, University extension specialists, and other educators concerned with the growth and development of children and youth.



I welcome your ideas and suggestions to strengthen the experience for the members and to add to this notebook for other volunteer leaders and extension agents to use. Our collective ideas and experiences should help 4-H offer an educational program that meets the needs and interests of many young people and their families.



Sincerely,

*Sue G. Fisher*

(Mrs.) Sue G. Fisher  
Extension Specialist  
4-H Youth Development

DISCOVERING WITH 4-H

LEADER HANDBOOK

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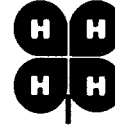
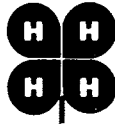
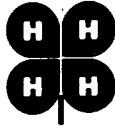
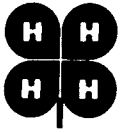
Activity Sheets

- An Introduction

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- The Sheets

- Blank Forms for Leaders to Write Their Own



## GENERAL INFORMATION ABOUT 4-H

### WHAT IS 4-H?

4-H is a youth development program currently serving about 80,000 youth in Minnesota. 4-H programs are conducted in each state and in about 80 countries around the world.

4-H is people - both youth and adults.  
4-H is learning by doing and having fun.

4-H includes experiences that equip youth to solve individual and group problems, learn to make decisions, and become effective citizens in a democratic society.

Youth can have 4-H experiences through community clubs, TV programs, classroom 4-H and other short-term, special interest programs. About 16,000 adults and 12,000 teens have volunteered time, energy, and knowledge to assist youth with their projects and activities. About half of the 4-H members in Minnesota are farm or rural nonfarm residents and half are urban dwellers.

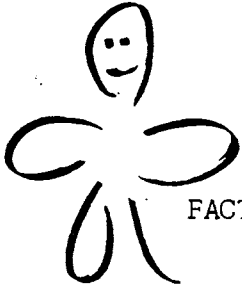
In each of Minnesota's 87 counties, the extension agents organize and supervise the county's 4-H program. They work with the volunteer leaders in implementing programs for youth. The extension agents are supported in their youth programming by a large number of faculty members at the University of Minnesota as well as resource persons in their counties and area. The 4-H program is financed by public and private funds. Public funds include federal, state, and county taxes that are used for educational programs conducted by the Agricultural Extension Service. In addition, in Minnesota about \$100,000 is contributed at the state level annually from private funds by foundations, business and industry, professional groups, and other specialized associations. Many organizations and groups contribute financially at the county and club levels to support specific projects. 4-H members and leaders also gain financial support through a variety of fund raising activities in their communities.

### PURPOSE OF 4-H

The purpose of 4-H is to develop youth through the involvement of parents,

other adults, and volunteers who organize and conduct learning experiences in a community setting. The focus is on human interaction designed to develop skills, abilities, and understandings in youth and adults as participating and influential members of their community. The central aim is for youth to acquire a set of skills for perceiving and responding to life's significant events.

.... Statement prepared by State 4-H and Youth Leaders attending a National Workshop on Creative Procedures held at the National 4-H Center, Washington, D.C., October 21-25, 1974.



#### FACTS ABOUT 4-H

The 4-H motto is "To Make The Best Better", a constant challenge for every member and leader.

The 4-H emblem is the four-leaf clover with the letter "H" on each leaf, standing for head, heart, hands, and health.

The 4-H colors are green and white. Green symbolizes nature's most common color and represents life, springtime, and youth. White symbolizes purity.

The 4-H pledge is used at most 4-H meetings:

"I pledge  
My head to clearer thinking  
My heart to greater loyalty  
My hands to larger service,  
My health to better living,  
for my home, my club, my community,  
my county, and my world."

In repeating the pledge, members and leaders raise the right hand to the forehead for the first line, place it over the heart for the second line, extend both palms upward for the third line, and stand erect and at attention for the remainder of the pledge.

#### CLUB MEETINGS AND YEARLY PLANS

Most 4-H groups are clubs that meet monthly, elect club officers, conduct business and project meetings, have club activities, and participate in county or community events and programs. These community clubs range in size from 10-100 members with the average size being about 25 members. There are usually 2 or more adult leaders associated with this community club. Teens also assume many leadership responsibilities in their clubs.

A yearly program is planned in most clubs as they organize in the fall of the year. The plan includes meeting dates, special committees, special activities, and plans for special features at meetings. The officers are elected and leaders pinpointed for the various leadership responsibilities.

#### 4-H LEADERS

There are many different leadership roles in 4-H. Adults and/or teens are recruited or volunteer to carry out responsibilities that help members have successful experiences in 4-H programs.

Some of the current 4-H leadership roles include the following:

##### Leaders at the Club Level

4-H Organization Leaders - This leader gives general guidance and support to the basic organization, operation, and well being of the community club and is the main contact person for the county extension staff.

4-H Project Leader - This leader gives guidance and support to the members enrolled in a project and works cooperatively with others in support of the total efforts of the club. A project leader may serve on a club, multi-club, or county-wide basis.

4-H Activity Leader - This leader gives guidance and support to the members as they work together on special activities such as Share-the-Fun, safety or conservation projects, fund-raising, or a sports team, etc. There may be more than one leader assigned to this leadership role depending upon the activities of the club and the number of members involved.

##### Leaders at the County Level

County Project Chairperson - This leader assists the county extension staff in providing subject matter instruction, and support for project leaders and works cooperatively with other volunteers to increase the growth opportunities for 4-H members through projects.

Area Service Leader - This leader assists the county extension staff in providing organizational information and support for organization leaders in a designated section of a county. This leader is usually experienced in 4-H organization at the club level and can offer friendly counsel and assistance on a regular basis or as there is need.



## COUNTY 4-H LEADER COUNCILS OR FEDERATIONS

In most counties, there is a leader organization composed of adult and teen leaders serving at both club and county levels. The function of the organization varies from county to county but usually includes development of county 4-H program policies and activities, communications regarding organizational details, and educational opportunities for leaders.

## NEWSLETTER

County extension agents prepare periodic newsletters for leaders and/or 4-H families. These letters are excellent communication tools that help most leaders know what is going on in 4-H programs and the activities in which their club members may wish to participate. The newsletter may also include articles that recognize the achievements of members and leaders. Leader training opportunities are included in most letters and leaders are often asked to indicate their interest in attending these sessions.

## 4-H CATALOG

A free copy of a catalog showing over 200 items designed to enhance the influence and prestige of 4-H is available from your county extension office or from:

National 4-H Supply Service  
150 North Wacker Drive  
Chicago, Illinois 60606

Several excellent song and game resources are also listed in this catalog.

## 4-H MAGAZINE

National 4-H News is a monthly magazine for 4-H and community leaders. Each issue has stimulating, helpful youth education ideas woven into reports of new 4-H programs or new developments in old ones. Stories are written by volunteer leaders; county, state, and national staffs; and other education experts. Each feature suggests ways to adapt national programs to local situations. Rates for those subscribing through the 4-H catalog are \$3.00 for one year or \$7.00 for three years.

#### 4-H WEEK

National 4-H Week is observed annually the first full week in October. Each year there is a special theme. The purposes of National 4-H Week are to encourage young people to join 4-H, to influence capable men and women to become 4-H leaders, to recognize the substantial contribution of parents to the 4-H program and solicit their continued cooperation, and to acquaint the public with today's changing and expanding 4-H educational program, which fits the needs of all modern youth.

Special promotional activities are conducted on county, state, and national levels. Leaders often take advantage of this week to promote programs and recruit members.

#### NATIONAL ORGANIZATIONS THAT SUPPORT 4-H PROGRAMS

A National 4-H leader recently stated "4-H is a multi-million dollar label." This leader was pointing out the tremendous financial and public support for 4-H as a youth educational organization.

##### \* Extension Service - United States Department of Agriculture

The 4-H Youth Division of the Extension Service, U.S.D.A., gives national program leadership in 4-H. Specialists assist states in evaluating and reporting program results, initiating and supporting new programs, and in securing federal support for 4-H from the Congress.

There are two national private organizations that support 4-H through contributions from business, industry, foundations, and other private donors.

##### \* National 4-H Foundation, Washington, D.C.

- Owns and operates the National 4-H Center, a conference facility in Washington, D.C. The National 4-H Center staff and facilities are made available to thousands of 4-H members, 4-H leaders, extension professionals, 4-H international program participants, and other extension groups each year. 4-H members, their families, and 4-H clubs can utilize the services of the National 4-H Center as they travel and have program needs.

- Gives leadership to 4-H international programs.

- Provides leadership and support in staff development courses for extension professionals.

- Provides opportunities for citizenship and leadership training for 4-H members and leaders.

- Conducts experimental, exploratory projects and studies.
- Aids in obtaining private support and other forms of assistance for 4-H.

\* National 4-H Service Committee, Chicago, Illinois

- Produces and distributes educational literature and aids in cooperation with the Extension Service and 4-H donors.
- Publishes the National 4-H News, monthly magazine for 4-H leaders.
- Maintains a supply service to provide appropriate materials for members, leaders, and professional workers.
- Arranges and announces National 4-H Awards Programs.
- Plans and coordinates National 4-H Congress.
- Carries on a year-round, nationwide information program.
- Supports program development throughout the county.
- Assists in obtaining private support for 4-H

National 4-H program priorities, directions, and policies are reviewed and adopted by ECOP (Extension Committee on Organization and Policy). This group is composed of Extension Directors from throughout the country. They welcome ideas and recommendations from many sources.

#### 4-H INTERNATIONAL PROGRAMS

Educational Rural Youth Programs with a kinship to 4-H and/or adaption of the basic principles of 4-H are now found in nearly 80 countries around the world. Some say that 4-H is one of the most significant contributions the people of the United States have made to the world.

4-H members can participate in a variety of international programs through study of cultures and countries in their clubs and individual projects and/or through participation in a number of exchange programs. Hosting exchangees from other countries in 4-H member homes is a common program in many countries. 4-H members can also participate in international programs through travel, study, and development programs. County extension agents receive information annually about the exchange programs being conducted and opportunities for participation.

The National 4-H Foundation coordinates 4-H International programs in behalf of the Cooperative Extension Service.



County Extension Office Letterhead

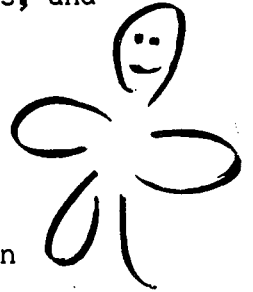
Sample letter to  
parents promoting  
"Discovering with  
4-H" and need for  
Leadership.

Dear Parent:

"Discovering with 4-H" is a new 4-H program for boys and girls in the 2nd and 3rd grades (7-8 year olds). It includes short-term project activities designed to capture the high interest of youngsters this age. It gives them an opportunity to belong to a small group, to learn practical life skills, and to work closely with parents, older teens, and other adults.

Most "Discovering with 4-H" groups:

- have 4 to 6 members.
- have 1 or 2 adult or teen leaders.
- meet twice a month for about 1½ hours.
- meet in homes, usually on rotation basis so all parents can be involved.
- have meetings with a combination of recreation and project activities. Refreshments may be served.



Parent support and leadership are necessary to the success of this program. If the parents of each member can give a little time and effort to the group, it can be an exciting experience for the adults involved as well as the youngsters - and a burden for no one.

I hope you and your child will consider the "Discovering with 4-H" program. I would be most happy to visit with you and other interested families in your neighborhood about the projects and activities you might pursue. Please call           (number)           to set up a time convenient for you or return the response card.

Sincerely,

---

Extension Agent

Enclosure - Response form

Date \_\_\_\_\_

TO: County Extension Agent

We have interest in the "Discovering with 4-H"  
program and would like to meet with you to learn  
more.

| Families interested | # of children | Age of children |
|---------------------|---------------|-----------------|
| _____               | _____         | _____           |
| _____               | _____         | _____           |
| _____               | _____         | _____           |
| _____               | _____         | _____           |
| _____               | _____         | _____           |

Sincerely,

\_\_\_\_\_  
Name Phone

\_\_\_\_\_  
Address



UNIVERSITY OF MINNESOTA  
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Agricultural Extension Service  
St. Paul, Minnesota 55101

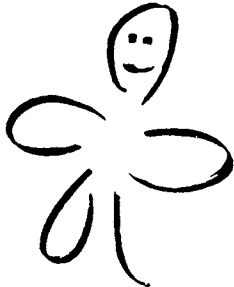
County Extension Office Letterhead

Sample letter for  
parents of "Discovering  
with 4-H" members  
to be sent by extension  
agent when enrollment  
received.

Dear Parents:

We're glad to learn that your child has joined a "Discovering with 4-H" group in your neighborhood. 4-H is a youth education program offered by the Agricultural Extension Service, University of Minnesota, in cooperation with county, state, and federal governments.

"Discovering with 4-H" is a program for 7 and 8 year olds where they can:



- develop new skills appropriate to their age and ability
- have creative experiences
- have experiences in inventiveness
- have experiences in decision-making
- develop socially
- have enjoyable times with age-mates, teens, adults, and family members.
- have fun!

You can tell by reading the purposes of the program that parent support and involvement is important to the success of the programs. Your 4-H leader will be contacting you from time to time to keep you informed about club activities and plans. You may be asked to provide materials for the group activities, provide small treats, offer transportation for field trips, attend special events, or lead project activities on topics you know and enjoy. You'll want to offer your time and skills to share in the leadership tasks so the club is not a burden for anyone. You'll enjoy the delightful times with the children, and be able to support and understand the special activities in which your child is interested or you get involved.

Please call us in the extension office if we can assist you or your family in any way. We know "Discovering with 4-H" will be a happy learning time for both you and your child.

Sincerely,

---

Extension Agent

Other items you may want to include if known:

- Name of leader, phone, address
- Names of other families in 4-H group
- First meeting date, time, location

RECREATION FOR THE SMALL GROUP MEETING

Build recreation into each meeting

4-H meetings should be fun. Meetings can be spiced with opportunities for relaxing, making friends, getting better acquainted, using imagination, and having a good time. Depending upon the type of project activity planned, the "Discovering with 4-H" group may want a short recreation period at each meeting.

Hints for leading recreation

Help members "make their own fun" whenever possible. This is a good way to provide leadership opportunities for members.

Plan for every meeting. Work with the member ahead of time and see that the needed materials and equipment are ready. Agree on the length of time for the recreational activity with the leader ahead of time. Directions should be brief and clear.

Include musical games or singing from time to time to add interest and variety.

Select activities in which everyone can participate.

Change to another activity while members are still enjoying the first one.

The following instructions provide a few ideas for recreation at the 4-H meeting. There are many sources of recreation ideas - check your local library for books and pamphlets.

Ask your extension agent for a copy of 4-H M-5, Fun and Games. It includes a wide variety of recreation ideas for large and small groups. Good list of recreation books included.

Several excellent song and game resources are available for you and your members from the National 4-H Supply Service, 150 North Wacker Drive, Chicago, Illinois 60606. Prices are subject to change.

1. "National 4-H Song Book" -- Contains 154 songs, including 27 short rounds. The book has guitar chords. Many of the songs are in a low key, which makes them easier for boys to sing.  
No. M-150                      40¢ each; 10 or more, 35¢ each
2. "Songs of the 4-H Clover: -- Record of 4-H songs sung by Iowa State University Chamber Singers on 10" LP, 33 1/3 RPM record.  
No. R-600                      \$2.10

3. "Games of Many Nations" -- A collection of 149 games from 27 nations. Sturdy cloth-bound books.  
No. B-166 \$3.20
4. "Homemade Games" -- Gives directions for making and playing games ranging from kitchen golf to box hockey. Directions for 32 games.  
No. B-2026 20¢ each; 50 or more, 17¢ each
5. "Games for Small Groups" -- Contains 32 pages of games suitable for all small groups, indoors or outdoors. Illustrated.  
No. B-2027 20¢ each; 50 or more, 17¢ each
6. "Fun at the Meeting Place" -- Contains 32 pages of games, songs, and stunts. Illustrated.  
No. B-2025 20¢ each; 50 or more, 17¢ each
7. The three booklets "Homemade Games," "Fun at the Meeting Place," and "Games for Small Groups" are available as a set.  
No. B-2028 Set of 3, 50¢

Enclose the following for shipping and handling:

|                          |         |
|--------------------------|---------|
| Orders up to \$2.00..... | add 49¢ |
| \$2.01 to \$3.00 .....   | " 75¢   |
| \$3.01 to \$4.00 .....   | " 85¢   |
| \$4.01 to \$5.00 .....   | 1.05    |
| \$5.01 to \$6.00 .....   | 1.15    |
| \$6.01 to \$9.00 .....   | 1.25    |
| Over \$9.00 .....        | 1.29    |



A GHOST STORY \*

7 years and up  
Audience participation

---

OBJECT: A dramatic story is read aloud by the leader. The group is designated, a few at a time, to take the part of certain characters in the story and to respond by certain sounds when their character is mentioned in the story.

CHARACTERS:

|                                  |                                   |
|----------------------------------|-----------------------------------|
| Timid young girl (sob or scream) | Big black crow (caw, caw)         |
| Old, old woman (shrill laugh)    | Four black bats (whir-r-r)        |
| Large black cat (mei-ow)         | Bogie man (boooo -o-o)            |
| Long black snake (hiss-s-s)      | Ghost (everyone screams together) |
| Tall man (groan)                 |                                   |
| Yellow dog (howl)                |                                   |

SCENE: The group is seated together on the floor with the lights turned low.

STORY: On a dark and stormy night in October, a stage coach rumbled along a country road. In it a timid young girl ..... bounced up and down on the hard cushions and gazed with fright out into the darkness. Suddenly the coach stopped and in stepped an old, old woman ..... From under one arm peered a large black cat ..... and around the other twined a long black snake .....

"Hoity toity! A timid young girl ..... traveling alone tonight!" she exclaimed with a hideous grin. "Let me tell your fortune, my pretty dear." The old, old woman .... stretched a bony arm toward the timid young girl ... while the large black cat ... arched his back and growled and the long black snake ... watched with beady eyes. "No, no!" cried the timid young girl ... shrinking into a corner with her pretty hands behind her back.

At that moment the door was thrown violently open and in rushed a tall man ... wearing a long raincoat. His face was hidden by a drooping hat, but his voice was low and pleasant. "Allow me," he said, and gently pushed between the timid young girl .... and the old, old woman .. who three times pointed her finger at the tall man ..... A yellow dog ... howled from under the seat, the large black cat ... growled again, and the long black snake -- hissed.

On the window sill, a big black crow ... alighted and croaked most dismally. Into the coach flew four black bats ... and beat their wings in the face of the timid young girl .... while through each window peered the grotesque face of a bogie man ... Nearer and nearer to the old, old woman ... bent the tall man ... fixed on the old, old woman .. two startling eyes and pushed back his hat. With a terrified shriek the old, old woman ... sprang to the door, followed by her large black cat ... howling yellow dog ... long black snake ... four black bats .... and the big black crow ... Inside the coach the timid young girl .... had fainted, for under the hat of the tall man ... was the ghastly countenance of a GHOST .....!

LEADERSHIP SUGGESTIONS:

If desirable, certain individuals may have been assigned the different characters in advance and the group will not know what they will expect next. The leader must read the script slowly and allow time for responses.

\* From Parties Plus Stunts and Entertainments, p.16. National Recreation Association Publications, New York, New York.

I'LL STRING ALONG WITH YOU \*  
Group Inactive Game

6 years and up  
10 or more  
2 to 6 on a team

---

**EQUIPMENT:** 50 to 300 pieces of string, varying in length from 4" to 36". Hide these throughout the room ahead of time. Different colors of string are easier to conceal in obvious places.

**FORMATION:** Teams are scattered about the floor.

**ACTION:** On a signal, teams hunt as a team (they must stay together) tying the lengths of string together as they find them. The team having the longest length of tied strings at the end of the game will win. There should be a time limit of around 2 - 3 minutes.

**LEADERSHIP SUGGESTIONS:**

Do not let the time drag on. It is not necessary to find all of the hidden string but rather, it is important to have good team spirit during the hunt. This game is easily adapted to a Christmas theme using old Christmas ribbon. For an interesting surprise effect, a few strands of a specific color could be included and after the winning teams have been determined those who have the special color win some sort of a surprise or pay a group forfeit. (See page 13 in booklet.)

\* Learned from Recreation 388 Class, 1966, Washington State University.

## BUSIFYERS

### Memory Test

All ages (Seated in a Circle)  
Tray, 12 to 20 small objects

Twelve to twenty or more objects are placed on a tray which is set in the center of the group for 10 to 15 seconds and then covered or removed. The players each write the names of as many of the objects as they can remember. The person with the most complete list wins.

---

### Sense of Smell

All ages  
Several liquids or substances  
to be identified by smell -  
in a bottle or on cotton.

A collection of ten or more items is put on display. Members are provided with cards and pencils and identify these by numbers which are placed with each compound. The person identifying the most smells correctly is the winner.

(Variation on Sense of Smell)

The other senses can be used by bringing together a group of powders which the group samples by taste and then identifies; a group of objects placed in paper bags to be identified by touch; sounds recorded on tape or records such as the telephone busy signal, rocking chair squeaking, sandpaper scraping, etc.

---

### Guess

All ages  
Paper and pencil

A list of common items are prepared beforehand, and the group is then asked to guess answers to each of these items. These can be as original as the leader wishes to make them. Here are a few samples:

1. The width of a dollar bill in inches
2. The number of safety matches in a package.
3. The number of words on a page.

4. A person's height and weight.
  5. The number of black keys on a piano, or the number of white keys, or both.
- 

### Fifteen

All ages  
Paper and pencil

Make nine squares out of paper so that there will be three small squares in each direction.

The object of the game is to put the numbers 1 through 9 in squares so that the sum of the numbers will total 15 in any direction. Solution: place 5 in the center square and 2, 4, 6, 8, in the corner squares.

---

### Scrambled Travel

All ages  
Prepared lists

After being given a list, the player is requested to unscramble the mode of transportation. The answers, obviously, should not be on the prepared slip, but should be kept by the leader. IXAT, NAGOW, TASLLOAD, SEORH, NOACE, LISGEG, ENISBURAM, RANIT, COTXRA, IMAEC, CUKRT, CEYIBLE, TORGACD, TFRA, MOBAUTILEO. Solution: taxi, wagon, sailboat, horse, canoe, sleigh, submarine, train, oxcart, camel, truck, bicycle, dog cart, raft, automobile.

---

### Toothpick Balance

All Ages  
Pop Bottle, box of toothpicks

A small group sits in a circle with a pop bottle in the center of the circle on the floor. Each person is assigned 25 or more toothpicks. Each person tries, in turn, to lay his toothpick across the neck of the bottle. As the pile grows, the players are informed that any toothpicks that drop are given to the person responsible for them dropping off the bottle. The object of the game is to get rid of all toothpicks by having them balancing on the bottle.

## DEFROSTERS

### The Orchestra

All Ages  
No equipment needed

Players stand in a circle facing the center. A stopping signal such as arms raised for attention is agreed on. Several hand motions are selected and practiced. Each motion will represent an instrument that can be a part of the orchestra. It might be a violin, piano, trombone, drums, or the like. Each player is assigned an instrument. The leader is assigned an alternate motion called wiggling ears. This motion is made by placing the thumb in the ears and then waving the fingers. An "it" is selected who stands in the center of the circle and, alternately wiggles the ears or plays one of the instruments. Immediately, all the players imitating the instrument wiggle their ears and the rest of the orchestra continues playing. The "it" in the center continues with the variations until he catches someone playing his instrument or wiggling his ears out of turn, and he exchanges places with "it." This is another version of the old game "Donkey and Fiddler".

---

### Hidden Stamp

All Ages  
A small seal or portion of a postage stamp.

Before the meeting starts, one of the people is secretly instructed to take a small stamp and to wear it somewhere. It might be on the heel of his shoe or the temple of his glasses. It should be in plain view, but not easily seen. The group is then instructed that a small stamp is hidden somewhere. Each is to look around until he sees it and then, without saying a single word, sit down. The game continues until only one or two people are left who have not discovered the stamp. Their person wearing the stamp should play the game like the rest and, at an opportune time, go and sit down, not giving away his identity.

---

### Grunt

All Ages  
Blindfold

This old popular party game is especially enjoyed by small groups where the players know each other reasonably well. All players except "it" join hands in a circle. "It" is blindfolded. He touches a player in the circle who is then requested to grunt like a pig. When he hears the words, "Grunt, pig, grunt," he must make the sound. "It" tries to identify the player by the grunt. As soon as he does, he takes off the blindfold, and the identified person becomes "it".

## QUIET GAMES

### Do This and Add Something

All Ages  
No equipment

The group sits or stands in a circle. The first player makes a motion like snapping his fingers as he says, "Do this and add something." The next person on the right makes the same motion and adds another as he says, "Do this and add something." The third player does both of these motions saying, "Do this, do this and add something," as he adds another. And so it goes around the circle. Each person does all the previous motions and adds another. The test is to see how many times this can be repeated before a person makes a mistake.

---

### Find the Ring

All Ages  
Ball of string, and rings

Players sit in a circle. The string is passed around and each person holds on to the string. One or two rings are slipped onto the string and they too are passed around. The ends of the string are tied so it makes a complete ring in a circle. One or two "its" are placed in the center of the circle to guess who has the ring. The object is for each person to pass the ring without the person in the center seeing it. Misleading and false motions add to the interest of the game. Whoever is caught with the ring is the next "it."

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### Gab

All Ages  
No equipment

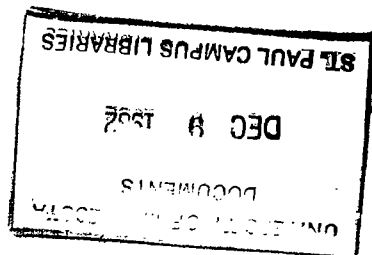
The group is seated in a circle. A person who is "it" points to someone in the circle and says a three-letter word. For instance, if "it" says "cat", the player pointed to must give one word beginning with C, one word beginning with A, and one beginning with T. "It" counts slowly to 12 and says, "Gab." If he fails to give three words before "it" says "Gab", he becomes "it". If he can give three words before "it" says "Gab", he is safe, and "it" goes on to someone else. No word may be used twice during the entire game.

Does She Cackle

All Ages

No Equipment

The players are seated in a circle with one person acting as leader. The leader turns to the person on his left and says, "I have a hen for sale." The third player asks, "Does she cackle?" The second turns again to the leader and asks, "Does she cackle?" The leader then turns to the second player and says, "Yes, she cackles." The third player passes the statement to the fourth and so on around the circle, but each time the question must be returned to the leader and the answer sent back around the circle to the asker. While this is going to the leader's left, he may want to start another one to the right. This one, he may use, "I have a duck for sale." The question asked is "Does she quack?" The answer given is, "Does she quack?" The answer given is, "Yes, she quacks." And this goes on around the circle. As this goes around the circle, it becomes very confusing and entertaining to see the people opposite the leader trying to get the duck going one way and the hen the other way around the circle.





## GAMES WITH ACTION

### Tearable Art

All Ages  
Old sheets of paper

Players are seated in a circle -- not in any required order. Each person is given a piece of paper. The paper may be colored to match the season or the occasion. The players are asked to hold the paper behind their backs and to tear out a simple object. It may be a turkey, if the time is Thanksgiving; a valentine for February, or some other seasonal items. The player cannot look at the object until it is finished. When everyone is finished, their creations are exhibited and the players might vote on the most lifelike, the fattest, the funniest, or any other classification that seems to suggest itself.

---

### Hands Up

All Ages  
No equipment

Players sit in a small circle, preferably around a table. No more than six or eight people should be in each group. They choose an "it" to guess who has the coin. The rest will pass the coin under the table while "it" tries to guess who has the coin. The members move their hands in such a way as to deceive and make it look like each of them has the coin. When they have passed it around for a short while, the "it" says "hands up". On this command, all of the players raise their hands. Then the person who is "it" looks at their hands and tries to figure out who has the coin. Then he gives another command-- "hands down." The group then brings their hands quickly down on the table. The person who is "it" then tries to guess by pointing to one hand at a time. As each hand is pointed to, it is dropped off the table. As soon as "it" discovers who has the penny, he counts the hands that are remaining. That is his score. Each person in turn becomes "it" and each person plays to see how big his score can get.

---

### Ping Pong Blow

All Ages  
A long table and several ping pong balls

Groups of four to six people get down on their knees on either side of a table, place their hands behind their backs and chins just up to the table edge. A ping pong ball is dropped in the center of the table and each group then tries to blow the ping pong ball off the table edge near the opposing group. Hands may not be used as the ball must be blown. If a ping pong table is used, it is well to assign one or two people to each end from one of the teams. This end then becomes a side and the same rules apply. Each time that the ping pong ball is blown on the floor, it scores a point for the opposite side.

## GAMES FOR ACTING OUT

### Paper Bag Drama

All Ages

4 to 5 articles in a bag for each group of 4 to 5 players

Each group is asked to plan and put on a skit, using all of the articles in the bag as props. Skits may be with pantomime or dialogue. All persons must take part. If they cannot act as people they can be such things as a water cooler, a kitchen chair, a television set, or a pencil sharpener. If groups have difficulty in getting ideas, ask them what each article in their sacks makes them think of.

There are suggested variations for this game. (1) Groups may be given all the same props. (2) Groups can be given a problem and are to use all of these props in solving this problem and to dramatize this solution.

---

### Make Mine Music

All Ages

Bottles and glasses to suit the needs

A bottle symphony is made filling eight bottles or glasses with varying amounts of water until they have the eight tones of the scale. I can provide a long period of entertainment for a group. Some real creative expressions in music can result. A variation is to clean the finger and the edge of a water glass partially filled with water and then slide the finger around on the rim of the glass. With considerable practice you will find that you can make the keys in a chord by varying the amount of water in each glass. This is an excellent activity for a group who has time on their hands to develop some entertainment

STRETCHERS

The More We Get Together

Singing the old song "The More We Get Together" the group is instructed that they are to do the opposite of what they are doing, that is, if seated they will stand or if standing they will be seated whenever the words "together" and "friend" are sung in the song. If the leader wishes to confuse the group, he can tell them not to follow him but to remember the rules and then he can do it any way he wishes.

---

Sense of Direction

All Ages

The leader starts telling a story and informs his group that whenever he mentions any place or any direction in the story, the group must face that direction. This can be cities in the area, it can be a room in the house, or it can be a direction such as northwest. Anyone making a mistake will sit down. The success of this game, of course, depends upon the resourcefulness of the leader in telling a story.

---

All Clap Hands Together

All Ages  
No equipment

To the tune of "Here We Go Round the Mulberry Bush" the following is sung:

My head, my shoulders, my knees, my toes  
My head, my shoulders, my knees, my toes  
My head, my shoulders, my knees, my toes  
We all clap hands together.

As the group sings the song, they place the hands on the head, shoulders, knees, and toes in order. Repeated a second time through the leader can change the order singing head, toes, knees and shoulders, knees, and shoulders.

## AUDIO VISUAL TEACHING MATERIALS

Audio visual materials are available on a free-loan basis through your county extension agent from the Agricultural Extension Service, University of Minnesota. Check with your extension agent to review the current catalog and identify appropriate materials for your group. Try to order at least three weeks in advance.

Audio visual materials are available on a free-loan basis from several other sources. The only charge is the return postage. Write for catalogs.

1. Association - Sterling Films  
Central Booking Office: 866 Third Avenue  
New York, New York 10022  
Branch Office: 561 Hillgrove Avenue  
La Grange, Illinois 60525
2. Modern Talking Picture Service  
Central Booking Office: 1212 Avenue of the Americas  
New York, New York 10036  
Branch Office: 1114 Nicollet Avenue  
Minneapolis, Minnesota 55403
3. 9200 Film Center  
Post Office Box 113  
Minneapolis, Minnesota 55440
4. University Education and Visual Arts  
Central Booking Office: 221 Park Avenue South  
New York, New York 10003  
Branch Office: 1569 Selby Avenue  
St. Paul, Minnesota 55104
5. Minnesota Department of Public Welfare Film Library  
Centennial Building  
St. Paul, Minnesota 55155
6. Minnesota Department of Health  
Section of Public Health Education  
7117 Delaware Street, S.E.  
Minneapolis, Minnesota 55440

7. Film Library, Department of Public Safety  
314 State Highway Building  
St. Paul, Minnesota 55155
  
8. Dairy Council of the Twin Cities  
Hillsborough Office Building, Suite 220  
2353 North Rice Street  
St. Paul, Minnesota 55113

## BIBLIOGRAPHY

The following books may be available in your local library or you may want to purchase your own copies. There are many possibilities for meeting activities beyond those in this handbook. These sources will help you get new ideas.

### BIBLIOGRAPHY I

#### "Books with action ideas for teachers/leaders"

1. Baker, Katherine Read. Let's Play Outdoors. Washington, D.C.: NAEYC, c1966.
2. Belton, Sandra and Terborgh, Christine. Sparks Activities to Help Children Learn at Home. Washinton, D.C.: Human Service Press, c1972.
3. Cole, Ann; Haas, Carolyn; Bushnell, Faith; and Weinberger, Betty. I Saw a Purple Cow and 100 Other Recipes for Learning. Boston: Little, Brown, and Co., c1972.
4. Caney, Steven. Toy Book. NY: Workman Publishing Co., c1972.
5. Johnson, June. 838 Ways to Amuse A Child. NY: Gramercy Publishing Co., c1960.
6. Rudolph, Marguerita. From Hand to Head: A Handbook for Teachers of Preschool Programs. NY: McGraw Hill, c1973.
7. Skelsey, Alice and Huckaby, Gloria. Growing Up Green. NY: Workman Publishing Co., c1973.
8. Stein, Susan M. and Lottick, Sarah T. Three, Four, Open the Door; Creative Fun for Young Children. Chicago: Follett Publishing Co.: c1971.
9. Wurman, Richard S., ed. Yellow Pages of Learning Resources. Cambridge, Mass.: MIT Press, c1972.

### BIBLIOGRAPHY II

#### "Books About Younger Children"

1. Burn, Helen Jean. Better Than the Birds. Nashville: Abingdon Press, c1969.

2. Carson, Rachel. The Sense of Wonder. NY: Harper & Row, c1956.
3. Child Study Association of America, compilers. Pets and More Pets. NY: Thomas Y. Crowell, Co., c1969.
4. Murphy, Lois B. Caring for Children, No. 7: "The Individual Child." Washington, D.C.: U.S. Government Printing Office, 1973.
5. Schulman, Anne Shaaker. Absorbed in Living. Washington, D.C.: National Association for the Education of Young Children, 1967.
6. Smith, Cam, compiler. Buckminster Fuller to Children of Earth. Garden City, New York: Doubleday & Co., Inc., 1972.
7. Simont, Marc. A Child's Eye View of the World. (The Boston Children's Medical Center. Publications for Parents) Boston: Delacorte Press, c1972.
8. Taylor, Barbara J. A Child Goes Forth. (A Curriculum Guide for Teachers of Preschool Children.) Provo, Utah: Brigham Young University Press, c1964.
9. Taylor, Barbara J. When I Do, I Learn. (A Guide to Creative Planning for Teachers and Parents of Preschool Children.) Provo, Utah: Brigham Young University Press, c1974.

#### BIBLIOGRAPHY III \*

##### "Books for Younger Children to Read"

1. Allen, Marie Louise. A Pocketful of Poems. NY: Harper & Row, c1957.
2. Andry, Andrew C. and Schepp, Steven. How Babies Are Made. NY: Time-Life Books, c1968.
3. Bright, Robert. Gregory-The Noisiest and Strongest Boy in Grangers Grove. Garden City, NY: Doubleday & Co., Inc., c1969.
4. Charushin, E\_\_\_. The Little Gray Wolf. NY: Macmillan Co., c1963.
5. Child Study Association of America. Castle and Dragons (Read-to-Yourself Fairy Tales for Boys and Girls) NY: Thomas Y. Crowell, c1958.
6. Child Study Association of America. Read To Yourself Storybook for Boys and Girls. NY: Thomas Y. Crowell, c1954.
7. Child Study Association of America. Round About the City. (Stories You Can Read to Yourself) NY: Thomas Y. Crowell, c1966.

8. Gardner, Richard A., M.D. Dr. Gardner's Stories About the Real World. Englewood Cliffs, N.J.: Prentice-Hall, Inc. c1972.
9. Gruenberg, Sidonie M. The Wonderful Story of How You Were Born. Garden City, NY: Doubleday & Co., c1952.
10. LeSieg, Theo. Come Over to My House. NY: Beginner Book (A Division of Random House, Inc.) c1966.
11. Rudolph, Marguerita. The Sneaky Machine. NY: McGraw-Hill, c1974.
12. Skorpen, Liesel Moak. We Were Tired of Living in a House. NY: Coward-McCann Inc., c1969.
13. Slobodkin, Florence and Louis. Too Many Mittens. NY: Vanguard Press, Inc., c1958.
14. Steiner, Charlotte. Now That You Are 5. NY: Association Press, c1963.
15. Taylor, Sydned. Now That You Are 8. NY: Association Press, c1963.
16. Wittels, Harriet and Greisman, Joan. Things I Hate. NY: Behavioral Publications, Inc., c1973.
17. Zolotow, Charlotte. When I Have A Son. NY: Harper & Row, c1967.

\* There are many books available for children to read. Check your school library or local library. Librarians can be most helpful.



ACTIVITY SHEETS - AN INTRODUCTION

Activity sheets help leaders plan for project activities at meetings. The sheets give the following information:

- Purpose of the activity
- Materials needed
- Activity instructions
- Special information about the activity
- Additional references.

Leaders will want to develop activities beyond those found in this handbook. See the attached sheet for additional activity ideas. Activity sheets will be prepared from time to time and can be added to your handbook.

Please share your activity ideas with your extension agents. They can be shared with other leaders in your county and throughout the state. Your ideas are important to help this program grow and become more meaningful for younger children.

You'll want to evaluate the activity sheets that you develop for your member. Use the enclosed sheet to help you with this evaluation.

\*\*\*\*\*

"If I had influence with the good fairy who is supposed to preside over the christening of all children I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life, as an unfailing antidote against the boredom and disenchantment of later years, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength."

Rachel Carson  
"The Sense of Wonder"

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## EVALUATION OF ACTIVITY SHEETS

You'll have many ideas for project activities beyond those found in this leader handbook. The following questions may help you think about your project activity idea before you present it to the members or share it with other leaders.

### The Goals

1. What can the members learn by being involved in this activity? (We aren't interested in "busy" work.)
2. Is the educational goal appropriate for the age and ability of the members? Will this be fun or hard work?
3. Have the members shown an interest in this project area? Would this activity repeat a project they have had in school or reinforce in a new way what they are learning in school and/or at home?

### The Resources

1. Are the materials needed readily available?
2. Are the costs of the project materials appropriate for the members and their families?
3. If special tools are needed, are they safe for members to use or can safety be an important part of the activity?
4. Are necessary tools available?
5. Are resource persons or other parents available to help teach this project activity?
6. What books or publications would be helpful to the project activity leader?

### The Teaching Method

1. Will the members need definite activity instructions or will they have an opportunity to make some decisions while involved in this project activity? One of the goals of "Discovering with 4-H" is for members to have experiences in decision-making.
2. Can the activity hold the interest of the members?
3. Does the activity build on earlier project activities of the members? Some projects may develop naturally from one meeting to the next and reinforce earlier learnings.
4. Is the activity suitable for indoor or outdoor settings?

## ACTIVITY SHEET TOPICS

These topics may give you ideas for additional project activities.

### Outdoor and Nature Activities

Bird identification  
Bird feeding  
Rock collecting  
Leaf identification  
Hiking  
Pets  
Knots

Collecting spider webs  
Weather instruments  
Life in a pond  
Kites  
Fishing  
Growing flowers

### Understanding Self and Others

Creative dramatics  
Exploring with art materials  
Making puppets  
Exercise  
Storytelling  
Taking a look at me

Playing with brothers and sisters  
The family tree  
A new baby  
Making friends  
Hobbies to share

### In the Home

Helping at home  
Learning to knit/crochet  
Learning to embroider  
Indoor gardening  
Understanding sound  
How electricity works  
Electrical appliances  
Woodworking

Food & Fun (a series of publications  
have been **prepared** and  
are enclosed)  
Helping Children Learn to Sew  
(publication included)  
Earning money  
Toy safety

### In the Community

Career investigation  
Making international friends  
Map reading  
Earning money

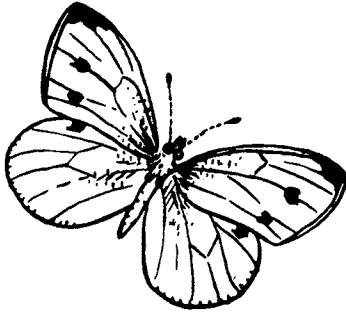
Spending money  
Bicycle safety  
Water safety

### Field Trip Ideas

Local library  
Fire Station  
Police Station  
Courthouse  
Newspaper office

Bakery  
Post Office  
Train Station  
Bus Depot  
Elevator

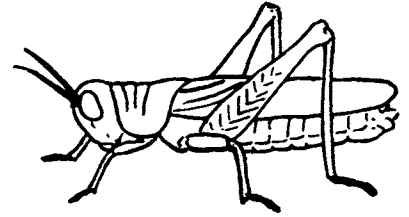
Visit places where parents work to learn about their jobs.



"DISCOVERING WITH 4-H"

ACTIVITY SHEET

Insect Movement & Color

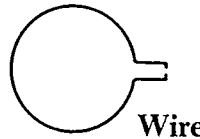
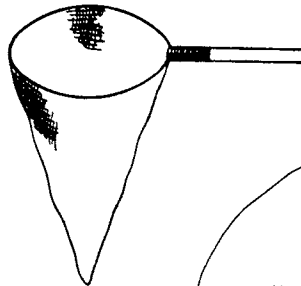


PURPOSE: Discover the basic ways insects move around in their environment and are protected by their color.

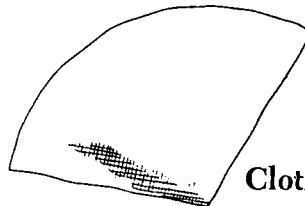
MATERIALS: Insect net. To make a general purpose net you will need:

- A handle about 3 feet long (a broom handle will work).
  - About 5 feet of stiff wire (such as telephone wire) for the hoop.
  - A piece of unbleached muslin, nylon, or similar material about 3 x 5 feet for the net bag.
1. Bend the wire into a hoop about 12 to 15 inches in diameter. Bend the ends out as shown.
  2. Cut grooves and drill holes in the end of the handle so the hoop will fit into them.
  3. Cut the cloth from a pattern to make a bag 12 to 15 inches in diameter and 18 to 24 inches deep.
  4. Sew a hem 1 to  $1\frac{1}{2}$  inches wide at top and sew up the edges to make the bag.
  5. Slip the bag onto the wire hoop and fasten the hoop to the handle with fine wire or a clamp.

**Wooden Handle**



Wire



Cloth Pattern

ACTIVITY:

- Indoors
- Discuss ways of moving: walking, hopping, flying, crawling
  - Point out some insects of each type and the colors we could expect them to be
  - Reasons for moving: escape, new feeding area, reproduce, etc.
  - Distance traveled by various insects
  - May want to play game using walking, crawling, and hopping. Which moves easiest, furthest in specified time?
- Outdoors
- Find examples of moving insects. Put in covered, clear container.
  - Time each insect to determine how long it takes for it to move five feet
  - Where does each live: short grass, long grass, cultivated area, etc.
  - Does where the insect lives affect what type of movement it has?

Additional resources available from county extension agent upon request:

- 'Insects and You'
- 'Insect World - Golden Press'
- '4-H Entomology'
- 'Handbook of the Insect World by Hercules Inc.'

Developed by Larry Zilliox, Sibley County

## "DISCOVERING WITH 4-H"

### ACTIVITY SHEET

#### Seeds and How They Grow

PURPOSE: To learn more about some common crop seeds. Crop seeds are very useful to us. From them, we can grow a new plant at will. The plant will produce more seed if properly tended and allowed to grow to maturity. Or we can eat the seeds as food, feed them to our cows, pigs, and chickens, or make them into an edible or useful product. Examples, beans and peas can be cooked just as they are and eaten. Wheat can be ground into flour, soybeans can be made into a high protein feed for man or animals or can be made into plastic or plastic products.

MATERIALS: Obtain about 10 seeds each of field or sweet corn, wheat or oats, soybeans or field beans, and garden or canning peas. Also obtain 4 plastic half gallon milk cartons, a pocket or paring knife, about a gallon of garden soil and about 2 quarts of water.

ACTIVITY: Examine the seeds. Using the knife, try to remove the seed coat of one seed of each kind. Soak one seed of each kind in water for a while. Then try to remove the seed coats. Do they remove easier after soaking? Cut one seed of each kind in two to observe differences in cross section. Draw pictures of your seeds.

The corn, wheat and oats are members of the grass family and are monocotyledons. Mono means 'one' and cotyledons means 'seed leaves.' Note that these seeds are single units. The beans and peas divide easily into two halves. These are in the legume family and are members of the dicotyledonous group of plants. Di means 'two' and these two seed halves develop into two seed leaves after the plants germinate and grow.

Cut the top out of the four plastic milk cartons with the knife. Using the knife carefully, poke a hole in each of the four bottom corners of the carton to provide drainage. Fill the cartons with garden sod to within an inch or two of the top. Plant 3 or 4 seeds of corn in the first carton, 3 or 4 seeds of wheat or oats in the second carton, plant beans in the third carton and peas in the fourth carton. Plant the seed about one inch deep and space the seeds about one inch apart in the soil. Firm the soil over the seed but do not pack too tightly. Place the cartons in a warm window sill in a shallow tray. Water the plants every day or two as needed to keep the soil moist, but not too wet.

Observe the plants every day or two for 3 weeks. Keep a record of when the seedling plants start to emerge from the soil, how many seeds grew, how fast they grew and note different types of seed emergence.

ADDITIONAL RESOURCES AND ACTIVITIES:

Obtain a seed catalog from your local or mailorder lawn and garden store. Try to find pictures of the seeds you have and the plants they grow up to be. List as many uses as you can for each of the seeds you have. Examples for corn: corn meal, corn flakes, corn oil, popcorn, cattle and hog feed, cornstarches, etc. Check food labels in the kitchen to see if you can find other products where the seeds are used.

Plan treat using one of the seed products, such as popcorn.

Prepared By: Oliver Strand, Extension Agronomy Specialist, University of Minnesota.

## ACTIVITY SHEET

### WAX PAPER PICTURES

Purpose: To experiment and discover new ideas with art materials.

Materials needed: Tissue paper — different colors

Wax paper

Thread — different colors

Iron

Newspaper

Activity instruction: Start with a sheet of wax paper. Cut or tear paper shapes out of tissue paper and arrange on wax paper. You can place some tissue paper on top of other pieces for more shades of color. Interesting lines can be made by laying colored or black thread on the picture. Experiment!

When the design is ready, carefully lay a second sheet of wax paper over the design. Cover this sheet with a plain sheet of paper or newspaper. Iron the sheets together with a warm iron. Remove the plain sheet of paper and trim the edges of your picture.

Special ideas for leaders:

- Ask members to bring supplies to the meeting.
- Experiment with the process ahead of time. Could other materials be added to the picture? Leaves, weeds, etc.
- Members may wish to make several pictures and select one to take to someone who is sick or likes to have short visits with children.

Adopted from: 4-H Clover Projects Leaders Guide  
Cooperative Extension Service, University of Connecticut.



## LET'S MAKE PUPPETS

Name :

- Purpose:
1. To give children a means of "showing off" or being in the spotlight.
  2. To give children a chance to express their feelings, that they may have trouble dealing with in another way through a puppet.
  3. To learn how to make various kinds of simple puppets.
  4. To learn cooperation through telling a story with a group.

Equipment:

Child's: (Depending on the type of puppet to be made.)

### STICK PUPPETS



1. Light weight cardboard sheet--used for drawing a character.
2. Scissors--to cut out the character.
3. Rubber bands--to attach the character to a stick.
4. Wooden stick or spoon handle--for the base of the puppet.

### RUBBER BALL PUPPETS



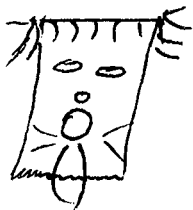
1. Small rubber balls--with holes cut in them large enough for child's forefinger.
2. Cloth scraps--used to cover child's fist.
3. Magic marker--to draw a face on the ball.

### STOCKING PUPPETS



1. An old sock--preferably white.
2. Cotton or rags--to stuff the sock.
3. Magic marker--for the face which is drawn on the toe.

### PAPPER BAG PUPPETS



1. Lunch size bag--brown paper, 5 1/8 x 3 1/8 x 10 5/8
2. Color crayons--for drawing on the facial features of the character.
3. Bits of yarn--for hair.
4. Bits of felt and/or bits of fabric--for additional facial features such as eyebrows, mustache or beard and clothes.
5. Glue for pasting on felt, etc.
6. Scissors--for cutting out clothing, etc.

Equipment - Adults:

1. A screen of some sort that the children can stand or squat behind. A davenport could serve this purpose -- covered with a sheet to prevent soiling. "Props" could be pinned to the sheet if they are needed.
2. A book to read to the group before they make their puppets. Some suggested titles and authors: Dr. Seuss books, Stone Soup by Marcia Brown, a favorite fairy tale that has many characters--at least one for each member of the group.
3. A variety of paper from which needed props can be made. It is suggested that such props be kept to a minimum for they could just get in the way of telling the story, but perhaps a kettle would be needed for Stone Soup, etc.
4. A hat for the names of the children on slips of paper.
5. A sample puppet of the type they will be making.

Activity - Ahead of time:

Discuss this puppet-making meeting with your group ahead of time and decide on the type of puppet to be made so they can bring some of the materials needed or decide on the type of puppet and supply the materials needed for that particular puppet. Showing the members other puppets they can make would be good for them to know, but for this meeting having everyone make the same kind of puppet is advised.

Be familiar with the story you're going to read.

Even if the children are expected to bring their own materials have extras of the type of supplies needed on hand. It's so easy for children to forget.

Have the hat and names ready to go.

When the children arrive: Play an active game. Here are some suggestions:

Have each child choose one of the following and walk around in a circle pretending to be that: (The whole group should be involved in pretending to be one of these categories:) (a) An animal -- for a young group  
(b) A band instrument  
(c) A storybook character--if you think they can handle this.

Try to guess what each child is pretending to be. Make sure everyone knows what each child is doing.

Choose one person to stay in the room while everyone else leaves. The remainder of the group lines up, then marches into the room pretending to be the same thing they were earlier. The person left in the room watches as they leave again and then tries to remember the order in which the members marched around the room--not by their names but by their animal or character, etc.

Then have the group quiet down and sit in a circle while you read a story to them. "It's always fun to hear a story again, even if we have heard it many time before."

Decide who will make a puppet for each character in the story. A very fair way to do this is to pull a name from the hat for each character.

Explain how the puppet is made.

Make the puppets.

Put on the puppet story as a group. Perhaps twice.

Closing: While the members are eating their snack, encourage them to tell this story again at home with their puppet acting out all of the parts. If interest in this activity is really high, perhaps another meeting could be devoted to it. At a subsequent meeting the children might like to write their own short story.

Make plans for the next meeting.

Developed by: Sue Krueger, 4-H Leader, Hennepin County.

## ACTIVITY SHEET

### LET'S DISCOVER MUSIC

**Purpose:** Music is a universal language. You can make musical instruments and sounds with simple materials.

**Materials:** For Kazoo --

short cardboard tube  
wax paper  
rubber band

For rhythm instruments --

variety of materials -- see instructions below

#### Instructions:

To Make A Kazoo --

1. Have members make a kazoo. This instrument will hum when you hum into it.
2. To make a kazoo, punch 3 holes in the tube with a pencil. Cover one end with wax paper and hold in place with a rubber band.
3. Play it by humming into the open end.

To Make Rhythm Instruments:

1. **TAMBOURINE** -- Turn two paper plates toward each other and staple together or overcase edges with yarn. Sew jingle bells from the dime store around the edges.
2. **MARACAS** -- Pierce a hole in a dry gourd, fill with dried beans, and retape with adhesive tape. Use several kinds of gourds and fill with a variety of things such as dried peas or beans, gravel or coarse pebbly sand. If you wish, paint or shellac gourds.
3. **TRIANGLE** - If you can find an old horseshoe, hang it with a long square nail to produce a delightful ring.
4. **CYMBALS** -- Two pot lids banged together can be very effective! To add a little glamour tie colored ribbon streamers to the knobs. You can also use two small pie pans. Simply punch a hole in the middle of each and attach small canister knobs.
5. **RHYTHM STICKS** -- Use any two sticks about 8 or 10 inches long. You play with the sticks hitting each other in the middle. Small broom or toy handles can be used. Tack ribbon streamers to ends of sticks for a touch of color.

6. GUITAR -- Stretch three or four rubber bands lengthwise around a shoe box. Another "guitar" can be made by stretching rubber bands around the back of a straight chair.
7. SANDPAPER BLOCKS -- Choose two blocks of wood the same size. For example, two inches wide, four inches long and two inches thick. Attach cannister knobs to the center of each block, now wrap a piece of sandpaper over the screw head side, and wrap the edges up the sides, tacking them firmly on either side of the cannister knob at the top. By taking a knob in each hand, you can rub the two sandpaper surfaces together in tune to the music. It makes a soft "Swishy" sound and is very popular with young children.
8. HORN -- Use different size empty soda bottles and blow across the mouth of the bottle. Different sizes give different tones.
9. DRUMS -- Many kinds of drums can be made. A two pound coffee can minus top and bottom makes a good drum frame. Cut two circles of baby-bed rubber sheeting, plastic or old inner tubing. Punch holes and lace the cut edges together over frame. Draw the edges taut for good tone.

You can also create a drum, by turning a pail upside down, using a cooking pot or even an empty oatmeal container or dog biscuit box. Make drumsticks out of any available stick by wrapping a wad of cotton around one end. Cover the cotton with a piece of cloth held to the stick by a rubber band. Better yet, cut a small hole into a solid rubber ball and glue the drumstick in this.

String the finished drum onto a cord, so that the youngster can wear it around his neck, so that his hands are free to beat.

10. RATTLES -- Almost anything can be made into a rattle. Any box with any kind of small hard contents can be used as a rattle. Adhesive band-aid cans; cereal boxes; spice boxes; clean, empty floor wax cans; and metal tea holders with screw tops are good. Try a variety of fillings for your rattle. You might use acorns, toothpaste, caps, jacks, pebbles, bells, beans, raw rice, or dried pits and seeds.
11. WRIST BELLS -- These are easy to make. Measure a piece of flat elastic the size of the youngster's wrist and tack the ends together to form a circle. Sew onto the elastic 4 or 5 bells. Another idea is simply to collect old metal bracelets, brass curtain rings, metal buttons, paperclips, etc. and string them all together. The player just shakes the string in time to the music. You can also attach bells to a wide pretty ribbon or to the edges of an embroidery hoop. It's fun to share and compare the sounds of four different kinds of drums and various kinds of boxes with a variety of contents for rattling.

Use your imagination and that of your youngsters to create a wide variety of fun instruments.

Have a parade, a variety show, a talent session or just an afternoon of exploring music!!!

References:

"Fun In the Making", U.S. Department of Health, Education and Welfare, Office  
of Child Development, DHEW Publication No. (OCD) 73-31

Developed by Diane Fiedler, Todd County

Materials adapted from: Clover Crafts Leader Guide, Bergen County,  
Cooperative Extension Service, New Jersey

TITLE: Consumer Education "What Can I Buy?"

Purposes: To help youth compare the costs of simple items they (or parents) might purchase

To help youth get an appreciation for the cost of simple items.

Materials Needed:

| <u>Leaders</u>   | <u>Youth</u>  |
|--|---|
| Sample coins and bills<br>(play money)   | A couple of things they have<br>purchased recently such as<br>item of clothing, book, record, |
| Simple items for display<br>such as a variety of dry<br>cereal boxes or canned<br>goods. | pencils, snacks, paper  |

Activity: Set up a mock store and have youth purchase items with the play money. Each player has same amount of money. What can they each buy? Discuss shopping with family members.

Display items with the amounts of "play" money it would take to purchase them: do some comparison.

Read a book to the group on buying (see list below; perhaps librarian can suggest other related books).

Discussion of allowances. What are allowances? What do youth buy with their own money? (If some do not have allowances, discuss alternatives for personal spending money.)

Compare the costs of several items in a category, ie., several cereal boxes of dry cereal. Compare the cost per  $\frac{1}{2}$  cup serving, the ingredients, the order of the ingredients, vitamins, percentages of protein, the amount of cereal in each box and "free" offers. Discuss what makes a good buy.

Additional resources:

General materials:

"Early Childhood Consumer Education" Education Services Division,  
Consumers Union, Mt. Vernon, N.Y. 10550. Cost \$3.00

"Elementary Level Consumer Education", Consumers Union, address above  
Cost \$3.00

"Enriching the Curriculum Through Consumer Education", Euclid, Ohio:  
Euclid Public Schools, 1972. Cost \$5.00

Children's books: (available in local libraries)

Abelard, Lucille Corcos, Joel Spends His Money, New York, N.Y.: Schuman Co., 1954, primary fiction.

Learning Economics Through Children's Stories, A Bibliography for Grades K-3, New York, N.Y.: Joint Council on Economics, 1969.

Marks, Mickey K., What Can I Buy?, New York, N.Y.: Dial Press, 1962. Little boy gets a quarter to spend. Fiction.

Slanek, Muriel, How People Earn and Use Money, Chicago, Illinois: Benefic Press, 1968. Simple explanation of money and its uses.

Vaughn, Sam, New Shoes, New York: Garden City: Doubleday and Co., 1961. Primary Fiction.

Watson, Nancy, Annie's Spending Spree, New York, N.Y.: Viking Press, 1957. Primary Fiction.

Wing, Henry, Ten Pennies for Candy, Chicago, Illinois, 60611: Holt, Rinehardt and Winston, Inc., 1963. Primary Fiction.



## DISCOVERING WITH 4-H

### Activity Sheet

Purpose: Discover how simple small appliances work.  
Learn how to use the appliance.

Materials needed: Blender(s)  
Food items

Discuss the following basic ideas - Show part described.

- \*A blender is really just several knife blades run by a motor.
- \*The knife blades are hooked together and operate inside a container - safely away from hands. (in some cases the blades are removed from the container - blades should never be rotated without the container over them.)
- \*A blender cuts up food. - The longer it operates and the higher the speed the finer the food.
- \*The size of the motor tells you whether or not the mixture is too heavy for the blender. Too heavy mixture for small motors will cause the motor to get hot and eventually it will quit working.

Look for the name plate - (usually underneath the blender)  
200-300 watts means a small motor - use for shakes, liquid foods. 600-800 watts - can be used for most everything including thick mixtures.

Prepare some food item - to be used as treats of course -

Example: milk shakes (can use prepacked and add water, liquid milk and chocolate mix) or make with powdered milk, water, cocoa and sugar.)

Slushies - (Crusing Ice with fruit flavored syrup drink or ice with concentrated flavored drink (such as Kool Aid)

Peanut butter 1 cup fresh roasted or salted peanuts.  
 $\frac{1}{2}$  or 3 T's vegetable oil  
 $\frac{1}{2}$  tsp salt if nuts are unsalted.

Place food in blender, mix for a few seconds, stop and scrap down.

Check blender instruction booklet for additional treat suggestions. Discuss variety of foods that can be prepared in the blender.

When treat is complete, demonstrate safe clean up of blender.

Prepared by, Wanda Olson, Household Equipment Specialist, University of Minnesota

## DISCOVERING WITH 4-H

### Activity Sheet

**Purpose:** Discover how simple small appliances work.  
Learn to use the appliance.

**Materials needed:** Fry Pan  
Food items and utensils

Discuss following basic ideas - show part described.

\*A fry pan heats by electricity-electricity is connected to pan by the cord. The pan gets hot if connected to an outlet and the pan dial is turned on. Electricity causes wire located inside the ridge on the bottom of the fry pan to get very hot. Show. Heat spreads to the entire pan.

Electric pan will heat to the temperature selected. Most pans have a signal light that indicates when the pan is at the temperature selected.

Prepare food items in fry pan - Examples-Pancakes

Rice Krispie Bars

Doughnut holes - (cut refrigerator biscuits in fourths - make small balls - fry in fat - roll in cinnamon and sugar.)

When food preparation is complete, discuss safe way to wash fry pan. Indicate that manufacturers may have special instructions for washing the appliance in the manual.

Analyze dish washing procedures of group. Utilize "teachable moments" in teaching about good dishwashing procedures. Re-enforce the good points.

Prepared by, Wanda Olson, Household Equipment Specialist, University of Minnesota.

## DISCOVERING WITH 4-H

### Activity Sheet

**Purpose:** Discover how simple small appliances work.

**Materials Needed:** Vacuum cleaner - canister or tank type  
Plastic straws  
Powdered sugar  
Cracker crumbs or pretzel bits  
Small containers

Discuss the following basic ideas - Show part described.

\*A vacuum cleaner takes up dirt by suction.

Suction is caused because a fan at one end of the motor forces air out of the vacuum . . . other air is sucked into the vacuum. Incoming air (with the dirt in it) goes into the bag (where the dirt remains) and out through vents or holes. Operate the vacuum, find openings where air leaves the cleaner and only air goes into the cleaner.

\*The closer your hand is to the end of the hose or extension tube, the greater the suction on your hands. The closer the vacuum cleaner attachment is to the dirt the faster the dirt will be sucked into the hose.

\*Brushes around the spot where the air is sucked into the vacuum (such as a dusting tool) move the dirt and make it easier to suck up.)

Use plastic drinking straws as vacuum cleaner - your mouth will suck air out of the straw forcing new air into straw. Our mouth will hold only a small amount of air before we have to swallow - a vacuum cleaner continuously gets rid of air through vent holes.

Use powdered sugar as dust and crumbs as grit - (Do this only if you are not afraid of a mess!)

Vacuum up powdered crumbs with straw.

Use straws for a cool drink or treat.

May also use straws for a straw band. Cut small opening about  $1\frac{1}{2}$ " from mouth of straw. Variation in sound can be made by cutting straw so they are not all the same length.

Prepared by, Wanda Olson, Household Equipment Specialist, University of Minnesota.

"DISCOVERING WITH 4-H"

ACTIVITY SHEET

Kitchen Gardens

PURPOSE: Give child an experience to watch things "grow" using garbage.

MATERIALS: A) onion top  
plastic glass or glass jar  
toothpicks

B) carrot top  
shallow dish(jar lid)

C) pumpkin seeds  
soil  
egg cartons

For All: (later activity) quart milk cartons  
half gallon milk cartons  
soil

ACTIVITY: A) Watch an onion grow "legs" or a "tail". Choose a good, firm onion that your mother is using. Cut off a generous top including  $\frac{1}{2}$  inch of the onion. (Bottom won't work) Push in toothpicks on an angle to rest on the rim of a glass or jar and fill with water so onion top is suspended. Place on a window sill to watch it "grow."

OR: Watch an onion top lying in the bottom of a jar grow a long, curly tail.

To grow a fan of leaves on your onion, transplant it to a pot with soil. (See instructions later)

B) Grow a carrot top (or onion top) in a shallow container, such as a jar lid. Water it daily so it won't dry out.

About on the third day you will notice something happening.

C) Egg cartons make good seed starters and pumpkin seeds (or other large seeds) are good to plant in them. Fill the cups with "dirt" and poke a hole in the middle of each about  $\frac{1}{4}$  inch deep. Drop in the seeds and press the dirt over them. Keep in a sunny window. Water when the dirt looks dry. Watch them grow.

LATER ACTIVITY: All experiments (A, B, and C) can be replanted in soil in a larger pot.

Make a planter out of milk cartons.

- A quart size for the pot with a hole punched in the bottom for drainage.
- A dish to catch the drip can be made from a half gallon carton.

References:

"Fun In The Making," U.S. Department of Health, Education, and Welfare, Office of Child Development, DHEW Publication No. (OCD) 73-31.

Indoor Gardening 4-H Project Bulletin, Extension 4-H Bulletin 61, University of Minnesota Agriculture Extension Service.

Developed by Diane Fiedler, Todd County

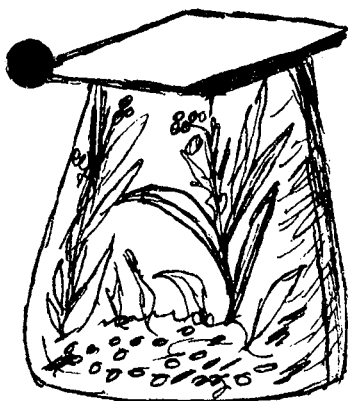
## ACTIVITY SHEET

### "Discovering with 4-H" Indoor Gardening

**PURPOSE:** Teach youngsters how to make a simple, inexpensive terrarium. Principles can be used later in other 4-H projects.

**MATERIALS:** A clear plastic bottle (with top cut off or will need scissors)  
Small stones  
Weeds with the dirt they are growing in

- ACTIVITY:**
1. Cut off the upper part of a clear plastic bottle.
  2. Put a layer of small stones in the bottom for drainage
  3. Go to a place where there are weeds or moss. (Leader: Show how to dig up to leave dirt on.)
  4. Dig up some small weeds or moss. Keep together as much of the dirt as possible.
  5. Lay this little "weed patch" on top of stones, moisten, but don't soak, and cover top of terrarium with cardboard.
  6. This terrarium needs very little water. In fact, if it gets steamy or mouldy inside, it should be allowed to dry out by removing the cardboard for a while.



**SUPPOSE IT IS WINTER:** Even if there is snow on the ground (if not too cold.)

Choose a place you know is thick with weeds in summer. Pour hot water right through the snow on a patch of ground until it thaws. Then dig up that sticky, muddy wad of earth and spread it over the stones in the bottom of the bottle and prepare to see a mid-winter miracle!

#### REFERENCES:

Indoor Gardening - 4-H Project Bulletin; Extension 4-H Bulletin 61  
University of Minnesota Agriculture Extension Service.

Horticulture Fact Sheet No. 29 - 1971 "Terrariums - Fun In the Making."  
U.S. Department of Health, Education and Welfare, Office of Child  
Development, DHEW Publication No. (OCD) 73-31

Developed by Diane Fiedler

"DISCOVERING WITH 4-H"

ACTIVITY SHEET

Let's Learn About Woodworking Tools

- PURPOSE:
- To learn the correct use and care of father's or mother's "handyman tools".
  - To challenge traditional sex roles a bit.
  - To open up a new means of self-expression and recognition for the child.

- EQUIPMENT:
- Child: A 2 x 4 and a 1 x 6 piece of fir or pine (soft wood) for each child. Scrap pieces of soft wood long enough to saw would be good.
- Adult: Supply enough of the following tools so that there is one of every kind for every two children. Perhaps some of these tools could be brought by the members:

|              |                    |
|--------------|--------------------|
| hammer       | crosscut saw       |
| nails        | metal tape measure |
| screw driver | screws             |
| Elmer's glue | sandpaper (medium) |

A piece of tagboard with a list of the activities planned for this experience.

- ACTIVITY: Have your materials ready to go - a definite space for each type of tool. Add the member's tools to this space as they bring them. Put each member's name on his tool.

Decide upon the best working area - where children can be separated and furniture won't be harmed.

Make the tagboard poster explaining the procedure for working with the tools. This is needed for the children who complete one activity and are ready to go on to the next.

Also: Have a broom, dustpan, and waste paper basket or trash can ready for clean-up.

- When Children Arrive: Sing some songs such as: If I Had a Hammer; Here We Go Round the Mulberry Bush, using these verses:

This is the way we: Hammer a nail  
Remove a nail  
Saw a board  
Sand our wood  
Turn a screw (make beginning  
hole with nail)  
Use a drill  
Paint a house, etc.

or

Have pictures of tools pasted on lightweight cardboard and cut them into puzzle shapes. Hand each child a plastic bag with a puzzle and see who can get their tool together first.

Have the children quiet down and sit in a circle.

Discuss the "Standards of Good Workmanship".

1. Explain that tools are stored in definite places on the table. After each tool has been used it should be put back in that place. Explain that this is the way parents handle tools and that they will be much more anxious for their children to use their tools if they are always put back in the proper place.
2. Explain that some of the tools they are going to be using can be very dangerous if not handled correctly. Each tool can perform a special job and should be used to do that job. Tools are not play things. They need to be handled with respect. Ask children what problem might develop if they misuse tools?
3. Explain that each child's work area should be left exactly as it is found - no saw dust or wood scraps. Indicate where clean-up tools and waste basket are located.

Discuss the tagboard poster with the listed activities. Explain goal for meeting: each member should try to do each activity on the poster. They can work at their own speed and when they finish one activity, they should go on to the next. If they complete all of the activities before everyone else, encourage them to go back to using a tool they especially enjoyed.

Break the group into partners according to who brought tools and who needs tools.

As you briefly talk about each tool with the group, show them the activity they will be doing with the tool so they become familiar with it. Here is the list of activities as they should appear on the tagboard poster.



## Woodworking Tool Activities

1. Look at your two pieces of wood. (Explain the size and type of wood of each.)
2. Saw each board into two parts. (Demonstrate this.)
3. Measure the boards with the metal tape measure. (Demonstrate this.)
4. Hammer a nail into one of the boards. (Demonstrate this.)
5. Nail two boards together. (Demonstrate this.)
6. Screw two screws into the holes in the board. (Demonstrate this.)
7. Sand one of the boards until it is smooth. (Demonstrate this.)
8. Glue two boards together with Elmer's glue. (Demonstrate this.)

GO BACK AND TRY ANY TOOL YOU WISH TO AGAIN.

The main purpose for working this meeting around an activity chart is two-fold.

1. Children work at different speeds and rather than make everyone wait until each child is done, they can go on at their own speed if they know what to do next. This also takes the pressure off of the slow worker.
2. Trying to shout and give directions over the noisiness of this activity would yield few results. Instead, you will be free to walk around giving assistance as needed.

If you find another method of handling this meeting works better for you, feel free to use it.

CLOSING: During the treat review the proper use of each tool. If there is sufficient interest or not all of the tools were worked with, it is suggested that a second meeting be used to continue a study of woodworking tools. Perhaps a simple wood article could be made.

Discuss the next meeting.

Developed by Sue Krueger, Hennepin County 4-H Leader

## TOY SAFETY

### Activity Sheet

**Purpose:** Every year children are hurt by toys. Some items are dangerous, but other items can be used and played with using certain safety rules.

**Materials:** A favorite play item of the members or a younger member of the family.

**Activity:** Have each child share the toy ("show and tell" type). Let the group discuss what may be hazards, how the item can be used safely, and if it is too dangerous, discard. Keep in mind the age of the child using the toy.

**Rules for safe toys:**

For a small child it should:

- be too large to be swallowed
- have no detachable parts that could lodge in throat, ears or nose
- not break easily into small pieces or pieces with jagged edges
- have no sharp edges, corners
- not be put together with easily exposed straight pins, sharp wires, or nails
- not be made of glass or brittle plastic
- be labeled "non-toxic". Avoid painted toys for children apt to put them in their mouth
- have no parts which can pinch fingers or catch hair

**What to look for in safe toys:**

- choose carefully and selectively. Any toy if misused can be dangerous
- Choose toys appropriate for the child's age and development
- Check labels on fabric products for "non-flammable", "flame retardant", or "flame-resistant" notice, plus "washable" and "hygienic materials" for stuffed toys and dolls.
- **Avoid** toys that produce excessive noise
- Check all toys periodically to see if they are still safe

**Stress:**

Toys can only be as safe as they are used properly. Try dwelling on the safe use of them.

Don't leave indoor toys outdoors overnight. Moisture can damage them. After use toys should be put away on shelves or in a toy box where they cannot be broken or cause someone to trip.

Damaged toys should be repaired or discarded because protruding wires or rough edges are unsafe.

**Examples:** 1) member brings a toy train, ship, truck, furniture used by a 2 year old

Point out: breakable, sharp corners, wheels come off, etc.  
Ask: Could it be safely used by someone older? OR is it  
safe to use by the one using it?

2) member brings his baseball bat.

Discuss: Safety when playing i.e., don't throw it, storage, etc.

References:

Toy Safety Always In Season, U.S. Consumer Product Safety Commission, Washington  
D.C. 20207 CPSC Publication No. 6302-74.

Toy Safety, Bureau of Product Safety, 5401 Westbar Avenue, Bethesda, MD, 20016;  
DHEW Publication (FDA 73-7009).

Developed by Diane Fiedler, Todd County

## "DISCOVERING WITH 4-H"

### ACTIVITY SHEET

#### Understanding Sound

**PURPOSE:** To learn that sound travels in waves.  
To discover various materials that will conduct sound waves we can hear.

**MATERIALS NEEDED:** Two cans or cardboard boxes  
Light rope or heavy string with hard fiber  
Fork, spoon, other kitchen tools  
Equipment for making hole in can or box and cutting string or rope

**INTRODUCTORY INFORMATION:** If you throw a rock in a pool of water, you will see ripples travel outward in circles of small waves. Sound also travels in waves. When any object vibrates, it sends out waves in all directions. The waves can travel through air, liquid, or solid objects.

Ring a bell and feel it lightly with your fingers and you can feel it vibrate. Press it hard and you will stop it vibrating and the sound will stop. You can ring a bell and then dip it into a pan of water to see how much it is vibrating because it will make the water splash.

Sound waves travel much slower than light. That is why you hear thunder after the flash of lightening is gone. It also explains why the sound of a jet plane seems to be far behind the plane.

#### INSTRUCTIONS FOR EXPERIMENTS WITH SOUND:

1. Telephone - Make a hole in the bottom of the cans and push the ends of the string through the holes. Tie large knots in ends of string. Pull the string tight while one person speaks into one can and someone listens in the other. Don't touch the bottom of the can with your fingers. You should be able to hear the voice through the string the length of your house or longer. Should provide lots of fun.
2. Tie a fork or spoon to a string. Hold the string to your ear and tap the fork with another fork. Make sure the string touches your fingers right at your ear or they will stop the vibrations. You should be able to hear the vibrations for several seconds after you tap the fork.

3. Put your ear against the top of a table and have someone scratch or tap the other end of the table. See how well you can hear the noise. Check other long pieces of wood.

4. Experiment with other materials to see whether they will conduct the sound waves.

Look up sound in your encyclopedia or at the library to help answer questions about sound waves, noise, pitch, and echoes.

Follow this meeting with "Discovering Music" topic. Both topics are related to understanding and using sound.

Adapted from: 4-H Clover Club Leader-Parent Guide. Cooperative Extension Service, University of Connecticut



# Outdoor MINI-PROJECT



## Collecting Spider Webs

ROBERT H. HEINTZ  
Extension Forester

**Purpose:** To discover the beauty of spider webs.  
**Materials:** Dark colored construction paper and stiff cardboard for backing  
 Turpentine  
 White spray enamel  
 Scissors  
 Piece of old cloth  
 Newspaper to protect shrubbery

After locating a suitable web, spread newspapers to protect shrubs and other plants.

Chase spider off web; do not kill spiders, as they eat many harmful insects. They are a friend of man. Protect them.

Spray web from an angle, coating both sides of the web with white paint.

Carefully ease the colored construction paper which has been pinned to heavy cardboard for backing, to the back side of the web. Touch the paper to the entire web at once. While holding the paper as steady as possible, snip the supporting guy portions of the web with the scissors to free the web from the edges of the paper.

Fold the old newspapers and take them back to camp. Use turpentine and a rag to remove paint from fingers and scissors.

After a painted web dries, you can frame it or put it in a notebook or nature scrapbook.

Prepared by: Robert H. Heintz, Extension Forestry, North Dakota State University.

COOPERATIVE EXTENSION SERVICE  
 NORTH DAKOTA STATE UNIVERSITY  
 FARGO, NORTH DAKOTA 58102

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TITLE

PURPOSE

MATERIALS

INSTRUCTIONS

REFERENCES

Prepared By:



TITLE

PURPOSE

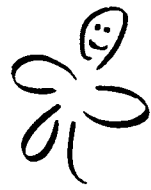
MATERIALS

INSTRUCTIONS

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MATERIALS

INSTRUCTIONS

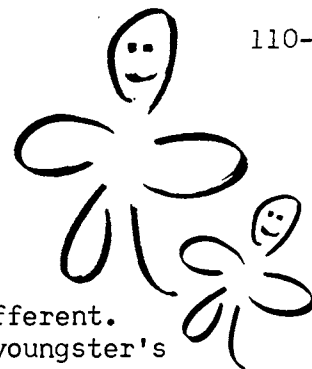
REFERENCES

Prepared By:

## ADDITIONAL RESOURCES

4-H M-9 Helping Children Learn to Sew  
EFNEP-42 Super Snacks--leader's guide  
EFNEP-43 To Help You Go and Grow--Super Snacks Funsheet 1  
EFNEP-44 Mighty Milk--leader's guide 2  
EFNEP-45 Mighty Milk--Funsheet No. 2  
EFNEP-46 Celebration, People are Sharing--Bag of Tricks  
EFNEP-47 Captain, Which Way?--Bag of Tricks  
EFNEP-48 Vitamin C for You and Me--leader's guide 3  
EFNEP-49 Vitamin C for You and Me--Funsheet No. 3  
EFNEP-50 Why Does It Taste Good?--Bag of Tricks  
EFNEP-51 Where Does Food Come From--Bag of Tricks  
EFNEP-52 Food Group Hopscotch--Bag of Tricks  
EFNEP-53 Meet the Meat Group--leader's Guide 4  
EFNEP-54 Meet the Meat Group--Funsheet No. 4  
EFNEP-55 Bring in Breads and Cereals--leader's guide 5  
EFNEP-56 Bring in Breads and Cereals--Funsheet No. 5  
EFNEP-57 Eat Your Way to Vitamin A--leader's guide 6  
EFNEP-58 Eat Your Way to Vitamin A--Funsheet No. 6  
EFNEP-59 Build a Man--Bag of Tricks  
EFNEP-60 Milk Group Puzzle--Bag of Tricks  
EFNEP-61 Meat Group Puzzle--Bag of Tricks  
EFNEP-62 Breads and Cereals Group Puzzle--Bag of Tricks  
EFNEP-63 Fruits and Vegetables Group Puzzle--Bag of Tricks  
EFNEP-64 Milky Ways--leader's guide 7  
EFNEP-65 Milky Ways--Funsheet No. 7  
EFNEP-66 Mulligan Stew--Bag of Tricks  
EFNEP-68 Meat and More--leader's guide 8  
EFNEP-69 Meat and More--Funsheet No. 8  
EFNEP-70 Amazing Ways with Grains--leader's guide 9  
EFNEP-71 Amazing Ways with Grains--Funsheet No. 9  
EFNEP-72 Get It All Together--leader's guide 10  
EFNEP-73 Get It All Together--Funsheet No. 10

You may get the above resources by contacting your local county extension agent.



## TIME OF TRANSITION: SEVEN AND EIGHT YEAR OLDS

No one has to tell a 4-H club leader that children are different. Many leaders find their greatest fascination in watching each youngster's unique individuality take deeper and deeper roots. Every child is setting the stage for the drama that will be his own life. He is continually conducting "try-outs" for others, 4-H club leaders included, who might play more or less permanent and significant parts with him as that drama unfolds. He tries himself out, too, in exploring roles that interest him, in learning something of the demands different roles will make, and something of the satisfactions they promise. "All the world's a stage"; each person learns his own characteristic ways of acting in various situations. In short, we are all individual "Characters". And that holds true for seven and eight-year-olds.

Seven and eight year olds are not the same, of course, because some are more advanced or less advanced than others, either physically, mentally, emotionally, or socially. Still there are some things about being seven and eight that are important guideposts pointing toward how to work with them. Here are two that experts agree upon:

1. Eight is for many children the year that brings the end of middle childhood and the beginning of pre-adolescence. More will be said later about what this means.
2. During the years from four to eight, the youngster has been working on three major growing-up jobs or developmental tasks:
  - a. To acquire many physical skills, different from child to child, that are very important to children themselves, not only at that period but in preparation for later development.
  - b. To master various mental and intellectual skills and to acquire knowledge. This is, of course, where the school and other educational agencies come to play a major part in helping the child.
  - c. To develop a circle of security that is wider than the home. Here the children learn to get along with their age-mates and eventually to have a new feeling of belonging as accepted members of their peer groups.<sup>1</sup>

Each of these tasks is taken seriously by the youngsters. Observe, for instance, how willing and eager they are to practice almost endlessly physical skills, like throwing or running; mental skills, like their own brand of humor and jokes; social skills, like how to keep friendships and how to become a club member. By age eight, most of them are well on the way toward mastery of many of these skills.

1/ Early and Middle Childhood, by Ethel Kavin, Macmillan Co., New York, 1963, page 141.

It is perhaps wise in working with these children, however, to keep in mind that phrase, "well on their way". The eight-year-old is quite likely to be on the borderline between two periods of development: middle childhood and pre-adolescence.

One way to get an understanding of the seven and eight year olds might be to use pairs of terms that show characteristics of the middle child and of the pre-adolescent. This may give some leads in discovering the "in-betweeness" of many eight year olds and, as well, some indication of approaches to working with them.

Initiative (middle child) - Industry (pre-adolescent)

Early years (roughly ages 4-7) are for most children a time when initiative and imagination dominate their lives. Many jobs get started, but few are finished because the child's many changing interests block a long span of attention to any one project.

Flights of fancy are immensely enjoyed by the young child as through his imagination he tries on the roles of important people in his life, the people who do things he might someday do.

The most vital of these roles for the young child before pre-adolescence are those of his parents, especially the parent of the same sex. He imagines being that parent. In doing so he imitates the parent's actions and thoughts, including his values. Thus, conscience is born, as with all of us, and with it comes a sense of shame or guilt when he sometimes fails to resolve conflicts between the part of him that seeks pleasure and the part which tries self-control (conscience).

Stories about how famous people have solved problems of freedom and responsibility, which is after all what the conflict boils down to, help him feel better. In his imagination he can picture his "hero" faced with the same difficulties and can follow him in his struggle to conquer himself. Club activities bringing in such stories that fit the child's experiences can do much to help his self-esteem.

In the space available we cannot do more than touch on the importance of imagination in the young child's development. How a youngster learns to enliven and refresh his life by using his imagination has a lot to do with the resource of initiative that will inspire and push him during the rest of life. Some children, for instance, who have had very little experience in make-believe games or play, may show a dull disinterest in activities that require initiative or a desire to achieve and to be creative. A leader may need to kindle imagination in that child by what seems like "child's play" before the youngster will welcome fresh ideas and will not be afraid to experiment with them.

While the 4 to 8 year old is dominated by his imagination and initiative, at about 6 or 7 he begins to feel a push to settle himself down a little and learn how to do things and do them well. Industry is a name given to this stage of personality development, which lasts generally through age 12. It has also been called the age of duty and accomplishment, when loyalty to the group, obeying the rules of the game, and personal achievement become dominant values in the child's life.

There is an overlap of one or more years while the youngster passes from one stage to the next (initiative to industry). The eight-year-old is often at the cutting edge of this transition. But, as we said before, most eight-year-olds are "well on the way" to leaving early childhood and are ready to enter the Industry stage. Be prepared to treat them as rank beginners, however, when it comes to accomplishments especially in group roles. Patience on a leader's part will surely be a virtue.

Home and Family (early childhood) - Peer Group (middle childhood and pre-adolescence)

Here again, the eight-year-old is usually well on the way to adopting the peer group attitude that parents, teachers, club leaders and other adults are necessary - but only at times! He has become increasingly immersed in the private world of groups of children, where adults are often not admitted or are at least unwelcome. He also enjoys his new freedom to be alone, to carry on his own projects and activities in the privacy made possible by his ability to take care of himself.

During the first two years of school (ages 6 & 7) he has interacted with a widening world, not confined to home and family. He has had to learn how to live and work for large parts of the week as only one of many children. No matter how warm and accepting his teachers and club leaders may be, he is not the "special person" he is to his parent. He is learning what it means to have to earn his spurs among his peers. They will take him or leave him for what he can do and how he acts, and only later - with more maturity - for what he is inside. To his age-mates at this stage, he is what he can do and how he acts.

Teachers and 4-H leaders have described these children in the following terms:

- |               |                         |
|---------------|-------------------------|
| - active      | - curious               |
| - loud        | - brash                 |
| - cooperative | - interested in "doing" |
| - imaginative | - short attention span  |
| - excitable   | - accepting of adults   |

They are trying to determine "WHO AM I?" Their feelings are very important.

"Discovering with 4-H" is planned to help children move through this period of transition in their development. Many types of projects and activities are suggested. You'll need to select the ones that are best suited to the children in your group and the resources, skills, and interests you and other leaders have. Working with these children may indeed need some special thought and preparation.

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Adapted from HE-47 (4-71) by Edward V. Pope, Human Development and Human Relations Specialist, Home Economics, Extension Service, U.S. Department of Agriculture, Washington, D.C. 20250.





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SOME ORGANIZATIONAL ALTERNATIVES

"Discovering With 4-H" groups may be organized in several different ways depending upon the volunteer leader, the children, and their families who wish to be involved. Discuss alternatives with your extension agent. There may be other organized "Discovering With 4-H" groups in your county or community. They may have some ideas that will be of help to you and your group.

Here are several alternatives that you may want to consider:

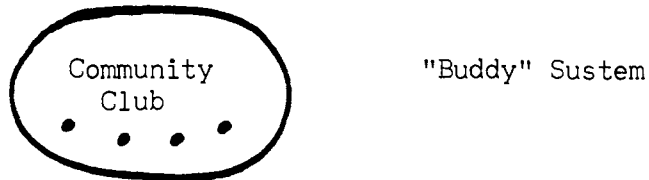
- \* Neighborhood Group - Four to six members with one or two parents as leaders. Meet every two weeks in leader's home or other place appropriate for the planned activity.

Case example: Several mothers knew about 4-H and wanted their younger children (8 and 9 year olds) to have an out-of-school educational group experience. They contacted their extension agent about a local club in their area. As there was no club, they secured some project bulletins and began having group meetings with their children after school several times a month. The meetings were fun, activity sessions with primarily simple art projects. Other project manuals seemed difficult. Finances were not a problem as each family supplied inexpensive materials from around the home for the various activities.

. . . Anoka County

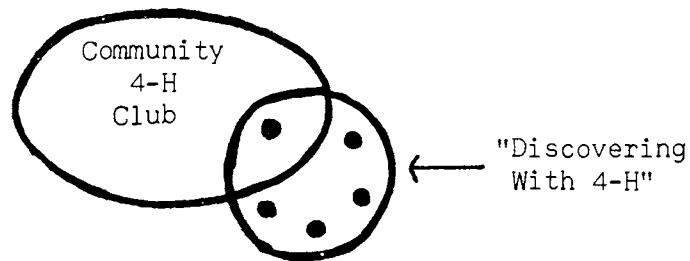
- \* Groups Related to 4-H Clubs - There are several alternatives that may be considered when the younger children are brothers and sisters of 4-H members or younger children interested in joining 4-H.

1. A few younger members in club



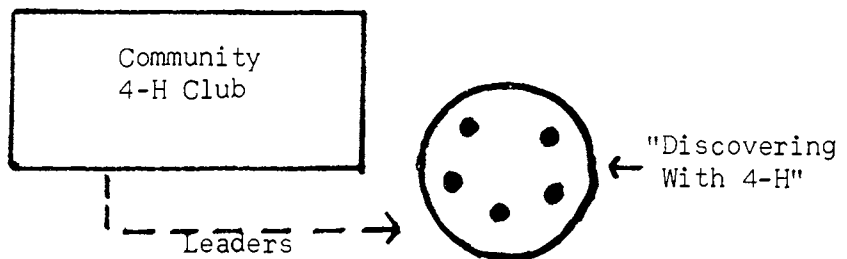
Older members would adopt younger members and be a "buddy." Younger members would participate in club meetings as appropriate. Special project activities with the "buddy" could be arranged.

2. Group Within Club



The group would have a special leader and a separate meeting apart from the community club meeting. The younger members could participate in some of the activities of the club that were appropriate.

3. Group Associated With Club



In this case, the "Discovering With 4-H" group has adult and/or teen leaders associated with a 4-H club. The meetings are separate and possibly on different days.

Case example: An adult leader worked with teams of teenagers who in turn worked with 6, 7, 8, & 9 year olds. Each teen team worked with the group each week for a month. Meetings were in the adult leader's home. There was a cookie can that went home with a different member each week and was returned with "goodies" at the next meeting.

. . . Ramsey County

\* Groups Related to Other Community Organizations -

Schools, churches, recreation directors of playgrounds and parks, settlement houses, and other community organizations are often looking for educational activities and programs for children. Leadership may have several sources: volunteer parents or teens, paid assistants, or volunteer community leaders. Meeting locations are often in the sponsoring agency.

Case example: The school requested the extension program assistant to offer an after school program for children with behavior problems. The children were overactive and needed special educational programs. A group of 12 -mostly boys- was organized and met weekly after school. Parents assisted at the meetings and much emphasis was placed on out-doors activity. Low cost activities were planned. The school evaluated the program as successful although the program assistant recommended that future groups be no larger than 6 members. Adult leaders were recruited to continue the program.

. . . Hennepin County

"Discovering With 4-H" is a flexible program tool that can help younger children grow and develop in a variety of settings. The organizational possibilities are as great as your imagination!

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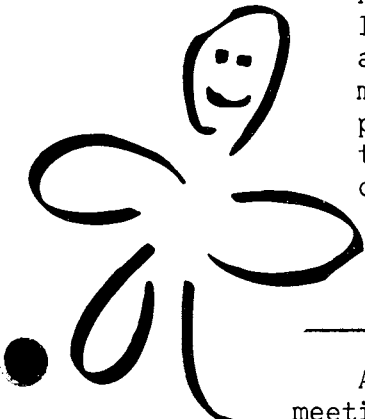
"We approach all problems of children with affection. Theirs is the province of joy and good humor. They are the most wholesome part of the race, for they are freshest from the hands of God.

. . . Author Unknown

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## HOW TO GET STARTED

\* Membership - It is recommended that groups not exceed 4-6 children per leader. The goals of the program can best be achieved if the group is small and children receive individual assistance with their activities. It would be possible to have a larger club if there were more leaders involved at each meeting.



Case Example: Children of several working mothers were interested in forming a 4-H club. As there were eight children interested and the mothers had limited volunteer hours, it was agreed that four mothers would share the leadership responsibilities. The club met every two weeks and two mothers were available to lead each meeting. This meant that club leadership responsibilities occurred once per month for each mother. Club activities in addition to the club meetings were planned as mothers and fathers could participate and provide transportation.

... Hennepin County

Another consideration in determining the size of the group is the meeting location. If meetings are held in homes, perhaps it would be advisable to limit the size of the group to the number of children that can comfortably be accommodated around the kitchen table or some other suitable place in the home.

\* Recruiting members - In some communities, recruitment of younger 4-H members is not a problem. Younger brothers and sisters of 4-H club members are anxious to join 4-H and are ready to establish a "Discovering with 4-H" club.

In other communities, families and their children may not be aware of 4-H and the educational opportunities that are available. Your county extension agent can be helpful in starting your program.

Groups may best be recruited in a neighborhood where there will be limited transportation needs for the children. Children often know others and can identify friends who might be interested. Parents may know several families through school, church, or other community groups that would be interested in organizing a small group. Teachers may know of children who could benefit from a "Discovering with 4-H" program and work with teen or parent volunteers to organize a club. There are endless ways in which to identify groups. The following tools may be of assistance in

explaining 4-H and the "Discovering with 4-H" program.

Promotional Flyer - "Discovering with 4-H", designed for parents and children. (See attached copy).

\*Slide/Tape set: 4-H Is - 4-H Isn't - 99 slides, Color, df., University of Minnesota. This 18 minute narrated tape-slide package describes what 4-H is in Minnesota today. The introduction begins with a few stereotypes of what 4-H is thought to be by some and then proceeds to rebut these images. There are six subsections to the set: (1) 4-H is youth development (2) 4-H is participation and involvement (3) 4-H is everywhere (4) 4-H is projects, programs, activities, and fun (5) 4-H is a look at tomorrow and (6) 4-H is a challenge. The first subsection describes what youth development is. The second subsection describes a number of projects, programs, and activities which contribute to youth development. Subsection 3 and 4 deal with where 4-H'ers live and who guides them (agents, leaders, and parents). The last two sections raise some questions about the future--career opportunities and some challenges that face us in expanding 4-H. 1974

\*Films

Happiness Is 4-H --14 min. color, Kansas State University. This is a 4-H promotional film for groups (youth, parents, and potential leaders) interested in establishing a 4-H club. The film combines cartoons and real life boys and girls having fun in 4-H. 1968

You'll Never Walk Alone --20 min., color, Rutgers University. This is a film that shows many ways in which nonfarm young people can learn and have fun in 4-H. In terms of young people, it points out the importance of having time to be alone, but also stresses the importance of having time for friends and being a part of a group. 1969.

- \* Slide/tape sets and films should be ordered with the assistance of your county extension agent three weeks in advance from:

Visual Aids Department  
Agricultural Extension Service  
University of Minnesota  
St. Paul, Minnesota 55108

The Meeting Place - Small groups of 4 to 6 members could meet easily in a parents' home, leader's home, office, community center, church, or school. Each meeting place might be held at a different location depending upon the activities planned, facilities available, and the leader.

It is expected that some meetings would be held out-of-doors as the weather permits and the group is studying an appropriate topic.

Where ever the meeting location, the environment for learning needs to be prepared so that the members have a good experience.

Is the meeting place comfortable for the activity planned?

Is it warm and inviting to the member?

Does it allow for the active nature of the members?

Does it minimize transportation needs of the members and their families?

Is it quiet enough for the members so their attention is not diverted by other activity? (Remember, their attention span is short!)

Number of Meetings - "Discovering with 4-H" groups will need to decide how many meetings they want and how often they will meet. Through previous experience with this age group, it is recommended that the meetings be held twice a month for about an hour or hour and a half each time. Some leaders may want to meet weekly with their groups. Other leaders may decide to meet monthly when a regular 4-H meeting is held and have a special activity in a room apart from the general club meeting.

Format of Meetings - It is suggested that the meeting be no longer than an hour or an hour and a half. In most cases, members are active and can't be expected to have a longer span of attention. Some groups may want to meet after school. Others have found early evening to be a good meeting time. Groups will want to decide what is the best meeting time for them.

The leader is in charge of leading the meetings on an informal basis. It is not suggested that the club elect officers or have formal business meetings.

General meeting format: Open with songs, games -  
(Members may eventually be able to lead these songs and games as they learn them and have favorites)

Project Activity - special topic for each meeting. The leader may have a series of related activities to add continuity to the program. (See activity sheets in this handbook for ideas.)

Snack time - if appropriate - Something very simple like cookie, fruit, or popcorn is often appreciated by the younger member.

Review details of next club meeting.

Conclude with favorite song or game - Recreation is a very special part of the club meeting for most younger members.

Finances for the Group Activities - Low cost materials are suggested for most group projects and activities. Children may be asked to bring material from home or the leader may secure some materials at no cost. Groups vary in how they handle the financing of their projects. Some groups ask children to pay a small amount at each meeting, i.e., 10¢ or 15¢. Others ask parents to provide the leader with a \$1.00 or \$1.50 at the beginning of the year and she purchases the basic supplies that can be used from meeting to meeting. A neighborhood sponsor may be secured. Children may have a money raising activity - example: puppet show for neighborhood with small admission charge for children and family members.

Check with parents as you organize your group. They are often most happy to share the activity expenses including the snack items, if they are considered important by the group.

If you have problems financing the program, please check with your extension agent for consideration of alternatives.



\*The First Meeting - It is recommended that the first meeting include both parents and children. The purpose of the meeting would be to get acquainted, learn names, and do one special activity that involves both parents and children. Decisions can also be made regarding future meeting dates and plans.

Example of getting acquainted name game: Have children sit in inner circle and parents in outer circle. Children will first learn names of children. Each child states first name and name of animal having similar first letter as child's name. Each child then takes turn in naming each child and the child's animal name. Parents do the same within their circle. Then combine circles.

Examples of special activities for parents and children:

\* Each parent and child makes a simple puppet and the group makes up a story where each puppet has a part. (See activity sheet for making simple puppet.)

\* Each person makes a simple rhythm instrument and the group develops a special musical number. The director of the musical group establishes a regular rhythm on a waste basket or drum. Then each instrument is added one at a time repeating a special but different sound. People may want to exchange instruments and take turns being director.

The meeting could conclude with simple refreshments and a short discussion about future plans for the group meetings. Remember: children enjoy doing more than talking. Don't try to plan everything at the first meeting. Be sure that parents understand your expectations of them and your plans for communications with them and they with you.

Everyone should leave the first meeting feeling that they wished it would have lasted longer.

The Yearly Meeting Plan - A planned program helps balance what members will learn through meetings and activities throughout the year. It also helps the leader think about the total program and the finances and resource persons that will be needed. A plan serves as a guide for the group program and can be modified as interests and needs change.

If possible, involve members in planning the year's program. When they help with planning, they will:

1. feel their ideas are important.
2. learn to express their ideas.
3. have a chance to set goals they can reach.
4. learn to make decisions.
5. gain respect for each other.
6. work together for group spirit.
7. learn about possible programs.

If the group is newly organized, you probably should wait until you have had a few meetings before you ask the members to help in the planning. If the members already know about 4-H, you may ask them to help in planning shortly after the group is organized.

It will be important to share these plans with the parents and gain their cooperation and understanding in implementing the plan. The attached form may be helpful or you may devise your own format. Also share a copy of this plan with your extension agent.

### County or Community Programs

From time to time, county or community programs may offer participation opportunities for "Discovering with 4-H" members. You may be asked to help plan these programs so they are appropriate for the members in your group.

Activities that have proved successful in several counties include:

Day Camps - a series of daytime camping programs in a park or outdoor setting. Programs may focus on a special topic such as foods and nutrition or nature studies. Often teen leaders are involved in leading these camps.

Fun Days - a recreational afternoon or evening that includes the entire family. Games and recreational activities are planned. Picnics are popular - "pot luck" style. This event may be a final event for the program year and members are presented with a special certificate or small gift in recognition of their achievement and participation throughout the year.

County Fair - Several county fair premium books include classes for younger members. Often the project exhibits are non-competitive and members have a conference evaluation experience and receive a participation ribbon. In one county, entire clubs prepared a card table exhibit to tell others about the "Discovering with 4-H" program. Conference evaluation was conducted with all club members.

Workshops of Expression - this program is planned for 6-12 year old children living on Indian Reservations and/or in inner city neighborhoods. Special funds are available to support this program - a day long event of art, drama, and movement activities focusing on personal expression and having fun. Ask your county extension agent to help you learn more about this program.

Art-In-The-Park - A program planned specifically for younger children, 6-12 year olds, during State and county fairs. A relaxing "drop-in" program of art, drama, and musical activities usually held in an outdoor setting. Teen leaders interested in art who have been trained to teach younger children are usually the teachers and performers.

Bicycle Check-up Day and Rodeo - A program for younger children interested in bike safety and fun activities on their bikes conducted by teens who have attended the Pedal Power Training Workshop. Usually an afternoon program held in an outdoor setting. Safety specialists and law enforcement officers may participate to stress safe bike riding rules.

Some groups may be interested in carrying out special service projects in their communities. Visiting senior citizens is often fun for both the younger members and the older citizens. Senior citizens often have interesting stories to tell, pictures to show, or heritage skills to teach.

Children may be interested in growing plants and want to raise flowers in a special public location. Check with appropriate officials regarding interest in this project and appropriate locations. Be sure parents are interested in pursuing this project.

Select and plan county and community programs that are appropriate and timely for your 4-H group.

- 1 -

## "DISCOVERING WITH 4-H"

### LEADER ROLE DESCRIPTION

Volunteers are the key to successful experiences for 4-H members. Through the 4-H program, "Discovering With 4-H" leaders relate to members, other 4-H leaders, parents, and community resource leaders in preparing for and implementing activities that help members grow, learn, and have fun.

#### General Responsibilities

The "Discovering With 4-H" leader gives general leadership and support to the basic operation of the 4-H group, the selection and teaching of meeting activities, the plans for special activities, and is the main contact person for the county extension agent.

#### More Specific Responsibilities

1. Enrollment - Assist in enrolling members; counsel with parents about the program; submit enrollment list to the county extension office. Extension agents will provide needed forms.
2. Leader of Group Meetings - Informs members and parents of meeting plans; arranges for meeting place; leads meeting activities with involvement of members, parents, and community resource persons when appropriate. Encourage, support, counsel with, and recognize the members as they are involved in their activities.
3. Program Planning - Gives leadership to planning the yearly group program involving members, parents, and community representatives. Gives leadership to evaluation of program.
4. Liaison Person - Maintains communications between the 4-H group and the extension office, community resource persons, and parents.

#### Qualifications for this Leadership Role

Women and men, teens and adults, may serve as "Discovering With 4-H" leaders. They should have:

- sincere interest, enthusiasm, patience, and understanding of younger children.
- willingness to devote time to the program with children as well as in learning to carry out the leadership responsibilities.
- ability to work cooperatively with adults and children.

- organizational ability.
- knowledge of community resources.

Time Commitment

As a volunteer, you expect to give of yourself, your valuable time, and your creative abilities. How much time will the job take? It depends on you and the time you have to share.

Consider the following as you plan your time commitment:

- it will take more time per week as the group is getting organized and you need to communicate with members, parents, and the extension agent.
- you'll want to invest time in program planning - a wise investment if done well.
- take time to learn about your job. An investment in leader training should make your job easier and more effective.
- meetings every two weeks - consider preparation time as well as the meeting itself. Add a few minutes follow-up time to communicate with parents or write a thank you note.

Does this add up to two or three hours per week on the average? If you plan well and involve others in carrying out some leadership tasks, the time you can give will be appreciated by all.

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"Everyone has time if he likes. Busyness runs after nobody; people cling to it of their own free will and think that to be busy is a proof of happiness."

. . . Seneca, 1st Century, A.D.

\*\*\*\*\*

"HELPS" FOR THE DISCOVERING WITH 4-H LEADER

One of the important strengths of the 4-H educational program is the support that is provided to the 4-H volunteer. "Who can I turn to?" "Where can I get help?" Questions such as these may be frequent - especially if you are a new volunteer in 4-H. The following list suggests a number of persons and sources of information to assist you in your leadership role. Of course, your creative abilities and willingness to solve challenging problems is a most valuable resource.

County Extension Agents

Your extension agents are prime sources of support and assistance for you. What can you expect of them?

- \* Is a friend - The agent is available for consultation and conversation either by phone or in person. He/she respects your individuality and integrity. No problem or question is unimportant.
- \* Is a resource person - The agent has general knowledge about the program. There may be special 4-H publications or teaching aids such as movies, slide sets, etc. in the extension office that will help you. Or the agent may know a resource person that can provide information or counsel as needed.
- \* Is an organizer - The agent coordinates the entire 4-H program in the county. He/she can facilitate leader meetings or assist in organizing special activities for members.
- \* Is a promoter - The agent promotes 4-H generally throughout the county through mass media channels, personal contacts, and public presentations. He/she can assist you in promoting your specific program.
- \* Is a teacher - The agent often arranges for and/or teaches courses for leaders. Topics include organizational planning and evaluation, teaching methods appropriate for young people, and specific subject matter activities for children.
- \* Is a student - The agent is alert to new ideas and resources for the program. He/she welcomes new ideas, friendly criticism, and recommendations that improve programs for children.

### Leadership Training

Extension agents arrange leader training opportunities throughout the year. "Discovering With 4-H" leaders will want to take advantage of these opportunities as there are topics of interest made available.

Other community organizations such as churches, schools, colleges, vocational schools, etc., offer special programs in child development, child rearing, and special project areas. Leaders are encouraged to take advantage of these programs, as well.

### Parents

Throughout this leader handbook, parents have been mentioned many times. It is expected that parents will be actively involved and support the 4-H activity in which their child participates. But parents do not always know how to become involved or they may not always be able to respond when you or the group need their assistance. This could create a feeling that parents aren't interested.

Leaders need to take a positive attitude about parent involvement in the program. With a positive approach, they are more likely to be happily involved doing the things they can do.

What are some ways that parents can be involved? You'll be able to think of many specific ways for your group. Here are a few to consider:

- learn about the 4-H program and know what is going on in the 4-H group. Parents can show an interest in the activities of the child and reinforce new ideas and skills learned at home after the meeting.
- help provide transportation, snacks, project or activity materials as needed.
- offer home as a meeting location.
- serve as a resource person at several meetings or arrange for and conduct special field trips.
- participate in group activities that are planned for parents and friends.

How can you communicate with parents? If your group plans a yearly program, review the program ideas with the parents and get their cooperation in assisting with several specific activities. Send copy of yearly plan to each family when it is printed.

You could send short notes home with the members after their meetings if there was something rather specific that needed to be



communicated. Organize an afternoon or evening coffee break for parents to discuss group activities, achievements, future plans, and other feedback from parents. Plan a couple of specific family meetings where activities are appropriate for all who come. Use the telephone. What other ways can you think of? With a small group, it shouldn't be too difficult to keep parents informed and involved.

#### Community Resource Persons

Your neighborhood and community are wonderful source of new information and experiences for 4-H members. Parents, neighbors, grandparents, local business persons, teachers, librarians, police, firepersons, and elected community officials have special ideas and skills that they could share with younger members. Make a list of all the people you know who have special hobbies and interests. Check with your extension agent, neighbors, and parents to add to the list. Check with a few to see whether they would be interested in meeting and sharing with the 4-H members. Select individuals who are interested in young people and help them prepare for the meeting so that the members can be actively involved in the topic. REMEMBER: "doing" activities are most successful with younger members.

Be sure to encourage the members to thank the resource persons who help them with their activities.

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"I sincerely believe that for the child, and for the parent seeking to guide him, it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow. The years of early childhood are the time to prepare the soil. Once the emotions have been aroused -- a sense of the beautiful, the excitement of the new and the unknown, a feeling of sympathy, pity, admiration or love -- then we wish for knowledge about the object of our emotional response. Once found, it has lasting meaning. It is more important to pave the way for the child to want to know than to put him on a diet of facts he is not ready to assimilate."

. . . Rachel Carson in The Sense of Wonder,  
New York: Harper & Row, 1956.

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## RECOGNIZING 4-H MEMBERS

Seven and eight year olds face many growing up challenges each day. One of the most important and continuous is the answer to the question: WHO AM I? Development of the self-concept and positive feelings of self-worth are not easy to achieve.

Children need honest and real forms of recognition to help them establish positive self-concepts. They want to know that they are O.K. If members fail at tasks they need to be reminded that they are still O.K.

How can leaders and parents recognize children through the "Discovering with 4-H" program? There are many different ways. Here are a few suggestions:

- Be sure to speak with each child and show some amount of individual attention at each meeting.
- Ask specific members to perform special tasks with you during the meeting.
- When working on project activity, have members who can do the activity help others who have difficulty.
- Be accepting of all whether there is success or failure.
- Share enthusiasm about group achievements with the entire group as appropriate.
- Ask a member to lead game or song.
- Thank children when cooperative and helpful.

Non-competitive activities that recognize all members of the group are strongly recommended for this age group. "Discovering with 4-H" places emphasis on this form of recognition rather than external forms such as ribbons, trophies, grades, etc. brought through competitive activity. Younger children already are dealing with many peer pressures, school demands, and parental expectations. It is hoped that 4-H will not create another source of pressure on the child. Rather the child can experience a relaxed environment for discovery and learning.

Children develop personal abilities at different times. The seven and eight year olds are moving from a period of initiative - begin many things but don't finish them - to the period of industry - striving for accomplishment. This period of transition offers the leader a most challenging situation. Some children may be anxious for competitive activity and others are not yet ready.

Leaders are encouraged to counsel with parents on this topic. Sometimes parents are pushing competitive activities rather than the member really being interested. Competitive activities should be kept at a minimum in "Discovering with 4-H".

"DISCOVERING WITH 4-H"

PROGRAM PLANS \*

Name of Group \_\_\_\_\_ Year \_\_\_\_\_

Leader \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Regular meeting times: \_\_\_\_\_

Regular meeting location: \_\_\_\_\_

| <u>MONTH</u>                            | <u>TOPIC</u> | <u>RESOURCE PERSON</u> | <u>SPECIAL ACTIVITY</u> |
|---|--------------|------------------------|-------------------------|
| September<br>1st meeting<br>2nd meeting |              |                        |                         |
| October<br>1st meeting<br>2nd meeting   |              |                        |                         |
| November<br>1st meeting<br>2nd meeting  |              |                        |                         |
| December<br>1st meeting<br>2nd meeting  |              |                        |                         |
| January<br>1st meeting<br>2nd meeting   |              |                        |                         |
| February<br>1st meeting<br>2nd meeting  |              |                        |                         |
| March<br>1st meeting<br>2nd meeting     |              |                        |                         |
| April<br>1st meeting<br>2nd meeting     |              |                        |                         |
| May<br>1st meeting<br>2nd meeting       |              |                        |                         |
| June<br>1st meeting<br>2nd meeting      |              |                        |                         |
| July<br>1st meeting<br>2nd meeting      |              |                        |                         |
| August<br>1st meeting<br>2nd meeting    |              |                        |                         |

\* Your county extension agent is interested in learning about and supporting your program. Please share a copy of your plan with him/her.

REMEMBER: Your plan is a guide and you'll want to be flexible as interests and needs change.

"DISCOVERING WITH 4-H"

PROGRAM PLANS \*

Name of Group \_\_\_\_\_ Year \_\_\_\_\_

Leader \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Regular meeting times: \_\_\_\_\_

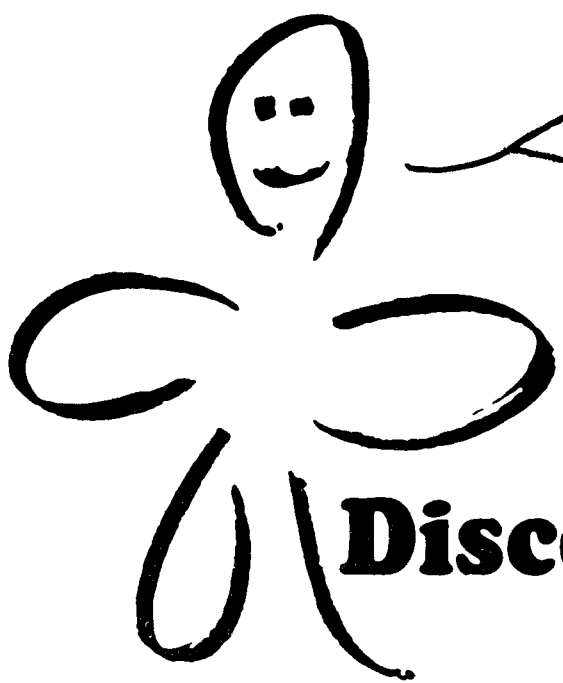
Regular meeting location: \_\_\_\_\_

| <u>MONTH</u>                            | <u>TOPIC</u> | <u>RESOURCE PERSON</u> | <u>SPECIAL ACTIVITY</u> |
|---|--------------|------------------------|-------------------------|
| September<br>1st meeting<br>2nd meeting |              |                        |                         |
| October<br>1st meeting<br>2nd meeting   |              |                        |                         |
| November<br>1st meeting<br>2nd meeting  |              |                        |                         |
| December<br>1st meeting<br>2nd meeting  |              |                        |                         |
| January<br>1st meeting<br>2nd meeting   |              |                        |                         |
| February<br>1st meeting<br>2nd meeting  |              |                        |                         |
| March<br>1st meeting<br>2nd meeting     |              |                        |                         |
| April<br>1st meeting<br>2nd meeting     |              |                        |                         |
| May<br>1st meeting<br>2nd meeting       |              |                        |                         |
| June<br>1st meeting<br>2nd meeting      |              |                        |                         |
| July<br>1st meeting<br>2nd meeting      |              |                        |                         |
| August<br>1st meeting<br>2nd meeting    |              |                        |                         |

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REMEMBER: Your plan is a guide and you'll want to be flexible as interests and needs change.

# A Program for 7 & 8 yr. olds



Learn and have fun  
with me in 4-H!

## Discovering with 4-H

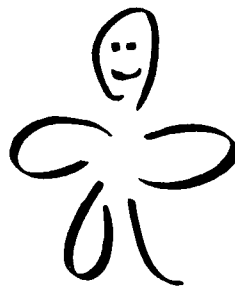
- \* Doing lots of new things
- \* Meeting with friends
- \* Discovering new ideas
- \* Fun!

Contact your extension  
agent for further  
information:

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P.S. Ask your  
parent, adult friend,  
or teen friend to  
be your leader...

"It is the policy of the Agricultural Extension Service of the University of Minnesota that all persons shall have equal opportunity and access to its programs and facilities without regard to race, creed, color, sex, or national origin."

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