

*June 2003*

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**NEW YORK STATE  
4-H Cloverbud  
Leader Handbook**

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## Acknowledgements

The creation and distribution of the New York State 4-H Club Management Notebook for Staff, the New York State 4-H Club Leader Handbook, and the New York State 4-H Cloverbud Leader Handbook would not be possible without funding and support from the New York State 4-H Foundation. The 4-H Foundation and the New York State Association of Cornell Cooperative Extension 4-H Educators, along with proposal authors, H. Thomas Davis, 4-H Educator from CCE in Orange County and Dr. Cathann A. Kress, Director of Youth Development for National 4-H Headquarters and former Assistant Director, Cornell Cooperative Extension/New York 4-H Youth Development State Leader, were involved with the original concept of the Club Notebook and have provided encouragement and enthusiasm beyond funding.

The three books together were created and authored by the members of the Club Notebook Committee, the Second Phase Committee, and selected writers within the Cornell Cooperative Extension system. Numerous CCE colleagues contributed input, resources, and editing.

Many thanks to the committee members, contributors and editors of the NYS 4-H Club Management Notebook for Staff (including the NYS 4-H Club Leader Handbook and the NYS 4-H Cloverbud Leader Handbook). Special Acknowledgement to the following:

Annah Abbott, Heather Allen, Erin Bovee, Ruth Campbell, Celeste Carmichael, Pamela Castro, Dawn Dennis, Mary Fairley, John Farris, Dave Ferris, Jean Griffiths, Cathann Kress, Carolyn Lettieri, Daniel Malone, Nicki Nedrow, Katie Nelson, Kelly Oram, Dana Palmer, Kelly Ann Radzik, Nancy Schaff, Barbara Schirmer, and Kathy Sherwood.

Many resources from colleagues around the nation are cited within the books since we vowed to gather the best resources out there for the Cornell Cooperative Extension 4-H Youth Development program and bring it all together. Special thanks to our club management sources within and beyond New York State.

On behalf of the Club Notebook committee members, contributors, editors, and supporters, along with the New York State 4-H Youth Development Office, I present the New York State 4-H Club Management Notebook for Staff, the New York State 4-H Club Leader Handbook, and the New York State 4-H Cloverbud Leader Handbook. This is dedicated to the staff and volunteers in the Cornell Cooperative Extension 4-H Youth Development program who make the 4-H Club Program with their own blood, sweat, and yes, sometimes tears. May these documents offer direction, consistency, and inspiration.

Thanks to all who have contributed!

Kimberly Fleming  
Cornell Cooperative Extension,  
State 4-H Youth Development Program Specialist  
And Club Notebook Project Coordinator

## Welcome to the 4-H Family

Dear 4-H Leader,

Having become a 4-H leader you are united with a special group of people who believe that adults and youth can learn, grow, play and serve their communities in partnership with one another. Over time a 4-H club leader becomes teacher, coach, confidant and friend to the 4-H club members. Close bonds develop among the members, their families and their leaders. Within the family-like environment of a 4-H club youth are supported as they venture to try new things, their accomplishments are affirmed when they succeed and their

confidence is bolstered when they face disappointment. Without its leader this nurturing 4-H family would not exist. We thank you for caring enough to accept this important role.

In this same spirit of family the 4-H staff extends our support to you. Starting with this book, we will provide the resources, instruction and guidance you need to make your leadership experience effective, satisfying and enjoyable. We urge you to take full advantage of the training programs, project workshops and leader meetings that will be available for you. We invite you to call the 4-H Youth Development staff whenever you have questions or experience difficulties within your club. Welcome to the 4-H family!

As a 4-H leader in New York State you are also a Cornell Cooperative Extension Volunteer. Board and committee members, office assistants, instructors and volunteers serving in many other capacities are essential to the success of Cornell Cooperative Extension's broad variety of programs throughout New York State. The Cornell Cooperative Extension Volunteer Involvement Policy guides staff in the selection, training and supervision of all CCE volunteers. It also details the responsibilities of volunteers to CCE. Your volunteer position description, Code of Conduct and Volunteer Agreement are all based on that policy. We recommend that you insert these important documents behind Section 8 of this handbook.

The Cornell Cooperative Extension 4-H Youth Development staff is committed to enabling your success as a 4-H leader and we look forward to working with you.

Sincerely,

*Cathann A. Kress*

Cathann A. Kress, PhD  
Director, Youth Development  
National 4-H Headquarters  
CSREES/USDA

## How to Use This Book

This handbook presents both background and practical information about the 4-H Youth Development Program, 4-H club activities and special events for the cloverbud age group.

### Completing the NYS 4-H Cloverbud Leader Handbook

- If you are a 4-H club leader for youth who are beyond their cloverbud years, you should also receive a New York State 4-H Club Leader Handbook.
- If you are a 4-H club leader for only cloverbuds, then you may not have received the New York State 4-H Club Leader Handbook. In that case, you should be sure that Section One and Section Two from the NYS 4-H Club Leader Handbook are inserted into this Handbook.
- To insert Section One of the NYS 4-H Club Leader Handbook, "What is 4-H?" it is suggested that it be inserted between page 4 and 5 of this Handbook, the NYS 4-H Cloverbud Leader Handbook.
- To insert Section Two of the NYS 4-H Club Leader Handbook, "Basic Facts about 4-H Clubs," it is suggested that it be inserted after the references on page 33 on this Handbook.

Once the book is together, you may use it as a self-training manual to help you learn your job as a new 4-H cloverbud leader, as a reference book to find information about up-coming 4-H events and activities and as a resource to help you and your members to plan a well balanced 4-H club program each year. Here are some suggestions for specific uses to get you started:

- ◆ **The 4-H Cloverbud Program: What's it all about?** Will explain the special characteristics of the 4-H cloverbud member and the appropriate activities that go along with this age group.
- ◆ **What is 4-H?** Whether inserted or within the NYS 4-H Cloverbud Leader Handbook, "What is 4-H?" will help you to understand the real reasons behind the things we do in 4-H and the way we go about doing them. When you have questions or suggestions from members or parents who would like your club to do different things or to do things differently, referring to this section will help you determine whether their suggestions are compatible with the purposes and mission of the 4-H Youth Development Program.
- ◆ **Cloverbuds in the 4-H Program: Questions & Answers** will guide you through policies related to forming a 4-H cloverbud club.
- ◆ **Ready, Set, Go!** helps you prepare for your first two meetings, as well as create a plan for the year.
- ◆ **Recommendations and Resources for Cloverbud Leaders** helps develop your young members opportunities by bringing in outside resources (human and written). Safety and Risk Management

Procedures are also included. Specific project resource titles are listed with sources.

- ◆ **Toolkit** consists of three specific tools that may make your role as 4-H cloverbud leader easier.
- ◆ **Basic Facts about 4-H Clubs**, whether inserted or within the NYS 4-H Cloverbud Leader Handbook, contains general information about 4-H clubs for any leader from naming a club to using the 4-H clover.

## **New York State 4-H Cloverbud Leader Handbook**

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**The 4-H Cloverbud Program: *What's it all about?***



## Cloverbuds—Very Special 4-H Members

Cloverbuds, the youngest participants in the 4-H Club Program, are enthusiastic, curious, creative, robust and resilient young people who are growing physically, cognitively, socially and emotionally through a period of rapid and often uneven development. The 4-H Cloverbud Program has been designed to meet the very special needs of these five to eight year olds.

Each child develops on his or her own timetable and may outpace age-mates in one aspect of development while lagging in others. Therefore, it is very important that organized activities be tailored to the developmental level of the particular children who participate so that all can experience success - the magic ingredient that allows them to blossom. For this reason the 4-H Cloverbud Program, while focusing on the general developmental needs of five to eight year olds, also provides a wide selection of activities that enables 4-H leaders to choose those that are most appropriate for their own cloverbud members.

In addition to making a judicious selection of activities 4-H leaders also foster youth development by creating positive learning environments that focus on the strengths of their members and help them to meet their four basic needs: *belonging*, *mastery*, *independence* and *generosity*.

The 4-H leader helps cloverbuds to experience a sense of *belonging* by showing interest in them and what they do, actively listening to them and encouraging them to build on their innate abilities.

The 4-H leader helps cloverbuds to experience of sense of *mastery* by offering opportunities to take on new challenges, learn new skills and recognize ways these newly acquired abilities can be applied across various situations. Leaders also enable mastery by modeling and explaining that failure and frustration is not a disgrace but a natural part of the learning process - "If at first you don't succeed try, try again."

The 4-H leader helps cloverbuds move toward *independence* by creating opportunities for leadership and self-discipline, and by helping them to recognize the connection between independence and responsibility.

The 4-H leader helps cloverbuds to extend their *generosity* through service to others and by helping them recognize that it is "through giving that we receive."



## The Purpose of the 4-H Cloverbud Program

The overall purpose of the 4-H Cloverbud Program is to foster the development of life skills (described below) that are essential for the cognitive, social, emotional and physical maturation of five to eight year old children. Specifically, this program aims to provide participants with opportunities to:

1. develop self understanding, social skills, decision-making skills, learning skills and physical skills;
2. gain knowledge in the sciences, literature, and the arts through the experiential (hands-on) learning process (see pages 12 through 14 for a more detailed explanation);
3. develop positive attitudes about learning;
4. develop on-going relationships with caring adults and older youth who serve as positive role models;
5. explore family and community relationships;
6. develop understanding of and appreciation for social and cultural diversity.

## Life Skills for Cloverbuds

Life skills are abilities, knowledge, attitudes and behaviors that must be learned for success and happiness. These skills are not learned all at once but are refined and reinforced throughout life. Even so, there are certain milestones that must be reached along the way before a child will be ready to meet the challenges presented in the next phase of development. For five to eight year olds, who will transition from middle to late childhood by the end of their 4-H Cloverbud years, it is particularly important to make major strides in the development of the five life skills described below:

1. ***Self-understanding*** - Each child is unique. Each has different interests, personality traits, skills, learning styles and temperaments. In order to expand and refine an understanding of "who I am," five to eight year olds need to try new things to test themselves, build their base of experiences and begin to master

skills. A positive but realistic self-concept is the most important ingredient of emotional health. To foster its development, cloverbud leaders need to:

- nurture creativity and curiosity;
  - provide positive and specific feedback rather than generalized praise;
  - provide correction quietly, one-on-one, in a caring and consistent manner;
  - help members identify their own successes;
  - help members to see and appreciate how they are alike and different from other people.
2. ***Social interaction*** - Between the ages of five and eight children increase their desire to be with other children. As they develop friendships with their peers they become less self-centered and their need to be connected to others in a group strengthens. Experiencing a warm feeling of belonging frees them to relate comfortably with others. To enhance this social development, leaders should:
- organize small group activities through which cloverbuds can talk and work with one another;
  - use dramatic play to help members understand how other people might feel or react;
  - provide opportunities for building communication skills, including listening skills;
  - help members learn how to cooperate, share and resolve conflicts;
  - take time to listen and visit casually with each young person.
3. ***Decision-making*** - The ability to make wise decisions and take positive action are key to the development of independence. Children need to know that they are capable of charting their own path and influencing others, but they also need to understand how their decisions affect themselves and others and be willing to accept responsibility for their actions. Appropriate leadership experiences help children learn the step-by-step processes of decision-making, recognize cause-and-effect relationships and develop a sense of responsibility. To initiate this learning process, cloverbud leaders should:
- create an environment in which it is safe to test decisions and make mistakes;
  - help children think about how things that are important to them influence the decisions they make;
  - give cloverbuds opportunities to lead simple tasks and then progress to more difficult ones;
  - encourage members to overcome obstacles on their own;
  - motivate youth to accept responsibility and praise them when they complete leadership tasks.
4. ***Learning to learn*** - We all learn in a variety of ways: through seeing and observing, manipulating materials and experimenting, listening and reading. Five to eight year olds are concrete thinkers. Ideally, they need real experiences on which to base their learning, but can expand their capacity to learn in other ways. Activities that involve the use of all five senses (or at least several of them) enhance learning. After working with the same group of children for a while leaders will be able to recognize their different learning styles and though guided reflection can help them to understand how they learn. When children are

enabled to learn in their own way, learning becomes easy and is viewed as fun. This "learning is fun" attitude is the basis for life-long learning.

5. **Mastering physical skills** - Five to eight year olds are full of energy and need activities that are just that - **active!** Learning experiences that enable members to practice both small muscle (writing) and large muscle (ball catching) skills that can be completed successfully by beginners, will use up some of that energy while fostering physical development. When doing crafts, expect the work place to get messy and be aware that for this age group the process is more important than the product.



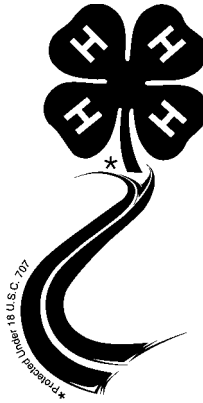
#### 4-H Cloverbud Activities

County, state and national 4-H cloverbud activity guides are available for a wide array of activities that are categorized within eight broad program areas (See pages 30 through 32). The meeting plans included in these leader materials have been designed to foster the development of the life skills described above while teaching information and skills related to a particular program area. The activities are appropriate to the developmental level of this age group and they apply the 4-H "learning by doing" method. Most of the leader guides provide a selection of activities within an individual lesson so that leaders can tailor the meeting plan to the needs and interests of the members, the time available and the meeting place. The activities have also been "kid tested" - so, you can be sure they will work well. While you are welcome to incorporate your own ideas and use your own creativity, you are advised to rely on these pre-tested 4-H materials for the bulk of your club program.

#### Cloverbuds Now - 4-H'ers Forever!

The 4-H Cloverbud Program is a special part of Cooperative Extension's 4-H Youth Development Program. Tailored to the developmental needs of five to eight year olds, it provides an exciting introduction to the 4-H club experience. Cloverbud leaders play a critical role in fostering the development of the youngest 4-H'ers as individuals and as 4-H members. When they move into the next phase of the 4-H Club Program they will be ready to take on the challenges of greater self-governance and longer-term project work. 4-H club opportunities will grow with them throughout their elementary and high school years. Many 4-H alumni become 4-H leaders as adults - once a 4-H'er, always a 4-H'er!

The first section of the New York State 4-H Club Leader Handbook (pages 1-1 to 1-5) that may be inserted after this page, explains the purposes and principles of our state's multi-faceted 4-H Youth Development Program and documents the effectiveness of 4-H clubs in promoting positive youth development. The second section of that handbook (pages 2-1 to 2-4) which may be inserted at the back of this book provides basic facts about 4-H clubs for all ages. If you find that you do not have the inserts mentioned, please contact your 4-H Extension Educator.



## **4-H Takes You Places**

**Cornell Cooperative Extension**

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# Cloverbuds in the 4-H Club Program:

## *Questions & Answers*

### **When is a child old enough to join a 4-H club?**

The New York State Cloverbud Policy specifies that a child must turn five by January 1 of the current 4-H year and must have been enrolled in Kindergarten **at the beginning of the school year** to be eligible to participate in the 4-H club program as a cloverbud member.

Children continue to participate as cloverbuds through age eight. However, a third grader who turns nine during the club year may choose to enroll either as a cloverbud participant or as a regular 4-H club member. The determination must be made at the beginning of the club year by consensus of a parent/guardian, leader and Extension Educator.

### **Can a 5 to 8 year old join any 4-H club?**

Ideally five to eight year olds participate in separate groups with all members in the cloverbud age range. If this is not possible, five to eight year olds may join a club with a wide range of ages. However, cloverbuds should participate only in those activities that are appropriate for their developmental level with adult supervision in the required adult/youth ratio (see page 24).

### **How many children are needed to form a new cloverbud club?**

In New York State a group must have a membership of at least five youth to form or remain as a club. Cloverbud clubs should not have more than sixteen members (no more than twelve youth for five and six year olds). When there are not enough children to form a club some counties will permit individual children to participate in the 4-H Cloverbud Program as "independent members" under the leadership of a parent or guardian until group size requirements are met.

### **How are 4-H cloverbud clubs different from other 4-H clubs?**

1. *Cloverbud clubs do not conduct formal business meetings or elect officers.* Five to eight year olds are not yet ready to fulfill the responsibilities of club officership and require much more adult guidance when making group decisions. However, a structured routine is important to this age group. Starting each meeting with the same opening ritual, roll call and pledges to the American and 4-H flags, provides structure while introducing the children to some of the elements of a business meeting. Use of a closing ritual is also recommended. Members can be assigned an "office of the day" to help conduct these rituals. This prepares cloverbuds for future roles as club officers when they become old enough to assume

such roles. More information about cloverbud meetings can be found starting on page 9.

2. *The educational component of a cloverbud club meeting consists of activities rather than projects.* A cloverbud activity focuses on developing a single concept and/or skill. For example, the children might plant a simple dish garden and learn that it will need sun, water and food to stay healthy. An activity such as this would be just one in a series of learning experiences for older children enrolled in an indoor gardening project.
3. *Cloverbud clubs do not conduct nor participate in competitive events.* Five to eight year olds are sensitive to criticism and do not accept failure well. They cannot easily separate the “doer” from the thing that is done - so, failure in an activity is translated into personal unworthiness. Their development is uneven making it nearly impossible to “level the playing field,” a necessity if competition is to be fair. *For these reasons participation in competitive activities is developmentally inappropriate for cloverbuds.* Even evaluation that does not compare one child’s work to another’s but simply defines a level of achievement (excellent, good or worthy) is ill advised. Cloverbud activities should be conducted in a positive environment that focuses on the members’ strengths rather than analyzing their deficiencies. Cloverbuds need opportunities to practice skills, discover talents and learn about fairness in a non-judgmental environment. Their work should be proudly displayed and their *participation* recognized. Recognition should be informal with all members being recognized equally.
4. *Cloverbud clubs handle their finances differently than clubs of older children.* For safety reasons cloverbuds do not bring money for dues or supplies to club meetings and they do not conduct door-to-door fundraising activities. They may, however, participate in group fundraising events supervised by adults, such as a bake sale. Parents will decide on how club expenses (activity supplies, refreshments, etc.) will be handled when the club is organized.
5. *Cloverbud clubs follow a set of program guidelines based on developmental appropriateness.* While cloverbud activities relate to the same set of program areas, as do projects for older members, they are designed to suit the cognitive, social, emotional and physical development of children within this age group. That often involves using different kinds of equipment or providing more adult supervision. (See Safety Guidelines for Working with Cloverbuds on pages 24 through 28 for information about specific program areas.) Sometimes a cloverbud will be physically capable of doing something but will not be able to understand the reason for the process or the result. Participation in that activity would be just as inappropriate as participation in an activity that is unsafe because of physical limitations.

### **When, where and how often do 4-H cloverbud clubs meet?**

Clubs can meet in homes, churches, community buildings, schools during non-school hours, and anywhere else in the community that would provide a safe location for young people to gather. Each club decides when it will meet, but most cloverbud clubs meet either right after school or on the weekend. Most 4-H clubs meet at least once a month, but young children need to be involved more often to sustain interest. Once a week or every other week is recommended. Meetings may also be held in seasonal blocks to accommodate members' participation in other activities.

### **How are parents involved in a 4-H cloverbud club?**

Parents are expected to support their children's participation in the 4-H cloverbud club by attending as many meetings as possible, participating in activities with their children and by encouraging their children to repeat or extend their 4-H activities at home. Parents are also expected to cooperate with the club's organizational leader as agreed upon at the beginning of each year.

### **How many leaders are needed to start a new cloverbud club?**

A minimum of two adult leaders is required to start a 4-H club of any age group and at least two adults (leaders, parents or others) must be present at every 4-H meeting and activity. For groups of five and six year olds the group size should not exceed twelve children. For groups of seven and eight year olds a third adult is required if the group exceeds twelve children and the group size should not exceed sixteen children.

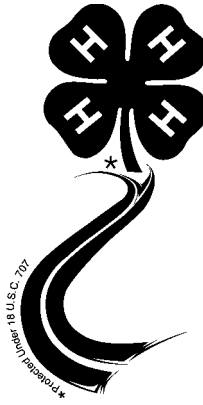
### **How can I start a new 4-H cloverbud club?**

The first step is to meet with a 4-H representative (4-H staff member or an experienced volunteer) and the parents of at least five children who are considering participation in the 4-H Cloverbud Program. To arrange for this meeting contact the 4-H office. During the meeting the 4-H representative will assist the group in making a series of essential decisions and will guide your planning for a successful first year. Agenda items include:

- Meeting site(s), frequency and schedule
- Parent/guardian involvement in 4-H
- Selection of activities
- Tips for conducting club meetings
- Club finances and fundraising
- Date(s) for New Leader Orientation

After participation in the New Leader Orientation program you will be ready to conduct your first meeting with the children.





# 4-H Takes You Places

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# Ready, Set, Go!

## Getting Ready: *Planning is the Key to Success*

Planning a yearly calendar (see sample below) will help everyone integrate 4-H activities with the rest of their personal commitments. While adults and youth should work together to develop the yearly plan, the leader should present children of this age with options that are manageable by the adults.

Parents and cooperating leaders will need an opportunity to review a variety of cloverbud activity plans to learn what each would involve. The 4-H office has county, state and national cloverbud resources from which you can choose. Before discussing possible activities with the members, the organizational leader should know which adults are available to lead activities at which meetings and which activities they are willing to lead. *To ensure appropriate parental participation the adults should have a yearly schedule in mind while the cloverbuds will choose activities within the theme presented to them on a seasonal basis.* Use Tool CB-1, 4-H Cloverbud Club Planning Calendar, to guide your planning process. The yearly plan should balance learning activities with opportunities for community service (see page 19) and social/recreational activities. If a meeting schedule and activity options were not planned during the new club organizational meeting, this should be done before the club's second meeting.

### *Sample Club Calendar* (See Tool CB-1 for blank form)

#### Club Goals for the Year:

1. Try 3 new things we never did before.
2. Do something to help our community.
3. Make every member feel included and important.
4. Have fun!

Month/Date	Program, Event, or Activity	People Responsible
<u>September</u> Fri., 9/14	General Meeting, 7 pm Member/parent social and orientation to 4-H; 4-Hers select activities for Oct./ Nov.	Joan (Organizational Leader) & Lisa (Teen Leader)
Fri. 9/28	Activity Meeting, 5 pm "Trees are Terrific" (lesson & leaf prints)	Project Leaders - Eric (Parent) & Manuel (Retired Volunteer)
<u>October</u> Sat. 10/6	Field Trip, 10 AM – 2 PM <b>Apple Picking Picnic</b>	Joan & Parents  Eric & Barb
Fri., 10/19	Activity Meeting, 5 pm "Snack Attack" (lesson & apple snack recipe selected by members)	
<u>November</u> Fri., 11/9	Activity Meeting, 5 pm "Exploring the Community"	Donna (Parent) & Manuel

Mon. 11/19	Community Service, 4 pm Meet at Salvation Army (assemble Thanksgiving Food Baskets)	Paula & Nancy
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***Encourage full participation from everyone.*** Some parents will not be able to lead activities or attend club meetings, but there are other ways to help. Consider using an interest survey and/or activity sign-up sheet to encourage commitment and to keep track of everyone's interests and availability. (See sample 4-H Cloverbud Parent Participation Survey, Tool CB-2)

***Chartering your club*** - The Club Charter identifies a group as an organized 4-H club that is authorized to use the 4-H name and emblem for educational purposes. The Charter stays with the club as long as it is in existence. All chartered clubs are expected to operate within the framework of the 4-H program. The charter does not have to be renewed when leaders change or minor revisions are made in the club structure. Charter application requirements can be found on page 1 of the 4-H Club Secretary's Handbook and the application itself is on page 2 of that book. Since cloverbud clubs do not elect officers the election requirement does not apply. The organizational leader should submit the application soon after the club has met the other eligibility requirements.

***Note:*** Leaders can use the 4-H Club Secretary's Handbook to record attendance and other club information that would be kept by the elected secretary in a group of older members.

### **Getting Set: *Your first two meetings***

It is very important to get off to a good start. There is a lot to be accomplished during the first two meetings of a new club. Everyone should leave these meetings feeling that they had a good time, understood and contributed to what went on and know what will happen next. Therefore, you may want to arrange for an experienced leader or 4-H teen to attend these meetings and provide guidance as needed. Adapt these sample meeting plans to suit your club's situation:

#### ***Sample plan for first meeting***

1. Invite parents to attend with their children. To accommodate working parents, this meeting will probably need to be held in the evening - so keep it very short.
2. Wear a nametag. Tell the cloverbuds what your name is (Mrs. Jones/Miss Pat/Pat)
3. Ask cloverbuds and parents to make nametags for themselves. You may wish to provide magic markers or crayons to use in decorating nametags. (If everyone knows one another very well play an "ice breaker" game or lead an alternate activity instead.)
4. Give a brief, simple explanation of the cloverbud program.

5. Show the 4-H clover or give each of the children a 4-H button and explain what the H's stand for.
6. Teach everyone how to say the 4-H Pledge and talk about its meaning.
7. Help the children choose a name for their club. Your club's name should be unique within your county, should include "4-H" and should be able to stand the test of time (not trendy or too juvenile to be acceptable as members grow older). While this is happening, parents who have not already done so can fill out enrollment forms and any other records required by the 4-H office.
8. Serve refreshments.
9. While everyone munches describe two or three activities (pre-selected as options at the planning meeting with the parents) the cloverbuds might enjoy.
10. Help the children decide which of the activities they would like to do at their third meeting.
11. Announce the date, time and place of the next meeting. Explain what the club will do at that meeting and what (if anything) the members will need to bring.
12. Ask for a volunteer to bring snacks.

Before everyone leaves check the forms filled out by the parents and make sure you have an accurate list of the children, their addresses and phone numbers.

### Sample plan for second meeting

1. ***Pre-meeting warm-up:*** As members gather involve them in a guessing game, pencil and paper puzzle, setting out the snacks or other activity that will allow for others to join in as they arrive.
2. ***Introduce the opening ritual:*** American and 4-H Pledges, roll call. Explain that from now on, members will take turns leading these parts of the meeting. Finish the opening ritual by introducing guests and announcing the program for the next meeting and what members will need to bring.
3. ***Program:*** one or two activities lead by leaders, parents or 4-H teens
4. ***Recreation and Refreshments:*** End the meeting with games and/or songs. Try to select games that can continue if some members leave earlier than others. Refreshments can be held for the end of the meeting or could be made available when the members arrive, to be eaten during the opening ritual or whenever works best in relation to the meeting time and program planned for the day.

## **You're Ready - You're Set - Now Go! - *Tips for working with your Cloverbuds***

### **Be prepared for each meeting**

You have already set up a plan for the year, but it is also important to have a plan (similar to the meeting plans shown on previous pages) for each meeting. Tool CB-3, 4-H Cloverbud Meeting Planner, will help you to put that plan on paper. Those who are leading activities should arrive at the meeting place well before the scheduled meeting time to set up the work space, put out the supplies, etc. so that everything is ready to go when the members arrive.

### **Use effective teaching techniques**

1. *Get members to use as many of their five senses as possible.* Research has shown that the more involved the learner is in the learning process (the more senses used) the greater the retention of the lessons taught. Remember this adage: "When I hear, I forget; when I see [and hear] I remember; when I do [and see and hear] I understand." So, explain *and* demonstrate *and* have members manipulate the things they are learning about.
2. *Include both cooperative and individualistic learning experiences.*
  - In cooperative learning, members work in small groups and depend on each other to accomplish a goal. Cooperative learning encourages the development of social interaction skills, enhances self-esteem of members, and improves their ability to work together. This type of learning experience is characterized by "positive interdependence." That is, the group cannot succeed if anyone in the group is ignored or does not contribute to the group process.

A leader can create a situation of positive interdependence by giving each member a vital piece of information that the entire group must know before it can succeed. Because members must interact with each other to share the information they have, social interaction skills are necessary for group success. Therefore, social skills should be taught DIRECTLY (DO NOT assume the learner will absorb them by participating in group discussion).

- In individualistic learning each person participates alone. This is often the case when members make something. Although the members are in the same room together each works independently, trying to do his/her own best work.

Having the opportunity to experience both independence and interdependence helps children develop a sense of self-worth (“I am capable; I am needed by others.”)

3. ***Follow all steps of the Experiential Learning Model.*** Experiential learning is simply learning through experience. But, it takes more than just ***doing*** (DO) something. Learning requires ***thinking*** (REFLECT) about what you did and remembering it in a way that will help you to use (APPLY) it in a new situation. By asking questions that guide children through a logical thought process you help them to learn from their 4-H experiences. Follow ***all*** the steps illustrated in the model shown on the next page.

***Example:*** The leader wants the members to adopt two basic food safety practices. This is how she applies the experiential learning model:

**Experience** - The children need to do something ***hands-on***. In this example the club members make cheese and apple snacks; they start by washing the apples and end by sealing the leftover cheese in plastic wrap.

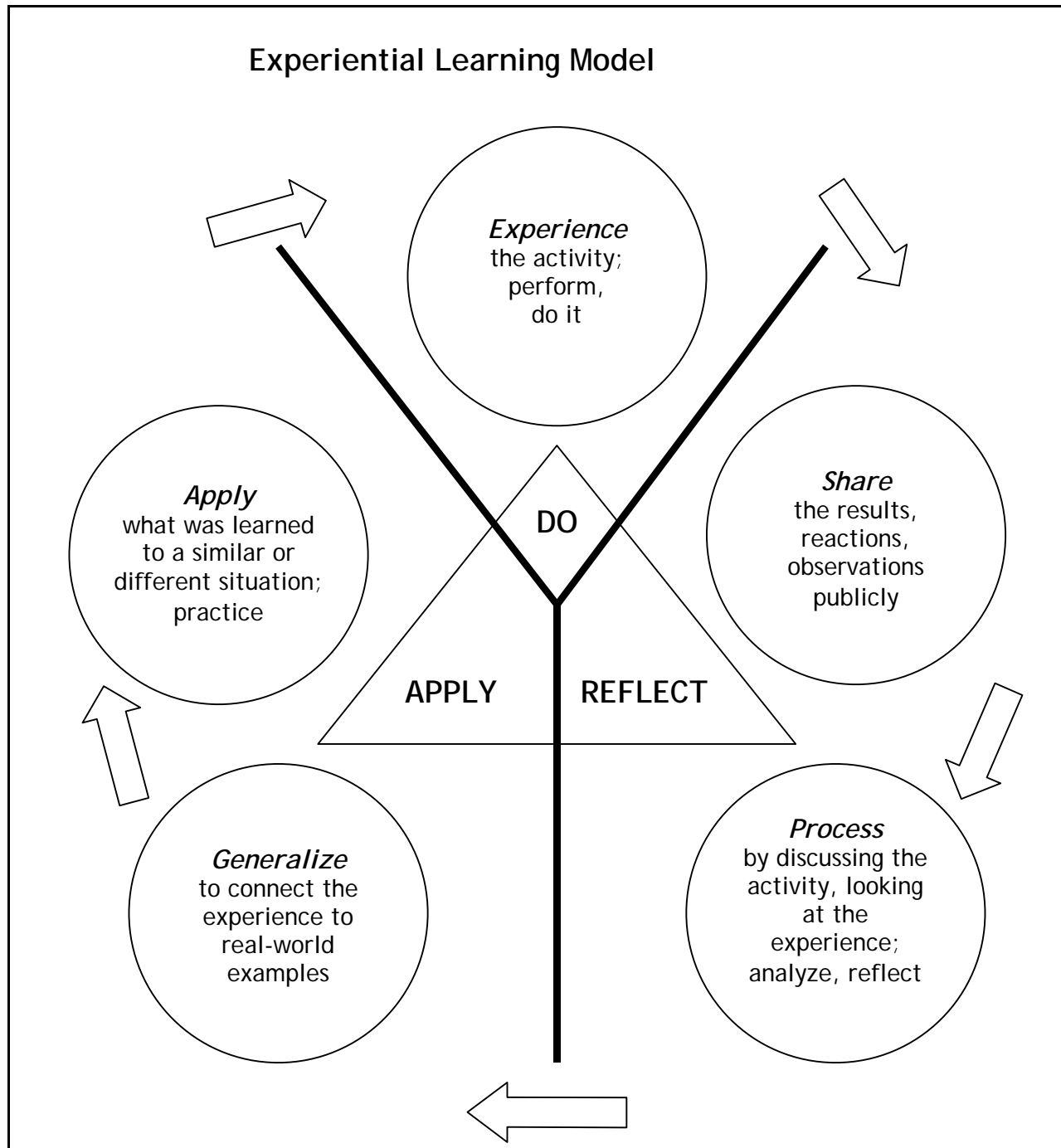
**Share** (thoughts)- As they eat their snacks the leader encourages sharing: Would you like to make these at home for your family? What is the first thing you should do...? Giving each member a chance to talk, the steps used to make the snacks are reviewed. The members also talk about what they liked doing most, how pretty the snacks looked, how good they tasted.

**Process** - We want children to think about what they did and why. The leader asks: Why did we wash and dry the apples? Why did we wrap-up the cheese?

**Generalize** - We want children to learn how what they did today might apply to other things. The leader says: So, we learned ***2 ways we can help make food safe*** to eat. What were they again?

**Apply** - Do you think other foods should be washed the same way as the apples...can you name some? What should you do with the food you have left over from dinner?





*Activity Record Sheets* can be used to reinforce reflection and application and will introduce cloverbuds to record keeping, an important aspect of 4-H project work. While young cloverbuds (five and six year olds) have difficulty writing, they can draw pictures of their experiences or dictate to an adult or teen, who fills in their answers on the record sheet. Older cloverbuds can probably write their own records, but may need some help figuring out what they want to say. When activity records are completed as part of reflection and application, the same questions you use to guide experiential learning will guide the record keeping process as well.



Possible question include:

- Did you like doing this project? What things did you like (or not like) doing? Why, why not? D
- How did you start \_\_\_\_\_? H
- If you could change something about this project, what would you change?
- What is something you learned from doing this project?
- Do you think it was helpful to learn this project in a group?
- Would you like to learn more about \_\_\_\_; would you like to do something like this again?
- Did someone help you with this? How did they help you? Did you help someone? How?

### Create positive learning environments

All 4-H programs should result in positive attitudes toward learning. Because each child is a unique person with an individual growth pattern, programs must be flexible and must be adapted to foster each member's feelings of competence and responsibility. In general, positive learning environments for five to eight year olds are characterized by:

- ☺ Adequate adult supervision - Because of the variation in developmental stages, it is important to have a low child-to-adult ratio so that each child receives the individualized attention needed to be successful and safe. When conducting quiet activities that require no special tools or equipment the minimum club leadership requirements would be sufficient: at least two adults at all times; for five and six year olds (group size should not exceed twelve); for seven and eight year olds add a third adult if the group exceeds twelve children (group size should not exceed sixteen). Lower child-to-adult ratios are required when working around animals or using certain tools or equipment. For information about specific programs see pages 24 through 28.
- ☺ Youth involvement in planning - When children help to select their own activities they are more likely to maintain interest and to integrate new learning with what they already know. Involving them in the selection of learning activities (from a short list of adult determined options) builds their confidence as learners, fosters personal initiative, and encourages the development of curiosity and creativity.
- ☺ Frequent change of activities in response to children's needs - Offering a broad spectrum of learning activities keeps children interested and involved. Vary the pace of activities; don't expect members to be engaged in one type of activity for too long. Intermix quiet activities with those that require movement and active participation. For children in this age range, the process of learning may be more interesting than the finished product.

- ☺ Encouragement of youth interaction - Children talk as they learn and learn best when they can practice, demonstrate, explain and apply their learning. With guidance, children can learn to respect and understand other people, to negotiate, and apply rules of living.
- ☺ Interaction with positive role models - As children begin to look outside the home for guidance and support, adults and older youth with whom they interact on a regular basis become influential sources of new information, skills and points of view about life. They also have a tremendous influence on the way children feel about who they are and what they can do. Saying something positive to each child at each meeting is one way of bolstering self-confidence.
- ☺ Emphasis on cooperation and an absence of competition - Activities should promote practice of developmentally appropriate skills, provide an opportunity for social interaction, and help children understand and learn about fairness. While cloverbuds should not participate in contests or exhibits that involve judging, it *is* appropriate for them to participate in informal show-and-tell sessions and to display their work. Recognition of participation can promote a sense of pride and feeling of accomplishment.
- ☺ Positive guidance and discipline - Children of this age benefit from adults who use positive approaches to help them behave constructively and solve interpersonal conflicts. Teach skills for appropriate social behavior, such as taking turns, dividing and sharing resources and working cooperatively.
- ☺ A mix of individual and group learning experiences - The learning activities should include a sufficient variety of experiences to accommodate the varied ages, stages, interests, and needs of members. Parallel activities may be needed to allow children at different stages to participate in a way that suits their developmental needs. Some may choose to work alone on an activity while others choose to work in groups.

### **Ensure that activities are developmentally appropriate**

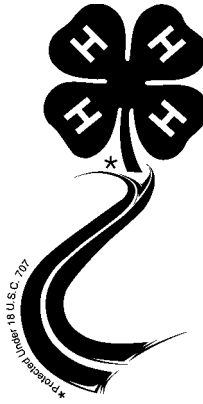
A "developmentally appropriate" program is one that is based on the general characteristics of an age group *and* adapts to meet the individual needs of each child. The most reliable way to find activities that are based on the general characteristics of the age group is to select from the many 4-H cloverbud resources that are available to you through the 4-H office or through the National 4-H Council. (See pages 30 through 32 for a partial listing.) However, you will still need to adjust these activities to the developmental levels of your own members. The charts on pages 17 and 18 will help you select activities that will promote healthy development of children between the ages of five and eight. Read carefully, you may find that your six year-olds display some of the characteristics listed on the five-six year old chart and others that are listed on the seven-eight year old chart. Apply the recommendations that match your members' characteristics, *not* their age.



### **Finally - Have Fun!**


4-H should be fun for your cloverbuds and for you. One of the most important outcomes of participation in 4-H is a feeling that learning is fun. People who enjoy learning are always looking for opportunities to learn new things and so develop their potential more fully. So, think about how your cloverbuds will view the planned activities. If they seem tedious or “schooly” make some changes that will stimulate curiosity or a sense of mystery; increase the amount of action or interaction; use community resources to create a break from the usual meeting routine. When 4-H is fun and members are involved in doing and discovering, they’ll learn, and so will you.

Keep this important point in mind - **you** are the most essential ingredient of a successful 4-H club. When you are having fun and enjoy the sense of discovery that comes out of experiencing new things your members will absorb your enthusiasm. When you delight in listening to the ideas and even just silly chatter of your cloverbuds, they will bond to you like glue and try their hardest to please you. When you express your belief that they can accomplish what ever they attempt and overcome any obstacles in their way, they will believe you and learn to believe in themselves. The way you relate to your members is much more important than “doing everything right.” So, while we certainly hope that you will follow our recommendations, first and foremost - enjoy yourself, enjoy your members, make 4-H fun!



# 4-H Takes You Places

Cornell Cooperative Extension

 4-H Youth Development

## Because 5 & 6 year-olds are like this:

### *Physically*

- ◇ Muscular coordination and control is uneven and incomplete. Large muscles are easier to control than small muscles.
- ◇ Able to handle tools and materials more skillfully than during preschool years.

### *Mentally*

- ◇ Ask questions and answer them in literal terms.
- ◇ Define things by their use, i.e., a pencil is for writing.
- ◇ Most are just learning letters and words. By six, most can read words or combinations of words.
- ◇ Short interest span, sometimes as little as 5-10 minutes.

### *Emotionally*

- ◇ Sensitive to criticism and don't accept failure well.
- ◇ Strong desire for affection and like adult attention.
- ◇ Cooperative and helpful; they want to please.
- ◇ Get upset with changes in plans and routine.

### *Socially*

- ◇ Developing cooperative play. Prefer to work in small groups of two or three. Still like to focus on their own work and play.
- ◇ May begin to pair up and have a "best friend", however, the "best friend" may change frequently.
- ◇ Mother (or parent) is still social focus as prime caregiver; however may "fall in love" with kindergarten teacher.
- ◇ Like being part of and around family.
- ◇ Can engage in group discussions.
- ◇ May have a need to be "first", to "win", be the "best", and may be bossy.
- ◇ Can be unkind to others, but extremely sensitive to criticism of self.

## Their leaders should:

- ◇ Plan activities that use large motor skills and introduce fine motor skills, one at a time.
- ◇ Plan lots of physical activity with each meeting.
- ◇ Provide projects that don't require perfection.
  
- ◇ Plan active learning around concrete objects.
- ◇ Avoid a lot of paper and pencil activities that require writing.
- ◇ Give instructions verbally and visually. Don't expect them to read.
- ◇ Plan a series of small activities with physical exercise in between rather than one longer more intense session.
- ◇ Provide lots of materials and mediums for learning, (i.e., paper, paint, brushes, glue, building blocks, games, puzzles).
  
- ◇ Provide lots of encouraging words for effort.
- ◇ Provide lots of opportunities for adult interaction with children.
- ◇ Let children help in "adult-like" ways, such as setting up an activity.
- ◇ Give clear description of what your activity or schedule will be and stick to it.
  
- ◇ Organize projects and activities that involve two or three children. If there is a larger group, break activities into sections so that only two or three are involved at one time.
- ◇ Help children develop friendships, through learning to share, to take turns, to follow rules, and to be trustworthy (not tattling).
- ◇ Organize activities with high adult/child ratios.
  
- ◇ Select activities that involve or focus on the family.
  
- ◇ Avoid competitive activities that select a "winner" or "best person".

## Because 7 & 8 year-olds are like this:

### *Physically*

- ◇ Learn best if physically active.
- ◇ Still inept at small muscle control, so will have difficulty with some fine motor activities such as gluing, cutting, hammering nails, bouncing balls, etc., but have improved at large muscle activities.
- ◇ May repeat an activity over and over before mastering it.

### *Mentally*

- ◇ Most children will be able to read and comprehend simple instructions.
- ◇ Beginning to understand the perspectives of others.
- ◇ Humor takes on new meaning.
- ◇ Enormous curiosity and delight in discovery.
- ◇ Are able to collect, sort, organize, and classify.
- ◇ Can recognize some similarities and differences
- ◇ Can do some abstract thinking, but learn best through active, concrete methods.

### *Emotionally*

- ◇ Increased awareness of themselves, more sensitive to others.
- ◇ Enjoy being part of the family.
- ◇ Worry about failure or being criticized.
- ◇ Will try themselves out on others to see how they are accepted.
- ◇ May claim tasks are too hard rather than admit to being scared.

### *Socially*

- ◇ Value adult interaction, and may actually be more polite to adults.
- ◇ Have high expectations of parents and adults and are critical when parents "mess up".
- ◇ More outgoing, curious, and talkative.
- ◇ May be moody, but less likely to direct negative feelings toward others.
- ◇ Begin to internalize adult feelings toward religion, ethnic groups, and money.
- ◇ Begin to develop friendships that involve sharing secrets and possessions.
- ◇ Begin to choose same-sex playmates and develop play groups.

## Their leaders should:

- ◇ Avoid long periods of sitting and listening or watching so members are active between explanations.
- ◇ Provide opportunities to practice skills, but not projects that can be completed successfully by beginners.
- ◇ Can introduce *some* written assignments and activities. Give most instructions verbally and visually.
- ◇ Encourage projects that can be done over and over in different ways.
- ◇ Encourage children to develop or make collections and introduce other activities that require sorting, organizing, or classifying.
- ◇ Guide the children in reflecting on their learning experiences but make sure that the experiences themselves are very "hands-on."
- ◇ Involve them in doing things for others.
- ◇ Have them make gifts for family members.
- ◇ Provide lots of adult encouragement and praise.
- ◇ Be sensitive when teaching a new concept or skill that a child may resist.
- ◇ Introduce the "art of social graces". Teaching of table manners and other social niceties will be more accepted.
- ◇ Select some learning activities that stimulate conversation and others that involve the child's curiosity and creative abilities.
- ◇ Use a variety of songs, rhythms, stories, and comics to help socialize the group.
- ◇ Promote activities that appreciate and emphasize diversity of families/lifestyles.
- ◇ Children will enjoy naming their group or "code" phrases to describe their activities.
- ◇ Activities will be more successful if children can be grouped in same-sex groups.

## Recommendations and Resources for Cloverbud Leaders

### **Increase Opportunities as Members Mature**

Earlier in this book you were advised to plan a yearly program that balanced learning experiences with opportunities for community service and social/recreational activities. Much was said about the learning activities and a list of 4-H educational resources has been provided beginning on page 30. As you begin to work with your new club most activities should be conducted at your regular meeting site. Young cloverbuds need the security of a familiar place that is close to home and a predictable routine. Once they become comfortable with you and each other and begin to expand their interests and skills, your club should begin to participate in community and countywide events and activities. Most 4-H events are open to cloverbud members but this age group may participate as a subgroup with its own set of program guidelines. 4-H leaders will receive information about up-coming events from the 4-H office. While each county has its own unique schedule of 4-H events and activities, two that are recommended for all 4-H clubs are community service and public presentation. Many counties also provide opportunities for cloverbuds to participate in the county fair or other exhibitions in a manner appropriate for their developmental level.

***Community service*** – Everyone needs to feel needed, therefore helping others also build ones own self-esteem. 4-H emphasizes community service to foster both personal development and participatory citizenship. To be truly meaningful, community service activities must meet a real need that exists in your community. Your members must be able to understand that need ***and*** how their actions can help to meet it. In general, the younger the child, the “closer to home” the “need situation” must be to be understood. Most clubs plan their own service activities or participate in special service events planned by other community groups. Some counties organize countywide 4-H service activities such as a food drive.

When planning community service activities for your club keep in mind that five to eight year olds are just beginning to explore their communities and to recognize how other people and families are similar to, or different from, their own. They are still in the process of broadening their circle of security beyond boundaries of the home. Since much of their thinking and activity is still very home-centered, community service activities that help families or other children would be most appropriate. They could put a Thanksgiving basket together for a poor family, collect toys for an orphanage at holiday time or adopt a grandmother, for example. Recently, a number of volunteer organizations have introduced family volunteer programs in which whole families perform a service together. This is an excellent way to introduce cloverbuds to community service.

**Public Presentations** - The 4-H Public Presentation Program introduces young people to public speaking. Starting with a simple “show-and-tell,” members progress to demonstrations, illustrated talks and other forms of presentation. This experience helps them to put thought and action together and to express themselves clearly, accurately and confidently.

The youngest cloverbuds (five and six year-olds) participate in an informal self-expression experience designed to help them feel comfortable speaking to a small group of peers and adults. This takes place at the club level and sometimes at a community 4-H event. Seven and eight year olds may be introduced to some of the elements of a more structured demonstration. The objective is to get them on their feet and behind a table before they reach the highly self-conscious pre-adolescence



phase of development. They are *not* expected to do a “polished job.” An adult or teen will consult with them about their presentations; they may be given a comment sheet but no rating is made - the presentation is not “judged.” Participation certificates are usually presented.

**Fairs and Exhibitions** - The County Fair and other exhibitions provide opportunities for 4-H members to display the results of their 4-H activities and be recognized for their accomplishments. When club leaders and parents feel their cloverbuds are ready to participate in a fair, they should inquire about opportunities that are specifically targeted for the five to eight year olds. Often cloverbud clubs are encouraged to create a display that highlights the club’s activities and exhibits both the individual and cooperative products of the members’ work. Cloverbuds may also be invited to help in the 4-H building by greeting visitors or offering a show-n-tell about something they have learned through their participation in the 4-H Youth Development Program during the year.

Non-animal cloverbud exhibit classes are usually quite inclusive but may specify a limit on the number of items that an individual member can display. Cloverbuds may be permitted to participate in “exhibition only” classes with animals as defined in the New York State 4-H Animal Science Cloverbud Policy and Procedure and the New York State 4-H Horse Program Cloverbud Policy and Procedure. Each county must ultimately decide if they have the resources to support programs for the cloverbud age group since “exhibition only” experiences have special requirements to fit the cloverbud age group.

In any cloverbud exhibition, the members are participating for experience only and will receive a standard award not based on performance. Remember that for the cloverbud age group, the process is more important than the product. While cloverbuds may speak with an evaluator about what they did and what they learned their products will not be “judged.” The evaluator will offer positive feedback and a standard award will be given to each cloverbud exhibitor (for example, rainbow colored participation ribbons are very popular), regardless of the item entered. This process accommodates the considerable variation in developmental level that is typical among children within the cloverbud age group.

NYS 4-H Cloverbud Leader Handbook, Cornell Cooperative Extension, 6/2003



## Enrich Your Program with People

The importance of involving parents in planning and club activities was discussed earlier in this handbook. However there are many other people who could enrich the experience of your 4-H members: grandparents and other seniors, older siblings, college students, members of community groups such as a gardening club or hobby group, volunteer fire fighter etc. Match people's skills and interests to your planned club activities.

Because these community people have not been through the 4-H volunteer screening process they cannot work alone with the children. But, they can lead activities in the company of an enrolled volunteer (all enrolled volunteers are screened). That does not have to be you. Those parents who are involved in club activities on a regular basis should be enrolled as either project or activity leaders. Any of these leaders can work with a casual volunteer.

There is one special group of people that is an exceptionally good resource for cloverbud clubs - *Junior Leaders* (or "Teen Leaders"). Junior Leaders are 4-H teens that partner with adults to provide leadership for 4-H clubs and countywide 4-H activities. Depending on age and experience a junior leader can serve as a general assistant, teach a project, mentor individual members, coordinate activities or assume almost any other 4-H leadership role under the supervision of an adult.

Involving junior leaders in your club program not only "lightens the load" for you, it also adds a spark of energy and enthusiasm, provides role models for your members and gives the teens a valuable opportunity to practice their leadership skills.

To identify teens that would like a leadership experience contact one of the teen club leaders or a 4-H staff member. When you find a teen that will be able to work with your group consult with him/her in much the same way as

you would with a parent. Ask about time availability, interests and personal goals for the leadership experience. Then work out a plan together.

## Use Community Resources

Your local government, school district, organizations, museums, nature preserves, parks, religious groups and businesses have facilities and programs that can be assets for your 4-H club. Check the community calendar in your local newspaper, the library bulletin board and the village, town and county recreation departments for upcoming events. Think of ways your members might get involved either as a club group or with their own families. Discuss the possibilities with your members and their parents.

**Some stores provide discounts for leaders of youth groups. Carry your 4-H Leader card available from your local 4-H office and ask. Some 4-H activities require materials that are routinely discarded by stores and businesses (gloves for trainings, cardboard boxes for puppet stages, etc). They are usually willing to save these items for you for a short time – again, ask.**

## Organize your 4-H Materials and Information

There are four kinds of things that you will need to store and keep track of:

- 4-H educational materials and activity ideas from other sources
- Club records, program plans and other organizational materials
- This handbook, 4-H Newsletters and mailings about up-coming 4-H events
- Supplies for member activities

Before things start to pile up or get intermingled with things from other organizations or just family “stuff” set up a 4-H file (cardboard file boxes available from an office supply store would be perfect) for printed materials and designate a storage spot for supplies that are for 4-H use only.

## Communication - an Important Two-way Street

You will be receiving both regularly scheduled communications (such as a 4-H newsletter) and special mailing from the 4-H office. Often they will contain registration instructions for up-coming events. Occasionally they will request information needed by 4-H staff for reporting purposes. The information you provide is important and submitting it on time eliminates the need for duplicate mailings or phone calls that needlessly waste time and money.

Given the busy world we live in, it is very tempting to let our paperwork pile up until we have some “down time” (Does it ever come?). In the end it is usually a lot easier to take it one paper at a time. So please reply to 4-H

mailings as soon after they arrive as possible. The following two suggestions will also help to facilitate communications.

1. **Note deadlines.** When you find a form in a 4-H mailing, immediately look for the deadline date and mark a day at least **two business days earlier** on your calendar. If you will need to gather information from members or parents and you will be having a club meeting before the deadline, it may be easiest to put this paperwork on the meeting agenda. If not, decide right away when and how you will collect the information you need.
2. **Please call us.** If you are not sure you understand a question on a form or exactly how the information should be recorded, call **the person who sent you the form**. This is not being “pesty” - it is being helpful. Chances are that you are not the only person who is perplexed. Your call alerts the sender that there is a communication problem and provides an opportunity to clear it up for everyone. **Be aware of the schedule.** Certain information will be requested from you at the same time every year and 4-H events that require registration also take place at about the same time each year. Anticipating the arrival of these mailings will help you to gather the needed information in advance. Also, checking up on the whereabouts of a mailing you were expecting to receive but did not, may help you avoid missing an opportunity. Things really do “get lost in the mail” sometimes! The two busiest times for paperwork are the beginning of the school year and the end of the 4-H program year. Be on the look out for:
  - a. **Annual reenrollment packets** - While the reenrollment process and local deadline dates may vary from county to county, **all New York State 4-H volunteers and members must reenroll each year** to continue participation into the next 4-H club year. Your county may have an enrollment deadline for new members.
  - b. **Project completion (or enrollment, or member participation) reports** Regardless of what it is called in your county, you will be asked to report the activities and programs in which your members participated. It is recommended that you create a member participation list and update it monthly, so that you will have all the information you need when the form arrives.
  - c. **Seal of Achievement application** - Information about the 4-H Club Seal of Achievement and the required form can be found on pages 1 and 2 of the **4-H Club Secretary’s Handbook**. While the application will not come in the mail, the 4-H office may request that it be submitted with other year-end forms. So, look for any mention of it in year-end mailings.

## **Become Familiar with Safety and Risk Management Procedures**

NYS 4-H Cloverbud Leader Handbook, Cornell Cooperative Extension, 6/2003

Cloverbuds are anxious to try new activities, learn, and prove their knowledge, but lack the judgment and skills to be safe. Volunteers must provide close supervision in environments that not only ensure children's well being, but also allow them to realize their learning potential. Youth in grades K-three can have tremendous variability in their physical, emotional and intellectual abilities. Therefore adult leaders must understand and accommodate that variability. The Safety Guidelines for Working with Cloverbuds (beginning on page 24) provides recommendations for specific programs. Treat these as minimum requirements and use increased caution with members who are less mature than their club mates.

Regardless of how cautious we are there is always some risk that a child might get hurt while participating in a 4-H activity. Cornell Cooperative Extension provides accident insurance for all *enrolled* 4-H members and volunteers. This insurance acts as excess coverage (i.e., a volunteer's or parent's personal medical insurance coverage pays first for expenses incurred in a 4-H accident). Cornell Cooperative Extension's liability insurance also provides excess coverage for volunteers.

It is important for parents to know the exact nature of all activities in which their children participate including any risks that may be involved. Cornell Cooperative Extension uses two types of forms to inform parents:

- *Permission/Medical Release Forms* serve two purposes: they indicate the parent/guardian's consent to allow their children to participate in an Extension-sponsored event and indicate the parent/guardian's permission to have their children receive medical treatment in the event of an accident or injury.
- *Acknowledgement of Risk Forms* are used for activities that pose definable hazards (e.g. equitation, water sports, etc.). The parent/guardian acknowledges that he/she has been advised that there is some risk and they are still permitting their child to participate in the event or activity.

If your club will be conducting or participating in any special activities away from the usual meeting site or that pose more than usual risks contact a 4-H staff member to find out if and how either of these forms should be used.

At times companies that provide activities for 4-H clubs (e.g., canoe trips, ropes courses, horse instruction) request parents/guardians to sign Waivers and Release of Liability forms in order for the children to participate in their activities. These forms may be in violation of New York law. Vendors who cannot produce liability insurance coverage to cover their liability without a waiver or release should not be used.

## Safety Guidelines for Working with Cloverbuds

*Adult/youth ratios* - New York State Law requires that a *minimum* of two *adults* be present at all 4-H meetings and activities. (In case of an accident or

emergency one adult can supervise the children while the other deals with the problem. This also offers protection for youth and adults.) Additional supervision is required when working with cloverbuds. For groups of five to eight year olds a third adult is required if the group exceeds twelve children. When using tools or equipment a 1:1 ratio should be maintained with five and six year-olds, a 1:3 ratio with seven and eight year-olds *who have demonstrated their ability to work safely in a less structured environment.*

*Animal Science - The purpose of animal science projects for young cloverbuds is to provide educational experiences that inspire both an understanding of, and a respect for, animal life. Direct contact with live animals is an indispensable aspect of these experiences. Such contact not only has a direct teaching role, but is also a powerful motivator that stimulates young people to ask questions and drives them to learn more about domestic animals and themselves. The guidelines pertaining to specific animals shown on the following pages seek to optimize both the education and safety of these children. Even the best guidelines are no substitute for sound judgment. Activities that endanger a child or an animal in any situation must be recognized and prevented by responsible adult supervisors. Therefore, when working with live animals of any size a one-to-one adult to youth ratio is recommended for most situations. More details are provided in the NYS 4-H Animal Science Cloverbud Policy and Procedure and the NYS 4-H Horse Program Cloverbud Policy and Procedure available from your 4-H Extension Educator. These recommendations are located in the NYS 4-H Club Management Notebook for Staff.*

**Ownership and Exhibition** of animals require responsibility, skills, and experience. Full responsibility for an animal should be preceded by a period of learning about the animal and closely supervised direct contact so the child can become acquainted with both the animal and how it should be handled. The Cloverbud years are ideal for this type of learning.

Cloverbuds may be permitted to participate in “exhibition only” classes with animals as defined in the New York State 4-H Animal Science Cloverbud Policy and Procedure and the New York State 4-H Horse Program Cloverbud Policy and Procedure. Each county must ultimately decide if they have the resources to support programs for the cloverbud age group since “exhibition only” experiences have special requirements to fit the cloverbud age group.

**Cattle** - Cloverbud activities must be closely supervised. Feeding, watering, and some grooming are appropriate for this age because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that members can enjoy and remember. Sole responsibility for cattle ownership, training, grooming, milking, and showing is inappropriate for cloverbuds. A cloverbud may share the responsibility for raising calves.

**Equine-** A 1:6 adult to youth ratio is recommended when cloverbuds are in a club setting. When working with Equines, a 1:1 ratio of adult to youth is recommended for most situations.

**Riding Equine** - Cloverbud youth may ride in lead line, longe line, and walk/trot or jog situations, when they have adequately demonstrated the "on the ground" skills (safely and cautiously, lead, groom, move around the animal) necessary to work safely with equines and show respect for the equine, due to the potential danger the youth could be in if they do not demonstrate these skills. The NYS 4-H Horse Program Cloverbud Policy and Procedure including the "On the Ground Skills" Evaluation Form and the "Riding Level" Evaluation Form is available from your 4-H Extension Educator for volunteers willing to be trained in the use of the forms. These forms are located in the NYS 4-H Club Management Notebook for Staff. These documents provide more details about working with cloverbud members and horses.

Lead line and longe line - generally appropriate for children in grades K or one.

Walk/trot or jog - generally appropriate for children in grades two and three.

Cantering and loping - *not appropriate* for cloverbud children.

Driving - *not appropriate* for a cloverbud child, *except* as a passenger in a cart with a knowledgeable adult who is over eighteen years of age. Driving horses requires much hand and eye coordination, quick reflexes, keen judgment, and decision-making skills that are beyond the capacity of this audience.

Ground rail - Any over fences activities would generally be inappropriate for cloverbuds, with the exception of ground rail classes. Ground rail classes are not cross rail classes. Make sure that those working with this audience know the difference.

Showmanship at Halter, Trail, Drill/Parade, Draft Equines, Bareback - *not appropriate* for cloverbuds.

**Small stock: sheep, goats, feeder pigs and llamas** - In addition to the feeding, grooming, and other activities suggested as part of supervised contact experience with the larger domestic animals (see cattle and equines), cloverbuds can begin with a very young lamb, goat kid, or piglet and can raise and train these animals under the supervision of their parents, guardians, and leaders. Since these animals are smaller than the children at the beginning, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole responsibility for animal ownership, training, grooming and showing of mature breeding animals (rams, ewes, does, bucks, sows, and boars) is inappropriate for cloverbuds in any setting. A cloverbud may share the

responsibility for raising llamas or young market (sheep, goats, and feeder pig) animals.

**Rabbits/cavies and other small pets – Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds may own, raise and train these animals under the supervision of their parent, guardians and leaders. Since these animals are smaller than children, the children can establish dominance and allow their animal handling skills to grow. The sole responsibility for animal ownership, training, grooming and showing of any animals that can escape from a child's grasp are inappropriate for cloverbuds. A cloverbud may share the responsibility for raising rabbits, cavies, and other small pets.**

**Poultry - Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds can begin with very young birds (bantams, broilers or layers) and raise and train these animals under the supervision of their parents, guardians and leaders. Since these animals are smaller than the children, the children can establish dominance and allow their animal handling skills to grow with the animal. The sole responsibility for animal ownership, training, grooming and showing of large mature breeding animals (roosters, hens, ducks, geese, turkeys, etc.) that can escape from a child's grasp are inappropriate for cloverbuds. Activities involving larger breeds (such as Ostrich and Emu) are inappropriate for cloverbuds in any setting. A cloverbud may share the responsibility for raising poultry animals.**

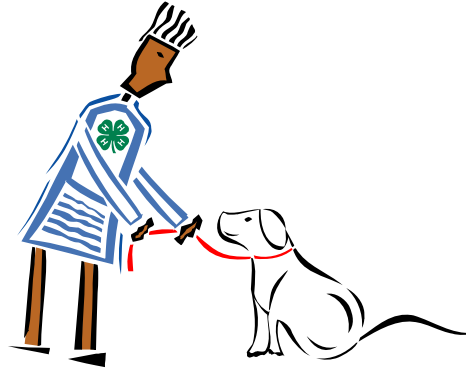
**Dogs -Cloverbud activities may be designed that provide children with closely supervised contact. Feeding, watering, handling and some grooming, are appropriate for 5-8 year olds because they involve measuring, physical activity, and stimulate immediate positive responses from the animal that students can enjoy and remember. In addition, cloverbuds can learn to give dogs simple basic obedience commands. However, because dogs come in many shapes, sizes and temperaments, the sole responsibility for animal ownership, obedience training, grooming and showing of dogs are inappropriate for cloverbuds. Although puppies are small, they are difficult to handle, even for adults. The primary responsibility for training a puppy should be reserved for children ages 8 and older. Even then, special care should be taken to ensure that the child is matched with an animal of**

appropriate size, temperament and physical ability. A cloverbud may share the responsibility for raising dogs.

Special care should be taken to ensure that the child is matched with animals that are appropriate for

the size, strength, and maturity of that child. With these small animals, attention must be paid

to both the child's safety and the well-being of the animal. Improperly handled dogs can nip, rabbits can scratch, and poultry can peck or pull hair. Cloverbuds are still learning how living things differ from toys that move and still need help learning to be gentle and cautious with all animals.



Animals are excellent for all ages, especially adults, but for cloverbuds they represent the opportunity to learn how to be responsible for all aspects of caring for another. Such lessons can be the first step in learning to care for larger animals and other people.

**Bicycle Safety** - *Youth in grades K-three are beginning to explore their world by tricycles, scooters, and bicycles. They generally ride along sidewalks and in driveways at relatively slow speeds. They have no concept of traffic or hazards. The most common type of crash with a motor vehicle occurs as a result of an unexpected conflict with traffic, such as riding out into the street from a driveway or sidewalk.*

Cloverbuds should be developing basic handling skills such as balancing, stopping, and starting a bicycle. Basic concepts such as why it is important to obey traffic laws, a bicycle is a vehicle, stop before entering traffic, and wearing a helmet at all times should be addressed at this grade level. Videos and project materials that can be adapted for this program are available.

**Horticulture** - Follow the recommendations given in *Gardening with Children, Step by Step*, available through the Horticulture Department of Cornell University. Cloverbuds should not sharpen tools or handle fertilizer. Use smaller tools that are tailored for children's small hands. Do rototilling in the absence of the children.



## ~~Natural Sciences~~ Safety Guidelines for Cloverbuds Involved in Food Preparation

Independent use - Cloverbuds can use tools without sharp edges such as:

- measuring cups/spoons
- spoons for mixing
- wire whip for mixing
- hand rotary beater for mixing
- tight-fitting jar as a blender
- rolling pin
- potato masher/pastry blender
- hand juicer
- hand food grinder

Progress toward independent use - 1:1 adult/youth supervision ratio, can progress toward independent use (second and third grades). Some sharp edges and small appliances.

- serrated plastic knives for cutting
- hand grater
- vegetable peeler
- can opener
- apple corer
- toaster
- electric popcorn popper

Close supervision at all times - 1:1 adult/youth supervision ratio

- sharp knife
- electric mixer
- blender
- food processor
- toaster oven
- electric skillet
- electric/gas oven
- electric/gas burners
- microwave oven

*Textiles and Apparel* - Children in grades 2-3 can be introduced to embroidery with blunt needles and hand sewing under 1:5 (instructor:children) supervision. Many are ready to learn beginning sewing machine skills with parental permission and 1:1 supervision. Activities that involve electric scissors, hot cutters, or irons are not appropriate for this age.

**Woodworking** - *An item appropriate for construction by cloverbuds should be simple enough to ensure that they can complete it and feel good about the experience. They should be encouraged to help each other, especially when assembling parts. This is an excellent time to stress safety, not only for themselves but also for others. Use of safety glasses is required and is an excellent way to foster the development of a "safety mind-set." Skills for the younger Cloverbuds (K through grade one) should be limited to sanding, gluing, and applying simple finishes to kits. Activities for older cloverbuds in grades two to three might include, with adequate*

*supervision in a 1:1 ratio, some simple cutting, drilling, and hammering. Some examples would be:*

- Cutting boards of various designs
- Napkin holder kit
- Trivet
- Simple games
- Key holder

## Become Familiar with a Variety of 4-H Cloverbud Resources

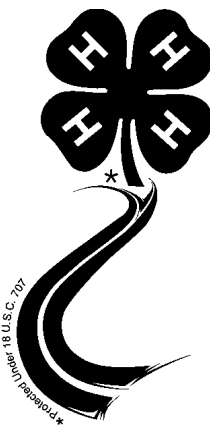
4-H cloverbud program materials are available from county, state and national sources. These materials may be called "manuals", "guides", "curricula", etc.; most contain a combination of background information and activity plans. A partial list follows. Some of these will be available at your 4-H office for either purchase or loan. Two major sources are noted in parentheses as follows:

CCS - Cooperative Curriculum System - can be ordered through National 4-H Council's *Source Book* or through the web at: [www.n4hccs.org](http://www.n4hccs.org)

NCC - National Curriculum Collection - Most of these materials were developed by Cooperative Extension people in various state (some by outside groups) and then submitted to a national jury that recommended them for use in 4-H throughout the nation. See note below.

**Note:** New York's 4-H materials are listed on our 4-H Youth Development website: [www.cce.cornell.edu/4h/](http://www.cce.cornell.edu/4h/). From there you can link to national resources. To get the listing, click on resources at the bottom of the homepage. Next click on National Curriculum across the top of the resource page, and finally select the link for National 4-H Curriculum Collection.

You can find most state's 4-H Youth Development websites by searching for 4-H followed by the name of the state (ex. 4-H California). Then look for publications, or catalog, or resource list or volunteer support. The 2003 Sourcebook Catalog from National 4-H Council is available from your local 4-H office or downloadable on the web at: <http://www.4-hmall.org/>.



## 4-H Takes You Places

**Cornell Cooperative Extension**

☘ 4-H Youth Development

**Cloverbud Activity Materials & Resources**  
**Listed by National 4-H Curriculum Classifications**

**A - Citizenship and Civic Education**

A Perfect Fit - 4-H Involvement for Youth with Disabilities, Purdue University, Indiana

Different and the Same: *helping children identify and prevent prejudice* (NCC), Family Communications, Inc.

Just Outside My Door - Kaleidoscope and Family Celebrations, Michigan State University - multiple subject matters

Project Grow (NCC), Purdue University, Indiana

Public Adventures (CCS), for grades K - 6

**B - Communications and Expressive Arts**

Arts & Crafts - A Palette of Fun (CCS), for grades K - 6

Theater Arts Adventures Series, Level 1 - Journey into the Imagination (CCS)

**C - Consumer and Family Science**

Fun with Clothes (NCC), University of Florida

Sew, Read! The Boy and the Quilt (NCC), Michigan State University

**D - Environmental Education and Earth Sciences**

Earth Connections, Level 1 (NCC), University of Florida

Entomology - (NCC), MN

4-H Recycling Adventures (NCC), University of Florida

Mud Muck & Other Wonderful Things (NCC), National 4-H Council

Nature Scope by National Wildlife Federation (Insects, wetlands, weather, trees)

New Jersey 4-H Science Discovery Series (NCC), Rutgers

**E - Healthy Lifestyle Education**

Health...It's Your Choice Series, Level 1- Discovering Myself, (CCS)

NYS 4-H Cloverbud Leader Handbook, Cornell Cooperative Extension, 6/2003

It's In the Bag! (NCC), Cornell University - family food science experiments; also available in Spanish

Our Heritage Foods (NCC), University of Illinois

Snackin' Healthy, Michigan State University

Talking with T.J., Series 1 - Teamwork (NCC), National 4-H Council

### F - Personal Development and Leadership

Adventures in Learning (NCC), North Carolina State University - multiple subject matters

Gifts of Gold (CCS), multiple subject matters introduced and integrated around the theme of corn

Kid on the Grow!, Level 1 - On My Own (CCS)

Cloverbud Activities Package Member Guide: *100 Activities for Children Requiring Little or No Supplies*, University of Minnesota

Cloverbud Curriculum Instructional Materials (NCC), Ohio State University - multiple subject matters

Cloverbuds a 4-H Discovery Program, Activity Sheets for Six to Eight Year Olds, University of Minnesota

R.I.S.E. (Respect and Integrity through Skills and Education) (NCC), University of Connecticut

WOW! Wild Over Work (CCS)

### G - Plants and Animals

Agriculture in the Classroom - Grades K-3, Cornell University

Skills for Life Series, Exploring Farm Animals (CCS)

Project LEAP - Grades K-2, Cornell University

Explore the World of Small Animals, Grades K-3, Washington State University,  
(2003 Sourcebook Catalog from National 4-H Council)

### H - Science and Technology

Achieving High Goals (NCC), NASA

Aerospace Adventure Series, Level 1 - Pre-Flight (CCS)

Bicycle Adventures, Level 1 (CCS)

Fabric Flight Connection (NCC), Cornell University

Fishy Science - (NCC) Ohio State University

4-H Youth Experiences in Science (YES), (NCC), University of California

**Insectaganza of Excitement Series, Level 1 - Creepy Crawlies (CCS)**

**Kitchen Science for Kids (NCC), Cornell University**

## References

Cloverbud Leader Orientation Guide, Cornell Cooperative Extension of Tompkins County, 2000

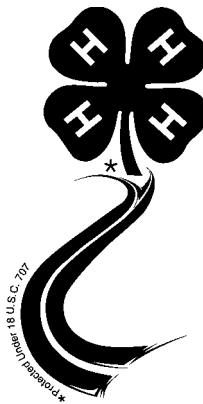
Jefferson County Cloverbud Guide, Cornell Cooperative Extension of Jefferson County, 2001

K-3 Youth in 4-H: Guidelines for Programming, National K-3 Curriculum Task Force, 1993

Meeting the Needs of Youth: *Tips for Adults Working with Youth*, Iowa State University, August 1999

Moving Ahead Together, Cooperative Curriculum System, 2000

New York State Cloverbud Guide, Cornell Cooperative Extension State 4-H Youth Development, 1995



# 4-H Takes You Places

Cornell Cooperative Extension

☘ 4-H Youth Development

Tool CB-1



# 4-H Cloverbud Club Planning Calendar

## Club Goals for the Year

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Month/Date	Program, Event or Activity	People Responsible
<u>September</u> Theme:		
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<u>October</u> Theme:		
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Month/Date	Program, Event or Activity	People Responsible
<u>November</u> Theme:		
<u>December</u> Theme:		
<u>January</u> Theme:		

<u>February</u> Theme:		
<b>Month/Date</b>	<b>Program, Event or Activity</b>	<b>People Responsible</b>
<u>March</u> Theme:		
<u>April</u> Theme:		
<u>May</u> Theme:		

<u>June</u> Theme:		

Month/Date	Program, Event or Activity	People Responsible
<u>July</u> Theme:		
<u>August</u> Theme:		

## 4-H Cloverbud Parent Participation Survey

Parents are very important to the success of our 4-H club. In addition to the support and encouragement you give to your own child, each of you has special skills and talents that can benefit the whole group. We would like to involve you in ways that best fit your interests and schedules. Please help us by completing this survey.

4-H member's name \_\_\_\_\_

Name of parent/guardian \_\_\_\_\_ Phone \_\_\_\_\_

*In what way(s) might you be able to help our 4-H club? Please check all possibilities.*

\_\_\_\_\_ Teach a Cloverbud activity.

\_\_\_\_\_ Coordinate our club members' participation in a county 4-H activity. *Which one?* \_\_\_\_\_

\_\_\_\_\_ Assist with a club community service activity.

\_\_\_\_\_ Help members (one or more) prepare their public presentations.

\_\_\_\_\_ Assist with fundraising.

\_\_\_\_\_ Provide transportation to one or more 4-H activities.

\_\_\_\_\_ Chaperone a 4-H trip.

\_\_\_\_\_ Provide general assistance at one or more club or activity meetings.

\_\_\_\_\_ Provide refreshments for one or more club meetings.

What personal interests or hobbies would you be willing to share with 4-H members?

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*When are you most available to help?*

*Season:* \_\_\_\_\_ Summer \_\_\_\_\_ Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring

*Day:* \_\_\_\_\_ Mon. \_\_\_\_\_ Tues. \_\_\_\_\_ Wed. \_\_\_\_\_ Thurs. \_\_\_\_\_ Fr. \_\_\_\_\_ Sat. \_\_\_\_\_ Sun.

*Time:* \_\_\_\_\_ Morning \_\_\_\_\_ Afternoon \_\_\_\_\_ Evening

# 4-H Cloverbud Meeting Planner

Date/Time/Place \_\_\_\_\_

Pre-meeting warm-up (game or activity to keep members involved until everyone arrives)

\_\_\_\_\_

Opening Ritual (about 10 minutes)

- Call to Order: Officer of the Day \_\_\_\_\_
  - Pledges
    - American (member's name) \_\_\_\_\_
    - 4-H (member's name) \_\_\_\_\_
  - Roll Call (member's name) \_\_\_\_\_
  - Introduction of Visitors \_\_\_\_\_
  - Announcements \_\_\_\_\_
- \_\_\_\_\_

The Program (maximum time can be increased from 25 to 45 minutes as members mature)

- 1 or 2 Cloverbud activities that appeal to all children (about 15 to 20 minutes/activity with frequent changes of steps)  
\_\_\_\_\_ lead by \_\_\_\_\_  
\_\_\_\_\_ lead by \_\_\_\_\_
- Sharing and Applying (about 5 minutes)

Recreation and Refreshments (15 to 20 minutes)

Recreation \_\_\_\_\_ lead by \_\_\_\_\_

Refreshments provided by \_\_\_\_\_