



# Cloverbud Adventure

4-H for Kids 5-8



**Alabama 4-H**  
Alabama Cooperative Extension System

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# Introduction

## A Great Start in 4-H!

The Cloverbud program is a special part of the total Alabama 4-H youth development program. It is a “have fun while learning” way to build confidence, social skills, decision-making abilities, knowledge, and physical skills of 5- to 8-year-olds. In Cloverbuds, young people take part in a unique blend of activities and opportunities specifically designed for their age level.

## How Are Groups Organized?

### Cloverbud Clubs

Members meet separately from any other group or club. Cloverbud clubs may meet in community centers, schools, libraries, child care settings, churches, or the homes of interested parents or trained adults.

### In the Classroom

Cloverbud materials are ideal for kindergartners and early elementary students. Teachers trained in their use receive support and resources from their county Extension office.

### As Part of an Existing Community 4-H Club

Cloverbud members can be part of a community 4-H club but meet separately from the 9- to 19-year-old members while doing Cloverbud activities.

## How Do Cloverbuds Differ from Older 4-H?

### How Kids Learn

Cloverbud learning is activity centered. Older member learning is often project based.

### How Instruction Is Given

Cloverbud instruction is leader directed. Older members receive instruction from a leader and through self-study.

### How Kids Are Recognized

Cloverbuds are recognized for participation alone. Older members are recognized for participating, achieving goals and standards, and engaging in competitive events and activities.

### Learning Resources

Cloverbud activities may come from approved statewide curriculum, or leaders may use materials that follow the Cloverbud program guidelines and are approved by their county agent. Older members use project manuals or other materials designed for their age group.

## How Cloverbuds Participate

The Cloverbud program is geared toward an informal, easy going approach to activity-based learning. Curricula are based on age-appropriate research and involve cooperative, experiential, and noncompetitive activities.

Cloverbud lessons address such subjects as character, expressive arts, the environment, personal development, plant and animal science, or other 4-H topics.

## What Is the Difference Between Cloverbuds and Older 4-H Members?

### How Kids Learn

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### How Instruction Is Given

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### How Kids Are Recognized

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### May Cloverbuds Go to Camp?

The answer is yes! County partnerships often develop camps that are designed to meet Cloverbuds' developmental characteristics and needs. A Cloverbud day camp (or overnight camp) could involve youth for one day or several days in a camplike setting where educational, hands-on activities occur. Summer environmental day camps or a spring gardening camp are perfect examples of Cloverbud camps.



### Who Teaches Cloverbuds?

Much of the Cloverbud program is guided by an adult volunteer, whether in a clublike setting, a school, or a special-emphasis group. Adult and teen volunteers guiding the Cloverbud program leaders receive educational instruction on how to work with this particular age group.

## What Is Expected of a Cloverbud Volunteer?

Specific responsibilities include, but are not limited to the following:

- Being committed to young people
- Following the guidelines and policies of the Alabama 4-H Cloverbud program
- Assisting members in all 4-H learning experiences
- Maintaining open communications with other volunteers and the Extension office
- Helping members select appropriate activities
- Encouraging parents and other guardians to support their child's involvement and activities while in the program
- Participating in appropriate volunteer development opportunities

An individual serving as a 4-H Cloverbud volunteer must have the following:

- A sincere interest in working with youth
- The ability to teach and motivate youth
- Organizational skills
- The ability to work with minimal supervision
- Willingness to become familiar with and work with the philosophy and guidelines of the Alabama Cooperative Extension System, the Alabama 4-H program, and the county 4-H program

# Information for Staff and Volunteers

## Cloverbuds

### 4-H for 5- to 8-year-olds

The 4-H Cloverbud program is a distinct component of the total Alabama 4-H youth-development program. It is designed as a nonformal approach to developing the confidence, social skills, decision-making abilities, subject-matter knowledge, and physical skills of 5 to 8 year olds. In the 4-H Cloverbud experience, young people take part in a unique blend of activities and opportunities specially designed for their age level.

#### Minimum Requirements for a Risk-Management Plan in 4-H Cloverbud Activities

All activities involve an element of risk. As a professional or volunteer leader, you will need to manage that risk for the safety of youth and the good of the program. If, in your best judgment, you perceive that the risk is too great, do not permit the Cloverbuds to participate in an activity.

Assess the risk that is presented by the activity, the environment, the developmental skills, developmental stages of the children involved, and the experience of those presenting and supervising the activity. If you are uncertain, confer with the county 4-H staff. If the county 4-H staff has questions, they will discuss those with the state 4-H office. As a minimum, use the following guidelines to help ensure the safety of the Cloverbuds:

- Ensure that a parent or other responsible person (defined as an adult leader, teen leader, or other adult who may appropriately assist with the group) is with or very near the Cloverbuds at all times.

- Ensure that a parent/responsible person is with the Cloverbuds when equipment or tools such as scissors, saws, knives, needles, rockers, or kitchen appliances are being used.
- Do not allow Cloverbuds to operate power-driven equipment as a part of activities (for example, sewing machines, power drills, small engines, clippers).
- Ensure that Cloverbuds wear appropriate safety helmets when riding bicycles.
- Adjust the ratio of adults/responsible persons to children relative to the risk of the activity. At times, one-to-one supervision may be required).

In addition to the safety measures listed above, a local assessment may lead counties to be more restrictive than indicated here.

An emergency plan will be developed and shared with all adults present. The plan will identify the location of phones, basic first-aid supplies, phone numbers and addresses for hospitals, as well as parent contact information if not present. The Extension educator or designee should intervene when safety becomes a concern.



# Developmental Characteristics of Children in Grades K to 3

Children in kindergarten to third grade develop and learn in ways that differ from those of younger children and from older youth and adults. Understanding the developmental and learning characteristics of K to 3 children provides a foundation for developing effective programs.

The remainder of this section presents an overview of the developmental and learning characteristics of children in grades K to 3. Remember that these are generalizations and that children develop at varying rates. For example, a physically advanced child may be slow to develop language. Such uneven development also is evident when comparing children within a group. Just think of the different heights you find among 6-year-olds! Development and learning are complex processes not yet thoroughly understood. Generalizations can serve as guideposts for planning activities or choosing materials, but in the end, getting to know the children is the best way to plan.

## Physical Development

**Major task: Refine gross (large) and fine motor skills.**

- Gross motor skills are largely mastered. Children continue to practice these skills and use them to release energy (running, jumping, skipping).
- Fine motor skills are still developing. More practice is needed to refine these skills and achieve control (cutting with scissors, using a pencil, manipulating small objects).
- Children need to have frequent opportunities for physical activity. For these youngsters, sitting still is more demanding than being physically active.

## Social Development

**Major task: Develop social competence.**

- Having friends becomes increasingly important. While parents remain the primary influence in a child's life, friendship with peers outside the family begins to develop.
- Friendships often change for younger children, but friendships are more stable by age 8.
- Preference for friends moves from mixed-gender to same-gender children.
- Children increasingly enjoy working in pairs or small groups. Group work fosters social development as children learn how to interact.

## Emotional Development

**Major task: Develop a positive self-concept.**

- Perceptions of self are forming. Children need opportunities to experience success and receive positive feedback from adults and peers.
- Pleasing adults is important. Children seek adult praise and support.
- Self-control is developing. Children need positive adult guidance to help them learn self-control.
- Children are self-critical and sensitive to criticism from others. Accepting failure is very difficult.
- Children are becoming more knowledgeable about their own feelings and those of others. Emotional ups and downs occur but usually do not last long.

## Cognitive Development

**Major task: Acquire the ability to think about and solve problems mentally.**

- Thinking ability remains tied to experiences in the real world. Children construct knowledge from physical experience, social interaction, and reflection.

- The ability to see things from another's perspective is developing.
- Verbal skills become more sophisticated. As children become able to understand others' perspectives, their ability to communicate is greatly expanded.
- Reasoning becomes more logical.
- Great gains are made in the ability to read, write, and use numbers.

## Learning Characteristics

**Major task: Make sense of the world and master the skills necessary to function successfully.**

- Children have an innate curiosity about the world around them. Their interest motivates them to explore and learn about it.
- Children enjoy intellectual challenges. Riddles, word games, and lots of conversation allow them to show off new thinking skills.
- Learning is tied to concrete experiences. Children need to manipulate objects and interact with adults and peers in a meaningful context.
- Children learn best when their physical needs are met.
- The learning process usually is more important than the product of learning. Finishing a project is often irrelevant; however, as children approach 8 years of age, having a product to show for their efforts begins to take on significance.
- Attention spans tend to be short. Interest is maintained anywhere from 10 to 30 minutes.
- Unstructured play is important. It permits children to explore, test, experiment, imagine, and create in a nonthreatening environment.

## Creating Positive Learning Environments

The Cloverbud Program is a child-centered program. That means the interests and needs of the children drive the program. Thus, knowledge of the developmental and learning characteristics of kindergarten to third-grade children has direct implications for the way we design activities. In general, positive learning environments are created for children when programs do the following:

**Provide** one responsible person for every 6 children. (Some activities require a higher adult-child ratio, sometimes 1 to 1.) Because of variations in developmental stages, it is important to have a high adult-child ratio in learning situations so that each child receives the individualized attention needed to be successful. A parent or older youth may help to provide appropriate support.

**Involve** the children in selecting and planning activities. Children who help select the learning activities are more likely to maintain interest and to integrate new skills and knowledge with what they already know. Leaders should help children select from identified options.

**Change** activities often according to the needs of the children. Keep children interested and involved by offering a variety of learning activities, with variation in the pace and range of experiences. Keep youth actively doing things. Have children use all their senses. Alternate sit-down and moving activities. Avoid talking to the group for longer than 5 to 10 minutes at a time.

**Encourage** children to talk and work with each other. Children learn best when they are engaged in activities that allow them to practice, demonstrate, explain, and apply their learning. Working with peers offers opportunities for these activities and helps foster the ability to interact and work cooperatively.

**Include** adults who are positive behavior models. As children enlarge their circle to include the greater community, adults outside the home have increasing influence in their lives, introducing new information, new skills, and new points of view. Adults also have significant influence in helping

children feel good about who they are and what they can do. It is important that 4-H Cloverbud leaders understand the importance of their role and represent positive models of the behavior we wish children to develop.

**Promote** cooperation rather than competition. It is inappropriate for children in grades K to 3 to participate in contests in which they are judged. Developmentally, K to 3 children need experiences that foster cooperative effort, emphasize the learning process over a product, and reinforce a positive concept of self. Competition undermines each of these needs. It is appropriate to recognize children's efforts and to display their work. It is also appropriate to give caring and personal feedback.

**Use** positive guidance and discipline. Children in early childhood are learning self-control, and they need the positive guidance of adults to do so. To become socially competent, children must be taught skills for appropriate social behaviors, such as taking turns, dividing and sharing resources, and working cooperatively. Use misbehavior as a teaching opportunity to show children how to apply appropriate skills.

**Provide** individualized learning as well as learning in small groups. Learning activities should include a variety of experiences to accommodate the children's varied ages, stages, interests, and needs. Parallel activities may be used to allow children at different stages to participate in a way that suits their developmental needs.



## Family Involvement

The world of the young child revolves around his or her family even as he or she seeks greater involvement with peers and other adults. The interest and involvement of family members in 4-H Cloverbuds is an important support for the program. Family members should be encouraged to participate in the program in any way they can. Invite them to help with field trips or special projects, share leadership of the group, or simply take time to talk with their child about activities.

Scheduling activities that are family-focused is another way to encourage family involvement. If you make families aware of their importance to 4-H Cloverbuds, they are more likely to participate.

## Children with Special Needs

Children with special needs are found in every community. Despite their special needs, these children are more like other children than they are different. They have the same basic needs for friendship, participation, and recognition that other children have. Involving these children in the 4-H Cloverbud Program provides valuable learning opportunities for all involved.

Children with special needs benefit from interaction with their peers, and the other children learn to understand the nature of disabilities and to see the child rather than the disability first. Likewise, you, as a leader, will learn new information and develop new skills as a result of working with children with special needs. The 4-H program historically has included youth with special needs, and 4-H Cloverbud leaders are encouraged to continue the tradition. By working closely with parents, you can make the necessary accommodations to ensure a successful experience for all members.

## Guidance and Discipline

All children misbehave from time to time. It is a natural consequence of growing, exploring, and testing. Your response to inappropriate behavior will depend on the specifics of the situation, the personality of the youngster, and your own personality and skills. There is no one best way to respond to all situations. However, a good strategy is to prevent misbehavior from occurring in the first place. You can avoid many problem situations simply by making sure an activity is developmentally appropriate. To help prevent problem behaviors, follow these guidelines:

- Greet children individually each time you meet.
- Develop positive relationships with the children.
- Plan ahead so that activities are well organized.
- Keep children actively and constructively involved.
- Convey clear and consistent expectations for behaviors.

When inappropriate behavior does occur, it becomes your responsibility to teach appropriate behavior. Here are six guidelines for dealing with misbehavior:

- Identify the cause of the behavior.
- Formulate a response strategy (for instance, redirect a child's efforts, change partners, or provide individual assistance).
- Consistently enforce rules and consequences.
- Maintain self-control.
- Avoid power struggles.
- Involve parents to help solve the problem if misbehavior persists.

Remember, your goal is to help children develop self-control. You can do this by modeling appropriate behaviors, by helping them learn needed skills, and by providing opportunities to practice those skills.

## Planning Events and Activities

Cloverbuds will involve children in a variety of settings. Whatever the delivery mode, here are some suggestions for planning an activity.

### Planning Your Own Lessons

Leaders are encouraged to use the curriculum materials provided for the Cloverbud Program. These materials have been developed specifically for children in grades K to 3. 4-H materials developed for older youth (grades 4 and above) are not appropriate for younger children because they do not meet their developmental needs.

On occasion, you may feel the need to create your own lesson. When designing a lesson, it is recommended that you include the components established by the National 5-8 Curriculum Task Force. These guidelines will help ensure that your lesson is meaningful and focused and that you are prepared to carry it through. The following are . . .

**Lesson Title** - Reflect the concept or major activity of the lesson.

**Objective** - State what you want to accomplish.

**Time Required** - Estimate the amount of time the lesson will require.

**Suggested Group Size** - Identify how many children will be involved and how many leaders/older youth will be required to supervise the lesson.

**Materials Needed** - List all materials and equipment needed for the lesson. Background Information - Think about and list information you and/or the children must have before beginning the lesson.

**Additional Resources** - Identify resources in the community that could contribute information and experiences to the lesson. Field trips, community members with special skills, and the public library are a few possibilities.

**Preparing the Learner** - Plan one or more introductory activities to provide the children with needed background information.

**Learning Activity** - Plan the lesson as a series of logically sequenced steps, and write out each step. Try to visualize the steps as you plan them, and think about how the children may respond. Most lessons, or a series of related lessons, will incorporate the following five steps:

1. The “doing” activity
2. A time for children to share their reactions or observations
3. Discussion of what happened during the activity
4. A chance to think about how the activity has meaning for their daily life
5. Discussion of how each child might use the new knowledge in the future

**Evaluation** - Decide beforehand how you will determine whether you have achieved the objective of the lesson. Possible ways to evaluate the success are observation of children’s behaviors during the activity (and any products they create) and asking the children questions about the lesson.

**Followup** - Think about ways the children might extend their learning by engaging in related activities that provide additional information or a chance to practice new skills. Plan such activities for future meetings, or provide parents with suggestions for following up on the lesson.

**Positive Reinforcement** - Provide each child with recognition for effort or accomplishment during the lesson time. Positive reinforcement may be a positive comment from the leader or from other children, an opportunity for the child to talk with others about his or her own work, or a sticker or certificate.

Other suggestions for ensuring a successful session are as follows:

- Maintain a ratio of 1 adult/older youth for every 6 children.
- Limit meeting times to 1 to 1 1/2 hours, using a variety of activities from 10 to 15 minutes in length.
- Welcome each child personally to the activity.
- Consider using games to open and close the session.

- Tell the children at the beginning of the meeting what activities have been planned. Before shifting from one activity to another, give the children 5 minute’s notice of the impending change.
- Keep snacks simple and nutritious.
- Plan activities that have a limited number of steps and can be finished in a single meeting.
- Maintain flexibility. Outcomes are not always what you expect. Be prepared for children finishing early or losing interest and for any “minor disasters” that may occur.
- Take a few minutes after each meeting to reflect on what worked well and what did not. Use this information to help ensure success in future meetings.

## Your Role as a Volunteer Leader

As a volunteer leader, you have accepted a role of great responsibility. Children will look to you to help them affirm their own competence and worth. They also will look to you for guidance on how they should behave and for assistance in developing self-control. Your caring, enthusiasm, and support will make a difference in the life of each child.

Be sure to reinforce children’s successes, and support and encourage them when they are less than successful. Present a welcoming attitude, and allow yourself to share their joy and wonder. In addition to direct involvement with 4-H Cloverbud children, volunteer leaders also have responsibility to communicate regularly with families, explaining the program and encouraging their involvement. Look for opportunities to attend training and workshops offered in your community to help improve your skills in working with children and in managing activities.

## Community Support

The greater community provides a rich resource base from which you may draw. Often, citizens with special skills or interests are eager to share their knowledge with children if invited to do so. Field trips bring added relevancy to topics you are exploring with the group. There are also opportunities available that allow children to participate in and contribute to their community. These community-service activities give children a chance to connect with their communities and take pride in their accomplishments.

## Conclusion

A successful Cloverbud program is the result of teamwork. Team members include volunteer leaders, older youth who serve as assistants, 4-H members and families, and the 4-H Extension staff. Team members' cooperative efforts create experiences that help children gain knowledge, develop skills, and form attitudes that contribute to a successful childhood, adolescence, and adulthood.



# Planning a Community Art Exhibit



## BACKGROUND

Build community support for 4-H while generating pride and enthusiasm among your group of Cloverbuds by putting together an art exhibit of their own work. Ask a local bank, library, office building, or nursing home if they would be willing to support the youngest members of 4-H by hosting an art exhibit. Emphasize that the exhibit does not need to be elaborate—10 to 30 pieces of children's art could easily decorate a lobby or hallway. Suggest that the exhibit could be displayed for a week or even a month. After getting permission to use a building for the display, discuss the following to make this an enjoyable, productive, and hassle-free event:

- Set up dates for the exhibit.
- Set specific time to set up and take down.

- Ask if an opening night event would be possible.
- Check fire codes or other building regulations.
- Look at spaces to be used, and agree on the method of mounting.

## OBJECTIVES

- To understand the planning involved in a community project
- To appreciate and value artwork we create
- To understand the concept of giving to the community

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## IDEAS FOR VOLUNTEERS

This lesson will work best toward the end of the year, after the children have made a variety of artworks at the meetings over time. Activities included here may take more than one meeting to plan and complete.

## LIFE SKILL AREAS

Children will learn social skills by working together in planning and setting up the exhibit. Decision-making skills will be used by deciding what to include and how to present it. Fine motor skills will be developed by creating artwork, invitations, mounting, and labeling.

Large motor skills will be exercised by hanging artwork and setting up the exhibit.

## GETTING STARTED

### ACTIVITY: *Looking Professional:* *Mounting Artwork*

**Materials:** artwork completed by the children during the year, large black construction paper, scissors, rubber cement, yardstick or ruler.

**Note to the Volunteer:** Let the children have fun mounting their own masterpieces! The construction paper should frame the artwork with a 1-½- to 2-inch border all around. Have mats pre-cut, or assist the children with measuring and cutting. Use rubber cement to glue the artwork to the mat. If the glue smears or gets on the artwork or mat, you can repair it by letting it dry thoroughly and rubbing it off with a clean finger.

**Application:** Encourage the children to look at framed artwork at home, school, doctor's offices, or other public areas. How are the pictures presented? Do they always have a mat? Are they always framed under glass?

#### **ACTIVITY: Who Did This? Labeling Artwork**

**Materials:** white, unlined 3- x 5-inch index cards, pencil with eraser, black fine-tip marker, masking tape

**Note to the Volunteer:** Have the children make labels for their artwork. Since most younger children are not printing clearly yet and because printing can be tedious and frustrating, assist them by having an adult neatly and very lightly print the following information on an index card:

- Child's name
- Child's age
- School / Grade
- Cloverbud Group Information

**Application:** Ask the children to see if they can find the artist's signature on paintings and pictures they see.

#### **ACTIVITY: Adding to the Collection: Family**

Portraits

**Materials:** white 8-1/2 x 11-inch paper, markers or crayons

**Note to the Volunteer:** Family portraits are always favorites at museums and art galleries. Encourage the children to draw portraits of their families. Suggest the following guidelines:

- Include everyone in your family, even your pets
- Fill the entire page; make the figures big
- Use color, color, and more color!
- Don't forget the details (does your mother wear glasses, or does your brother have freckles?)

If your group is typical, you will see a range of skills in their drawings. Praise all of them. Point out things you like in each one, and describe what you see. Make sure you acknowledge how hard they have worked!

**Application:** Ask the children to look for family portraits at home. Is there one of their family? Do their parents have any old family portraits?

Let the children outline your printing with the black marker. When the ink is dry, use the eraser to remove any pencil marks that remain. Help them roll masking tape, and attach the card to the lower right-hand corner of the artwork.

### **DIGGING DEEPER**

#### **ACTIVITY: You're Invited (12 to 15 minutes)**

**Materials:** construction paper, preprinted, cut and duplicated event information (see below), stamp pads, art gum erasers, and glue.

**Note to the Volunteer:** Make simple invitations to the Gallery Opening by using art gum erasers to print designs on the construction paper. The erasers can be cut into shapes or simply used as they are to make repetitive designs in different colors. Fold the paper in half; print on the outside, and glue the event information on the inside.

The information should include the following:

- What - A Cloverbud Art Exhibit  
Come join us and see original artwork, talk to the artists, and enjoy light refreshments.
- Where
- Date
- Time
- RSVP (optional)

Let the children make several invitations to give to family and friends. Don't forget to invite the "benefactors" who have offered the space in their building!

**Application:** Have the children look at invitations they have received. How are they similar to the ones they have made?

## LOOKING WITHIN

**ACTIVITY: Setting Up the Exhibit** *Materials: artwork, masking tape, step ladder*

**Note to the Volunteer:** Check with the building owners or managers to determine whether there are fire code or other restrictions to mounting items on the wall. Spend an afternoon or evening decorating the halls and walls of your gallery! Use rolled masking tape or gummed putty (available at office supply stores) to hang your pictures. Make sure each picture has a name label on it. The children may choose to group similar artworks together or space them randomly. Try laying them out on the floor first to get an idea of what they will look like on the wall. After mounting the pictures on the wall, have the children stand back and look at them. Are they straight? Do they look balanced? Are they anchored firmly enough?

**ACTIVITY: The Opening: By Invitation Only**

**Materials:** simple refreshments, punch, cookies, napkins

**Note to the Volunteer:** Check with the host of the exhibit to see if an opening night event is possible. Plan an opening night party! Invite parents and friends to see the artwork, meet the artists, and have some refreshments. Use this event as an opportunity to publicly thank the people or organization who are letting you use their building.



## REACHING CONCLUSIONS

**ACTIVITY: Evaluating Ourselves**

**Materials:** none

After the art exhibit has ended, have the children evaluate the experience by answering the following questions:

- Do you think the art exhibit was successful?
- Why or why not?
- Would you do anything differently?
- Did you learn anything from it? What?
- Would you do it again?

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# Bubble-Mania



## OBJECTIVES

- Understand that it takes air to make bubbles.
- Understand that water has a special force or "stick-togetherness" called surface tension and that it can be broken by soap.
- Understand that light bends as it passes through bubble film to produce colors.
- Enhance youth science skills of observing, communicating, comparing, and measuring.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## BACKGROUND

Water, like all substances, is made of molecules ( $H_2O$ ) that are too small to see. These water molecules are attracted to each other. The effect of this attraction is called surface tension. Surface tension makes the water act as if it has an elastic skin. When soap is added to water, the molecules of the soap spread over the water and

break the surface tension. A bubble is made of a sandwichlike covering made up of water and detergent that encloses some air. Light shining through a bubble makes beautiful colors. As the walls of the bubble become thinner, the light is reflected back, either from inside the soapy film or from the outside. When this happens, the colors of the spectrum appear. The colors will change by disappearing and reappearing as the bubble stretches to become thinner and thicker.

## LIFE SKILL AREAS

- There will be opportunities for developing social-interaction skills when working together in teams and during group discussion and sharing.
- Learning skills will be developed as the children gain new information.
- Hand-eye coordination and fine motor skills will be promoted by using scissors and making and using bubble blowers.

## IDEAS FOR VOLUNTEERS

- Choose one or two of the activities from each section.
- Try to create an appropriate atmosphere by decorating the room, thinking about activity arrangements, and playing background music.

**Safety Precaution:** Remind the children before every activity that requires soap not to touch or rub their eyes during the activity. At the conclusion of the activity, the children should thoroughly rinse and dry their hands. Clean up all spills promptly so children will not slip.

## GETTING STARTED

### ACTIVITY: Basic Bubbling

**Materials:** two straws and two cups per child, water, liquid soap and newspaper

**Note to the Volunteer:** Prior to the activity, label half of the cups "water" and the other half "soap." Fill each with a  $1/3$  cup of water. Add about ten drops of soap to the cups labeled soap. Cover the tables with newspaper, and set out the cups and straws for each child.

**Application:** Invite the children to sit at the table with the cups and straws. Ask if any of them

have ever blown bubbles into their beverage with a straw. Explain that today they will not have to worry about their table manners and will do an experiment with two different types of liquids. Invite the children to use the straws and begin blowing. Allow the bubbles to fill and overflow the cups. Encourage the children to observe and experiment.

Ask the children the following questions:

- What shape are the bubbles?
- Can you see any colors in the bubbles?
- Does it make a difference if you blow gently or hard?
- Do you think you can make a bubble without air or wind?
- Which liquid made the best bubbles?
- What makes the best bubble?

#### **ACTIVITY:** *It Takes Air to Make Bubbles*

**Materials:** manual rotary eggbeaters, whisks, forks, large-slotted spoons, liquid soap, large containers of water, and newspaper

**Note to the Volunteer:** Spread several layers of newspaper on the work surface or do this activity outside.

**Application:** Ask the children what they think will happen if they mix water with soap by using the beaters, whisks, forks, and slotted spoons. Encourage the children to experiment by adding soap to the water and trying the different tools you have provided. Ask the children the following questions:

- What happened when you mixed the soap and water using the tools?
- Why does beating or whisking the soap and water make bubbles?
- Compare the bubbles made by blowing in the straw to these bubbles. Do they look the same? (Beating forces more air into the soapy water making many tiny bubbles.)
- Which tool made the most bubbles?
- Which tool made bubbles the fastest?

## DIGGING DEEPER

### **ACTIVITY:** *Breaking the Tension*

**Materials:** Each pair of children will need a pie pan half-filled with water, 1 pinch of cornstarch or baby powder, a small amount of liquid dish detergent, and paper towels.

**Note to the Volunteer:** The pie pans must be clean and free of all soap or oil. Be sure to use a clean pan and fresh water each time the children try the experiment. The powder is able to float on top of the water because of surface tension. Detergent breaks the surface tension on the water where the soapy finger touches. The powder is drawn by the stronger surface tension at the other parts of the pan. Surface tension is a result of the natural attraction between water molecules.

**Application:** Have the children work in pairs, and have them sit next to the pan of water. Have them observe the water and describe what they see. Ask what they think will happen if powder is sprinkled on top of the water.

One child in the pair should sprinkle the powder over the water. Look very carefully at the water. Ask what happened to the powder. Why is it floating? Predict what would happen to the powder if someone dipped one of his or her fingers into the water. Allow time for the children to predict what might happen. Try dipping one finger, then discuss what happened. Have one child dip his or her finger into the liquid soap. Predict what will happen when the soapy finger is added. Have the child dip the soap-coated finger into the water, and then discuss what happened. Allow the children to repeat the experiment if time permits. Ask the children to try other substances to see what happens. Some items to try might include toothpicks, straws, or pepper. Be sure to use a clean bowl and fresh water each time. Ask the children the following questions:

- Why does the powder float on top of the water?
- Have you ever seen insects sitting on top of water?
- What happened when you added soap to the water?
- Why do you think this happened?

- What happened when you added more soap? Why?
- Why do we add soap to water when we want to clean our clothes or dishes?

### **ACTIVITY: Make Your Own Bubble Blower**

**Materials:** Bubble solution (see activity below for recipes), shallow pans or trays

- Bubble blower # 1: pipe cleaners, duct tape, scissors
- Bubble blower # 2: straws, scissors, ruler
- Bubble blower # 3: straws, 20 inches of string, scissors, masking tape
- Bubble blower # 4: any of the following: funnels, hoops, plastic rings from a six-pack of soda pop, slotted spoons, strawberry baskets, fly swatters. Be creative!

**Note to the Volunteer:** Consider the age of your children and the time available when making your choice of which or how many bubble blowers you would like to have the children make. If time is limited, make some of the other types of bubble blowers before the meeting so that the children can have several blowers to experiment with.

**Bubble Blower #1** - Bend one end of the pipe cleaner to form a loop. Close the loop firmly by wrapping the pipe cleaner around the bottom of the loop. Make a thicker handle on the loop by wrapping tape around the straight end of the wire.

**Bubble Blower #2** - Flatten one end of the straw, and cut up the middle about 1 /2 inch. Flatten the two flaps, and cut up their middles the same distance. Bend all four flaps so they stick straight out. Dip the end with the flaps into the bubble solution. Blow through the straw.

**Bubble Blower #3** - Using masking tape, mark the distance of 20 inches at several spots around the room. Using the marks, have the children measure and cut a piece of string. Cut the straw in half. Thread the string through both pieces of the straw, and then tie the two ends together in a knot. When using this bubble blower, you need to place the entire blower in the bubble solution

and let it soak for a few minutes. Use the straws as handles to carefully lift the bubble blower.

Hold the string tight, and wave the bubble blower through the air. You may need to practice.

**Application:** Lead the children through the steps for making bubble blower(s) as described above. Invite the children to join you in a shady area outside.

Ask the following questions:

- What could we use to blow bubbles?
- What shapes make the best bubble blowers?
- If you blow a bubble through a square or triangular object, what shape will the bubble be?

Let the children know that they are to experiment with their bubble blower and the different objects you have available. Remind the children that they will need to share with each other so that everyone will get a chance to use the blowers. Their job will be to report back to the group about the blowers they tried. Discuss safety issues concerning the bubble solution and blowers. Do not allow them share blowers they have touched with their mouths. Do not allow them to swing the blowers, and make sure they walk carefully since bubble solutions can be slippery. Encourage them to be patient and wait for a turn. When the children have had plenty of time to experiment with the blowers, invite them to put down the blowers and join you in a circle. Ask the children the following questions:

- Which blowers did you prefer and why?
- Are there any blowers that did not work well?
- Which blowers blew big bubbles? Little bubbles? A lot of bubbles?
- What other items would you like to try out as bubble blowers?

If some of the children did not see some of the blowers in action, children could take turns demonstrating how they worked. If time allows and the children seem interested, they could spend some time after the discussion further experimenting with the blowers.

### ACTIVITY: Which Solutions Work Best?

**Materials:** Bubble solutions (see recipes below), three buckets or trays, and a bubble blower for each child (see instructions in previous activity).

**Note to the Volunteer:** Bubble solutions seem to improve with age. You may want to make the solutions a few days ahead of time, and you can definitely store the solution and reuse it. Any water will work for ordinary bubbles. Soft water works well, but for super bubbles, use distilled water that can be purchased from the grocery store. Glycerin can be purchased from a pharmacy. It would be best to do this activity outside. The very best bubble blowing conditions are outside, in a shady area, right after sunset, when the air is still or only slightly breezy, after a rainstorm, and in open areas where your bubbles won't run into dry objects.

#### Formula #1

- 1 part Dawn Ultra or Joy Ultra dish detergent
- 15 parts water
- 2-1 /2 parts glycerin or white Karo syrup

For example: 1 cup dishwashing detergent, 15 cups water, and 1 /4 cup glycerin or syrup.

#### Formula #2

- 1 part regular Dawn or Joy
- 10 parts water
- 2-1 /2 parts glycerin or white Karo syrup

#### Super Bubble Formula

- 2 parts regular Dawn or Joy
- 4 parts glycerin
- 1 part white Karo syrup

#### SOAP

**Application:** Find a shady place outside. Invite the children to sit down in a circle while you explain what is in each bucket or tray. Let them know that they are going to be experimenting to see which solution makes the best bubbles. As a group, determine what a good bubble is. Consider size, how long the bubble lasts, how many bubbles you can blow with one dip into the bubble solution. Have the same type of bubble

blower available for the children to use for each solution. Set the buckets or trays at stations a short distance away from each other, and divide the children into three groups. Have each group start at a different station. Give them enough time to blow plenty of bubbles. Rotate the groups until everyone has had a turn at each station. Bring the group back into a circle.

Ask the children the following questions:

- Which bubble solution do you think blows the best bubbles? Why?
- What do you think is different about the solutions? (Share the recipes.)
- Does the type of dish soap that you use make a difference? Why?
- What do you think that glycerin or Karo syrup does to the solution?
- Explain that there are adults who test products for their jobs.



- If you had a job as a product tester, what types of products would you want to test?
- How can you make sure that a test is fair?

## LOOKING WITHIN

### ACTIVITY: Bubble Songs

**Materials:** none

**Application:** Children may learn the following songs by acting out the words and then singing the songs during bubble-blowing.

#### Bubble-Making Song

(to the tune of "The Grand Old Duke of York")

*I take my bubble wand and dip it in my soap, wind is blowing, bubble's growing, and away it floats.*

*First it floats up high, then it floats down low, finally that old bubble bursts;*

*I wonder where it goes!*

#### Super Bubbles

(to the tune of "Oh My Darling Clementine")

*Super bubble, super bubble, watch me blow it in the air,*

*wind is blowing, bubble's floating, whoops it burst, right over there!*

### ACTIVITY: Bubble Art

**Materials:** bubble solution, food coloring, several different types of bubble blowers, small containers, roll of white paper, and masking tape

**Note to the Volunteer:** Tape the paper to the activity tables, covering the complete surface. Fill the containers half-full of bubble solution, and add a different food coloring to each. Mix to provide a greater range of colors. Immediately clean up any bubble solution that spills.

**Application:** Encourage the children to blow bubbles over the table so that the bubbles will burst on the paper. Have the children experiment with different types of bubble blowers and mixing the solutions to form different colors.

Ask the children the following questions:

- Did different blowers make different types of designs? Why?
- What colors were you able to make?
- How did you make different colors?
- How can we use our bubble art? (They might use it for wrapping paper, pictures, or stationery.)

### ACTIVITY: Seeing a Rainbow in a Bubble

**Materials:** bubble solution, bubble blower # 1 or # 3, shallow containers, flashlight or sunlight

**Note to the Volunteer:** This activity can be done indoors. Spread several layers of newspaper under the work area. If done outdoors, make sure that the children are facing away from the sun.

**Application:** Ask the children if they would like to see a rainbow in a bubble. Have the children work in pairs. Tell one child to dip their blower into the bubble solution and get a film of bubble solution on the blower. Do not blow a bubble. Hold the blower up. Have the other child shine the flashlight through the film.

If outside, the sunlight can shine through the film. Observe what happens as the light hits the bubble film.

Ask the children the following questions:

- What did you observe?
- What colors did you see?
- Did you see any patterns?
- What makes the colors change?

## REACHING CONCLUSIONS

### ACTIVITY: Standing in a Bubble

**Materials:** a child's small plastic swimming pool, a cinder block or other heavy object, a cloth-wrapped hula-hoop (or a hula-hoop wrapped with yarn), enough bubble solution to fill the pool about 4 inches deep, and an extra adult volunteer

**Note to the Volunteer:** This activity is preferably done outside. It is best to use the super bubble formula from the Which Solution Works Best

activity, although the other solutions will work. Remember that bubble solution that has had time to age works the best. Before the activity begins, fill the tub with about 4 inches of bubble solution, and carefully place the cinder block in the center of the pool. (There should be no bubble solution on the top of the cinder block.) Place the hula-hoop in the pool to soak.

**Application:** Invite the children outside. Have them sit somewhere near the pool of bubble solution. Ask them what it would be like to be inside a bubble. Tell them that today they are going to get an opportunity to try it. Go over the following safety precautions before beginning:

- Do not climb onto the cinder block without the help of an adult.
- Stand very still while in the pool.
- Wait for an adult to take your hand before getting off of the block
- Sit quietly and watch the others until it is your turn.

Allow one child at a time to come up to the pool. Have an adult volunteer on each side of the pool. Have the volunteers help the child onto the cinder block. Ask the child to stand still with their hands to their sides. Have the volunteers wet their hands in the bubble solution and pick up the hula hoop. On the count of three, have the volunteers lift the hula-hoop up over the child. A bubble should form around the child. Have an adult volunteer hold the child's hand and help them off of the block. Let each child have a turn. If time allows, they could each have another turn.

Ask the children the following questions:

- What was it like to be inside a bubble?
- Did you see any colors?
- What colors did you see?
- What was it like when the bubble popped?
- What do you think would be the biggest bubble you could make?

## **ACTIVITY: Make Your Own Bubble Blower**

**Materials:** bubble solution and miscellaneous supplies for children to build their own bubble blower.

**Note to the Volunteer:** Invite the children to sit around a table. Ask them to describe all of the bubble blowers they have used. Tell them that now is their opportunity to design the "ultimate" bubble blower. Ask what makes a bubble blower work well. Remind them to think about this while they work on their design. Have supplies in the middle of the table for them to use. They could work in groups or individually to design the blowers.

Give them enough time to build the bubble blower. During the design process, give them an opportunity to go outside and test their blowers. Let the children know when there are only a few minutes left to build. When everyone is done, take the children outside and let them show off their bubble blowers.

**Application:** Ask the children the following questions:

- What was the easiest thing about designing your bubble blower? What was the hardest?
- Would you do anything differently?
- What other plans do you have?
- Does the size or shape of the bubble blower change the bubble? How?

## **GOING BEYOND**

### **ACTIVITY: Chemistry and Bubbles**

**Materials:** vinegar, baking soda, bubble solution, measuring spoon, measuring cup, bubble blower, and a jar with a wide mouth

**Note to the Volunteer:** This activity can be very messy. It would be best to do it outside.

Place 1 tablespoon of baking soda into the bottom of the jar. Slowly pour 1 /2 cup of vinegar onto the baking soda. Blow some bubbles and catch one on the bubble blower.

Carefully lower the bubble into the jar. Hold it there for a minute and watch what happens.

Discuss.

### ACTIVITY: Snacking on Bubbles

**Materials:** 2-1 /2 gallon container, 2 pounds of dry ice, 1-1 /2 gallons of water, 10 cups of sugar, one small bottle of root beer extract, a long stirring stick, ladle, and cups

**Note to the Volunteer:** Use caution with dry ice. Wear gloves. Touching the ice can cause freezer burns. Never allow the children to touch the dry ice. Once the dry ice is placed in the liquid, it will quickly change into CO<sub>2</sub> gas, which is the normal carbonation that is found in soda pop.

**Application:** Mix everything together. Let the children take turns stirring the mixture. The mixture will bubble and fizz. Provide each child with a cup of the mixture. Empty, clean plastic pop bottles could be used so the children can take the extra home with them.

### Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Bubble Bubble*, by Mercer Mayer

*Bubble Trouble*, by Mary Packard

*Soap Bubble Magic*, by Seymour Simon

*Bubbles*, by Joanne Arthur

### References

*Bubbles*, by Bernie Zubrowski, 1979.

*The Exploratorium: Bubbles, Exploratorium* (San Francisco), 1986.

*Soap Science*, by J.L. Bell, 1993.



### Internet Connections

Professor Bubbles' website has interesting and helpful information concerning bubbles.

You'll find everything from bubble solution recipes to the history of soap.

<http://www.bubbles.org>

The Exploratorium Museum in San Francisco has a website with lots of facts and experiments on bubbles.

<http://www.exploratorium.edu/ronh/bubbles>

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# Building Character



## OBJECTIVES

- Provide learning exercises and activities that build character.
- Develop skills in listening, decision making, and citizenship.
- Allow children to understand the importance of respecting others.
- Provide understanding that everybody is different and that it is natural to make mistakes.
- Identify people children can trust.
- Introduce responsibility.
- Develop social skills and facilitate cooperation by having children work in groups.
- Enhance self-esteem.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## BACKGROUND

The purpose of this curriculum piece is to strengthen the character of children through group activities and interaction. Building character is essential to increasing self-esteem of young children. How children define and view themselves begins early in life. Children ages 5 to 8 are sensitive about how others view them and consequently how they view themselves. These activities will help children develop a positive self-awareness for building character.

## LIFE SKILL AREAS

- Development of learning skills through hands-on experiments
- Promotion of social interaction through children working together
- Development of fine-motor skills through the use of scissors and markers

## IDEAS FOR VOLUNTEERS

- Choose one or two of the following activities from each section.
- Bring in adults or older children to talk to the group about their future, how they respect others, and why it is important to be polite, honest, and set goals.

For additional curriculum on character building, contact the Alabama Cooperative Extension System for a series of curricula titled "Character Counts."

## GETTING STARTED

### ACTIVITY: *I'm a Good Listener*

**Materials:** none

**Note to the Volunteer:** This activity will help introduce listening skills and the importance of listening to one another. Begin by using rhymes, games, and/or songs to warm up the children to listening to adults or other children. Encourage active listening through short rhymes or songs that the children are not familiar with so that they have to listen to learn. Begin with a game of Simon Says or the game of Telephone to encour-

age children to use both their ears and brain to listen. These rhymes, games, and songs will show the children the importance of paying attention and listening to one another.

**Application:** Get some feedback about listening skills and their importance by asking the children the following questions:

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

## DIGGING DEEPER

### ACTIVITY: R-E-S-P-E-C-T

**Materials:** construction paper, two banners with the words RESPECTFUL and DISRESPECTFUL, and a list of respectful and disrespectful statements

**Note to the Volunteer:** Divide the meeting room into two sections, RESPECTFUL and DISRESPECTFUL. Take the respectful and disrespectful lists provided below and others that you add, and write them separately on strips of construction paper. Make each statement seem positive, making no reference to whether it is respectful or disrespectful. Give each child a strip of paper and let them decide whether it is either respectful or disrespectful by having him/her stand on that side of the room. Go around the room to each child and read aloud his/her statement, and discuss as a group if he/she is on the correct side of the room. Make this a great learning experience for the children by elaborating on each statement, asking questions, and/or getting feedback or reactions.

RESPECTFUL	DISRESPECTFUL
* Be nice to everyone.	* Insulting others
* Be polite to others.	* Hurting others
* Let people be themselves.	* Mistreating or being mean to others
* Accept individual differences	* Making unkind comments about people

RESPECTFUL	DISRESPECTFUL
* Be honest.	* Taking advantage of other people
* Help others whenever you can.	* Always getting what you want
* Honor the rules.	* Cheating on a test.
* Do not bully others.	* Lying to parents or friends.
* Do not curse.	* Making fun of people.

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

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

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

### ACTIVITY: Everybody Makes Mistakes

**Materials:** none

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

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

**ACTIVITY: Everybody's Different**

**Materials:** none

**Note to the Volunteer:** Discuss with the children that everybody in this world is different in some way. Everybody is unique. People like, wear, and eat different things, and even watch different shows on television.

Explain that it is good that people like different things. Just think about a world in which everybody liked the same thing. Would that be a boring place to live?

**Application:** Bring out the differences among the children. Go around the room and have them address their likes and their differences. It could include differences in their appearances, tastes, hobbies, or recreational activities. Maybe have older children list them on paper. The overall learning objective is instilling that everyone is different and that we can learn from each other because of our differences.

Ask the children the following questions:

- Who do you trust?
- Why do you trust them?
- What makes you want to trust them?

**ACTIVITY: Making Decisions**

**Materials:** none

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

## LOOKING WITHIN

**ACTIVITY: The People I Can Trust**

**Materials:** a long sheet of crepe paper or poster board, crayons, and markers

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

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



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

## REACHING CONCLUSIONS

**ACTIVITY:** *Good People Are Good Citizens*

**Materials:** none

**Note to the Volunteer:** Explain that people of good character are good citizens. They are kind and think about other people. Good citizens are committed to the welfare of their neighborhood, state, country, and planet.

**Application:** Brainstorm with the children to find out what they could do to be good citizens in their town, state, or country. Ask them what kinds of activities would benefit their community and its people.

**ACTIVITY:** *Responsibility*

**Materials:** paper and pencils

**Note to the Volunteer:** Have the children compile a list of things they can do by or for themselves home. Encourage them to write down everything. Adults and parents will need to help younger children list the things that they do to be responsible.

**Application:** People have good character when they take responsibility. Responsibility means doing your part in anything you are supposed to do. You can be responsible by doing the things that you are capable of doing and working your hardest. Cleaning up your own messes, helping people, saying good things, and thinking before you speak or do are other ways you can be responsible. It all boils down to doing your part.

## GOING BEYOND

**ACTIVITY:** *What I Want to Be When I Grow Up*

**Materials:** construction paper, crayons, and markers

**Note to the Volunteer:** Have the children gather around the volunteer so that all children can see each other. Ask them to think about the following questions:

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

Have each child tell the others what they want to be and why. Depending on the number of children present, it may be wise to divide them into smaller groups with adults leading each group. Give each child the opportunity to express their beliefs and why they are interested in this career.

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

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Manners*, by Alik

*Don't Do That!*, by Barry Louis Polisar

*Psychology For Kids*, by Jonni Kincher

*Chicken Soup For The Kids Soul*, by Jack Canfield, Mark Victor Hansen, Patty Hansen, and Irene Dunlap

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

## Experiencing Disabilities



### BACKGROUND

Every day children encounter people with various disabilities. Help them develop a positive attitude toward these conditions by temporarily experiencing them for themselves.

Encourage the group to find out what it's like to be blind, deaf, and physically disabled. Encourage a feeling of respect and admiration rather than sympathy; emphasize that people with handicaps can do more things than they can't do.

### TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

### LIFE SKILL AREAS

The group games, discussions, and role-playing activities will help develop social and decision-making skills. Eye-hand coordination and large motor skills will be developed by participation in the exercises.

### IDEAS FOR VOLUNTEERS

- Choose one or two of the following activities from each section.

- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, t special seating arrangements and background music.

## GETTING STARTED

### ACTIVITY: Experiencing Blindness

**Materials:** eyeglasses, bag of common objects (spoon, pencil, paper clip, etc.), three underwater face masks or goggles (leave one as it is, cover one with wax paper, and cover the third with black construction paper)

**Note to the Volunteer:** Show the children the eyeglasses. Ask if they know what they are for and if they know anyone who has them. Pass the glasses around, and ask if the children can think of other things that help our vision (binoculars, contact lenses, a magnifying glass, etc.). Explain that some people cannot see well enough to read or even see faces without glasses or contact lenses. People who can't see at all are blind. Have each child wear the various goggles and try to identify objects while looking through them. When the children discover they have no vision with the black goggles, ask them if they can identify the objects they feel. Explain that this is how people who are blind are able to do many things. Encourage each child to experience the varying degrees of blindness, and then discuss these questions:

- What could you see when you looked out of the goggles with wax paper on them?
- Do you think you could get dressed, eat, and go to school if your vision was like that?
- How did it feel when you had the black goggles on?
- What do you think you would have to do differently if you were blind?

**Application:** Encourage the children to be aware of blind people in their community. What kinds of things do they have to help them? Do they have white canes or a guide dog?

**ACTIVITY: What Is Braille?**

**Materials:** book printed in Braille (check the local library, community agencies for the blind, or borrow one from a friend who is blind), Braille alphabet cards (write for free cards to Vision Center of Central Ohio, 1393 N. High Street, Columbus, Ohio 43201), paper, glue, and dried peas

**Note to the Volunteer:** Show the children the Braille book, and give each child an alphabet card. Explain that people who are blind can read by feeling the raised dots. Encourage them to feel the raised dots and trace the letters of their name. Pass out the paper, glue, and dried peas.

Invite the children to use their charts to create their names or a special message in Braille.

**Application:** Ask the children to look for examples of Braille signs in their community.

**ACTIVITY: Walk with Me**

**Materials:** chairs and tables or other furniture arranged in an unfamiliar pattern

**Note to the Volunteer:** Demonstrate to the children how to correctly guide a person who is blind when walking (the blind person holds onto the sighted person by linking arms and holding onto the sighted person's lower arm).

Ask for a volunteer to close their eyes (blindfolds are not recommended) and pretend they cannot see. Walk around the room carefully, describing to the child where things are located or if there are steps or other obstacles. Let the children be a sighted guide for a friend who is "blind" and then reverse the roles. Caution them to be very careful and to carefully guide their friend through the maze of furniture. After each child has had an opportunity to experience both roles, ask these questions:

- How did it feel to be guided?
- Did you trust your sighted guide?
- Did you ever open your eyes?
- Was it difficult to be the guide?

**Application:** Ask the children to look for special traffic signals in their community that are designed to make it safer for people who are blind to cross the street.

**DIGGING DEEPER**

**ACTIVITY: Finger Painting in The Dark**

**Materials:** newspaper, finger paint, spoons, finger paint paper, and blindfolds

**Note to the Volunteer:** Spread the newspaper on a table. Blindfold each child (or have them close their eyes) and a piece of paper. Help them spoon paint onto their papers. Let them paint.

Encourage them to pay attention to how it feels and smells. Ask them to try to make a picture of a recognizable object such as a house or face. Have them look at their picture. Can they identify it? Can anyone else?

**Application:** Encourage the children to be aware of all of their senses. How many things can they hear or smell? How many different textures can they feel?

**ACTIVITY: What Did You Say?**

**Materials:** none

**Note to the Volunteer:** Ask the children to imagine what it would be like if they could not hear. Explain that people who cannot hear are deaf. Some people who are deaf can be helped with hearing aids; some use sign language; and some can read lip movements. Ask the children to watch as you "speak" and see if they can understand what you are saying. Mouth each child's first and last name. Exaggerate the movement of your lips and tongue. Try mouthing song titles or nursery rhymes everyone is familiar with to see if they can "read your lips." Some words look the same as others when they are mouthed. Try this experiment to illustrate that reading lips is not an easy task. Mouth the words "olive juice." What does it look like you are saying? Most will probably guess that you are saying "I love you!"

**Application:** Ask the children to turn down the volume the next time they watch television. Can they tell what the characters are saying?

**ACTIVITY: Communicating with Sign Language**

**Materials:** an American Sign Language (ASL) alphabet chart, pattern for "I Love You" in ASL, scissors, and markers

**Note to the Volunteer:** American Sign Language is used to communicate with people who cannot hear. There are signs for most words and an alphabet for finger-spelling names or uncommon words. Show the children how to sign the letters of the alphabet, using the chart. Help them finger-spell their names. Show them the sign for "I love you." Give each child an outline of the sign to cut out and decorate.

**Application:** Ask the children to share their new sign with their families.

## LOOKING WITHIN

**ACTIVITY: Physical Disabilities - What Are They?**

**Materials:** several pairs of garden gloves, a variety of toys for constructing, such as building blocks, train tracks, or puzzles, coloring books, and crayons

**Note to the Volunteer:** Explain to the children that some people have physical disabilities. This means that some parts of their body aren't able to work very well, or maybe not even at all. Some people are born with disabilities, and some people become sick or injured, which leaves them with a physical disability. Stimulate discussion by asking these questions:

- Can you think of any physical disabilities that involve the arms or legs?
- How would having this kind of disability prevent a person from doing anything?
- What could this person do or use to help them do things that they need to do?

Tell the children that you are going to experience what it would be like to not have very much control over your hands. Put on the garden gloves,

and show them how it is difficult to do even very simple things such as tying a shoe or buttoning a button. Let each child try to play with the various toys while wearing gloves.

Ask them to draw in the coloring book and write their names with crayons. Ask them to think of other things that would be difficult to do.

**Application:** Ask the children to think of ways people with physical disabilities accomplish goals and contribute to their families or schools.

**ACTIVITY: Wheelchair Mobility**

**Materials:** a borrowed wheelchair

**Note to the Volunteer:** Ask the children if they know anyone who has a wheelchair or if they have ever seen anyone use one. Sit in the wheelchair, and demonstrate how to go forward, backward, turn corners, and lock the brakes. Ask if the children can think of types of disabilities that would make a wheelchair necessary. Let the children take turns maneuvering the wheelchair. Encourage them to try it in the following places:

- Entering or exiting the building
- Sitting at a table
- Maneuvering around furniture



- Going down a hall and around corners
- Using the restroom
- Drinking from a drinking fountain

Ask them to think about things people who use wheelchairs have to deal with every day. How would their lives be different if they used a wheelchair? What changes at home and school would have to be made?

**Application:** Ask the children to look in their community for examples of wheelchair accessibility.

### **ACTIVITY:** *Handicapped Accessible Scavenger Hunt*

**Materials:** public place with handicapped-accessible signs

**Note to the Volunteer:** Take the children through a public building, school, restaurant, or shopping center, or have them think of places they have seen examples of handicapped accessibility, such as the following:

- Ramps
- Handicapped-accessible parking spaces
- Automatic door openers
- Handicapped-accessible restrooms
- Special spaces for wheelchairs in movie theaters or churches

Are there places in your community that a person in a wheelchair could not go? Where are they? What kinds of barriers are there for wheelchairs?

**Application:** Encourage the children to look for handicapped-accessible places everywhere they go.

## REACHING CONCLUSIONS

### **ACTIVITY:** *Head, Shoulders, Knees, and Toes*

**Materials:** none

**Note to the Volunteer:** Sing this old favorite song through once regularly. Sing it a second time with your eyes closed. The third time, don't sing it, but do the actions.

### *Head, Shoulders, Knees, and Toes*

*Head, shoulders, knees, and toes.*

(touch each body part as you sing each word)

*Head, shoulders, knees, and toes. Eyes and ears and mouth and nose. Head, shoulders, knees, and toes.*

Try doing the song at different speeds. Is it easier or harder to do with your eyes closed? With no words?

### **ACTIVITY:** *What We Can Do!*

**Materials:** none

**Note to the Volunteer:** Have the children sit in a circle. Ask them to think about the different disabilities they have experienced. Go around the circle, and ask someone to name one thing they could not do if they had a particular disability. Then, ask them to think of two things they could do. For example, "If I were blind, I could not watch a movie, but I could listen to music and dance."

Ask each child the same thing, rotating the type of disability.

**Application:** Encourage the children to look at people with disabilities and focus on what they can do, not on what they can't.

## Reading Adventures

This list of reading materials can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterwards to reinforce the lesson.

*Sign Language ABC with Linda Bove*, by Linda Bove

*A Button in Her Ear*, by Ada B. Litchfield

*Roly Goes Exploring*, by Phillip Newth

*Our Teacher's in a Wheelchair*, by Mary E. Powers

*My Favorite Place*, by Susan Sargent

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

# Good Vibrations: The Science of Sound



## LIFE SKILL AREAS

- The group discussions and experiments are a good way for the children to develop social skills and science skills.
- Fine motor skills and hand-eye coordination can be developed through using scissors and making the various musical instruments.

## OBJECTIVES

- Understand that sounds are made by vibrations.
- Understand how sounds travel and are heard.
- Develop science skills of observing, comparing, and categorizing.
- Gain an appreciation for how sounds enrich our lives.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes.

Each activity will take about 5 to 15 minutes to complete.

## BACKGROUND

Sound is vibration moving through a material such as air, water, or other material. Our ears collect the vibrations and pass them down the ear

canal to the eardrum. The eardrum vibrates like the head of a drum. Other small bones in the ear continue the vibrations until they reach the inner ear, where they are changed to signals that are sent to the brain.

## HELP FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Matching by Shaking

**Materials:** one nonsee-through plastic container (for example, plastic eggs, empty film canister) per child and small items to fill containers (beans, pennies, paper clips, O-shaped cereal, popcorn kernels)

**Note to the Volunteer:** Before beginning this activity, place small items in pairs of containers. For example, two containers with beans, two containers with pennies, and so on. You need enough containers so that each child will have one. If you have an odd number of children, the volunteer could also play.

As the children arrive, give each child a container. Tell them not to open it. They can shake it to get more information about what may be inside. Tell them that they are to find the person who has the same items. When everyone thinks they have found their match, have the children open their containers to see if they were correct. Ask the children the following questions:

- What kind of sounds did you hear?
- How did you know who had the same items in their container?
- Why did the different items in the containers make different sounds?

- What other things could be put into the containers to make sound?
- What things could you put in the containers that would not make sound?

**Application:** We can get important information by hearing. Ask the children to identify some times when listening carefully is important.

### **ACTIVITY: Throaty Vibrations**

**Materials:** balloon

**Note to the Volunteer:** Invite the children to join you in a circle. As a demonstration, fill a balloon with air. Stretch the neck sideways to let some air out. Change the amount of air that is released. That was a funny sound. How are sounds made? Ask the children if any of them have ever “felt” a sound. Explain that sounds are made by vibrations. Have the children gently place their fingertips on their throat. Ask them to say their name in a normal, indoor voice. Try higher sounds, lower sounds, quieter sounds, and louder sounds. Explain that they are feeling the vibrations in a part of their body called the vocal cords. Ask the children the following questions:

- Could you feel a vibration when you talked?
- How did the vibrations change when you made different sounds?
- Do you ever have a hard time talking when you first wake up?

**Application:** Explain to the children that singers warm up their voices before a performance. Ask them if there is ever a time that they should warm up their voices. Why? Help the children to understand that vocal cords can be damaged, and they need to take care of them.

### **ACTIVITY: Moving Vibrations**

**Materials:** flashlight, silver sequin or piece of mirror, one per three-child team: one coffee can or other container with both ends open, plastic wrap (enough to cover one end of the container), one large rubber band, about 20 grains of rice, and a radio or audio cassette player

**Note to the Volunteer:** Prepare one container ahead of time. Glue a silver sequin or small piece of mirror to the center of the plastic wrap. Invite the children to sit in a circle around you.

Place the container on its side on a table. Have a child volunteer to talk loudly into the open end of the coffee can. Ask another child to hold the flashlight. When everyone is settled into their places, turn down the lights so the room is fairly dark. Ask the child to speak into the can. Have the other child stand at a 45 degree angle and turn on the flashlight and shine it onto the plastic wrap. The light from the sequin/mirror should reflect onto the wall. (It will help if there is a flat, light-colored wall to reflect the light on.) Each child could take a turn speaking into the can to “see” the vibrations of their voices. Remind them that all sounds are made by vibrations. Ask how they can tell there is a vibration when a sound is made. (They may mention feeling the vibration.)

Tell them that we saw the vibrations that make sound.

Now divide the children into groups of three. Provide them with supplies. Ask the children to put the plastic wrap over one end of the container can and secure it with a rubber band, making sure the plastic wrap is pulled taut. Turn on the radio or audio cassette player. Set the container on top of the radio or audio cassette player. Place about 10 grains of rice on top of the plastic wrap. Turn the volume up just until you see the rice start to move. Have the children observe the movement. Ask the children the following questions:

- What did you see?
- Does the rice move the same way no matter what sound is made?
- Does the rice move differently with high sounds and low sounds? How?
- What would happen if the volume is turned up or down?

**Application:** Have the children design their own light show using sequin cans, flashlights, and their voices or music.

### ACTIVITY: Making Kazoos

**Materials:** one 6-inch cardboard tube (toilet tissue or paper towel) per child, wax paper (enough to cover one end of the tube), a rubber band, and crayons or markers for decorating

**Note to the Volunteer:** You will need to make a hole in each child's tube as shown. Invite the children to join you at the tables. Ask the children if they know how to hum. Have them practice humming for a minute. Tell them that a kazoo is an instrument that helps make a humming sound louder by making more vibrations. Have the children place the wax paper over one end of the tube. Hold the wax paper in place by putting the rubber band around the tube as shown. Ask the children to hum into the open end of the kazoo. Choose a tune that all of the children know (for example: "ABC's" or "Happy Birthday" if someone's birthday is near). Have the group form a kazoo band and "play" a song as a group. Ask the children the following questions:

- Does your humming noise sound different when you use a kazoo?
- What is vibrating on your kazoo?
- Do you think that changing the length of the kazoo would change the sound? Try it.
- How do you think a larger kazoo would sound? The tube a carpet comes rolled on would show how the same sound waves spread out in a larger space make a lower sound.

**Application:** All musical instruments use vibrations to make sound. What is vibrating in a piano? (strings struck by the small hammers in the piano) A clarinet? (the reed or mouthpiece) A drum? (the skin) A guitar? (strings)

## DIGGING DEEPER

### ACTIVITY: How Sound Waves Travel

**Materials:** large bowl with 2 inches of water, a rock or heavy object deeper than 2 inches that will fit in the bowl, and something that makes sound (timer, radio, etc.)

**Note to the Volunteer:** If an overhead projector is available, a clear bowl shown through the overhead projector works well for a larger group.

Place an item that makes sound in the room away from the group. Invite the children to join you in a circle. Have them gather as closely as possible to the bowl in the center. Ask the children if they can see sound moving through the air. Direct their attention to the item away from the circle that is making sound, and ask whether they can hear that sound. Ask how that sound gets from the item to their ear. Explain that we can often see the shaking caused by the vibrations, but we can't actually see the sound in the air. If we could see sounds, they would travel a little like water waves—outward in all directions. Have a child touch one fingertip to the water in the middle of the bowl. Ask all the children to observe carefully what happens. The children should see waves spreading out in all directions. Explain that sound vibrations also travel out in all directions. Each child can take a turn touching the middle of the water. Place the rock or other object into the bowl. Have a child touch the water in the center of the bowl. Ask the children to observe carefully what is happening. Ask the children the following questions:

- Can sound vibrations travel through the air?
- What did you observe when the finger touched the water?
- What happened to the waves when you were under the water?
- Can sound travel through water?
- What other materials can sound travel through?

**Application:** If sound travels in all directions, why is it harder to understand someone when they are facing away from you? (Solid objects can change the path of the wave.)

Why would it be important to face someone when you are talking to them?

### ACTIVITY: Making a Megaphone

**Materials:** clear tape, one sheet of construction paper (9 x 12 inches or larger) for each child, markers or crayons for decorating, and scissors (optional)

**Note to the Volunteer:** Explain to the children that sound waves travel out in all directions, but we can make those sounds travel in a certain direction by making a megaphone. Help the children shape the construction paper into a cone with a large hole at one end and a small hole (about 1/2 inch in diameter) at the other end. Hold the cone in place with tape. If you wish, cut the ends of the cone to make them even. Let the children decorate the outside of their megaphones. Try them out! Ask the children the following questions:

- What does it sound like when someone talks through the megaphone?
- How is it different than when someone talks without the megaphone?
- What does it sound like when they point the megaphone away from you when they talk?
- Why do you think this happens? (Explain that the megaphone only allows the sound to travel out in the direction of the hole in the cone.)

**Application:** Sometimes cheerleaders use megaphones at sporting events. When are some other times that you would want to direct sound in a certain direction? (for example, whispering in someone's ear, calling someone to come in from outside, when someone wants to listen to the radio but others don't want to hear it) How would you direct the sound? (cupping hands, using earphones)

### **ACTIVITY: Making a Telephone**

**Materials:** two plastic cups, two paper clips, and 5 to 8 feet of string for each pair of children

**Note to the Volunteer:** You will need to poke holes in the bottoms of the cups using a nail and hammer or scissors before beginning this activity.

Have the children pair up and stand 5 to 8 feet apart. Give each of them a cup. Ask one child to talk into the cup. Have the other partner hold a cup up to their ear. Ask if they can hear what their partner is saying. Have the children thread the string through the bottom of the cups, and then tie the paper clip to the ends of the string in the cups. Volunteers may have to help children tie the paper clips onto the string. Pull the string tight.

The children can take turns talking and listening through the "telephone". (Tell the children not to let the string get too loose.) Ask the children the following questions:

- Could you hear your partner through the telephone?
- Could you hear your partner better when the string was loose or tight?

**Application:** How could you connect your phones so that four people could be connected at the same time?

**More Challenges:** Let children try different types or lengths of string, such as dental floss or fishing wire, or different types of cups.

### **ACTIVITY: Quacky Cup**

**Materials:** bowl filled with water, one small plastic cup per child, 18-inch cotton string, and a paper clip

**Note to the Volunteer:** You will need to poke a hole using scissors or a nail and hammer (big enough for the string to fit through) in the bottom of each plastic cup prior to the activity. Have the children tie one end of the string to the paper clip. (This may be done ahead of time for younger children, or it could be an opportunity for learning how to tie.) Thread the other end of the string through the inside of the cup, and pull the string down until the paper clip rests on the bottom of the cup. Have the children dip the string in the bowl of water and get their fingers wet, and then have them pull their fingers down the string. (It should make a loud noise. If it doesn't work well, make sure their string is wet.)

If time allows, let the children experiment with different sizes and types of cups and different types and lengths of string. What type of cup makes the loudest noise? The quietest? Does the type or length of string affect the sound your cup makes? How? Ask the children the following questions:

- What happens when you pull your fingers down the string?
- What causes the loud noise? (Your fingers create friction on the wet string which vibrates in the cup and creates a sound.)

- What does the “quacky” cup sound like?
- How could you change your cup to make a different sound?

**Application:** How are a guitar and a violin like the instrument you just made?

What other musical instruments use strings to make sounds? (banjo, fiddle, harp, cello, piano)

### **ACTIVITY: Kitchen Sounds**

**Materials:** kitchen gadgets: metal, wooden, and plastic (for example: large metal spoons, whisks, wooden spoons, baking racks, spatulas, tongs, measuring cups); string and pencils (one for each pair of children)

**Note to the Volunteer:** Cut the string into 2-foot lengths. Tie a gadget in the center of each piece of string. Ask the youth if the kitchen gadgets you have in front of you make sounds. What types of sounds do you think they make? We are going to listen to sounds in a fun and different way. Demonstrate how to listen to the kitchen gadgets. Wrap the ends of the string around your index finger several times. Hold it in place with your thumb. Hold your fingers up to your ears as if plugging them. Ask one of the children to strike the gadget with a pencil. Explain the sound you hear to the group. Have the children work in pairs to test the different items. Encourage them to try all the gadgets and to talk with their partner about what they are hearing. Ask the children the following questions:

- How were the sounds alike? How were they different?
- Why do you think you can hear sounds through the string? (Sounds travel better through solids than through the air. The string vibrates and causes the sound to travel to the ear.)

**Application:** How could you write down the song that you played so that someone else could play the same song?

### **ACTIVITY: Rubber Band Guitar**

**Materials:** pictures of musical instruments, a shoe box or another container about the same

size such as a loaf of bread, three to five different-sized rubber bands that will fit over the container, and items to decorate the guitars

**Note to the Volunteer:** Ask the children to name some musical instruments. If they have a hard time naming some, show them the pictures to get started. Help them think of instruments that would fit into each of these categories: strings (guitar, violin), percussion (drum, bells, wind chimes), keyboards (piano), woodwinds (flute), and brass (trumpet). Remind the children that all sounds are made of vibrations. Every musical instrument has to create a vibration to make noise. They are going to be making a rubber-band guitar that uses vibrations to make sounds.

Give the children the materials. Have them put the rubber bands over the container. Put the rubber bands on in order from thinnest to thickest. Show the children how to pluck the rubber bands to make sound. Invite them to play their guitars. Have them observe how the rubber bands move. Ask the children the following questions:

- Which rubber bands make the highest sounds? The lowest sounds?
- How can you make the sounds louder? Quieter?

**Application:** Ask the children to categorize the kitchen gadgets in different ways. Let them discuss the categories that they used. What were their favorite and least favorite gadgets for making sounds?

## LOOKING WITHIN

### **ACTIVITY: The Amazing Ear**

**Materials:** copies of ear drawing for each child (or ear diagram blown up on overhead projector or poster board), optional: audio cassette player and tapes of nature sounds or everyday sounds (libraries often have these available for check out)

**Note to the Volunteer:** Have the children close their eyes and for 45 seconds quietly listen to the sounds around them. Ask them to sit as quietly as possible. (You may want to have them listen to their natural environment first, and then play tapes of nature sounds and everyday sounds.) Discuss the sounds that they heard. We know all

sounds are made up of vibrations, but how do we hear them? Let the children explain what they know about how we hear. Explain that what most people call the ear is only the outside of the ear, the point where the vibrations enter. Vibrations travel inside your ear. They strike the eardrum that vibrates like the top of a drum. This starts the three tiny bones vibrating. The vibrating sends a signal to the brain for us to hear the sound. This all happens very quickly! Ask the children the following questions:

- What parts inside the ear help you to hear?
- Are vibrations important?

**Application:** Ask the children to imagine that they can't make or hear any sounds. How would we communicate with each other? Explain that some people cannot hear. Ask the children how they think these people communicate?

### **ACTIVITY: Music and Movement**

**Materials:** recorded music and device for playing the music (music should include several different "moods" of music from slow and sad sounding to fast and happy), an option would be to have a musician visit who can play music, expressing different moods. Talk to the children about how music often helps people show their feelings. Some people use music to help them feel better when they are sad. Other people use music to show they are excited. Some people use music to help them relax. Tell the children to listen to the music. When they think that they have picked up a "feeling" from the music, have them move in a way that shows that feeling. Change the music and have them change their movements accordingly. Do this several times. Ask the children the following questions:

- Did your feelings change when I changed the music?
- When would you like to listen to slow music?
- When would be a good time to listen to fast music?

**Application:** Music is often used at parties and celebrations. What songs do you know that make a party or celebration fun? If everyone in the

group knows the song, they can all sing it together. Ask the children to predict (guess) what kind of sound the jars will make when you tap them. Will all the jars sound the same? Show them how to carefully tap the jars. Put the children in teams of three to four.

Give the children an opportunity to make sounds with the jars. Explain that we can keep a record of the music we like to hear. Show them the sheet music and point out the notes. Ask the children to make a record of their own song.

Have them color dots on a piece of paper to match the colors of the bottles they played. The children may share their song with the entire group or trade songs between teams for playing. Ask the children the following questions:

- What did you hear from the jars when you tapped them?
- How were the sounds different?
- Which jar was highest? Lowest? Softest? Loudest?

**Application:** Why is it important to write down music? When are other times you need to write things down?

## GOING BEYOND

### **ACTIVITY: Sound Sharing**

**Materials:** guest speaker

**Note to the Volunteer:** Discuss proper etiquette for having a visitor before the guest arrives. Invite a guest speaker to share sound information with the children. Types of visitors might include the following:

- Band member or director—to share instruments and how they work, how a band plays together
- Musician—to share their instrument and how they read music
- Worker that wears ear protection—to share safety information
- Someone who communicates without sound—to share how their life is different without sound

## REACHING CONCLUSIONS

### ACTIVITY: Recording Sounds

**Materials:** copy of sheet music for each team of three to four children, five glass jars (all the same size), water, food coloring (four to five colors), white paper, crayons or markers, and a wooden stick

**Note to the Volunteer:** Prior to the activity, place varying amounts of water in the five jars. Color the water in each jar with a different color. (If you only have four bottles of food coloring, you can mix two colors to get a third. For example: red and yellow food coloring will make orange when mixed together.) Put the jars in order from the least amount of water to the most. Use caution with the glass jars. Make sure that the children know the jars must stay just where they are at all times.

**Application:** What can people do to protect themselves from damaging sounds?

### ACTIVITY: Helpful vs. Harmful Sounds

**Materials:** newsprint and markers

**Note to the Volunteer:** Encourage the children to appreciate sound by making a list of all the helpful sounds they hear. (An alarm clock in the morning, a horn on a car warning you of danger or to say hello, a doorbell letting you know someone is waiting outside your door, the timer on the stove reminding you to take the cookies out of the oven, the radio giving the daily weather forecast, etc.) Not everyone is able to hear,

and some people cannot hear as well as others. Those who don't hear as well can use a device called a hearing aid that helps them hear sounds better, just like people wear glasses to help them see better. People who can hear need to do certain things to protect their ears from damage. Help the children generate a list of sounds that can be damaging to their ears. (Loud music, loud machinery, spending a lot of time around the outside of airplanes when they take off and land, very high sounds)

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*All About Sounds*, by Ruth Thompson

*The Hee-Haw River*, by Dee Lillegard

*The King's Collection*, by Ruth Craft

*Mr. Brown Can Moo! Can You?*, by Dr. Seuss

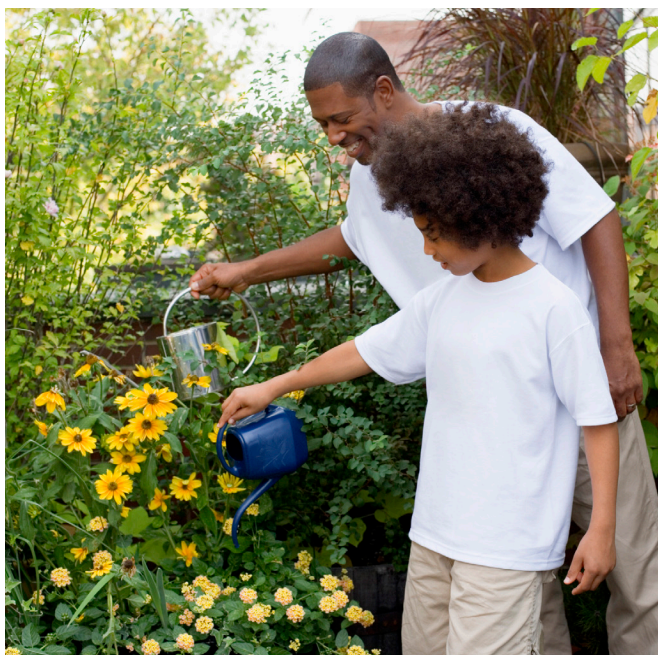
*Night Noises*, by LaVerne Johnson

*Polar Bear, Polar Bear, What Do You Hear?*, by Bill Martin

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



## Hobbies & You!



### OBJECTIVES

- Develop interests and hobbies.
- Develop fine motor skills.
- Learn to express oneself.

### GROUP SIZE

6 to 8 children per adult volunteer

### TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

### BACKGROUND

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

When we think of a hobby, we think of a pastime that is pursued in one's free time, or what we call leisure time. In today's society, use of leisure time is very important. Americans have more

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

### LIFE SKILL AREAS

- Fine motor skills will be developed through exploring one of the following home hobbies: weaving, sewing, woodworking, or painting.
- Social skills will be developed through interacting with other members in the group during the discussion of hobbies, home hobbies, leisure time.
- Learning is based on trial and error, and skilled craftspeople can show how growth can occur in their leisure-time activity. Physical skills are required for many home hobbies.
- Hand-eye coordination is enhanced.
- Some crafts require not only fine motor skills, but other motor skills that can be developed as well.
- If collecting something becomes a hobby, a child will learn skills of organizing and classifying.

### HELP FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create the appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Name as Many Hobbies as You Can

**Materials:** poster board and markers, or paper and pens, pencils, and crayons

**Note to the Volunteer:** Ask each child to name a hobby and a person who has that hobby. Some are listed here to help come up with a list.

- Collecting: Coins Leaves Toys Marbles, Sports cards, Stamps
- Drawing
- Cooking
- Building Models: Cars Planes Rockets Boats
- Painting
- Flower Arranging
- Sewing
- Playing Musical Instruments
- Knitting
- Singing
- Weaving
- Acting
- Spinning
- Reading

Divide hobbies into categories listed below, or circle the hobbies that would be considered home hobbies.

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

## DIGGING DEEPER

**ACTIVITY:** *Lace-a-Pet, Lace-a-Puppet, Lacing and Tracing Animals*

**Materials:** stitching crafts from a department store or an educational supply store

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

**Application:** Stitching is one of many home hobbies that is fun to do. Ask a local sewing store if they know of someone who enjoys weaving that would like to come talk to your Cloverbud group. Ask them to bring some completed crafts for display and to give a demonstration.

**ACTIVITY:** *Weaving*

**Materials:** brown felt, buttons, pinking shears, pattern, pencils, needles, embroidery floss, and fiberfill.

**Note to the Volunteer:** Using a paper pattern, make a heart basket, a place mat, or use a small loom to make a potholder.

**Application:** A hobby can help your family in that you can make things that would otherwise have to be purchased. Homemade items are also nice to have because they are unique and because they are made by someone special. Many home hobbies make wonderful gifts!

**ACTIVITY:** *Woodworking*

**Materials:** a precut kit for a wooden toy, bookends, bird feeder, birdhouse, or other wood kit

- Put together a precut kit for a wooden toy or birdhouse as a group.
- Make a Cloverbud Club birdhouse or feeder.
- Make a pair of bookends.

**Application:** Making homes for birds provides them with a safe place to live and allows you to watch the birds flying to and from their home. Your home is made mostly of wood. Wood can be cut into virtually any shape and can be used to make many different items. Hobbies are only limited by your interests. What are your hobbies?

**ACTIVITY:** *Drawing or Painting*

**Materials:** paper, pencils, crayons, pens, paint, and canvas-covered frame

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

like to look at. Invite a local artist to share with the group about what tools and materials they may use.

## LOOKING WITHIN

### ACTIVITY: *Sharing*

**Materials:** Ask children to bring a collection (any group of items) they could tell the other Cloverbuds about.

**Note to the Volunteer:** Ask the children why they started collecting, how long they have been doing it, if there is another item that would make their collection complete, and what they find special about the items they have collected.

**Application:** Each person has different interests or hobbies. Why is it fun to have hobbies?

## REACHING CONCLUSIONS

### ACTIVITY: *Beading*

**Materials:** beads, buttons, macaroni, colorful straws cut into small pieces, string, small bowls, and trays

**Note to the Volunteer:** Provide an assortment of colorful beading materials in the small bowls. Give each child a tray to work on (or newspaper with the corners rolled up so the beads won't fall on the floor) and a length of string for a necklace and a bracelet.

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



## GOING BEYOND

### ACTIVITY: *Cup Gardening*

**Materials:** cups, seeds (large seeds work best: beans, squash, corn), a bag of potting mix, and a bucket or deep tray

**Note to the Volunteer:** Put the potting mix into a bucket or deep tray and add enough water to moisten it. Using your hands (some little volunteers may want to do this part; ask them who wants to take turns), combine the potting mix and the water. It is wet enough when a handful has a few drops of water come out when you squeeze it.

Let each child select a cup and scoop enough moistened potting mix from the bucket or tray to fill the cup. Have a selection of seeds to choose from in cups with the picture of the plant (or the package) next to or taped onto the corresponding cup of seeds.

Let them poke a small hole in the potting mix using their finger, a stick, or a pencil. Demonstrate how to put the seed in the soil and cover up the small hole they have made in the potting soil.

Continue watering the cup garden until the seeds begin to grow.

**Application:** Gardening is a hobby that can be done outside and provides food for one's family—a hobby you can eat!

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Creative Crafts from Plastic Bottles*, by Nikki Connor

*Creative Crafts from Plastic Cups*, by Nikki Connor

*Masks*, by Ting and Neil Morris

*Animals*, by Penny King and Clare Roundhill

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

# I Am Special!



## LIFE SKILL AREAS

The group games, teamwork, and songs will help develop social skills. Opportunities for decision making will be provided through games and discussions. Development of fine motor skills and eye-hand coordination will be encouraged through the use of scissors and markers. Large motor skills will be developed through participation in the group games.

## BACKGROUND

Help children find out how special they are! Encourage them to participate in the activities and games that focus on individual strengths and how each person is unique.

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## IDEAS FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create the appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: *Ways We Are Special*

**Materials:** a box or bag containing one item to represent each of the following ways we are special: our family (a family photo), the way we look (mirror, comb, etc.), special talents we have (sports equipment, tools, etc.), and nice things we do for others (a greeting card, letter)

**Note to the Volunteer:** Begin by telling the group that everyone is special in lots of different ways. Take one of the items out of the bag and talk about how it represents one of the ways you (personally) are special. For example, using a mirror, say "I have blue eyes, wear glasses, and have freckles." Go around the circle and ask each of the children to name something special about themselves related to the item from the bag. Select other items from the bag and repeat the activity. Encourage the children to think about many different ways we are all special.

**Application:** Everyone is special in some way. How are the people in your family special? How are your friends special?

### ACTIVITY: *One of a Kind: Fingerprint Investigation*

**Materials:** washable stamp pad and ink, white index cards, magnifying glasses

**Note to the Volunteer:** Show the children how to make a fingerprint using the stamp pad. Explain that their fingerprint is one of a kind. No one has a fingerprint exactly like theirs. Let each child make some prints. Look at them under the magnifying glass. Compare them with others' prints. Some may be similar, but none are identical. Emphasize that fingerprints are one of the ways that each of us is special.

**Application:** Your fingerprints are special—they are one of a kind. Can you think of anything else you have that no one else has?

### ACTIVITY: *Fingerprint Family*

**Materials:** white construction paper, washable stamp pad and ink, and fine-tip colored markers

**Note to the Volunteer:** Have some more fun with fingerprints! Have the children make a fingerprint to represent each member of their family. Don't forget pets! Invite the children to draw faces, hair, arms, legs, and clothing on them. While they are busy making their prints, talk about the importance of our families and how our families make us special because no one has a family just like ours.

Have the children make extra fingerprints to use in the Art Exhibit and Display lessons in the subject area of Community / Expressive Arts.

**Application:** Think about your family. People from the same family often do special things for one another. What special things do you do for your family?

What do your parents, grandparents, brothers, and sisters do for you?

## DIGGING DEEPER

### **ACTIVITY:** *All About Me Fact Sheet*

**Materials:** blank fact sheet, measuring tapes, bathroom scale

**Note to the Volunteer:** Randomly divide the children into teams of three. Explain that each team is responsible for helping all of its members fill out their fact sheets. Pass out the blank fact sheets and pencils. Some items will be able to be completed alone. The children will need to work as a team to determine height and weight (one child can measure while another records the information). When the fact sheets are completed, have the teams share a few of the special things they found out about each other.

**Application:** Working as a team member is a good experience. Can you think of other times you have worked as part of a team?

### **ACTIVITY:** *Self-Portrait Puzzle*

**Materials:** blank self-portrait puzzle pages, crayons and markers, scissors and envelopes

**Note to the Volunteer:** Show the children the blank portrait page. Encourage them to draw their own portrait. Point out the front and the back.

Ask them to make sure they draw their portrait on the frame side. Encourage them to use the whole page, use lots of bright colors, and to try to color in all of the paper. When they are finished, help them cut their puzzles out using the puzzle pattern on the reverse side. Have them label the envelopes and use them to keep all the puzzle pieces in after they have assembled their puzzle.

**Application:** Puzzles can be fun to work and even more fun to make! Think about making a puzzle for someone special.

### **ACTIVITY:** *Favorites Game*

**Materials:** timer, chairs facing each other in two circles

**Note to the Volunteer:** Have the children sit in the chairs. Make sure that each child is sitting directly in front of another child (an adult can sit in if there is an uneven number of children). Tell the children they will have one minute to tell each other about one of their favorite things (for example, what it is, why they like it). During that minute, both children must have an opportunity to talk. When one minute is up, the children sitting in the outside circle will stand and rotate clockwise to the next chair. A new favorite thing will be discussed for one minute. Continue rotating until everyone in the inner circle has had a chance to talk to everyone in the outside circle. Talk about these favorites, or make up your own.

- bedtime snacks
- place to go
- subject at school
- book
- school lunch
- kind of dog
- hobby
- kind of stuffed animal
- sport
- movie
- ice cream flavor
- game

- television show
- toy

**Application:** Listen to what people say at home, at school, or on television.

- Did anyone talk about their favorite things?
- Ask your family what some of their favorite things are.

## LOOKING WITHIN

### ACTIVITY: *Good Things About Me*

**Materials:** large piece of paper, markers

**Note to the Volunteer:** Ask the children to think of good qualities about themselves such as being kind, funny, or hard working, among others. Make a long list and post it on the wall. Tell them that these are all things that make them special.

### ACTIVITY: *Good Things About Me Chain*

**Materials:** list of good qualities from activity above, strips of construction paper (1" x 6"), markers, staplers, or tape

**Note to the Volunteer:** Help the children make paper chains that describe their good qual-

ities. Have them look at the list and write one quality on each link or strip of paper. Have the children decorate the links. Help them staple or tape them together.

**Application:** Observe the people in your family. Do they have any of the same good qualities you have? Do they have different qualities?

### ACTIVITY: *"Me" Puppet*

**Materials:** paper lunch sacks, markers, yarn, scissors and glue

**Note to the Volunteer:** Help the children make "Me" puppets. Encourage them to make the puppets look as much like themselves as possible. Ask them to pay attention to eye and hair color, even their clothes! When they are finished, have the puppets introduce themselves to each other and tell all about themselves.

Have the children make extra examples to include in the Art Exhibit and Display lessons in the subject area of Community / Expressive Arts.

**Application:** A puppet show can be lots of fun. Try one with your friends or your family at home.

### ACTIVITY: *Song "If You're Special and You Know It"*

**Note to the Volunteer:** As you sing this song, have children think of actions to use for each verse.

#### **If You're Special and You Know It**

(sung to the tune of "If You're Happy...")

*If you're special and you know it (fill in action)*

*If you're special and you know it (fill in action)*

*If you're special and you know it*

*And you really want to show it*

*If you're special and you know it (fill in action)*

## REACHING CONCLUSIONS

### ACTIVITY: *"That's Me"*

**Note to the Volunteer:** Ask the children to listen for words or phrases that describe or identify something about them. When they hear something that describes them, have them stand



up and shout "That's Me!" Use the list below or examples of your own.

- has brown eyes
- is the oldest child
- has one sister
- was born in the summer
- likes pizza
- owns a cat
- owns a dog
- likes to skate
- has blue eyes
- takes piano lessons
- likes to read
- lives in the country
- rides a school bus
- has more than one brother

After everyone has had an opportunity to shout "That's Me!" at least once, conclude the activity by telling them that everyone is special in lots of different ways. Have the group give one big round of applause for all the ways they are special.

## GOING BEYOND

### ACTIVITY: Name Plates

**Materials:** paper plates, magazines, newspapers, scissors, and glue

**Note to the Volunteer:** Help the children find letters from their name to cut out and glue on their name plate.

### ACTIVITY: "Me" Collage

**Materials:** paper, magazines, newspapers, scissors, and glue

**Note to the Volunteer:** Have the children cut out pictures of things they like or can do and glue them to the paper.

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

## ALL ABOUT ME FACT SHEET

My name is \_\_\_\_\_ .

I am \_\_\_\_\_ years old.

I am in the \_\_\_\_\_ grade.

I have \_\_\_\_\_ eyes.

My hair is \_\_\_\_\_ .

I am \_\_\_\_\_ feet \_\_\_\_\_ inches tall.

I weigh \_\_\_\_\_ pounds.

My shoe size is \_\_\_\_\_ .

My birthday is \_\_\_\_\_ .

I like to eat \_\_\_\_\_ .

# Cloverbud Display



## OBJECTIVES

- To develop pride in being a member of 4-H Cloverbuds.
- To educate the community about the purpose of 4-H Cloverbuds.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed to take one group meeting of 30 to 60 minutes and an additional 30 to 60 minutes outside the meeting to set up the display.

## BACKGROUND

Plan and organize a Cloverbud display in a showcase or on a bulletin board at a library, church, or school. Generate enthusiasm and pride with your group while educating the public about the purpose of 4-H Cloverbuds. Let the community know how the youngest members of 4-H provide service to the community, take part in educational activities, and develop important social skills while having fun.

## LIFE SKILL AREAS

Children will learn social and decision-making skills by planning and organizing the display. Fine motor skills and eye-hand coordination will be developed through using a variety of equipment, supplies, and tools to set up the display.

## GETTING STARTED

### ACTIVITY: *Illustrating What We Do*

**Materials:** white drawing paper, crayons, black permanent marker

**Note to the Volunteer:** Explain that a display needs a variety of items to make it interesting. Ask the children to draw a picture of an activity or project they have done while attending a Cloverbud meeting. Help them remember things they have done by brainstorming with them. Encourage them to use bright colors and fill the whole page. After they have completed their drawing, ask them to dictate a sentence or two about their picture. Using the black permanent marker, write what they dictate across the bottom of the page. Don't forget to ask them to sign their name and age in the bottom left-hand corner.

## DIGGING DEEPER

### ACTIVITY: *What Have We Done? Gathering Materials*

**Materials:** examples of art, projects, photos, and other items that the Cloverbuds have made or been involved in over the year

**Note to the Volunteer:** Invite the children to bring examples of any of the projects they have made in Cloverbuds to add to pieces you have saved. Put all of the items on the table and floor, along with the poster and illustrations the children have made about activities they have done at Cloverbud meetings. Have the children select at least one of each item to include in the display, making sure that each child's work is represented. Make a simulated display, using the same dimensions as your actual display space, on the floor or table. Encourage the children to arrange it in different ways until they (and you!) are satisfied with it.

## LOOKING WITHIN

### ACTIVITY: Make a Cloverbud Poster

**Materials:** posterboard, markers, photos, and other items suitable for posters

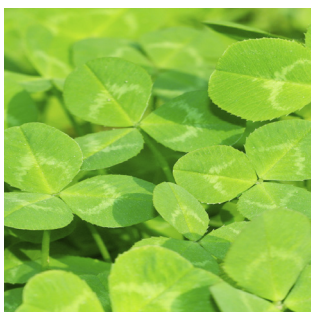
**Note to the Volunteer:** Help the children plan and make a poster illustrating what being a Cloverbud is all about. Ask the children for ideas of what to include. Use big letters and bright colors. Include photographs of the children taken at meetings if any are available. Let the children make a colorful border using their names or finger print people. Other suggestions for ideas to include are as follows:

- Formal name of Cloverbud group
- Age of children involved
- Types of activities they participate in
- The 4-H pledge
- Who to call for information about the Cloverbuds

### ACTIVITY: Setting Up the Display

**Materials:** projects, artwork, poster, drawings, photographs, and other display items, masking tape, string

**Note to the Volunteer:** This activity will take place at the display site at some time after the meeting. Spend an hour or so helping the children set up their Cloverbud display. If you are using a display case, be sure to use all of the space including the sides and back of the case, the shelves, and also suspend items on string from the top of the case. Encourage the children's creativity by providing lots of encouragement and praise when they have completed their display.



## REACHING CONCLUSIONS

### ACTIVITY: Evaluating the Display

**Materials:** none

**Note to the Volunteer:** After creating and exhibiting the display, ask the children to evaluate their experience by asking them the following questions:

- Do you think the display did what it was supposed to do? (to get people excited and interested in Cloverbuds)
- Do you think the display was attractive?
- Would you plan or do anything differently if you did another display?
- Did you learn anything from the experience?
- Would you do it again?

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# Making Air Work



## OBJECTIVES

Stimulate curiosity about how air power works. Learn how air can be used to make our lives easier.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes.

## BACKGROUND

Help children become more aware of what a wonderful resource air is. Encourage them to discover for themselves the many different jobs air can do—not only to make our lives easier, but to help us have fun, too! The hands-on activities will

help them experience firsthand how valuable air can be.

## LIFE SKILL AREAS

There will be opportunities for decision making and building social skills when working together in teams as well as in group discussion and sharing. Eye-hand coordination and fine motor skills will be promoted through cutting and using markers to decorate the pinwheels.

## HELP FOR VOLUNTEERS

Try the following suggestions:

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: What Am I? Riddles About Air and Wind

**Materials:** none

**Note to the Volunteer:** Invite the children to sit in a circle around you. Explain that air is everywhere and there are lots of things air can do. Ask them to put on their thinking caps and try to figure out the following riddles about air and wind:

- I use wind to fly through the sky; I have a long tail and a very long string. What am I? (A kite)
- I am a machine that uses warm air to tumble wet things inside me around so they will dry. What am I? (A clothes dryer)
- I am part of a living thing and depend on the wind to blow me to a new place so I can grow. What am I? (A seed)
- I float through the clouds. I am very big and colorful and full of warm air. I use the wind to take me places. What am I? (A hot air balloon)
- Sometimes you see me in fields. I have paddles that turn in the wind. What am I? (A windmill)

- When I am plugged in and turned on, I help keep people cool. What am I? (An electric fan)
- I cruise up and down rivers and lakes and use wind power to get me where I'm going. What am I? (A sailboat)
- I am an electric appliance that people use in the bathroom. I am very loud and blow something to get it dry. What am I? (A hair dryer)
- I make a loud noise when air is blown in me. Lifeguards and sports coaches sometimes wear me around their necks. What am I? (A whistle)
- I can be seen up in the sky. I use jets of air and gas under pressure to push me where I'm going. What am I? (A jet airplane)
- I can be found in the kitchen. I am used to make a special treat by using very hot air. What am I? (A hot-air popcorn popper)

Ask the children if they can think of other things the wind does.

### **ACTIVITY: Spinning Pinwheels**

**Materials:** pinwheel patterns, scissors, markers, pins, straws, tape

**Note to the Volunteer:** Give each child the materials needed to make a pinwheel. Ask them to cut the pinwheel out, cutting only on the solid lines. Invite them to decorate their pinwheel with markers. Encourage them to use bright colors and to cover all of the paper on both sides. Because the paper will be folded, geometric designs work better than drawings of people or things. As the children finish decorating, help them bend the blades into the center, on the fold lines. Remember not to crease the blades or the pinwheel will not spin. Help them place a straw directly in the back of the center where the four corners meet. While they hold it, stick a pin through the corners and the straw. Bend the point down and wrap it with tape. Now take it for a spin! After the children have made a "test spin," talk about the following:

- Sometimes pinwheels don't work at first. What might make this happen?

- How many different ways can you think of to get it to spin? (Blow on it, wave it through the air, hold it in the wind, put it in front of a fan)
- Why do you think the pinwheel can spin?
- Can you make your pinwheel spin in the opposite direction? How?
- Do you think the pinwheel will spin if only two wings are pinned down? Try it and see.

### **ACTIVITY: Song "The Strong and Blustery Wind"**

**Materials:** none

**Note to the Volunteer:** Have the children form a circle. The circle should rotate as the children sing. As you sing the song, alternate singing each child's name at the appropriate time. The child then "blows away," into the center of the circle. Repeat until all children are in the middle.

#### **"The Strong and Blustery Wind"**

(Sung to the tune of "The Farmer in the Dell")

*The strong and blustery wind, The strong and blustery wind,*

*It chose (child's name) today, and blew him (her) away,*

*The strong and blustery wind.*

## **DIGGING DEEPER**

### **ACTIVITY: Balloon Rockets**

**Materials:** six 1-foot pieces of string, scissors, balloon, straw, tape

**Note to the Volunteer:** Explain that you are going to try an experiment using air under pressure. Divide the children into teams of three. Give each team the materials needed. Have one team member blow up the balloon and pinch it closed (do not tie it). Have the other two team members lace the string through the straw. (If the string is moistened and straightened, it will thread more easily). While the first team member continues to pinch the balloon closed, have the other team members tape the straw (with the string through it) lengthwise to the top of the balloon. Have the two team members each take an end of the string

and pull it taut. The child pinching the balloon closed can now slide it (pinched end first) down to the end of the string. Now the fun begins! Let the balloon go, and see what happens! After each team has had an opportunity to launch the balloon rocket, discuss the following:

- Did the balloon do what you thought it would?
- If your rocket had problems, were you able to repair it?
- Did anything different happen when the balloons had different amounts of air in them?
- What do you think would happen if only one end of the string was being held?
- What would happen if you blew a balloon up (with no straw or strings) and let it go?

#### **ACTIVITY: Blow Painting**

**Materials:** white construction paper, straws, spoons, liquid tempera paint, cardboard box lid (8-1/2 " x 11" or larger), newspaper

**Note to the Volunteer:** Demonstrate for the children how air can be used to create a blow painting. Place a piece of paper in the box lid, and drop a spoonful of paint on the paper. Using a straw, carefully blow the paint around the paper. Invite the children to create their own blow painting. Remind them to use only a small spoonful of paint and that straws may be used for blowing paint only on the inside of the boxes. Encourage the children to experiment with different colors, strength of air blown, placing the paint in different spots on the paper, and the direction that the air is blown from.

As the children create their works of art, ask them the following questions:

- What do you think might happen if you blew through two straws?
- Can you think of a way to make a new color from two colors already on your paper?
- What happens if you put spoonfuls of paint in two different places on the paper?
- Can you cover the whole page?

- Use your imagination. Can you "see" anything in your painting?
- What happens when you blow without using a straw?

**Note to the Volunteer:** Have the children make extra paintings to use in an art exhibit.

### LOOKING WITHIN

#### **ACTIVITY: Creative Movement - Moving in the Wind**

**Materials:** a record or tape player and a recording of classical music; "Escape from Witch Mountain," from Disney's "Fantasia" is a good choice.

**Note to the Volunteer:** Set the stage by having the children imagine they are trees in the forest. Begin the music. Ask them to pretend they are blowing in the wind. Use the tempo of the music to determine how the wind is moving. Ask the children the following questions:

- How would a tree move in a gentle breeze?
- What if the rain began to fall and the wind became stronger?
- How would trees look in a tornado?

#### **ACTIVITY: Hot Air Popcorn**

**Materials:** hot-air popper, popcorn, large bowl, napkins, extension cord

**Note to the Volunteer:** Use this snack-time activity as an opportunity to find out how hot air can make a great treat! Gather the children in a circle around the popcorn popper. Let the children help prepare the popcorn. As the popper warms up, let the children feel the warm air. As the popcorn is Popping, ask the children why they think the corn pops (when the moisture in the kernel of corn heats up, it explodes). After the corn has stopped popping, examine the bowl of popcorn. Are there any unpopped kernels of corn? Ask the children why they think it didn't pop (some kernels have too little moisture to pop and because they are not heavy like the other kernels, the hot air is

able to blow them out of the popper). As the children are eating, ask the following questions:

- How do you think this hot-air popper works? (A fan blows very hot air on the popcorn causing it to move around until it is hot enough to pop and light enough to be blown into the bowl.)
- What other ways are there to make popcorn?
- Why do you suppose people think using a hot-air popper is better than other kinds of poppers? (No oil is needed; less fat and therefore healthier.)

## REACHING CONCLUSIONS

**Note to the Volunteer:** After the children have finished their popcorn, have them join you in the following finger play about wind:

### The Wind Came Out to Play Today

*The wind came out to play today*

(stand up quickly from a crouched position)

*It swept the clouds out of its way*

(wave arms in the air)

*It blew the leaves and away they flew*

(flutter fingers)

*The trees bent low and branches did too*

(bend over, stretch arms)

*The wind blew the big sailing ships at sea*

(stand up, wave arms in the air)

*That wind blew my kite away from me.*

(look up and wave good-bye)

## Reading Adventures

This list of reading materials can be used by you as background, for sharing before to set the stage for the lesson or for sharing afterward to reinforce the lesson.

*Gilberto and the Wind*, by Marie Hall Ets, 1963

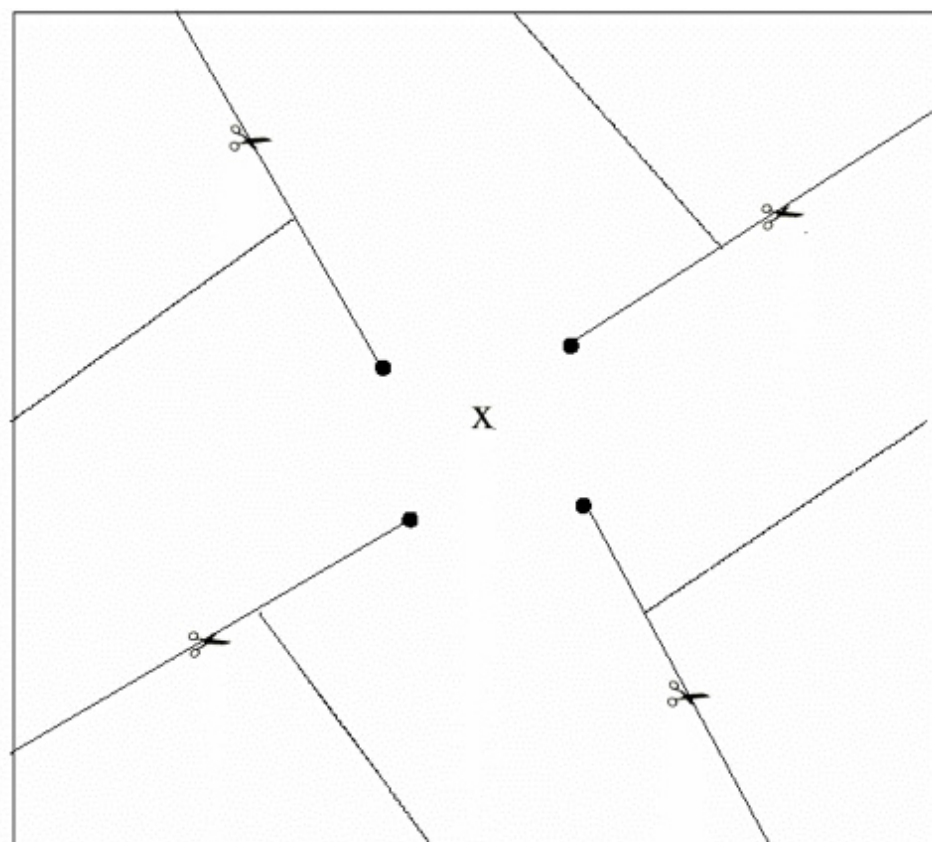
*The Wind Blew*, by Pat Hutchins, 1974

*The Hat*, by Tomi Ungerer

*When the Wind Blew*, by Margaret Wise Brown

*The Winds That Blow*, by Brenda Thompson

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



### Pinwheel Pattern Directions

Note: Try a slightly heavier paper.

1. Cut out square.
2. Cut the four solid lines, stopping at the perpendicular line near the center.
3. Fold the dotted lines, securing all four points in the middle with a straight pin.
4. Mount on a straw, bend pin, and secure with tape.

Note to Volunteer: Have the children make extras for the Cloverbud Display lesson in the subject area of Community Expressive Arts.

## My Feelings



### OBJECTIVES

- To be aware of our feelings.
- To understand why we feel the ways we do.

### GROUP SIZE

6 to 8 children per adult volunteer

### TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes.

### BACKGROUND

Young children experience many different feelings every day. Sometimes it can be overwhelming. Help children understand that everyone has feelings and that feelings can be expressed in many ways. Help children realize where feelings come from and how to deal with them.

### LIFE SKILL AREAS

Social skills and decision making will be developed through the discussions and group activities. Large motor skills will be developed through role play while fine motor skills will be enhanced through the use of scissors and markers.

### IDEAS FOR VOLUNTEERS

Try these suggestions.

- Choose one or two of the following activities from each section.

- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Exploring Feelings

**Materials:** a grocery bag with pictures of faces showing a variety of emotions such as fear, happiness, sadness, boredom, pride, anger, etc.

**Note to the Volunteer:** Have the children gather in a circle. Show them one of the pictures from the bag. Ask if they can guess what the emotion is and why a person might feel that way. Perhaps the children will want to share stories of when they have felt that emotion. Let each child pull a different picture from the bag and identify the emotion. Continue around the circle until each child has had a turn.

**Application:** Ask the children to observe people at school, the grocery store, or library. Does the way a person is feeling show on his or her face?

### ACTIVITY: Finger Play "My Feelings"

**Materials:** none

**Note to the Volunteer:** Have the children recite this poem about feelings. Encourage them to make exaggerated faces to match the feeling in each line.

#### My Feelings

*Sometimes I am happy, (smile)*

*Sometimes I am sad. (stick out bottom lip)*

*Sometimes I am frightened, (open mouth and eyes very wide)*

*Sometimes I am mad. (frown brow, make fists)*

*I have lots of feelings (hold hands out, palms up) And for that I'm glad! (cross arms on chest and look proud)*

Try doing this again, leaving out the last word of each line, but continuing to use exaggerated faces.

### **ACTIVITY:** *How Do You Feel Today Game*

**Materials:** one egg carton for each child, small adhesive labels, pens, scissors, glue, magazines or pictures with faces showing different emotions, buttons

**Note to the Volunteer:** Give each child an egg carton. Let them cut out pictures of faces showing different emotions to glue on the top. As they work, help each child individually write the following emotions on the gummed labels:

*happy • bored • angry • curious • sad proud • frustrated • tired • scared excited • glad • embarrassed*

Help them stick one label in each section of the egg carton. When they have finished decorating the top and labeling the inside, give each child a button to put inside the carton. Now the game is ready to play!

Close the lid, shake it up, open the carton, and act out the emotion that the button lands on!

## DIGGING DEEPER

### **ACTIVITY:** *Paper Plate Faces*

**Materials:** a paper plate for each child, markers, red and black construction paper, brads or thumb tacks, face pattern, scissors, glue

**Note to the Volunteer:** Give each child a paper plate, a pattern, markers, scissors, and glue. Let them color the face and cut it out. After they glue the face on the plate, help them cut out one mouth and two eyebrows. Show them how to fasten the eyebrows and the mouth to the paper plate, using the brads. Ask them to see how many expressions their faces can make by moving the mouth or the eyebrows.

If time permits, have the children make extra faces to use in the art exhibit and display lessons in the subject area of community expressive arts.

**Application:** Look at picture books or comics in the newspaper. How do the artists get their characters to look happy, sad, or scared?

### **ACTIVITY:** *If You're Happy and You Know It...*

**Materials:** none

**Note to the Volunteer:** Invite the children to sing along with this favorite tune. For each verse, let a different child pick an emotion and choose an action to go along with it.

### **If You're Happy and You Know It**

*If you're \_\_\_\_\_ and you know it, \_\_\_\_\_!*

*If you're \_\_\_\_\_ and you know it, \_\_\_\_\_!*

*If you're \_\_\_\_\_ and you know it and you really want to show it,*

*If you're \_\_\_\_\_ and you know it \_\_\_\_\_!*

## LOOKING WITHIN

### **ACTIVITY:** *Body Talk*

**Materials:** none

**Note to the Volunteer:** Explain to the children that we can communicate without even talking. Body talk or body language is how we look at people, our expressions, our posture, and even how we move. People can tell a lot about us before we even open our mouths! Invite the children to use body language to communicate various emotions.

Emphasize that our whole body as well as our faces communicate things to others.

Talk about how you can tell when someone is feeling a strong emotion. What do they do or say that lets you know they are feeling that way?

### **ACTIVITY:** *Can You Think of a Time*

**Materials:** none

**Note to the Volunteer:** Invite the children to sit in a circle. Start the activity by saying that everybody has lots of different feelings and that all feelings are okay. It might not be okay to hit someone when we're feeling angry, but it's okay and even healthy to feel strong emotions sometimes. Go around the circle and ask each child to remember a time when they felt a particular emotion. What happened? What did they do? If a child does not wish to talk, he or she can pass (be care-

ful to avoid having children feel uncomfortable). Select from the feelings below or add your own.

*happy • jealous • tired • let down • proud • angry • shy • frightened • excited sad • bored • frustrated*

After each child has had their turn, acknowledge how they must have felt (for example, "it sounds as though you were really angry," or "I bet you were excited!").

**Application:** Encourage the children to share their feelings with their families, and ask them to look for examples of how emotions are shown at home or school.

### **ACTIVITY:** *Show Your Feelings in Art!*

**Materials:** drawing paper, crayons, or markers

**Note to the Volunteer:** Encourage the children to draw a picture of a time they felt a very strong emotion. Let them choose any emotion they wish. Let them dictate a sentence to you about the picture. Write the sentence across the bottom of the page. Let each child share their picture with the group if they would like to.

**Application:** Encourage the children to express their feelings through writing and drawing.

## REACHING CONCLUSIONS

### **ACTIVITY:** *What Makes You Feel Good?*

**Materials:** a cotton ball for each child and a shoe box labeled warm fuzzies

**Note to the Volunteer:** Ask if anyone has ever heard of warm fuzzies. Explain that warm fuzzies are anything that makes you feel good. It could be a compliment from a teacher or a hug from your mom. There are lots of different things that make us feel good.

Give a cotton ball to each child. Put the shoe box labeled warm fuzzies in the middle of the floor. Go around the circle and ask each child to tell about one thing that is a warm fuzzy to them. Have each child put their cotton ball in the box after they share their warm fuzzy with the group.

**Application:** Ask the children to think of ways to give warm fuzzies to others.

## GOING BEYOND

**Note to the Volunteer:** Have the children role play the following situations. Talk about how each child felt after they finished each situation.

- A child excitedly tells the other he has a new baby brother.
- A child tells another, "You can't play with us, you're too bossy!"
- A child apologizes to another child for breaking his favorite toy.
- Two friends say good-bye for the last time because one is moving far away,
- Two friends find a dollar on the ground at the same time.

## Reading Adventures

This list of reading materials can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterward to reinforce the lesson.

*Emily Umily*, by Kathy Corrigan

*There's a Nightmare in My Closet*, by Mercer Mayer

*The Lady Who Saw the Good Side of Everything*, by Pat Decker Tapio

*Alexander and the Terrible Horrible No Good Very Bad Day*, by Judith Viorst

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# Experimenting With the Five Senses



## BACKGROUND

Help children discover how incredible our five senses are. These activities and games will develop an appreciation for our ability to see, hear, taste, touch, and smell.

## OBJECTIVES

- To understand what our senses do.
- To gain an appreciation of how our senses enrich our lives.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes.

## LIFE SKILL AREAS

The group discussions and experiments are a good way for children to develop social skills and decision-making skills. Fine motor skills and eye-hand coordination can be developed through tearing paper and using chalk.

## IDEAS FOR VOLUNTEERS

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, preplanning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: *Hide the Glasses*

**Materials:** a pair of glasses

**Note to the Volunteer:** Help the children discover how valuable our gift of sight is. Select one child to hide the glasses while the rest of the group leaves the room. The glasses must be hidden so they are visible (they are not under or inside anything). Invite the group back in to find the glasses. The first one to find them gets to hide them for the next game. Talk about how our eyesight makes our lives special. Discuss answers to the following questions:

- Do you think you could find the glasses if you were blindfolded?
- What do you think it would be like if you couldn't see at all?
- Can you imagine what it would be like to only see things in black and white?
- Can you think of ways that poor vision can be corrected?
- Do you know anyone who has had his or her vision corrected?

**Application:** Encourage the children to be aware of their precious gift of sight. Have them try to get dressed with their eyes closed. Have them try again with their eyes open. Does being able to see make a difference? How?

**ACTIVITY:** *Rainbow and Sunset Art*

**Materials:** newsprint, white construction paper, colored chalk or pastels, and cotton balls

**Note to the Volunteer:** Encourage children to think of beautiful things their eyes can see. Talk about beauty in nature. Ask if anyone has ever enjoyed a sunset or a rainbow. Help the children create their own sunsets and rainbows with colored chalk. Show them how to tear strips of newsprint and color the edge of it with chalk. Place the colored strip on top of the white construction paper. Rub the colored dust off the newsprint onto the construction paper, using the cotton balls. Repeat, tearing new strips of newsprint and using different colors of chalk. The jagged edges where the newsprint is torn make the color rubbed on the construction paper really look like the sky at dusk.

Have the children make extra examples to use in the art exhibit and display lessons in the subject area of community expressive arts.

**Application:** Encourage the children to look for beautiful things in their environment. Ask them to invite their family to enjoy a sunset with them or perhaps a sunrise.

**ACTIVITY:** *What's That Sound?*

**Materials:** two chairs, a sheet, familiar household objects such as a stapler, hand vacuum, measuring spoons, paper in a spiral notebook to tear out, popcorn in a plastic jar, a jar with metal lid to unscrew, dog leash or collar, handful of change, and a brown paper grocery bag to keep items hidden from view

**Note to the Volunteer:** Drape the sheet over the two chairs to make a curtain to keep all of the sound-making items out of sight. Make one sound at a time, asking the children to identify it after listening carefully. Give hints if the selection is too difficult ("You might find it on a desk," or "You use it to fasten papers together.") Repeat until everyone has had an opportunity to identify a sound.

**Application:** Encourage the children to use their sense of hearing at home and school to identify things they can hear but not see.

**ACTIVITY:** *Animal Ears*

**Materials:** paper or Styrofoam cups with the bottoms cut out

**Note to the Volunteer:** Ask if anyone has ever noticed that animals have larger ears than people do, and have them name some animals. Ask what they think it would be like to have animal ears. Show them how to put the cups over their ears (if the cups don't stay, the children can hold them to their ears), and experiment with whispering, talking, and singing with their "animal ears."

**Application:** Have the children observe their pets or other animals. What happens when the animals hear a loud noise or a noise behind them? What can they do with their ears that people can't?

**DIGGING DEEPER**

**ACTIVITY:** *You Can Be a Texture Detective*

**Materials:** large brown grocery bag full of common household items of various textures such as cotton balls, crinkled foil, fabric swatches, fresh whole pineapple, aluminum screen, rough-edged rocks or stones, marbles

**Note to the Volunteer:** Talk to the group about different ways things can feel (soft, hard, rough, smooth).

Ask one child at a time to reach into the grocery bag, without looking, and grasp one item but not remove it from the bag. Ask the child to describe the item according to the way it feels and whether they can identify it by touch. Have the child remove the item from the bag and see if they were an effective "texture detective."

**Application:** Invite the children to explore their tactile environment at home. How do the following things feel?

- Bathtub
- House plants
- Sweater
- Hair
- Pets
- Cement
- Ice cubes
- Carpeting

### **ACTIVITY:** *Texture Rubbings*

**Materials:** small pieces of screen, lace, corrugated cardboard, paper doilies, sandpaper, fabric, plain newsprint, tape, and crayons or colored chalk

**Note to the Volunteer:** Show the children samples of the different textures; let them feel each one. Talk about how each texture feels. Have each child place a piece of paper over their textures. Tape the paper down. Using the side of a crayon or chalk, have each child rub gently on the paper over the textures. Move the paper around, using different textures. Try different colors, too!

**Note to the Volunteer:** Have the children make extra rubbings to use in the Art Exhibit and Display lessons in the subject area of Community Expressive Arts.

**Application:** Have the children look around their environment at home, school, and outside. How many different textures can they feel?

### **ACTIVITY:** *How Smart Is Your Nose?*

**Materials:** sandwich bags containing various items that have strong, identifiable aromas (peppermint candy, toothpaste, coffee, onions, perfume, pickles, fabric softener sheets, moist soil), large paper grocery bag, and scarf to use as a blindfold

**Note to the Volunteer:** Blindfold the children one at a time. Remove one "aroma" bag from the grocery bag, and let the child smell the contents. See if the child can identify the aroma. Give hints if the smell is too difficult to identify. Let each child try to identify an aroma.

**Application:** Ask the children to see if they can tell what is cooking for dinner by using only their sense of smell.

### **ACTIVITY:** *What Does It Taste Like?*

**Materials:** three different kinds of fruit juices, paper cups, and a scarf to be used as a blindfold

**Note to the Volunteer:** Help the children pour a small amount of each kind of juice into a small paper cup. Identify, talk about, and describe each juice as it is being poured. Blindfold one child at a time, and let them taste each sample. Ask if they can identify each juice. Repeat the activity, only this time have the child hold his or her nose while tasting the juice. Ask the child to identify each juice.

Ask the children if it was harder to tell which juice was which when they could not smell. Explain that taste and smell are two senses that go together, which is why we sometimes get hungry when we smell food. It's also why sometimes when we have a cold (and have a stuffy nose), it's hard to taste things.

**Application:** Ask the children to pay attention to food they smell. Does it make them hungry?

## LOOKING WITHIN

### **ACTIVITY:** *You Can Be a Taste Detective*

**Materials:** a variety of foods such as pretzels, breakfast cereals, raisins, grapes, marshmallows, and chips, napkins, and a handkerchief or scarf to use as a blindfold

**Note to the Volunteer:** Explain to the group that it is possible to identify foods without actually seeing them. Simply by using their taste buds, they can be a "taste detective." Blindfold one child at a time. Ask them to keep their hands in their lap. Have an adult place a taste of one of the food samples in the child's mouth. Ask the child if they can identify the food. Repeat the process for each child in the group.

**Application:** Encourage the children to think about all the food they taste at breakfast, lunch, and dinner.

- How do the different things taste? (sweet, sour, salty?)
- What kinds of food taste the best?

### ACTIVITY: Sweet Plus Sour Equals Lemonade

**Materials:** lemons, sugar, pitcher of water, ice cubes, measuring cups (2 cups, 1 cup, and 1/4 cup), strainer, drinking cups, and paper towels

**Note to the Volunteer:** Making lemonade from scratch provides plenty of opportunities for hands-on learning. Children can learn a variety of skills and concepts, including how to measure, mix, and pour, and experiment with taste!

Discover how two very different tastes combine to make a delicious treat. Give each child a lemon half to squeeze into the 2-cup measure (the seeds and pulp will be removed later). Collect approximately 1 to 1-1/2 cups of squeezed lemon juice. Using a strainer, pour the lemon juice into the pitcher of water; discard the seeds and pulp. Stir the lemon juice and water thoroughly. Add ice cubes. Have an adult pour just a taste into paper cups for each child, and have children taste the sample. Ask how it tastes and what they think it needs to become lemonade. Add 1/4 cup of sugar at a time, stirring thoroughly after each addition. Encourage children to do a taste test again; let the children decide if the mixture is sweet or sour. Add enough sugar until the lemonade is just right. Have each child pour their own drink and enjoy.

**Application:** Encourage children to help their parents at home with cooking. Have them use their sense of taste to season the food until it is just right!

## REACHING CONCLUSIONS

### ACTIVITY: What If We Had No Senses?

**Materials:** none

**Note to the Volunteer:** Gather children in a circle. Review the activities and experiments you have tried. Emphasize the importance of our wonderful senses. Discuss with the children the following questions:

- If you couldn't see, what would you be unable to enjoy?
- What couldn't you do?
- If you couldn't hear, what would you miss out on?

- What would it be like if you couldn't feel anything?
- How would your day be different if you couldn't smell or taste?
- What would you miss out on?

## GOING BEYOND

- Encourage the children to appreciate their sense of hearing by having them listen to all the sounds in the environment for 45 seconds. When the time is up, ask them to list all the sounds they heard.
- Have the children list 15 to 20 of their favorite foods. Help them categorize them by taste. Are they sweet, sour, salty or bitter?

## Reading Adventures

This list of reading materials can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterward to reinforce the lesson.

*My Five Senses*, by Alik

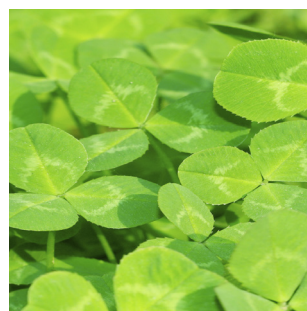
*Arthur's Eyes*, by Marc Brown

*Brown Bear, Brown Bear, What Do You See?*, by Bill Martin

*Polar Bear, Polar Bear, What Do You Hear*, by Bill Martin

*What?*, by Leo Lionni

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# The Art of Sports



## BACKGROUND

- Valuing of sports in a given community (i.e., traditions)
- Trends in physical activities and various sports
- Communication and cooperative learning skills developed in a team atmosphere

## OBJECTIVES

- Understand the value of working together as a team.
- Understand what is valued in a given community or culture.
- Learn positive ways to express oneself physically.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## IDEAS FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.

- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Drawing and Discussion of Sport Teams

**Materials:** paper, pencils, crayons, markers, and flip chart

**Note to the Volunteer:** Draw a picture of a team you are on or that a friend, family member, or someone you know is on. Discuss similarities and differences in the teams the members have drawn. What is important about these differences? What are the names of the different positions on the team? Does everyone on a team do the same thing? Is everyone on the team important? Is your family a team of individuals?

**Application:** Discover team relationships and each player's role on the team.

### ACTIVITY: Sport Sort

**Materials:** pictures of sports equipment or a bag of actual equipment from three to five sports, the universal symbol for each sport, a picture of the field of play for each sport, and a label with the name of each sport in large lowercase letters

**Note to the Volunteer:** Collect pictures or actual equipment for three to five sports. Put those items in a large bag, and have each child select at least four items that he or she will label with symbols, a picture of the field of play, or an actual name.

#### Examples:

**Baseball** (label): Ball diamond (picture or diagram), baseball, bat, catcher's mask, fielder's glove, base, batter's helmet (items or pictures)

**Golf** (label): golf course (picture or diagram), golf club, putter, golf ball, cart, putting green flag, green, tee, tee marker (items or pictures)

**Football** (label): football field (picture or diagram), football, field markers, goal post, football helmet, shoulder pads, uniform, football tee (items or pictures)

**Soccer** (label): soccer field (picture or diagram), soccer ball, field markers, net, goalie gloves, yellow card (items or pictures)

**Hockey** (label): ice rink (picture or diagram), ice skates, puck, hockey stick, goalie gloves, goalie mask, helmet (items or pictures)

Following the sorting, have all children share what they know about the sports and answer the following questions:

- Are all the items placed with the correct sport?
- Are some of the items interchangeable and used in more than one sport?

**Application:** Notice the similarities and differences between team sports. Learn the names and equipment needed to play different sports.

#### **ACTIVITY:** *Play a Game or Team Sport*

**Materials:** sports equipment, rules, adults, and older 4-H members to help each group

**Note to the Volunteer:** Plan to play a game of basketball, kick ball, touch or flag football, or soccer.

Get enough other boys and girls to play a game; arrange a time and place, and review the rules and guidelines for play. Play for fun. Youth this age should not be concerned with who wins or loses a game but should spend time learning the fundamentals of the game and how to move and practice drills to improve eye, hand, and body coordination

**Application:** This is what it feels like to play sports. Which ones do you like the most? The least? Do you like to run, hit, or catch?

### DIGGING DEEPER

#### **ACTIVITY:** *Play a New Sport*

**Materials:** paper, pencils, crayons, and markers

**Note to the Volunteer:** Check your local library to find out about popular sports from another country. Try to play the sport. If you have a

local resident or foreign exchange student from that country in your community, invite them to talk about the sport and demonstrate how to play it.

**Application:** Other places in the world may play different types of sports that are fun to learn about and play.

### LOOKING WITHIN

#### **ACTIVITY:** *Explore Games/Sports of Different Cultures*

**Materials:** pens, paper, and index cards

**Note to the Volunteer:** Compare and contrast games and sports from various cultures with the games and sports that are dominant in American culture. What sports are popular in our culture? Do other cultures play our popular sports too? Do we play sports that are popular in other cultures?

**Application:** Many sports are played throughout the world. Learning about sports in other cultures helps us better understand other cultures. We will also realize that Americans play many of the same sports that are played in cultures around the world. Be sure that sports from other countries are not perceived as strange or weird by the children.





## REACHING CONCLUSIONS

### ACTIVITY: *Careers in Sports*

**Materials:** none

Possible field trips and guest speakers: Visit a high school, college, or professional team during a practice session, and plan to go to a game together. If possible, arrange for a pass to get members into the locker room or some special tour of the facilities to learn more about all the people who help make the games possible and support the team in many other ways.

Listed below are some of the resource people you can learn about:

- TV or Radio Announcer Field Announcer  
Newspaper Writer Publicist
- Photographer
- Coach
- Referee or Umpire Athletic Trainer Team  
Doctor Promoter
- Ticket Sales Person

**Application:** If sports are a passion for some of the children, there are many ways to be involved in sports throughout one's lifetime.

## GOING BEYOND

### ACTIVITY: *References*

**Materials:** none

- Go to the library and find books about your favorite sports.
- Find books about famous players of the sport.
- Find books about how to play the sport and rules for the game.
- Find books that tell about how you can improve your technique.

**Application:** Researching something one is interested in helps to better understand the rules, the gear and equipment needed, and how to play the sport well.

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity. Sports, by Tim Hammond

*Sport: Players, Games, and Spectacle*, by Norman Barrett

*Sportsmanship*, by John Bowman

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# Telling Stories



## OBJECTIVES

- Learn about the culture and background of your community.
- Develop positive attitudes about intergenerational relationships.
- Gain self-awareness and self-esteem through creating stories.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## BACKGROUND

Young people love to tell stories. When asked, they will almost always have something to tell you about and will happily do so. Oral storytelling is an essential part of every traditional culture in the world. It promotes a sense of humor and drama, as well as an appreciation for people of all ages and cultures. Without pictures to look at, listeners tune in to the storyteller's voice and facial expres-

sions. Learning to be a good listener encourages sensitivity to the feelings of others.

## LIFE SKILL AREAS

- Fine motor skills are developed through drawing.
- Social skills are developed through interaction and asking questions.
- Communication and language-art skills are developed through discussion and storytelling.
- Self-understanding skills are developed through learning about one's family and perspective on different generations.

## IDEAS FOR THE VOLUNTEER

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Exploring Tales

**Materials:** books

**Note to the Volunteer:** Take a group trip to the library. If a trip is not possible, have one or more leaders or youth go to the library and bring books of folk tales from various cultures. Gather an assortment of books containing tales from around the globe. Have a leader or an adult volunteer read the tale aloud while the rest of the group listens. Each story should take 5 to 10 minutes to read. A story could be from a picture book, with a few words on each page, or from a collection of short tales.

**Application:** Talk about each story after it has been read. What was the story about? What did you like best about the story? Who was your favorite character and why? Did the story make you look at life in a new way? How? Additionally, have

a volunteer storyteller tell the same story to the group without reading it. (Note to the storyteller: Speak clearly. Change your facial expression and tone or voice to make the events and characters come alive. Use hand gestures and body movements, too.) Talk about the difference between listening to a story being read from a book and being told one from memory.

## DIGGING DEEPER

**ACTIVITY:** *Listen, Children, and You Shall Hear*

**Materials:** paper, pens, and art materials

**Note to the Volunteer:** Think of an older person you know who is good at telling stories. It might be a grandparent or a great-grandparent who tells tales about long-ago times. Maybe the stories are about your own heritage. Ask the person if she or he could visit your group and tell a story. Before the storyteller visits, talk to the group about listening. A good audience is an important part of storytelling. When the person visits, listen. Tell the storyteller what you especially liked about the story. Ask questions about the story, the storyteller's experiences, and the storytelling process.

**Application:** Have the children create pictures or written pieces related to the story or something that impressed them about the storyteller. Gather the creations and send them to the storyteller as a "thank you."

## LOOKING WITHIN

**ACTIVITY:** *Stories from Nature*

**Materials:** paper, pens, and art materials

**Note to the Volunteer:** Focus and develop your imagination by recreating natural events as stories.

Have the children think of a sequence of events that happens in the natural world. For example, a caterpillar turns into a butterfly, a seed grows into a tree, a cloud fills with water and bursts with rain, a tadpole becomes a frog, a baby bird hatches, eats, grows, and learns to fly. Encourage them to write or draw the events that

make up the sequence. Include details such as colors and sounds.

**Application:** Have the children turn these events into an interesting story to share with the group.

## REACHING CONCLUSIONS

**ACTIVITY:** *Facing a Challenge*

**Materials:** pens, paper, and index cards

**Note to the Volunteer:** Think of a time when you faced a challenge and succeeded. For example, it could be a time when you experienced one of the following:

- Made a new friend
- Learned how to do something new
- Solved a problem in your life
- Helped someone
- Did something special for someone

Write or draw about what happened. Use lots of details. On index cards, number and briefly describe events in the order they happened. Tell the story to your group, using the index cards. As you listen to others tell their stories, listen politely, giving them all your attention. Ask questions to help children clarify their ideas and help other children have a better understanding.

**Application:** Have the children think of times in their lives that made them proud after facing a challenge.

## GOING BEYOND

**ACTIVITY:** *Act Your Age*

**Materials:** costumes and props

**Note to the Volunteer:** This activity could take place in a single time period or several. If the children show interest, present the story as a play for the children's relatives.

There are many ways to tell stories. Choose a story with the children. Create a play using the action and some of the words in the story. The action, words, and costumes will be the children's

own unique interpretation of how they understand it, just like professional actors, which makes this activity so much fun.

**ACTIVITY: "Sing It"**

**Materials:** costumes and props (optional)

**Note to the Volunteer:** Think of songs that tell stories. Sing the song, and then have someone tell the song like it was a story.

**Reading Adventures**

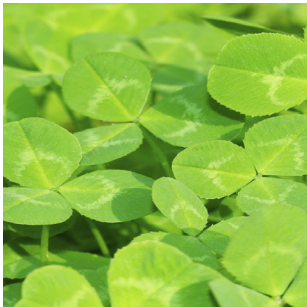
This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*A Big Golden Book of Riddles, Jokes, Giggles, and Rhymes*, by Linda Williams Aber

*Hey Listen to This; Stories Read Aloud*, by Jim Trelease

*Tell Me a Tale*, by Joseph Bruchac

*Every Child a Storyteller: A Handbook of Ideas*, by Harriet R. Kinghorn and Mary Helen Pelton



# Valuing Family



## OBJECTIVES

- Recognize that there are many different types of families and that all are special.
- Become aware of family traditions.
- Recognize ways we can help our families.
- Learn ways to handle conflict between siblings.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## BACKGROUND

This lesson will help children understand that every family is unique and special.

The activities will help children develop an appreciation for their own families, as well as other families, and will help them to identify family strengths.

## LIFE SKILL AREAS

- Social and decision-making skills will be developed through group discussions and activities.
- Fine motor skills will be enhanced through the use of scissors, markers, crayons, and tape.

- Large motor skills will be developed through role play and group games.

## IDEAS FOR THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Encourage participants to be creative in activities to promote personal development.

## GETTING STARTED

### ACTIVITY: Family Flower Power

**Materials:** construction paper and markers or crayons

**Note to the Volunteer:** A family is made up of people we love. They may not be naturally related to us (for example, stepfamilies, foster families) but our lives are made even more special because they are part of us.

Give each child a sheet of construction paper.

Tell them they are about to make a family flower. Have them give examples of how to draw the flower. Ask them to begin by drawing a circle on their paper and have them write their name in the middle of the circle. Then ask them to draw a petal around the circle for each member of their family.

Put each person's name on his or her petal. For example, one family might consist of a mother and child.

When everyone is finished, have each child stand up and tell the group who makes up their family flower picture.

**Application:** Every flower is different, just like every family is different—and that is great. Encourage children to pay attention to other families they see at the grocery store and other public places so that they will become more aware of diversity within families.

## DIGGING DEEPER

### ACTIVITY: Family Composition

**Materials:** construction paper, magazines, scissors, and glue

**Note to the Volunteer:** Explain to the group that any number of people can belong to a family. Some families have one parent, some have two, and some have many. Family members can be any age.

Ask the members how many people are in their families. Have the children look through the magazines and cut out pictures of several families. They can make a collage of families by gluing the pictures on the construction paper.

**Application:** Have the children work with a parent to make a list of families they know who have different numbers of members. Have them start with one and see how high they can go.

## LOOKING WITHIN

### ACTIVITY: Family Traditions Charades

**Materials:** none

**Note to the Volunteer:** A tradition can be defined as a normal or usual way of doing things. Family rituals bring a sense of belonging and/or routine to family members. Strong families usually practice many traditions. Examples of traditions include the things you do when you get ready for bed or get up in the morning, the way you celebrate holidays, eat meals together, go picnicking or cook out together, watch TV shows, play games, go to family reunions, read books, go places, or do chores together.

Ask the children to think of a family tradition. Have each member act out a family tradition in front of the group while the others try to guess what the tradition is.

**Application:** Encourage the children to talk with their families about some of the traditions other families practice. They may want to start with a new tradition.

### ACTIVITY: Helper Harriet Sez

**Materials:** none

**Note to the Volunteer:** Chores are things that we can do to help our family at home. Ask the children to raise their hands if they do chores. What are some ways that they help?

Now ask everyone to stand up and form a straight line. Explain that they are about to play a game called "*Helper Harriet Sez*" (like Simon Says). "*Helper Harriet*" loves to help at home. They can help Harriet today with her chores. Each time you say: "*Helper Harriet says,*" the children are to imitate a chore you are demonstrating (for example, sweeping, picking up toys, putting away clothes). However, if you do not say "*Helper Harriet says,*" then the children are to do nothing. If a child does a chore that is not preceded by "*Helper Harriet says,*" that child may continue playing but must take one step back.

**Application:** Have the children think about why they help at home. Encourage them to think of three new things that they can do this week to help their parent(s) around the house.

### ACTIVITY: Family Potpourri Picture

**Materials:** Two 5-ounce bags of potpourri, paper plates, glue, newspaper, hole puncher, family photographs, 9-ounce drinking cups, markers or crayons (optional), and 1-1/2 feet of yarn pieces

**Note to the Volunteer:** Ask each member to bring a wallet-size or 3-1/2-inch by 5-inch family photo. (If most of the children do not have photos, they may draw and color a family picture in the center of their plates instead.) Cut the yarn into 1-1/2-foot pieces, one per child.

Explain that there are about as many kinds of families as there are different types of people living in them. A *nuclear family* is made up of children and the mother and father to whom they were born or adopted. Different relatives such as mom, dad, children, grandma, and an uncle, living together form an *extended family*. One parent lives with the children in a *single-parent family*. In a *blended family* or stepfamily, people live together who used to live in other families. No matter what kind of family you have, all families are spe-

cial. Spread newspaper over tables. Tell the group they are about to make a lovely picture frame for their family photo. Give a paper plate to each child and 1/2 cup of potpourri. Have them punch two holes along the top edge of the plate (younger members may need assistance). Carefully glue the family picture in center of plate. Place glue around edges of plate. Lightly sprinkle potpourri onto the glue. Allow it to set for a while, and then gently shake off any excess. Use the hole punch to make holes in the plate, and then thread yarn through the holes to make a hanger for the frame. Secure the yarn by tying the ends into a knot.

**Application:** Think about other things that are special about your family. Ask the group if during the discussion they recognized their family. Can they think of other types of families (foster, adoptive)?

## REACHING CONCLUSIONS

### ACTIVITY: Family Album

**Materials:** cardboard or poster board, contact paper remnants or wallpaper remnants and glue, brad fasteners, and 8-1/2- by 11-inch white paper

**Note to the Volunteer:** Help children create a family album. Cover 6- by 9-inch pieces of cardstock or construction paper with contact or wallpaper remnants. Fold the white paper in half lengthwise to create two 8-1/2 by 5-1/2-inch pieces of paper. Center the sheets of white paper inside the covered card-board. Punch the holes through the papers in two or three spots along the folded edge to create a book. On the first page, help the children write: (Family Name) Family Album By: (Child's Name). Decide in advance on headings for the other pages. Titles that could be used include My family has (#) members; This is where we live; We like to do this together; This is a picture of our pet; Here is how I help my family; This is our address and phone number. Have the children draw pictures under each caption.

**Application:** Each family is unique, just like each album is unique.

### ACTIVITY: Mary and Marvin Make Up

**Materials:** construction paper, glue or glue stick, sewing fabric, yarn, scissors, buttons, ribbon, and markers or crayons

**Note to the Volunteer:** Ask each child to bring a toilet tissue tube. Explain that there are many reasons why brothers and sisters get into arguments or disagreements. Sometimes you may feel that your parents love your brother or sister more than they love you.

Other times you may feel that your brother or sister is better than you—that they are smarter or more talented. Sometimes you may think your brother or sister does not respect your privacy. They are always getting into your things. You may even feel that your brother or sister enjoys picking on you. It is natural to have conflict within a family. But conflict can make you feel sad or sometimes very angry. Letting anger get out of control makes it harder for everyone to work out problems. Pass out construction paper, scissors, glue or glue stick, markers or crayons. Tell the group they are about to make puppets. Ask them to lay their construction paper horizontally and cut it in half. (Demonstrate with your paper.) Then using the toilet paper tube as a guide (holding it vertically), trim off the extra paper along the top. Next ask the group to glue the construction paper onto the tube. They can draw on a face and decorate with other material (yarn, buttons, fabric, etc.).

**Application:** When they finish, have the group role play ways to work out conflict between brothers or sisters. For example, how would they handle this situation?

Mary and Marvin are twins. One day Marvin borrowed Mary's baseball bat and broke it at practice. He went home, hid it in Mary's closet, and did not tell anyone. The next day when Mary was getting ready to go to practice, she found the broken bat in her closet.

She knew that Marvin always liked her bat best. How do you think she felt? How can we help Marvin and Mary? Let the group take turns using their puppets to talk about conflicts with their brothers or sisters. Have them share how they worked things out. (For children that do not have

brothers or sisters, have them talk about conflicts with their friends.)

Encourage children to discuss with their families other ways they can solve conflict with their siblings.

## GOING BEYOND

### ACTIVITY: Family Tree

**Materials:** none

**Note to the Volunteer:** Encourage the children to learn more about their families by talking to older family members. They might want to find out about the day they were born, what kind of clothes their parents wore when they were their age, what kind of school their grandparents went to.

**Application:** Encourage children to ask questions and learn more about their relatives. Suggest that the children offer to plan a special family event.

Explain what a family tree is. Encourage the children to ask their parent(s) to help them draw their family tree.

### ACTIVITY: Weeeeeee, We Are Family

**Materials:** strong voices

**Note to the Volunteer:** This song is to be performed as a round to the tune of In the Jungle ("In the jungle, the mighty jungle ..."). Divide the children into two groups. The first group will sing: *Family, family, family, family, family, family, family, family...* Then while the first group is singing, the second will come in with:

*Big or small, one and all, we are family. Young or old, we are special you know, cause we are family.*

*Weeeeeee, we are family. Weeeeeee, we are family.*

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Adoption Is for Always*, by Linda Walvoord Girard

*Daddy Doesn't Live Here Anymore*, by Betty Boegehold

*Every Kid's Guide to Family Rules and Responsibilities*, by Joy Berry

*Every Kid's Guide to Handling Fights With Brothers and Sisters*, by Joy Berry

*Every Kid's Guide to Understanding Parents*, by Joy Berry

*How Does It Feel When Your Parents Get Divorced?* by Terry Berger

*Willie's Not the Hugging Kind*, by Joyce Durham Barrett

*Who's Who in Your Family?* by Loreen Leaday

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.



# The Wonders of Water



## LIFE SKILL AREAS

- Group discussions and experiments will help develop social skills and social understanding.
- Critical thinking and decision-making skills will be developed by measuring and pouring liquids.
- Fine motor skills and eye-hand coordination will be developed by mixing and folding “flubber” and by using pencils and crayons.
- Large motor development will be fostered through group role plays and games.

## OBJECTIVES

- Build curiosity about water.
- Look at creative water activities.
- Begin to develop a responsible attitude toward water conservation.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting of 30 to 60 minutes. Each activity takes about 5 to 15 minutes to complete.

## BACKGROUND

Water is pretty interesting stuff. Seventy percent of our Earth’s surface is water. It’s always moving, and it takes different forms: ice, liquid, and steam. These hands-on water activities will help make children aware of the importance of water in their lives and their natural surroundings.

## HELP FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.
- Discuss various water processes including evaporation and condensation.

## GETTING STARTED

### ACTIVITY: *Finding the Water*

**Materials:** pictures clipped from magazines and newspapers that show the different states of water

**Note to the Volunteer:** Explain and define the following words using the pictures and the examples given below:

- *Liquid*—rain over a valley, a tear from a child’s eye, a ripple in a lake
- *Solid*—snow on an evergreen, icebergs in Antarctica, ice in a drink
- *Gas*—a cloud over a mountain, mist clinging to a tree in the rain forest

Post the pictures around the room, and ask the children to look at them. Talk about the pictures, and ask the children if they can find the water in each picture. Give hints to help the children discover the different forms in which water can be found.

**Application:** When the water in all of the pictures has been identified, ask the following questions:

- Could the water in the pictures have been used years ago by the dinosaurs? (yes)
- Could a single drop be a part of several different pictures throughout time? Why or why not? (Yes, water is changed from one state to another.)
- Can you think of other places you could find water in different states of matter?

## DIGGING DEEPER

**ACTIVITY:** *The Water Inside Us*

**Materials:** bathroom scale and calculators

**Note to the Volunteer:** Weigh each child, then divide that number by 3, and then multiply that number by 2. The answer is the number of pounds of water in your body. Tell the children that two-thirds of their bodies are water, and water is found in every cell within them.

**Application:** Further divide pounds of water from above by 8, which will yield the number of gallons of water in one's body. (Round all decimals to even numbers, which are easier for young children.) Have plastic jugs full of water available to help illustrate how much weight is represented as water in the normal human body.

**ACTIVITY:** *Discovering How Water Gets into the Air*

**Materials:** plastic sandwich bags and 12-inch lengths of yarn

**Note to the Volunteer:** Work in pairs. Place a sandwich bag over one hand, wrap the yarn around the wrist tight enough to close the bag at the wrist, but not so tight as to hinder circulation.

**Caution:** *Make sure the children do not place the plastic bag over their face or mouth.*

Within moments the hand will start to feel warm, and shortly thereafter it will begin to feel wet. This sensation will increase as time passes. When the bag is removed, water droplets will be inside.

**Application:** Have the group determine where the water came from that is now inside the plastic bag. (perspiration from the skin of the hand)

## LOOKING WITHIN

**ACTIVITY:** *Where Is Water?*

**Materials:** none

**Note to the Volunteer:** Have the group sit in a circle on the floor, and have each person take a turn trying to name something in which water may be found. Name these things in alphabetical order starting with A. Name things with water of certain colors, shapes, or sizes.

**ACTIVITY:** *Water Cools Us*

**Materials:** none

**Note to the Volunteer:** Have each child place the back of their hand 1 inch in front of their mouth and inhale quickly and forcefully. Tell them to remember how it feels (warm or cool). Now have them moisten the back of their hand with their tongue, and then place it close to their mouth and inhale quickly and forcefully.

**Application:** Ask what were the differences between the dry hand and the wet hand? Which one felt warm and which one felt cool? After playing outside on a hot day, why do our bodies sweat?

**ACTIVITY:** *Wetter Water*

**Materials:** bubble solution\* and an assortment of objects that will produce bubbles\*\*

**Note to the Volunteer:** Demonstrate trying to blow bubbles using plain water. Then use bubble solution and compare how much better the bubble solution works. Try blowing bubbles using various objects to locate other objects that will produce bubbles. Before using an object, have the group guess whether the item will or will not form a bubble.

Discover ways that the size and shape can be controlled.

\*Various formulas exist for bubble solution, although all contain varying amounts of detergent,

glycerine, and water. See the Basic Bubbling activity in the Bubble-Mania guide for one such formula.

**\*\*** Only closed forms will work. Experiment before trying to do the activity with the children.

**Application:** What works the best in making small bubbles? Big bubbles? Square and triangle bubbles?

## REACHING CONCLUSIONS

### ACTIVITY: Making Flubber

**Materials:** freezer bags, small bowl, and the following for each freezer bag: 1 /2 cup of white glue, 1 /4 cup of cool water, 1 packet of Kool-Aid. The following are to be put into the small bowl: 1/3 cup of warm water, 3 /4 teaspoon borax, which can be purchased at your local grocery store. It is a laundry aid. The most common name brand is 20 Mule Team Borax. For the glue, Elmer's Washable School Glue works best, but others will do.

**Note to the Volunteer:** Before beginning this activity with the youth, prepare the contents for each freezer bag. When preparing the freezer bags, pour the water in slowly so that the bag does not spill. Zip the freezer bag, and mix the contents well.

Mix the water and borax in the bowl. Slowly pour the contents of the bowl into the freezer bag, being careful not to spill. Seal the bag. Gently lift and turn the mixture until only a little bit of liquid is left. The resulting "flubber" will be sticky for a short time. Let the extra liquid drip off, and the flubber will be ready to play with. Store it in an airtight container or your freezer bag when it is not in use. Flubber can be kept for about 3 weeks. Encourage the children to be recycling scientists, collect used freezer bags, wash them out, and set them in a dish drainer in the sink upside down with the mouth open to dry.

**Application:** Encourage the children to feel the moisture within the flubber. Help them recognize the water going from a liquid to a solid state. To bring closure to the activity, encourage group members to make the flubber again at home and share it with family members as a reminder of the important lessons about water. Ask the group to

make a commitment to a "blue thumb" celebration, which acknowledges those whose actions show their concern for water. Use note cards or poster board, and have the children create exhibits about what they have learned. Younger children often enjoy stamping their "blue thumb" print as a border on the poster board.

## GOING BEYOND

### ACTIVITY: Family Water Quiz

**Materials:** stopwatch or clock with second hand, a copy of the water quiz, and a pencil

**Note to the Volunteer:** Ask the children to time how long each family member runs the water while taking their daily shower. Have them add these times and multiply that total by 7. This is the total number of gallons of water your family uses in a normal day for showering. Encourage the children and families to take the water quiz and follow the suggestions listed.

### WATER QUIZ FOR FAMILIES

Parents: Take this quiz with your child. Help them circle the response that best answers each item.

#### IN YOUR HOME

1. Where does the water in your house come from?  
private well      city      well      river      lake
2. Where does the water go that leaves your house?  
septic      tank      sewer
3. Do you let the water run down the drain while brushing your teeth?  
Yes      No
4. Do you wash clothes in whole loads?  
Yes      No
5. Do you have a dripping faucet in your house?  
Yes      No

6. Do you water the garden/lawn during the hottest part of the day?

Yes      No

7. Do you dispose of chemicals by pouring them down the drain?

Yes      No

8. Do you dispose of chemicals by pouring them on the ground?

Yes      No

9. Does your home have a low-flow toilet?

Yes      No

10. Do you only run the dishwasher when you have a full load?

Yes      No

11. Do you let the shower run a long time to make sure you will have hot water?

Yes      No

12. Do you wash the car at home rather than using a commercial car wash?

Yes      No

13. Do you water the lawn during dry periods in the summer?

Yes      No

14. Do you personally waste water that could be saved?

Yes      No

### IN THE ENVIRONMENT

15. New sources for water are being discovered every day.

True      False

16. Two-thirds of the water used in the home is used in the bathroom.

True      False

17. It's safe to drink water directly from streams.

True      False

18. Approximately 40 percent of the water used in the home is used for flushing toilets.

True      False

19. Approximately 80 percent of Earth's surface is covered with water.

True      False

**Note to the Volunteer:** Encourage families to think about how they can lower water consumption or waste. Examples include fixing leaky faucets, taking shorter showers, and washing only full loads of laundry.

The *answer* to all of the in the environment questions is True.

### Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Water, Water Everywhere*, by Mark J. Rauzon and Cynthia Overbeck Bix

*Flush! Treating Waste Water*, by Karen Miller Coombs

*The Magic Schoolbus at the Waterworks*, by Joanna Cole

*Let's Find Out About Water*, by Martha and Charles Shepp

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

## Weather Fun



### LIFE SKILL AREAS

- Group discussion, games, and role playing will help develop social skills.
- Games will provide opportunities for developing decision-making skills.
- Cutting and making weather-related items will provide practice in fine motor skills and eye-hand coordination.
- Large motor development will be fostered by the creative movement activity and snowball game.

### OBJECTIVES

- Understand basic weather concepts.
- Be aware of how weather affects daily decisions such as the clothing we wear and the activities we can do.
- Realize the importance of weather safety.

### GROUP SIZE

6 to 8 children per adult volunteer

### TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity takes about 5 to 15 minutes to complete.

### BACKGROUND

Help children discover the importance of weather and seasonal changes. The games, activities, and hands-on experiences are designed to teach basic weather concepts and help develop respect for weather safety.

### HELP FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create an appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-planning by the 4-H members, thinking about special seating arrangements, and playing background music.

## GETTING STARTED

### ACTIVITY: Weather Mystery Bags

**Materials:** two grocery "mystery" bags, one with a weather forecast and map from the daily paper and the other with a variety of items associated with different kinds of weather (umbrella, sunglasses, mittens, boots, sun-block, fan)

**Note to the Volunteer:** Gather the group into a circle. Show them the first mystery bag. Tell them the mystery item has something to do with weather. Give them a clue and ask them to guess what it is. Give clues until someone guesses correctly.

Show them the weather map and forecast. See if they can name different kinds of information included in the weather report. Ask them to describe today's weather.

Show the second mystery bag. Randomly select children to pull out an item and tell what kind of weather the item would be used for. Encourage them to think creatively by asking them questions such as "Are sunglasses worn only in the summer?" or "Is there another kind of weather condition that an umbrella could be used for?"

**Application:** Ask the children to think about other items that we use for different weather conditions. Encourage them to be on the look-

out for examples at home, school, the store, and when outside.

### **ACTIVITY: What Should I Wear Today?**

**Materials:** old clothing catalogs, magazines, scissors, construction paper and glue

**Note to the Volunteer:** Fold the construction paper in half. Label the top of one side It's Cold Today. Write, It's Not Cold Today on the other side of the paper. Ask the children to find pictures of clothing that would be suitable for each weather condition. As they cut out and glue the pictures on their papers, talk about how weather affects what we wear.

Have the children make extra examples to use in an art exhibit and display.

**Application:** Encourage the children to read the weather forecast for the week and think about the types of clothing they might need for each day.

### **ACTIVITY: Safe or Not Safe: A Weather Safety Game**

**Materials:** none

**Note to the Volunteer:** Tell the children you are going to read about some situations regarding the weather. When they hear an action that is true about weather safety, ask them to jump and shout "That's safe!" When they hear a statement that is false, ask them to sit down and shout "Not safe!" Discuss each example, asking the children to tell why the statements are true (+) or false (-).

#### **Safe or Not Safe**

- Talking on the phone when there is thunder and lightning (-)
- Putting sunscreen on before going out in the sun (+)
- Using the computer when there is thunder and lightning (-)
- Playing outside during a tornado warning (-)
- Standing under a tree during a thunderstorm (-)

- Wearing a coat, hat, and gloves in very cold weather (+)
- After a storm, staying away from downed power lines (+)
- Playing on loose tree branches that broke during a storm (-)
- Going into the basement during a tornado warning (+)
- Staying out in the hot sun all day long (-)  
Wading in deep puddles or streams after a rainstorm (-)

**Application:** Look for examples of weather safety situations in the newspaper or on television. Did the people involved do the safe thing? What happened?

## **DIGGING DEEPER**

### **ACTIVITY: Stovetop Rainstorm**

**Materials:** large sauce pan with lid, water, and stove or hot plate

**Note to the Volunteer:** Explain to the children that clouds are formed when water evaporates. When the vapor rises, it cools and condenses, or changes into millions of very small water droplets that form a cloud. When the droplets collect more moisture, the clouds become very heavy and raindrops start to fall.

Boil the water in the pan. Explain that the steam that rises, or evaporates, is like the vapor that makes clouds. Collect the droplets by holding the pan lid about 6 inches above the boiling water. As the steam hits the lid, it cools down and changes back into water. When enough water has collected on the lid, it will drip down, making a stovetop rainstorm.

**Application:** Ask the children to look at the sky the next time it rains. They will see dark, heavy rain clouds. Watch the sky for several days. Can you predict if it's going to rain?

### **ACTIVITY: A Moving Experience with Weather**

**Materials:** none

**Note to the Volunteer:** Invite the children to stand and spread out. Ask them to pretend they are different kinds of weather. Ask them what the following weather would look and sound like:

- Warm gentle breezes begin blowing on a sunny day
- The wind becoming stronger and starting to howl
- Raindrops starting to fall lightly
- The rain becoming a steady downpour
- Lightning and thunder filling the sky
- A tornado developing
- The tornado calming down, becoming slower and slower and finally stopping
- Snowflakes beginning to dance in the sky
- The snowfall becoming heavy
- The snowstorm slowing down
- The last snowflake falls to the ground

**Application:** Ask the children to look and listen carefully to how many different ways the weather can look and sound the next time they are outside.

### **ACTIVITY: Rain Paint**

**Materials:** paper, newspaper, powdered tempera paint, plastic spoon, spray bottle with water.

**Note to the Volunteer:** Cover the table with newspapers. Sprinkle a small amount of powdered tempera paint on a sheet of paper. Lightly spray the paper with "rain." What happens? Try two different colors. What are the results this time?

**Application:** Look at the patterns rain makes on the ground after a storm. Watch for the designs that rain makes as it sprays windows or windshields and as it splashes into puddles.

## LOOKING WITHIN

### **ACTIVITY: Thermometer Fun**

**Materials:** thermometer, two containers of water, one with hot water and one with cold water

**Note to the Volunteer:** Show the thermometer to the group. Ask what thermometers are used for. Point out the current reading. Explain that the red-colored liquid (mercury) expands, or gets longer, when it gets warm. Put the thermometer in the container with the cold water. What happens? What does the temperature read now? Put the thermometer in the container of hot water. Check the reading now. Let the children experiment. Record your findings.

**Application:** Thermostats have a kind of thermometer in them. Ask the children to look at the thermostats at home with their parents. What is the room temperature? What else can a thermostat do?

### **ACTIVITY: Make Your Own Thermometer**

**Materials:** thermometer pattern, heavy paper or poster board (8 1/2 by 11 inches), glue, scissors, red and black markers, safety pins, and 12-inch strips of elastic

**Note to the Volunteer:** Have the children cut their thermometers out and mount them on the poster board. Help the children cut two slits in the thermometer. Color half of the elastic red. Thread it through the poster board, and pin it in the back. Have the children experiment and make the temperature go up and down.

**Application:** Ask the children to be thermometer and temperature detectives.

Have them look around in their community for thermometers and temperature readings (outdoor temperature readings at banks, frozen-food sections in grocery stores, radio and television reports).

## ACTIVITY: WBUD: 4-H Weather Channel

**Materials:** none

**Note to the Volunteer:** Ask the group if anyone knows what a meteorologist does (studies the weather and makes weather predictions). Talk about some of the words meteorologists use (for example, precipitation, relative humidity, pollen count, ). Help the children pretend they are meteorologists and give a short weather forecast. The forecast should include the current temperature, direction the wind is coming from and its speed, and the relative humidity (is it damp or raining?). Don't forget to close your report with, "It looks like it will be a good day to ..." Give weather reports for your community for the spring, summer, fall and, of course, winter.

**Application:** Watch the weather report on television. What other kinds of things are included in the report?

## REACHING CONCLUSIONS

### ACTIVITY: What Can You Do with a Snowball?

**Materials:** paper to crumple into "snowballs," cassette tape or record player, and instrumental music. Explain to the group that if the temperature drops below 32 degrees Fahrenheit, it is cold enough to snow, if the weather conditions are right. If you made thermometers, set the temperature at a reading somewhere below the freezing point of water (32 degrees). Make pretend snowballs from the paper. Crumple them tightly so they don't "melt." Turn on the music and see if the children can do the following with their snowballs:

- Walk around the room with the snowball under their chin
- Balance the snowball on their head
- Jump around the room with the snowball between their knees
- Get on hands and knees and blow the snowballs on the floor from one end of the room to the other
- Use baby steps to walk around the room with the snowball between their feet
- Throw their snowball into the trash can

## GOING BEYOND

### ACTIVITY: After the Rain Scavenger Hunt

**Materials:** none

**Note to the Volunteer:** Take a hike outside after a rainstorm. Look for clues that let you know it has rained. Can you find the following:

- A puddle
- Raindrops on leaves
- Leaves that have blown off during the rain
- A dry spot protected by leaves or branches
- Raindrops on a spider web
- Earthworms on the ground
- Birds looking for food
- A watermark left after water drained away or evaporated
- Insect or worm trails in the mud
- An asphalt "rainbow" (oil and water)

**Application:** Try the same type of activity after a snowfall. What kinds of things can you find caused by the snow?

## Reading Adventures

This list of reading materials can be used by you as background, for sharing before to set the stage for the lesson, or for sharing afterward to reinforce the lesson.

*The Cloud Book*, by Tomie dePaola

*Where Does the Butterfly Go When It Rains?*  
by May Garelick

*First Snow*, by Emily Arnold McCully

*A Walk in the Rain*, by Ursel Scheffler

Adapted from materials developed by Ohio State University Extension and Penn State University Cooperative Extension.

# Celebrations Around the World



## BACKGROUND

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

## LIFE SKILL AREAS

- Social skills will be developed as children share their thoughts about differences in cultures.
- The children may also become more aware of their own culture.
- Map-reading skills will be developed through exploring where state and country locations on a world map.

## OBJECTIVES

- Learn about holidays and celebrations in various countries.
- Become aware of other cultures and customs.
- Become aware of diversity and other countries.

- Develop self-understanding through comparing our own traditions and beliefs to those of others.
- Develop basic map-reading skills.

## GROUP SIZE

6 to 8 children per adult volunteer

## TIME FRAME

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity will take about 5 to 15 minutes to complete.

## HELP TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Use props and songs to help express some of the celebrations in various countries.
- Encourage participants to talk about meeting other children through student exchange programs, writing or emailing pen pals, or traveling to other countries.
- Let children know that not all people from one place follow the same customs. There are many differences in one place just as in the U.S.

## GETTING STARTED

### ACTIVITY: Mexican Tissue Flowers

**Materials:** sheets of colored tissue paper, green pipe cleaners, flower pattern, pencil, scissors, and a hole punch

**Note to the Volunteer:** Have the children fold a piece of tissue paper lengthwise twice and crosswise twice. Ask them to trace the flower patterns onto the paper. Have them cut out and stack the tissue flowers from largest to smallest. Help them punch center holes in the flowers and then insert a pipe cleaner through the holes, and twist it to form a stem. Fluff the flower for a better look.

**Application:** Did you know these flowers are used in Mexico to celebrate their national culture with dances, songs, art, and festivals? The flowers are used to decorate houses, churches, and streets.

**ACTIVITY: Good Luck Chinese Dragon**

**Materials:** dragon pattern, 4-inch construction paper circle, crayons, red crepe paper, scissors, glue, hole punch, and yarn

**Note to the Volunteer:** Have the children color and cut out a dragon face. Ask them to glue it to the center of the construction paper circle. Have them cut several strips of crepe paper to attach to the back of the circle. Help them punch a hole at the top of the dragon face so it can be hung with yarn.

**Application:** Did you know a dragon is the emblem of strength and wisdom of the Chinese emperors? The Chinese New Year always has the appearance of the dragon to wish everyone peace, prosperity, and good luck.

**ACTIVITY: Mini matryoshka (mah-tree-OSH-ka) Russian Doll**

**Materials:** two sizes of paper cups, doll pattern, markers, pen, scissors, glue, and yarn

**Note to the Volunteer:** Have the children color and cut out the doll pattern to fit the size of one cup. Help them glue the pattern onto the cup. Help them use the pen to poke a hole in the bottom of each cup and then thread a length of yarn through both cups. Tie a knot in the yarn inside the small cup. Show how to place the large cup so that 1 inch of yarn is in between the cups. Loop the yarn at the end, and tie it at the tip for hanging.

**Application:** Did you know these wooden dolls were made by Russian grandparents to give to their grandchildren? The doll's dress is called a babushka, and each doll opened up to reveal a smaller doll inside.

**ACTIVITY: Indian Elephant**

**Materials:** elephant pattern, colored construction paper, crayons or markers, scissors, glue, sequins, yarn, and a hole punch

**Note to the Volunteer:** Help the children cut out and color the elephant. Have them glue the elephant onto colored paper, and cut it out, leaving a border. Ask them to glue sequins, yarn,

and decorations to the saddle and headdress, and add fringe.

Punch a hole at the end for a tail made out of yarn and at the top to hang.

**Application:** Did you know in India, the Hindu people value the elephant as a religious symbol and for transportation? It is a beast of burden and is used in wars. They are decorated for ceremonies or state processions.

**ACTIVITY: Spanish Tiles**

**Materials:** sun pattern, Styrofoam meat tray, scissors, pens, liquid dish detergent, paint, paintbrushes, paint tray, old shirts, drop cloths, and yarn

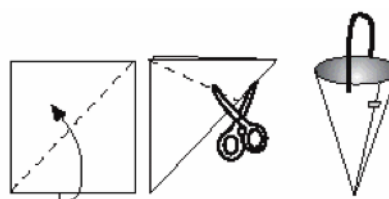
**Note to the Volunteer:** Help the children tape the sun pattern to the meat tray. Show them how to trace the design with a pen, pressing hard enough so the design will show up on the Styrofoam. Add liquid soap to the tempera paint to help it stick. Have them paint their sun design. Once it is dry, hang with yarn.

**Application:** Did you know in the year 711, when the Moors conquered southern Spain, they brought tiles with beautiful art? They were used to decorate the floors and walls of homes. The sun (el sol in Spanish) is a popular design.

**ACTIVITY: German Cone**

**Materials:** construction paper cut into 6-inch squares, scissors, pencil, glue, gift wrap, ribbon, stickers, paper scraps, markers, and yarn

**Note to the Volunteer:** Have each child fold a square in half diagonally and then cut a curved line on one corner. Have them unfold the paper and decorate it, using paper, ribbons, stickers, and any other paper scraps. Show them how to roll the paper into a cone and glue the ends together. Help them punch a hole on each side of cone and hang it using yarn.



**Application:** Did you know that in Germany, children get a large cone filled with candy, cookies, and other goodies on the first day of school?

## DIGGING DEEPER

### ACTIVITY: *Friendship Tree*

**Materials:** newspaper, tape, scissors, construction paper, Christmas-tree stand or pot of sand, wallpaper, and paste for paper-mache

**Note to the Volunteer:** Roll three sheets of newspaper diagonally very tightly, and tape the end to hold it securely. For a large tree, use several sticks to make stem. Use one for individual trees. Make more stems of various lengths for branches. Tape them together. Have the children use paper paper-mache (wallpaper paste and newspaper strips) to cover the tree so it will stand strong. Hang all your multicultural crafts on your tree. Add your own decorations representing holidays or customs you celebrate.

**Application:** Make a large tree for the classroom or small trees each child can take home.

### ACTIVITY: *Where in the World Are We?*

**Materials:** large world map (preferably a paper map that can be opened up on a table or floor), an assortment of small stickers or marking pens that can be used to mark places on the map

**Note to the Volunteer:** You may want to help the children locate the countries of origin for the projects completed for the friendship tree—Mexico, China, Russia, India, Spain, and Germany. There may also be someone in the group who has traveled to another country, and the group may be interested in finding that place on the map and marking it as well.

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

- Can you find the United States on the map? Where is our state?
- Is our state in the northern or southern part of the United States?

- What is located to the east of the United States? What is to the west?
- Which direction is the equator from the United States?

## LOOKING WITHIN

### ACTIVITY: *International Friendships*

**Materials:** paper and pencils

**Note to the Volunteer:** Your children or group can have international friendships. Writing to an international pen pal can strengthen letter-writing skills. You may like to work as a group to write a letter to another group of children abroad or each have individual pen pals. For more information about pen pals contact the following:

Worldwide Friendship International  
3749 Brice Run Road,  
Suite A Randallstown, MD 21133

Our Children's Sake  
475 Riverside Drive, Suite 828  
New York, NY 10115

World Pen Pals  
1690 Como Ave.  
St. Paul, MN 55108



## REACHING CONCLUSIONS

### **ACTIVITY:** *Throw a Birthday Party for the Earth*

**Materials:** decorations, party hats, birthday cards, a birthday cake, and gifts

**Note to the Volunteer:** Have the children make an earth mural backdrop for your party or use the world map from the "Where in the World" activity. For hats, use recyclable materials such as paper cups and decorate them using feathers, shells, or grass. Make a birthday card with a message to the earth saying that you are doing all you can to recycle and protect the earth. Talk about what kinds of gifts the earth would like and would make it more beautiful (for example, planting flowers, growing a garden, or cleaning up litter). To organize a school recycling program, call 1-800-795-8552. Collect pennies for the rain forest. For more information write to the following:

The Earth's Birthday Project,  
P.O. Box 1536  
Santa Fe, NM 87504-1536

**Application:** Did you know you can send in your earth-day celebration cards and pictures and share them with others? Use markers or tempera paint and send them to the following address:

Clifford Ross  
The Earth's Birthday Project  
P.O. Box 1536  
Santa Fe, NM 87504-1536

## GOING BEYOND

### **ACTIVITY:** *Where in the World Did This Come From?*

**Materials:** the world map used in previous activities, stickers, and encyclopedia

**Note to the Volunteer:** Look at the labels on your clothing. Where in the world was it made? Find that country on a world map, and mark it with a star or sticker. Help the children in your group do the same. Look up flags in an encyclopedia or on the Internet. Help the children find the U.S. flag. Match flags in the encyclopedia with places

marked on the world map from other activities. Why are flags different? What are symbols? What is the 4-H symbol?

### **ACTIVITY:** *Design a Club Flag*

**Materials:** colored construction paper, scissors, glue, and markers

**Note to the Volunteer:** Talk about what symbols might be used to decorate a flag (for example, the 4-H symbol, club colors, and the club name). Help children cut out shapes they draw. Have them glue the shapes onto one piece of construction paper to create a club flag, and display it at each club meeting.

Ask the children if they have a parent who sews and if they would duplicate the flag design using fabrics of the same colors and shapes.

**Application:** How did you as a group decide what your club flag would look like? What does your club flag stand for?

## Reading Adventures

This list of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterward to reinforce the activity.

*Earth Day*, by Linda Lowery

*Ethnic Celebrations Around the World: Festivals, Holidays, and Celebrations*, by Nancy Everix

*Festivals Together*, by Sue Fitzjohn, Minda Weston, and Judy Large

*Festivals Around the World*, by Philip Steele

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**Alabama 4-H**  
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